From: Terence Bowers, Faculty Secretary
To: Faculty

The Faculty Senate meets Tuesday, 7 April 2009 at 5 P.M. in room 115 of the Beatty Center (Wachovia Auditorium).

Agenda

1. Call to Order

2. Approval of the minutes of the 3-10-09 Faculty Senate meeting, which have been posted on the Faculty Senate Web site: http://www.cofc.edu/~senate

3. Reports

   The Provost
   The Speaker
   Larry Krasnoff, chair of the ad hoc Committee on Faculty Governance
   Laura Penny, chair of the Faculty Welfare Committee
   Richard Nunan, chair of the Advisory Committee on Tenure, Promotion, and Third-Year Review

4. New Business

   Election of Senate Committees (Budget, Academic Planning, By-Laws)
   Faculty Committee on Graduate Education, Continuing Education, and Special Programs
   Faculty Curriculum Committee
   Faculty General Education Committee

5. Old Business

   Committee on By-Laws and Fac/Admin. Manual
   --Motion to change Article I, Section 1 of the By-laws: Membership in the College Faculty, Regular Faculty
   --Motion to change Article IV, Section 2 of the By-laws: Faculty Senate, Composition and Election
   --Motion to change By-laws Article II, College Faculty Meetings. Associated Change to Article VI, Amending Procedures
   --Motion to change Article IV, Section 1 of the By-laws: Faculty Senate, Functions
   --Motion to change Faculty/Administration Manual (FAM), VI.D.7: Reporting Procedures of Departmental Evaluation Panel

6. New Business
6. New Business

Committee on By-Laws and *Fac./Admin. Manual*
--Language on annual/merit evaluation to go in the *FAM*, VI.E and VI.F
--Motion to change *FAM*, VIII.A: add statement on religious accommodation for students
--Motion to change *FAM*, VI.A, VI.B, VI.D, and VI.H: address reporting requirements and change deadlines in tenure, promotion, third-year, and post-tenure review processes
--Motion to change *FAM*, VI.H.2: change number of letters required for those seeking a satisfactory rating in their post-tenure review.
--Motion to change *FAM*, X.A.2: benefits when on unpaid leave

Advisory Committee on Tenure, Promotion, and Third-Year Review
--Motion to change *FAM*, VI.A: amend language governing “Exemplary area”
--Motion to change *FAM*, VI.A: eliminate the “Exemplary Teaching Effectiveness” standard for promotion to Professor
--Motion to endorse workload relief recommendation for faculty serving on the President’s Advisory Committee on Tenure, Promotion, and Third-Year Review

7. Constituents’ Concerns

8. Adjournment
Faculty Committee on Graduate Education, Continuing Education and Special Programs

Proposals for Faculty Senate April 7, 2009 Meeting

(All curricular proposals along with supporting documents are posted on the Faculty Senate Web Site)

Proposals for a New Graduate Course in MAT in Middle Grades:

   EDMG 698: Transition to the Profession
   EDMG 699: Middle Grades Clinical Internship

Proposal for a New Graduate Certificate in MS in Computer Science and Information Science:

   Service-Oriented Computing (Certificate Program Proposal)

This packet also includes Proposals for a New Graduate Course:

   CSIS 633: Semantic Web Principles
   CSIS 659: Service-Oriented Computing

and a Proposal to Change a Graduate Course:

   CSIS 636: Name change
       From -- Information Technology Policy and Strategy
       To -- Information Technology Policy, Strategy and Governance
Faculty Curriculum Committee

List of Proposals Approved by the Committee

(All curricular proposals along with supporting documents are posted on the Faculty Senate Web Site)

International Studies

- New Major—International Studies
- New Course—INTL 100
- New Course—INTL 300
- New Course—INTL 495

English

- New Course—ENGL 110 Introduction to Academic Writing
- New Course—ENGL 344

Criminal Studies Minor

- Change Minor—Crime, Law and Society Minor
- New Course—CRLS 310
- New Course—CRLS 311

Physics

- Change Minor—BS in physics
- Change Major—Physics

Neuroscience (Biology/Psychology)

- Change Minor—Neuroscience (Add PHYS 296 to electives)
- Change Course—BIOL/PSYC 351 Neuroscience I
- Change Course—BIOL/PSYC 352 Neuroscience II
- Change Minor—Neuroscience (Add ANTH 342 as an elective)

Sociology and Anthropology

- Change Course—ANTH 491
- New Course—ANTH 109
- New Course—ANTH 290
- New Course—ANTH 306
- New Course—ANTH 307
- New Course—SOCY 290
- New Course—SOCY 492
Women’s and Gender Studies

- New Course—WGST 401
- New Major—Women’s and Gender Studies

Honors

- Change Course—HONS 158 and lab
- Change Course—HONS 151 and lab
- Change Course—HONS 152 and lab
- Change Course—HONS 153 and lab
- Change Course—HONS 154 and lab
- Change Course—HONS 212
- Change Course—HONS 211
- Change Course—HONS 155 and lab
- Change Course—HONS 156 and lab
- Change Course—HONS 157 and lab
- New Course—HONS 110

Linguistics

- Change Minor—Linguistics Minor

Environmental Studies

- New Course—ENVT 355

Math

- Change Course—Math 320 History of Mathematics

Hispanic Studies

- New Course—Portuguese 291 Portuguese for Spanish Speakers
- New Course—Portuguese 291C Portuguese for Spanish Speakers

Urban Studies

- Change Major—Urban Studies

Russian Studies

- New Course—RUSS 295
- Change Minor—Russian Studies
Marketing and Supply Chain Management

- Change Course—MGMT 409
- Change Course—MGMT 322
- Change Course—DSCI 314
- Change Major—International Business
- Change Minor—Global Logistics Concentration/minor
- New Course—MGMT 402

Jewish Studies

- New Course—JWST 250
- New Course—JWST 280
- Change Minor—Jewish Studies

Arts Management

- Change Course—ARTM 370
Faculty General Education Committee
College of Charleston

List of Proposals Recommended by the Committee
March 26, 2009

Committee Members: Levi Cromer (SGA representative), Dan Mackin (SGA representative), Claire Curtis (HSS), Tom Langley (SOEHHP), Chris Starr, Committee Chair (SSM), Tricia Thelen (SOA), Felix Vasquez (SOLCWA), James Williams (Library), Jeff Yost (SB&E), Myra Whittemore (ex-officio, AAPA), Kay Smith (ex-officio, Academic Affairs)

English

Proposal to replace the current required coursework of English 101 and English 102 with English 110 to satisfy General Education Goals I.1 and I.2.

History

Change departmental distribution requirement in history to goal-based, history requirement.

Jewish Studies

Proposal to allow Jewish Studies 210 (Jewish History I: Ancient to Modern) and Jewish Studies 215 (Jewish History II: Modern to Present).
Report to the Faculty Senate  
Committee on the By-Laws and the Faculty/Administration Manual  
College of Charleston

Committee Members: Deanna Caveny (Committee Chair and Senator), Terry Bowers (ex officio, Faculty Secretary), Bev Diamond (ex officio, Provost’s designee), Joe Kelly (ex officio, Speaker of the Faculty), Brian McGee, Tom Trimboli (ex officio, Sr. VP for Legal Affairs), and Trish Ward (Senator)

Action: Change to By-laws Article I, Section 1: Membership in the College Faculty, Regular Faculty.

Status: Presented to Faculty Senate on March 10, 2009. To be considered by Faculty Senate on April 7, 2009.

Intent:
- To more clearly define “regular faculty”
- To include among regular faculty those full-time tenured and tenure-track employees who normally teach only three contact hours, including chairs of large departments and assistant and associate deans
- To replace “instructor” with “Instructor”
- To combine Instructors and Senior Instructors with tenured and tenure-track faculty members in application of the three-credit-hour rule
- To clarify which administrators are members of the regular faculty

Motion:

Article I. Membership in the College Faculty

Section 1. Regular Faculty

The faculty members of the College of Charleston are those individuals whose obligation in the institution is both the dissemination and expansion of academic knowledge of an accepted academic nature. At the College of Charleston the following individuals are considered regular faculty members: (1) those full-time¹ tenured, and tenure-track, Instructor, and Senior Instructor employees of the institution who normally teach at least six three contact hours² of college credit courses or the equivalent in assigned academic research in their academic

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¹ For the purpose only of interpreting Art I., Sect. 1, a “full-time” employee of the College of Charleston shall be defined as an employee receiving a salary and fringe benefits from the College in return for 40 hours or more of labor per regular work week. Any employee holding a title customarily associated with regular faculty membership is presumed to be a full-time employee unless the Provost stipulates in writing that the employee in question has part-time status. The determination of full-time status is not linked to the type or nature of the work assignment for each individual faculty member.

² When they are full-time tenured and tenure-track employees of the institution, full-time Instructor and Senior Instructor employees, or full-time professional librarians, Department Chairs, Assistant Department Chairs, Associate Department Chairs, Assistant Deans, and Associate Deans are defined as employees normally teaching at least three contact hours of college credit courses in each semester.
fields each semester; (2) full-time instructor, Instructor and Senior Instructor employees; (3) full-time professional librarians; and (4) ex officio, the President of the College, the Provost, the Vice-President for Research and Professional Development and Dean of Graduate Studies, the Deans of Undergraduate Studies, the Dean of the Graduate School, the Academic Deans, the Dean of the Honors College, and all administrative officers of the College with academic rank. These members of the faculty have voting rights at meetings of the College faculty.

3 An “administrative officer” shall be defined as any College of Charleston employee with a position title using the words “President” or “Provost.” In addition, the Provost may stipulate in writing that any College employee with academic rank is an administrative officer if that employee (a) has a position title using the word “Director” and (b) normally teaches fewer than three contact hours of college credit courses or the equivalent in assigned academic research in her or his academic field each semester.
Committee on the By-Laws and the Faculty/Administration Manual

Action: Change to By-laws Article IV, Section 2: Faculty Senate, Composition and Election.

Status: Presented to Faculty Senate on March 10, 2009. To be considered by Faculty Senate on April 7, 2009.

Intent:
- To more clearly define which regular faculty members are eligible to serve in the Faculty Senate, vote in senatorial elections, and be counted in apportionment of Faculty Senate seats
- To replace “instructor” with “Instructor”
- To combine Instructors and Senior Instructors with tenured and tenure-track faculty members in application of the three-contact-hour rule
- To resolve an ambiguity in whether department chairs are allowed to serve as Faculty Senators. Our by-laws have specifically stated that chairs are eligible to serve as faculty senators. However, chairs were not clearly included in the regular faculty, which produced a contradiction.
- To specify that Assistant Deans and Associate Deans (who are otherwise members of the regular faculty) are also eligible to serve as Faculty Senators
- To clearly state which administrators are not eligible to serve as Faculty Senators
- To clearly state which administrators are not eligible to vote in senatorial elections and should not count in Faculty Senate seat apportionment.

Motion:

Article IV, Faculty Senate

Section 2. Composition and Election

A. Eligibility.

A Faculty Senator must be a full-time tenured, or tenure-track, Instructor, or Senior Instructor employee of the College who has completed at least three years of service at the College, and who normally teaches at least six three contact hours per semester or the equivalent in assigned research or who is a full-time instructor Instructor, Senior Instructor, or professional librarian. Without regard to teaching load, Department Chairs, Assistant Department Chairs, Associate Department Chairs, Assistant Deans, and Associate Deans who otherwise would be members of the regular faculty, regardless of their teaching loads, are eligible to serve as Faculty Senators. (Approved App. April 2005) Administrators Administrative officers, including the Dean of Schools and the Dean of Libraries the Dean of the Graduate School, the Academic Deans, and the Dean of the Honors College are not eligible to serve as Faculty Senators. Faculty members on leave are not eligible to serve as Faculty Senators.

C. Election
1. **Without regard to teaching load, all** and only regular faculty members as defined under provisions (1), (2), and (3) of Article I Section 1 in Art. I, Sect. 1, excluding all those qualifying as *ex officio* regular faculty members under provision (3), are eligible to vote in Senate elections.
Committee on the By-Laws and the Faculty/Administration Manual

Action: Change to By-laws Article II, College Faculty Meetings. Associated Change to Article VI, Amending Procedures.

Status: Presented to Faculty Senate on March 10, 2009. To be considered by Faculty Senate on April 7, 2009.

Intent:
- To eliminate requirement of fall and spring full faculty meetings
- To continue to allow meetings of the faculty to be called by the President of the College, Speaker of the Faculty, or petition to the Speaker of the Faculty by fifty faculty members
- To allow everything (except election of faculty committees and approval of degree candidates) that took place in the required fall and spring faculty meetings to take place at “ordinary” faculty meetings called at Speaker’s discretion
- To specify how election of faculty committees will take place
- To reclassify meetings of the faculty from “regular” and “special” to “ordinary” and “extraordinary”, since “regular” seemed to imply “with some regularity or regular schedule”
- To more clearly state that ordinary faculty meetings are not deliberative
- To specify who (the Speaker or Speaker’s designee) can waive the one-week advance notification requirement when calling extraordinary faculty meetings
- To clearly specify that Robert’s Rules of Order shall govern the conduct at extraordinary faculty meetings
- To fix section numbering in Article VI, Amending Procedures

Motion:

Article II. College Faculty Meetings

Section 1. Regular Ordinary Faculty Meetings

The College faculty shall meet twice annually, once early in the first semester and again late in the second semester, to hear reports from and to question the President of the College, the Provost, and the Speaker of the Faculty. At its spring meeting, the College faculty shall recommend recipients of degrees and certificates at spring commencement. Any written reports to the College faculty from the President, the Provost, or the Speaker of the Faculty shall be distributed by the Faculty Senate Secretariat to all faculty members. Ordinary meetings of the College faculty may be called by the Speaker of the Faculty. Ordinary faculty meetings may be called for such purposes as the distribution of information, discussion of a topic or topics relevant to the College faculty, hearing a presentation, and asking questions of the President of the College or other administrative officers of the College. An ordinary meeting of the College faculty is not a deliberative assembly, and faculty at such meetings have no legislative or review authority.
Section 2. Special Extraordinary Faculty Meetings

A. Special Extraordinary meetings of the College faculty may be called by the President of the College, or the Speaker of the Faculty, or a petition to the Speaker of the Faculty by fifty faculty members. At such special extraordinary meetings the College faculty may review any Faculty Senate action.

B. Senate actions may be amended or vetoed by a simple majority vote of those members of the regular College faculty (as defined in Article Art. I) present at such special extraordinary meetings of the College faculty, provided there is a quorum present.

C. The College faculty has legislative authority (i.e., may legislate and recommend to the President on matters normally under the purview of the Faculty Senate) only in case it acts in a special extraordinary meeting of the College faculty called by a petition to the Speaker of the Faculty by 50 regular College faculty members (as defined in Art. I) on a specific issue included in the agenda for that meeting and distributed at least one week prior to the date of the meeting.

D. A quorum at special extraordinary College faculty meetings shall be a simple majority of regular College faculty members.

E. Special Extraordinary meetings of the College faculty must be called in writing at least one week prior to the date of the meeting. A written agenda for each meeting will be distributed to all faculty at least one week prior to the meeting. The requirement of one week advance notice may be waived by the Speaker of the Faculty (or the Speaker’s designee) in case of emergency.

F. The current edition of Robert’s Rules of Order will shall govern the conduct of special extraordinary meetings of the College faculty.

G. The Faculty Secretary shall perform as secretary for all meetings of the College faculty.

Section 3. Presiding Officer

The Speaker of the Faculty shall preside at all regular and special ordinary and extraordinary meetings of the faculty. If the Speaker cannot be present, she or he shall designate an alternate Speaker for that meeting from among the members of the regular faculty of the College.

...
A. Motions for amendment or repeal of these by-laws may be made in writing at any meeting of the Faculty Senate. The motion shall be referred to the Committee on the By-Laws and the Faculty/Administration Manual. The committee shall report to the Senate its recommendations on the motion and any amendments at the next Senate meeting. Motions to amend or repeal these by-laws require a two-thirds vote in the Senate for approval. Approved motions must then be ratified by a simple majority of regular faculty members voting by electronic ballot on the motion. (Rev. Jan. 2007)

Section 2. Extraordinary Meeting Option for Amendment Introduction

B. Motions for amendment or repeal of these by-laws may be made in writing at any special extraordinary meeting of the College faculty. The motion shall be referred to the Committee on the By-Laws and the Faculty/Administration Manual. The committee shall report to the faculty its recommendation on the motion and any amendments at a second special extraordinary faculty meeting called by the Speaker of the Faculty to consider the motion. The faculty will then vote on the motion to amend or repeal the by-laws. It shall be adopted by a two-thirds vote of the membership voting, provided a quorum is present.
Committee on the By-Laws and the Faculty/Administration Manual

Action: Change to By-laws Article IV, Section 1: Faculty Senate, Functions.

Status: Presented to Faculty Senate on March 10, 2009. To be considered by Faculty Senate on April 7, 2009.

Intent:
- To take the requirement that the President and Provost report to the faculty, which was part of the required full faculty meetings, and place it under Faculty Senate meetings instead

Motion:

Article IV. Faculty Senate

Section 1. Functions

A. The Faculty Senate is the primary legislative body of the College of Charleston faculty. The Senate may make recommendations on any matter under its purview to the President of the College. Except where otherwise specified in the By-Laws of the College Board of Trustees, the President shall have the power of veto over any action by the Senate. The veto shall be communicated in writing to the Senate, with reasons, within thirty days after receipt by the President. By a two-thirds vote, the Senate may appeal any action thus vetoed, through the Speaker of the Faculty, to the College Board of Trustees.

B. The Faculty Senate shall be concerned with all matters relating to academic programs, the curriculum, admissions and continuation standards, the grading system, degree and certificate requirements, and the utilization of the intellectual resources of the College. The Faculty Senate shall have the right and obligation to initiate needed institutional and academic studies, either directly or through appropriate committees.

C. The Faculty Senate may request meetings with the College Board of Trustees to discuss matters of mutual concern. Senators shall receive minutes of all meetings of the College Board of Trustees.

D. The Faculty Senate may establish and instruct such committees, standing and ad hoc, as may be necessary for the performance of its functions and elect or provide for the members of the committees in accordance with these by-laws.

E. At one Faculty Senate meeting early in the first semester and at one meeting late in the second semester, the Faculty Senate shall hear reports from and have the opportunity to question the President of the College and the Provost. Any written reports provided to the Faculty Senate by the President or the Provost shall be distributed by the Faculty Senate Secretariat to all faculty members.
EF. The Faculty Senate is authorized by the College faculty to approve all degree candidates for graduation.

FG. The specific duties of the Faculty Senate shall also include, but not be limited to, recommendations to the President concerning any of the following:
Committee on the By-Laws and the Faculty/Administration Manual

Action: Change to Faculty/Administration Manual, VI.D.7, Reporting Procedures of Departmental Evaluation Panel.

Status: Presented to Faculty Senate on March 10, 2009. To be considered by Faculty Senate on April 7, 2009.

Intent:
- To implement previously endorsed change requiring: (a) tenure, promotion, and review candidates to sign their evaluation panel’s letter, and (b) panel chairs to provide candidates with a copy of that panel letter
- To specify that panel members should all sign their evaluation panel’s letter
- To specify what the panel members’ and candidates’ signatures mean

Motion:

VI, Sect. D, Evaluation of Faculty, Procedures for Third-year Evaluation, Tenure, and Promotion of Instructional and Library Faculty

7. Reporting Procedures of the Departmental Evaluation Panel

After due deliberation, the panel will shall take its vote by written ballot. The chair will shall draft a statement for the members of the panel to sign that reports the recommendation and vote of the panel. This statement should include justification for the panel’s recommendation. While maintaining the confidentiality of any meetings, the statement will summarize the discussion that took place among panel members, including positive and negative deliberations.

The chair of the departmental panel will shall meet with the faculty member being evaluated to inform him/her provide the faculty member with a copy of the panel’s written recommendation written statement, which will shall include actual vote splits and the signatures of all the panel members. The signatures of the panel members acknowledge only that the panel members participated in panel deliberation and had the opportunity to contribute to the development of the written statement. Third-year candidates will sign the panel’s evaluation. The faculty member shall sign a copy of the statement, with the signed copy to be retained by the chair of the panel for submission to the appropriate Academic Dean. The signature of the faculty member acknowledges only that a copy of the statement has been received by the faculty member.

The evaluation panel chair will shall forward the panel’s recommendation(s) statement to the appropriate Academic Dean or Dean of Libraries. In the case of tenure and promotion recommendations, this must be done by November 1. In the case of third-year reappointment recommendations, this must be done by January 15. (Editorial Note: This last sentence will subsequently be revised by another motion addressing deadlines in the tenure and promotion process.)
Language on Annual/Merit Evaluation to Go in the FAM

E. Procedures for Annual and Merit Evaluation of Regular Instructional and Library Faculty

1. Introduction

In keeping with S.C. state law, all faculty members at the College of Charleston will be evaluated annually in accordance with the College’s established standards and criteria and with established procedures.

Department Chairs and the Dean of Libraries are responsible for the annual performance evaluation of each faculty member within their departments. In the exceptional case that a faculty member is housed in a program and not in a department, the Program Director will assume the role of Department Chair in the evaluation process.

Annual evaluations shall serve two functions: (1) to guide the professional development of the faculty member, and (2) to record part of the evidence upon which personnel decisions and salary recommendations shall be based. Accordingly,

- each regular faculty member of the College of Charleston will be evaluated annually on the basis of performance over the last calendar year at the College.

In addition,

- each faculty member with at least one full calendar year of service at the College will be assigned a merit category on the basis of performance over the last three calendar years (or the time since hire if this is less than three years) as one factor to be considered in the determination of any salary increase.

Newly hired faculty members will not be assigned a merit category. Instead, normally each will receive an “average” raise determined by the relevant dean and based on the percentage of the salary pool allocated to the faculty member’s school for raises.

Each annual performance evaluation should include strengths, weaknesses, and specific recommendations for improvement. Probationary faculty should be rigorously evaluated each year in preparation for third-year and tenure reviews. In the case of a tenured faculty member or a Senior Instructor, the assessment may
be less detailed. A faculty member, Chair, Dean or Provost can request that a more extensive evaluation be conducted in any given year. A faculty member may make a request for a more detailed evaluation at any time. A Chair, Dean or Provost should make a request by October 1 of the calendar year for which performance is to be evaluated in order to provide time for a faculty member to assemble required materials.

The form of the performance evaluation may vary by school and department, as well as by the rank of the faculty member being evaluated. At a minimum, the Chair or Dean of Libraries will provide an appraisal letter addressing teaching effectiveness, research and professional development, and professional service (for teaching faculty) and professional competency, professional growth and development, and professional service (for library faculty). Notification to the faculty member of the merit category assigned, which may take place separately from the discussion of the annual evaluation, should include a brief justification of the category assigned. Departments and schools may develop additional rating instruments.

It is the responsibility of the individual faculty member to ensure that he/she is making progress toward meeting the criteria published in the Faculty/Administration Manual for other evaluations (tenure and promotion) as well as any additional criteria approved by the school and/or department, and to seek the advice of the Chair or Dean of Libraries and other department faculty toward that end.

A tenure and/or promotion review requires additional evidence beyond that required for an annual review of performance or assignment of merit category, as well as assessment over a different time frame. For instance, a department may conduct a peer review of teaching or an external review of research, and graduate surveys are solicited, at the time of tenure and promotion decisions.

Annual performance and merit reviews constitute only one of many factors that are considered during the tenure and/or promotion decision-making process and in no way conclusively determine that outcome. Because tenure and promotion decisions often involve an assessment of career achievement and potential, as well as a demonstrated ongoing commitment to scholarship and to the mission of the institution, annual performance reviews and the assignment of merit categories to a faculty member for purposes of salary administration for one or several years are
insufficient, by themselves, to determine the outcome of such important decisions.

2. Standards, Criteria and Evidence for Annual Evaluation

Schools and departments will develop specific policies, criteria and standards for annual evaluation and the assignment of merit categories in their units. Criteria should be clearly stated and available to all members of the department. They may vary in detail but they must be consistent with general College policies. (See Faculty/Administration Manual, Sections A, B and C.) In particular, teaching is the primary responsibility of faculty at the College of Charleston.

The Faculty Welfare Committee and an ad Hoc committee of past members of the Advisory Committee on Tenure, Promotion and Third-Year Review will provide comments on departmental and school evaluation instruments upon their initial development. Approval of these plans by the appropriate Academic Dean and by the Provost is required before implementation. After initial adoption, any significant changes must be sent to the Faculty Welfare Committee for review/recommendations and to the Provost for approval before implementation. All approved school and department annual evaluation and merit review policies will be available to all College faculty members.

3. Annual Evaluation and Merit Review Process

Annual evaluations will normally be completed early in each calendar year. A calendar for the evaluation process will be posted on the website of the Office of Academic Affairs.

While specific policies may differ by school and department, all annual evaluations should provide sufficient information to allow for full, fair and constructive evaluation without being unnecessarily burdensome to faculty or Department Chairs. At a minimum, faculty members will provide

- a current *curriculum vitae*, and
- a 1-2 page personal statement presenting accomplishments in the areas of teaching, research and professional development, and service (or, in the case of librarians, professional competence, professional growth and development, and service) over the last calendar year.
Schools and/or departments may require faculty to submit additional material, and required documentation may vary by tenure status and rank. Evidence of the sort typically provided for major evaluations should be requested of probationary faculty; schools may require less extensive documentation for tenured faculty and Senior Instructors. Schools and departments may require that the personal statement include goals for the next one-to-three years. The Department Chair or Dean of Libraries will conduct the annual evaluation and will have access to additional information, including the faculty member’s

- previous annual evaluations and personal statements,
- course evaluations, and
- information included in the Faculty Activity System.

To facilitate Chairs’ work in assigning merit categories, concurrent with the submission of materials for the annual evaluation of performance, any faculty member with at least one full calendar year of service at the College of Charleston will submit

- a 1-2 page personal statement presenting accomplishments in the areas of teaching, research and professional development, and service (or, in the case of librarians, professional competence, professional growth and development, and service) over the last three calendar years, if employed by the College during that period of time, or, for a faculty member with fewer than three years of service at the College of Charleston, over the period since hire.

The Department Chair or Dean of Libraries will assign a merit category on the basis of this three-year summary and the annual evaluations over the same three calendar years. In the case of the Department Chair, this assignment will normally be tentative until discussed with the Dean. Newly hired faculty members need not submit any additional materials.

In the case of a faculty member undergoing a major evaluation (Third-Year Review, tenure and/or promotion, post-tenure review, or renewal as Senior Instructor), an evaluation of performance over the last calendar year will not be conducted. A merit category for the purposes of salary administration will be assigned. Normally, the documentation provided by the faculty member in the major evaluation will be sufficient to allow the Chair to assign a merit category. (Since major evaluation packets are completed early in the fall semester, documentation of activities through the end of
the calendar year could reasonably be added for this assignment.) This assignment of a merit category will consider the faculty member’s performance during the same three-year window used for other faculty.

The Department Chair may consult with a faculty committee in conducting the annual evaluation or assigning a merit category.

The faculty member must present the requested documents in accordance with the established format for his/her department or school and the published schedule. Any faculty member who fails to submit the required documentation for his/her annual evaluation and assignment of merit category will receive a merit rating of “does not meet the merit threshold” and will be ineligible for a salary increase that year.

In the case of library faculty who are supervised by department heads and/or assistant Deans, these supervisors will provide written comments on the performance of the librarians. These comments are forwarded to the Dean of Libraries who uses them as he/she writes the final evaluation narrative. The librarian receives the comments from all supervisors in addition to the Dean’s final evaluation.

After reviewing materials submitted by the faculty member, the Department Chair or the Dean of Libraries shall provide the faculty member with a signed and dated evaluation.

4. Chair’s Interview with the Faculty Member

By the date designated on the evaluation calendar, the Chair or Dean of Libraries shall conduct an interview with each member of his/her department. At least one week prior to the interview, the faculty member will receive the Chair’s or Dean of Libraries’ narrative assessment of strengths and weaknesses and suggestions for improvement. Records of the evaluation will be on file in the office of the Department Chair.

At the evaluation interview, the faculty member and the Chair or Dean of Libraries will discuss the evaluation narrative. The faculty member will sign the form to indicate that he or she has met with the Chair or Dean of Libraries. If there is disagreement about any part of the evaluation, the Chair or Dean of Libraries and the faculty member shall seek to resolve those differences. If a resolution is reached, the Chair shall change the evaluation document accordingly if appropriate.
5. Appeal of Annual Evaluation

A faculty member may appeal his/her annual evaluation to the appropriate Academic Dean by submitting a written request for an appeal hearing to the Dean within 10 working days of the evaluation interview. The Dean will arrange and chair a meeting with the faculty member and the Department Chair to discuss the appeal. At the appeal hearing, the faculty member should state specifically the basis for the appeal and provide appropriate information in support of the appeal. The Dean will attempt to mediate an agreement between the faculty member and the Chair. If unsuccessful, the Dean will reach a decision and inform all parties in writing. The faculty member may appeal the Dean’s decision to the Provost who will receive all written material pertaining to the case. After consultation with the faculty member, the Department Chair and the Dean, the Provost will render the final decision in writing to all parties concerned.

Library faculty should follow the steps outlined above. Their appeals should, however, go directly to the Provost, who will render the final decision.

6. Dean’s and Provost’s Role in the Assignment of Merit Categories

The Dean plays an active role in the development of departmental and school criteria and standards for annual evaluation and the assignment of merit categories. The Dean is responsible for ensuring that these standards and criteria are applied by chairs equitably across departments in his or her school. The Provost is responsible for ensuring that these standards and criteria are applied by Deans across schools. Normally a Dean and Chair will discuss the assignment of merit categories before a faculty member is notified of such. Notification to the faculty member of the assignment of a merit category may occur separately from the annual evaluation.

7. Appeal of Merit Category Assigned

A faculty member may appeal the assignment of a merit category to his or her performance by following the procedure outlined in Section 5, Appeal of Annual Evaluation, above. Chair, Dean and provost will proceed as in Section 5. However, the Provost’s role in this appeal is limited to ensuring, through discussion with the Dean and/or Chair, that the assignment of the merit category is consistent with criteria and standards at the Department, School
and College level and with the assignment of merit categories to others in the Department or School, as appropriate.

F. Merit categories and Salary Increases

Eligibility for any salary increase will be based on merit. The assignment of a merit category will indicate whether the faculty member is eligible for any salary increase. Eligibility for any salary increase requires satisfying the merit threshold. The merit threshold is defined as demonstrating professional competence in all three evaluation areas (teaching, research and professional development, service) according to criteria and standards articulated by schools and departments. Criteria and standards may vary by school, department, tenure status and rank.

The description of additional merit categories will be available on the Academic Affairs website during 2008-09 and included in the Faculty/Administration Manual thereafter.

In addition to merit ratings, market factors may contribute to a salary increase. Market factors will contribute to any salary increase only when the faculty member has met the merit threshold. Market factors may include:

- Data collected in comparative salary studies;
- Internal (College, school, departmental) equity, including gender equity, salary compression and/or inversion.

The respective roles of merit and market factors in salary reviews may vary each year and by school and department and should be communicated annually to faculty as appropriate.
Report to the Faculty Senate
Committee on By-Laws and Faculty/Administration Manual, continued

Action: Change to Faculty/Administration Manual, VIII.A, Faculty Responsibilities to Students, to add a statement on religious accommodation for students.

Status: To be presented to Faculty Senate on April 7, 2009. Committee will request that Faculty Senate consider this motion at one of the April meetings.

Intent:
- To add a statement of religious accommodation for students

Motion:

In VIII, Sect. A, Faculty Responsibilities to Students, insert new #11 and renumber current #11-16 as #12-17.

Insertion:

11. Religious Accommodation for Students

   The College of Charleston community is enriched by students of many faiths that have various religious observances, practices, and beliefs. We value student rights and freedoms, including the right of each student to adhere to individual systems of religion. The College prohibits discrimination against any student because of such student’s religious belief or any absence thereof.

   The College acknowledges that religious practices differ from tradition to tradition and that the demands of religious observance in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of “reasonable accommodation for religious observance” in regard to class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College. Faculty are required, as part of their responsibility to students and the College, to ascribe to this policy and to ensure its fair and full implementation.

   The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the College. Faculty members are expected to reasonably accommodate individual religious practices. Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student’s presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment dates. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the College.
Committee on the By-Laws and the *Faculty/Administration Manual*

**Action:** Change to *Faculty/Administration Manual*, VI.A, VI.B, VI.D, and VI.H, addressing reporting requirements and deadlines in tenure, promotion, review, and post-tenure review processes.

**Status:** To be presented to Faculty Senate on April 7, 2009. Committee will be requesting that Faculty Senate consider this motion at one of the April meetings.

**Intent:**
- To clarify deadline for President’s decisions and notifications in tenure, promotion, review, and post-tenure review processes.
- To keep August 15 and March 15 deadlines in the *Faculty/Administration Manual* but remove all other explicit deadlines, replacing explicit dates with more general references and referring readers to the annual calendars distributed for these two review processes.
- To replace many instances of “will” with “should” or “shall”.

**Motion:**

**DEADLINES IN TENURE, PROMOTION, AND THIRD-YEAR REVIEWS**

Changes are in color and are denoted with strikethrough (for deletion) and underline (for addition). Boldface headers were added for clarification. Remainder of the language was cut and pasted from the *Faculty-Administration Manual* (FAM).

**FAM, pg 104, applicable to promotion reviews of all instructional faculty:** Normally, a petition nominating a faculty member to a higher rank should be made not later than August 15 of the academic year in which a decision on promotion is to be made. The faculty member will then be evaluated under the provisions outlined in Art. VI.D entitled “Procedures for Third-Year Evaluation, Tenure and Promotion of Instructional and Library Faculty.”

**FAM, pg 109, applicable to instructors’ third-year evaluation and review for promotion:** By August 15, each Department Chair will should provide the appropriate Academic Dean and the Provost with a list of faculty members to be considered.

**FAM, pg 118, applicable to promotion reviews of library faculty:** Deadline for Nomination. Normally, a petition nominating a library faculty member for promotion to a higher rank should be made not later than August 15 of the academic year in which a decision on promotion is to be made.

**FAM, pg 120, applicable to all reviews of instructional and library faculty:** By August 15, each Department Chair will should provide the appropriate Academic Dean and the Provost with a list of eligible library faculty members to be considered. The Dean of Libraries will should provide a list of eligible library faculty members to the Provost.
FAM, pg 110, applicable to instructors’ third-year evaluation and review for promotion: A faculty member will shall submit to the chair of the departmental evaluation panel by the announced deadline a packet containing a current curriculum vitae and evidence assembled to demonstrate that the standards and criteria have been met.

FAM, pg 120, applicable to all reviews of instructional and library faculty: A faculty member will shall submit to the Chair of the Departmental Evaluation Panel by the announced deadline a packet containing a current curriculum vitae and evidence assembled to demonstrate that the standards and criteria have been met. The review process begins once the faculty member’s contribution to the packet has been formally submitted for departmental evaluation.

FAM, pg 123, applicable to all reviews of instructional and library faculty: The evaluation panel chair will shall forward the panel’s recommendation(s) to the appropriate Academic Dean or Dean of Libraries by the announced deadline. In the case of tenure and promotion recommendation, this must be done by November 1 deadline is typically at the end of October. In the case of third-year reappointment recommendations, this must be done by January 15 deadline is typically near mid-January.

FAM, pg 124, applicable to third-year evaluations of instructional and library faculty: The appropriate Dean will shall review the faculty member’s packet and the departmental evaluation panel’s recommendation, interview each candidate, and notify the candidate in writing of his/her recommendations. The recommendation of the Dean will be submitted in writing to the Provost by February 1. The Dean shall forward all packets, including those prepared for third-year review, to the Provost’s Office. The Dean shall submit his/her recommendations in writing to the Provost and forward all materials to the Provost’s Office by the announced deadlines, which are typically at the end of January.

FAM, pg 124, applicable to tenure and promotion reviews of instructional and library faculty: The appropriate Dean will review the evaluation panel recommendations and the candidate’s packet and may choose to interview candidates. The Dean will notify the candidate in writing of his/her recommendations. The Dean will forward these materials to a designated room for review by the Provost and the Advisory Committee on Tenure and Promotion review by December 1. The Dean will provide his/her recommendation to the Provost by December 1. The Dean shall provide his/her recommendations in writing to the Provost and forward all materials to a designated room for review by the Provost and the Advisory Committee on Tenure, Promotion, and Review by the announced deadlines, which are typically at the end of November.

FAM, pg 124, applicable to tenure and promotion reviews of instructional and library faculty: The Provost will shall make packets of all candidates for tenure and promotion available to the members of the Advisory Committee on Tenure, Promotion and Third-Year Reappointment. The Faculty Advisory Committee will shall notify each candidate in writing of its recommendation by the announced deadlines.

FAM, pg 124, applicable to third-year reviews of instructional and library faculty: The Committee will shall also review third-year candidates on all negative departmental recommendations or if requested to do so by the candidate, any member of the departmental
panel, the appropriate Dean or the Provost. In cases where the Dean’s decision is different from the departmental evaluation panel or the departmental evaluation panel vote is negative, he/she will refer the case to the Provost and the Faculty Advisory Committee for their recommendations. The Provost and the Faculty Advisory Committee will interview each candidate for third-year reappointment when the departmental panel or the appropriate Academic Dean or Dean of Libraries recommendation is different from the departmental evaluation panel or the departmental evaluation panel vote is negative. The Provost’s and the Faculty Advisory Committee’s recommendation will be submitted in writing to the President.

NEW PARAGRAPH to be added just after the preceding paragraph: The Provost’s recommendations for all reviews and the Faculty Advisory Committee’s recommendations in cases where they act shall be submitted in writing to the President by the announced deadlines.

FAM, pg 125, applicable to tenure and promotion reviews of instructional and library faculty: After the Faculty Advisory Committee has made its written recommendation to the President, the Provost may interview the candidate as part of his/her independent evaluation of the candidate. The Provost’s recommendation will be submitted in writing to the President by the announced deadlines.

FAM, pg 125, applicable to all reviews: Upon receipt of the recommendations of the departmental evaluation panel, appropriate Dean, the Faculty Advisory Committee, and the Provost, the President shall make a final determination and inform the candidate, the Provost, the Dean, and the evaluation panel chair in writing of his/her decision by March 15 or within two weeks of receipt of the recommendations, whichever comes later. In the course of deliberation, the President shall have access to all materials used in the evaluation. The President shall make a final determination within 2 weeks after she/he receives recommendations from all of the following: the departmental evaluation panel, the appropriate Dean, the Faculty Advisory Committee, and the Provost. All such recommendations shall be submitted to the President no later than March 1 of each year. In addition to these recommendations, the President shall also have access to, and may consider, other materials used by any or all of the foregoing during the course of their respective evaluations. Once a final decision is made by the President, and within the 2 weeks after the last recommendation is received by her/him, the President shall inform the candidate, the Provost, the Dean, and the evaluation panel chair, in writing, of her/his decision.

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4 Deadlines for earlier stages of the review process are prior to March 1 and are announced by Academic Affairs each year.
DEADLINES IN POST-TENURE REVIEW

Changes are in color and are denoted with strikethrough (for deletion) and underline (for addition). Boldface headers were added for clarification. Remainder of the language was cut and pasted from the Faculty-Administration Manual (FAM).

FAM, pg 128: A Faculty Member Will Submit to Her/His Department Chair a Packet of Material that Must Include A faculty member shall submit to his/her Department Chair by the announced deadline a packet of material that must include:

FAM, pg 130: The department chair (or the departmental panel) will shall forward to the candidate’s dean by December 18 the announced deadline, typically mid-December, the candidate’s packet with either a brief letter of acknowledgement of the chair’s (or panel’s) concurrence with the candidate’s self-evaluation or a detailed negative letter to the candidate’s dean. At this time a copy of the letter will shall be forwarded to the candidate.

FAM, pg 130: The Post-Tenure Review Committee shall review and forward its recommendations to the Provost by the end of February announced deadline, typically at the end of February. Normally, the committee will not review a "satisfactory" recommendation unless the candidate requests the committee to do so. The Provost may make a recommendation and will shall forward all recommendations to the President by the announced deadline.

FAM, pg 130: Upon receipt of the recommendations of the department chair (or the departmental panel), and any or all of the following: the appropriate dean, the Post-Tenure Review Committee, and the Provost, the President shall make a final determination and inform the candidate, the Provost, the Post-Tenure Review Committee, the dean, and the department chair in writing of his/her decision by March 15 or within two weeks of receipt of the recommendations. In the course of deliberation, the President shall have access to all materials used in the evaluation. The President shall make a final determination within 2 weeks after she/he receives recommendations from all of the following: the department chair (or the departmental panel chair), the appropriate Dean, the Post-Tenure Review Committee, and the Provost. All such recommendations shall be submitted to the President no later than March 1 of each year. In addition to these recommendations, the President shall also have access to, and may consider, other materials used by any or all of the foregoing during the course of their respective evaluations. Once a final decision is made by the President, and within the 2 weeks after the last recommendation is received by her/him, the President shall inform the candidate, the Provost, the Dean, and the department chair (or departmental panel chair), in writing, of her/his decision.

5 Deadlines for earlier stages of the review process are prior to March 1 and are announced by Academic Affairs each year.
Committee on the By-Laws and *Faculty/Administration Manual*

**Action:** Change to *Faculty/Administration Manual*, VI.H.2, *Post-tenure Review*, Preparation and Submission of the Faculty Member’s Packet.

**Status:** To be presented to Faculty Senate on April 7, 2009. Committee will request that Faculty Senate consider this motion at one of their two April meetings.

**Intent:**
- To remove the requirement of two letters from intra- and/or extra-departmental peers for candidates seeking a “satisfactory” rating
- To still require two letters from candidates seeking a “superior” rating

**Motion:**

*VI, Sect. H, Post-tenure Review*

2. Preparation and Submission of the Faculty Member’s Packet

   a. A Faculty Member Will Submit to Her/His Department Chair a Packet of Material that Must Include:

      (1) A letter from the candidate indicating the rating for which he/she wishes to be considered.
      (2) Curriculum vitae.
      (3) Statement from the candidate on teaching, research and service addressing accomplishments since the last review and future plans and goals.
      (4) Computer-generated student teaching evaluations (summary pages with numbers) for all evaluated courses taught by the candidate during the period under review.
      (5) Annual performance evaluations by the department chair during the period under review. In the event that a department chair is being evaluated, the dean's annual evaluations of the chair will be included instead.
      (6) Two letters from intra- and/or extra-departmental peers, concerning aspects of the candidate's teaching (or, for librarians, professional competency).
      (7) Candidates seeking a "superior" rating must also furnish clear evidence of exemplary teaching effectiveness (exemplary professional competency in the case of librarians), leadership in service, and continuing quality scholarship. This evidence must include two letters from intra- and/or extra-departmental peers, concerning aspects of the candidate’s teaching (or, for librarians, professional competency). Peer refereeing is one criterion of scholarly quality; therefore, the evidence must also include at least two scholarly articles and/or books (or otherwise juried publications, or professionally evaluated performances or exhibits in the arts). Candidates must provide evidence that the scholarly material submitted is peer reviewed, juried or professionally evaluated. Evidence is to be compiled for the intervening period between promotion evaluation and/or post-tenure reviews.
      (8) A late packet will not be considered for a superior rating except in extraordinary circumstances. A letter must accompany the packet to explain these circumstances.
Committee on the By-Laws and Faculty/Administration Manual

Action: Change to Faculty/Administration Manual, X.A.2, Leave of Absence.

Status: To be presented to Faculty Senate on April 7, 2009. Committee will be requesting that Faculty Senate consider this motion at one of the April meetings.

Intent:
- To remove a false suggestion that a faculty member can avoid paying for benefits while on leave without pay

Motion:

FAM X.A.2. Leave of Absence:

Any member of the tenured or untenured faculty may apply to the Provost for a leave of absence without pay for a period of up to two years. Such leaves commonly are granted to complete the doctoral dissertation, to enable a professor to return to graduate school, to accept a post-doctorate fellowship, to pursue research or to participate in a faculty exchange or internship program. When granted to an untenured faculty member, a scholarly leave of absence of one year or less will count as part of the probationary period as though it were prior service at another institution, unless the individual and the institution agree in writing to an exception to this provision at the time the leave is granted.

Normally a leave without pay will not be for longer than two years. Any agreement to the contrary will be fully outlined in the leave of absence document given to the faculty member.

A faculty member on leave may petition the Provost for an extension of his or her leave period. Such a request should be made at least three months before the date of termination of the authorized leave. The Provost will consult with the Dean and Department Chair, and after consideration, rule on the extension.

In the case of a leave of absence without pay, faculty members must pick up funded portions of any health and/or life insurance plans plus the payroll deduction amount if they desire to continue this coverage. However, participants do have the option to terminate all coverage until such time as they return to an active pay status. Faculty members considering a request for leave without pay should consult with Human Resources regarding benefits.

The President of the College has the sole discretion to accept or reject the Provost’s recommendation concerning the faculty member’s request for a leave of absence.
Advisory Committee on Tenure, Promotion, & Third-Year Review

Motions for Recommendations to Amend Standards Governing Tenure and Promotion in Faculty-Administration Manual

Page numbers refer to pagination in the current on-line pdf copy of the FAM.

Motion 1
Recommendation to Amend Language Governing ‘Exemplary area’

VI.A (p. 93), second paragraph of Preamble to section on Tenure, Promotion, and Third-year Review:

"Tenure and promotion require substantial evidence of consistently high professional competence in teaching, research and professional development, and service. In addition, evidence of *either* exemplary performance in at least one of the *three* specified professional competency areas or *significant achievement in the two areas of teaching and research and professional development* is required."

[Last sentence of above paragraph currently reads:
“In addition, evidence of exemplary performance is required in at least one of the specified professional competency areas.”]

VI.A.4.a (p. 102), last sentence in first paragraph of section enumerating specific criteria for tenure and promotion to Associate Professor should read:

“Evidence of *either* exemplary performance in at least one of the specified professional competency areas or *significant achievement in all three areas* is required."

[That sentence currently reads:
“Evidence of exemplary performance is required in at least one of the specified professional competency areas.”]

VI.A.4.b (p. 103), second sentence of paragraph enumerating specific criteria for tenuring candidates who were hired at the rank of Associate Professor should read:

Evidence of *either* exemplary performance in at least one of the *three* specified professional competency areas or *significant achievement in the two areas of teaching and research and professional development* is required."

[That sentence currently reads:
“Evidence of exemplary performance is required in at least one of the specified professional competency areas.”]
VI.A.4.c (p. 103), last sentence of first paragraph enumerating specific criteria for promotion to the rank of Professor should read:

“Evidence of either exemplary performance in at least one of the specified professional competency areas or significant achievement in all three areas is required.”

[That sentence currently reads: “Evidence of exemplary performance is required in at least one of the specified professional competency areas.”]
Motion 2
Recommendation to Eliminate ‘Exemplary Teaching Effectiveness’ Standard for Promotion to Professor

VI.A.4.c(1) on p. 103, characterizing criterion for promotion to the rank of Professor in the area of teaching should read:

(1) Promotion to the rank of Professor requires sustained effectiveness in teaching.

[That sentence currently reads:
(1) Promotion to the rank of Professor requires exemplary teaching effectiveness.

[The proposed change would replace the ‘exemplary teaching effectiveness’ standard with the same language currently used for tenure & promotion to Associate Professor in VI.A.4.a(1) on p. 102.]
Advisory Committee on Tenure, Promotion, & Third-Year Review

Motion 3
Recommendation for workload relief for all regular members of the President’s Advisory Committee on Tenure, Promotion, and Third-Year Review

Whenever the total number of tenure, promotion, and renewal cases before the President’s Advisory Committee on Tenure, Promotion, and Third-Year Review exceeds 25 in a single academic year, the five regular members of the Committee should be granted extra workload relief in the form of a teaching reduction of one course section for the spring semester of that year.
From: Terence Bowers, Faculty Secretary  
To: Faculty and Staff  

The Faculty Senate met last night (Tuesday, 7 April 2009). Here are the highlights of the meeting. Full minutes will follow later.

--The Senate elected the members of next year’s Senate Committees (Budget, Academic Planning, By-Laws).

--All proposals from Faculty Committee on Graduate Education, Continuing Education, and Special Programs passed.

--All proposals from the Faculty Curriculum Committee passed.

--All proposals from the Faculty General Education Committee passed.

--The Faculty Senate will re-convene in two weeks (Tuesday, 21 April 2009 at 5 P.M. in the Beatty Center) in a continuation of last night’s meeting to work through the remaining items on the agenda.
Report to the Faculty Senate
Committee on the By-Laws and the Faculty/Administration Manual
College of Charleston

Committee Members: Deanna Caveny (Committee Chair and Senator), Terry Bowers (ex officio, Faculty Secretary), Bev Diamond (ex officio, Provost’s designee), Joe Kelly (ex officio, Speaker of the Faculty), Brian McGee, Tom Trimboli (ex officio, Sr. VP for Legal Affairs), and Trish Ward (Senator)

Action: Change to By-laws Article I, Section 1: Membership in the College Faculty, Regular Faculty.

Status: Presented to Faculty Senate on March 10, 2009. To be considered by Faculty Senate on April 7, 2009.

Intent:
- To more clearly define “regular faculty”
- To include among regular faculty those full-time tenured and tenure-track employees who normally teach only three contact hours, including chairs of large departments and assistant and associate deans
- To replace “instructor” with “Instructor”
- To combine Instructors and Senior Instructors with tenured and tenure-track faculty members in application of the three-credit-hour rule
- To clarify which administrators are members of the regular faculty

Motion:

Article 1. Membership in the College Faculty

Section 1. Regular Faculty

The faculty members of the College of Charleston are those individuals whose obligation in the institution is both the dissemination and expansion of academic knowledge of an accepted academic nature. At the College of Charleston the following individuals are considered regular faculty members: (1) those full-time\(^1\) tenured and tenure-track, Instructor, and Senior Instructor employees of the institution who normally teach at least six three contact hours\(^2\) of college credit courses or the equivalent in assigned academic research in their academic

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\(^1\) For the purpose only of interpreting Art I., Sect. 1, a “full-time” employee of the College of Charleston shall be defined as an employee receiving a salary and fringe benefits from the College in return for 40 hours or more of labor per regular work week. Any employee holding a title customarily associated with regular faculty membership is presumed to be a full-time employee unless the Provost stipulates in writing that the employee in question has part-time status. The determination of full-time status is not linked to the type or nature of the work assignment for each individual faculty member.

\(^2\) When they are full-time tenured and tenure-track employees of the institution, full-time Instructor and Senior Instructor employees, or full-time professional librarians, Department Chairs, Assistant Department Chairs, Associate Department Chairs, Assistant Deans, and Associate Deans are defined as employees normally teaching at least three contact hours of college credit courses in each semester.
fields each semester; (2) full-time instructor and Senior Instructor employees; (3) full-time professional librarians; and (4) ex officio, the President of the College, the Provost, the Vice President for Research and Professional Development and Dean of Graduate Studies, the Deans of Undergraduate Studies, the Dean of the Graduate School, the Academic Deans, the Dean of the Honors College, and all administrative officers of the College with academic rank. These members of the faculty have voting rights at meetings of the College faculty.

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3 An “administrative officer” shall be defined as any College of Charleston employee with a position title using the words “President” or “Provost.” In addition, the Provost may stipulate in writing that any College employee with academic rank is an administrative officer if that employee (a) has a position title using the word “Director” and (b) normally teaches fewer than three contact hours of college credit courses or the equivalent in assigned academic research in her or his academic field each semester.
Report to the Faculty Senate, Committee on By-Laws and Faculty/Administration Manual, continued

**Action:** Change to By-laws Article IV, Section 2: Faculty Senate, Composition and Election.

**Status:** Presented to Faculty Senate on March 10, 2009. To be considered by Faculty Senate on April 7, 2009.

**Intent:**
- To more clearly define which regular faculty members are eligible to serve in the Faculty Senate, vote in senatorial elections, and be counted in apportionment of Faculty Senate seats
- To replace “instructor” with “Instructor”
- To combine Instructors and Senior Instructors with tenured and tenure-track faculty members in application of the three-contact-hour rule
- To resolve an ambiguity in whether department chairs are allowed to serve as Faculty Senators. Our by-laws have specifically stated that chairs are eligible to serve as faculty senators. However, chairs were not clearly included in the regular faculty, which produced a contradiction.
- To specify that Assistant Deans and Associate Deans (who are otherwise members of the regular faculty) are also eligible to serve as Faculty Senators
- To clearly state which administrators are not eligible to serve as Faculty Senators
- To clearly state which administrators are not eligible to vote in senatorial elections and should not count in Faculty Senate seat apportionment.

**Motion:**

**Article IV, Faculty Senate**

Section 2. Composition and Election

A. Eligibility.

A Faculty Senator must be a full-time tenured, or tenure-track, Instructor, or Senior Instructor employee of the College who has completed at least three years of service at the College, and who normally teaches at least six three contact hours per semester or the equivalent in assigned research or who is a full-time Instructor, Senior Instructor, or professional librarian. Without regard to teaching load, Department Chairs, Assistant Department Chairs, Associate Department Chairs, Assistant Deans, and Associate Deans who otherwise would be members of the regular faculty, regardless of their teaching loads, are eligible to serve as Faculty Senators. (Approved App. April 2005) Administrators Administrative officers, including Deans of Schools and the Dean of Libraries the Dean of the Graduate School, the Academic Deans, and the Dean of the Honors College are not eligible to serve as Faculty Senators. Faculty members on leave are not eligible to serve as Faculty Senators.
C. Election

1. Without regard to teaching load, all and only regular faculty members as defined under provisions (1), (2), and (3) of Article I Section 1 in Art. I, Sect. 1, excluding all those qualifying as ex officio regular faculty members under provision (3), are eligible to vote in Senate elections.

Action: Change to By-laws Article II, College Faculty Meetings. Associated Change to Article VI, Amending Procedures.

Status: Presented to Faculty Senate on March 10, 2009. To be considered by Faculty Senate on April 7, 2009.

Intent:

- To eliminate requirement of fall and spring full faculty meetings
- To continue to allow meetings of the faculty to be called by the President of the College, Speaker of the Faculty, or petition to the Speaker of the Faculty by fifty faculty members
- To allow everything (except election of faculty committees and approval of degree candidates) that took place in the required fall and spring faculty meetings to take place at “ordinary” faculty meetings called at Speaker’s discretion
- To specify how election of faculty committees will take place
- To reclassify meetings of the faculty from “regular” and “special” to “ordinary” and “extraordinary”, since “regular” seemed to imply “with some regularity or regular schedule”
- To more clearly state that ordinary faculty meetings are not deliberative
- To specify who (the Speaker or Speaker’s designee) can waive the one-week advance notification requirement when calling extraordinary faculty meetings
- To clearly specify that Robert’s Rules of Order shall govern the conduct at extraordinary faculty meetings
- To fix section numbering in Article VI, Amending Procedures

Motion:

Article II. College Faculty Meetings

Section 1. Regular Ordinary Faculty Meetings

The College faculty shall meet twice annually, once early in the first semester and again late in the second semester, to hear reports from and to question the President of the College, the Provost, and the Speaker of the Faculty. At its spring meeting, the College faculty shall recommend recipients of degrees and certificates at spring commencement. Any written reports to the College faculty from the President, the Provost, or the Speaker of the Faculty shall be distributed by the Faculty Senate Secretariat to all faculty members. Ordinary meetings of the College faculty may be called by the Speaker of the Faculty. Ordinary
Faculty meetings may be called for such purposes as the distribution of information, discussion of a topic or topics relevant to the College faculty, hearing a presentation, and asking questions of the President of the College or other administrative officers of the College. An ordinary meeting of the College faculty is not a deliberative assembly, and faculty at such meetings have no legislative or review authority.

Section 2. Special Extraordinary Faculty Meetings

A. Special Extraordinary meetings of the College faculty may be called by the President of the College, or the Speaker of the Faculty, or a petition to the Speaker of the Faculty by fifty faculty members. At such special extraordinary meetings the College faculty may review any Faculty Senate action.

B. Senate actions may be amended or vetoed by a simple majority vote of those members of the regular College faculty (as defined in Article Art. I) present at such special extraordinary meetings of the College faculty, provided there is a quorum present.

C. The College faculty has legislative authority (i.e., may legislate and recommend to the President on matters normally under the purview of the Faculty Senate) only in case it acts in a special an extraordinary meeting of the College faculty called by a petition to the Speaker of the Faculty by 50 regular College faculty members (as defined in Art. I) on a specific issue included in the agenda for that meeting and distributed at least one week prior to the date of the meeting.

D. A quorum at special extraordinary College faculty meetings shall be a simple majority of regular College faculty members.

E. Special Extraordinary meetings of the College faculty must be called in writing at least one week prior to the date of the meeting. A written agenda for each meeting will be distributed to all faculty at least one week prior to the meeting. The requirement of one week advance notice may be waived by the Speaker of the Faculty (or the Speaker’s designee) in case of emergency.

F. The current edition of Robert’s Rules of Order will shall govern the conduct of special extraordinary meetings of the College faculty.

G. The Faculty Secretary shall perform as secretary for all meetings of the College faculty.

Section 3. Presiding Officer

The Speaker of the Faculty shall preside at all regular and special ordinary and extraordinary meetings of the faculty. If the Speaker cannot be present, she or he shall designate an alternate Speaker for that meeting from among the members of the regular faculty of the College.

...
Article VI. Amending Procedures

Section 1. Amending Procedures

A. Motions for amendment or repeal of these by-laws may be made in writing at any meeting of the Faculty Senate. The motion shall be referred to the Committee on the By-Laws and the Faculty/Administration Manual. The committee shall report to the Senate its recommendations on the motion and any amendments at the next Senate meeting. Motions to amend or repeal these by-laws require a two-thirds vote in the Senate for approval. Approved motions must then be ratified by a simple majority of regular faculty members voting by electronic ballot on the motion. (Rev. Jan. 2007)

Section 2. Extraordinary Meeting Option for Amendment Introduction

B. Motions for amendment or repeal of these by-laws may be made in writing at any special extraordinary meeting of the College faculty. The motion shall be referred to the Committee on the By-Laws and the Faculty/Administration Manual. The committee shall report to the faculty its recommendation on the motion and any amendments at a second special extraordinary faculty meeting called by the Speaker of the Faculty to consider the motion. The faculty will then vote on the motion to amend or repeal the by-laws. It shall be adopted by a two-thirds vote of the membership voting, provided a quorum is present.

Action: Change to By-laws Article IV, Section 1: Faculty Senate, Functions.

Status: Presented to Faculty Senate on March 10, 2009. To be considered by Faculty Senate on April 7, 2009.

Intent:
- To take the requirement that the President and Provost report to the faculty, which was part of the required full faculty meetings, and place it under Faculty Senate meetings instead

Motion:

Article IV. Faculty Senate

Section 1. Functions

A. The Faculty Senate is the primary legislative body of the College of Charleston faculty. The Senate may make recommendations on any matter under its purview to the President of the College. Except where otherwise specified in the By-Laws of the College Board of Trustees, the President shall have the power of veto over any action by the
Senate. The veto shall be communicated in writing to the Senate, with reasons, within thirty days after receipt by the President. By a two-thirds vote, the Senate may appeal any action thus vetoed, through the Speaker of the Faculty, to the College Board of Trustees.

B. The Faculty Senate shall be concerned with all matters relating to academic programs, the curriculum, admissions and continuation standards, the grading system, degree and certificate requirements, and the utilization of the intellectual resources of the College. The Faculty Senate shall have the right and obligation to initiate needed institutional and academic studies, either directly or through appropriate committees.

C. The Faculty Senate may request meetings with the College Board of Trustees to discuss matters of mutual concern. Senators shall receive minutes of all meetings of the College Board of Trustees.

D. The Faculty Senate may establish and instruct such committees, standing and ad hoc, as may be necessary for the performance of its functions and elect or provide for the members of the committees in accordance with these by-laws.

E. At one Faculty Senate meeting early in the first semester and at one meeting late in the second semester, the Faculty Senate shall hear reports from and have the opportunity to question the President of the College and the Provost. Any written reports provided to the Faculty Senate by the President or the Provost shall be distributed by the Faculty Senate Secretariat to all faculty members.

F. The Faculty Senate is authorized by the College faculty to approve all degree candidates for graduation.

G. The specific duties of the Faculty Senate shall also include, but not be limited to, recommendations to the President concerning any of the following:

**Action:** Change to *Faculty/Administration Manual, VI.D.7, Reporting Procedures of Departmental Evaluation Panel.*

**Status:** Presented to Faculty Senate on March 10, 2009. To be considered by Faculty Senate on April 7, 2009.

**Intent:**
- To implement previously endorsed change requiring: (a) tenure, promotion, and review candidates to sign their evaluation panel’s letter, and (b) panel chairs to provide candidates with a copy of that panel letter
- To specify that panel members should all sign their evaluation panel’s letter
- To specify what the panel members’ and candidates’ signatures mean
Motion:

VI, Sect. D, Evaluation of Faculty, Procedures for Third-year Evaluation, Tenure, and Promotion of Instructional and Library Faculty

7. Reporting Procedures of the Departmental Evaluation Panel

After due deliberation, the panel will shall take its vote by written ballot. The chair will shall draft a statement for the members of the panel to sign that reports the recommendation and vote of the panel. This statement should include justification for the panel’s recommendation. While maintaining the confidentiality of any meetings, the statement will summarize the discussion that took place among panel members, including positive and negative deliberations.

The chair of the departmental panel will shall meet with the faculty member being evaluated to inform him/her provide the faculty member with a copy of the panel’s written recommendation written statement, which will shall include actual vote splits and the signatures of all the panel members. The signatures of the panel members acknowledge only that the panel members participated in panel deliberation and had the opportunity to contribute to the development of the written statement. Third-year candidates will sign the panel’s evaluation. The faculty member shall sign a copy of the statement, with the signed copy to be retained by the chair of the panel for submission to the appropriate Academic Dean. The signature of the faculty member acknowledges only that a copy of the statement has been received by the faculty member.

The evaluation panel chair will shall forward the panel’s recommendation(s) statement to the appropriate Academic Dean or Dean of Libraries. In the case of tenure and promotion recommendations, this must be done by November 1. In the case of third-year reappointment recommendations, this must be done by January 15. (Editorial Note: This last sentence will subsequently be revised by another motion addressing deadlines in the tenure and promotion process.)
Report to the Faculty Senate, Committee on By-Laws and *Faculty/Administration Manual*, continued

**Action:** Change to *Faculty/Administration Manual*, VIII.A, *Faculty Responsibilities to Students*, to add a statement on religious accommodation for students.

**Status:** To be presented to Faculty Senate on April 7, 2009. Committee will request that Faculty Senate consider this motion at one of the April meetings.

**Intent:**
- To add a statement of religious accommodation for students

**Motion:**

In VIII, Sect. A, *Faculty Responsibilities to Students*, insert new #11 and renumber current #11-16 as #12-17.

**Insertion:**

11. Religious Accommodation for Students

The College of Charleston community is enriched by students of many faiths that have various religious observances, practices, and beliefs. We value student rights and freedoms, including the right of each student to adhere to individual systems of religion. The College prohibits discrimination against any student because of such student’s religious belief or any absence thereof.

The College acknowledges that religious practices differ from tradition to tradition and that the demands of religious observance in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of “reasonable accommodation for religious observance” in regard to class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College. Faculty are required, as part of their responsibility to students and the College, to ascribe to this policy and to ensure its fair and full implementation.

The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the College. Faculty members are expected to reasonably accommodate individual religious practices. Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student’s presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment dates. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the College.
Report to the Faculty Senate, Committee on By-Laws and *Faculty/Administration Manual*, continued

**Action:** Change to *Faculty/Administration Manual*, VI.A, VI.B, VI.D, and VI.H, addressing reporting requirements and deadlines in tenure, promotion, review, and post-tenure review processes.

**Status:** To be presented to Faculty Senate on April 7, 2009. Committee will be requesting that Faculty Senate consider this motion at one of the April meetings.

**Intent:**
- To clarify deadline for President’s decisions and notifications in tenure, promotion, review, and post-tenure review processes.
- To keep August 15 and March 15 deadlines in the *Faculty/Administration Manual* but remove all other explicit deadlines, replacing explicit dates with more general references and referring readers to the annual calendars distributed for these two review processes.
- To replace many instances of “will” with “should” or “shall”.

**Motion:**

**DEADLINES IN TENURE, PROMOTION, AND THIRD-YEAR REVIEWS**

Changes are in color and are denoted with strikethrough (for deletion) and underline (for addition). Boldface headers were added for clarification. Remainder of the language was cut and pasted from the *Faculty-Administration Manual* (FAM).

**FAM, pg 104, applicable to promotion reviews of all instructional faculty:** Normally, a petition nominating a faculty member to a higher rank should be made not later than August 15 of the academic year in which a decision on promotion is to be made. The faculty member will then be evaluated under the provisions outlined in Art. VI.D entitled “Procedures for Third-Year Evaluation, Tenure and Promotion of Instructional and Library Faculty.”

**FAM, pg 109, applicable to instructors’ third-year evaluation and review for promotion:** By August 15, each Department Chair will should provide the appropriate Academic Dean and the Provost with a list of faculty members to be considered.

**FAM, pg 118, applicable to promotion reviews of library faculty:** Deadline for Nomination. Normally, a petition nominating a library faculty member for promotion to a higher rank should be made not later than August 15 of the academic year in which a decision on promotion is to be made.

**FAM, pg 120, applicable to all reviews of instructional and library faculty:** By August 15, each Department Chair will should provide the appropriate Academic Dean and the Provost with a list of faculty members to be considered. The Dean of Libraries will should provide a list of eligible library faculty members to the Provost.
FAM, pg 110, applicable to instructors’ third-year evaluation and review for promotion: A faculty member will shall submit to the chair of the departmental evaluation panel by the announced deadline a packet containing a current curriculum vitae and evidence assembled to demonstrate that the standards and criteria have been met.

FAM, pg 120, applicable to all reviews of instructional and library faculty: A faculty member will shall submit to the Chair of the Departmental Evaluation Panel by the announced deadline a packet containing a current curriculum vitae and evidence assembled to demonstrate that the standards and criteria have been met. The review process begins once the faculty member’s contribution to the packet has been formally submitted for departmental evaluation.

FAM, pg 123, applicable to all reviews of instructional and library faculty: The evaluation panel chair will shall forward the panel’s recommendation(s) to the appropriate Academic Dean or Dean of Libraries by the announced deadline. In the case of tenure and promotion recommendation, this must be done by November 1 deadline is typically at the end of October. In the case of third-year reappointment recommendations, this must be done by January 15 deadline is typically near mid-January.

FAM, pg 124, applicable to third-year evaluations of instructional and library faculty: The appropriate Dean will shall review the faculty member’s packet and the departmental evaluation panel’s recommendation, interview each candidate, and notify the candidate in writing of his/her recommendations. The recommendation of the Dean will be submitted in writing to the Provost by February 1. The Dean shall forward all packets, including those prepared for third-year review, to the Provost’s Office. The Dean shall submit his/her recommendations in writing to the Provost and forward all materials to the Provost’s Office by the announced deadlines, which are typically at the end of January.

FAM, pg 124, applicable to tenure and promotion reviews of instructional and library faculty: The appropriate Dean will review the evaluation panel recommendations and the candidate’s packet and may choose to interview candidates. The Dean will notify the candidate in writing of his/her recommendations. The Dean will forward these materials to a designated room for review by the Provost and the Advisory Committee on Tenure and Promotion review by December 1. The Dean will provide his/her recommendation to the Provost by December 1. The Dean shall provide his/her recommendations in writing to the Provost and forward all materials to a designated room for review by the Provost and the Advisory Committee on Tenure, Promotion, and Review by the announced deadlines, which are typically at the end of November.

FAM, pg 124, applicable to tenure and promotion reviews of instructional and library faculty: The Provost will shall make packets of all candidates for tenure and promotion available to the members of the Advisory Committee on Tenure, Promotion and Third-Year Reappointment. The Faculty Advisory Committee will shall notify each candidate in writing of its recommendation by the announced deadlines.

FAM, pg 124, applicable to third-year reviews of instructional and library faculty: The Committee will shall also review third-year candidates on all negative departmental recommendations or if requested to do so by the candidate, any member of the departmental panel, the appropriate Dean or the Provost. In cases where the Dean’s decision is different
from the departmental evaluation panel or the departmental evaluation panel vote is negative, he/she **will** refer the case to the Provost and the Faculty Advisory Committee for their recommendations. The Provost and the Faculty Advisory Committee **will** interview each candidate for third-year reappointment when the departmental panel or the appropriate Academic Dean or Dean of Libraries recommendation is different from the departmental evaluation panel or the departmental evaluation panel vote is negative. The Provost’s and the Faculty Advisory Committee’s recommendation will be submitted in writing to the President.

NEW PARAGRAPH to be added just after the preceding paragraph: The Provost’s recommendations for all reviews and the Faculty Advisory Committee’s recommendations in cases where they act shall be submitted in writing to the President by the announced deadlines.

FAM, pg 125, applicable to tenure and promotion reviews of instructional and library faculty: After the Faculty Advisory Committee has made its written recommendation to the President, the Provost may interview the candidate as part of his/her independent evaluation of the candidate. The Provost’s recommendation **will** be submitted in writing to the President by the announced deadlines.

FAM, pg 125, applicable to all reviews: Upon receipt of the recommendations of the departmental evaluation panel, appropriate Dean, the Faculty Advisory Committee, and the Provost, the President shall make a final determination and inform the candidate, the Provost, the Dean, and the evaluation panel chair in writing of his/her decision by March 15 or within two weeks of receipt of the recommendations, whichever comes later. In the course of deliberation, the President shall have access to all materials used in the evaluation. The President shall make a final determination within 2 weeks after she/he receives recommendations from all of the following: the departmental evaluation panel, the appropriate Dean, the Faculty Advisory Committee, and the Provost. All such recommendations shall be submitted to the President no later than March 1 of each year. In addition to these recommendations, the President shall also have access to, and may consider, other materials used by any or all of the foregoing during the course of their respective evaluations. Once a final decision is made by the President, and within the 2 weeks after the last recommendation is received by her/him, the President shall inform the candidate, the Provost, the Dean, and the evaluation panel chair, in writing, of her/his decision.

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4 Deadlines for earlier stages of the review process are prior to March 1 and are announced by Academic Affairs each year.
DEADLINES IN POST-TENURE REVIEW

Changes are in color and are denoted with strikethrough (for deletion) and underline (for addition). Boldface headers were added for clarification. Remainder of the language was cut and pasted from the Faculty-Administration Manual (FAM).

FAM, pg 128: A Faculty Member Will Submit to Her/His Department Chair a Packet of Material that Must Include A faculty member shall submit to his/her Department Chair by the announced deadline a packet of material that must include:

FAM, pg 130: The department chair (or the departmental panel) will shall forward to the candidate’s dean by December 18 the announced deadline, typically mid-December, the candidate’s packet with either a brief letter of acknowledgement of the chair’s (or panel’s) concurrence with the candidate’s self-evaluation or a detailed negative letter to the candidate’s dean. At this time a copy of the letter will shall be forwarded to the candidate.

FAM, pg 130: The Post-Tenure Review Committee shall review and forward its recommendations to the Provost by the end of February announced deadline, typically at the end of February. Normally, the committee will not review a "satisfactory" recommendation unless the candidate requests the committee to do so. The Provost may make a recommendation and will shall forward all recommendations to the President by the announced deadline.

FAM, pg 130: Upon receipt of the recommendations of the department chair (or the departmental panel), and any or all of the following: the appropriate dean, the Post-Tenure Review Committee, and the Provost, the President shall make a final determination and inform the candidate, the Provost, the Post-Tenure Review Committee, the dean, and the department chair in writing of his/her decision by March 15 or within two weeks of receipt of the recommendations. In the course of deliberation, the President shall have access to all materials used in the evaluation. The President shall make a final determination within 2 weeks after she/he receives recommendations from all of the following: the department chair (or the departmental panel chair), the appropriate Dean, the Post-Tenure Review Committee, and the Provost. All such recommendations shall be submitted to the President no later than March 1 of each year. In addition to these recommendations, the President shall also have access to, and may consider, other materials used by any or all of the foregoing during the course of their respective evaluations. Once a final decision is made by the President, and within the 2 weeks after the last recommendation is received by her/him, the President shall inform the candidate, the Provost, the Dean, and the department chair (or departmental panel chair), in writing, of her/his decision.

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5 Deadlines for earlier stages of the review process are prior to March 1 and are announced by Academic Affairs each year.
Report to the Faculty Senate, Committee on By-Laws and Faculty/Administration Manual, continued

**Action:** Change to Faculty/Administration Manual, VI.H.2, Post-tenure Review, Preparation and Submission of the Faculty Member’s Packet.

**Status:** To be presented to Faculty Senate on April 7, 2009. Committee will request that Faculty Senate consider this motion at one of their two April meetings.

**Intent:**
- To remove the requirement of two letters from intra- and/or extra-departmental peers for candidates seeking a “satisfactory” rating
- To still require two letters from candidates seeking a “superior” rating

**Motion:**

**VI, Sect. H, Post-tenure Review**

2. Preparation and Submission of the Faculty Member’s Packet

   a. A Faculty Member Will Submit to Her/His Department Chair a Packet of Material that Must Include:

   (1) A letter from the candidate indicating the rating for which he/she wishes to be considered.
   (2) Curriculum vitae.
   (3) Statement from the candidate on teaching, research and service addressing accomplishments since the last review and future plans and goals.
   (4) Computer-generated student teaching evaluations (summary pages with numbers) for all evaluated courses taught by the candidate during the period under review.
   (5) Annual performance evaluations by the department chair during the period under review. In the event that a department chair is being evaluated, the dean's annual evaluations of the chair will be included instead.
   (6) Two letters from intra- and/or extra-departmental peers, concerning aspects of the candidate's teaching (or, for librarians, professional competency). (7) (6) Candidates seeking a "superior" rating must also furnish clear evidence of exemplary teaching effectiveness (exemplary professional competency in the case of librarians), leadership in service, and continuing quality scholarship. This evidence must include two letters from intra- and/or extra-departmental peers, concerning aspects of the candidate’s teaching (or, for librarians, professional competency). Peer refereeing is one criterion of scholarly quality; therefore, the evidence must also include at least two scholarly articles and/or books (or otherwise juried publications, or professionally evaluated performances or exhibits in the arts). Candidates must provide evidence that the scholarly material submitted is peer reviewed, juried or professionally evaluated. Evidence is to be compiled for the intervening period between promotion evaluation and/or post-tenure reviews.
A late packet will not be considered for a superior rating except in extraordinary circumstances. A letter must accompany the packet to explain these circumstances.

Action: Change to Faculty/Administration Manual, X.A.2, Leave of Absence.

Status: To be presented to Faculty Senate on April 7, 2009. Committee will be requesting that Faculty Senate consider this motion at one of the April meetings.

Intent: To remove a false suggestion that a faculty member can avoid paying for benefits while on leave without pay

Motion:

FAM X.A.2. Leave of Absence:

Any member of the tenured or untenured faculty may apply to the Provost for a leave of absence without pay for a period of up to two years. Such leaves commonly are granted to complete the doctoral dissertation, to enable a professor to return to graduate school, to accept a post-doctorate fellowship, to pursue research or to participate in a faculty exchange or internship program. When granted to an untenured faculty member, a scholarly leave of absence of one year or less will count as part of the probationary period as though it were prior service at another institution, unless the individual and the institution agree in writing to an exception to this provision at the time the leave is granted.

Normally a leave without pay will not be for longer than two years. Any agreement to the contrary will be fully outlined in the leave of absence document given to the faculty member.

A faculty member on leave may petition the Provost for an extension of his or her leave period. Such a request should be made at least three months before the date of termination of the authorized leave. The Provost will consult with the Dean and Department Chair, and after consideration, rule on the extension.

In the case of a leave of absence without pay, faculty members must pick up funded portions of any health and/or life insurance plans plus the payroll deduction amount if they desire to continue this coverage. However, participants do have the option to terminate all coverage until such time as they return to an active pay status. Faculty members considering a request for leave without pay should consult with Human Resources regarding benefits.

The President of the College has the sole discretion to accept or reject the Provost’s recommendation concerning the faculty member’s request for a leave of absence.
E. **Procedures for Annual and Merit Evaluation of Regular Instructional and Library Faculty**

1. **Introduction**

In keeping with S.C. state law, all faculty members at the College of Charleston will be evaluated annually in accordance with the College’s established standards and criteria and with established procedures.

Department Chairs and the Dean of Libraries are responsible for the annual performance evaluation of each faculty member within their departments. In the exceptional case that a faculty member is housed in a program and not in a department, the Program Director will assume the role of Department Chair in the evaluation process.

Annual evaluations shall serve two functions: (1) to guide the professional development of the faculty member, and (2) to record part of the evidence upon which personnel decisions and salary recommendations shall be based. Accordingly,

- each regular faculty member of the College of Charleston will be evaluated annually on the basis of performance over the last calendar year at the College.

In addition,

- each faculty member with at least one full calendar year of service at the College will be assigned a merit category on the basis of performance over the last three calendar years (or the time since hire if this is less than three years) as one factor to be considered in the determination of any salary increase.

Newly hired faculty members will not be assigned a merit category. Instead, normally each will receive an “average” raise determined by the relevant dean and based on the percentage of the salary pool allocated to the faculty member’s school for raises.

Each annual performance evaluation should include strengths, weaknesses, and specific recommendations for improvement. Probationary faculty should be rigorously evaluated each year in preparation for third-year and tenure reviews. In the case of a tenured faculty member or a Senior Instructor, the assessment may be less detailed. A faculty member, Chair, Dean or Provost can request that a more extensive evaluation be conducted in any given
year. A faculty member may make a request for a more detailed evaluation at any time. A Chair, Dean or Provost should make a request by October 1 of the calendar year for which performance is to be evaluated in order to provide time for a faculty member to assemble required materials.

The form of the performance evaluation may vary by school and department, as well as by the rank of the faculty member being evaluated. At a minimum, the Chair or Dean of Libraries will provide an appraisal letter addressing teaching effectiveness, research and professional development, and professional service (for teaching faculty) and professional competency, professional growth and development, and professional service (for library faculty). Notification to the faculty member of the merit category assigned, which may take place separately from the discussion of the annual evaluation, should include a brief justification of the category assigned. Departments and schools may develop additional rating instruments.

It is the responsibility of the individual faculty member to ensure that he/she is making progress toward meeting the criteria published in the Faculty/Administration Manual for other evaluations (tenure and promotion) as well as any additional criteria approved by the school and/or department, and to seek the advice of the Chair or Dean of Libraries and other department faculty toward that end.

A tenure and/or promotion review requires additional evidence beyond that required for an annual review of performance or assignment of merit category, as well as assessment over a different time frame. For instance, a department may conduct a peer review of teaching or an external review of research, and graduate surveys are solicited, at the time of tenure and promotion decisions.

Annual performance and merit reviews constitute only one of many factors that are considered during the tenure and/or promotion decision-making process and in no way conclusively determine that outcome. Because tenure and promotion decisions often involve an assessment of career achievement and potential, as well as a demonstrated ongoing commitment to scholarship and to the mission of the institution, annual performance reviews and the assignment of merit categories to a faculty member for purposes of salary administration for one or several years are insufficient, by themselves, to determine the outcome of such important decisions.
2. Standards, Criteria and Evidence for Annual Evaluation

Schools and departments will develop specific policies, criteria and standards for annual evaluation and the assignment of merit categories in their units. Criteria should be clearly stated and available to all members of the department. They may vary in detail but they must be consistent with general College policies. (See Faculty/Administration Manual, Sections A, B and C.) In particular, teaching is the primary responsibility of faculty at the College of Charleston.

The Faculty Welfare Committee and an ad Hoc committee of past members of the Advisory Committee on Tenure, Promotion and Third-Year Review will provide comments on departmental and school evaluation instruments upon their initial development. Approval of these plans by the appropriate Academic Dean and by the Provost is required before implementation. After initial adoption, any significant changes must be sent to the Faculty Welfare Committee for review/recommendations and to the Provost for approval before implementation. All approved school and department annual evaluation and merit review policies will be available to all College faculty members.

3. Annual Evaluation and Merit Review Process

Annual evaluations will normally be completed early in each calendar year. A calendar for the evaluation process will be posted on the website of the Office of Academic Affairs.

While specific policies may differ by school and department, all annual evaluations should provide sufficient information to allow for full, fair and constructive evaluation without being unnecessarily burdensome to faculty or Department Chairs. At a minimum, faculty members will provide

- a current *curriculum vitae*, and
- a 1-2 page personal statement presenting accomplishments in the areas of teaching, research and professional development, and service (or, in the case of librarians, professional competence, professional growth and development, and service) over the last calendar year.

Schools and/or departments may require faculty to submit additional material, and required documentation may vary by
tenure status and rank. Evidence of the sort typically provided for major evaluations should be requested of probationary faculty; schools may require less extensive documentation for tenured faculty and Senior Instructors. Schools and departments may require that the personal statement include goals for the next one-to-three years. The Department Chair or Dean of Libraries will conduct the annual evaluation and will have access to additional information, including the faculty member’s

- previous annual evaluations and personal statements,
- course evaluations, and
- information included in the Faculty Activity System.

To facilitate Chairs’ work in assigning merit categories, concurrent with the submission of materials for the annual evaluation of performance, any faculty member with at least one full calendar year of service at the College of Charleston will submit

- a 1-2 page personal statement presenting accomplishments in the areas of teaching, research and professional development, and service (or, in the case of librarians, professional competence, professional growth and development, and service) over the last three calendar years, if employed by the College during that period of time, or, for a faculty member with fewer than three years of service at the College of Charleston, over the period since hire.

The Department Chair or Dean of Libraries will assign a merit category on the basis of this three-year summary and the annual evaluations over the same three calendar years. In the case of the Department Chair, this assignment will normally be tentative until discussed with the Dean. Newly hired faculty members need not submit any additional materials.

In the case of a faculty member undergoing a major evaluation (Third-Year Review, tenure and/or promotion, post-tenure review, or renewal as Senior Instructor), an evaluation of performance over the last calendar year will not be conducted. A merit category for the purposes of salary administration will be assigned. Normally, the documentation provided by the faculty member in the major evaluation will be sufficient to allow the Chair to assign a merit category. (Since major evaluation packets are completed early in the fall semester, documentation of activities through the end of the calendar year could reasonably be added for this assignment.) This assignment of a merit category will consider the faculty
member’s performance during the same three-year window used for other faculty.

The Department Chair may consult with a faculty committee in conducting the annual evaluation or assigning a merit category.

The faculty member must present the requested documents in accordance with the established format for his/her department or school and the published schedule. Any faculty member who fails to submit the required documentation for his/her annual evaluation and assignment of merit category will receive a merit rating of “does not meet the merit threshold” and will be ineligible for a salary increase that year.

In the case of library faculty who are supervised by department heads and/or assistant Deans, these supervisors will provide written comments on the performance of the librarians. These comments are forwarded to the Dean of Libraries who uses them as he/she writes the final evaluation narrative. The librarian receives the comments from all supervisors in addition to the Dean’s final evaluation.

After reviewing materials submitted by the faculty member, the Department Chair or the Dean of Libraries shall provide the faculty member with a signed and dated evaluation.

4. Chair’s Interview with the Faculty Member

By the date designated on the evaluation calendar, the Chair or Dean of Libraries shall conduct an interview with each member of his/her department. At least one week prior to the interview, the faculty member will receive the Chair’s or Dean of Libraries’ narrative assessment of strengths and weaknesses and suggestions for improvement. Records of the evaluation will be on file in the office of the Department Chair.

At the evaluation interview, the faculty member and the Chair or Dean of Libraries will discuss the evaluation narrative. The faculty member will sign the form to indicate that he or she has met with the Chair or Dean of Libraries. If there is disagreement about any part of the evaluation, the Chair or Dean of Libraries and the faculty member shall seek to resolve those differences. If a resolution is reached, the Chair shall change the evaluation document accordingly if appropriate.

5. Appeal of Annual Evaluation
A faculty member may appeal his/her annual evaluation to the appropriate Academic Dean by submitting a written request for an appeal hearing to the Dean within 10 working days of the evaluation interview. The Dean will arrange and chair a meeting with the faculty member and the Department Chair to discuss the appeal. At the appeal hearing, the faculty member should state specifically the basis for the appeal and provide appropriate information in support of the appeal. The Dean will attempt to mediate an agreement between the faculty member and the Chair. If unsuccessful, the Dean will reach a decision and inform all parties in writing. The faculty member may appeal the Dean’s decision to the Provost who will receive all written material pertaining to the case. After consultation with the faculty member, the Department Chair and the Dean, the Provost will render the final decision in writing to all parties concerned.

Library faculty should follow the steps outlined above. Their appeals should, however, go directly to the Provost, who will render the final decision.

6. Dean’s and Provost’s Role in the Assignment of Merit Categories

The Dean plays an active role in the development of departmental and school criteria and standards for annual evaluation and the assignment of merit categories. The Dean is responsible for ensuring that these standards and criteria are applied by chairs equitably across departments in his or her school. The Provost is responsible for ensuring that these standards and criteria are applied by Deans across schools. Normally a Dean and Chair will discuss the assignment of merit categories before a faculty member is notified of such. Notification to the faculty member of the assignment of a merit category may occur separately from the annual evaluation.

7. Appeal of Merit Category Assigned

A faculty member may appeal the assignment of a merit category to his or her performance by following the procedure outlined in Section 5, Appeal of Annual Evaluation, above. Chair, Dean and provost will proceed as in Section 5. However, the Provost’s role in this appeal is limited to ensuring, through discussion with the Dean and/or Chair, that the assignment of the merit category is consistent with criteria and standards at the Department, School and College level and with the assignment of merit categories to others in the Department or School, as appropriate.

3/12/09 This draft is being edited for inclusion in the FAM for next academic year but the 1/9/09 draft is in place for the evaluation process in Spring 09.
F. Merit categories and Salary Increases

Eligibility for any salary increase will be based on merit. The assignment of a merit category will indicate whether the faculty member is eligible for any salary increase. Eligibility for any salary increase requires satisfying the **merit threshold**. The merit threshold is defined as **demonstrating professional competence in all three evaluation areas (teaching, research and professional development, service)** according to criteria and standards articulated by schools and departments. Criteria and standards may vary by school, department, tenure status and rank.

The description of additional merit categories will be available on the Academic Affairs website during 2008-09 and included in the Faculty/Administration Manual thereafter.

In addition to merit ratings, market factors may contribute to a salary increase. Market factors will contribute to any salary increase only when the faculty member has met the merit threshold. Market factors may include:

- Data collected in comparative salary studies;
- Internal (College, school, departmental) equity, including gender equity, salary compression and/or inversion.

The respective roles of merit and market factors in salary reviews may vary each year and by school and department and should be communicated annually to faculty as appropriate.
Report to the Faculty Senate
Committee on the By-Laws and the Faculty/Administration Manual
College of Charleston

Committee Members: Deanna Caveny (Committee Chair and Senator), Terry Bowers (ex officio, Faculty Secretary), Bev Diamond (ex officio, Provost’s designee), Joe Kelly (ex officio, Speaker of the Faculty), Brian McGee, Tom Trimboli (ex officio, Sr. VP for Legal Affairs), and Trish Ward (Senator)

Action: Change to Faculty/Administration Manual, VI.H.2, Post-tenure Review, Preparation and Submission of the Faculty Member’s Packet.

Status: To be presented to Faculty Senate on April 7, 2009. Committee will request that Faculty Senate consider this motion at one of their two April meetings.

Intent:
- To remove the requirement of two letters from intra- and/or extra-departmental peers for candidates seeking a “satisfactory” rating
- To still require two letters from candidates seeking a “superior” rating

Motion:

VI, Sect. H, Post-tenure Review

2. Preparation and Submission of the Faculty Member’s Packet

a. A Faculty Member Will Submit to Her/His Department Chair a Packet of Material that Must Include:

(1) A letter from the candidate indicating the rating for which he/she wishes to be considered.
(2) Curriculum vitae.
(3) Statement from the candidate on teaching, research and service addressing accomplishments since the last review and future plans and goals.
(4) Computer-generated student teaching evaluations (summary pages with numbers) for all evaluated courses taught by the candidate during the period under review.
(5) Annual performance evaluations by the department chair during the period under review. In the event that a department chair is being evaluated, the dean's annual evaluations of the chair will be included instead.
(6) Two letters from intra- and/or extra-departmental peers, concerning aspects of the candidate's teaching (or, for librarians, professional competency).
(7) Candidates seeking a "superior" rating must also furnish clear evidence of exemplary teaching effectiveness (exemplary professional competency in the case of librarians), leadership in service, and continuing quality scholarship. This evidence must include two letters from intra- and/or extra-departmental peers, concerning aspects of the candidate’s teaching (or, for librarians, professional competency). Peer refereeing is one criterion of scholarly quality; therefore, the evidence must also
include at least two scholarly articles and/or books (or otherwise juried publications, or professionally evaluated performances or exhibits in the arts). Candidates must provide evidence that the scholarly material submitted is peer reviewed, juried or professionally evaluated. Evidence is to be compiled for the intervening period between promotion evaluation and/or post-tenure reviews.

(8) (7) A late packet will not be considered for a superior rating except in extraordinary circumstances. A letter must accompany the packet to explain these circumstances.
Report to the Faculty Senate
Committee on the By-Laws and the Faculty/Administration Manual
College of Charleston

Committee Members: Deanna Caveny (Committee Chair and Senator), Terry Bowers (ex officio, Faculty Secretary), Bev Diamond (ex officio, Provost’s designee), Joe Kelly (ex officio, Speaker of the Faculty), Brian McGee, Tom Trimboli (ex officio, Sr. VP for Legal Affairs), and Trish Ward (Senator)

Action: Change to Faculty/Administration Manual, VI.A, VI.B, VI.D, and VI.H, addressing reporting requirements and deadlines in tenure, promotion, review, and post-tenure review processes.

Status: To be presented to Faculty Senate on April 7, 2009. Committee will be requesting that Faculty Senate consider this motion at one of the April meetings.

Intent:

- To clarify deadline for President’s decisions and notifications in tenure, promotion, review, and post-tenure review processes.
- To keep August 15 and March 15 deadlines in the Faculty/Administration Manual but remove all other explicit deadlines, replacing explicit dates with more general references and referring readers to the annual calendars distributed for these two review processes.
- To replace many instances of “will” with “should” or “shall”.

Motion:

DEADLINES IN TENURE, PROMOTION, AND THIRD-YEAR REVIEWS

Changes are in color and are denoted with strikethrough (for deletion) and underline (for addition). Boldface headers were added for clarification. Remainder of the language was cut and pasted from the Faculty-Administration Manual (FAM).

FAM, pg 104, applicable to promotion reviews of all instructional faculty: Normally, a petition nominating a faculty member to a higher rank should be made not later than August 15 of the academic year in which a decision on promotion is to be made. The faculty member will then be evaluated under the provisions outlined in Art. VI.D entitled “Procedures for Third-Year Evaluation, Tenure and Promotion of Instructional and Library Faculty.”

FAM, pg 109, applicable to instructors’ third-year evaluation and review for promotion: By August 15, each Department Chair will should provide the appropriate Academic Dean and the Provost with a list of faculty members to be considered.

FAM, pg 118, applicable to promotion reviews of library faculty: Deadline for Nomination. Normally, a petition nominating a library faculty member for promotion to a higher rank should be made not later than August 15 of the academic year in which a decision on promotion is to be made.
FAM, pg 120, applicable to all reviews of instructional and library faculty: By August 15, each Department Chair will\ should provide the appropriate Academic Dean and the Provost with a list of faculty members to be considered. The Dean of Libraries will\ should provide a list of eligible library faculty members to the Provost.

FAM, pg 110, applicable to instructors’ third-year evaluation and review for promotion: A faculty member will\ shall submit to the chair of the departmental evaluation panel by the announced deadline a packet containing a current curriculum vitae and evidence assembled to demonstrate that the standards and criteria have been met.

FAM, pg 120, applicable to all reviews of instructional and library faculty: A faculty member will\ shall submit to the Chair of the Departmental Evaluation Panel by the announced deadline a packet containing a current curriculum vitae and evidence assembled to demonstrate that the standards and criteria have been met. The review process begins once the faculty member’s contribution to the packet has been formally submitted for departmental evaluation.

FAM, pg 123, applicable to all reviews of instructional and library faculty: The evaluation panel chair will\ shall forward the panel’s recommendation(s) to the appropriate Academic Dean or Dean of Libraries by the announced deadline. In the case of tenure and promotion recommendation, this must be done by November 1. Deadline is typically at the end of October. In the case of third-year reappointment recommendations, this must be done by January 15. Deadline is typically near mid-January.

FAM, pg 124, applicable to third-year evaluations of instructional and library faculty: The appropriate Dean will\ shall review the faculty member’s packet and the departmental evaluation panel’s recommendation, interview each candidate, and notify the candidate in writing of his/her recommendations. The recommendation of the Dean will be submitted in writing to the Provost by February 1. The Dean shall forward all packets, including those prepared for third-year review, to the Provost’s Office. The Dean shall submit his/her recommendations in writing to the Provost and forward all materials to the Provost’s Office by the announced deadlines, which are typically at the end of January.

FAM, pg 124, applicable to tenure and promotion reviews of instructional and library faculty: The appropriate Dean will review the evaluation panel recommendations and the candidate’s packet and may choose to interview candidates. The Dean will notify the candidate in writing of his/her recommendations. The Dean will forward these materials to a designated room for review by the Provost and the Advisory Committee on Tenure and Promotion review by December 1. The Dean will provide his/her recommendation to the Provost by December 1. The Dean shall provide his/her recommendations in writing to the Provost and forward all materials to a designated room for review by the Provost and the Advisory Committee on Tenure, Promotion, and Review by the announced deadlines, which are typically at the end of November.

FAM, pg 124, applicable to tenure and promotion reviews of instructional and library faculty: The Provost will\ shall make packets of all candidates for tenure and promotion available to the members of the Advisory Committee on Tenure, Promotion and Third-Year
Reappointment. The Faculty Advisory Committee will notify each candidate in writing by the announced deadlines.

FAM, pg 124, applicable to third-year reviews of instructional and library faculty: The Committee will notify third-year candidates of all negative departmental recommendations or if requested to do so by the candidate, any member of the departmental panel, the appropriate Dean or the Provost. In cases where the Dean’s decision is different from the departmental evaluation panel or the departmental evaluation panel vote is negative, he/she will refer the case to the Provost and the Faculty Advisory Committee for their recommendations. The Provost and the Faculty Advisory Committee will interview each candidate for third-year reappointment when the departmental panel or the appropriate Academic Dean or Dean of Libraries recommendation is different from the departmental evaluation panel or the departmental evaluation panel vote is negative. The Provost’s and the Faculty Advisory Committee’s recommendation will be submitted in writing to the President.

NEW PARAGRAPHS to be added just after the preceding paragraph: The Provost’s recommendations for all reviews and the Faculty Advisory Committee’s recommendations in cases where they act shall be submitted in writing to the President by the announced deadlines.

FAM, pg 125, applicable to tenure and promotion reviews of instructional and library faculty: After the Faculty Advisory Committee has made its written recommendation to the President, the Provost may interview the candidate as part of his/her independent evaluation of the candidate. The Provost’s recommendation will be submitted in writing to the President by the announced deadlines.

FAM, pg 125, applicable to all reviews: Upon receipt of the recommendations of the departmental evaluation panel, appropriate Dean, the Faculty Advisory Committee, and the Provost, the President shall make a final determination and inform the candidate, the Provost, the Dean, and the evaluation panel chair in writing of his/her decision by March 15 or within two weeks of receipt of the recommendations, whichever comes later. In the course of deliberation, the President shall have access to all materials used in the evaluation. The President shall make a final determination within 2 weeks after she/he receives recommendations from all of the following: the departmental evaluation panel, the appropriate Dean, the Faculty Advisory Committee, and the Provost. All such recommendations shall be submitted to the President no later than March 1 of each year. In addition to these recommendations, the President shall also have access to, and may consider, other materials used by any or all of the foregoing during the course of their respective evaluations. Once a final decision is made by the President, and within the 2 weeks after the last recommendation is received by her/him, the President shall inform the candidate, the Provost, the Dean, and the evaluation panel chair, in writing, of her/his decision.

1 Deadlines for earlier stages of the review process are prior to March 1 and are announced by Academic Affairs each year.
DEADLINES IN POST-TENURE REVIEW

Changes are in color and are denoted with strikethrough (for deletion) and underline (for addition). Boldface headers were added for clarification. Remainder of the language was cut and pasted from the Faculty-Administration Manual (FAM).

FAM, pg 128: A Faculty Member Will Submit to Her/His Department Chair a Packet of Material that Must Include A faculty member shall submit to his/her Department Chair by the announced deadline a packet of material that must include:

FAM, pg 130: The department chair (or the departmental panel) will shall forward to the candidate’s dean by December 18 the announced deadline, typically mid-December, the candidate’s packet with either a brief letter of acknowledgement of the chair’s (or panel’s) concurrence with the candidate’s self-evaluation or a detailed negative letter to the candidate’s dean. At this time a copy of the letter will shall be forwarded to the candidate.

FAM, pg 130: The Post-Tenure Review Committee shall review and forward its recommendations to the Provost by the end of February announced deadline, typically at the end of February. Normally, the committee will not review a "satisfactory" recommendation unless the candidate requests the committee to do so. The Provost may make a recommendation and will shall forward all recommendations to the President by the announced deadline.

FAM, pg 130: Upon receipt of the recommendations of the department chair (or the departmental panel), and any or all of the following: the appropriate dean, the Post-Tenure Review Committee, and the Provost, the President shall make a final determination and inform the candidate, the Provost, the Post-Tenure Review Committee, the dean, and the department chair in writing of his/her decision by March 15 or within two weeks of receipt of the recommendations. In the course of deliberation, the President shall have access to all materials used in the evaluation. The President shall make a final determination within 2 weeks after she/he receives recommendations from all of the following: the department chair (or the departmental panel chair), the appropriate Dean, the Post-Tenure Review Committee, and the Provost. All such recommendations shall be submitted to the President no later than March 1 of each year. In addition to these recommendations, the President shall also have access to, and may consider, other materials used by any or all of the foregoing during the course of their respective evaluations. Once a final decision is made by the President, and within the 2 weeks after the last recommendation is received by her/him, the President shall inform the candidate, the Provost, the Dean, and the department chair (or departmental panel chair), in writing, of her/his decision.

2 Deadlines for earlier stages of the review process are prior to March 1 and are announced by Academic Affairs each year.
Committee Members: Deanna Caveny (Committee Chair and Senator), Terry Bowers (ex officio, Faculty Secretary), Bev Diamond (ex officio, Provost’s designee), Joe Kelly (ex officio, Speaker of the Faculty), Brian McGee, Tom Trimboli (ex officio, Sr. VP for Legal Affairs), and Trish Ward (Senator)

Action: Change to Faculty/Administration Manual, VIII.A, Faculty Responsibilities to Students, to add a statement on religious accommodation for students.

Status: To be presented to Faculty Senate on April 7, 2009. Committee will request that Faculty Senate consider this motion at one of the April meetings.

Intent:
- To add a statement of religious accommodation for students

Motion:

In VIII, Sect. A, Faculty Responsibilities to Students, insert new #11 and renumber current #11-16 as #12-17.

Insertion:

11. Religious Accommodation for Students

The College of Charleston community is enriched by students of many faiths that have various religious observances, practices, and beliefs. We value student rights and freedoms, including the right of each student to adhere to individual systems of religion. The College prohibits discrimination against any student because of such student’s religious belief or any absence thereof.

The College acknowledges that religious practices differ from tradition to tradition and that the demands of religious observance in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of “reasonable accommodation for religious observance” in regard to class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College. Faculty are required, as part of their responsibility to students and the College, to ascribe to this policy and to ensure its fair and full implementation.

The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the College. Faculty members are expected to reasonably accommodate individual religious practices. Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a
student’s presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment dates. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the College.
Report to the Faculty Senate
Committee on the By-Laws and the Faculty/Administration Manual
College of Charleston

Committee Members: Deanna Caveny (Committee Chair and Senator), Terry Bowers (ex officio, Faculty Secretary), Bev Diamond (ex officio, Provost’s designee), Joe Kelly (ex officio, Speaker of the Faculty), Brian McGee, Tom Trimboli (ex officio, Sr. VP for Legal Affairs), and Trish Ward (Senator)

Action: Change to Faculty/Administration Manual, X.A.2, Leave of Absence.

Status: To be presented to Faculty Senate on April 7, 2009. Committee will be requesting that Faculty Senate consider this motion at one of the April meetings.

Intent:
- To remove a false suggestion that a faculty member can avoid paying for benefits while on leave without pay

Motion:

FAM X.A.2. Leave of Absence:

Any member of the tenured or untenured faculty may apply to the Provost for a leave of absence without pay for a period of up to two years. Such leaves commonly are granted to complete the doctoral dissertation, to enable a professor to return to graduate school, to accept a post-doctorate fellowship, to pursue research or to participate in a faculty exchange or internship program. When granted to an untenured faculty member, a scholarly leave of absence of one year or less will count as part of the probationary period as though it were prior service at another institution, unless the individual and the institution agree in writing to an exception to this provision at the time the leave is granted.

Normally a leave without pay will not be for longer than two years. Any agreement to the contrary will be fully outlined in the leave of absence document given to the faculty member.

A faculty member on leave may petition the Provost for an extension of his or her leave period. Such a request should be made at least three months before the date of termination of the authorized leave. The Provost will consult with the Dean and Department Chair, and after consideration, rule on the extension.

In the case of a leave of absence without pay, faculty members must pick up funded portions of any health and/or life insurance plans plus the payroll deduction amount if they desire to continue this coverage. However, participants do have the option to terminate all coverage until such time as they return to an active pay status. Faculty members considering a request for leave without pay should consult with Human Resources regarding benefits.

The President of the College has the sole discretion to accept or reject the Provost’s recommendation concerning the faculty member’s request for a leave of absence.
International Studies
• New Major International Studies
• New Course INTL 100
• New Course INTL 300
• New Course INTL 495

English
• New Course ENGL 110 Introduction to Academic Writing
• New Course ENGL 344

Criminal Studies Minor
• Change Minor Crime, Law and Society Minor
• New Course CRLS 310
• New Course CRLS 311

Physics
• Change Minor BS in physics
• Change Major Physics

Neuroscience (Biology /Psychology)
• Change Minor Neuroscience (Add PHYS 296 to electives)
• Change Course BIOL/PSYC 351 Neuroscience I
• Change Course BIOL/PSYC 352 Neuroscience II
• Change Minor Neuroscience (Add ANTH 342 as an elective)

Sociology and Anthropology
• Change Course ANTH 491
• New Course ANTH 109
• New Course ANTH 290
• New Course ANTH 306
• New Course ANTH 307
• New Course SOCY 290
• New Course SOCY 492

Women’s and Gender Studies
• New Course WGST 401
• New Major

Honors
• Change Course HONS 158 and lab
• Change Course HONS 151 and lab
• Change Course HONS 152 and lab
• Change Course HONS 153 and lab
• Change Course HONS 154 and lab
• Change Course HONS 212
• Change Course HONS 211
• Change Course   HONS 155 and lab
• Change Course   HONS 156 and lab
• Change Course   HONS 157 and lab
• New Course     HONS 110

Linguistics
• Change Minor Linguistics Minor

Environmental Studies
• New Course     ENVT 355

Math
• Change Course   Math 320 History of Mathematics

Hispanic Studies
• New Course     Portuguese 291- Portuguese for Spanish Speakers
• New Course     Portuguese 291C- Portuguese for Spanish Speakers

Urban Studies
• Change Major Urban Studies

Russian Studies
• New Course     RUSS 295
• Change minor Russian Studies

Management and Entrepreneurship
• Change Course   MGMT 409
• Change Course   MGMT 322
• Change Course   DSCI 314
• Change major International Business
• Change minor Global Logistics Concentration/minor
• New Course MGMT 402

Jewish Studies
• New Course     JWST 250
• New Course     JWST 280
• Change Minor Jewish Studies

Arts Management
• Change Course   ARTM 370
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **SOCY**

2. Course Number and Title: **ANTH491 Research Methods**

3. Semester and year when the course change(s) will go into effect: **Fall 2010**

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   change to number of credits  
   from: 3  
   to: 3-4

   change description  
   from: This course reviews a variety of ways in which anthropological research is conducted.  
   to: This course reviews a variety of ways in which anthropological research is conducted because this department supports the four field approach to the study of anthropology. Particular topics and approaches that will be emphasized may vary.

5. Justification for Change(s):

   change to number of credits will allow for additional flexibility such that additional "hands-on" or service learning could be incorporated as appropriate  
   change to the description informs the students that the course may vary from semester to semester.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?  
   a) ☐ yes ☑ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

   

   (Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:

[Signature]

Date: 2/09/09

9. Signature of Dean of School:

[Signature]

Date: 2/09/09

10. Signature of Curriculum Committee Chair:

[Signature]

Date: 3/26/09

11. Signature of Faculty Senate Secretary:

[Signature]

Date Approved by Senate: ________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Biology and Psychology (Neuroscience Program)**
2. Course Number and Title: **BIOL/PSYC351 - Neuroscience I**
3. Semester and year when the course change(s) will go into effect: **Fall 2009**
4. Change(s) Desired (Note: if more than 2 items listed under "Typical changes handled by this form" in Guidelines for Planning to Change a Course, then a New Course form must be completed):
   - **Prerequisites:** Please change from "PSYC103, BIOL 111, 112, 211" to "PSYC103, BIOL 111, 112, and BIOL211 or PSYC214"
5. Justification for Change(s):
   - **We would like to open up the Neuroscience I course to students from any major interested in the Neuroscience program and a more advanced course in neuroscience. While Biology students may have had BIOL211, students from other disciplines are unlikely to have had this course. We propose the addition of PSYC214 as a gateway course that will adequately prepare students from many disciplines/majors for BIOL/PSYC351 course.**
6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes  ☒ no
   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.
   - **Biology and Psychology. Letters of support will be provided.**

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:  
   [Signature]  2/24/09
   [Date: 2/23/2009]

9. Signature of Dean of School:  
   [Signature]  2/24/09
   [Date: Feb. 24, 2009]

10. Signature of Curriculum Committee Chair:  
    [Signature]  3/24/09
    [Date:]

11. Signature of Faculty Senate Secretary:  

    [Signature]
    [Date Approved by Senate:]

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
February 16, 2009

To: Bob Perkins, Chair: Faculty Curriculum Committee
From: Thomas P. Ross, Chair: Department of Psychology
Re: PSYC214 as an alternative pre-requisite for BIOL/PSYC351

The Department of Psychology enthusiastically supports the addition of PSYC214 (Physiological Psychology) as an alternative pre-requisite for BIOL/PSYC351 – Neuroscience I in the interdisciplinary Neuroscience minor. Physiological Psychology examines the anatomical and physiological correlates of behavior. Students that take this course will be well prepared for the BIOL/PSYC351 which focuses on the cellular and molecular function of neurons and the effects on behavior. I do not anticipate any significant changes in our enrollments in PSYC214 as a result of this change that would necessitate additional staffing.

Thomas P. Ross, Ph.D.
Associate Professor and Chair,
Psychology Department
953-3339
rosstp@cofc.edu
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Biology and Psychology (Neuroscience Program)

2. Course Number and Title: BIOL/PSYC352 - Neuroscience II

3. Semester and year when the course change(s) will go into effect: Fall2009

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Prerequisites: Please change from "BIOL/PSYC351" to "BIOL/PSYC351 or PSYC214"

5. Justification for Change(s):

   We would like to open up the Neuroscience II course to Psychology students (as well as students from other disciplines) interested in a more advanced course in Neuroscience. PSYC214 will adequately prepare students for this course.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

   Neuroscience Program

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:

Date: 16-Feb-2009 2/16/09 2/18/09

9. Signature of Dean of School:

Date: 2/24/2009

10. Signature of Curriculum Committee Chair:

Date: 3/24/09

11. Signature of Faculty Senate Secretary:

Date Approved by Senate: __________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
February 16, 2009

To: Bob Perkins, Chair: Faculty Curriculum Committee  
From: Thomas P. Ross, Chair: Department of Psychology  
Subject: PSYC214 as an alternative pre-requisite for BIOL/PSYC352

The Department of Psychology supports the addition of PSYC214 (Physiological Psychology) as an alternative pre-requisite for BIOL/PSYC352 – Neuroscience II in the Neuroscience minor. Physiological Psychology examines the anatomical and physiological correlates of behavior. Students who take this course will be well prepared for the BIOL/PSYC352 which examines sensory and motor systems, neural regulatory systems, functional neuroanatomy and behavioral/cognitive aspects of neuroscience. I do not anticipate any significant changes in our enrollments in PSYC214 or need for additional instructional resources as a result of this change.

Thomas P. Ross, Ph.D.  
Associate Professor and Chair  
Psychology Department  
953-3339  
rosstp@cofc.edu
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Marketing and Supply Chain Management

2. Course Number and Title: DSCI 314: Management of Global Technology

3. Semester and year when the course change(s) will go into effect: FALL 09

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Change course designation to INTB 314

5. Justification for Change(s):

   Course number change is intended to support the proposed change in course designation for the International Business Major. INTB 314 is the International Business major designated prerequisite for INTB 409. Course is currently being taught by a faculty member who is part of the Marketing and Supply Chain Management department, the department who has been serving this course. This course was designed for the major only. Other business majors must take both DSCI 300 and DSCI 304 instead of INTB 314.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☑ yes ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

      International Business

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

   N/A

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:
   [Signature]
   Date: 1-19-09

9. Signature of Dean of School:
   [Signature]
   Date: 2-9-09

10. Signature of Curriculum Committee Chair:
    [Signature]
    Date: 3/26/09

11. Signature of Faculty Senate Secretary:

   [Signature]

   Date Approved by Senate: ______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **MGMT & ENTR**

2. Course Number and Title: **MGMT 322 International Business**

3. Semester and year when the course change(s) will go into effect: **FALL 09**

4. Change(s) Desired (Note: if more than 2 items listed under "Typical changes handled by this form" in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   **Change course designation to INTB 322**

5. Justification for Change(s):

   **Course number change is a natural complement of the major and is being renumbered to offer some clarity and consistency for the goals, objectives and assessment under AACSB accreditation since this course is International Business discipline/specific. The course is currently being taught by faculty members who were part of the Management and Entrepreneurship department but are now assigned to the Marketing and Supply Chain department. This course is available as an elective to all majors.**

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☒ yes ☐ no
   
   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here: **Global Logistics Concentration/Minor**

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department. **Marketing and Supply Chain Management**

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:
   
   ____________________________
   Kelly Flower
   
   Date: 1/16/09

9. Signature of Dean of School:
   
   ____________________________
   Susan J. Morrison
   
   Date: 2/13/09
   Provost

10. Signature of Curriculum Committee Chair:
    
    ____________________________
    
    Date: 3/24/09

11. Signature of Faculty Senate Secretary:
    
    ____________________________
    
    Date Approved by Senate: ____________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: MGMT & ENTR

2. Course Number and Title: MGMT 409 Global Strategic Management

3. Semester and year when the course change(s) will go into effect: FALL 09

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Change course designation to INTB 409

5. Justification for Change(s):

   Course number change is intended to support the proposed change in course designation for the International Business Major. INTB 409 is the International Business major required capstone course that has INTB-specific prerequisites (INTB314 and MKTG 326). Course is currently being taught by a faculty member who is part of the Management and Entrepreneurship department, which will continue providing this course for the INTB major. Other majors can take this course as an elective if they have met the prerequisites.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☒ yes ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

      International Business
      All other majors

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

   N/A

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:  
[Signature]
Date: 1/14/09

9. Signature of Dean of School:  
[Signature]
Date: 2-13-09  
Sue Lang Provost

10. Signature of Curriculum Committee Chair:  
[Signature]
Date: 3/26/09

11. Signature of Faculty Senate Secretary:  
__________________________

Date Approved by Senate: ________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **PSYCHOLOGY and BIOLOGY**

2. Course Number and Title: **PSYC351/BIOL351 Neuroscience I**

3. Semester and year when the course change(s) will go into effect: **Fall2009**

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Please change the title of the course from "Neuroscience I" to "Principles of Neurobiology"

5. Justification for Change(s):

   We would like to change the title to more accurately reflect the course content.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes  ☑ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.
   **Neuroscience Program**

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director: 
   [Signature] 2/24/09
   Date: 2/24/2009
   [Signature] 2/24/2009
   [Signature] 2/24/2009

9. Signature of Dean of School:
   [Signature] 2/24/09
   Date: 2/24/09

10. Signature of Curriculum Committee Chair:
   [Signature]
   Date: 3/16/09

11. Signature of Faculty Senate Secretary:

   Date Approved by Senate: ______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Biology and Psychology (Neuroscience Program)**

2. Course Number and Title: **BIOL/PSYC352 - Neuroscience II**

3. Semester and year when the course change(s) will go into effect: **Fall 2009**

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   **Prerequisites: Please change from "BIOL/PSYC351" to "BIOL/PSYC351 or PSYC214"**

5. Justification for Change(s):

   **We would like to open up the Neuroscience II course to Psychology students (as well as students from other disciplines) interested in a more advanced course in Neuroscience. PSYC214 will adequately prepare students for this course.**

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes  ☑ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.
   **Neuroscience Program**

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:
   [Signature]
   Date: 16 - Feb - 2009
   [Signature]
   Date: 16 - Feb - 2009
   [Signature]
   Date: 2/16/09
   [Signature]
   Date: 2/18/09
   [Signature]
   Date: 2/18/09

9. Signature of Dean of School:
   [Signature]
   Date: Feb. 18, 2009
   [Signature]
   Date: 2/18/09

10. Signature of Curriculum Committee Chair:
    [Signature]
    Date: 3/24/09

11. Signature of Faculty Senate Secretary:
    [Signature]
    Date Approved by Senate: ______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
February 16, 2009

To: Bob Perkins, Chair: Faculty Curriculum Committee  
From: Thomas P. Ross, Chair: Department of Psychology  
Subject: PSYC214 as an alternative pre-requisite for BIOL/PSYC352

The Department of Psychology supports the addition of PSYC214 (Physiological Psychology) as an alternative pre-requisite for BIOL/PSYC352 – Neuroscience II in the Neuroscience minor. Physiological Psychology examines the anatomical and physiological correlates of behavior. Students who take this course will be well prepared for the BIOL/PSYC352 which examines sensory and motor systems, neural regulatory systems, functional neuroanatomy and behavioral/cognitive aspects of neuroscience. I do not anticipate any significant changes in our enrollments in PSYC214 or need for additional instructional resources as a result of this change.

Thomas P. Ross, Ph.D.  
Associate Professor and Chair  
Psychology Department  
953-3339  
rosstp@cofc.edu
Proposal to Change Degree Requirements For the Major

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Marketing and Supply Chain Management**

2. Degree: **BS in International Business**

3. Semester and year in which degree change(s) will go into effect: **FALL 2009**

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   Creation of an INTB course designation and changing major requirement from MGMT 409 to INTB 409, and DCSI 314 to INTB 314.

5. Justification for Change(s):
   The International Business is the second largest program in the School of Business and Economics (averaging 70 graduates a year) as well as one of the largest in the College; because of its minor requirement in language based disciplines, it is also a key contributor of students (FTEs) to LCWA language and areas studies programs.

   We are proposing to introduce the INTB course designation for International Business major specific courses (currently MGMT 409 - Global Strategic Management and DSCI 314 - Global Operation and Technology Management; and for future courses that will be developed for the major) and other International Business service courses (MGMT 322 - International Business). All other current core International Business courses (MKTG 326 - International Marketing, FINC 382 - International Financial Markets, MGMT 325 - International Management) will remain unchanged. This would be consistent with other programs within the SBE (TRAN, REAL, ENTR, MKTG, etc).

   All INTB courses at or above the 300 level are electives for other business majors.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change Degree Requirements For the Major

6. Signature of Department Chair (s) or Program Director(s):
   [Signature]
   Date: 1-16-09

7. Signature of Dean(s) of School:
   [Signature]
   Date: 2-13-09

8. Signature of Provost:
   [Signature]
   Date: 2/16/2009

9. Signature of Curriculum Committee Chair:
   [Signature]
   Date: 3/26/09

10. Signature of Budget Committee Chair:
    __________________________
    Date: ______________________

11. Signature of Planning Committee Chair:
    __________________________
    Date: ______________________

12. Signature of Faculty Senate Secretary:
    __________________________
    Date approved by Senate: ______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
MEMORANDUM

From: Kent Gourdin, Chair /Signature/
Department of Marketing & Supply Chain Management

To: School of Business & Economics Curriculum Committee

Subject: INTB Course Designation

Date: October 21, 2008

The Department of Marketing & Supply Chain Management voted unanimously to support the adoption of INTB course designations for courses unique to the International Business major.
September 25, 2008

To: Curriculum Committee, School of Business and Economics  
   Faculty Curriculum Committee, College of Charleston  
   Faculty Senate, College of Charleston

From: Kelly Shaver, Chair  
   Department of Management and Entrepreneurship

Subject: Proposal to create INTB designation for International Business Courses

On behalf of the Department of Management and Entrepreneurship, I am pleased to support the proposal to create the designation INTB for required courses in International Business. However, we ask that two of the specific courses to be affected (International Business and Global Strategic Management), be cross-listed respectively as MGMT 322 and MGMT 409 (their current designations) so that they might remain available to BSBA students and might be teaching options open to faculty from the Department of Management and Entrepreneurship. (MGMT 409, to be cross-listed with INTB 409, is currently taught by a member of the M&E department; MGMT 322 used to be taught by a member of the department who has since moved to the MKTG department.)
Proposal to Change Degree Requirements For the Major

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Physics and Astronomy

2. Degree: BS in physics

3. Semester and year in which degree change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   add phys296, "Biophysical Modelling of Excitable Cells" to the list of courses satisfying the BS requirements in physics.
   To be added under the heading of "15 additional hours chosen with department approval from:"
   Note: To be added only upon successful addition of the phys296 course, the paperwork for which accompanies this form.

5. Justification for Change(s):
   Recent years have seen the addition of two biophysics-oriented faculty in our department. Their research, and the department's participation in the interdisciplinary neuroscience minor encourages us to offer our students classroom access to this branch of physics. This course will be a formal component of the neuroscience minor program, in addition to being a component of the physics major for students desiring to pursue it.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change Degree Requirements For the Major

6. Signature of Department Chair(s) or Program Director(s):
   [Signature]
   Date: 2-10-09

7. Signature of Dean(s) of School:
   [Signature]
   Date: FEB. 11, 2009

8. Signature of Provost:
   [Signature]
   Date: 2/16/2009

9. Signature of Curriculum Committee Chair:
   [Signature]
   Date: 2/14/09

10. Signature of Budget Committee Chair:
    [Signature]
    Date: ______________________

11. Signature of Planning Committee Chair:
    [Signature]
    Date: ______________________

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

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
1. DEPARTMENT: URST  Urban Studies, an interdisciplinary major, but not a department

2. DEGREE: BA

3. SEMESTER AND YEAR IN WHICH CHANGE[S] WILL GO INTO EFFECT: FALL 2009

4. Changes Desired:

   a) Replace POLS 381 [Urban Government and Politics] with POLS 305 [Urbanization and Urban Geography] as the Core Course in POLS for all URST majors.

   b) Replace POLS 305 with POLS 381 as a choice in URST's Urban Policy and Social Problems Concentration.


5. Justification for Change[s]:

a) This change in the Core course in POLS for URST majors reflects changes in staffing in the POLS Department [Jane McCollough’s retirement and hiring Catherine Veninga as her successor]. It also reflects changes in emphasis for URST majors approved by the Urban Studies Advisory Committee.

b) See first justification. It also reflects that POLS 305 will be taught more often then POLS 281.

c) POLS 251 is the more appropriate Applied Statistics course in POLS for URST majors.

d) SOCY 272 is the more appropriate Applied Statistics course in SOCY for URST majors.

George W. Hopkins
Director, Urban Studies
Proposal to Change Degree Requirements For the Major

6. Signature of Department Chair (s) or Program Director(s):
   George W. Hopkins
   Date: 3/16/09
   Date:

7. Signature of Dean(s) of School:
   Date: 3/17/09
   Date:

8. Signature of Provost:
   Susan J. Morrison
   Date: 3/17/2009

9. Signature of Curriculum Committee Chair:
   Date: 3/24/07

10. Signature of Budget Committee Chair:
    Date:

11. Signature of Planning Committee Chair:
    Date:

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

   Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

   (Form was approved by FCC on 9/1/08 and replaces all others.)
Memorandum

Date: February 4, 2009

To: Dean Lowenthal, Provost Jorgens, Business Affairs and Professor Bob Perkins

From: Heath C. Hoffmann, Director, Crime, Law and Society Program

Subject: Faculty Curriculum Committee Forms for Changes to the Crime, Law and Society Program

Enclosed are several Faculty Curriculum Committee forms reflecting the creation of two new courses in the Crime, Law and Society (CRLS) program and the change to the minor adding three new courses to the list of approved electives for the CRLS program.

I am proposing the creation of two new courses, CRLS 310: Policing in a Modern Society and CRLS 311: Community Policing: Issues and Strategies. Both of these courses have been taught several times as CRLS 300: Special Topics. To conform to the College’s policy that special topics courses can be taught no more than three times within five years, I am making these permanent courses in the minor.

The change to the minor will add these two courses to the list of approved electives. In addition, the change to the minor will add WGST 350: Gender and Violence to the list of approved electives. The latter addition has been approved by Professor Piepmeier, Director of the Women’s and Gender Studies Program.

The post-it notes indicate the pages that require your signatures as the application makes its way to the Faculty Curriculum Committee by February 25, 2009, the deadline for the final Faculty Curriculum Committee meeting of the semester.

Please do not hesitate to contact me (hoffmannh@cofc.edu, 953-8182) if you have any questions or concerns about the proposed changes to the CRLS program.
Proposal to Change Degree Requirements for a Minor/Concentration

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department(s) or School(s): **School of Humanities and Social Sciences**
2. Name of the Minor/Concentration: **Crime, Law and Society Minor**
3. Semester and year in which degree change(s) will go into effect: **Fall 2009**
4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   **Add the following to the list of approved electives courses:**
   - **WGST 350: Gender and Violence** (see letter of support from Dr. Piepmeier, Director of the Women's and Gender Studies Program)
   - **CRLS 310: Policing and Society** (New Course proposed in conjunction with this application)
   - **CRLS 311: Community Policing** (New Course proposed in conjunction with this application)
5. Justification for Change(s):

   As an interdisciplinary minor, our goal is to assemble a program that encapsulates a broad range of relevant courses from divergent disciplines. **WGST 350** contributes to this goal. **CRLS 310** and **CRLS 311** are courses that have been offered as Special Topics courses (CRLS 300) in the past--this action merely formalizes the unique and long-term importance of these courses to the minor.
Proposal to Change Degree Requirements for a Minor/Concentration

6. Signature of Department Chair or Program Director:

   [Signature]

   Date: 1/29/09

7. Signature of Dean of School:

   [Signature]

   Date: 2/6/07

8. Signature of Provost:

   [Signature]

   Date: 

9. Signature of Curriculum Committee Chair:

   [Signature]

   Date: 3/24/09

10. Signature of Faculty Senate Secretary:

    Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
March 10, 2008

Heath Hoffman
Crime, Law, and Society Program
Department of Sociology and Anthropology

Dear Heath:

I wanted to let you know that the Women’s and Gender Studies Program is fully in support of our course, WGST 350: Gender and Violence, being an elective for the Crime, Law, and Society minor. Many of your minors have taken the course in the past and have found it useful, and I’m happy that we can collaborate in this way.

Sincerely,

Alison Plepmeier
Director, WGS
Proposal to Change Degree Requirements for a Minor/Concentration

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department(s) or School(s): Marketing and Supply Chain Management

2. Name of the Minor/Concentration: Global Logistics Concentration/Minor

3. Semester and year in which degree change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   - Change required course MGMT 322 to INTB 322

5. Justification for Change(s):
   - Course designation was changed to support International Major new designation (INTB). Course content does not change.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

6. Signature of Department Chair or Program Director:
   [Signature]
   Date: 1-19-09

7. Signature of Dean of School:
   [Signature]
   Date: 2-13-09

8. Signature of Provost:
   [Signature]
   Date: 2/16/2009

9. Signature of Curriculum Committee Chair:
   [Signature]
   Date: 3/26/09

10. Signature of Faculty Senate Secretary:

    Date Approved by Senate: ________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Hello everyone,

My concern was that the INTB courses 322 and 409 remain open as electives to non-INTB students in the School of Business and Economics who met the course prerequisites. That is now accomplished by the addition of wording that shows the courses to be open as electives; cross-listing is not necessary. I did not change my supporting letter because it was the original sent to the School Curriculum Committee, and is part of the package just approved by the School. I'm happy to have this email attached to the proposal as it goes forward, or if need be I can write a second letter clarifying the issue. Please let me know which course of action is preferable.

Thanks,

Kelly Shaver

Kelly G. Shaver
Professor and Chair
Department of Management and Entrepreneurship
School of Business and Economics
College of Charleston
Office address: 305 Beatty Center
5 Liberty Street
Charleston, SC 29401
Phone: 843-953-2276
web: www.cofc.edu/~shaverk

I've just reviewed the proposals to institute INTB as a course designation. Kelly Shaver mentions in his supporting letter that they want MGMT 409 and 322 to be cross listed. However, this needs to come through as an official request with the endorsement of the Dean and School Curriculum Committee rather than in this form.

Susan

Susan J. Morrison, Ph.D.
Associate Provost for Academic
Operations & Administration
Office of Academic Affairs
College of Charleston

e-mail: MorrisonS@cofc.edu
Phone: (843) 953-5527
Proposal to Change Degree Requirements for a Minor/Concentration

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department(s) or School(s): Jewish Studies

2. Name of the Minor/Concentration: Jewish Studies

3. Semester and year in which degree change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   Add courses to the list approved for the minor:
   JWST 250: Jewish Mysticism
   JWST 280: Southern Jewish History

5. Justification for Change(s):
   Adding new permanent courses in Jewish Studies

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

6. Signature of Department Chair or Program Director: ____________________________
   Date: 2/13/09

7. Signature of Dean of School: ____________________________
   Date: 2/23/09

8. Signature of Provost: ____________________________
   Date: 2/24/2009

9. Signature of Curriculum Committee Chair: ____________________________
   Date: 3/26/09

10. Signature of Faculty Senate Secretary: ____________________________
    Date Approved by Senate: ____________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department(s) or School(s): Biology and Psychology

2. Name of the Minor/Concentration: Neuroscience

3. Semester and year in which degree change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):

   Please add the course ANTH 342 (Human Behavior and Evolution) as an elective for the Neuroscience Program.

5. Justification for Change(s):

   We would like to diversify the course offerings within Neuroscience to include additional courses from other departments. Our goal is to offer students a variety of elective courses and support the interdisciplinary nature of the program. ANTH342 will be an ideal addition to the list of electives.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

6. Signature of Department Chair or Program Director:

[Signature]
Date: 16-Feb-2009

7. Signature of Dean of School:

[Signature]
Date: 18-Feb-2009

8. Signature of Provost:

[Signature]
Date: 26-Feb-2009

9. Signature of Curriculum Committee Chair:

[Signature]
Date: ______________________

10. Signature of Faculty Senate Secretary:

[Signature]
Date Approved by Senate: ______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/22/08 and replaces all others.)
To: Bob Perkins, Chair: Faculty Curriculum Committee
From: Maureen Hays, Chair: Department of Sociology and Anthropology
Date: February 16, 2009
Subject: ANTH342 Addition to Neuroscience Minor

The department of Sociology and Anthropology enthusiastically supports the proposal to add ANTH342 Human Behavior and Evolution to the list of electives in the Neuroscience minor. Human Behavior and Evolution examines human behavioral diversity from an evolutionary perspective including topics such as human behavioral ecology, parental investment, paternal certainty, menopause, senescence, health and illness, and religion. As such, it would be an excellent addition to this interdisciplinary minor.

Maureen A. Hays
Proposal to Change Degree Requirements for a Minor/Concentration

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department(s) or School(s): Physics and Astronomy

2. Name of the Minor/Concentration: Physics

3. Semester and year in which degree change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   add phys296, "Biophysical Modelling of Excitable Cells" (3 credits) to the list of courses satisfying the requirements for a minor in physics.

   Note: To be added only upon successful addition of the phys296 course, the paperwork for which accompanies this form.

5. Justification for Change(s):
   This course is proposed to satisfy the physics BS major, and is suitable for the minor, especially due to its broad nature, and its potential to draw minors from the fields of biology, psychology, mathematics and discovery informatics.
Proposal to Change Degree Requirements for a Minor/Concentration

6. Signature of Department Chair or Program Director:

[Signature]

Date: 2-10-09

7. Signature of Dean of School:

[Signature]

Date: FEB 11 2009

8. Signature of Provost:

[Signature] Susan J. Morrison

Date: 2/16/2009

9. Signature of Curriculum Committee Chair:

[Signature]

Date: 3/26/09

10. Signature of Faculty Senate Secretary:

[Signature]

Date Approved by Senate: __________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department(s) or School(s): **German and Slavic Studies**

2. Name of the Minor/Concentration: **Russian Studies Minor**

3. Semester and year in which degree change(s) will go into effect: **FALL 2009**

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):

   *After the new course is approved, the change listed below to be made in the catalog Description of the minor:*

   **New required courses:**
   **Under electives:**
   **Add RUSS 290 001 Russian for Mass Media**

5. Justification for Change(s):

   *The course represents an expansion of the program to meet the needs and changing requirements of students.*
Proposal to Change Degree Requirements for a Minor/Concentration

6. Signature of Department Chair or Program Director:

   [Signature]

   Date: 3/11/09

7. Signature of Dean of School:

   [Signature]

   Date: ________________________

8. Signature of Provost:

   [Signature]

   Date: 3/18/2009

9. Signature of Curriculum Committee Chair:

   [Signature]

   Date: 3/24/09

10. Signature of Faculty Senate Secretary:

   [Signature]

   Date Approved by Senate: ________________________

   Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

   (Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: ARTM

2. Course Number and Title: ARTM 370 Building Participation in the Arts

3. Semester and year when the course change(s) will go into effect: 097

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Add ARTM 310: Advanced Arts Management as a prerequisite for ARTM 370: Building Participation in the Arts

5. Justification for Change(s):

   Information the students need to have a foundation in for ARTM 370 is covered in ARTM 310.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      n/a

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.
   ☒ No

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:
   [Signature]
   Date: 2-18-09

9. Signature of Dean of School:
   [Signature]
   Date: 2-25-09

10. Signature of Curriculum Committee Chair:
    [Signature]
    Date: 3-26-09

11. Signature of Faculty Senate Secretary:

    
    Date Approved by Senate: ______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Honors

2. Course Number and Title: HONS 110 Honors Academic Writing
   Number of Credits: 4   Total hrs/week: 4
   Lecture: ☒ Lab: ☐ Recitation: ☐ Seminar: ☐

For Independent study courses:
   Research: ☐ Field experience: ☐
   Clinical Practice: ☐ Internship: ☐
   Practicum: ☐ Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Fall 2009

4. Catalog Description (please limit to 50 words):
   An accelerated introduction to the practices necessary for successful college writing at the quality expected of Honors College students. This course satisfies the requirements for ENGL 110. A student may not receive credit for both HONS 110 and ENGL 110. Taken during student's first year. Grade of "C" or better required to fulfill the General Education requirement.

5. Check if appropriate: Humanities: ☐ Social Science: ☐ (meets minimum degree requirements)

   Check if appropriate: ☐
   This course will be cross listed with: ______
   Rationale for cross listing: ______
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   ______

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

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

   Goals of HONS 110
   Successful HONS 110 students will be able to do the following:

   Process
   • Understand a writing assignment as a series of tasks, including invention,
HONS 110: ACADEMIC WRITING

FALL 2010 ♦ MW 9-10, F 9-11

COURSE GOALS
Honors 110 is designed for your transition from high school to the rigorous requirements of the C of C Honors College. You are required to maintain a GPA that is higher than that required of other C of C students, and are expected to conduct more of your research and writing independently. Honors 110 is designed to prepare you for these challenges by asking you to analyze and lead discussions of challenging reading assignments, to write numerous short assignments, and to write formal essays requiring library research.

Successful HONS 110 students will be able to do the following tasks, each a component of successful academic writing:

Process
• Understand a writing assignment as a series of tasks, including invention, drafting, revising, and editing
• Shape a written work according to the requirements of purpose, genre, occasion, and audience
• Construct an effective argument using appropriate evidence
• Understand conventions of academic writing
• Document work appropriately
• Follow the conventions of standard American English

Reading and Research
• Develop skills for studying college-level essays and academic articles
  • Develop skills for summarizing and paraphrasing college-level essays and academic articles
  • Evaluate, analyze, and synthesize appropriate primary and secondary sources
  • Integrate their ideas with the ideas of others effectively

Rhetorical Analysis
• Understand how a text is shaped according to the requirements of purpose, genre, occasion, and audience
• Understand the difference between summary and analysis
• Evaluate the persuasiveness of a text’s argument

COURSE POLICIES, PROCEDURES, AND SYLLABUS

THE COURSE WebCT SITE
You will be able to access the HONS 110 WebCT site through CougarTrail. We will use WebCT primarily to share papers for workshops, but we may also be using some of WebCT’s other functions as well, such as surveys, discussion boards, etc.

ASSIGNMENTS
Grades on individual assignments will be based on criteria that I will announce a sufficient time in advance of assignment due dates. As a general rule, I try to be as forthcoming as possible about my expectations for assignments. I am also always willing to discuss grades and grading criteria with students in person. If you need clarification, you should never hesitate to ask.
The major assignments in this class (3 portfolios, described below) form a sequence that will help you assimilate some of the key genres and techniques of academic writing: summary, rhetorical analysis, critique, research, analysis and categorization of questions/issues, and synthetic argumentation. Each portfolio is a collection of writing that includes short informal pieces, short formal assignments, and a draft and final version of a longer formal assignment. Your grades on these assignments will make up approx. 85% of the final course grade (approx. 20% for portfolio I, 30% for II, and 35% for III).

The remaining 15% of the course grade will be derived from a combination of miscellaneous writing assignments (in and out of class, informal and formal), class participation, and an activity journal recording your independent work throughout the semester.

Conferences and Other Work Done Outside the Classroom

Over the course of the semester you will be required to attend three writing conferences in my office, in which you'll discuss your writing-in-progress with me and a small group of your classmates. These conferences will be held during the 4th hour of our week (Friday at 10 AM). During those weeks when you're not scheduled to conference with me, the 4th hour will be spent completing an out-of-class activity relevant to the work of the course. You may, but are not required to, satisfy this requirement by doing one of the following:

- Working with a consultant in the Writing Lab on an example of your writing
- Attending a workshop sponsored by Writer's Group
- Attending a study skills seminar sponsored by the Center for Student Learning
- Attending a College-sponsored cultural event—i.e., a public lecture, a play, an event sponsored by a student or cultural organization (a maximum of two events can be used to satisfy the requirement)
- Scheduling and participating in a research session at Addlestone Library
- Organizing and running self-initiated peer writing sessions

At the end of September, October, and November you will submit to me your Activity Journal, in which you document and reflect on the activities you completed. For each week, write an entry in which you describe the activity you completed and explain what you learned from it. Each month’s journal entries will earn a √, √+, or √-, and these grades will be factored into your Participation grade for the course.

For example, if you worked with a consultant in the Writing Lab, describe what you and the consultant discussed about your essay. Explain how you used the consultant’s comments to revise your essay. If you attended a cultural event, describe this event and your reaction to it. If you attended a conference with me, explain what we discussed and how you incorporated the feedback you received from me and your classmates into your writing.

Attendance & Timeliness

You should attend all classes this semester. Of course, there may be emergencies, illnesses, and so forth that from time to time make attendance impossible, so you are allowed to miss up to three classes, for whatever reason ("excused" or "unexcused"). But after your fourth absence from class, each additional absence will affect your final grade in the class at the rate of one percentage point for each day missed thereafter. After five absences, I may drop you from the class role.
Please note: you are responsible, regardless of the nature of an absence, for the material covered in class on the day you are absent. Please make arrangements with a fellow student or students to get information and notes should you miss a class.

You should come to class on time and stay for the entire session.

If some outside obligation or set of circumstances will make it difficult for you to attend class or arrive on time and stay for the full class every time, I urge you to eliminate or otherwise manage those obligations/circumstances or to drop this class.

Also note: I count late arrivals and early departures as half-day absences.

Attendance and punctuality is particularly important for the small-group conferences that are scheduled during the fourth hour of our class. On days that you are not scheduled for a small-group conference, you should use the fourth hour to complete another activity that will improve your writing, as described below.

Late Assignment Policy

You should turn in assignments on time, as specified in the assignment instructions.

Late assignments will be penalized.
- major assignments: 10% of the value per calendar day
- minor assignments at a rate to be determined on a case-by-case basis. Some late minor assignments I may not accept for credit.

ACADEMIC DISHONESTY AND PLAGIARISM

I treat plagiarism and other forms of academic dishonesty with utmost seriousness. If I suspect an assignment to be plagiarized or in some other way not the student's own work, I assign the grade of zero for the assignment and will likely report the violation to the Honor Board for further review and action.

Please see "Honor Code and Academic Integrity" (attached) and consult The Honor System at the College of Charleston, available online at <http://www.cofc.edu/studentaffairs/general_info/honor_system/>, for a full statement on the college’s honor code. Also please see the attached statement on academic dishonesty by Dean of Students Jeri Cabot.

IMPORTANT HON 110 RESOURCES

Students in HON 110 may find useful the Writing Lab at the Center for Student Learning in the Addlestone Library (see <http://www.cofc.edu/~csl/writing/>). Trained consultants in the Writing Lab work one on one with students to help improve all aspects of their writing from drafting to corrections on grammar.

Also, you might consider enrolling in Writers Group (see the attachment for a full description) for additional feedback and experience to improve your writing. Far from a remedial program, Writers Group is a kind of ongoing workshop that gives students an additional opportunity to learn more about their own writing processes, practice strategies for invention, drafting, editing, and revising. Contact Dr. Chris Warnick in the English Department if you are interested in signing up.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

The College makes reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed. Should you have questions about disability services at the College of Charleston, please contact the Center for Disability Services at 953-1431 or visit their website at <http://www.cofc.edu/~cds/>.
PORTFOLIO ASSIGNMENTS

PORTFOLIO I: ACADEMIC DISCOURSE AND HIGHER EDUCATION
(20% of the final course grade)

Key skills
- understand academic discourse as “conversation”
- summarize argumentative texts in an accurate, objective fashion
- analyze written texts within their rhetorical situations and for rhetorical structure, moves, key terms, etc.
- identify points of agreement and disagreement between texts and also between texts and you
- put disparate texts into “conversation” with one another in an essay focused on analyzing concepts
- quote and paraphrase accurately and effectively from a source text
- format documents in MLA style and use MLA in-text citation style

Reading assignments*
“Introduction,” Composing Knowledge [CK henceforth] (1-32)
Paolo Freire, “The ‘Banking’ Concept of Education” (CK 239-51)
Gerald Graff, “Other Voices, Other Rooms” (CK 163-70)
Other readings, as necessary.
* Reading assignments may be subject to change.

Writing assignments
- Miscellaneous short writing assignments
- Two short, response pieces
- Two formal summaries
- Analytic Paper on Freire and Graff’s positions on education (5-6 pages)

PORTFOLIO II: WAYS OF WRITING ABOUT ENVIRONMENTAL ISSUES
(30% of the final course grade)

Key skills
- continue to develop skills from Portfolio I
- analyze essays an articles written for a variety of audiences
- locate and evaluate reference works, books, articles, and web resources to address an issue
- compile working and annotated bibliographies
- assess sources for significance and usefulness
- analyze the field of conversation and argument discovered in research
- categorize the similarities and differences in your paper according to a reasonable scheme

Reading assignments*
- Literary essays on the environment by Rachel Carson, Janisse Ray
- Articles on specific environmental issues, found in the Academic Search Premier database
- Additional sources that you locate and evaluate on your own for your comparative analysis essay

Writing assignments
- Miscellaneous short writing assignments
- Working and annotated bibliographies
- Drafts and peer critiques
- Essay analyzing three kinds of writing on an environmental issue (6-8 pages)
# PORTFOLIO III: WRITING IN AN ACADEMIC DISCIPLINE OR PROFESSION

(35% of the final course grade)

<table>
<thead>
<tr>
<th>Key skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>- continue to develop skills from Portfolios I and II</td>
</tr>
<tr>
<td>- formulate a thesis synthesizing the most important features of written work that addresses your chosen academic discipline or profession</td>
</tr>
<tr>
<td>- support and develop this thesis with evidence and with illustrative examples</td>
</tr>
<tr>
<td>- use personal interviews as well as articles and books as evidence</td>
</tr>
<tr>
<td>- integrate these sources to support thesis and establish credibility</td>
</tr>
</tbody>
</table>

### Reading assignments*
- various writing instruction pieces, TBA
- various sources that you develop on your own for your exploratory research paper
* Reading assignments may be subject to change.

### Writing assignments
- Miscellaneous short writing assignments
- Working and annotated bibliographies
- Proposal and outline
- Research paper (6-8 pages)

## Working Schedule

### Week 1

| W | Course intro |
| F | “Introduction,” *Composing Knowledge* [CK henceforth] (1-32) |
|   | Conference with students 1-5 |

### Week 2

| M | Introduce Paolo Freire, “The ‘Banking’ Concept of Education” *(CK 239-51)* |
| W | Continue Freire |
| F | In-class exercises from *Style*  **Summary 1 due** |
|   | Conference with students 6-10 |

### Week 3

| M | Gerald Graff, “Other Voices, Other Rooms” *(CK 163-70)*; Workshop examples of Summary 1 |
| W | Continue discussion of Graff |
| F | In-class exercises from *Style*  **Summary 2 due** |
|   | Conference with students 11-15 |

### Week 4

| M | Loewen, excerpts from *Lies Across America* (available on WebCT)  **Response Essay 1 due** |
| W | Workshop examples of Response Essay 1 |
| F | Discuss organization and thesis statements for Portfolio 1 Essay |
|   | Conference with students 16-20 |

### Week 5

| M | Rough draft of Portfolio 1 essay due by 11:59 pm (via WebCT) |
| W | In-class peer review |
| F | In-class peer review.  **Activity Journal Due** |
|   | Conference with students 1-5 |

### Week 6

| M | In-class workshop on editing |
| W | Final draft of Portfolio 1 essay due by 11:59 pm (via WebCT) |
|   | Intro to Unit 2. Literary writing on environmental issues |
|   | Rachel Carson, “Silent Spring” (on WebCT) |
|   | Excerpt from Janisse Ray, *Ecology of a Cracker Childhood* (on WebCT) |
Week 7
M Articles Written for an Informed Audience
F Articles Written for a Scholarly Audience
   Conference with students 11-15

Week 8
M Discuss comparative analysis (Portfolio 2 essay)
   Response Essay 2 due
W Workshop examples of Response Essay 2. Activity Journal Due
F Discuss thesis statements for comparative analysis
   Conference with students 16-20

Week 9
M Workshop drafts of comparative analysis
W Workshop drafts of comparative analysis
F Workshop drafts of comparative analysis
   Conference with students 1-5

Week 10
M Portfolio 2 (comparative analysis due). Introduce Portfolio 3: writing in your major.
W Discuss writing tasks in three upper-level courses.
F Response Essay 3 due. Upperclass Honors students discuss their writing
   Conference with students 6-10

Week 11
M Workshop examples from Response Essay 3
W Topic proposal due. Discuss plans for interviewing faculty in your prospective major.
F Class visit by faculty supervising undergraduate research and writing
   Conference with students 11-15

Week 12
M Response Essay 4 due. Upperclass Honors College students discuss their writing.
W Workshop examples of Response Essay 4. Activity Journal Due
F Discuss strategies for organizing Portfolio Essay 3
   Conference with students 16-20

Week 13
M Draft workshop, students 1-5
W Draft workshop, students 6-10
F Draft workshop, students 11-15
   Draft workshop, students 16-20

Week 14
M Upperclass Honors College students discuss their writing.
W Discuss editing techniques for Portfolio Essay 3 (style and mechanics)
F Portfolio 3 due; Activity Journal Due
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Honors

2. Course Number and Title: HONS 151 and HONS 151L: Honors Biology I and Honors Biology I Lab

3. Semester and year when the course change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Change credit for HONS 151 from 4 to 3 and change credit for HONS 151L from 0 to 1.

5. Justification for Change(s):

   This brings the Honors introductory science classes in line with the regular introductory science classes. When the introductory Honors science classes were first added to the curriculum, the lecture and lab were frequently taught by the same faculty member, this is now rarely the case. This change will make the logistics of grading easier for the faculty members and make it more consistent with the grading in the regular introductory science classes.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

   a) ☐ yes  ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

   Biology

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:
   
   \[\text{John Newell}\]
   
   Date: 2-9-09

9. Signature of Dean of School:
   
   \[\text{John Newell}\]
   
   Date: 2-9-09

10. Signature of Curriculum Committee Chair:
    
    \[\text{[Signature]}\]
    
    Date: 3/24/09

11. Signature of Faculty Senate Secretary:
    
    Date Approved by Senate: ____________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal to Change a Course

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Honors**

2. Course Number and Title: **HONS 152 and HONS 152L: Honors Biology II and Honors Biology II Lab**

3. Semester and year when the course change(s) will go into effect: **Fall 2009**

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   **Change credit for HONS 152 from 4 to 3 and change credit for HONS 152L from 0 to 1.**

5. Justification for Change(s):

   This brings the Honors introductory science classes in line with the regular introductory science classes. When the introductory Honors science classes were first added to the curriculum, the lecture and lab were frequency taught by the same faculty member, this is now rarely the case. This change will make the logistics of grading easier for the faculty members and make it more consistent with the grading in the regular introductory science classes.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes  ☑ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.
   **Biology**

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:

[Signature: John Newell]

Date: 2-9-09

9. Signature of Dean of School:

[Signature: John Newell]

Date: 2-9-09

10. Signature of Curriculum Committee Chair:

[Signature: Rshe]

Date: 3/24/09

11. Signature of Faculty Senate Secretary:

[Signature]

Date Approved by Senate: ____________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Re: change in credit for Honors courses

Newell Jr., John H

From: Hillenius, Willem Jacob
Sent: Tuesday, February 17, 2009 1:13 PM
To: Newell Jr., John H; Perkins Jr., Robert F
Subject: Re: change in credit for Honors courses
Importance: High

Bob Perkins,
Chair, Curriculum Committee

Dear Bob,

The Department of Biology endorses the change of Honors Science Courses to three credit hours for the lecture and one credit hour for the corequisite laboratory course.

Thanks,
Jaap

Willem J. Hillenius
Associate Professor and Chair
Department of Biology
College of Charleston
66 George Street
Charleston, SC 29424
USA

Tel: (843) 953-5504
Fax: (843) 953-5453
Email: hilleniusw@cofc.edu

From: "Newell Jr., John H" <NewellJ@cofc.edu>
Date: Mon, 9 Feb 2009 14:18:30 -0500
To: "Hillenius, Willem Jacob" <HilleniusW@cofc.edu>, "Deavor, James" <DeavorJ@cofc.edu>, "Hakkila, Jon E" <HakkilaJ@cofc.edu>, "Colgan, Mitchell W" <ColganM@cofc.edu>
Conversation: change in credit for Honors courses
Subject: change in credit for Honors courses

Dear Jaap, Jim Jon, and Mitch,

The Honors Committee has approved changing the awarding of credit for the introductory science classes and is ready to submit that change to the Curriculum committee. As you probably remember, that change will put the Honors science courses in line with your regular introductory science courses by giving 3 hours for the lecture and 1 for the lab. I need a letter from each of you supporting this change for the courses in your department. Please let me know if you have any questions. Bob Perkins, chair of the curriculum committee, says an email will be fine. Thank you!

Sincerely,

Dr. John H. Newell, Jr.
Dean of the Honors College
Professor of History
10 Green Way, Honors Center
College of Charleston
Charleston, SC 29424
Telephone: 843-953-7154
Fax: 843-953-7135
email: newellj@cofc.edu
website: www.cofc.edu/honorscollege <http://www.cofc.edu/honorscollege>

2/17/2009
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Honors

2. Course Number and Title: HONS 153 and HONS 153L: Honors Chemistry I and Honors Chemistry I Lab

3. Semester and year when the course change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if more than 2 items listed under "Typical changes handled by this form" in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Change credit for HONS 153 from 4 to 3 and change credit for HONS 153L from 0 to 1.

5. Justification for Change(s):

   This brings the Honors introductory science classes in line with the regular introductory science classes. When the introductory Honors science classes were first added to the curriculum, the lecture and lab were frequently taught by the same faculty member, this is now rarely the case. This change will make the logistics of grading easier for the faculty members and make it more consistent with the grading in the regular introductory science classes.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes  ☑ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

   Chemistry

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:

[Signature]

Date: 2-9-09

9. Signature of Dean of School:

[Signature]

Date: 2-9-09

10. Signature of Curriculum Committee Chair:

[Signature]

Date: 3/24/09

11. Signature of Faculty Senate Secretary:

[Signature]

Date Approved by Senate: ____________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Honors

2. Course Number and Title: HONS 154 and HONS 154L: Honors Chemistry II and Honors Chemistry II Lab

3. Semester and year when the course change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if more than 2 items listed under "Typical changes handled by this form" in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Change credit for HONS 154 from 4 to 3 and change credit for HONS 154L from 0 to 1.

5. Justification for Change(s):

   This brings the Honors introductory science classes in line with the regular introductory science classes. When the introductory Honors science classes were first added to the curriculum, the lecture and lab were frequently taught by the same faculty member, this is now rarely the case. This change will make the logistics of grading easier for the faculty members and make it more consistent with the grading in the regular introductory science classes.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes  ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.
   Chemistry

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:

[Signature]
Date: 2-9-09

9. Signature of Dean of School:

[Signature]
Date: 2-9-09

10. Signature of Curriculum Committee Chair:

[Signature]
Date: 3/24/09

11. Signature of Faculty Senate Secretary:

__________________________

Date Approved by Senate: ________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Newell Jr., John H

From: Deavor, James
Sent: Monday, February 09, 2009 2:23 PM
To: Newell Jr., John H; Perkins Jr., Robert F
Subject: RE: change in credit for Honors courses

Bob Perkins,
Chair, Curriculum Committee

Dear Bob,

The Department of Chemistry & Biochemistry endorses the change of Honors Science Courses to three credit hours for the lecture and one credit hour for the corequisite laboratory course.

Thanks,
Jim

Dr. James P. Deavor
Professor and Department Chair
Department of Chemistry and Biochemistry
58 Coming Street Room 316
College of Charleston
Charleston, SC 29424

(843)-953-8095
(843)-953-1404 (Fax)

From: Newell Jr., John H
Sent: Monday, February 09, 2009 2:19 PM
To: Hillenius, Willem Jacob; Deavor, James; Hakkila, Jon E; Colgan, Mitchell W
Subject: change in credit for Honors courses
Importance: High

Dear Jaap, Jim Jon, and Mitch,

The Honors Committee has approved changing the awarding of credit for the introductory science classes and is ready to submit that change to the Curriculum committee. As you probably remember, that change will put the Honors science courses in line with your regular introductory science courses by giving 3 hours for the lecture and 1 for the lab. I need a letter from each of you supporting this change for the courses in your department. Please let me know if you have any questions. Bob Perkins, chair of the curriculum committee, says an email will be fine. Thank you!

Sincerely,

Dr. John H. Newell, Jr.
Dean of the Honors College
Professor of History
10 Green Way, Honors Center
College of Charleston
Charleston, SC 29424

2/9/2009
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Honors

2. Course Number and Title: HONS 155 and HONS 155L: Honors Geology I and Honors Geology I Lab

3. Semester and year when the course change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Change credit for HONS 155 from 4 to 3 and change credit for HONS 155L from 0 to 1.

5. Justification for Change(s):

   This brings the Honors introductory science classes in line with the regular introductory science classes. When the introductory Honors science classes were first added to the curriculum, the lecture and lab were frequently taught by the same faculty member, this is now rarely the case. This change will make the logistics of grading easier for the faculty members and make it more consistent with the grading in the regular introductory science classes.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

   Geology

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:

John Newell

Date: 2-9-09

9. Signature of Dean of School:

John Newell

Date: 2-9-09

10. Signature of Curriculum Committee Chair:

Date: 3/24/09

11. Signature of Faculty Senate Secretary:

Date Approved by Senate: _______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Honors

2. Course Number and Title: HONS 156 and HONS 156L: Honors Geology II and Honors Geology II Lab

3. Semester and year when the course change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Change credit for HONS 156 from 4 to 3 and change credit for HONS 156L from 0 to 1.

5. Justification for Change(s):

   This brings the Honors introductory science classes in line with the regular introductory science classes. When the introductory Honors science classes were first added to the curriculum, the lecture and lab were frequently taught by the same faculty member, this is now rarely the case. This change will make the logistics of grading easier for the faculty members and make it more consistent with the grading in the regular introductory science classes.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.
   Geology
Proposal to Change a Course

8. Signature of Department Chair or Program Director:

__________________________

Date: 2-9-09

9. Signature of Dean of School:

__________________________

Date: 2-9-09

10. Signature of Curriculum Committee Chair:

__________________________

Date: 3-24-09

11. Signature of Faculty Senate Secretary:

__________________________

Date Approved by Senate: _______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Dear John,

The Department of Geology and Environmental Geoscience supports the change in credit structure for HONS 155/156 (Honors Geology) from the current 4 credits (lecture) + 0 credits (lab) to the proposed 3 credits (lecture) + 1 credit (lab).

Sincerely,
Mitchell

--
Chair
Department of Geology and Environmental Geosciences
College of Charleston
66 George St.
Charleston, SC 29424 843-953-5463
colganm@cofc.edu 843-953-5446 fax

for
FedEx and Overnight Address
Department of Geology
58 Coming Street
Charleston, SC 29401

Director
South Carolina Space Grant Consortium  http://www.cofc.edu/~scsgrant/
Department of Geology
College of Charleston
58 Coming Street
Charleston, SC 29424 843-953-5463
colganm@cofc.edu 843-953-5446 fax

2/19/2009
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Honors**

2. Course Number and Title: **HONS 155 and HONS 155L: Honors Geology I and Honors Geology I Lab**

3. Semester and year when the course change(s) will go into effect: **Fall 2009**

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   **Change credit for HONS 155 from 4 to 3 and change credit for HONS 155L from 0 to 1.**

5. Justification for Change(s):

   **This brings the Honors introductory science classes in line with the regular introductory science classes. When the introductory Honors science classes were first added to the curriculum, the lecture and lab were frequently taught by the same faculty member, this is now rarely the case. This change will make the logistics of grading easier for the faculty members and make it more consistent with the grading in the regular introductory science classes.**

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes  ☑ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.
   **Geology**

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:
   [Signature]
   Date: 2-9-09

9. Signature of Dean of School:
   [Signature]
   Date: 2-9-09

10. Signature of Curriculum Committee Chair:
    [Signature]
    Date: 3/24/09

11. Signature of Faculty Senate Secretary:

    
    Date Approved by Senate: __________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Honors

2. Course Number and Title: HONS 158 and HONS 158L: Honors Physics II and Honors Physics II Lab

3. Semester and year when the course change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Change credit for HONS 158 from 4 to 3 and change credit for HONS 158L from 0 to 1.

5. Justification for Change(s):

   This brings the Honors introductory science classes in line with the regular introductory science classes. When the introductory Honors science classes were first added to the curriculum, the lecture and lab were frequently taught by the same faculty member, this is now rarely the case. This change will make the logistics of grading easier for the faculty members and make it more consistent with the grading in the regular introductory science classes.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes  ☑ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department. **Physics and Astronomy**

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:

John Nevell

Date: 2-9-09

9. Signature of Dean of School:

John Nevell

Date: 2-9-09

10. Signature of Curriculum Committee Chair:

RS/DS

Date: 3/16/09

11. Signature of Faculty Senate Secretary:

Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Dr. Newell,

The Department of Physics and Astronomy supports the change in credit structure for HONS 157/158 (Honors Physics) from the current 4 credits (lecture) + 0 credits (lab) to the proposed 3 credits (lecture) + 1 credit (lab). These changes are in line with the credit structures of PHYS 101/102 and PHYS 111/112, which are our standard general education physics course offerings. The proposed credit structure also gives us more leeway in addressing recent changes made regarding the acceptance of International Baccalaureate transfer credits.

Sincerely,

Dr. Jon Hakkila, Chair
Department of Physics and Astronomy
College of Charleston
Charleston, SC 29424-0001
(843) 953-6387
hakkilaj@cofc.edu
Proposal to Change a Course

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Honors

2. Course Number and Title: **HONS 211 Honors Economics**

3. Semester and year when the course change(s) will go into effect: **Fall 2009**

4. Change(s) Desired (Note: if more than 2 items listed under "Typical changes handled by this form" in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   **Change Hons 211: Honors Economics to HONS 211: Honors Economics II**

   **Also change the prerequisite from "calculus" to "Hons 200 or its equivalent"**

5. Justification for Change(s):

   The Honors Economics courses used to be labeled as I and II, but that listing at some point was inadvertently removed. This restores it. With the change of numbering to be in line with Economics 200 and 201, labeling the course Honors Economics II will make it clear to students which course needs to be taken first and which Economics course may be substituted for which Honors course. The change in prerequisites reflects the new ordering of the courses.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

   **Economics and Finance**

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:

   [Signature]
   Date: 2-9-09

9. Signature of Dean of School:

   [Signature]
   Date: 2-9-09

10. Signature of Curriculum Committee Chair:

    [Signature]
    Date: 3/24/09

11. Signature of Faculty Senate Secretary:

    

    Date Approved by Senate: _______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
**Newell Jr., John H**

*From:* Newell Jr., John H  
*Sent:* Thursday, February 19, 2009 4:25 PM  
*To:* Perkins Jr., Robert F  
*Subject:* FW: support in change in Honors Economics

Dr. John H. Newell, Jr.  
Dean of the Honors College  
Professor of History  
10 Green Way, Honors Center  
College of Charleston  
Charleston, SC 29424  
Telephone: 843-953-7154  
Fax: 843-953-7135  
email: newellj@cofc.edu  
website: www.cofc.edu/honorscollege

---

**From:** Morgan, Mike  
*Sent:* Tuesday, February 10, 2009 5:00 PM  
*To:* Newell Jr., John H  
*CC:* Clary, Betsy J  
*Subject:*

John,

Jane Clary gave me your proposed course number changes for HONS Microeconomics (currently HONS 212) and HONS Macroeconomics (currently HONS 211). Since we changed our course numbering and sequencing so that now we offer Microeconomic Principles (ECON 200- formerly ECON 202) before Macroeconomic Principles (ECON 201- formerly ECON 201), I support the Honors College changing the numbering of your courses. HONS 200 (HONS Microeconomic Principles) will be HONS 210 and HONS 211 remains as it is. I hope this letter helps you as you pursue your change in the numbering.

J. Michael Morgan, Professor and Chair  
Department of Economics and Finance  
School of Business and Economics  
College of Charleston

2/19/2009
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Honors

2. Course Number and Title: HONS 212 Honors Economics

3. Semester and year when the course change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Change Hons 212: Honors Economics to HONS 200: Honors Economics

   Also change the prerequisite from "Hons 211 or its equivalent" to "calculus"

5. Justification for Change(s):

   This will put the Honors Economic courses in line with Economics 200 and 201, the ordering of which was changed last year. This will make it clear to students which course needs to be taken first and which Economics course may be substituted for which Honors course. The change in prerequisites reflects the new ordering of the courses.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a)  ☐ yes  ☑ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

   Economics and Finance

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:

[Signature]

Date: 2-9-09

9. Signature of Dean of School:

[Signature]

Date: 2-9-09

10. Signature of Curriculum Committee Chair:

[Signature]

Date: 3/24/09

11. Signature of Faculty Senate Secretary:


Date Approved by Senate: __________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Mathematics

2. Course Number and Title: Math 320 History of Mathematics

3. Semester and year when the course change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   New prerequisite: Math 295 Introduction to Abstract Math

5. Justification for Change(s):

   The current prerequisite of 12 semester hours at the 200 level or above are not specific enough to adequately prepare students.

   The two standard texts for History of Math contain proofs throughout, many of which appear as homework problems. It is assumed by both authors that students can understand moderately difficult proofs, as well as construct their own proofs of simpler results. Instructors teaching this course have experienced that students who have not taken Math 295 end up dropping, but not soon enough to pick up another course.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes  ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.
   Yes, our education students in the High School Mathematics track take this course. A letter of support is attached.
Proposal to Change a Course

8. Signature of Department Chair or Program Director:

Date: 2-20-2009

9. Signature of Dean of School:

Date: FEB. 23, 2009

10. Signature of Curriculum Committee Chair:

Date: 3/24/09

11. Signature of Faculty Senate Secretary:

Date Approved by Senate:

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
February 17, 2009

Dr. Elizabeth Jurisich
Department of Mathematics
College of Charleston
66 George Street
Charleston, SC 29424

Dear Dr. Jurisich:

I have read and studied the request that Math 295 become a required pre-requisite to Math 320. We, in education, have many students who take these courses on their path to becoming certified high school mathematics teachers. I read the comments that professors who teach the course make about the level and ability of writing proofs required for the Math 320 course. I have also interviewed some of our future math teachers and found that they concurred with the professors who teach the course. I fully support Math 295 as a prerequisite to Math 320.

Sincerely,

Meta Van Sickle, Ph.D.
Department Chair
SAMPLE SYLLABUS

INST 300  Comparative Methodology in International Studies  1 Credit Hour

International research helps to unravel one's own hidden cultural preconceptions by showing alternative lines of action and concepts. In these times of so-called globalization, international comparative research is an almost natural match for current theoretical debates.

This course is designed to give International Studies majors a formal base in international comparative methodology and provide a means for weaving together the various disciplinary perspectives encountered in the multidisciplinary IS curriculum.

Required Texts: Books are available at the College of Charleston Bookstore; Reading Packet (*) is available as SAS/E on Calhoun Street

* Collier, David and James E. Mahoney, A Conceptual Stretching Revisited: Alternative Views of Categories in Comparative Analysis, @ American Political Science Review
* Tilly, Charles. 1997. Micro, Macro, or Megrim?

Research Design Assignment
Students will construct an international comparative research design for a project employing course work done in three different disciplines within their IS concentration.

I. Why compare?

What are the peculiarities of comparative research? Which advantages does comparative research offer to social scientists?


II. Compare What?

International comparative research frequently considers that national societies are the basic units of comparison. This seemingly innocent assumption creates unexpected theoretical problems.


III. Compare How?

With which criteria should we select cases for comparison?

IV. Concepts in International Comparison

How broadly should concepts be designed to enable comparisons across cultures? How narrow must the concepts remain to avoid excessive ambiguities?


V. Level of Analysis: Benefits of International Analysis

What makes international social research successful? How can macro phenomena and theories shed light on developments on the micro level?


--Readings. Students must read all assignments in a timely manner. Active participation in class discussion will depend on how carefully the reading is done. There will be a significant grade for class participation.

--Attendance. Regular attendance is expected. More than four absences will lead to a grade of F. Failure to attend does not excuse one from the assignments or responsibility for knowing what transpired (was discussed) in class.

EVALUATION
Final Exam 40%
Research Design Project 40%
Participation and preparation 20%

GRADERS
A 4.00 C 2.00
A- 3.67 C- 1.67
B+ 3.33 D+ 1.33
B 3.00 D 1.00
B- 2.67 D- 0.67
C+ 2.33 F 0.00
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: SOCY

2. Course Number and Title: ANTH109 Special Topics in Anthropology
   Number of Credits: 1-4 Total hrs/week: 1-6
   Lecture: ☒ Lab: ☐ Recitation: ☐ Seminar: ☐

   For Independent study courses:
   Research: ☐ Field experience: ☐
   Clinical Practice: ☐ Internship: ☐
   Practicum: ☐ Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Fall 2010

4. Catalog Description (please limit to 50 words):
   Occasional courses offered at the introductory level on subjects of interest in
   anthropology to students and faculty that are not included in the regular course
   offerings.

5. Check if appropriate: Humanities: ☒ Social Science: ☐ (meets minimum degree
   requirements)

   Check if appropriate: ☐
   This course will be cross listed with: ______
   Rationale for cross listing: ______
   Please attach letters of support from the chairs of each department indicating that
   the department has discussed the proposal and supports it.

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?
      The goals and objectives focus on giving students, who might not
      otherwise take an anthropology course, exposure to the anthropological
      modes of thought and analysis through an examination of a more narrowly
      defined topic than they would encounter in the ANTH101 Introduction to
      Anthropology course.

   b) How does the course support the mission statement of the department and the
Proposal for a New Course

organizing principles of the major?

This course supports the mission of the Anthropology Program to foster the goals of a liberal arts and sciences education by developing in College of Charleston students the ability to understand an increasingly complex, diverse, and ever-changing world through application of the anthropological perspective.

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

NA

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

This course is meant to serve the social science general education requirement and provide a means for anthropology faculty to develop course topics suitable for freshman seminar courses. It also provides a means to develop courses that would work well for learning communities by being paired with complementary courses in other disciplines.

8. a) 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

b) Please explain overlap with any existing courses.

None

9. Method of teaching:

The course specifically uses a seminar format rather than lecture and as appropriate may include a hands-on lab or service learning component.

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

We do not anticipate any significant shift in enrollment patterns.

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

The course would be offered such that it will not affect the ability of majors to complete required courses.

c) Frequency of offering:

<table>
<thead>
<tr>
<th>Each Fall:</th>
<th>Each Spring:</th>
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<tr>
<td>☐</td>
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<td>Every Two Years:</td>
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| Other ☒ (Explain): | | when faculty have an interest in developing a course that meets these goals and objectives and when it is feasible given the (Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

need to staff required courses for the major.

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

   a) Staff: none

   b) Budget: none

   c) Library: none

   No new resources are needed. Existing program resources can be used to purchase any library books and/or videos that may be needed.

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

A course like this has never been offered therefore the following syllabus is just an example of a 100-level special topics in anthropology that could be offered

ANTH 109 Anthropology of Human Rights
Dr. Patricia Mathews-Salazar

This course brings the tools of anthropology to bear on the study of human rights. Where anthropology is committed to exploring the diversity of human experience, the human rights movement seeks the recognition of universal norms that transcend political and cultural difference. To what extent can these two goals be reconciled? What can anthropology tell us about the limits of the human rights movement?

The course will examine how anthropology and anthropologists have dealt with human rights issues in the places they have worked and what effects their positions and actions have had on the understanding of the human rights movement in the world today. The course surveys cases from various parts of the world.

GRADING:
Five short reaction papers 20%
One book review 20%
At least one individual class presentation (10-15 minutes) 20%
A research paper 20%
Class participation 20%

READINGS:
Jane Cowan, Marie-Bénédicte DEMBOUR and Richard Wilson, 2001, Culture and Rights, Anthropological Perspectives. Cambridge University Press. (Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course


Additional (Suggested) Readings:
Gourevitch, Philip. We Wish to Inform You that Tomorrow We will be killed with our families: Stories from Rwanda. 1998, Picador.

COURSE SYLLABUS:

Introduction

Human Rights and Anthropological Perspectives

Colonialism and the Internationalization of Human Rights.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

Indigenous Peoples and European Law

Nation-States and Human Rights

State Terror and Human Rights Abuses: Central America
Rigoberta Menchú by Elizabeth R. Debray vs. David Stoll's Rigoberta Menchú and the Story of all Guatemalans.

People on the Move: Transnationalism, Globalization and Human Rights

(From was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course


Gourevitch, Philip. We Wish to Inform You that Tomorrow We will be killed with our families: Stories from Rwanda. 1998, Picador.


Health and Human Rights


Race and Human Rights


Proposal for a New Course


Women and Human Rights & Children’s Rights

Prisons

Death Penalty

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) □ yes  ☒ no

b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

__________________________________________

(Format was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

14. Signature of Department Chair or Program Director:
   
   Date: 2-6-09

15. Signature of Dean of School:
   
   Date: 2/14/01

16. Signature of Provost:
   
   Date: 2-16-2009

17. Signature of Business Affairs Official

   Date:

18. Signature of Curriculum Committee Chair

   Date: 3/24/09

19. Signature of Faculty Senate Secretary:

   Date Approved by Senate:

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **SOCY**

2. Course Number and Title: **ANTH290 Anthropology Field Experience**  
   Number of Credits: 1-3  Total hrs/week: 2-6
   
   Lecture: □  Lab: □  Recitation: □  Seminar: □

   For Independent study courses:
   Research: □  Field experience: □  
   Clinical Practice: □  Internship: □  
   Practicum: □  Independent Course Work: □

3. Semester and year when course will first be offered:  
   **Fall 2010**

4. Catalog Description (please limit to 50 words):
   Anthropological field experience to be paired with appropriate course where the classroom study of anthropology will benefit from supplemental experiences outside the classroom or where more individualized instruction is necessary in a lab/field setting.

5. Check if appropriate: Humanities: □  Social Science: □  (meets minimum degree requirements)
   
   Check if appropriate: □
   
   This course will be cross listed with: ______
   Rationale for cross listing: ______
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   **Co-requisites: ANTH 290 will be a co-requisite course to anthropology courses when deemed appropriate by the instructor.**
   Pre-requisites: Students must have the pre-requisites for the course paired with ANTH 290 or receive permission from the instructor. Note: Whether ANTH 290 is offered as a required or optional co-requisite course will be determined by the instructor. In some cases, students will have the option of enrolling in ANTH 290 as a co-requisite to an anthropology class but students enrolled in ANTH 290 will be expected to enroll in that anthropology class.

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

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

a) What are the goals and objectives of the course?
   The purpose of this course is to allow faculty to provide students with a more in-depth, hands-on research experience.

b) How does the course support the mission statement of the department and the organizing principles of the major?
   This course supports the mission of the Anthropology Program to foster the goals of a liberal arts and sciences education by developing in College of Charleston students research skills that allow them to understand an increasingly complex, diverse, and ever-changing world through application of the anthropological perspective.

7. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
   These additional research lab hours can enhance the beginning, middle, and/or end of the major depending upon the paired course. It might serve to introduce students on the 100 level to research methods early in their career such that they might begin independent research with faculty, but it may also reinforce research skills that the student has gained in foundation courses when paired with a 300 level course.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
   While this course could potentially be linked with ANTH101 and thus be useful to non-majors, for the most part it will serve majors.

8. a) 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

b) Please explain overlap with any existing courses.
   None

9. Method of teaching:
   The course specifically uses a hands-on lab format

10. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
    We do not anticipate any significant shift in enrollment patterns.

b) Address potential shifts in staffing of the department as it relates to the offering of this course:
    The course would be offered such that it will not affect the staffing of existing courses.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

c) Frequency of offering:
   each fall: □   each spring: □
   every two years: □   every three years: □
   other ✗ (Explain): when faculty have an interest in expanding
   the research portion of their course and providing students with additional
   hands-on training and individual instruction that could not be provided in a
   course meeting 3 hours per week.

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

   a) Staff:
      none

   b) Budget:
      none

   c) Library:
      none

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

The attached syllabus is just one example of an anthropological research lab that
could be paired with a 3 hour lecture course. In this case the example uses the
existing ANTH202 Intro to Archaeology course.

Anthropology Research Lab ANTH370

Course Description: This field experience is designed to compliment the ANTH202
Introduction to Archaeology course by providing hands-on understanding of
archaeological laboratory and field procedure. Students will perform artifact
processing, mapping, computer drafting, photography and (weather depending)
field-testing and excavations. The main goal of this class is an understanding of
the ways in which archaeological excavation and laboratory analysis work
together to provide an understanding of ancient people and cultures.

Evaluation: Grades in this class will be based on behavior.
Class Participation 40%
Lab Write-Ups 40%
Final Lab Project 20%

Laboratory work: Various exercises will be performed in lab, such as artifact
cataloguing, virtual excavation, photography, and description, maps, etc. The
written results of such laboratory work (maps, artifact sheets, etc.) will be
collected and graded.
Proposal for a New Course

Field Excavations: We will have several opportunities to excavation on archaeological sites. These are real research sites and the utmost care must be taken. We will discuss in detail protocol and appropriate site behavior.

Reading Assignments: There is no textbook for the lab-reading assignments for ANTH202 Intro to Archaeology will be sufficient for what you need to do.

Field Trips: It is possible that we will have a field trip to visit or excavate a local archaeological site and or to the Charleston Museum.

Attendance: Attendance is mandatory. However, life happens. If the absence is "excused" alternative arrangements will be made. If the absence is "unexcused" you will forfeit 5% of your grade for each missed lab. If you miss a lab, please see me to work out a make-up day or an alternative assignment.

Grade Scale:
I do not discuss grades via e-mail. This is for your own protection. Your grades are private (yes, even form your parents) and protected by the Family Education Right to Privacy Act.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
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<td>59-61</td>
<td>D</td>
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<tr>
<td>69-71</td>
<td>C</td>
</tr>
<tr>
<td>79-81</td>
<td>B</td>
</tr>
</tbody>
</table>

Schedule:
Week 1 Introduction to Lab and Field Research Methods
Week 2 Mapping Archaeological Sites
Week 3 Lithic Analysis - Macroscopic
Week 4 Lithic Analysis - Microscopic
Week 5 Field Trip to Charleston Museum – Behind the Scenes
Week 6 Paleoethnobotany
Week 7 Zooarchaeology
Week 8 Spring Break Volunteer Excavations at
Week 9 Ceramic Analysis
Week 10 Test excavations at
Week 11 Test excavations at
Week 12 Test excavations at
Week 13 Artifact processing and analysis
Week 14 Artifact processing and analysis
Week 15 Artifact processing and analysis

Schedule subject to change.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

   __________
Proposal for a New Course

14. Signature of Department Chair or Program Director:
   
   Date: 2/9/09

15. Signature of Dean of School:
   
   Date: 2/12/09

16. Signature of Provost:

   
   Date: 2/16/2009

17. Signature of Business Affairs Official


   Date:

18. Signature of Curriculum Committee Chair
   
   Date: 3/6/09

19. Signature of Faculty Senate Secretary:


   Date Approved by Senate:

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Sociology and Anthropology

2. Course Number and Title: ANTH 306 - Historical Archaeology
   Number of Credits: 3  Total hrs/week: 3
   Lecture: ☒ Lab: ☐ Recitation: ☐ Seminar: ☐
   For Independent study courses:
     Research: ☐  Field experience: ☐
     Clinical Practice: ☐  Internship: ☐
     Practicum: ☐  Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Fall 2010

4. Catalog Description (please limit to 50 words):
   An introduction to the archaeology of recent sites for which we have some
   written documentation, focusing upon how archaeologists interpret these sites
   using two separate but equal classes of information: archaeological artifacts
   (especially ceramics) and historical documents, with the goal of understanding
   past lifeways.

5. Check if appropriate: Humanities: ☐ Social Science: ☒ (meets minimum degree
   requirements)

   Check if appropriate: ☐
   This course will be cross listed with: N/A
   Rationale for cross listing: N/A
   Please attach letters of support from the chairs of each department indicating that
   the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   ANTH101 or ANTH202 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 a basis for understanding how historical sites are studied, and
      how and why the archaeological theory and methods used are sometimes
      (but not always) different from those used in prehistoric site archaeology.
      To provide a framework for understanding most of the archaeology
      encountered—and presented to the public—in and around Charleston, SC

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

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

Historical Archaeology is an important subfield of archaeology which is one of the "four quadrants" of the larger discipline of Anthropology. Our department takes the "four quadrants" approach to the teaching of anthropology, part of which involves coursework and fieldwork in prehistoric and historical archaeology of North America and elsewhere. Our 400-level summer field school in historical archaeology has for many years been the archaeological alternative to the 400-level Research Methods in (largely Cultural) Anthropology classroom course required for majors. The Historical Archaeology classroom course has been taught several times as a Special Topics course and, due to the importance of the basic material it covers, needs to be converted to a regular course offering.

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

Historical Archaeology, as a 300-level course, enhances the middle of our major coursework, the point at which students broaden out from ANTH 101 (Intro) and the required 200-level courses (which cover the basics of the "four quadrants" of anthropology) into areas that begin to reflect their individual interests. It is at this point that majors tend to develop a specific interest in one of the four quadrants of anthropology (including archaeology). Ideally, students interested in archaeology will take courses in both prehistoric and historical archaeology, and will also learn about archaeology in both North America and other regions of the world.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

Archaeology in general, and historical archaeology as well, tends to attract its share of interested non-majors. Historical Archaeology contributes to the interdisciplinary archaeology minor program, and has especially close affinities with the department of history, the Avery Research Center, and the program in Historical Preservation.

8. a) 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.

History

b) Please explain overlap with any existing courses.

Currently, as far as I am aware, there is no overlap with any existing course, inside or outside the department of Sociology and Anthropology

9. Method of teaching:

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Proposal for a New Course

Lecture-discussion with in-class paleography practice (using English language documents), out-of-class exercises applying specific theories and methods, and four field trips to regional historical archives and museums.

10. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
   none, b/c has been taught as a Special Topics course

b) Address potential shifts in staffing of the department as it relates to the offering of this course:
   none, because same professor will continue teaching this course

c) Frequency of offering:
   each fall: ☐    each spring: ☐
   every two years: ☒    every three years: ☐
   other ☐ (Explain): ______

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

   a) Staff:
      none

   b) Budget:
      none

   c) Library:
      none

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

HISTORICAL ARCHAEOLOGY
Course Syllabus  Dr. Barbara Borg

Faculty office: 88 Wentworth, Room101 (cream colored brick building on corner of St. Philip and Wentworth). Office hours: Tues. and Thurs. 3:10-4:00 p.m., and many MWF hours by special appointment; or e-mail me: borgb@cofc.edu. Phone: 953-5408 (my private office and answering machine), or 953-5738 (leave message with Soc./Anthro. secretary). Items may also be left in my faculty mailbox, Soc/Anthro. main departmental office, 2nd floor, 19 St. Philip St.

What is the study of Archaeology?
Archaeology means the ‘study of’ the ‘old’ (from the Greek ‘arkhaios’ + ‘logos’). It is part of the broader field of anthropology described as the study of human beings in all times and in all places. Archaeologists interpret the material record of patterned human behavior in the past. An archaeologist does not study “fossils”
Proposal for a New Course

such as sharks' teeth or dinosaur bones, although one special kind of
archaeologist--the human paleontologist--excavates and studies the remains of
our human "fossil" ancestors and their development over a 4-5 million year span.
Prehistoric archaeology deals with the material remains of ancient human
cultures worldwide for which no historical (written) records are available. This
includes about 99% of human history. While the popular view of archaeologists
is that they "dig" to recover ancient artifacts, archaeologists are primarily
interested in collecting information about past human behavior. Portable
artifacts such as pottery or projectile points, non-moveable features such as
burials, walls, and ancient agricultural fields, and environmental ecifacts
(ecological clues that are not man-made or man-modified) such as plant parts,
shell, or ancient pollen are just several of many different kinds of data
collected. It is the vertical and horizontal relationships among all material
remains found in an archaeological site that yield the vital information which
takes us beyond the artifacts themselves. Archaeologists systematically
measure, record, and photograph all of this information which together forms the
archaeological context. It is this "context" (ultimately, interpretation) which is
lost when looters focus only upon the objects and not on the relationships
among them. In addition to excavation, archaeologists today utilize many
sophisticated scientific methods to learn about archaeological sites. The
popular view of archaeology presented in films like the Indiana Jones series,
while entertaining, is very misleading. Archaeology is a fascinating scientific
pursuit, but it virtually never resembles such thrilling and dangerous treasure
hunts. Few archaeologists look for or find gold, jewels, tombs, or mummies.
Many do discover a wealth of fascinating information about the cultures they
study. Only 25% of archaeology is fieldwork (site location and excavation): 75%
is laboratory research and writing.

What is Historical Archaeology?

Historical archaeology is the other branch of archaeology which deals with more
recent sites for which some kind of written record exists to aid in the
interpretation of past human activities. These written records include such
documents as early travelers' accounts, maps, letters, trading records, tax,
census, and other administrative documents, missionary accounts, and written
histories. Historical archaeologists must often master some of the skills of the
historian (documents, often in foreign languages, and oral or "unofficial"
histories), the architectural historian (early building techniques and structure
styles), and the ceramic specialist (site dating using historically documented
ceramics), and they must also know how to combine these with appropriate
techniques from prehistoric archaeology. Much of the archaeology done here in
Charleston is colonial period historical archaeology, which provides data for the
reconstruction and public interpretation of historic houses, structures like the
Old Powder Magazine, the Old Courthouse reconstruction, the Civil War
submarine Hunley, the historic plantations, and the history of African Americans
and other ethnic groups. The Charleston Museum employs two full-time

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Proposal for a New Course

historical archaeologists. In addition, preservation organizations, private consulting companies, and government agencies also employ archaeologists in our region.

The Charleston area is just one focus of historical archaeology across our nation and, of course, throughout the world. When you think of archaeology you may be most familiar with the ancient Egyptians or the Maya of Central America who built pyramids and developed high civilizations. Both of these cultures had forms of writing, however, which assists archaeologists in their study. Because such early writing provides only a partial record of elite behavior, prehistoric archaeological techniques are also employed to reconstruct the nature of the entire society—part of the holistic approach of the broader field of anthropology. Historical archaeology also has the potential to teach us about ourselves, since we are less far removed from the people who lived in more recent “historical” sites. Tracing the history of the Chinese in California, the Norse attempts to colonize Nova Scotia, the fishing exploits of sixteenth-century Basque whalers off the NE Canadian coast, and the process of the enslavement of African Americans (as well as the survival of elements of African culture) in the New World are just a few examples. Implicit in these examples is a concern for the “little guy” or the “common man” whose lifestyle was often not written about in historical documents.

Underlying the European colonial historical past of Charleston and the rest of the Western Hemisphere is the Native American past. Most Native Americans (except the Mayas of Central America) had no written language, and there were no historical accounts written about them until the arrival of Europeans. In this respect Native Americans are like many other peoples worldwide whose past sites, behaviors, and cultures must be studied largely in the absence of written records. Yet the most recent periods in Native American “history” are also accessible through the field of historical archaeology.

Our course begins with a beautiful, readable, and fascinating classic work in historical archaeology by James Deetz. We then progress to the Orser text and our two case studies. The Orser text will help us to trace the development of modern historical archaeology as a discipline, show how scientists explain the historical past, illustrate the intersection of culture, class, gender, ethnicity, and race with archaeology, and give us a feel for historical archaeology done worldwide. Our first case study deals with the colonial experience is historic Camden, SC, as reconstructed from documentary and archaeological evidence. The course concludes with a case study that pulls together everything you have learned, describing historical archaeological and documentary research at the Lighthouse Site (which was nowhere near the water! You will discover the significance of this name as you read.), and which includes the experience of “Whites”, “Blacks”, and “Native Americans” in a very unique frontier situation.

There are four field trips planned for this course—all to places where archaeological research, archival research, or both are conducted. The approximate dates have been placed in the syllabus, but this is subject to change. As you will see, Charleston has many resources and institutions that support historical

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Proposal for a New Course

archaeological research.

Reading Assignments (Read by class time listed)  Daily Topic from readings and/or lecture
T6/21 No assignment.  Introduction, textbooks, syllabus.
T8/23  DEETZ: Chapters 1 and 2
T8/28  DEETZ: Chapters 3 and 4
T8/30  DEETZ: Chapters 5 and 6
T9/4   DEETZ: Chapters 7, 8 & 9
TH9/6  QUIZ #1 over all of DEETZ
T9/11  ORSER Preface (p. xiii), and Ch. 1 & 2  [IN CLASS FIELD TRIP: AVERY INSTITUTE OF AFRICAN AMERICAN CULTURE]
TH9/13  ORSER Chapter 3 & 4
T9/18  ORSER Chapter 5
TH9/20  EXAM #1 over Ch. 1 - 5 of Orser, all of Deetz, lectures, and videotapes.
T9/25  ORSER Chapter 6 & 7:  [IN-CLASS FIELD TRIP: THE CHARLESTON MUSEUM]
TH9/27  ORSER Chapter 8
T10/2   ORSER Chapter 9
TH10/4  ORSER Chapter 10
VIDEO: DIGGING FOR SLAVES
T10/9   ORSER Chapter 11, 12 & 13
TH10/11 EXAM #2 over Orser Chapters 6-13, all lectures, videos.
T10/16  FALL BREAK!!  NO CLASS.  ENJOY!!
TH10/18 LEWIS Chapter 1, 2 & 3
T10/23  LEWIS Chapter 4 & 5
TH10/25  LEWIS Chapter 6 & 7  [IN-CLASS FIELD TRIP TO THE SOUTH CAROLINA HISTORICAL SOCIETY]
T10/30  LEWIS Chapter 8, 9 & 10
TH11/1  QUIZ #2 over all of Lewis, lectures, and videos.
T11/6  IN-CLASS PALEOGRAPHY PRACTICE WITH DOCUMENTS IN ENGLISH
TH11/8  IN-CLASS PALEOGRAPHY PRACTICE WITH DOCUMENTS IN ENGLISH
T11/13  FEDER: Preface, Chapters 1 & 2
TH11/15  FEDER: Chapter 3, 4, 5 & 6
T11/20  FEDER: Chapter 7 & 8
TH11/22  NO CLASS!  THANKSGIVING BREAK  ENJOY!!
T11/27  FEDER: Chapter 9 & 10  [FIELD TRIP TO THE WARING LIBRARY AND MEDICAL/DENTAL ARCHIVE AT MUSC, OR AN IN-CLASS PRESENTATION ON COLONIAL DORCHESTER IN SUMMERVILLE, SC]
TH11/29 QUIZ #3 over all of FEDER and the practical documentary exercises

GENERAL COURSE INFORMATION
REQUIRED TEXTS (available at the College Bookstore on Calhoun St. and

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Proposal for a New Course

University Books on King St.


VIDEOTAPES/SLIDES: Visual aids are an important way to bring archaeological and historical perspectives into the classroom, and are designed to broaden your understanding. The films useful in this course are considered important, there will be study questions for them, and there will be exam questions and quizzes which refer to them. Although it will be possible to make up some films by viewing them in the Video lab in room 207 ECTR, it will not be possible to make up some privately owned films which will also be shown in class. Therefore, film days are not good days to be absent!

UNIT EXAMS: There are 2 major exams in this course. These may be a combination of matching, multiple choice, and essay questions. The two major exams together will be worth 40% of your final grade.

SCHEDULED QUIZZES: There are three scheduled long quizzes, over Deetz, Lewis, and Feder. Each is worth 15% of the final grade, or a total of 45% of the final grade.

"POP" QUIZZES: At the discretion of the professor, and especially if students are not prepared for class discussion, there may be announced or unannounced quizzes. Quizzes will be given at the BEGINNING of class and if you miss them (by being absent or late to class) they CANNOT BE MADE UP. However, if necessary you may arrange to take a quiz a day or two early. There will also be some graded in-class projects and take-home assignments. The "pop" quizzes and other assignments together will be worth 10% of your final grade.

IN-CLASS ORAL REPORT: Each student will select an article of historical archaeological interest to present to the class. Written instructions will be provided about important categories to be included. The instructor will have a list/collection of articles from which to make selections. These will be brief (up to 15 minutes) and will be scheduled throughout the semester. This report is worth 5% of your final grade.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

MAKE-UP EXAMS: There will be no make-up exams given except under extraordinary circumstances. You will be asked to provide documentation (medical excuse, obituary of a close family member, etc.) to the Undergraduate Dean's office, and they will notify me that you have presented your evidence to them. ALSO, students who must miss an exam need to notify me BEFORE the exam is given. If you fail to do so I do not consider myself obligated to give you a make-up. Call 953-5408 to leave a message on my personal answering machine. Leave the date and time of your call, your circumstances, your phone number, and the best time to reach you. You may also e-mail me the same information. The form of any make-up exam will be at the professor's discretion, and the exam may be all essay.

ATTENDANCE: Attendance will be taken regularly. If you arrive after the roll has been read or circulated for your signature, it is your responsibility to see that I record your attendance at the end of class. Students are expected to attend class regularly. Two unexcused absences will be allowed without penalty; more than two will most likely hurt your performance. I must have written communication from the Office of the Undergraduate Dean to consider excusing an absence (Please note that going to see the dean, though required, does not automatically excuse you--only the professor can do that). Missing class due to a job or travel (unless for a recognized school activity with a note from your professor/coach) is an unexcused absence. More than three unexcused absences allows the professor to remove you from the course, in which case you will receive a grade of "WA", which is a failing grade. Do not simply drop out of class. Please notify me!

GRADING: To recap, the two major exams together will count as 40% of your grade, three large quizzes together as 45%, other assignments and "pop" quizzes 10%, and the oral report 5% of the final grade. If you are borderline, attendance may positively or negatively affect your final grade.

GRADE SCALE: I will adhere to the following grade scale. However, in borderline cases I reserve the right to consider other aspects of your performance in this class (attendance, punctuality, attitude, effort, participation) in order to assign the final grade.

FINAL GRADE SCALE: (This reflects the addition of the D+ and four "minus" grades-- and their GPR weighting--to the College's grade scale, which began in Fall 2006):

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<td>3.3</td>
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<tr>
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<td>80-82</td>
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(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

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<td>D-</td>
<td>0.7</td>
<td>60-62 %</td>
</tr>
<tr>
<td>F</td>
<td>0</td>
<td>&lt;59 % and below</td>
</tr>
<tr>
<td>XF</td>
<td></td>
<td>[According to College regulations, the grade of XF is to be assigned when a student is caught cheating, plagiarizing, etc. in his/her academic work. The &quot;X&quot; signifies that the student was assigned an F in a course because of academic dishonesty. The &quot;X&quot; will remain on your transcript for at least 2 years; the F grade is permanent.]</td>
</tr>
</tbody>
</table>

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes  ☒ no
   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

   will possibly be added later as an elective to the interdisciplinary archaeology minor. Form to be completed at a later date by the program director subject to approval of the steering committee.
Proposal for a New Course

14. Signature of Department Chair or Program Director: [Signature]
   Date: 2/6/09

15. Signature of Dean of School: [Signature]
   Date: 2/16/09

16. Signature of Provost: [Signature]
   Date: 2/24/2009

17. Signature of Business Affairs Official: [Signature]
   Date: [Signature]

18. Signature of Curriculum Committee Chair: [Signature]
   Date: 3/24/09

19. Signature of Faculty Senate Secretary: [Signature]
   Date Approved by Senate: [Signature]

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: SOCY

2. Course Number and Title: ANTH 307 Southeastern Prehistoric Archaeology
   Number of Credits: 3  Total hrs/week: 3
   Lecture: ☑  Lab: ☐  Recitation: ☐  Seminar: ☐

For Independent study courses:
   Research: ☐  Field experience: ☐
   Clinical Practice: ☐  Internship: ☐
   Practicum: ☐  Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Fall 2010

4. Catalog Description (please limit to 50 words):
   The course examines prehistoric cultures of the Southeastern U.S. from the first migrations to European contact. The class proceeds in a traditional, chronological fashion from Paleo through Contact periods with an emphasis on recent archaeological discoveries and interpretations and current questions and controversies within each time frame.

5. Check if appropriate: Humanities: ☐  Social Science: ☑ (meets minimum degree requirements)

Check if appropriate: ☐
   This course will be cross listed with: ______
   Rationale for cross listing: ______
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   ANTH 101 or ANTH 202 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 course provides an in-depth, archaeologically based examination of the prehistory of the area in which we live. The Southeastern prehistoric record provides a unique opportunity to examine aspects of cultural diversity, adaptation, and change via archaeological research. The course is oriented around an exploration of some of the features of pre-state
Proposal for a New Course

societies as exemplified by the Native American archaeological record, and
the mechanisms that underlie cultural change and adaptation.

b) How does the course support the mission statement of the department and the
organizing principles of the major?
This course supports the mission of the Anthropology Program to foster
the goals of a liberal arts and sciences education by developing in College
of Charleston students the ability to understand an increasingly complex,
diverse, and ever-changing world through application of the
anthropological perspective.

7. a) For courses in the major, how does the course enhance the beginning, middle,
or end of the major?
Anthropology majors will be able to apply theories and methods from other
courses regarding archaeological techniques, origins of agriculture, health
and disease, gender relations, and cultural change through an examination
of Native American prehistoric societies.

b) For courses used by non-majors, how does the course support the liberal arts
tradition including linkages with other disciplines:
The supports the liberal arts goal of a globally and historically aware
student who understands a range of non-Western cultural systems and
pre-state societies. Through the use of the archaeological record as the
primary source of knowledge rather than the historical record, students
learn new ways of examining material and reaching conclusions.

8. a) 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

b) Please explain overlap with any existing courses.

9. Method of teaching:
Most of the material will be presented through class lectures and discussions.
In addition, several local archaeologists will present their latest research
findings from prehistoric sites in the region. Students will research a topic in
Southeastern archaeology, present the information to the class and submit
their conclusions in a research paper.

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 several times as a special topics
course

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

b) Address potential shifts in staffing of the department as it relates to the offering of this course:
   None - see 10 a

c) Frequency of offering:
   each fall: □ each spring: □
   every two years: ☑ every three years: □
   other □ (Explain): ______

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

   a) Staff: none

   b) Budget: none

   c) Library: none

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

Southeastern Prehistoric Archaeology
Instructor: Dr. Dee Dee Joyce E-Mail: mailto:joyced@cofc.edu
Office: 88 Wentworth, Rm 103 Phone: 953-4863
Office Hrs: M, W 12:00 – 1:00, T, Th 3:00 – 4:00

Readings: Articles on library e-reserve (print all articles and place in a binder)

Course description: The course covers prehistoric cultures of the Southeastern U.S. from the first migrations over 12,000 years ago to contact with Europeans in the sixteenth century. The class proceeds in a traditional, chronological fashion from Paleo through Contact periods with an emphasis on recent archeological discoveries and interpretations and current questions and controversies within each time frame.

TESTS PAPER AND FINAL EXAM: Readings: You do not have a textbook for this course; instead, you have a series of required daily reading assignments listed on the library e-reserve system. You can link to the readings from your WebCT page (make sure you set your computer to allow pop-ups) using the Readings icon, or by going directly to e-reserve from the library home page. Your e-reserve password is: anth307. All readings in the daily folders must be completed before class. Although it is not a requirement, it is recommended that you print

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course
the articles and place them in a three ring binder.

Daily Quizzes: Short quizzes will be given on the required readings using the quiz function on WebCT. Each quiz has ten questions covering the readings for each class meeting. I will drop the lowest 4 quizzes. There are no make-up quizzes. The combined quizzes are equal to 10% of the final grade. Each quiz will be viewable a minimum of 36 hours before class and must be taken by 11:00 PM the day of class. You will have approximately 10 minutes to take the quiz. The first quiz is a practice quiz and does not count for credit.

Tests: There will be two tests, each worth 20% of your final grade. Test dates are listed on the syllabus. Questions for tests will be obtained from reading assignments, videos, class lectures, and handouts. Missed tests cannot be rescheduled unless the absence is documented through the Undergraduate Studies Office. Missed tests must be rescheduled immediately upon the student's return to school. SNAP students must notify me one week prior to a test if they plan to take the test at an alternate location.

Research Paper: You will choose a paper topic of interest within the first two weeks of class. In order to assure timely progress on the paper, there will be small paper assignments to be completed at specific dates. More complete information on paper requirements will be distributed separately.

Presentations: You will present an overview of your research results in a 10 minute presentation at the end of the semester using powerpoint. In addition, you will present one side of a controversy in prehistoric archaeology as a member of a group on three occasions during the semester.

Final Exam: There will be a cumulative final exam. The exam date is

Attendance Policy: Your attendance is necessary in order to succeed in the course.

Email: All email messages will be sent through WebCT. If you normally use another account, make sure you forward your messages to your main email server.

Test 1 = 20%
Test 2 = 20%
Paper and Presentations = 30%
Final Exam = 30%

ATTENDANCE, PREPARATION, AND PARTICIPATION:

Lectures will provide students with considerable information beyond assigned articles; therefore, regular attendance is mandatory. All assigned readings are

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

expected to be completed before class and participation is essential for a satisfactory grade. Tests will be a combination of objective and subjective questions taken from readings, class lectures, guest presentations, student presentations and movies.

Violations of the College of Charleston Honor Code will be taken very seriously. Violations include lying, cheating, attempted cheating, stealing, attempted stealing, and plagiarism. See your Student Handbook for a full discussion of Honor Code violations and penalties.

Grading Scale:

<table>
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<td>60 - 63</td>
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<td>59 and below</td>
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Tentative Schedule

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<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>TH</td>
<td>Jan 10</td>
<td>Introduction, syllabus review, selection of paper topics</td>
</tr>
<tr>
<td>T</td>
<td>Jan 15</td>
<td>Overview of Southeastern prehistory from Paleo to Contact</td>
</tr>
<tr>
<td>TH</td>
<td>Jan 17</td>
<td>Early figures in SE archaeology and WPA projects</td>
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<tr>
<td>T</td>
<td>Jan 22</td>
<td>Climate, flora, and fauna in the Pleistocene-Holocene</td>
</tr>
<tr>
<td>TH</td>
<td>Jan 24</td>
<td>Multiple migration routes: Who, When, How and Where</td>
</tr>
<tr>
<td>TTH</td>
<td>Jan 29, 31</td>
<td>Pre-Clovis and Clovis: Evidence, Distribution, Population, and Important Sites</td>
</tr>
<tr>
<td>T</td>
<td>Feb 5</td>
<td>Late Paleo</td>
</tr>
<tr>
<td>TH</td>
<td>Feb 7</td>
<td>Early Archaic</td>
</tr>
<tr>
<td>T</td>
<td>Feb 12</td>
<td>Test I</td>
</tr>
<tr>
<td>TH</td>
<td>Feb 14</td>
<td>Middle Archaic</td>
</tr>
<tr>
<td>T</td>
<td>Feb 19</td>
<td>Late Archaic</td>
</tr>
<tr>
<td>TH</td>
<td>Feb 21</td>
<td>Poverty Point</td>
</tr>
<tr>
<td>T</td>
<td>Feb 26</td>
<td>Early ceramics and shell rings in the coastal region</td>
</tr>
<tr>
<td>TH</td>
<td>Feb 28</td>
<td>Early domestication</td>
</tr>
<tr>
<td>T</td>
<td>March 11</td>
<td>Early Woodland</td>
</tr>
<tr>
<td>TH</td>
<td>March 13</td>
<td>Middle Woodland</td>
</tr>
<tr>
<td>T</td>
<td>March 18</td>
<td>Late Woodland</td>
</tr>
<tr>
<td>TH</td>
<td>March 20</td>
<td>Test II</td>
</tr>
<tr>
<td>T</td>
<td>March 25</td>
<td>Emergent Mississippian</td>
</tr>
<tr>
<td>TH</td>
<td>March 27</td>
<td>Early Mississippian and Cahokia</td>
</tr>
<tr>
<td>T</td>
<td>April 1</td>
<td>Middle Mississippian and Etowah</td>
</tr>
</tbody>
</table>

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

TH April 3 Late Mississippian and Moundville
TH April 5 Late Mississippian
T April 8 European Contact
TH April 10 Consequences and Transformations
T April 15 Student presentations, Paper due
TH April 17 Student presentations
T April 22 Student presentations
TH May 1 Final Exam

E-Reserve Reading List

January 15
  Dating Techniques Web Link
  Calibrated Dates
  History SE Arch: Bense
  C.B. Moore

January 17 Climate and Extinctions
  Extinctions
  Pleistocene Pollen Studies
  Worldwide Pleistocene Extinctions
  Ocean Current Changes

January 22--Pre-Pre Clovis
  Vasequillo Footprints
  African origins?
  50,000 yr old Topper
  Topper 50,000 website

January 24--South Amer Pre Clovis
  First Americans, SciAmer
  Overview S.Am sites
  South American Sites
  Mexican Skull

January 29- Pacific Migrations
  Time 2006 Kennewick
  Kennewick Man
  Kenniwick Skeleton
  DNA Tooth
  Spirit Cave
  Boat Travel
  Genetics and Migrations

Jan 31--Pre-Clovis East and Midwest

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

PreClovis in Eastern N.Amer
   Topper Artifacts
   Meadowcroft Rockshelter
   Soleutrean?

Feb 5--Clovis
   Rethinking Clovis
   Gault Web Link
   Clovis Underwater

Feb 7 End of Clovis
   End of Clovis
   Megafauna Extinctions
   Redstone
   Comet?
   Late Paleo Conditions
   Late Paleo: Dalton

Feb 12 Test 1

Feb 14
   Early Archaic Overview
   Early Archaic Georgia
   Early Archaic Sav River
   Windover Website
   Earliest gourd

Feb 19
   Middle Archaic Overviews
   Middle Archaic GA,SC,NC
   Watson Brake
   Women and gourds

Feb 21
   Late Archaic Overview, SC
   Poverty Point
   Assessment of Archaic Mounds

Feb 26
   Early Domesticates

Feb 28: Eric Poplin Guest Speaker
   Shell Rings SC and Florida
   Shell Rings--Sapelo

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

Fig Island
Early Ceramics

March 11: Meet with Ref Lib

March 13: Keith Stephenson Guest Speaker
Deptford Pottery
March 18
Pinson Mounds
Marksville
Hopewell Culture
Overview of Woodland

March 20
Late Woodland in Georgia
Kolb Site
March 25 Test II

March 27
Cahokia Web Link
Cahokia
Baby Boom with Agric
Cahokia Drought

April 1
Moundville
Moundville Exchange

April 3
Etowah Overview
Etowah Statues

April 8
Late Mississippian Chiefdoms

April 10
Pardo, DeSoto expeditions
Social Impact

April 15: Presentation

April 17: Presentation

Presentation Notes and Final Review Sheet
Proposal for a New Course

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes ☑ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

      will possibly be added later as an elective to the interdisciplinary archaeology minor. Form to be completed at a later date by the program director subject to approval of the steering committee.
Proposal for a New Course

14. Signature of Department Chair or Program Director:
   
   Date: 2-6-09

15. Signature of Dean of School:
   
   Date: 2/12/09

16. Signature of Provost:

   Date: 2/16/2009

17. Signature of Business Affairs Official

   Date:

18. Signature of Curriculum Committee Chair

   Date: 2/24/09

19. Signature of Faculty Senate Secretary:

   Date Approved by Senate:

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Crime, Law and Society Program

2. Course Number and Title: CRLS 310: Policing in a Modern Society
   Number of Credits: 3  Total hrs/week: 3
   Lecture: [x]  Lab: [ ]  Recitation: [ ]  Seminar: [ ]

For Independent study courses:
   Research: [ ]  Field experience: [ ]
   Clinical Practice: [ ]  Internship: [ ]
   Practicum: [ ]  Independent Course Work: [ ]

3. Semester and year when course will first be offered:
   Fall 2009—this course has been offered in the past as a special topics course under the prefix of CRLS 300.

4. Catalog Description (please limit to 50 words):
   This course exposes students to the institutions, activities, and legal issues that are part of a law enforcement organization in contemporary America. Students will explore the functions of the police in society to understand how society's demands and expectations affect police operations, and how police operations affect society.

5. Check if appropriate: Humanities: [ ]  Social Science: [x] (meets minimum degree requirements)
   Check if appropriate: [ ]  This course will be cross listed with: ________
   Rationale for cross listing: ________
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

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?
      The goal of this course is to challenge students to think critically about the role of law enforcement in contemporary society to challenge students to critically examine how social forces shape law enforcement and how policing practices shape society.

   (Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

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

This course is an important component of the Crime, Law and Society minor. Police officers are the most recognizable representative of our legal system and the gateway through which most people are introduced into the legal system. By providing students with a liberal arts perspective on policing, the class makes an important contribution to this interdisciplinary minor.

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

This course will be one of approximately 20 permanent course offerings across six different disciplines from which students are required to complete three courses as electives for the minor. Expanding the interdisciplinary offerings in diverse disciplines enhances the entire minor program.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

Without prerequisites, this course provides an opportunity for students from diverse academic backgrounds to be exposed to the research and scholarship of community policing and the theoretical and empirical basis for the adopting of community policing practices.

8. a) 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

b) Please explain overlap with any existing courses.

There is no overlap with other courses.

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:

No enrollment shifts are expected.

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

No affects on staffing are expected.

c) Frequency of offering:

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

each fall: □  each spring: ☑
every two years: □  every three years: □
other □ (Explain): ________

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

a) Staff:
   None

b) Budget:
   None

c) Library:
   None

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

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☑ yes  □ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

      Crime, Law and Society Minor

      Required Courses (9 hours):

      POLS 220: Criminal Justice (No POLS 101 prerequisite as of Fall 2005)
      SOCY 341: Criminology (prerequisites: SOCY 101 and a 200-level Sociology course;
      if you do not have the 200-level prerequisite, please see Prof. Heath Hoffmann,
      Director of the Crime, Law and Society Program)
      CRLS 400: Internship in Crime, Law, and Society (Should be completed after taking
      POLS 220 & SOCY 341)

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

Electives (9 hours): Three courses selected from the following. No more than two electives may be taken from any one discipline except, with permission of director, those Special Topics courses designated with the course prefix, CRLS.

CRLS 300: Special Topics in Crime, Law, and Society
HIST 307: History of the U.S.: Cold War America, 1945-present
PHIL 208: Topics in Law and Morality
PHIL 270: Philosophy of Law, OR POLS 344: Jurisprudence
POLS 221: Law and Society
POLS 383: The Judiciary
POLS 342: Civil Liberties
POLS 352: Gender, Theory and Law: Sexual Harassment
POLS 353: Beginning Mock Trial OR POLS 354: Advanced Mock Trial
PSYC 307: Abnormal Psychology
PSYC 310: Social Psychology, OR SOCY 331: Society and the Individual
PSYC 388: Psych. of Substance Abuse, OR SOCY 348: Soc. of Alcohol and Drugs
SOCY 342: Juvenile Delinquency
SOCY 361: Child Welfare
SOCY 349: Special Topics in Social Problems (Some courses with the SOCY 349 prefix may count as an elective at the discretion of the program director)

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

14. Signature of Department Chair or Program Director:
   
   Date: __________________________

15. Signature of Dean of School:
   
   Date: 2/6/09

16. Signature of Provost:
   
   Date: 2/16/2009

17. Signature of Business Affairs Official
   
   Date: __________________________

18. Signature of Curriculum Committee Chair
   
   Date: 3/26/09

19. Signature of Faculty Senate Secretary:
   
   Date Approved by Senate: __________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Adjunct Professor: Paul V. Verrecchia
Telephone: (843) 953-5615 (office)
E-mail: verrecchiap@cofc.edu


Course Hours and Meeting Times

Tuesday & Thursday, 4:00PM to 5:15PM
EDCTR 111

Course Description & Objectives
More than thirty years ago noted criminal justice scholar Jerome Skolnick posed the question, “For what social purpose do the police exist?” Skolnick’s question is very germane in today’s modern society. What purpose do the police serve? What are our expectations of the police? How do we want them to perform? Through this course students will study these basic questions, as well as other, in order to understand how society’s demands and expectations affect police operations, and how police operations affect society.

The focus of this course will be the exposure of students to the various institutions, activities, legal issues, and processes that are part of a law enforcement organization operating in our modern American society.

Method of Instruction
There will be many sources from which students are expected to draw upon. The text, periodicals, Internet and guest lecturers will serve as primary resources. Students will be expected to read all assigned chapters and will come to class prepared. This is not an option.

Attendance
Regular attendance and good grades are directly related.

Honor Code and Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved.

Incidents where the professor believes the student's actions are clearly related more to ignorance, miscommunication, or uncertainty, can be addressed by consultation with the student. We will craft a written resolution designed to help prevent the student from repeating the error in the future. The resolution, submitted by form and signed by both the professor and the student, is forwarded to the Dean of Students and remains on file.
Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

It is important for students to remember that unauthorized collaboration—working together without permission—is a form of cheating. Unless a professor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from another’s exam, fabricating data, and giving unauthorized assistance.

Remember, research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor.

Students can find a complete version of the Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.

Cell phones, pagers, PDA’s, and other electronic devices
All cell phones, pagers, PDA’s and other electronic devices must be either turned off or on silent mode during classes. Laptop computers or PDA’s may be used for note taking only. The playing of video games, listening to music, or use of the internet during class is strictly prohibited.

Course requirements

Examinations
There will be two examinations. The format will be objective, i.e., multiple choice or true false. All students will take the two exams. If you miss an exam, there will be no make up.

Research Paper
Students will be required to submit a minimum 7 page research paper. The topic of the research paper may be on any law enforcement issue. A one-page prospectus describing the topic of the paper, along with a tentative bibliography is due by the fourth week of classes. Proper citations with footnotes and a bibliography are required. Plagiarism will be dealt with severely, and will result in an automatic failing grade. (Refer also to Honor Code and Academic Integrity, above)

RESEARCH PAPERS WILL BE DUE ON TUESDAY DECEMBER 2, 2007 BY 5:00 PM

(SEE ATTACHED SYLLABUS)

Issue papers
Students will be required to submit three issue papers. Issue papers will be limited to a maximum of three pages and may be on one of the topics listed below. The key to these papers is the student's demonstration of an understanding of the issue and her/his personal opinion or personal experience(s) with the topic at issue. In other words, Issue Papers are opinion based. Critical thinking is what counts for success in writing the papers. Example: an issue dealing with the police response to domestic violence and the student has been a victim of domestic violence and
experienced first hand a good police response or a bad police response. As a result of the experience the student would express his/her opinion of the police handling of the situation.

Suggested Topics (You only need to pick one topic for each paper):

Issue paper #1:
1. Role Debates Concerning Police
2. Community Policing as an effective tool for crime prevention

Issue paper #2
1. Comstat: should it be used or not
2. Police organizational design, good and bad
3. Selection criteria for a police officer

Issue paper #3
1. Police professionalism
2. Police use of force
3. Diversity in policing: necessary or not

Ride-a-long
Students will be required to participate in a ride-a-long with a police department. Students may opt to ride with one of the area police agencies or their hometown police department. Students must submit prior to November 25, 2008 a three-page report regarding their ride-a-long experience.

Mandatory issues to be addressed in the report:
- Type of law enforcement service provided to community.
- Officer’s feelings and opinions regarding the type of service.
- General feelings of other department personnel regarding the type of service provided.
- Type of training department provided to agency personnel to explain department expectations in delivering the service. (Not police academy training.)
- Student’s overall impression of the ride-a-long experience

(Hint: answer all questions and get an easy 20 points)

Students are encouraged to add any other issues or concerns they feel important to be included in the ride-a-long report.

Course Grading
Exams I & 2 @ 100 point each 200
3 Issues papers @ 20 points each 60
Ride-a-long 20
Research Paper 150
Class participation/attendance 40
Total Possible Points 470

Perfect attendance 15 bonus points 15*

*In order to receive the perfect attendance bonus points, students must have attended all classes. Excused absences will not count against the student for the class participation/attendance points; however excused absences are counted against the student in computing perfect attendance bonus points.
Only absence memos issued from the Associate Dean of Students Office will be accepted as excused absences.

Final grades will be assigned as follows:

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Students are strongly encouraged to speak to me before small issues become insurmountable problems!!!
### Syllabus and Course Outline

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<td>September 2/4</td>
<td>Chapter 1 &amp; 2</td>
<td></td>
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<td>3</td>
<td>September 9/11</td>
<td>Chapter 3 &amp; 4</td>
<td>Prospectus Due—9/9/08</td>
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<tr>
<td>4</td>
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<td>Chapter 5</td>
<td>Issue Paper #1 Due-9/18</td>
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<td>5</td>
<td>September 23/25</td>
<td>Chapter 6</td>
<td>Exam Review—9/25/08</td>
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<td>6</td>
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<tr>
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**October 17 -- Mid-Term Grades available on Cougar Trail @ 8:00 AM**

<table>
<thead>
<tr>
<th>Week</th>
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<th>Reading</th>
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<tr>
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<td>October 28/30</td>
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<tr>
<td>10</td>
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<td>Chapter 11</td>
<td>Exam Review—11/6/08</td>
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<td>Chapter 12</td>
<td>Exam 2—11/11/08</td>
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<td>November 18/20</td>
<td>Chapter 13</td>
<td>Issue paper #3 Due--11/18</td>
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<td>Chapter 14</td>
<td>Ride-a-Long Papers Due</td>
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<td>FALL BREAK</td>
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<td>14</td>
<td>December 2/4</td>
<td>Chapter 15</td>
<td>Final Papers Due 12/2</td>
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**December 23 Final Grades available on Cougar Trail @ 8:00 AM**

This is a tentative schedule. It may be subject to change.
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Crime, Law and Society Program

2. Course Number and Title: CRLS 311: Community Policing: Issues and Strategies
   Number of Credits: 3   Total hrs/week: 3

   Lecture: ☒ Lab: ☐ Recitation: ☐ Seminar: ☐

For Independent study courses:
   Research: ☐ Field experience: ☐
   Clinical Practice: ☐ Internship: ☐
   Practicum: ☐ Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Fall 2009

4. Catalog Description (please limit to 50 words):
   In this course, students will learn about the competing definitions and perspectives of community policing and how it influences police operations and policy-community relations. Students will also examine research on the effectiveness of community policing in preventing crime and enhancing community responses to criminal activity.

5. Check if appropriate: Humanities: ☐ Social Science: ☒ (meets minimum degree requirements)
   Check if appropriate: ☐
   This course will be cross listed with: ______
   Rationale for cross listing: ______
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

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?
      The goal of this course is to challenge students to think critically about the nature of community policing and to deconstruct the faith that law enforcement, politicians and the general public put in community policing despite contradictory evidence regarding its efficacy.

   (Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

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

This course is an important component of the Crime, Law and Society minor. Police officers are the most recognizable representative of our legal system and the gateway through which most people are introduced into the legal system. By providing students with a liberal arts perspective on policing, the class makes an important contribution to this interdisciplinary minor.

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

This course will be one of approximately 20 permanent course offerings across six different disciplines from which students are required to complete three courses as electives for the minor. Expanding the interdisciplinary offerings in diverse disciplines enhances the entire minor program.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

Without prerequisites, this course provides an opportunity for students from diverse academic backgrounds to be exposed to the research and scholarship of community policing and the theoretical and empirical basis for the adopting of community policing practices.

8. a) 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

b) Please explain overlap with any existing courses.

There is no overlap with other courses.

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:

No enrollment shifts are expected.

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

No affects on staffing are expected.

c) Frequency of offering:

each fall: ☐

each spring: ☑

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

every two years: ☐ every three years: ☐
other ☐ (Explain): ______

11. Requirements for additional resources made necessary by this course:
   
a) Staff:
   
   None
   
b) Budget:
   
   None
   
c) Library:
   
   None

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

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☑ yes ☐ no
   
   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
   
   Crime, Law and Society Minor
   
   Required Courses (9 hours):
   
   POLS 220: Criminal Justice (No POLS 101 prerequisite as of Fall 2005)
   SOCY 341: Criminology (prerequisites: SOCY 101 and a 200-level Sociology course;
   if you do not have the 200-level prerequisite, please see Prof. Heath Hoffmann,
   Director of the Crime, Law and Society Program)
   CRLS 400: Internship in Crime, Law, and Society (Should be completed after taking
   POLS 220 & SOCY 341)
Proposal for a New Course

Electives (9 hours): Three courses selected from the following. No more than two electives may be taken from any one discipline except, with permission of director, those Special Topics courses designated with the course prefix, CRLS.

CRLS 300: Special Topics in Crime, Law, and Society
HIST 307: History of the U.S.: Cold War America, 1945-present
PHIL 206: Topics in Law and Morality
PHIL 270: Philosophy of Law, OR POLS 344: Jurisprudence
POLS 221: Law and Society
POLS 383: The Judiciary
POLS 342: Civil Liberties
POLS 352: Gender, Theory and Law: Sexual Harassment
POLS 353: Beginning Mock Trial OR POLS 354: Advanced Mock Trial
PSYC 307: Abnormal Psychology
PSYC 310: Social Psychology, OR SOCY 331: Society and the Individual
PSYC 388: Psych. of Substance Abuse, OR SOCY 348: Soc. of Alcohol and Drugs
SOCY 342: Juvenile Delinquency
SOCY 361: Child Welfare
SOCY 349: Special Topics in Social Problems (Some courses with the SOCY 349 prefix may count as an elective at the discretion of the program director)

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

14. Signature of Department Chair or Program Director:
   Heath C. Hoffmann, Director, Crime, Law and Society Program
   Date: 1/27/09

15. Signature of Dean of School:
   Date: 2/6/09

16. Signature of Provost:
   Susan J. Morrison
   Date: 

17. Signature of Business Affairs Official
   Date: 

18. Signature of Curriculum Committee Chair
   Date: 3/26/07

19. Signature of Faculty Senate Secretary:
   Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Adjunct Professor: Paul V. Verrecchia
Telephone: (843) 953-5615 (office)
E-mail: verrecchiap@cofc.edu


**Course Hours and Meeting Times**

Monday & Wednesday, 4:00PM to 5:15PM
RSS001

**Course Description & Objectives**

In 1829, Sir Robert Peel, the Father of Modern Policing, said, “the police are the public and the public are the police”. This statement reflects a key tenet of community policing: the police should not be separate from, but rather joined in partnership with, the community. A major impetus for the move away from traditional policing was the recognition that the police cannot control crime and disorder alone. (Fridell, “The Defining Characteristics of Community Policing” --1994) The concept of Community Policing was borne through James Q.Wilson’s and George Kelling’s 1982 article “Broken Windows: The Police and Neighborhood Safety” published in Atlantic Monthly. However, in a 1993 speech, titled *The New Policing: Confronting Complexity*, Herman Goldstein expressed concern that the term “community policing” was being used widely, without regard for its meaning or substance. What exactly is Community Policing? Is it a method of policing, a philosophy of policing or just empty hype? Can the police and the community successfully partner in suppressing crime? What is a “community?” What works and what does not? Through this course, students will study these and other questions in order to understand the concept of Community Policing, how it effects police operations and police-community relations.

**Method of Instruction**

There will be many sources from which students are expected to draw upon. The text, periodicals, Internet and guest lecturers will serve as primary resources. Students will be expected to read all assigned chapters and will come to class prepared. This is not an option.

**Attendance**

Regular attendance and good grades are directly related.

**Honor Code and Academic Integrity**

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved.

Incidents where the professor believes the student’s actions are clearly related more to ignorance, miscommunication, or uncertainty, can be addressed by consultation with the student. We will craft a written resolution designed to help prevent the student from repeating the error in the future. The resolution, submitted by form and signed by both the professor and the student, is forwarded to the Dean of Students and remains on file.
Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

It is important for students to remember that unauthorized collaboration--working together without permission--is a form of cheating. Unless a professor specifies that students can work together on an assignment and/or test, no collaboration is permitted. Other forms of cheating include possessing or using an unauthorized study aid (such as a PDA), copying from another's exam, fabricating data, and giving unauthorized assistance.

Remember, research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor.

Students can find a complete version of the Honor Code and all related processes in the Student Handbook at http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html.

**Cell phones, pagers, PDA's, and other electronic devices**
All cell phones, pagers, PDA's and other electronic devices must be either turned off or on silent mode during classes. Laptop computers or PDA's may be used for note taking only. The playing of video games, listening to music, or use of the internet during class is strictly prohibited.

**Course requirements**

**Examinations**
There will be two examinations. The format will be objective, i.e., multiple choice or true false. All students will take the two exams. **If you miss an exam, there will be no make up.**

**Group Presentations**
The class will be separated into work groups. Each group will be responsible for choosing and researching a topic dealing with Community Policing/Problem Policing. Each group will have up to 30 minutes to present their topic to the class. Your will be graded on, 1) how well you communicate and define the nature of your topic/issue, 2) you description of what research says about how your topic and how well is works, 3) how well you tie you topic into the materials we have covered in class, and 4) how well you involved your audience in the presentation (ex: using a class activity, facilitating group discussion. **Be creative in choosing your topic and how you present. Think “out of the box!”**
You may use PowerPoint; you may use video; etc., but it is not required. Any PowerPoint presentation or video should be to me via e-mail by 12:00 noon on the day of your presentation. I may have “guests” observing your presentation(s). An additional 5% of your grade will be based on how your group is evaluated by the “guest(s)” and how your group members evaluate your contribution to the development of the presentation. So you can actually earn more than the maximum points for this assignment.

Attendance is mandatory at each of the presentations, as you are expected to be in the audience to learn and support your peer's. If you are absent from any presentation you will lose 2 points from your total score for each day you miss.
Research Paper
Students will be required to submit a minimum 7 page research paper. The topic of the research paper may be on any law enforcement issue dealing with community policing and must present the issue followed by an analysis, with drawn conclusions based on the research and arguments presented. A one-page prospectus describing the topic of the paper, along with a tentative bibliography is due by the third week of classes. Proper citations with footnotes and a bibliography are required. Plagiarism will be dealt with severely, and will result in an automatic failing grade. (Refer also to Honor Code and Academic Integrity, above)

Topic ideas to get you thinking:
- Problems the Patriot Act Causes or Does Not Cause for Community Policing
- The Importance of a Racially/Ethnically Diverse Police Department
- Issues of Immigration and Community Policing
- ComStat as a Tool of Community Policing—Fact or Fiction
- Intelligence Led Policing—The new Tool for Community Policing Efforts
- Model Recruitment Efforts in a Community Policing Department
- Reno Model vs. San Jose Model of Field Training—Which is best suited to train officer in a Community Policing Environment

**RESEARCH PAPERS WILL BE DUE ON APRIL 23, 2009**
*(SEE ATTACHED SYLLABUS)*

Issue papers
Students will be required to submit three issue papers. Issue papers will be limited to a maximum of three pages and may be on one of the topics listed below. The key to these papers is the student's demonstration of an understanding of the issue and his personal opinion or personal experience(s) with the topic at issue. In other words, Issue Papers are opinion based. Critical thinking is what counts for success in writing the papers. Example: an issue dealing with the police response to domestic violence and the student has been a victim of domestic violence and experienced first hand a good police response or a bad police response. As a result of the experience the student would express his/her opinion of the police handling of the situation.

Suggested Topics (You only need to pick one topic for each paper):

Issue paper #1:
1. Role Debates Concerning Police
2. Community Policing as an effective tool for crime prevention

Issue paper #2
1. Comstat: How does it affect community policing?
2. Proper organizational design for successful community policing
3. Selection criteria for a police officer

Issue paper #3
1. Police professionalism
2. Diversity in policing: necessary or not
IMPORTANT NOTE: STUDENTS MAY SUBMIT PAPERS ELECTRONICALLY; HOWEVER, IT IS THE STUDENTS RESPONSIBILITY TO FOLLOW UP WITH THE INSTRUCTOR TO ENSURE THE PAPER WAS RECEIVED. THE INSTRUCTOR WILL RESPOND WITH, "GOT IT" FOR ALL WORK, SUBMITTED ELECTRONICALLY. THE LACK OF THIS RESPONSE IS TO RESULT IN THE ASSUMPTION THE WORK WAS NOT RECEIVED.

Extra Credit
In a community policing environment, police officers are expected to be involved with the community. Students will have the opportunity to receive extra credit for becoming involved in the CofC community by volunteering for the Peer Assistance Leader (PAL) Program. You will receive 5 extra credit points for each shift in which you volunteer for with PAL. You will also receive 5 extra credit points for the mandatory training session required for all volunteers.

Course Grading
Exams I & 2 @ 100 point each  
3 Issues papers @ 20 points each  
Group Presentations  
Research Paper  
Class participation/attendance
200  
60  
100  
100  
45

Total Possible Points 505

Perfect attendance 15 bonus points 15*

*In order to receive the perfect attendance bonus points, students must have attended all classes. Excused absences will not count against the student for the class participation/attendance points; however, excused absences are not counted against the student in computing perfect attendance bonus points.

Only absence memos issued from the Associate Dean of Students Office will be accepted as excused absences.

Final grades will be assigned as follows:

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Students are strongly encouraged to speak to me before small issues become insurmountable problems!!!
# Syllabus and Course Outline

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<th>Assignment/Examination</th>
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<td>January 19</td>
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<td>Chapter 3 &amp; 4</td>
<td>Prospectus Due—2/4/09</td>
</tr>
<tr>
<td>4</td>
<td>February 9 &amp; 11</td>
<td>Chapter 5</td>
<td>Issue Paper #1 Due—2/11/09</td>
</tr>
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<td>5</td>
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<td>March 2 &amp; 4</td>
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<td>Chapter 9</td>
<td>Issue Paper #2 Due—3/11/09</td>
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**March 16, 2008---Mid-Term Grades available on Cougar Trail @ 8:00 AM**

| 10   | March 16 & 18      | Chapter 10                  | Exam Review—3/18/09                         |
| 11   | March 23<br>March 25 | Chapter 11<br>**NO CLASS** | Exam 2—3/23/09                              |
| 12   | March 30<br>April 1 | Chapter 12                  | Issue paper #3 Due—3/30/08                  |
| 13   | April 6 & 8        | Chapter 13                  |                                             |
| 14   | April 13 & 15      | Chapter 14                  |                                             |
| 15   | April 20 & 23      | Chapter 15                  | **Research Papers Due 4/23/09**             |
| 16   | April 27           | Semester Wrap-up            |                                             |

**May 12, 2009---Final Grades available on Cougar Trail @ 8:00 AM**

This is a tentative schedule. It may be subject to change.
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **English**

2. Course Number and Title: **English 110 Introduction to Academic Writing**
   Number of Credits: 4   Total hrs/week: 4

   Lecture: ☒  Lab: ☐  Recitation: ☐  Seminar: ☐

For Independent study courses:
   Research: ☐  Field experience: ☐
   Clinical Practice: ☐  Internship: ☐
   Practicum: ☐  Independent Course Work: ☐

3. Semester and year when course will first be offered:
   **Fall 2009**

4. Catalog Description (please limit to 50 words):
   An introduction to the practices necessary for successful college writing; reading and analyzing college-level texts; crafting effective arguments; writing in a process that includes invention, drafting, revising and editing; and researching, evaluating and documenting appropriate supporting materials for college-level essays. Taken during student’s first year. Grade of “C” or better required to fulfill the General Education requirement.

5. Check if appropriate: Humanities: ☐  Social Science: ☐ (meets minimum degree requirements)
   Check if appropriate: ☐
   This course will be cross listed with: ______
   Rationale for cross listing: ______
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   ______

6. Rationale/Justification for course (consider the following issues):
   a) What are the goals and objectives of the course?
   **Goals of English 110**
   **Students will receive training and practice in the following areas. Successful**
   **English 110 students will be able to do the following:**

   (Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

Process
• Understand a writing assignment as a series of tasks, including invention, drafting, revising, and editing
• Shape a written work according to the requirements of purpose, genre, occasion, and audience
• Construct an effective argument using appropriate evidence
• Understand conventions of academic writing
• Document work appropriately
• Follow the conventions of standard American English

Reading and Research
• Develop skills for studying college-level essays and academic articles
• Develop skills for summarizing and paraphrasing college-level essays and academic articles
• Evaluate, analyze, and synthesize appropriate primary and secondary sources
• Integrate their ideas with the ideas of others effectively

Rhetorical Analysis
• Understand how a text is shaped according to the requirements of purpose, genre, occasion, and audience
• Understand the difference between summary and analysis
• Evaluate the persuasiveness of a text’s argument

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

7. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
   N/A

   b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
   **The purpose of English 110 is to help students develop the indispensable foundation for pursuing a liberal arts education: competence in reading and writing at the college level.**

8. a) 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.**

   b) Please explain overlap with any existing courses.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

English 110 overlaps with English 101 and 102; these courses will no longer be offered at the College, but will be recognized for the purpose of Awarding transfer credit in accordance with CHE requirements. (A complete transfer policy is attached.)

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:
    Students will be required to take 4 rather than 6 hours of first-year writing, so they may enroll in an additional course during their first year.

   b) Address potential shifts in staffing of the department as it relates to the offering of this course:
    This course will greatly decrease our reliance on adjuncts, since we will be offering one required course instead of two.

   c) Frequency of offering:
      each fall: ☐  each spring: ☐
      every two years: ☐ every three years: ☐
      other ☐ (Explain): Every semester and in summer

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

   a) Staff:
      N/A

   b) Budget:
      N/A

   c) Library:
      N/A

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

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes  ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course
Proposal for a New Course

14. Signature of Department Chair or Program Director:
   
   [Signature]

   Date: 1/27/09

15. Signature of Dean of School:
   
   [Signature]

   Date: 1/27/08

16. Signature of Provost:
   
   [Signature]

   Date: 1/28/2008

17. Signature of Business Affairs Official
   
   [Signature]

   Date: __________________________

18. Signature of Curriculum Committee Chair:
   
   [Signature]

   Date: 2/13/09

19. Signature of Faculty Senate Secretary:
   
   ________________________________

   Date Approved by Senate: __________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
To: Bob Perkins, Chair, Faculty Curriculum Committee  
From: Trish Ward, Chair, Department of English  
About: English 110 Course Proposal  
Date: January 28, 2009

Attached is a course proposal for the Curriculum committee's consideration. This new four-hour course, English 110, is intended to fulfill the Gen Ed writing requirement, so we are also sending this proposal to the Gen Ed committee.

Please let us know if we can supply any more information about this proposal, or if you would like us to forward it to any other faculty committees, such as Academic Planning. Our department would be happy to discuss it with your Committee at your convenience.
Proposed Policy on Transfer Credit To Satisfy the College of Charleston’s General Education Writing Requirement

Our new course, English 110, will meet the General Education writing requirement. This four-hour course will replace English 101 and 102, the six-hour sequence that currently satisfies the Gen Ed writing requirement. English 101 and 102 will no longer be taught at the College, but these courses will continue to be recognized for purposes of transfer credit, in accordance with CHE state articulation agreements and policies regarding AP and IB credit.

This table identifies coursework that currently satisfies some or all of C’s General Education writing requirement and compares the current and proposed credit that such coursework may earn towards a C of C degree.

<table>
<thead>
<tr>
<th>Coursework completed</th>
<th>Number of C of C credit hours earned and counted towards current C of C Gen Ed writing requirement</th>
<th>Number of C of C credit hours earned and counted toward proposed Gen Ed writing requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101 at C of C</td>
<td>Passing grade earns 3 credit hours; student must also complete 102 to satisfy Gen Ed requirement</td>
<td>Past 101 coursework will still earn 3 hrs; student must earn C or better in 110 or 215 to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>Eng 101 &amp; 102, C of C</td>
<td>Passing grade earns 6 hours and satisfies Gen Ed req.</td>
<td>Past 101-102 will still earn 6 hours and satisfy Gen Ed req.</td>
</tr>
<tr>
<td>Engl 101 from any SC public institution</td>
<td>Grade of C or better earns 3 hrs transfer credit; student must also take 102 to satisfy Gen Ed requirement</td>
<td>Grade of C or better earns 3 hrs transfer credit; student must have grade of C or better in 110 or 215 to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>English 101 &amp; 102 from SC public institution</td>
<td>Grade of C or better earns 6 hours transfer credit and satisfies Gen Ed requirement</td>
<td>Grade of C or better earns 6 hours transfer credit and satisfies Gen Ed requirement</td>
</tr>
<tr>
<td>3 or 4 on either AP English Language or AP English Literature</td>
<td>3 earns 101, 3 credit hours; student must take 102 4 earns 101 &amp; 102, 6 credit hours</td>
<td>Students receive 3 hours credit for 101; must take 110 or 215 to satisfy Gen Ed requirement.</td>
</tr>
<tr>
<td>3 or 4 on both AP English Lang. and AP English Lit</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement. May also take 110 or 215 for additional elective credit.</td>
</tr>
<tr>
<td>5 on either AP English Lang or AP English Lit or both</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement. May also take 110 or 215 for additional elective credit.</td>
</tr>
<tr>
<td>4 or better on IB English exam</td>
<td>Student earns 3 hours credit, which counts toward Humanities req. but does not satisfy Gen Ed writing req.</td>
<td>4 or 5 earns 3 hours credit for 101; student must take 110 or 215 to satisfy Gen Ed requirement. 6 or 7 earns 6 hours credit for 101 and 102 and satisfies Gen Ed requirement. Student may also take 110 or 215.</td>
</tr>
<tr>
<td>English 110 at C of C (or the equivalent course transferred from any institution)</td>
<td>N/A</td>
<td>Students earning below C receive 4 hours, but must retake the course and earn C or better to satisfy the Gen Ed requirement. Students earning C or better receive 4 hours and satisfy Gen Ed writing requirement</td>
</tr>
</tbody>
</table>

1 Students who complete part of the writing requirement elsewhere, and those who desire additional writing instruction beyond 110, may elect to take a 3-hour course, English 215, Interdisciplinary Academic Writing. Students seeking introductory literature courses may take English 190 or appropriate courses in other departments.

2 CHE policies are online at [http://www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm](http://www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm) and [http://www.che.sc.gov/AcademicAffairs/AdvPlacement.htm](http://www.che.sc.gov/AcademicAffairs/AdvPlacement.htm)
English 110: Introduction to Academic Writing
Composing Charleston: Writing, Place, and Cultural Memory

Fall 2009
MW 11 – 11:50
F 11 – 12:50
Classroom
Office
Office Phone
Email

Instructor Name
College of Charleston
Department of English
Mailbox
Office Hours
Course website URL

Course Texts and Materials

- Additional required readings available on WebCT
- Familiarity with an online writing resource such as the Purdue Online Writing Lab (http://owl.english.purdue.edu)
- Admission ticket to the Charleston Museum

Overview and Objectives

Places, like texts, are imbued with meaning. Over the course of the semester, we will work to understand and analyze the meaning of the spaces we inhabit—the classroom, the College of Charleston Campus, and the city of Charleston. We will additionally examine that place commonly known as academia, and you will learn to successfully position yourself within the complex landscape of academic writing and culture. In short, this course is designed to help you develop reading and writing practices that you can draw on to write effectively throughout the college curriculum: you will learn strategies for generating ideas in writing, evaluating these ideas in light of other ideas and texts, and developing critical arguments that demonstrate this complex thought process.

So that we may accomplish these goals, the course is divided into three units. We will open the course by closely reading two challenging but important essays about place and culture memory, applying the theories these texts offer us to our individual understandings of place and space. In the second unit, we will move outside the classroom and onto the campus, investigating competing representations of the College and campus community. Finally, in the third unit, you will bring together what you’ve learned in these two prior units to compose a substantial research essay that critically examines a monument or other historical site, either on campus or in the greater Charleston area, and how this site represents the history it seeks to commemorate.

It's important to keep in mind, though, that this is first and foremost a class on writing. You will be required to do a significant amount of writing, and we will devote time in and out of class to analyzing your writing. In fact, your writing will be central to our work this semester. I will
regularly distribute examples of student work, and we will use these examples as a means to discuss writing issues and as a way into the texts we will be reading.

**Course Policies**

**Attendance and Participation:** Since the work of the course depends on collaboration as readers and writers over the term, and since your work is central to class discussion, attendance is required. Come to class on time and ready to begin the work of the course. Be sure to bring with you the appropriate texts or materials, turn off cell phones and any other electronic devices, and be prepared to take part in the work of the class. If there is a time when you cannot come to class, it is your responsibility to communicate with me, to arrange to turn in written work, and to find out about subsequent assignments by consulting the class website. If you register late for the course, it is your responsibility to catch up and complete the work you’ve missed.

Missing class will decrease your attendance and participation grade (see Grades section below), and it will likely affect the quality of writing you produce throughout the semester. I make no distinction between unexcused or excused (i.e., documented) absences, although I will make exceptions in circumstances that meet those listed on the learning contract each student signs. *Students may not miss more than six classes; if a student misses more than six classes, he or she will fail the course.* It is your responsibility to keep track of absences. I will notify a student only once he or she has missed six classes.

**Assignments and Late Work:** Throughout the term you will be expected to complete a variety of assignments. You will be required to keep up with, and be prepared to discuss, assigned readings. The writing assignments are divided into two categories:

- *Response Essays* are shorter papers (up to 3 pages in length) where you begin your inquiry into the assigned readings. These papers are less formal than essays; however, you will want to make sure you leave yourself enough time to proofread and edit your writing. You will complete a total of 5 Response Essays throughout the semester.

- *Activity Journal* entries are informal writings in which you will report on the different writing- and research-related activities you complete over the semester.

- *Portfolios* are more extensive formal writing assignments (up to 8 pages in length) that enable you to revisit, extend, and/or revise the ideas raised in the Response Essays. You will write a rough draft for each Portfolio project and we will workshop these assignments both in class and in small-group conferences. You will complete 3 Portfolio projects throughout the term.

So I may efficiently distribute essays for workshopping in class, I ask that you format your assignments as Microsoft Word files and submit them to me electronically through WebCT, using file names that indicate your name and the assignment (i.e., YourLastName_Essay1.doc). (For more information on submission guidelines, please see the separate handout entitled “Guidelines for Submitting Assignments.”) You are responsible for preparing the assignments.
for the course as fully as you can and on time. *Late assignments will not be accepted for credit unless the student makes arrangements with me in a reasonable amount of time prior to the assignment’s due date.* It is your responsibility to make sure you submitted an assignment correctly and on time; I will not notify you if an assignment is late. In turn for your promptness, I will comment on your work and return it to you within two weeks.

**Plagiarism and Honor Code:** To present someone else’s work as your own is to plagiarize. If you draw on or quote the work of others in your writing, as you will almost surely do in the course, you must acknowledge that you are doing so. This applies whether your sources are published authors, fellow students, teachers, or friends. Plagiarism is an Honor Code violation and will therefore be treated seriously. Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended, or expelled from the College by the Honor Board. I recommend that you read the university’s statement on academic integrity (http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html) and ask me if you have any questions about either the policy itself or how to document sources in your writing.

**Writing Lab:** The Writing Lab, located on the first floor of Addlestone Library, is an excellent resource for working on editing and revision, on problems of getting started or organizing scattered materials, or on any other difficulty you may be experiencing as a writer. Although you should not expect consultants to “correct” your paper for you, they can assist you in learning to edit and revise your work. For more information, consult the Writing Lab website at http://www.cofc.edu/7Ecsl/writing/writing_lab.html.

**Writer’s Group:** Writer’s Group is a non-credit, free-of-charge course designed for any student who wants extra opportunities to plan, revise, edit, and review the writing he or she does in English 101. Students meet weekly for 50 minutes in groups of four, along with a facilitator, to discuss an essay that they are drafting or one that has been graded by their instructor. At various points in the semester, facilitators also deliver writing workshops designed for larger groups of students. For more information about Writer’s Group and the services it offers, visit www.cofc.edu/-english/writers_group.html.

**WebCT:** All course materials—including handouts, assignments, the syllabus, policies, and schedule—will be available online through WebCT, a program that manages course materials and resources for students and instructors. You will want to check the course web site regularly because I will post important materials to the site. If you need an extra copy of any class handout, you can download it from WebCT.

**Students with Disabilities and Special Needs:** The College will make reasonable accommodations for persons with documented disabilities. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact the Center for Disability Services located in the Lightsey Center, Suite 104. Students approved for accommodations should notify me as quickly as possible.
**Office Hours and Email:** I keep regular office hours each week, and this time is reserved for you to discuss with me any issues, concerns, or suggestions you have about your work or about the course. I have an open door policy, so please don’t hesitate to visit me during office hours. If you can’t make the hours posted, email me to arrange another time when we can meet or to ask any questions you may have. Send all email inquires to WarnickC@cofc.edu; please do not send them through the Mail function on WebCT. I will respond to emails within twenty-four hours.

**Grades:** I will read and comment on all your work. You will receive a letter grade for the final draft of each Portfolio Project. Your Response Essays will not receive letter grades; instead, you will receive full credit if you satisfactorily complete each Response Essay. You may expect to earn a C participation grade if you attend all classes, come to class prepared, and participate in class discussion one or two times per class. Consistent and meaningful participation will raise that grade; non-participation, disruptiveness, absences or lateness will lower it.

I will use the following formula to determine your final grade:
- Response Essays (10%)
- Portfolio 1 (25%)
- Portfolio 2 (25%)
- Portfolio 3 (25%)
- Participation, attendance, Activity Journal (15%)

If, at any time, you have questions about your grade, please do not hesitate to schedule an appointment with me to discuss your progress in the course.
Working Schedule

Below is a schedule detailing our work this semester. Readings and writing assignments are to be completed by the date under which they’re listed. This schedule is subject to change according to the needs of the class.

**Week 1**

W  Course intro

F  In-class Essay
   Conference with students 1-5

**Week 2**

M  Graff and Birkenstein, *They Say / I Say* (pp. ix-14)
   Workshop responses to In-class Essay

W  Nora, “Between Memory and History” (available on WebCT)
   **Response Essay 1 due**

F  Continue discussion of Nora
   Conference with students 6-10

**Week 3**

M  Graff and Birkenstein, *They Say / I Say* (pp. 17-38)
   Workshop examples of Response Essay 1

W  Continue discussion of Nora
   **Response Essay 2 due**

F  Workshop examples of Response Essay 2
   Conference with students 11-15

**Week 4**

M  Loewen, excerpts from *Lies Across America* (available on WebCT)
   **Response Essay 3 due**
W     Workshop examples of Response Essay 3

F     Graff and Birkenstein, *They Say / I Say* (pp. 39-47)
      Conference with students 16-20

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Week 5

M     **Rough draft of Portfolio 1 essay due by 11:59 pm (via WebCT)**

W     In-class peer review

F     In-class peer review
      Conference with students 1-5

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Week 6

M     **Final draft of Portfolio 1 due by 11:59 pm (via WebCT)**

W     Campus tour, Intro to Unit 2

F     Kincaid, *A Small Place* (pp. 3-37)
      Conference with students 6-10
      **Activity Journal Due**

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Week 7

M     Graff and Birkenstein, *They Say / I Say* (pp. 51-87)
      **Response Essay 4 due by 11:59 pm (via WebCT)**

W     Workshop examples of Response Essay 4

F     Kincaid, *A Small Place* (pp. 41-81)
      Conference with students 11-15

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Week 8

M     **Response Essay 5 due by 11:59 pm (via WebCT)**
Week 9

M  No class, Fall Break

W  Graff and Birkenstein, *They Say / I Say* (pp. 88-135)

F  **Portfolio 2 rough draft due**
   Conference with students 1-5

Week 10

M  In-class peer review

W  In-class peer-review

F  Conference with students 6-10
   **Portfolio 2 final draft due**

Week 11

M  Introduce Portfolio 3

W  Denmark Vesey newspaper articles (available on WebCT)
   **One-page proposal for Portfolio 3 due**

F  Continue discussion of Vesey articles
   Tour Charleston Museum
   **Activity Journal due**

Week 12

M  Discuss Charleston Museum visit
English 110

W  Introduction to the research process
F  Introduction to archival research
    Tour Special Collections

Week 13

M  Rough draft of Portfolio 3 essay, including annotated bibliography, due (by 11:59 pm via WebCT)
W  Portfolio conferences
F  Portfolio conferences
    Conference with students 11-15

Week 14

M  Research session in Addlestone Library
W  No classes, Thanksgiving Holiday
F  No classes, Thanksgiving Holiday

Week 15

M  In-class peer review
W  In-class peer review
F  In-class peer review
    Conference with students 16-20
    Activity Journal due

Week 16

M  Course wrap-up
    Portfolio 3 due
English 215: Interdisciplinary Composition

Fall 2008
MWF X - X:50
Classroom
Office Location
Office Phone
Email

Instructor Name
College of Charleston
Department
Mailbox
Office Hours
Course Website

Course Texts


Other required readings available on WebCT

Overview and Objectives

This course is designed to introduce you to the writing and research practices of academic disciplines in the humanities, the natural and social sciences, and business. Through our reading and writing this semester, we will investigate academic culture in general, but you will also be asked to examine the writing and intellectual practices of an academic discipline you're interested in entering (or one to which you already belong). Toward this end, the course will roughly be divided into two units. In the first unit, we will examine academic culture more generally, and you will read and respond to essays, written by students and teachers, that critique American higher education and offer suggestions for how it can be improved. Our focus will narrow in the second unit, as we will apply what we learn in the first unit to our own respective academic disciplines. Ultimately, you should expect to leave this class with a critical and practical understanding of the general conventions behind academic writing. In addition, through your own research and writing you will learn and reflect on the writing, reading, and thinking practices valued in your chosen discipline—whether it be Biology, Chemistry, Psychology, Sociology, Law, English, foreign languages, Political Science, Marketing, or another area of specialization.

Finally, your writing will be central to the work of the course. This is a writing-intensive course, which means that you should expect to hand in writing each week. I will regularly reproduce student writing for our review, and we will workshop this writing in class, discussing our reactions to a given text as well as examining the critical ideas it raises and where those ideas lead us.

Course Policies

Attendance and Participation: Since the work of the course depends on collaboration as readers and writers over the term, and since your work is central to class discussion, attendance is required. Come to class on time and ready to begin the work of the course. Be sure to bring with you the appropriate texts or materials, turn off cell phones and any other electronic devices,
and be prepared to take part in the work of the class. If there is a time when you cannot come to class, it is your responsibility to communicate with me, to arrange to turn in written work, and to find out about subsequent assignments by consulting the class website. If you register late for the course, it is your responsibility to catch up and complete the work you’ve missed.

Missing class will decrease your attendance and participation grade (see Grades section below), and it will likely affect the quality of writing you produce throughout the semester. I make no distinction between unexcused or excused (i.e., documented) absences, although I will make exceptions in circumstances that meet those listed on the learning contract each student signs. Students may not miss more than six classes; if a student misses more than six classes, he or she will fail the course. It is your responsibility to keep track of absences. I will notify a student only once he or she has missed six classes.

Assignments and Late Work: Throughout the term you will be expected to complete a variety of in- and out-of-class assignments. You will be required to keep up with, and be prepared to discuss, assigned readings. You will complete three types of writing assignments:

- **Exercises** are shorter, more informal writings (up to 2 pages in length) in which you will engage with a question or issue raised in the class readings—including essays written by your classmates. I will thoroughly read these essays, and we will discuss them in class, but I will not assign them letter grades. You will receive full credit if you satisfactorily complete each assignment on time. Even though you won’t receive letter grades on these activities, I don’t want you to view them simply as busywork. These activities are designed so that you can begin thinking about or testing an idea that you may develop more fully in one of the three major projects you’ll complete. In some cases, these exercises will ask you to compose materials that you may include as part of a more fully developed project.

- **Projects** are more substantial writing assignments (up to 15 pages in length) that allow you to extend the ideas you raise in your Exercises. For each of the 3 Projects you will complete this semester you will compose a rough draft that you will have the opportunity to revise based on feedback you receive from me and your peers. In Project 1 you will write a formal academic essay that puts into conversation several published critiques of the Academy, including texts we’ll read in class. For Project 2 you will write an essay that rhetorically examines a journal article published in a prominent research publication relevant to your discipline. Finally, for Project 3 you will compose a research essay, addressed to members of your discipline, on a current topic in the field. In addition, you will give a brief oral presentation on this project, geared to an audience of non-specialists.

- **Peer Response Letters** are short informal writing assignments that ask you to offer a classmate constructive criticism on the rough drafts of their Project assignments. These assignments will not receive letter grades; they will instead be factored into your Attendance and Participation grade (see Grades section below).

So I may efficiently distribute essays for workshop in class, I ask that you format your assignments as Microsoft Word files and submit them to me electronically through WebCT,
using file names that indicate your name and the assignment (i.e., YourLastName_Essay1.doc). (For more information on submission guidelines, please see the separate handout entitled "Guidelines for Submitting Assignments.") You are responsible for preparing the assignments for the course as fully as you can and on time. Late assignments will not be accepted for credit unless the student makes arrangements with me in a reasonable amount of time prior to the assignment's due date. It is your responsibility to make sure you submitted an assignment correctly and on time; I will not notify you if an assignment is late. In turn for your promptness, I will comment on your work and return it to you within two weeks.

**Plagiarism and Honor Code:** To present someone else's work as your own is to plagiarize. If you draw on or quote the work of others in your writing, as you will almost surely do in the course, you must acknowledge that you are doing so. This applies whether your sources are published authors, fellow students, teachers, or friends.

Plagiarism is an Honor Code violation and will therefore be treated seriously. In cases where I believe a student has plagiarized out of misunderstanding, I will determine an appropriate resolution in consultation with the student. In some instances, this resolution may be filed with the Dean of Students. Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive an XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended, or expelled from the College by the Honor Board. I recommend that you read the university's statement on academic integrity [here](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html) and ask me if you have any questions about either the policy itself or how to document sources in your writing.

**WebCT:** Course materials—including handouts, assignments, the syllabus, policies, and schedule—will be available online through WebCT, a program that manages course materials and resources for students and instructors. You will want to check the course web site daily because I will post important announcements to the site. If you need an extra copy of any class handout, you can download it from WebCT.

**Writing Lab:** The Writing Lab, located on the first floor of Addlestone Library, is an excellent resource for working on editing and revision, on problems of getting started or organizing scattered materials, or on any other difficulty you may be experiencing as a writer. Although you should not expect consultants to "correct" your paper for you, they can assist you in learning to edit and revise your work. For more information, consult the Writing Lab website at [here](http://www.cofc.edu/67Fcs1/writing/writing_lab.html).

**Students with Disabilities and Special Needs:** The College will make reasonable accommodations for persons with documented disabilities. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact the Center for Disability Services located in the Lightsey Center, Suite 104. Students approved for accommodations should notify me as quickly as possible.
Grades: I will read and comment on all your work, and you will earn letter grades on the final drafts of your three main Project assignments. Your Exercises and Peer Response Letters will not receive letter grades; instead, you will receive full credit if you satisfactorily complete each activity. At the midpoint of the term, we will meet one-on-one to discuss your writing. During this conference we will discuss the midterm grade you’re earning for your work in the course to this point, and we will talk about specific strategies you can draw on to improve your grade.

Your final grade will be based on the quality of work you produce throughout the semester and on class participation. You may expect to earn a C participation grade if you attend all classes, come to class prepared, and participate in class discussion one or two times per class. Consistent and meaningful participation will raise that grade; non-participation, disruptiveness, excessive absence or lateness will lower it.

I will use the following formula to determine your final grade:

- Project 1: Conversation Essay (25%)
- Project 2: Article Analysis (25%)
- Project 3: Final Research Project and Presentation (30%)
- Exercises (10%)
- Attendance, Participation, and Peer Response Letters (10%)

If, at any time, you have questions about your grade, please do not hesitate to schedule an appointment with me to discuss your progress in the course.

Office Hours: I keep regular office hours each week, and this time is reserved for you to discuss with me any issues, concerns, or suggestions you have about your work or about the course. I have an open door policy, so please don’t hesitate to visit me during office hours. If you can’t make the hours posted, email me to arrange another time when we can meet or to ask any questions you may have. Send all email inquires to WarnickC@cofc.edu; please do not send them through the mail function offered through WebCT. I will respond to all email inquiries within twenty-four hours.
### Working Schedule

Below is a schedule detailing our work this semester. Readings and writing assignments are to be completed by the date under which they're listed. This schedule is subject to changes according to the needs of the class.

#### Week 1

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Course introduction</td>
</tr>
<tr>
<td>F</td>
<td>In-class essay</td>
</tr>
</tbody>
</table>

#### Week 2

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Discuss responses to in-class essays</td>
</tr>
</tbody>
</table>
| W   | Douthat, “Approaches to Knowledge” (available on WebCT)  
    | Exercise 1 due by 11:59 pm (via WebCT) |
| F   | Discuss Douthat and responses to Exercise 1 |

#### Week 3

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Graff, <em>Clueless in Academe</em>, pp. 1-80</td>
</tr>
<tr>
<td>W</td>
<td>Exercise 2 due by 11:59 pm (via WebCT)</td>
</tr>
<tr>
<td>F</td>
<td>Discuss Graff and responses to Exercise 2</td>
</tr>
</tbody>
</table>

#### Week 4

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Rough draft of Project 1 due by 11:59 pm (via WebCT)</td>
</tr>
<tr>
<td>F</td>
<td>Discuss Graff and workshop rough drafts of Project 1</td>
</tr>
</tbody>
</table>
Week 5
M  Graff, *Clueless in Academe*, pp. 115-207
W  Peer Response Letter 1 due in class
F  Peer review workshop

Week 6
M  Graff, *Clueless in Academe*, pp. 211-277
W  Discuss Graff and workshop Project 1 rough drafts
F  Peer Review Workshop
  Final draft of Project 1 due by 11:59 pm (via WebCT)

Week 7
M  Introduce Project 2
W  Library Presentation
F  Exercise 3 due by 11:59 pm (via WebCT)

Week 8
M  Discuss interviewing techniques
W  Midterm conferences
F  Midterm conferences

Week 9
M  No classes, Fall Break
Week 10

M   Workshop responses to Exercises 3 and 4

W   Continue discussion of Bazerman

F   Rough draft of Project 2 due by 11:59 pm (via WebCT)
    No class, travel to conference

Week 11

M   Workshop Project 2 rough drafts

W   Peer Response Letter 2 due in class
    Peer review workshop

F   Final draft of Project 2 by 11:59 pm (via WebCT)

Week 12

M   Kuhn, selections from The Structure of Scientific Revolutions (available on WebCT)

W   Exercise 5 due by 11:59 pm (via WebCT)

F   No class, travel to conference

Week 13

M   Research day, meet in Addlestone Library

W   Workshop responses to Exercise 5
    Rough draft of Project 3 due by 11:59 pm (via WebCT)
F       Workshop rough drafts of Project 3

Week 14

M       Research day, meet in Addlestone Library

W       No class, Thanksgiving holiday

F       No class, Thanksgiving holiday

Week 15

M       Peer Response Letter 3 due in class
        Peer review workshops

W       Presentations

F       Presentations

Week 16

M       Presentations, course wrap-up
        Project 3 due
TO: General Education Committee  
FROM: Department of English  
ABOUT: General Education Writing Requirement  
January 26, 2009

We seek your committee’s approval of our proposal that students meet the current General Education writing requirement (English 101 and 102) through a single new four-hour course, English 110. Section I of this memo will detail how our proposed course will satisfy the criteria for Goal I.2, “Effective writing and critical reading,” that have been approved by the Senate during the General Education deliberations of 2007 and 2008. In section II we have provided a description of the course, followed by a rationale for the change and a sample syllabus, along with analysis of our department’s adjunct reliance and a bibliography of relevant research on first-year writing. For your information, we have also attached a copy of the materials we have furnished to the Curriculum Committee, who are charged with reviewing the course proposal itself, while your committee considers whether it should meet a General Education requirement. Below are the criteria we have highlighted our explanations of how these criteria will be satisfied by English 110.

I. Approval Criteria
(from Senate minutes and a 1/18/08 memo to the Senate from the Speaker of the Faculty)

1) Courses must require students to generate a significant quantity of written communication or oral/visual communication appropriate to the discipline. Required written work in English 110 will total a minimum of 20 pages.

2) A significant portion of the course grade must be based on the quality of the student’s work in either writing or speaking. Formal paper grades will make up at least 50% of the course grade.

3) Some written or spoken work may be presented informally, but at least half of the assignments must be presented according to the conventions of an academic discipline, and/or in a format suitable for an academic or professional audience. Formal paper assignments will require students to construct persuasive arguments, to analyze the arguments of others, and to incorporate research material that includes persuasive evidence from experts. All formal assignments will identify the audience and purpose of the paper, and instructors will help students shape their work accordingly.

4) Writing and/or speaking assignments require students to demonstrate understanding of course content and/or academic research. The course is intended to help students become more proficient and understanding and analyzing texts suitable for college coursework. Students will read, discuss, and write about the numerous essays and other examples of academic writing. Short writing assignments will promote reflection on the readings and require students to begin the analytical work they are assigned in formal papers. Students will also learn how to conduct library research to develop expertise on assigned topics, and they will incorporate such materials in their papers. In addition, they may also be required to write assessments of the process and product of their own writing and research.

5) Course must include several opportunities for individualized feedback by the
instructor and revision by the student. All students will be required to submit drafts and to revise some of their graded work. They will attend small-group workshops in which students assess their own work in progress, and will receive class lessons in planning, revising, and editing written work. Instructors will not only assign grades and make marginal comments on student writing, but will also provide each student with individualized guidance for future improvement, based on the strengths and weaknesses of the written work they submit.

6) A writing-intensive literature course must explore a significant quantity of literary works (at least five full-length prose works or three volumes of verse). N/A

7) Course size must be no more than 20 students

All sections of English 110 will have a cap of 20.

II. Course Description, Goals, and Requirements

English 110: Introduction to Academic Writing 4 hours

Course description: An introduction to the practices necessary for successful college writing: reading and analyzing college-level texts; crafting effective arguments; writing in a process that includes invention, drafting, revising and editing; and researching, evaluating and documenting appropriate supporting materials for college-level essays. Taken during student’s first year. Grade of “C” or better required to fulfill the General Education requirement.

Goals of English 110

Students will receive training and practice in the following areas. Successful English 110 students will be able to do the following:

Process
- Understand a writing assignment as a series of tasks, including invention, drafting, revising, and editing
- Shape a written work according to the requirements of purpose, genre, occasion, and audience
- Construct an effective argument using appropriate evidence
- Understand conventions of academic writing
- Document work appropriately
- Follow the conventions of standard American English

Reading and Research
- Develop skills for studying college-level essays and academic articles
- Develop skills for summarizing and paraphrasing college-level essays and academic articles
- Evaluate, analyze, and synthesize appropriate primary and secondary sources
- Integrate their ideas with the ideas of others effectively

Rhetorical Analysis
- Understand how a text is shaped according to the requirements of purpose, genre, occasion, and audience
- Understand the difference between summary and analysis
- Evaluate the persuasiveness of a text’s argument

**Course Requirements**

- Attend and participate actively in class meetings, workshops, and conferences with instructor
- Read, analyze, and compose academic essays
- Locate and assess material appropriate for college-level papers
- Accomplish tasks appropriate for all stages in a writing process, including invention and research, drafting and revising, editing and presentation
- Submit formal papers and shorter writing assignments, totaling 20 pages

**III. Rationale for change from 6 hours to 4 hours**

I. English 110 is devoted to academic writing, without the literary study that is currently included in our second semester of composition. Both enterprises are valuable, but for first-year students, the study of literature does not, in itself, improve students' writing (see Fishman and Royer). We would welcome a General Education requirement for all students to study literature, but we do not believe first-year writing courses are an effective setting for such a requirement.

II. Research shows that students do not derive a significant benefit from taking more than one first-year writing course. Instead, additional writing courses benefit students when taken later in the student’s college career, and these courses are more effective if they are discipline-specific (see Carroll, Smit, Wardle). Many institutions require one first-year writing course and one writing-intensive course in the third year (see Moghtader). We welcome such a requirement at the College, but the English Department is not equipped to deliver discipline-specific writing instruction to all students. In addition, during the 06-07 and 07-08 Senate discussion of the proposed General Education curriculum, in which an upper-level writing requirement was proposed, representatives from many departments assured the Senate that such instruction was already taking place within their majors. In recognition of these conditions, we believe that it will be in students’ best interest for the College to reduce the first-year writing requirement to one semester, leaving students more room to take other General Education, major, or elective courses.

III. A four-hour course will promote greater learning within a single semester. The fourth hour enables students to have more conferences with the professor and more time for other forms of instruction in library research, proofreading skills, and workshops that address other writing skills such as paragraph development, sentence structure, and the like (see Appendix 1 for a full syllabus). Our proposal also requires students to earn a C or better in English 110 in order to meet the General Education requirement, something that is not part of the present 101-102 requirement. We believe it is reasonable to expect
that students meet this higher expectation, so long as the course has four rather than three hours of instructional time each week.

IV. A one-semester writing requirement will greatly decrease our reliance on adjunct faculty to teach this very important course (see Chase and Appendix on adjunct usage).
Appendix 2

Percentage of Adjuncts Teaching 101 and 102
(Fall 2001 – Fall 2008)
<table>
<thead>
<tr>
<th>Semester</th>
<th># ENGL 101 sections</th>
<th># of sections taught by Adjuncts</th>
<th># of sections taught by Roster Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2001</td>
<td>78</td>
<td>18 (23.1%)</td>
<td>60 (76.9%)</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>12</td>
<td>6 (50.0%)</td>
<td>6 (50.0%)</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>78</td>
<td>35 (44.9%)</td>
<td>43 (55.1%)</td>
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<tr>
<td>Spring 2003</td>
<td>11</td>
<td>8 (72.7%)</td>
<td>3 (27.3%)</td>
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<tr>
<td>Fall 2003</td>
<td>75</td>
<td>18 (24.0%)</td>
<td>57 (76.0%)</td>
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<tr>
<td>Spring 2004</td>
<td>9</td>
<td>1 (11.1%)</td>
<td>8 (88.9%)</td>
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<tr>
<td>Fall 2004</td>
<td>73</td>
<td>13 (17.8%)</td>
<td>60 (82.2%)</td>
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<tr>
<td>Spring 2005</td>
<td>10</td>
<td>4 (40.0%)</td>
<td>6 (60.0%)</td>
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<tr>
<td>Fall 2005</td>
<td>73</td>
<td>18 (24.7%)</td>
<td>55 (75.3%)</td>
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<tr>
<td>Spring 2006</td>
<td>8</td>
<td>0 (0.0%)</td>
<td>8 (100.0%)</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>70</td>
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<td>Spring 2007</td>
<td>8</td>
<td>3 (37.5%)</td>
<td>5 (62.5%)</td>
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<tr>
<td>Fall 2007</td>
<td>73</td>
<td>35 (47.9%)</td>
<td>38 (52.1%)</td>
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<td>Spring 2008</td>
<td>8</td>
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<td>6 (75.0%)</td>
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<tr>
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<td>68</td>
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<td># of sections taught by Roster Faculty</td>
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<td>26</td>
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<td>18 (62.9%)</td>
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<td>65 (85.5%)</td>
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<td>63 (90.0%)</td>
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<td>8 (34.8%)</td>
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<tr>
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<td>8 (34.8%)</td>
<td>15 (62.5%)</td>
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<tr>
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<td>15 (20.8%)</td>
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<td>15 (62.5%)</td>
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<tr>
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<td>70</td>
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<td>47 (67.1%)</td>
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<tr>
<td>Fall 2007</td>
<td>24</td>
<td>8 (33.3%)</td>
<td>16 (66.7%)</td>
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<td>Spring 2008</td>
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<td># of sections taught by Roster Faculty</td>
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<tr>
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<td>71 (80.7%)</td>
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<tr>
<td>Fall 2002</td>
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<tr>
<td>Spring 2003</td>
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<tr>
<td>Fall 2003</td>
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<td>Spring 2004</td>
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<td>Fall 2004</td>
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<td>Spring 2006</td>
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<td>Spring 2008</td>
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<td>48 (64%)</td>
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<tr>
<td>Fall 2008</td>
<td>89</td>
<td>49 (55.1%)</td>
<td>40 (44.9%)</td>
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</table>
Bibliography


Based on findings from a 4-year longitudinal study of 20 student writers at Pepperdine University, Carroll argues that the first-year composition class is best approached as a course that can help students transition from high school to college, not a course that can guarantee students learn writing skills transferable to other courses throughout the curriculum. She recommends that colleges and universities require two writing courses: an academic writing course taken in the first year and a writing course taken as part of a student’s major coursework. Discussing the benefits of requiring a second writing course later in a student’s career, Carroll writes:

> Although our study students included in their portfolios papers from their second composition course and pointed out learning more about research, style, and general essay structure, it is clear that the next major transitions in their development as writers took place as they struggled to integrate the content knowledge, concepts, and research and writing conventions in their major disciplines. This is the “teachable moment” in which to intervene with a second writing course for this population of students, a second “space” in the curriculum to focus on academic literacy. (125)


This essay discusses changes made at Northern Arizona University to move from a 6-credit, two-semester writing requirement to a 4-hour, one-semester requirement. Chase states that with this new curriculum the program eliminated all part-time instructors, improved working conditions for graduate assistants, and created a more coherent writing program. Chase stresses the importance of considering budgetary realities when revising curricula:

> One key to consider is the relationship between what we can do with what we have, what we would need in order to make our program stronger, and what are reasonable financial requests. In our case, for example, to stay with the old program, to put people back into our writing center, to stop using part-time instructors, and to lower class size would have required that we increase our budget by about 30%. While we might argue that such an increase is desirable, we also recognized that it was not likely given current budget constraints. At the same time...to continue with the program as it had evolved would have meant continuing with a program that was problematic. We were, in essence, promising to deliver more than our budget limits allowed us to offer. (250)

Until 2007, the University of Tennessee-Knoxville had a two-semester requirement similar to ours, in that students took a second-semester writing-about-literature course. Internal and external reviewers criticized this course in particular “for being inconsistent over sections in requirements; some sections require much writing, while others...are taught as literature courses, with comparatively little writing.” They have since revised their two-semester sequence so that the first semester “focuses on rhetorical analysis and argument” and the second semester focuses on rhetoric and research (Fishman and Reiff).


This essay presents data from a 1998 study of 233 writing programs. (The study was designed as a follow-up to Ron Smith’s 1973 study of writing programs.) Smith predicted that fewer schools would require a writing course, but the authors of the 1998 study find Smith was greatly mistaken: whereas in 1973 only 69% of private schools and 84% of public schools required a writing course, in 1998 94% of the private schools surveyed and 100% of the public schools surveyed had a writing requirement. Their survey also finds that writing courses are increasingly being staffed by part-time instructors. 26% of the schools surveyed had a one-course writing requirement, 64% had a two-course requirement, and 10% had a 3+-course requirement. 41% of public institutions with 9,000-13,999 students surveyed indicated that students could satisfy the writing requirement in a department other than English. 22% indicated that students could satisfy the writing requirement through WAC courses.


Royer and her colleagues describe Miami University’s efforts to revise their first-year writing sequence, particularly their second-semester writing-about-literature course. Particularly relevant to our situation at C of C, they discuss the challenges of adapting a writing-about-literature course so that students develop clearly transferable skills. Given the challenges this presented to Miami—a school with numerous composition and rhetoric specialists and a long history of institutional dedication to composition pedagogy—we would face numerous difficulties keeping 102 a writing-about-literature course that also promises to teach students transferable academic writing skills.

Contending that little is known about students’ abilities to transfer writing skills from first-year composition to other courses in the curriculum, Smit argues that “colleges and universities should not require students to take just one or two narrowly conceived ‘introductory’ writing classes but to get as much practice as possible writing for a variety of purposes and in a variety of genres in a variety of disciplines and social contexts both inside and outside the academy” (185). Toward this end, he recommends a three-tiered writing curriculum: 1) an introductory writing course in which students learn basic writing skills and analyze writing in different social contexts, 2) a second course in which students get intensive practice writing for a particular discourse community, and 3) a third course in which students practice writing for communities outside the academy (184-193).


Wardle discusses findings from a longitudinal study she conducted of seven students in her first-year composition course. Her interviews reveal that although these students felt they learned from the course, they rarely were asked to use these skills in their 1st and 2nd year courses, because the writing tasks were much easier and/or were not graded rigorously. Students perceived the kind of writing they did in FYC as more challenging. If they were ever asked to do similar tasks in other courses, they often deemed them not worth the effort needed to make good grades on these assignments; they could do these assignments minimally and still be satisfied with their grade in the course. Students also reported wanting more feedback than they got in their major classes, and said that they were more likely to work on an assignment if it were engaging, which included being difficult and being open-ended, and something they could shape and discover.
To: Cynthia Lowenthal, Dean  
From: Julia Eichelberger, Chris Warnick (Chair, First-Year Writing Committee), and Trish Ward  
About: New Course Proposal  
26 January 2008

We are requesting your approval for our proposal for a new four-hour course, English 110. If approved by the faculty, this single first-year writing course will replace the current Gen Ed writing requirement (English 101-102, 6 hours).

Enclosed is the course approval form for the Curriculum Committee. Since this is a Gen Ed change, the proposal will be sent to the Gen Ed committee as well, along with a rationale for why this should satisfy the Gen Ed writing requirement. Formal procedures for Gen Ed approval do not exist yet, so we have improvised a memo that we think will allow this new committee to carry out its charge.

The deadline for submitting materials in time for the March Senate meeting is Wednesday, 28 January. Therefore we would appreciate it very much if you could grant your approval of this proposal and send it on to the Provost, so that we can acquire the necessary signatures by 1/28. We apologize for any inconvenience this short notice may cause, but we believe the College will benefit greatly from changing this requirement as soon as possible.

Please let us know if you have any questions about our proposal, and if there is anything further we can provide.
Proposed Policy on Transfer Credit To Satisfy the College of Charleston’s General Education Writing Requirement

Our new course, English 110, will meet the General Education writing requirement. This four-hour course will replace English 101 and 102, the six-hour sequence that currently satisfies the Gen Ed writing requirement.\(^1\) English 101 and 102 will no longer be taught at the College, but these courses will continue to be recognized for purposes of transfer credit, in accordance with CHE state articulation agreements and policies regarding AP and IB credit\(^2\).

This table identifies coursework that currently satisfies some or all of C of C’s General Education writing requirement and compares the current and proposed credit that such coursework may earn towards a C of C degree.

<table>
<thead>
<tr>
<th>Coursework completed</th>
<th>Number of C of C credit hours earned and counted towards current C of C Gen Ed writing requirement</th>
<th>Number of C of C credit hours earned and counted toward proposed Gen Ed writing requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101 at C of C</td>
<td>Passing grade earns 3 credit hours; student must also complete 102 to satisfy Gen Ed requirement</td>
<td>Past 101 coursework will still earn 3 hrs; student must earn C or better in 110 or 215 to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>Eng 101 &amp; 102, C of C</td>
<td>Passing grade earns 6 hours and satisfies Gen Ed req.</td>
<td>Past 101-102 will still earn 6 hours and satisfy Gen Ed req.</td>
</tr>
<tr>
<td>Engl 101 from any SC public institution</td>
<td>Grade of C or better earns 3 hrs transfer credit; student must also take 102 to satisfy Gen Ed requirement</td>
<td>Grade of C or better earns 3 hrs transfer credit; student must have grade of C or better in 110 or 215 to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>English 101 &amp; 102 from SC public institution</td>
<td>Grade of C or better earns 6 hours transfer credit and satisfies Gen Ed requirement</td>
<td>Grade of C or better earns 6 hours transfer credit and satisfies Gen Ed requirement</td>
</tr>
<tr>
<td>3 or 4 on either AP English Language or AP English Literature</td>
<td>3 earns 101, 3 credit hours; student must take 102 4 earns 101 &amp; 102, 6 credit hours</td>
<td>Students receive 3 hours credit for 101; must take 110 or 215 to satisfy Gen Ed requirement.</td>
</tr>
<tr>
<td>3 or 4 on both AP English Lang. and AP English Lit</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement. May also take 110 or 215 for additional elective credit.</td>
</tr>
<tr>
<td>5 on either AP English Lang or AP English Lit or both</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement. May also take 110 or 215 for additional elective credit.</td>
</tr>
<tr>
<td>4 or better on IB English exam</td>
<td>Student earns 3 hours credit, which counts toward Humanities req. but does not satisfy Gen Ed writing req.</td>
<td>4 or 5 earns 3 hours credit for 101; student must take 110 or 215 to satisfy Gen Ed requirement. 6 or 7 earns 6 hours credit for 101 and 102 and satisfies Gen Ed requirement. Student may also take 110 or 215.</td>
</tr>
<tr>
<td>English 110 at C of C (or the equivalent course transferred from any institution)</td>
<td>N/A</td>
<td>Students earning below C receive 4 hours, but must retake the course and earn C or better to satisfy the Gen Ed requirement. Students earning C or better receive 4 hours and satisfy Gen Ed writing requirement</td>
</tr>
</tbody>
</table>

\(^1\) Students who complete part of the writing requirement elsewhere, and those who desire additional writing instruction beyond 110, may elect to take a 3-hour course, English 215, Interdisciplinary Academic Writing. Students seeking introductory literature courses may take English 190 or appropriate courses in other departments.

\(^2\) CHE policies are online at [http://www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm](http://www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm) and [http://www.che.sc.gov/AcademicAffairs/AdvPlacement.htm](http://www.che.sc.gov/AcademicAffairs/AdvPlacement.htm)
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: English

2. Course Number and Title: ENGL 344: Late 19th Century American Literature
   Number of Credits: 3   Total hrs/week: 3
   Lecture: ☑  Lab: ☐  Recitation: ☐  Seminar: ☐

For Independent study courses:
   Research: ☐  Field experience: ☐
   Clinical Practice: ☐  Internship: ☐
   Practicum: ☐  Independent Course Work: ☐

3. Semester and year when course will first be offered: Fall 2009

4. Catalog Description (please limit to 50 words):
   Investigation of literary texts between the Civil War and around 1900, with a
   focus on sentimentalism, regionalism & local color, realism, and naturalism.
   Emphasizes complex relationships between literature and the late-19th milieu,
   including literary markets, gender and sexuality, race and ethnicity, class,
   urbanization, immigration and assimilation, capitalism, technology, and
   nationalism.

5. Check if appropriate: Humanities: ☑  Social Science: ☐ (meets minimum degree
   requirements)

   Check if appropriate: ☐
   This course will be cross listed with: ______
   Rationale for cross listing: ______
   Please attach letters of support from the chairs of each department indicating that
   the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   Same as for all 300+ level courses in English.
   Completion of ENGL 207: Survey of American Literature to the Present is
   strongly recommended.

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

Students who successfully complete this course will have a firm grounding in American literary studies of the late 19th century and, ideally, be able to:

- define and explain key analytical terms for the study of American literature of the period, with attention to the contested nature of these terms (for example: realism, local color, and so forth)
- analyze and interpret late 19th century American literary texts as not merely reflecting, but also constructing culture
- identify and interpret key strands of American thought and ideology as they are developed within and across American literary texts from the period
- draw stylistic and thematic connections between literary texts of the period, across writers and genres, while also recognizing similar connections (and disjunctions) between texts in the period of study and those of other periods in American literary history
- recognize and analyze some of the “conversations” into which critics enter when they write about late 19th century American literature, and ideally, be able to “enter” into such conversations in their own writing.

Further rationale/justification:
The English department has no offerings on the books that cover the territory of this course. See attached a list of courses on the books in American literature and their descriptions.

The period covered in the proposed ENGL 344, in traditional literary histories called the “Age of Realism,” is essential to the development of American literature in the modern and contemporary period, not only for its contributions to realist fiction, but also for the growth of women’s writing in America, particularly in the sentimental and regionalist/local color genres, and for the development of the business of literature in America, especially with the rise of a national periodical market and readership. Other courses on the books (and often special topics courses) include some texts that might also be taught in this course, but it’s important to consider the period as whole. For instance, it is central to see how realism poses itself against sentimentalism; how the regional formula for writing filters into texts of assimilation and Americanization at the turn of the twentieth century; how texts of all sorts in the period respond to dominant and changing ideas of race, class, ethnicity, gender, and sexuality in the late 19th century; and so forth. Students focusing on American literature should have the opportunity for the in-depth study of the period that this course will offer.

b) How does the course support the mission statement of the department and the organizing principles of the major? Currently, the major has a historical/periodizing bent in which students are asked to take one course from American literature prior to 1900. ENGL 344

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

would meet this requirement. As for the mission of the department, ENGL 344 would offer the same support as any upper-division literary-historical course as it will represent an in-depth analysis of literary texts.

7. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
ENGL 344 will be situated as an upper-division literary studies course for majors that will bank on students' interpretive skills and knowledge of literature as developed in the lower-division courses, particularly, ENGL 207, the survey of American Literature to the Present. The course will offer an in-depth study of the period but will not become too narrowly defined on a single issue, idea, writer, text, etc., which would be the province of the seminar, independent study, or bachelors essay. For these experiences in the major, the proposed ENGL 344, like similar upper-division courses, would offer a firm grounding.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
The linkages between this content of and student skills deployed in this class and those of other disciplines are multifarious, as they are, potentially, for any upper-division literature class. An historical and political understanding of the late 19th century in America, for instance, is indispensable to the study of many of the writers and genres that might be examined in the class. Likewise, to show another likely interdisciplinary connection, a social science viewpoint might be especially relevant in thinking through some of the issues of representation of gender, sexuality, ethnicity, etc. that bubble up in many of the texts that would likely be taught in the course. Additionally, if the course is engaged with the field of criticism of the period, as set out in the course goals, interdisciplinary linkages ought to emerge regularly, since the bulk of criticism in the past twenty years or so has been notably interdisciplinary in flavor. Ultimately, though, the linkages between this English course and other disciplines will not be set out in advance (say, in the syllabus) but will emerge in an engagement with the subject matter and, especially, with the students, who often bring to bear helpful disciplinary viewpoints.

8. a) 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.

b) Please explain overlap with any existing courses.

9. Method of teaching:

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

The method of teaching this course would be up to the instructor and would include any and all the means of instruction used in other upper-division English courses: lecture, discussion, student presentations, writing of all kinds and levels of formality, in-class exams, etc.

10. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
   This course has already been offered twice as a special topic course in the department and fulfills our current major requirement of one course in the "American Literature before 1900" category. Enrollment in other pre-1900 American courses (342, 343, 349, and special topics courses) has not altered as a result of this course having been offered. Generally speaking, the chair has made an effort not to schedule conflicting course offerings. No enrollment shifts are expected as a result of putting this class on the books.

   b) Address potential shifts in staffing of the department as it relates to the offering of this course:
   Here, too, no shifts are expected. Professor Duvall will likely be the only one teaching this class for some time to come and has already been teaching a special-topics version of it for two years, with a third offering of it expected in the Spring of 2009. There should be no staffing impact.

   c) Frequency of offering:
      each fall: ☐  each spring: ☐
      every two years: ☐  every three years: ☐
      other ☑ (Explain):

      This course could be offered once a year or on a less-frequent basis, depending on departmental needs.

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

   a) Staff:
      n/a

   b) Budget:
      n/a

   c) Library:
      n/a

12. Paste syllabus, reading lists, or any additional documentation that can help the

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

committee evaluate this proposal (a syllabus is mandatory).

see attached

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes  ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

14. Signature of Department Chair or Program Director:

Date: 1/23/09

15. Signature of Dean of School:

Date: 2/10/09

16. Signature of Provost:

Date: 2/24/2009

17. Signature of Business Affairs Official

Date:

18. Signature of Curriculum Committee Chair

Date: 3/26/09

19. Signature of Faculty Senate Secretary:

Date Approved by Senate: ____________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
In this course we will read a variety of American literary texts produced in the years between the beginning of the Civil War and 1900 and investigate, in particular, the literary genres of regionalism & local color, realism, and naturalism. The course will explore the complex relationships between literary genres/texts and culture in the late 19th century in the United States. Issues of special concern will include the literary markets of the late 19th century, gender and sexuality, race and ethnicity, class, urbanization, assimilation, capitalism, technology, and nationalism.

**Course Goals**

Students who successfully complete this course will have a firm grounding in American literary studies of the late 19th century and, ideally, will be able to

- define and explain key analytical terms for the study of American literature of the period, with attention to the contested nature of these terms (for example: realism, local color, and so forth)
- analyze and interpret late 19th century American literary texts as not merely reflecting, but also constructing culture
- identify and interpret key strands of American thought and ideology as they are developed within and across American literary texts from the period
- draw stylistic and thematic connections between literary texts of the period, across writers and genres, while also recognizing similar connections (and disjunctions) between texts in the period of study and those of other periods in American literary history
- recognize and analyze some of the “conversations” into which critics enter when they write about late 19th century American literature, and ideally, be able to “enter” into such conversations in their own writing.

**Assignments and Grading**

Your final class grade I will determine according to your performance on the tasks below, using a point system, in which you can earn approximately XXX points for the semester. (See below for how I will calculate the final grade.)

- **In-Class Writing (approx. 12% of the final grade)**
- **Miscellaneous Short Assignments (approx. 18% of the final grade)**
- **Critical Article Précis and Response (approx. 15% of the final grade)** – a summary of and response to an assigned critical article. The summary will indicate the rhetorical situation in which the article situates itself and will reiterate the article’s thesis, central claims, reasoning, and key evidence. The summary will be followed by an engaged and thoughtful response to the article. See the forthcoming assignment sheet for details. As a warm-up for this assignment, we will work together on one précis and response as a class.

**Required Texts**

- ENGL 3xx Course Packet
- *Crane, The Red Badge of Courage.* Dover [0486264653]
- *Jewett, Country of the Pointed Firs.* Dover [0486281965]
- Various handouts.
- **Midterm Examination (approx. 15% of the final grade)** — focusing on content knowledge, analysis, interpretation, and synthesis of connections between texts from the first half of the course.

- **Final Examination (approx. 15% of the final grade)** — cumulative, focusing on content knowledge, analysis, interpretation, and synthesis of connections between texts across the entire chronology of the course.

- **Researched Critical Paper (approx. 25% of the final grade)** — an eight-to-ten page argumentative, researched essay focused on analysis and interpretation of one or more of the literary texts covered in the class. An assignment sheet with the key details on the paper will be issued around mid semester. A proposal and a draft will be required.

**SAMPLE SEMESTER CALENDAR OF READINGS & ASSIGNMENTS (TWO DAY A WEEK SCHEDULE)**

<table>
<thead>
<tr>
<th>Day #</th>
<th>Texts/Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>CP = Course Packet; HO = handout; otherwise, assume reference to the <em>Heath Anthology</em> page ranges or chapter ranges in novels</td>
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</tr>
<tr>
<td>1</td>
<td>Introductions: to the course, to the late 19th century in America</td>
</tr>
</tbody>
</table>
| 2     | Literature of Reform; Proletarian Fiction; Sentimentalism, Realism, Regionalism, Naturalism  
*Life in the Iron Mills* (CP) |
| 3     | Sentimentalism  
Louisa May Alcott, "My Contraband" (652-65) and Sarah M. B. Piatt, "The Palace-Burner" (753-54) & "His Mother's Way" (755-56) |
| 4     | Regionalism  
Twain, *Old Times on the Mississippi*, Chapters 1-4 (CP) |
| 5     | Twain, *Old Times on the Mississippi*, Chapters 5-7 (CP) |
| 6     | Charles Egbert Craddock, *The Dancin' Party at Harrison’s Cove*" and “Over on the T’Other Mounting” (CP) |
| 7     | Realism  
William Dean Howells, *The Rise of Silas Lapham* [RSL], Chapters I-V |
| 8     | RSL, Chapters VI-XIII & Howells, from *The Editor’s Study* (258-59) |
| 9     | RSL, Chapters XIV-end |
| 10    | Henry James, "The Art of Fiction" (320-34) |
| 11    | Henry James, *Daisy Miller* (281-320) |
| 12    | Regionalism  
Mary E. Wilkins Freeman, "A New England Nun" & "The Revolt of Mother" (715-33) |
| 13 | Catch up and Midterm Examination Review |
| 14 | Midterm Examination |
| 15 | Hamlin Garland, "Up the Coulé: A Story of Wisconsin" (460-89) |
| 16 | Jewett, *Country of the Pointed Firs* (1-33) |
| 17 | Jewett, *Country of the Pointed Firs* (33-88)  
   Also read Coby Dowdell article (handout)  
   * Precis Worksheet Due * |
| 18 | George Washington Cable, "Tite Poulette" (187-201)  
   Alice Dunbar-Nelson, "Sister Josepha" (209-14)  
   Grace King, "The Little Convent Girl" (203-208) |
| 19 | Charles Chesnutt, "The Goophered Grapevine" and "Po' Sandy" (CP) |
| 20 | Ambrose Bierce, "Chickamauga" (455-59) |
| 21 | Naturalism  
   Stephen Crane, *Red Badge of Courage*  
   * Paper Proposals Due * |
| 22 | Jack London, "The White Silence" and "The Son of the Wolf" (CP) |
| 23 | Assimilation/Americanization  
   Zitkala-Sa, "Impressions of an Indian Childhood," "The School Days of an Indian Girl,"  
   and "An Indian Teacher Among Indians" (CP) |
| 24 | Individual Research Paper Conferences - No Class (appointments) |
| 25 | Individual Research Paper Conferences - No Class (appointments) |
| 26 | Sui Sin Far, "In the Land of the Free" (786-93) & Mary Antin, from *The Promised Land* (823-29) |
| 27 | Abraham Cahan, selections from *Yekl* (770-775) |
| 28 | Review for Final Examination  
   * Researched Critical Papers Due* |
| -- | * Final Examination* |
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **ENVT**

2. Course Number and Title: **ENVT 355: Environmental Studies Field Internship**
   Number of Credits: **1-3** Total hrs/week: **3-9**
   Lecture: ☐ Lab: ☑ Recitation: ☐ Seminar: ☐

For Independent study courses:
   Research: ☐ Field experience: ☐
   Clinical Practice: ☐ Internship: ☑
   Practicum: ☐ Independent Course Work: ☐

3. Semester and year when course will first be offered:
   **Fall 2009**

4. Catalog Description (please limit to 50 words):
   **Students apply knowledge learned in the classroom to a field experience with an organization that works on environmental issues. The internship involves substantial work with an organization, scheduled meetings with the program coordinator, and a significant writing project. Prerequisites: Junior standing, nine hours in the minor including ENVT 200, and permission of instructor.**

5. Check if appropriate: Humanities: ☐ Social Science: ☐ (meets minimum degree requirements)
   Check if appropriate: ☐
   This course will be cross listed with: **N/A**
   Rationale for cross listing: **N/A**
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

6. Prerequisites (or other restrictions):
   **Junior standing, nine hours in the minor including ENVT 200, and permission of instructor**

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

   a) What are the goals and objectives of the course?
      **To provide students with a practical field experience in which they can apply theories and knowledge attained in the classroom.**

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Proposal for a New Course

organizing principles of the major?

By providing students with an internship experience, we challenge them to apply diverse forms of knowledge learned in their minor program of study and we help students determine whether they wish to pursue careers related to the environment.

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

The internship course comes toward the end of the minor.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

This course is not available to non-minors.

8. a) 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

b) Please explain overlap with any existing courses.

N/A

9. Method of teaching:

Students will receive mentoring experiences by practitioners in the field, as well as regular consultation with the minor program coordinator.

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

Some students may opt to take the internship course rather than another 300-level ENVT course such as an Independent Study.

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

No new positions will be created; the ENVT program coordinator will become the designated program coordinator responsible for supervising student internships.

c) Frequency of offering:

- each fall: ☒
- each spring: ☒
- every two years: ☐
- every three years: ☐
- other ☐ (Explain): 

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

a) Staff:

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

None

b) Budget:

None

c) Library:

None

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

ENVT 355: Environmental Studies Field Internship
College of Charleston
Fall 2009

INSTRUCTOR: Tracy Burkett
88 Wentworth, Room 104
burkettt@cofc.edu
Phone: 953-7143 OFFICE HOURS: Tuesdays and Thursdays 8-10 a.m.
or send me an e-mail to make an appointment

The Environmental Studies (ENVT) Internship offers you a structured learning experience in which you perform service in a local agency that deals with environmental issues. You and I will maintain a regular dialogue with one another through written assignments and one-on-one contact. My role is to help you with problems you have at the internship site as well as facilitate learning opportunities that help you link your internship experiences with what scholars and practitioners have written about this line of work. In addition, the internship will hopefully give you a better sense of whether or not this is the career path you want to pursue after graduation.

TIME COMMITMENT

This internship requires you to work approximately 40 to 120 hours (40=1 hour credit, 80=2 hours of credit and 120=3 hours of credit) at your organization between approximately August 25th and December 1st. Please document the days and hours that you intern in the time log incorporated into the journal format (discussed below). Since you will turn the weekly time log in with your journals, I have also included a separate internship time log on page 5 of the syllabus for you to document your hours.
Proposal for a New Course

JOURNALS

Journals are beneficial for a number of reasons. First, journals provide a ‘record’ of your professional growth and development over the course of the semester; second, your journal entries may prove helpful when you are revising and updating your resume; third, writing about your experiences will help you to actively reflect on your internship and what you are learning; and, lastly, your journals serve as a record of accountability for me to evaluate what you are doing and how well you are doing it at the internship site.

You should complete a journal entry for each week that you intern during the semester. However, you only turn the journals in 5 times during the semester via WebCt (e.g., two weeks of journals will be turned in on September 7). I have provided an “Internship Journal Format” form in MS Word format on WebCT and you can complete your journals by typing on the form and saving it for each week that you intern. A new form should be used for each week.

Your journals should be typed, spell checked and edited and they should be uploaded on following dates by 5 p.m.:

- Internship journals week 1-2 Sept
- Internship journals week 3-4 Sept
- Internship journals week 5-6 Oct
- Internship journals week 7-8 Oct
- Internship journals week 9-10 Nov

JOURNALS, CONTINUED.

After I read your journals, I will always respond via WebCt with feedback. Often, I will ask you a series of questions to help tease out what it is that you are doing at the internship site and/or to challenge you to make connections between what you are doing and what you might have studied in your classes. I do expect you to respond to my questions within a few days of receiving the e-mail. Not doing so will negatively affect your grade as the journals are worth 25% of your final grade. If your journals are late and I have to send you e-mails to remind you that a journal was due, this too will negatively affect your grade.

SUGGESTIONS FOR WHAT TO INCLUDE IN YOUR JOURNAL (Adapted from Hood College)

Duties/ Projects:

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Proposal for a New Course

Duties you carried out this week
Any new projects that you were assigned or were working on and what they entailed
How these duties relate to your learning objectives
How you applied coursework completed at Hood College

New Skilled Learned/Training:
List any new skills that you learned this week
List any training that you undertook, whether it was organized training or individual training
How you improved your background in the field
Did you make any new professional contacts this week?

Observations:
Your personal observations about the organization, the structure, politics, communications and attitudes of people that you worked with or are working with
How your observations have changed from the previous week
The psychological, emotional, intellectual and physical requirements of this type of work

Reflections:
In hindsight, how could you have carried out your duties and projects differently?
How has what you learned this week affected your personal goals/objectives?
Can you relate any theoretical models of what you have learned in your classes to the practical work you carried out at the internship?
Is this a career direction you wish to pursue?
How would you change the structure of the organization at your internship site?

NOTE: You are not required to discuss each of the above items every week but you should do so when relevant. A “great” journal is thoughtfully written, showing that you’re processing and reflecting on your internship, not just marking off the hours.
Proposal for a New Course

RESEARCH PAPER

You are required to write a brief research paper on a topic that is interesting to you and relevant to the work you are doing at the internship site. Ideally, the paper will also reflect the topics relating to the classes you have taken for the Environmental Studies minor.

Your paper should include at least 5 academic research articles that have been published in peer-reviewed academic research journals in writing your paper (if you do not know what constitutes a peer-reviewed journal article, talk with me as not using research articles will negatively affect your grade. The paper should be 8-10 pages in length, typed, double-spaced and in 12-point font (with 1" margins). Please refer to the paper guidelines posted on WebCT for details.

By October 23rd, you should submit a one paragraph description of the paper you plan to write. If you are struggling to identify a topic, I am more than happy to help you think of one by suggesting topics that are represented in the research literature relating to your internship experience. This paper is worth 30% of your final grade.

INTERNSHIP SITE COORDINATOR'S EVALUATION

I will contact the internship site coordinator throughout the semester to inquire about your progress and performance. When possible, I will also make site visits. The coordinator's evaluation of you is worth 30% of your grade. A portion of this evaluation includes your completion of the required 120 hours.

SELF-EVALUATION AND ANALYSIS PAPER

The final assignment for your internship will be to complete a 4-5 page paper evaluating and analyzing your internship performance and experiences during the internship. A detailed set of guidelines for this paper are included below. The self-evaluation and analysis paper is worth 15% of your final grade.

POINT DISTRIBUTION

Journals 25%
Research Paper 30%
Site Supervisor's Evaluation 30%
Self-Evaluation and Analysis Paper 15%

FINAL LETTER GRADES

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Proposal for a New Course

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<tbody>
<tr>
<td>A</td>
<td>96.0-100%</td>
<td>C</td>
<td>74.0-76.9%</td>
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<td>A-</td>
<td>90.0-95.9%</td>
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<td>B+</td>
<td>87.0-89.9%</td>
<td>D+</td>
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<td>B</td>
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SELF-EVALUATION AND ANALYSIS PAPER GUIDELINES

The purpose of this paper is to reflect upon and evaluate your internship performance and experiences over the course of the semester. There are five main areas that I want you to consider in writing this paper: 1) your performance at the organization, 2) the organization's performance in terms of meeting its stated goals, 3) the influence of the internship experience on your intellectual, emotional, and professional development, 4) suggestions for how the internship could be improved for future interns at this site. I have provided guiding questions for each of these general topics below. You are not responsible for answering every question—they are provided to help you probe, dissect and synthesize your internship experiences. This paper should be 3-4 pages in length.

Guiding Questions

- **Your Performance:**
  - Describe the nature of your responsibilities as an intern and describe the extent to which you successfully completed those responsibilities.
  - During down times, did you ask your supervisor or other personnel for something to do or did you take initiative and create something to do?
  - Was the organization and its staff helpful in assisting you in accomplishing the goals you had for this internship?
  - What letter grade would you give yourself for your performance at the organization where you interned? Explain.

- **The Organization's Performance:**
  - What are the goals of this organization and its personnel (e.g., environmental protection, research, conservation, advocacy)?
  - How did you learn what the goals of the organization are? Were they explicitly stated? Was there a discrepancy between the formal goals of the organization and the actual practices adopted by personnel at your site?
  - In your opinion, how successful was this organization and its personnel in accomplishing those goals? If the organization failed to achieve its goals, discuss the social, cultural and organizational barriers that might have undermined the realization of those goals.
  - The supervisor of the internship site has asked you to identify three things the organization could do to be more effective; based on your observations and

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Proposal for a New Course

experiences, what would you tell her/him?

- Influence of Internship:
  o Was the work of this organization anything like you thought it would be prior to beginning the internship?
  o How were your attitudes about the work of this organization changed by the internship experience?
  o Would you like to work in an organization/occupation like this? Why or why not? What role did the internship experience play in your decision?
  o Is the organization where you interned portrayed in the media? If so, how was your internship experience different from or similar to that which is portrayed in the media?

- What advice do you have for students who intern at this site in the future?

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

   __________________________________________________________

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   __________________________________________________________
Proposal for a New Course

14. Signature of Department Chair or Program Director:
   
   [Signature]

   Date: 2-13-09

15. Signature of Dean of School:

   [Signature]

   Date: 2/16/09

16. Signature of Provost:

   [Signature]

   Date: 2/24/09

17. Signature of Business Affairs Official:

   [Signature]

   Date: ____________________

   Not needed

18. Signature of Curriculum Committee Chair:

   [Signature]

   Date: 3/06/09

19. Signature of Faculty Senate Secretary:

   ________________________________

   Date Approved by Senate: ________________________________

   Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

   (Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **International Studies**

2. Course Number and Title: **INTL 100 Introduction to International Studies**
   Number of Credits: 3  Total hrs/week: 3
   
   Lecture: ☒  Lab: ☐  Recitation: ☐  Seminar: ☐

   For Independent study courses:
   Research: ☐  Field experience: ☐
   Clinical Practice: ☐  Internship: ☐
   Practicum: ☐  Independent Course Work: ☐

3. Semester and year when course will first be offered:
   **Fall 2009**

4. Catalog Description (please limit to 50 words):
   This course introduces a base of knowledge, analytical skills, and a vocabulary of concepts useful both for understanding the multi-dimensional concerns of International Studies. Through an examination of international politics, economics, society, history, literature, and environment, this course will enhance the student's appreciation for an International Studies approach to issues associated with global development.

5. Check if appropriate: Humanities: ☒  Social Science: ☒  (meets minimum degree requirements)

   Check if appropriate: ☐
   
   This course will be cross listed with: _____
   Rationale for cross listing: _____
   
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

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?
   This course is a general introduction to International Studies concepts and analysis. Students will receive a broad foundation for later international courses which will lend greater depth and greater specificity
Proposal for a New Course
b) How does the course support the mission statement of the department and the organizing principles of the major?

The course attempts to operationalize the mission of the School of LCWA -- to "...prepare students to become knowledgeable, engaged citizens in an increasingly interconnected global society."

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

The course, along with two additional courses students may choose, will serve as the beginning of the proposed International Studies major.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

The course is conceived as an interdisciplinary course spanning a number of disciplines – economics, politics, history, sociology. By broadening the student’s horizon beyond their own world region, it supports the liberal arts tradition.

8. a) 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

b) Please explain overlap with any existing courses.

No other course exclusively addresses globalization at the 100 level. POLS 369 Politics of Globalization is an upper level course and many courses address the issue of globalization within the context of their specific content goals.

9. Method of teaching:

lecture and class discussion

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

The course will be offered each semester as part of the International Studies. There is little impact on college wide enrollments expected

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 three years: ☐
- other ☐ (Explain): ________

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

14. Signature of Department Chair or Program Director: [Signature]
   Date: 9/23/08

15. Signature of Dean of School: [Signature]
   Date: 9/23/08

16. Signature of Provost: [Signature]
   Date: 11/20/2008

17. Signature of Business Affairs Official: [Signature]
   Date: 

18. Signature of Curriculum Committee Chair: [Signature]
   Date: 2/17/08

19. Signature of Faculty Senate Secretary: 
   Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Syllabus modified from INTL 113 Macalester College, Nadya Nedelsky, Instructor

INTL 100 Introduction to International Studies

Instructor:

Course description:

The focus of this course is globalization. Though its definition is hotly contested, this concept encompasses the transnational linkages that increasingly characterize today’s world. It is, therefore, of central interest to International Studies. As an introduction to this field of study, the purpose of the course is to develop a base of knowledge, analytical skills, and a vocabulary of concepts useful both for understanding globalization and for further engagement with the multi-dimensional concerns of International Studies.

The course takes a four-layered approach. In the first, we examine “global” theories that seek broadly to explain the patterns of interaction and conflict that are likely to dominate our world in the near and longer-term. The second situates globalization in historical context by examining contacts between different communities during the period of British Empire. This offers a basis for comparing globalization in the current period with previous periods of interchange and imposition. The third unpacks the concept of globalization by focusing on the key sites of encounter across the various divisions that crisscross human existence. Specifically, we looks at the relationships between globalization and culture, people flows across state borders, nationalism and ethnicity, security, democracy, religious fundamentalism, gender, the environment, economics, and generations. We also explore the intersections between these various facets of globalization. Finally, the course brings the focus to the local level, examining particular cases in which larger processes play out. We will do this throughout the course.

Required Texts:

SAMPLE SYLLABUS


Overview of grade components:

1. Response/discussion paper: 15%
2. Final paper: 20%
3. Participation: 15%
4. Exam 1: 15%,
5. Exam 2: 15%
6. Exam 3: 20%

1. Response paper/presentation: due at class time on the date you have signed up for, worth 15%

Each student will write a 5-6 page, double-spaced response paper based on the readings for one class period (if there are more than 2 readings, choose 2).

In this paper, you should:

a) Give a concise summarization of the authors’ key argument or purpose in writing the piece (no longer than one half-page paragraph).

b) Identify three concepts central to the argument/analysis, along with definitions that you formulate (you can draw on the text, but do not simply copy a definition word-for-word).

c) Briefly assess the quality of the argument with regard to logic and evidence. Does the reasoning make sense? What evidence is offered to support it, and is it sufficient? What assumptions underlie the argument, and are they justified?

d) Introduce a recent situation through which a key issue raised by the readings can be explored. You may look at a case that is mentioned in the piece or one of your own choosing. You should read at least three background articles (one of which, if possible, should be from a scholarly journal) on the issue so that you are able explain in some detail its relevance to the particular theme of the course. You should also e-mail a brief piece (such as an online news article) to the class on the issue by 9 pm two days before class.
e) Indicate the normative implications (implications for such principles as justice, equality and fairness) of the theory/argument as applied to that case, and any other challenges/questions that the case raises for the theory/argument.

The presentation will be based on parts d-f of the paper. In presenting, you should not simply read the paper; you should prepare a presentation outline drawing on the paper that allows you to speak to, rather than read to, your audience. At the end, you should offer two questions for discussion.

For this paper, you should attend and then reflect on one session of the Roundtable. In roughly 4 double-spaced pages, you should: a) offer the gist of the arguments made in the presentation and by the respondents, and b) explain the relevance of the issues discussed to the study of International Studies. The paper should, therefore, include a brief articulation of your understanding of the purpose of International Studies as a field of inquiry. To put it another way, what, in your view, is the broader project of the International Studies major, and how did the specific Roundtable session contribute to that?

2. Final paper: worth 25% of the grade

The final project is a 15-page paper that will allow you to critically engage with the literature on a particular aspect of globalization. You will choose one of the topics in sections A through I of Part III of the course. The paper should articulate an understanding of what globalization means with regard to a particular category of analysis (such as “culture” or “gender”). You should develop this understanding by analyzing and linking concepts, context, processes, relationships, and implications (see below). You should draw on relevant course literature, but you should supplement this with your own research when necessary to address a particular aspect of the paper. Specifically, you should:

a) First, in the introduction, define the paper’s purpose, offer a synopsis of your argument, and outline the paper’s organization.

b) Define the key concepts that are the subject of your analysis. Include here a discussion of any debates surrounding the proper definition of these concepts, and an explanation of why you have chosen your particular definition.

c) Situate your analysis in the relevant historical context. Has anything resembling current developments with regard to your topic happened in the past? Can you find at least one major historical example? You may need to provide your own research to answer this, but if you find evidence in the course readings, you can use that.
SAMPLE SYLLABUS

d) Explain the processes through which globalization is occurring with regard to your topic. How and by what means is it happening?

e) Analyze the key implications of the globalization of your particular category of analysis. In other words, what/who is being affected by the processes you identify, and how? Here, you should critically assess the literature on your topic. Which arguments are the strongest in terms of logic and evidence? Which are weakest? In this section, you should draw on at least 4 outside sources to assess the strength of the evidence offered by the course readings on your topic. Of these four, at least one source (if possible) should offer a evidence and/or analysis of the situation that disagrees with the course literature.

Here you should also examine the relationships between your topic and one other dealt with in the course. How do they intersect, and what are the implications of the processes/encounters you are focusing on for the other topic? Offer two real-world examples of such intersection (not more than one of which should have been introduced by a response paper).

g) In your conclusion, you should draw together and integrate the different aspects of your analysis to offer a concluding statement on the nature and importance your chosen facet of globalization.

3. Participation: worth 15% of the grade

This is not primarily a lecture course. Active participation is a requirement. To facilitate discussion, each class period each student should bring one question for discussion to class. It can be anything that struck you as interesting or puzzling in the readings. If you feel uncomfortable speaking up in class, please let me know so that we can consider strategies that will make this easier for you.

4, 5 and 6: Two one-hour exams, worth 15% of the grade and one worth 20%

Please note:

- Attendance is mandatory. You may have three unexcused absences.

- If you have not made alternative arrangements with me before the due date, late papers will be deducted half a grade per day that they are late. Papers must be in hard copy, not e-mailed, unless we have expressly agreed otherwise.

- Plagiarism
Plagiarism is considered the worst academic offense. I will lead to failure in this
SAMPLE SYLLABUS

course at the minimum. I am interested in what you have to say, not in your regurgitating what someone else says. Regurgitation is for birds.

Plagiarism is the verbatim repetition, without acknowledgment, of the writings of another author. All significant phrases, clauses, or passages, taken directly from source material must be enclosed in quotation marks and acknowledged either in the text itself or in footnotes/endnotes.

Borrowing without acknowledging the source.

Paraphrasing the thoughts of another writer without acknowledgment. Allowing any other person or organization to prepare work which one then submits as his/her own.

Grading Scale:

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<th>Grade</th>
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Course Schedule:

Introduction

Wednesday, August 26: Welcome to the course

Friday, September 10: Introduction: How should we approach the task of defining globalization? What sorts of issues and processes are we confronting?
• Croucher, "Globalization and Belonging," Chapter 1, pp. 9-42.

Monday, August 31
• Jerry H. Bentley, "Cross-cultural contacts and exchanges," handout

I. The Global Picture: Key Debates

(Unless otherwise noted, all readings are in O'Meara, Mehlinger, and Krain)

Wednesday, September 2
• Samuel Huntington, "The Clash of Civilizations?"
SAMPLE SYLLABUS

- Fouad Ajami, “The Summoning"

Friday, September 4
- Benjamin R. Barber, “Jihad vs. McWorld”

Monday, September 7
- Robert D. Kaplan, “The Coming Anarchy”

Wednesday, September 9
- Eisuke Sakakibara, “The End of Progressivism: A Search for New Goals”

II. Historical background: Empire

Friday, September 11: video: Queen Victoria's Empire (begin reading Ferguson)

Monday, September 14
- Ferguson, Introduction and Chapters 1-3

Wednesday, September 16
- Ferguson, Chapters 4 and 5

Friday, September 18
- Ferguson, Chapters 6 and Conclusion

III. Zooming In: Globalization and....

A. Culture

Monday, September 21
- Peter L. Berger, “Four Faces of Global Culture”
- Madelaine Drohan and Alan Freeman, “English Rules”
- Joshua A. Fishman, “The New Linguistic Order”

Wednesday, September 23
- David Rothkopf, “In Praise of Cultural Imperialism?”
- The Economist, “Culture Wars”
- John Tomlinson, “Cultural Imperialism,” handout

Friday, September 25: Exam 1
B. People flows and state borders

Monday, September 28
• Croucher, Chapter 2, “Reconfiguring Citizenship”

Wednesday, September 30
• Kenichi Ohmae, “The Rise of the Region State”
• Janet Ceglowski, “Has Globalization Created a Borderless World?”
• Anne-Marie Slaughter, “The Real New World Order”

Friday, October 2:

Monday, October 5
• Joseph Carens, “The Case for Open Borders” (handout)

C. Nationalism and ethnicity

Wednesday, October 7
• Croucher, “Nation-Shaping in a Postmodern World”

Friday, October 9
• Croucher, “Constructed Ethnicities, Global Contingencies”

D. Security

Wednesday, October 14
• Kofi Annan, “The Politics of Globalization”

Friday, October 16
• David Keen, “Organised Chaos: Not the new World We Ordered”
• Walter Laqueur, “Postmodern Terrorism”

E. Visions of political community: democracy and religious fundamentalism

Monday, October 19
• Francis Fukuyama, “The End of History?”
SAMPLE SYLLABUS

• Fareed Zakaria, “The Rise of Illiberal Democracy”

Wednesday, October 21
• Robert D. Kaplan, “Was Democracy Just a Moment?”
• Larry Diamond, “The Globalization of Democracy,” handout

Friday, October 23 (readings are handouts)
• Salman Rushdie, “Imaginary Homelands”
• Bikhhu Parekh, “The Rushdie Affair: The Research Agenda for Political Philosophy”

Monday, October 26
• Tahar Djaout, The Last Summer of Reason

Wednesday, October 28
• Tahar Djaout, The Last Summer of Reason, continued

Friday, October 30 (readings are handouts)
• Shahla Haeri, “Obedience versus Autonomy: Women and Fundamentalism in Iran and Pakistan”
• Ann Elizabeth Mayer, “The Fundamentalist Impact on Law, Politics, and the Constitution in Iran”
• Azar Nafisi, Reading Lolita in Tehran, excerpt

Monday, November 2: Exam 2

F. Gender

Wednesday, November 4
• Croucher, Ch. 5, “Gendering Globalization, Globalizing Gender”

Friday, November 6 (both readings available through Mac library online, via Expanded Academic ASAP)

Monday, November 9 (handouts)
• Susan Moller Okin, “Is Multiculturalism Bad for Women?”
SAMPLE SYLLABUS

• Martha Nussbaum, “A Plea for Difficulty”

Wednesday, November 11: Film (TBA)

G. The Environment

Friday, November 13
• Vinod Thomas and Tamara Belt, “Growth and the Environment: Allies or Foes?”
• Bill McKibben, “A Special Moment in History”
• Eugene Linden, “The Exploding Cities of the Developing World”

H. The Economy

Monday, November 16
• Jeffrey Sachs, “International Economics: Unlocking the Mysteries of Globalization”
• Dani Rodrik, “Sense and Nonsense in the Globalization Debate”

Wednesday, November 18
• Lester C. Thurow, “New Rules: The American Economy in the Next Century”

Friday, November 20:
• Tupac Amaru Revolutionary Movement, “Neo-Liberalism and Globalization”

I. Generational and Cultural Intersections: White Teeth

Monday, November 23
• Chapters 1-10

Monday, November 30
• Chapters 11-20

Wednesday, December 2: course wrap-up

Friday, December 4: Exam 3
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **International Studies**

2. Course Number and Title: **INTL 300 Comparative Methodology in International Studies**
   Number of Credits: 1  Total hrs/week: 1
   Lecture: □  Lab: □  Recitation: □  Seminar: ☑

For Independent study courses:
   Research: □  Field experience: □
   Clinical Practice: □  Internship: □
   Practicum: □  Independent Course Work: □

3. Semester and year when course will first be offered: **Fall 2010**

4. Catalog Description (please limit to 50 words):
   *This course is designed to give International Studies majors a formal base in international comparative methodology and provide a means for weaving together the various disciplinary perspectives encountered in the multidisciplinary IS curriculum.*

5. Check if appropriate: Humanities: □  Social Science: □  (meets minimum degree requirements)
   Check if appropriate: □
   This course will be cross listed with: ______
   Rationale for cross listing: ______
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   **Required for all International Studies majors:** IS majors must normally take IS 300 between 18 and 21 hours of the International Studies major

6. Rationale/justification for course (consider the following issues):
   a) What are the goals and objectives of the course?
      *The course is designed to ensure that IS majors following different concentrations made up of courses from many disciplines have a common approach and methodology with which to integrate their academic experience*
Proposal for a New Course

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

The course attempts to operationalize the mission of the School of LCWA -- to "...prepare students to become knowledgeable, engaged citizens in an increasingly interconnected global society."

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

The course enhances the middle of the major by lending cohesion to a multidisciplinary curriculum in the student's concentration

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

NA

8. a) 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.

NA

b) Please explain overlap with any existing courses.

While there are method courses in other disciplines that teach comparative methods (amongst others) none is designed specifically for students pursuing a multidisciplinary curriculum

9. Method of teaching:

lecture; class discussion seminar

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

none anticipated - larger issue will be necessary tracking of IS students to ensure that they are enrolled according to their progress in the major

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

course will be taught by new hire in IS or other IS associated faculty who volunteer to teach

c) Frequency of offering:

each fall: ___ each spring: ❑
every two years: ❑ every three years: ☐
other ☐ (Explain): __________

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

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

a) Staff:
   see IS major proposal

b) Budget:
   see IS major proposal

c) Library:
   see IS major proposal

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

attached

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☒ yes ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

      new major - see IS major proposal

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

14. Signature of Department Chair or Program Director:
   ________________________________
   Date: 2/9/09

15. Signature of Dean of School:
   ________________________________
   Date: Feb 9, 2009

16. Signature of Provost:
   ________________________________
   Date: ____________________________

17. Signature of Business Affairs Official
   ________________________________
   Date: 3/24/09

18. Signature of Curriculum Committee Chair
   ________________________________
   Date: ____________________________

19. Signature of Faculty Senate Secretary:
   ________________________________
   Date Approved by Senate: __________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **International Studies**

2. Course Number and Title: **INTL 495: International Studies**
   Number of Credits: 3    Total hrs/week: 3
   
   Lecture: ☐   Lab: ☐    Recitation: ☐   Seminar: ☐

   For Independent study courses:
   Research: ☐   Field experience: ☐
   Clinical Practice: ☐   Internship: ☐
   Practicum: ☐   Independent Course Work: ☐

3. Semester and year when course will first be offered: **Spring 2010**

4. Catalog Description (please limit to 50 words):
   The International Studies Capstone provides IS majors with a culminating integrative experience at the end of the major. Students from the various Concentrations will come together to explore and analyze a major international event, problem or phenomenon, sharing the perspectives and tools they have gained in their diverse studies.

5. Check if appropriate: Humanities: ☐   Social Science: ☐ (meets minimum degree requirements)

   Check if appropriate: ☐
   This course will be cross listed with: ______
   Rationale for cross listing: ______
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   **24 hours of a declared International Studies major**

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

   a) What are the goals and objectives of the course?
   The IS Capstone course is conceived as being the "end of the major" and will bring together students from all the Concentrations into one class where they will share with each other the different perspectives gained in their Concentrations and work towards a dynamic synthesis of an international studies perspective.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

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

The IS Capstone is consistent with the program's mission to "...prepare students to become knowledgeable, engaged citizens in an increasingly interconnected global society." The major is designed around Concentrations and the Capstone is viewed as the means of harmonizing the efforts of all Concentrations.

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

The IS Capstone is the end of the major

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

N/A

8. a) 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

b) Please explain overlap with any existing courses.

NONE

9. Method of teaching:

The IS Capstone will be taught as a seminar

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

As a seminar exclusively for IS majors there will be minimal impact college wide. In the first three years the course will be offered once each spring serving a major base of up to 50-60 majors

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

INTL 495 will be staffed new hires made in LCWA for International Studies. Faculty in other departments who teach in the IS program may teach the IS capstone if they choose to do so. The Capstone course will be offered once per year in the first three years and will require one faculty member participating in the IS program to staff it.

c) Frequency of offering:

Each fall: [ ] Each spring: [X]
Every two years: [ ] Every three years: [ ]

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

other □(Explain): ______

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

   a) Staff:
      Funding is already available for a faculty position to staff this course

   b) Budget:
      n/a

   c) Library:
      n/a

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

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☒ yes □ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      New major in International Studies

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

14. Signature of Department Chair or Program Director:

Date: 9/2/08

15. Signature of Dean of School:

Date: 9/13/08

16. Signature of Provost: Susan J. Morrison

Date: 11/20/2008

17. Signature of Business Affairs Official

Date: __________________

/ not needed RFP

18. Signature of Curriculum Committee Chair

Date: 12/1/08

19. Signature of Faculty Senate Secretary:

Date Approved by Senate: __________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
International Studies Capstone: Social Movements

The International Studies Capstone provides IS majors with a culminating integrative experience at the end of the major. Students from the various Concentrations will come together to explore and analyze a major international, event, problem or phenomenon, sharing the perspectives and tools they have gained in their diverse studies. This semester the topic of inquiry will be Social Movements and how they intersect with a society’s politics, economics, and culture.

[This is only an example of how a capstone of this type would be organized – this is not a full-blown syllabus]

Students will explore and analyze social movements from the perspectives of their concentrations. Those with Area Studies concentrations will look at social movements in their regions (or/and country of focus) and those students in Thematic Concentrations - like Comparative Literature – will look at the phenomenon from theirs. The course will be conducted as a seminar. Students will come prepared to discuss reading assignments and make class presentations of research.

I. What are social movements? Under what conditions do they arise and to what purpose? What is the relationship of social movements to civil society? To the State?

READINGS:


*Theorizing Social Movements* by Joe Foweraker, Publisher: Pluto Press, 1995

*Popular Intellectuals and Social Movements: Framing Protest in Asia, Africa, and Latin America* by Michiel Baud and Rosanne Rutten (Editors) Cambridge University Press 2005

*Social Movements: Identity, Culture, and the State* by Nancy Whittier, Belinda Robnett, Belinda Robnett (Editors), Oxford University, 2002

II. Social movements and democracy and Society: Africa, Asia, Latin America, Europe.

READINGS:


*Social Movements and Democracy in Africa* by Agnes Ngoma Leslie. Taylor & Francis, 2006
Critical Reviews
Each student will submit two critical reviews of one of the readings in each section (3 page minimum per essay). Each student will make one class presentation of an essay.

Research Project
Each student will research and write a 10-15 page paper focusing on social movements in their region or within the theme of their concentration. Paper project will be divided into four tasks - 1. Construction of the research design and topic. 2. Draft. 3. Final paper. 4. Oral class presentation.

The final grade will be computed as follows:

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Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Jewish Studies

2. Course Number and Title: Jewish Studies 280: Southern Jewish History
   Number of Credits: 3   Total hrs/week: 3
   Lecture: ☒  Lab: ☐  Recitation: ☐  Seminar: ☐
   For Independent study courses:
   Research: ☐  Field experience: ☐
   Clinical Practice: ☐  Internship: ☐
   Practicum: ☐  Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Spring 2010

4. Catalog Description (please limit to 50 words):
   A study of the Jewish experience in the South from the colonial period to the present. Themes include the Jewish encounter with race and racism, the experience of Jewish women, the nature of Southern antisemitism, and whether the case of Charleston reflects the broader narrative of Southern Jewish history.

5. Check if appropriate: Humanities: ☒  Social Science: ☐ (meets minimum degree requirements)
   Check if appropriate: ☐
   This course will be cross listed with: ______
   Rationale for cross listing: ______
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

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 familiarize students with the experience of Jews in the South.

   b) How does the course support the mission statement of the department and the organizing principles of the major?
      Jewish Studies is a minor, not a major. This is one of a number of courses that students could take to fulfill that minor. The course examines a
Proposal for a New Course

significant field in American Jewish history, one that is likely to be of special interest to our students, many of whom are from the South, and all of whom are studying here.

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

Again, Jewish Studies is not a major; see above for its role in the minor.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

This class should appeal to students with interests not just in Jewish Studies, but also in history, political science, and sociology.

8. a) 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.

There should be no significant effects on other departments.

b) Please explain overlap with any existing courses.

None.

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:

None expected.

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

None expected. Adam Mendelsohn will arrive here next year as a new tenure-track faculty member, and this is a main scholarly field for him. He expects to teach this course regularly for the foreseeable future.

c) Frequency of offering:

each fall: □ each spring: □
every two years: □ every three years: □
other □(Explain): ______

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

a) Staff:

None.

b) Budget:

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

None.

c) Library:
None.

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

Syllabus attached.

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☑ yes ☐ no

b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

Changes to JWST minor (form attached)
Proposal for a New Course

14. Signature of Department Chair or Program Director:

Date: 1-27-09

15. Signature of Dean of School:

Date: 1-28-09

16. Signature of Provost:

Date: 1/28/2009

17. Signature of Business Affairs Official

Date: __________________

18. Signature of Curriculum Committee Chair

Date: 2/23/09

19. Signature of Faculty Senate Secretary:

Date Approved by Senate: __________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Southern Jewish History

Adam Mendelsohn

Course Requirements

1) Class discussion will count for 10% of your grade.

2) You will be required to write three short response papers (max 2 pages each) over the course of the semester reviewing and summarizing the assigned readings for any three weeks of your choice. These papers should distill the major arguments made by the authors, and highlight their strengths and weaknesses. The best two of your response papers will together count for 20% of your final grade. These must be submitted no later than end of the week for which the readings are assigned.

3) You will be required to write one research paper of 10 pages that involves research using primary sources. One class will be devoted to developing techniques for conducting original research. Students will be introduced to the historical collections held by the library, as well as to other accessible sources of historic newspapers and documents. A list of suggested topics will be provided to you. Other research topics related to Southern Jewish history are possible provided that a written one-page description of the topic is submitted by September 25 and approved by the instructor. Each student will be expected to meet with the instructor during the week of October 26-30 with a rough draft of the research paper. The completed paper is due November 30, and will count for 40% of your final grade.

4) A final exam to be held during exam week will count for 30% of your final grade.

Week One:
Is Southern Jewish History Distinctive?

Mark Bauman, The Southerner as American: Jewish Style (Cincinnatii, 1996).


Week Two:
Southern Jews in the Colonial Era:


**Week Three:**
**Becoming Southern**


**Week Four:**
**Southern Jewish Women**


**Week Five:**
**Judaism Southern Style**


Week Six:
Jews and Slavery


Week Seven:
The Civil War


Adam Mendelsohn, “‘A Struggle Which has Ended so Beneficently’: A Century of Jewish Historical Writing About the American Civil War,” American Jewish History 92 (December 2004): 437-454.

Week Eight:
Jews and Reconstruction


**Weeks Nine and Ten:**

**Anti-Semitism in the South:**


**Week Eleven:**

**Jews and Race in the Post-Civil War South**


Week Twelve and Thirteen:

**Jewish Struggles with Civil Rights:**


Week Fourteen:

**Recent Trends within Southern Jewish Life**


Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Jewish Studies**

2. Course Number and Title: **Jewish Studies 250: Jewish Mysticism**
   Number of Credits: 3  Total hrs/week: 3
   Lecture: ☒  Lab: ☐  Recitation: ☐  Seminar: ☐

   For Independent study courses:
   Research: ☐  Field experience: ☐
   Clinical Practice: ☐  Internship: ☐
   Practicum: ☐  Independent Course Work: ☐

3. Semester and year when course will first be offered:
   **Fall 2012 (the course is now scheduled as a special topics class for Fall 2009)**

4. Catalog Description (please limit to 50 words):
   A study of the major forms of Jewish mysticism, particularly Kabbala – the dominant expression of Jewish mysticism since the 13th century – and its modern manifestations in the Hasidic movement. Readings include both secondary and primary sources, in English translation.

5. Check if appropriate: Humanities: ☒  Social Science: ☐ (meets minimum degree requirements)

   Check if appropriate: ☐
   This course will be cross listed with: ______
   Rationale for cross listing: _______
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

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 familiarize students with the main expressions of mysticism in the Jewish tradition, and their often uneasy relationship with the more mainstream and normative expressions of Judaism, which tend to be more legalistic and rationalist.

   b) How does the course support the mission statement of the department and the
Proposal for a New Course

organizing principles of the major?

Jewish Studies is a minor, not a major. This is one of a number of courses that students could take to fulfill that minor. The course examines a significant if often marginalized strand in the Jewish tradition, one that is likely to be of special interest to a number of our students, who are often drawn to mystical strands within religious traditions.

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

Again, Jewish Studies is not a major; see above for its role in the minor.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

This class should appeal to students with interests not just in Jewish Studies, but also in religious studies, history, and sociology.

8. a) 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.

There should be no significant effects on other departments. Religious Studies now offers a course on Mysticism and Religious Experience, but that course is much more general, covering a range of different traditions. The two courses should not compete with one another.

b) Please explain overlap with any existing courses.

None.

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:

None expected.

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

None expected. Joshua Shanes has already taught this course as a special topics course, and he expects to offer the class on a permanent basis.

c) Frequency of offering:

<table>
<thead>
<tr>
<th>each fall: ☐</th>
<th>each spring: ☐</th>
</tr>
</thead>
<tbody>
<tr>
<td>every two years: ☐</td>
<td>every three years: ☒</td>
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<tr>
<td>other ☐(Explain): ______</td>
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</tr>
</tbody>
</table>

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

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

a) Staff:  
None.

b) Budget:  
None.

c) Library:  
None.

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

Syllabus attached.

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☒ yes ☐ no

b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

Changes to JWST minor (form attached)
Proposal for a New Course

14. Signature of Department Chair or Program Director:

Date: 2/23/09

15. Signature of Dean of School:

Date: ________________________________

16. Signature of Provost:

Date: 2/24/2009

17. Signature of Business Affairs Official:

Date: ________________________________

18. Signature of Curriculum Committee Chair:

Date: 3/26/09

19. Signature of Faculty Senate Secretary:

Date Approved by Senate: ________________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Jewish Mysticism

Instructor: Joshua Shanes
Email: shanesj@cofc.edu
Office: 216 Jewish Studies Building
Phone: 953-3929
Office Hours: Tuesday/Thursday 1-2 and by appointment

Course Description

Hasidism, the most important expression of Jewish mysticism in the modern period, is also a much misunderstood movement whose origins to this day remain the subject of contentious debate among scholars. Beginning with a survey of pre-Hasidic kabbala and early modern Jewish life in Eastern Europe, this course will examine some of the most important questions relating to the first generations of Hasidism, including: magical and mystical aspects of its founder’s personality (the Besht), the spread of Hasidism under his disciples, the role of prayer and Torah study in early Hasidism, and the Tzaddik (Hasidic saint) as a new type of spiritual and social leader. We will also discuss the relationship between Hasidism and the Jewish community (Kahal) and the meaning of the movement for Jewish women. We will conclude with a discussion of opposition to Hasidism, its motives and consequences, and the history of the movement as it spread throughout Eastern Europe in the nineteenth century and throughout the world in the twentieth.

Course readings include both primary and secondary texts, but class discussion will focus heavily on reading and analysis of texts from Hasidic literature in English translation.

Course Requirements

Although this class assumes no prior background, this is an advanced seminar. Students must complete extensive secondary and primary readings - in advance of each session – and participate actively in class discussion. Please bring assigned readings to each class. There will be three short papers (~1000 words each) responding to the readings, as well as a term research paper (~2500 words) due at the end of the semester. Topics for the research paper must be approved by the instructor. Bibliographies with at least 6 refereed sources not on the syllabus are due by the end of the sixth week of class.

Note on late assignments

Because discussion on days in which written assignments are due will be based on the assignments themselves, it is extremely important that these short essays be submitted on time. Late submissions will therefore be penalized one grade per class session. In the event of a personal emergency that prevents your submission of the term paper at the end of the semester, please see me to make arrangements for an “incomplete” grade for the course.
Honor Code

The Honor Code of the College of Charleston forbids cheating, attempted cheating and plagiarism. A student found guilty of any of these offenses will receive a grade of “XF” in the course, and may be subject to additional penalties such as suspension or expulsion from the College, at the discretion of the Honor Board. See the College of Charleston Student Handbook for definitions of these offences. If you have questions about what practices constitute cheating or plagiarism, please come and talk to me.

Grading

Attendance and participation: 20%
Short essays: 40%
Term paper: 40% (including mandatory oral presentation)

Readings

Textbooks are available for sale at the College Bookstore. Other readings are available on the library e-reserves page – students must print these out and bring them to class.

1) Norman Lamm, The Religious Thought of Hasidism: Text and Commentary

2) Gershon Hundert, Essential Papers on Hasidism: Origins to Present

3) Moshe Rosman, Founder of Hasidism

4) Arnold Band, Nahman of Bratslav: The Tales

5) Allan Nadler, The Faith of the Mitchnagdim

6) Daniel Matt, The Essential Kabbala

Schedule

Week 1
Tuesday, January 9  Introduction: What is Hasidism?
Thursday, January 11 Jewish Mysticism before Hasidism (I): Introduction to Kabbala

Daniel Matt, The Essential Kabbala, 1-19 plus assigned excerpts
Week 2  
Tuesday, January 16  
Jewish Mysticism before Hasidism (II)  

Thursday, January 18  
Jewish Life in 18th Century Eastern Europe  

Week 3  
Tuesday, January 23  
The Background and Revelation of Rabbi Israel Baal Shem Tov  
M. Rosman, *Founder of Hasidism*, 143-58  
E-reserves: Ben-Amos and Mintz, eds., *In Praise of the Baal Shem Tov*  

Thursday, January 25  
The Besht as a Baal Shem  
M. Rosman, *Founder of Hasidism*, 127-42  
E-reserves: Ben-Amos and Mintz, eds., *In Praise of the Baal Shem Tov*  

Week 4  
Tuesday, January 30  
The Besht as Leader  
Norman Lamm, *The Religious Thought of Hasidism*, 541-556  
E-reserves: Ben-Amos and Mintz, eds., *In Praise of the Baal Shem Tov*  

Thursday, February 1  
The Besht as Mystic  
E-Reserves: Rachel Elior, *Mystical Origins of Hasidism*, 72-84  
E-reserves: Ben-Amos and Mintz, eds., *In Praise of the Baal Shem Tov*
Week 5
Tuesday, February 6

Who formed the “Circle” of the Besht?

Ada Rapoport-Albert, “God and the Zaddik as the Two Focal Points of Hasidic Worship,” in Essential Papers on Hasidism, 299-329

M. Rosman, Founder of Hasidism, 159-186

E-reserves: Immanuel Etkes, The Besht, 249-58

Thursday, February 8

Dov Ber, the Maggid of Mezrich: Crystallization and Diffusion of the Besht’s Teachings


FIRST SHORT ESSAY DUE IN CLASS TODAY (FEBRUARY 8)

Week 6
Tuesday, February 13

The Maggid’s Disciples


Thursday, February 15

The Tzaddik: Multiple models of a New Institution

S. Dubnow, “The Maggid of Miedzyrzecz, His Associates, and the Center in Volhynia (1760-1772), in Essential Papers on Hasidism, 67-75


N. Lamm, The Religious Thought of Hasidism, 251-270 and skim texts

BIBLIOGRAPHY DUE TODAY (FEBRUARY 15)

Week 7
Tuesday, February 20

Shneur Zalman of Liady and the Beginnings of Habad

Thursday, February 22

Torah Study and Prayer in Early Hasidism (I)


N. Lamm, The Religious Thought of Hasidism, 173-178, 219-223 and skim texts
<table>
<thead>
<tr>
<th>Week 8</th>
<th>Tuesday, February 27</th>
<th>Torah Study and Prayer in Early Hasidism (II)</th>
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<tr>
<td></td>
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<td>Mordecai Wilensky, &quot;Hasidic-Mitnagdic Polemics in the Jewish Communities of Eastern Europe: The Hostile Phase&quot; in <em>Essential Papers on Hasidism</em>, 244-71</td>
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<td>Thursday, March 1</td>
<td>&quot;Worship through corporeality&quot; and its consequences</td>
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<td>N. Lamm, <em>The Religious Thought of Hasidism</em>, 323-4, 453-9 and skim texts</td>
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<tr>
<td>Week 9</td>
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<td><strong>SPRING BREAK</strong></td>
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<td>Week 10</td>
<td>Tuesday, March 13</td>
<td>Mitnagdim as an Alternative Religious System</td>
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<td>Allan Nadler, <em>The Faith of Mitnagdim</em>, 1-102, 151-177</td>
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<td></td>
<td>Thursday, March 15</td>
<td>Hasidim, Mitnagdim and Maskilim</td>
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<td>Raphael Mahler, &quot;Hasidism and the Jewish Enlightenment&quot; in <em>Essential Papers on Hasidism</em>, pages TBA</td>
</tr>
<tr>
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<td></td>
<td>Allan Nadler, <em>The Faith of Mitnagdim</em>, 127-50</td>
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<td><strong>SECOND SHORT ESSAY DUE IN CLASS TODAY (March 15)</strong></td>
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<tr>
<td>Week 11</td>
<td>Tuesday, March 20</td>
<td>Hasidism in the 19th Century: Ruzhyn and the Regal Way</td>
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<td>Thursday, March 22</td>
<td>Nahman of Bratslav: Origins and Philosophy of the &quot;Dead Hasidim&quot;</td>
</tr>
<tr>
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<td>Arnold Band, <em>Nahman of Bratslav: The Tales</em>, Forward, 9-25, 29-39 and tales 1, 5, 6, 8, 9 and 12 (these are mostly just a few pages long)</td>
</tr>
<tr>
<td>Week 12</td>
<td>Tuesday, March 27</td>
<td>The Hasidic Story</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>E-reserves:</strong> G. Nigel, &quot;New Light on the Hasidic Tale and Its Sources,&quot; in <em>Hasidism Reappraised</em>, 345-53</td>
</tr>
</tbody>
</table>
THIRD SHORT ESSAY DUE IN CLASS TODAY (March 29)

Week 13
Tuesday, April 3
Contemporary Hasidic Communities

Stephen Sharot, “Hasidism in Modern Society,” in Essential Papers on Hasidism, 511-31

E-reserves: Alan Mintz, Hasidic People: A Place in the New World, TBA

Thursday, April 5
Film: A Life Apart

Week 14
Tuesday, April 10
Lubavitch, the Rebbe and the Messiah

E-reserves: D. Berger, The Rebbe, the Messiah, and the Scandal of Orthodox Indifference, TBA

E-reserves: Aviezer Ravitsky, Messianism, Zionism and Jewish Religious Radicalism, 181-206

Thursday, April 12
Discussion with Rabbi Hesh Epstein, Emissary of the Lubavitcher Rebbe to Columbia, SC

Week 15
Tuesday, April 17
Paper presentations

Thursday, April 19
Paper presentations
Curriculum Committee
Proposal for a New Course

1. Department: Management and Entrepreneurship

2. Course Number and Title: MGMT 402 Leading Organizational Change
   Number of Credits: 3
   Total hrs/week: 3
   Lecture: 3
   Lab: 0
   Recitation: 0
   Seminar: 0

   For Independent study courses:
   Research: 
   Field experience: 
   Clinical Practice: 
   Internship: 
   Practicum: 
   Independent Course Work: 

3. Semester and year when course will first be offered: Fall 2009

4. Catalog Description (please limit to 50 words):
   This course exposes class members to central issues surrounding the reality of implementing large-scale change in organizations. New understandings of organization change, and about you as change agent and recipient, will provide provocative insights into managing everyday work life as well as organizational change programs.
   (45 words)

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

   Check if appropriate:
   This course will be cross listed with: _NA_
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   MGMT 301; Senior Standing

(Form was approved by FCC on 04/18/06 and replaces all others.)
6. Rationale/justification for course
   (consider the following issues):

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

   The 'organization of the future' has arrived. As everyone in organizations is experiencing
   in some fashion, change is ubiquitous. The pace and complexity of change, however,
   pose a critical challenge to all change agents: implementing change. Even when
   everyone seemingly comprehends the imperative for change, the typical response is to
   underestimate – or even fail to understand – the dilemmas inherent in the process of
   change. The fundamental goal of this course is to provide students with the intellectual
   resources needed to manage change in the business organizations they will subsequently
   join.

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

   The mission of the Department of Management and Entrepreneurship is to contribute to
   innovation in the region through teaching, research, and service. Innovation involves, if
   not requires, organizational change. Students who are prepared for this dramatic
   alteration in their organizational lives will be in a much better position to create, and
   manage, the process of innovation.

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

   This course provides an important addition to the upper-level electives available to MGMT
   majors.

   (b) For courses used by non-majors, how does the course
       support the liberal arts tradition including linkages with
       other disciplines:

   This course is unlikely to be used by non-majors.

8. (a) 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 are affected.

   (b) Please explain overlap with any existing courses.

   No overlap with courses currently in the Catalog.

(Form was approved by FCC on 04/18/06 and replaces all others.)
9. Method of teaching:

The teaching method concentrates on focused discussion, but also includes cases, several individual projects and occasional lectures.

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

As an additional senior-level elective, this course will attract some of the existing Management majors. On the other hand, as some of the senior-level courses are required, there is not likely to be a large shift in current enrollment patterns.

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

Offering this course will not change the existing staffing of the Department.

(c) Frequency of offering:
   each fall: x ___  
every two years: ___  
other (Explain): ____  
   each spring: ___  
every three years: ___

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

   (a) Staff:  NONE.

   (b) Budget:  NONE.

   (c) Library:  NONE.

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

A syllabus is attached.

(Form was approved by FCC on 04/18/06 and replaces all others.)
13. Signature of Department Chair
   or Program Director:  
   Date: 1/27/09

14. Signature of Dean of School:  
   Date: 1/28/09

15. Signature of Provost:  
   Date: 2/12/09

16. Signature of Business Affairs Official:  
   Date: 2/3/09

17. Signature of Curriculum Committee Chair:  
   Date: 3/26/09

18. Signature of Faculty Senate Secretary:  
   Date Approved by Senate:  

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
MGMT 402
LEADING CHANGE in CONTEMPORARY ORGANIZATIONS
Class Hours: TR 12:15-1:30
Dr Gordon Dehler

e-mail: dehlerg@cofc.edu

To 'manage change' is wishful thinking, implying as it does that one not only knows where to go and how to get there but can persuade everyone else to travel there. To 'cultivate change' is something different, suggesting an attitude of growth, of channeling rather than controlling, of learning not instruction.
- Charles Handy [1993] in Understanding Organizations

Resources:


Harvard Business School cases/articles available from study.net.

Course Overview: The 'organization of the future' has arrived. As everyone in organizations is experiencing in some fashion, change is ubiquitous. The pace and complexity of change, however, pose a critical challenge to all change agents: implementing change. Even when everyone seemingly comprehends the imperative for change, the typical response is to underestimate – or even fail to understand – the dilemmas inherent in the process of change. This is in large measure because change is as much, if not more, emotional, political, and symbolic as rational. As Richard Pascale notes in HBR, the most critical problem confronting organizations trying to change is that the 'whole burden of change typically rests on so few people.'

This course exposes class members to central issues surrounding the reality of implementing large-scale change in organizations. New understandings of organization change, and about you as change agent and recipient, will provide provocative insights into managing everyday work life as well as organizational change programs.

Those who haven't been through a transition yet will be convinced
I'm exaggerating or have found only odd people to work with.
- Jeanie Daniel Duck in The Change Monster

Frank Bama says sometimes the best navigators don't know where they're going until they get there - and then they still don't know!!
Learning Objectives:

1] Conceptualize change as a learning process and what that means for managing change.
2] Understand how the need for change may be rational, but how other perspectives come into play in the change process, e.g., emotional, political, cultural/symbolic.
3] Distinguish between organization development v. organizational transformation, incremental v. discontinuous, evolutionary v. revolutionary change.
4] Develop an appreciation for what it means to 'manage' rather than 'control' change.
5] Create strategies for envisioning and implementing large-scale organization change.
6] Foster an appreciation for the importance of managing context rather than 'people.'
7] Practice skills in employing different perspectives, i.e., 'thinking outside the box.'

Expectations of Students: My expectation is that you will come to class 'prepared.' Of course, my definition and yours may differ! So to clarify, to me it means both reading and thinking about the material. I don't want to reduce the class to 'lecture' [believe me, you don't either!!]. Hence, your challenge in preparation is to determine how you can 'add value' to a particular class, perhaps by relating a personal experience, by critiquing a change endeavor in your own organization, by engaging others in class via 'skillful discussion,' or providing unique interpretations/applications of the readings. This is up to you; the ultimate success of the class depends on your contributions.

Some Advice about Attendance: Quite simply, I expect students to come to class unless they can't. If you cannot attend class for some reason, then I would expect to be notified prior to class, e.g., e-mail or voicemail. Also, attendance does not constitute 'contribution.' Attendance is a basic expectation just as your employer expects you to come to work but not reward you for merely being present, i.e., it is a necessary but not sufficient requirement for contributing to class.

Instructional Pedagogy: This class will employ a variety of approaches to learning, including: some [minimal] lecturelets, lots of video, extensive class discussion and dialog, in-class group discussions, and participatory activities. Key prerequisites include an open mind, a sense of humor and willingness to truly listen and comprehend what others have to say.

Evaluation Schema:  SportsGear case analysis: 10%  Asda speech: 20%
Cin-Made case analysis: 30%  Chapter 1: 40%

Changes in latitudes. Changes in attitudes.
Nothing remains quite the same.
-Jimmy Buffett
COURSE PROJECTS

Overview: Following is a list of the learning endeavors expected of all class members as well as a brief, general description of what is expected. They are designed to facilitate and enhance your learning in the class, i.e., provide you with an opportunity to create personal understandings and meaning. What you put into this is going to influence what you get out of the class. I have provided page guidelines to convey relative emphasis only. I expect [and reward] parsimonious writing; that is: good writing is precise, concise and transforms knowledge rather than merely [re]telling documented information. [You have heard me say this before!] Critical and analytical thinking is best communicated via the written word. [If I don't 'get it,' then it's your responsibility to write it clearly enough so that I do 'get it'!] [See Dehler 1996 on WebCT for elaboration]

The Projects:

1] **Case Analysis: The Empowerment Effort that Came Undone** [2 pages]
Analyze the change initiative at SportsGear. Pay particular attention to the roles people assume, especially Mr Marlow, the place of resistors, how the team managed the process, and the actions of the CEO. After your initial analysis, assume Mr Griffin did not leave the presentation and speculate as to what might have occurred in that instance.

2] **Archie Norman’s Speech to Asda Executives** [1-2 pages]
Mr Norman has asked for your help, as an outside consultant, to craft his opening remarks with his management team. Specifically, write out his initial comments. Recall that this is a make-or-break effort for Asda, so make it good!

3] **Case Analysis: Empowerment or Else [Cin-Made]** [2-3 pages]
This is a ‘culminating’ analysis for the course. Provide a rich description/interpretation of what Mr Frey did at Cin-Made to transform his organization. Thus, you should include such aspects as the place of values, urgency, outcomes, power, leadership, and the process of change itself as it unfolded. Use case ‘facts’ to support your analysis, but also include your own views/assumptions of such aspects as the emotional challenge, e.g., Duck.

4] **Chapter One of your book** [8-10 pages]
Write 'Chapter 1' of your book on organization change. Drawing from your reading and thinking on the subject of organization change, develop the opening chapter of your book that addresses what organization change really is and how to make it happen [in your organization]. Some things that might be expected in this chapter include title, your [original] model of the [real] change process, the contribution your book will make and the insights to be gained by reading it, and a chapter-by-chapter discussion of the rest of the book. [2 copies]

For anyone immersed in equilibrium, it is not easy to recognize it as a threat because it often wears the disguise of an advantage.
- Pascale, Millemann & Gioja in *Surfing the Edge of Chaos* [2000]
  The danger lurking in many discussions of organizational change is that
  the whole thing starts to sound much simpler than it is. ... The sad fact
  is that, almost universally, organizations change as little as they must,
  rather than as much as they should. [Kanter, Stein & Jick, 1992, p.4]

We will not gain anything unless we also work at resolving a fundamental failure
of our organizations - the failure to match people with work that gives them joy.
- Dick Richards in *Artful Work*

I have always begun a writing project with a loose idea of a story
but without actually knowing where I'm going or how I'm getting there.
- Jimmy Buffett in *A Pirate Looks at Fifty* [1998, p. 11]

Articles from *Fast Company Magazine*

Profiles in Change.

US Mint
John Chambers
Pascale
Disrupter
Positive Deviant
Learning for a Change.
Your Job is Change
Practical Radicals
Fight. Learn. Lead.
His People are as Good as Gold
The Change Agent Blues
How Skandia Generates Its Future Faster
Change
Grassroots Leadership

www.fastcompany.com/feature/change/intro.html
www.fastcompany.com/feature/change/workshop.html
www.fastcompany.com/feature/change/pioneers.html
www.fastcompany.com/feature/change/smith.html
www.fastcompany.com/feature/change/bjurstrom.html
www.fastcompany.com/online/30/usmint.html
www.fastcompany.com/online/48/chambers.html
www.fastcompany.com/online/45/pascale.html
www.fastcompany.com/online/52/friend.html
www.fastcompany.com/online/41/sterin.html
www.fastcompany.com/online/24/seenge.html
www.fastcompany.com/online/39/jobischange.html
www.fastcompany.com/online/38-radicals.html
www.fastcompany.com/online/04/wargames.html
www.fastcompany.com/online/30/fortknox.html
www.fastcompany.com/online/34/rftf.html
www.fastcompany.com/online/06/skandia.html
www.fastcompany.com/online/08/change.html
www.fastcompany.com/online/33/ford.html
# COURSE SCHEDULE

**KEY:**  
- h/o = class handout  
- FC = Fast Company  
- WB = Burke book  
- HBRoC = HBR on Change book  
- Duck = Change Monster  

*NOTE: Boldface = assignment due that class meeting*

<table>
<thead>
<tr>
<th>Wk</th>
<th>Day/s</th>
<th>Topic/Reading/Assignment</th>
</tr>
</thead>
</table>
| 1  |       | **The Oxymoron of Change: Planned Change** [We've got to have a plan – but nothing goes according to plan]  
Introduction: Course design; expectations  
Non-sense: What logic becomes as we cross the delta from reason to chaos.* |
| 2  |       | **Looking to the Future: Crystal Ball or the Rearview Mirror?**  
WB: 1, 2 [pp19-26, 32-36]  
Duck: ch 1-2  
[h/o] Stacey 1992  
FC #45: p130 How Business Is a Lot Like Life |
| 3  |       | Failed Dollars and Successful Quarters  
Case: FC #30: p330 Mint Condition  
Distracted: Not inattention, but the refusal to involve oneself in issues that have no relevance over one's life.  
Age of Access: The age we are already in, in which connectivity drives toward the access of everyone to everyone, everything to everything, and everything to everyone; it impels new political and economic structures based on access, not scarcity. |
| 4  |       | **Just Faking It: Change is a Good Thing** [But not too much or we might have to really change] [with due respect to Otis Reading+]  
WB: 3, 5  
Duck: ch 3-4  
HBRoC: Kotter; Goss et al.  
FC #24: p178 Learning for a Change [Peter Senge] |
| 5  |       | **Leading Change 1: Leaders Matter**  
[h/o] HBR Case: The Empowerment Effort That Came Undone  
1-pg analysis  
+I can't do what ten people tell me to do [so I guess I'll remain the same]. |
Changing an organization is inherently and inescapably an emotional human process. – Jeanie Duck in The Change Monster [2001]

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6

Change or Die [Change and Die?]
HBRoC: Collins & Porras
HBR: Change Without Pain [Abrahamson 2000]
FC #65: p115 Innovation Now! [Gary Hamel]
FC #55: p88 Is This Company Beyond Repair? [Novalux] Reflection/analysis due

Slinky Theory: A theory of social history based on the premise that at any given moment society is either contracting toward consensus or expanding toward the exploration of endpoints.

7

Making Sense of Transformation: Exploring Change Models
WB: 4, 7 [pp143-150, Table 7.2: pp165-166], 8 [pp175-179, 183-188]
Duck: ch 5-7
[h/o] Nadler 1995
h/o] Case: Royal Dutch/Shell

Unrules: A form of corporate discipline built on the premise that in a chaotic world the company with the fewest rules prevails.

8

Leading Transformation [The Ultimate Oxymoron?]
WB: 11
HBRoC: Martin
HBR: Leading Change When Business Is Good [IBM/Sam Palmisano]
FC #88: p112 IBM’s Management Makeover
FC #85: p52 Inside the Mind of Jeff Bezos [Amazon]

Cultural Schizophrenia: The modern condition born of a disconnection between attitudes and behaviors, between the world as it is presented and the world as we intuit it to be.

9

Leading Change II: The Renewal Imperative
HBS Case: Asda [and the UK grocery industry] Archie’s remarks

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Yesterday’s success has never mattered less. Today’s success has never been more fragile. Tomorrow has never been more uncertain. And the courage to lead the kind of change that it takes to survive ... in this world has never been in such short supply. ... Going forward, your only weapon is systemic, radical innovation. In these suddenly sober times, the inescapable imperative for every organization must be to make innovation the all-the-time, everywhere capability.
– Gary Hamel in Innovation now! [Fast Company, 2002]
The dramatic reduction in CEO tenure confirms that many leaders do not have the knowledge, the skills, or perhaps the will to transform their companies.
- Michael Beer & Nitin Nohria in Breaking the Code of Change [2000]

It's the Culture [Stupid]; Change Can't Change Can't!!
FC #89: p54  The Fabric of Creativity [WL Gore]
FC #51: p106  How EDS Got Its Groove Back
FC #55: p54  Planned Parenthood’s 25-Year Plan

Intelligent Disobedience: What seeing-eye dogs are taught – essentially that they are to obey unless they have a better idea.

Manage the Context, Not the People [or The ‘Beaner’ Follows Behavior]
Duck: ch 8-10
HBRC: Duck; Strebel
HBR: Communities of Practice: The Organizational Frontier
FC #87: p106  Ford’s Escape Route
FC #85: p73  Lighting the GE Way
HBS Case: Oticon A/S: Project 330

Flight Impulse: The tendency of everyone between the ages of 45 and 50 to seek a completely different lifestyle and actively plot their escape.

Concede or Persist?: The Challenge of Change
WB: 9 [pp195-209]
Duck: ch 11-14
FC#39: p140  Your job is change [Robt. Reich]
FC#38: p162  Practical radicals
HBR: Empowerment Or Else [1993]  Analysis/reflection due

Enlightened Anxiety: Anxiety cannot be erased because it is a natural reaction to a world in extreme flux. Rather, it must be embraced and used.

Find Creative People ... Or Create People?
FC #89: p75  The 6 Myths of Creativity [Teresa Amabile]
FC #35: p274  The Most Creative Man in Silicon Valley [Michael Ray]
FC #75: p104  Out of the Box [Ideo]

Disharmonious Conjunctions: The organizing principle of a chaos world. Nothing can be planned. Nothing happens as part of a predictable chain of events. Decision making is driven by random convergences.
We all live on the great, dynamic web of change. ... If knowledge is an artifact, and innovation is the result of interaction on the web, then the way for us to better manage change is to become acquainted with the interactive process.
- James Burke in The Pinball Effect

Homophily: The tendency of objects, when in close proximity, to assume characteristics of each other.

Oxymoronic Future: A future formed by the infinite repetition of disharmonious conjunctions.

Dr D. Can We Get There from Here?
[Well, where do you think ‘there’ is, Mark?]
WB: 12
HBR: Why change programs don’t produce change [1990]
HBR: Tipping Point Leadership [2003] Ch 1 due

Glossofacilia: A tendency to use very large words to explain very small phenomena. Glossofacilia drives the complexify rather than simplify and is the natural instinct of reactionaries to an age of change.

Values-based Management: Management based not on objectives, but on a finite number of incontrovertible beliefs never subject to a proof test.

Dehler, Gordon E

From: Blose, Julia E
Sent: Wednesday, January 21, 2009 1:38 PM
To: Thal, Karen I; Dehler, Gordon E; Evans, Jocelyn D
Subject: FW: curriculum proposals for November School meeting (2007)
Attachments: acct 444 form.pdf, acct 444 syllabus.doc; ENTR 360 form.pdf; MGMT 402.pdf; newcourse_form ECON 444.doc; Internship Course Requirements_ECON Fall 2007.3.doc; newcourse_form FINC 444.doc; Internship Course Requirements_FINC Fall 2007.3.doc; changecourse_form financ2.doc

Hello:

Looking back at my records, it looks like my last contact with the mgmt 402 proposal was the message below sent to the School prior to our Nov 2007 faculty meeting.

I generally did not forward proposals beyond this point in the process. The chairs and/or proposal author forwarded them once they were approved by the School, unless someone specifically requested that I move their proposal forward for them. I have no record/recollection of any such request for this particular course.

I also did not generally make any kind of adjustments to the proposal at any time during the process for fear I would make an error (since I wasn't the original author). As you will note from the message below, the mgmt 402 file as attached needs to be updated with new title as approved by the SBE Curriculum Committee and School.

Gordon...let me know if you would like me to help to get the required signatures at this time. Aside from the chair, the dean is the next signature needed. The curriculum committee chair mentioned on the form is the chair of the FCC at the college level. (No signature is required of the School's curriculum committee). You can also access the FCC's website with key deadlines and spring meeting dates at cofc.edu/~currcomm.

Please accept my apology for not having a better system in place to make sure this kind of thing didn't happen and let me know if I can help now.

Julie

From: Blose, Julia E.
Sent: Tue 10/30/2007 1:53 PM
To: BAEcon
Subject: curriculum proposals for November School meeting

The SBE Curriculum Committee has reviewed and approved the attached proposals (with the exception that MGMT 402 was approved with the course title "Leading Organizational Change"). Please take a moment to read over them so they might be discussed and voted on at our next School meeting on Tuesday, November 6.

The proposals are:
1. New Course - ACCT 444, Accounting Internship
2. New Course - ENTR 360, Special Topics in Entrepreneurship
3. New Course - MGMT 402, Leading Change in Contemporary Organizations (approved with the new title "Leading Organizational Change")
4. New Course - ECON 444, Economics Internship
5. New Course - FINC 444, Finance Internship
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Hispanic Studies

2. Course Number and Title: PORT 291
   Number of Credits: 03  Total hrs/week: 03
   Lecture: ☒  Lab: ☐  Recitation: ☐  Seminar: ☐

For Independent study courses:
   Research: ☐  Field experience: ☐
   Clinical Practice: ☐  Internship: ☐
   Practicum: ☐  Independent Course Work: ☐

3. Semester and year when course will first be offered:
   FALL 2010

4. Catalog Description (please limit to 50 words):
   This course introduces the fundamental structures of Portuguese, emphasizing writing and pronunciation while contrasting and comparing Spanish to Portuguese. Students will develop reading comprehension abilities in order to become independent readers while learning relevant cultural aspects of the Portuguese-speaking world.

Note 1: Pre-requisite: Spanish native speakers, Spanish majors or minors, or those who have completed 15 hours or more in college-level Spanish. All other students need consent of the instructor, based on oral interview and written exam.

Note 2: This class meets 3 days a week; a one-hour practicum conversation class is strongly recommended. This class covers language structures of PORT 101-202 in one semester. Upon successful completion PORT 291 students will not be able to receive credit towards their language requirement in any PORT 101-202 level and vice-versa.

5. Check if appropriate: Humanities: ☐  Social Science: ☐ (meets minimum degree requirements)

Check if appropriate: ☐
   This course will be cross listed with: ______
   Rationale for cross listing: ______
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

5. Prerequisites (or other restrictions):
   Spanish native speakers, Spanish majors or minors, or those who have completed 15 hours or more in Spanish. All other students need consent of the instructor, based on oral interview and written exam.

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

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

   6.1. Most Portuguese students either already know Spanish or are studying Spanish. They are not true beginners. Considering that the Portuguese language comprises more than sixty per cent of the structure and vocabulary of Spanish, the sequence PORT 101-202 is a very slow option for those students already fluent in Spanish. On the other hand, students cannot skip an introductory level like PORT 101 and go to PORT 201 or 202 because they miss the basics of Portuguese included in PORT 101-102. The traditional PORT 101-202 sequence has proved inadequate for Spanish speakers in terms of the speed in which the material is presented. With this sequence, Spanish speakers end up harming their ability to learn Portuguese because of the slow pace, and can obstruct the learning progress of non-Spanish speaking students because usually SS demand more than NSS.

   Having two levels in the same class (Spanish speakers and non-Spanish speakers creates such a heterogeneous class that fast Portuguese for Spanish speakers is an attractive option for students who want to learn another language.

   6.2. This course will increase the Latin American and Caribbean Studies program's range of classes focused on the Portuguese-speaking world. The course will allow more students to focus on the Portuguese language and culture of Brazil, a country that plays a major role in Latin America. This course, as already approved by the LACS program, will be part of CORE I – LACS major.

   6.3. The International Business program will also greatly benefit from this course, whose development is being funded by the School of Business and Economics through its Title VI A grant. The CoFC, through bilateral agreements with some Brazilian universities initiated by federal FIPSE grants, sends students to Brazil. This course will help generate more interest in studying abroad in Brazil, and in studying subjects related to Brazil here at the College. Due to its intensive nature, PORT 291 is a fast way to introduce those students who are already interested to the language and culture of Brazil. Advanced knowledge of the Portuguese language will especially benefit students traveling abroad, allowing them greater opportunities to benefit from their experiences. Considering that Brazil is the largest U.S. commercial partner in South America, and that the Brazilian economy is currently the third largest in the world, learning the Portuguese language is a boon for International Business.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

6.4. The Linguistics students can also benefit from this course, when comparing the similarities and differences between Portuguese and Spanish and internalizing general rules of language development. Goals: To develop students' reading, writing, and speaking skills in order to be able to communicate satisfactorily in Portuguese; to prepare students to take 300 level Portuguese classes. Students will learn the basic linguistic and grammatical structures of the Portuguese language through comparison and contrast of Spanish with Portuguese.

Objectives:
(1) To offer an intensive course of Portuguese in the Depart. of Hispanic Studies.

(2) To develop students' four basic language skills (listening, speaking, reading, and writing) in Portuguese through meaningful and contextualized communication in order to initiate and sustain a conversation. In particular, to develop students' reading abilities in order to allow them to become independent readers.

(3) To have students compare the similarities and differences between Portuguese and Spanish in order to internalize the general rules of language evolution.

(5) To introduce the students to the culture of Brazil.

(6) To provide LACS students one course that introduces them to the language and culture of Brazil and enable them to acquire reading and speaking abilities in Portuguese.

(7) To prepare International Business students to study in Brazil.

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

(1) The Department of Hispanic Studies seeks to promote and to develop knowledge and appreciation of Portuguese language, and guide students towards further studies in Portuguese. This is a course for students who already know Spanish and want to study Portuguese as their second or third foreign language, and want a quick jump into the language.

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

N/A

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

This class is appropriate for any student with a strong background in Spanish who desires to pursue more in depth studies in any field utilizing Portuguese.

8. a) 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. Upon completion of PORT 291, students will have an overview of the language and culture of Brazil. Both the International Business Program and the Latin American and Caribbean Studies program see PORT 291 as an important component of their programs and support the class. In addition, students from the Department of Hispanic Studies and in the Linguistics Minor Program will also benefit, as the course will expand their knowledge of Romance languages and how these languages have evolved historically.

b) Please explain overlap with any existing courses.

N/A

9. Method of teaching:

Teaching combines lecture and a number of interactive, task-oriented, and social situations. The course emphasizes the “Five C’s” of language learning: communication, cultures, connections, comparisons, and communities. In addition to this, an approach using a contrastive analysis of Portuguese and Spanish will be used. One day per week will be devoted toward reading and writing; readings assignments will focus on cultural information and will be emphasized in class by discussion. Writing assignments will be reviewed and edited several times, and will be taught as a process. Though in-language verbal communication will be required, students will be strongly encouraged to take PORT 291-C in order to further develop their conversational skills.

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

Twenty to twenty five students

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

N/A

c) Frequency of offering:

- each fall: ☐
- each spring: ☑
- every two years: ☐
- every three years: ☐

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course
other ☐ (Explain): ______

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

   a) Staff:  
       N/A

   b) Budget:  
       N/A

   c) Library:  
       N/A

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

   Supplement

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes  ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

       ______

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

14. Signature of Department Chair or Program Director: [Signature]
   Date: 2-25-09

15. Signature of Dean of School: [Signature] for David Cohen
   Date: 2/26/09

16. Signature of Provost: [Signature] Susan J. Morrison
   Date: 3/10/2009

17. Signature of Business Affairs Official
   [Signature]
   Date: [Signature]

18. Signature of Curriculum Committee Chair
   [Signature]
   Date: 3/24/09

19. Signature of Faculty Senate Secretary:
   [Signature]
   Date Approved by Senate: [Signature]

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
1. Goals
This course of Portuguese for Spanish Speakers gives in one semester an overview of the basic structures of the Portuguese language. The course will compare and contrast aspects of Spanish and Portuguese, focusing on the grammar, linguistic structure, and the sounds, rhythm, and intonation of Portuguese. Additionally, the course will provide an introduction to the culture of the Portuguese speaking-world. The course integrates the "five C’s" of language acquisition: communication, cultures, connections, comparisons, and communities. The four primary language skills (reading, writing, listening, and speaking) will be developed, with emphasis placed on spoken and written expression. Upon completion of Portuguese 291 students will be able to take Portuguese courses at the 300 level.

2. Objectives
- Students will be able to satisfactorily read and communicate orally and in writing, becoming aware of the differences and similarities between Portuguese and Spanish.
- Students will learn to pronounce the language accurately and will recognize what sound the instructor is pronouncing or talking about. Students will become familiar with the Portuguese intonation and timing—important elements that distinguish Portuguese from Spanish.
- Students will develop their reading abilities in order to become independent readers capable of reading authentic, primary texts in Portuguese (from simple documents to the discourse of newspapers, magazines, articles, and literary texts).
- Additional section-specific objectives for are included in each chapter of the required textbook.

3. Description of the class
The class will meet three days a week. Two of the three days are allocated to communicative activities, including oral practice and grammatical presentations comparing and contrasting Portuguese and Spanish; the third day is devoted to reading and writing. Music will be used in class to help students to acquire aural perceptions of the distinctions between Portuguese and Spanish, specifically in rhythm and intonation. Out of class assignments are an integral component of the intensive nature of the course, and will include homework (implementing audio and video elements), and three compositions. Compositions will be reviewed and edited several times as part of a continuous, dialogical process of written language acquisition. Students’ progress will be evaluated in terms of participation, homework, three compositions, four tests, and a final oral and written exam. I expect that this course will require at least two additional hours (per day of class) of study outside of the classroom in order to keep up the assignments. Port 291 – C, Conversation class for communicative activities, is strongly recommended.
4. Policies

4.1. The Honor Code of the College of Charleston forbids cheating and plagiarism. As a student here, you have signed the Honor Code. Thus you bound to the College’s policies and are required and to adhere to the Honor Code in this class. Any suspected violations will be referred immediately to the Judicial Board. Violations include any type of cheating on tests, final exams, and also copying homework assignments and using the Lab Translator.

4.2. Fridays are usually days for tests and homework. Graded homework may assigned for any day, generally a week before it is due. You will have the answer key for your homework. It is your responsibility to make necessary corrections and ask for clarification from the instructor, if necessary, before the day of the test.

4.3. You will be assigned homework and compositions. Late assignments will receive half credit; full credit for late assignments is not possible.

4.4. It is the student’s responsibility to keep track assignments and in-class content. If you miss a class, ask a colleague or contact me—via telephone, email or in person—regarding pertinent material covered in class, including upcoming assignments.

4.5. Required compositions are due on Mondays. Writing, as a cognitive process, involves several drafts in order to add, delete, change, modify, and reorganize the text in terms of vocabulary, grammar, ideas, and style. This means that several drafts will be required for each composition. Readings will be assigned prior to each composition in order to expand students’ range of vocabulary, grammar, and stylistic elements. Compositions will feature reviews by the instructor and by peers, and will be subject to both the instructor’s corrections and self-correction. The instructor will act as facilitator in this process. Every draft will be graded as a final draft until all corrections are made to generate the final product; however only the numerical grades assigned to the last two drafts and the final draft will be averaged to produce a student’s grade for the composition (with the final draft weighted more than the preliminary ones). Students must submit at least two ‘rough’ drafts in addition to a final draft, and must also submit any and all corrections (e.g., reviewers’ comments or marked up paper copies of preliminary drafts). Failing to submit at least three total versions will result in penalties.

4.6. The book Ponto de Encontro: Portuguese as a World Language is required for every class, and is available locally at the CoFC Bookstore and at University Books. Please note that the entire set (textbook, workbook, and answer key) is required. The audio and visual components of the student activities manual are available online through the Publisher’s website (see below) and are necessary for completing many homework assignments; the video is also available online through the CoFC server. Additionally, many supplemental activities are available on the publisher’s Ponto de Encontro Companion website. Address: <http://wps.prenhall.com/wl_klobucka_ponto_1>
You may need to download RealPlayer first. Address: <http://www.real.com/player/index.html>

4.7. Attendance and class participation improve the class and your grade. Regarding attendance, two absences (excused or unexcused) will be allowed without penalties. Your third absence will result in your final course grade being lowered by one letter grade (e.g.: B+ to B). Another letter will be lowered for each following absence. Five absences at most will be tolerated: at absence #6 you will be immediately dropped from this class, and a final grade of “WA” (Withdrawn due to Absences) will be assigned.

Note: a grade of “WA” translates into an “F” in GPA calculations and on your official transcripts
Regarding participation, active participation is expected. For each time you come and participate in class, you will be given a grade (A, B, C, etc) that will be figured out into your final grade. If you do not come to class, you will have a zero for participation that day. You must sign a sign-in sheet everyday. Mispronunciation or lack of fluency will not affect your participation grade. Therefore, try to participate as much as you can!

4.8. It is strongly recommended that you enroll in and take the Conversation Practicum Class (one credit, one hour per week) in order to improve your conversational skills.

4.9. Tutorial sessions are available to you free of charge at the Tutorial Center, in the Library. Appointments are required.

4.10. Office hours are to help you. Take advantage of them and see me. If you cannot make it to my designated Office Hours, please contact me to set up an appointment. I strongly encourage you to see me regularly, before problems arise: do not expect advice or assistance on a test day or on the day an assignment is due.

4.11. “Bate-Papo” means to chat, in Portuguese. The Portuguese Labguage Club will be holding Bate-Papos every other week, after week 2. These events are a wonderful opportunity to use your oral communication skills outside of the classroom environment. I encourage you to come to the Bate-Papos to meet other Brazilians and/or Portuguese language students and teachers.

5. Materials
5.2. One dictionary Portuguese/Spanish or Portuguese/English. Suggested
5.3. One course packet with readings from the following books: Required
    (O que é o Brasil? pp.7-12; A casa, a rua e o trabalho pp. 13-20; Um racismo ‘à
    brasileira’ pp. 21-28; O carnaval pp. 37-44; O ‘jeitinho’ brasileiro, pp. 45-56)
  • África e Brasil Africano. Marina de Mello e Souza. São Paulo: Editora Ática. (O século
    XX e os africanos no Brasil, pp. 162-167).
  • Nós e os outros. Histórias de diferentes culturas. São Paulo: Ática, 2006. (pp. O índio,
    Edson R. Dos Passos, pp.21-13).
    mães, Fernando Sabino, pp.50-52; Coração materno – Paulo Mendes Campos, pp. 42-44;
    Turco, pp. 29-30; Aula de inglês-Rubem Braga, pp. 55-57)
    imaginário – Moacyr Scliar, pp. 15-19)
5.4. Reference books:
6. Grade components

<table>
<thead>
<tr>
<th>Grade components</th>
<th>Grading scale (CofC scale)</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 tests: 35%</td>
<td>73-76: C</td>
</tr>
<tr>
<td>Final Exam: 25%</td>
<td>70-72: C-</td>
</tr>
<tr>
<td>Oral Exam: 15%</td>
<td>69: D+</td>
</tr>
<tr>
<td>Participation: 10%</td>
<td>66-68: D</td>
</tr>
<tr>
<td>Compositions: 15%</td>
<td>65: D-</td>
</tr>
<tr>
<td></td>
<td>Below 65: F</td>
</tr>
</tbody>
</table>

7. Criteria for participation grade in Portuguese

<table>
<thead>
<tr>
<th>The “A” student:</th>
<th>The “D” student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Shows initiative</td>
<td>1) participates grudgingly</td>
</tr>
<tr>
<td>2) Initiates and maintains interaction with fellow students and the instructor</td>
<td>2) Speaks most English or Spanish in small group activities</td>
</tr>
<tr>
<td>3) Shows leadership in group activities</td>
<td>3) Generally does not cooperate in small group activities</td>
</tr>
<tr>
<td>4) Almost never uses English or Spanish in communicative interactions</td>
<td></td>
</tr>
<tr>
<td>5) Try to ask questions only in Portuguese</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The “B” student:</th>
<th>The “F” student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Shows willingness to participate</td>
<td>1) Is always obviously unprepared for discussion</td>
</tr>
<tr>
<td>2) Cooperates fully in discussions and group activities although may not necessarily be the leader</td>
<td>2) Is disruptive, prevents other students from hearing, etc</td>
</tr>
<tr>
<td>3) Answers readily when called upon</td>
<td>3) Refuses to participate in class activities. Is disgraceful to other students and the instructor</td>
</tr>
<tr>
<td>4) Elaborates somewhat on answers</td>
<td></td>
</tr>
<tr>
<td>5) Occasionally resorts to English or Spanish</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>The “C” Student:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1) Participates more passively than actively</td>
</tr>
<tr>
<td>2) Speaks mostly English or Spanish in discussions and small group activities</td>
</tr>
<tr>
<td>3) Generally does not cooperate in small group activities</td>
</tr>
<tr>
<td>SEMANA</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td>1</td>
</tr>
<tr>
<td>2</td>
</tr>
<tr>
<td>3</td>
</tr>
<tr>
<td>4</td>
</tr>
<tr>
<td>5</td>
</tr>
<tr>
<td>6</td>
</tr>
<tr>
<td>7</td>
</tr>
<tr>
<td>SEMANA</td>
</tr>
<tr>
<td>---------</td>
</tr>
<tr>
<td>-8-</td>
</tr>
<tr>
<td>-10-</td>
</tr>
<tr>
<td>-13-</td>
</tr>
<tr>
<td>-14-</td>
</tr>
</tbody>
</table>
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Hispanic Studies

2. Course Number and Title: PORT 291-C
   Number of Credits: 01 Total hrs/week: 0

   Lecture: ☐ Lab: ☒ Recitation: ☐ Seminar: ☐

   For Independent study courses:
   Research: ☐ Field experience: ☐
   Clinical Practice: ☐ Internship: ☐
   Practicum: ☐ Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Spring 2010

4. Catalog Description (please limit to 50 words):
   Optional one-hour weekly sessions for intensive listening-speaking practice in
   Spanish utilizing vocabulary and grammatical structure presented in a
   corresponding course; i.e., Portuguese 291- Portuguese for Spanish Speakers.

   Note: A “C” course may be taken only in conjunction with a basic sequence course
   in which the student is currently enrolled. “C” course credit may not be applied
   to fulfill the language requirement

5. Check if appropriate: Humanities: ☐ Social Science: ☐ (meets minimum degree
   requirements)

   Check if appropriate: ☐
   This course will be cross listed with: ______
   Rationale for cross listing: ______
   Please attach letters of support from the chairs of each department indicating that
   the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   Students must be enrolled in Portuguese 291 - Portuguese for Spanish
   Speakers.

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

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

   6.1. Traditionally, CoFC foreign language classes at the 100 and 200 levels offer a
Proposal for a New Course

conversation practicum class for students to practice linguistic structures learned in the respective lecture course.

**Goals:** (1) To offer a Conversation class of Portuguese for Spanish Speakers in the Dept. of Hispanic Studies.

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

(1) **This is a course for students who want to practice Portuguese, and the Department supports it.**

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

   **N/A**

   b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

   **N/A**

8. a) 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**

   b) Please explain overlap with any existing courses.

   **N/A**

9. Method of teaching:

   Teaching combines pedagogic communicative activities and real-world activities as well. Listening activities is also part of the class, involving music and video segments.

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

    **5 - The perfect number for this class**

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

    **None. A student usually teaches this type of class at the department.**

   c) Frequency of offering:

   - each fall: [ ]
   - each spring: [x]
   - every two years: [ ]
   - every three years: [ ]

   (Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

other □ (Explain): ________

11. Requirements for additional resources made necessary by this course:
   
a) Staff:  
   N/A

b) Budget:  
   N/A

c) Library:  
   N/A

12. Paste syllabus, reading lists, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).
   
   N/A

Note: This is a course that is in conjunction with the 3 hour course Portuguese 291. The materials are based on whatever is covered in this class.

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes  □ no

b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
   ________

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

14. Signature of Department Chair or Program Director:
   
   
   Date: 2/25/09

15. Signature of Dean of School:
   
   
   Date: 2/26/09

16. Signature of Provost:
   
   
   Date: 3/10/2009

17. Signature of Business Affairs Official
   
   
   Date: 2/26/09

18. Signature of Curriculum Committee Chair

   
   
   Date: ______________________

19. Signature of Faculty Senate Secretary:

   
   
   Date Approved by Senate: ______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
College of Charleston  
School of Languages, Culture, and World Affairs  
Department of Hispanic Studies  
Professor: Dr. Luci Moreira, email: moreiral@cofc.edu  
Phone: 953-6753, Office 113, JC Long Building, 9 Liberty St.  
Office hours:

Portuguese 291-C  
Portuguese for Spanish Speakers

1. Goals  
This course is designed to develop students’ abilities to communicate in real-life situation.

2. Objectives  
Students will be able to:  
• Communicate orally in Portuguese.  
• Practice the intonation and pronunciation of Portuguese.  
• Develop their listening and speaking abilities in order to be able to communicate in Portuguese.

3. Description of the class  
The class will meet one day a week during fifty minutes. Students must be present and engaged in pedagogic and real-life activities with the instructor. This class requires attendance and strong participation.

4. Policies  
4.1. Attendance is mandatory. One absence will be allowed without penalties. Your second absence will result in your final course grade being lowered by one letter grade (e.g.: B+ to B). With three absences you will be dropped from the class.

4.2. Regarding participation, active participation is expected. For each time you come and participate in class, you will be given a grade (A, B, C, etc) that will be figured out into your final grade.

4.3. Four short presentations are also part of the course. Details will be provided by the instructor. Topics are related to the lesson covered that week.

5. Materials  
6. Grade components

<table>
<thead>
<tr>
<th>Grade components</th>
<th>Grading scale</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Presence: 30%</td>
<td>93-100</td>
<td>A</td>
<td>73-76:</td>
</tr>
<tr>
<td>Final Oral Exam: 20%</td>
<td>90-92</td>
<td>A-</td>
<td>70-72:</td>
</tr>
<tr>
<td>Participation: 40%</td>
<td>87-89</td>
<td>B+</td>
<td>69</td>
</tr>
<tr>
<td>Oral presentation: 10%</td>
<td>83-86</td>
<td>B</td>
<td>66-68:</td>
</tr>
<tr>
<td></td>
<td>80-82</td>
<td>B-</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>77-79</td>
<td>C+</td>
<td>Below 65</td>
</tr>
</tbody>
</table>

Tentative schedule

Every class has a component of the book. The content of each class depends on what the instructor is teaching in the regular class. Student-teachers receive a handout with activities for each class.

<table>
<thead>
<tr>
<th>SEMANA</th>
<th>Preliminary Lesson and Lesson 1</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>-1-</td>
<td>Situações. O alfabeto. Diálogos do livro. Exercícios de pronúncia</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMANA</th>
<th>Lesson 2</th>
<th>Conversa informal. Situações. Video ou Listening (5min) Exercícios de pronúncia. Música</th>
</tr>
</thead>
<tbody>
<tr>
<td>-2-</td>
<td></td>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMANA</th>
<th>Lesson 3</th>
<th>Conversa informal. Situações. Video ou Listening (5min) Apresentações Exercícios de pronúncia</th>
</tr>
</thead>
<tbody>
<tr>
<td>-3-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMANA</th>
<th>Unidade 4</th>
<th>Conversa informal. Situações. Video ou Listening (5min) Exercícios de pronúncia. Música</th>
</tr>
</thead>
<tbody>
<tr>
<td>-4-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMANA</th>
<th>Lesson 5</th>
<th>Conversa informal. Situações. Video ou Listening (5min). Apresentações. Exercícios de pronúncia</th>
</tr>
</thead>
<tbody>
<tr>
<td>-5-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEMANA</th>
<th>Lesson 6</th>
<th>Conversa informal. Situações. Video ou Listening (5min) Exercícios de pronúncia. Música</th>
</tr>
</thead>
<tbody>
<tr>
<td>-6-</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SEMANA</td>
<td>Lesson 7</td>
<td>Conversa informal. Situações. Video ou Listening (5min) Apresentações. Leitura. Música</td>
</tr>
<tr>
<td>--------</td>
<td>----------</td>
<td>----------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>-7-</td>
<td>Lesson 8</td>
<td>Conversa informal. Situações. Video ou Listening (5min) Leitura.</td>
</tr>
<tr>
<td>-8-</td>
<td>Lesson 9</td>
<td>Conversa informal. Situações. Video ou Listening (5min) Apresentações. Leitura. Música</td>
</tr>
<tr>
<td>-9-</td>
<td>Lesson 10 and 11</td>
<td>Conversa informal. Situações. Video ou Listening (5min) Leitura.</td>
</tr>
<tr>
<td>-10-</td>
<td>Lessons 12</td>
<td>Conversa informal. Situações. Video ou Listening (5min) Apresentações. Leitura. Música</td>
</tr>
<tr>
<td>-11-</td>
<td>Unidade 13</td>
<td>Conversa informal. Situações. Video ou Listening (5min) Leitura. Música</td>
</tr>
<tr>
<td>-12-</td>
<td>Lesson 14</td>
<td>Conversa informal. Situações. Video ou Listening (5min) Apresentações. Leitura.</td>
</tr>
<tr>
<td>-13-</td>
<td>Lesson 15</td>
<td>Conversa informal. Situações. Video ou Listening (5min) Leitura. Música</td>
</tr>
<tr>
<td>-14-</td>
<td>Exame oral final</td>
<td></td>
</tr>
<tr>
<td>-15-</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: German and Slavic Studies

2. Course Number and Title: **RUSS 295 001 Russian for Mass Media**
   Number of Credits: 3  Total hrs/week: 3
   Lecture: ☐  Lab: ☐  Recitation: ☐  Seminar: ☑

For Independent study courses:
   Research: ☐  Field experience: ☐
   Clinical Practice: ☐  Internship: ☐
   Practicum: ☐  Independent Course Work: ☐

3. Semester and year when course will first be offered:
   **FALL 2009**

4. Catalog Description (please limit to 50 words):
   This course is aimed at all students of Russian who have an interest in Russian area studies or international affairs. This course will provide linguistic tools and socio-cultural tools for comprehending, discussing and writing on a variety of current topics in Russia related to foreign and domestic issues, economics and business.

5. Check if appropriate: Humanities: ☐  Social Science: ☐ (meets minimum degree requirements)

Check if appropriate: ☐
   This course will be cross listed with: **N/A**
   Rationale for cross listing: **N/A**
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

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

6. Rationale/justification for course (consider the following issues):
   a) What are the goals and objectives of the course?
      **Mastering the form and content of Russian newspaper articles, news and public affairs broadcasts; understanding of the issues discussed and ability to comment on them in oral and written form.**

   b) How does the course support the mission statement of the department and the

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

14. Signature of Department Chair or Program Director:
   Nancy D. Nirino
   Date: 25 Feb 2009

15. Signature of Dean of School:
   Date: ______________________

16. Signature of Provost:
   Susan J. Morrison
   Date: 3/12/2009

17. Signature of Business Affairs Official
   /not needed/
   Date: ______________________

18. Signature of Curriculum Committee Chair
   Date: 3/26/09

19. Signature of Faculty Senate Secretary:

   Date Approved by Senate: ______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
COLLEGE OF CHARLESTON
SCHOOL OF LANGUAGES, CULTURES, AND WORLD AFFAIRS

RUSSIAN STUDIES PROGRAM

RUSSIAN FOR MASS MEDIA
RUSS 290 001

ПУССКИЙ ЯЗЫК ДЛЯ СРЕДСТВ МАССОВОЙ ИНФОРМАЦИИ

COURSE SYLLABUS

INSTRUCTOR: MEGLENA Z. MILTCHEVA

FALL 2009
CHARLESTON, SC
<table>
<thead>
<tr>
<th>Lecture sessions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>LONG 428</td>
</tr>
<tr>
<td>Telephone</td>
<td>(843)953-1995</td>
</tr>
<tr>
<td>e-mail</td>
<td><a href="mailto:miltchevam@cofc.edu">miltchevam@cofc.edu</a></td>
</tr>
<tr>
<td>e-mail etiquette</td>
<td></td>
</tr>
<tr>
<td></td>
<td>E-mail is to be used for questions, concerns, or scheduling meetings. To receive a reply, your e-mail must follow these guidelines: *it must be sent from your C of C account *there must be a subject heading which gives me some idea of the nature of the message (e.g., “consultation”, “test question”) *you must sign off your message with your complete name</td>
</tr>
<tr>
<td>Office hours</td>
<td></td>
</tr>
<tr>
<td>A tip</td>
<td>Office hours are for you. Do not hesitate to stop by for extra help, concerns, questions, etc. If the times specified do not work for you, let me know, and we can set up a meeting. If you find you are having trouble in the class, come and discuss your concerns with me. I am available to provide help and guidance, but it is up to you to ask.</td>
</tr>
<tr>
<td>Russian language</td>
<td><a href="http://lcwa.cofc.edu/russian/">http://lcwa.cofc.edu/russian/</a></td>
</tr>
<tr>
<td>Russian studies Program</td>
<td><a href="http://lcwa.cofc.edu/russian/russianstudiesminor.html">http://lcwa.cofc.edu/russian/russianstudiesminor.html</a></td>
</tr>
<tr>
<td>Course description</td>
<td>This course is aimed at all students of Russian who have an interest in Russian area studies or international affairs. This course will provide the linguistic tools for comprehending, discussing and writing on a variety of hotly debated topics in Russia today: official visits, international negotiations, government crises, economics and business, national security and armed conflicts, the role of women, crime, and urban/rural issues. Readings and discussion are in Russian. Materials incorporated in the course for each unit: 1. A short newspaper article followed by speaking exercises which help students to internalize the vocabulary of the article. 2. Three segments from Russian television, usually two TV newscasts and one interview. 3. A second set of speaking exercises based on</td>
</tr>
</tbody>
</table>
the vocabulary and the content of the last TV segment. Its purpose is to reinforce models acquired through the entire unit and to work more on sentence building and conversation management techniques to create more polished connected speech on the given theme.

<table>
<thead>
<tr>
<th>Course Goals</th>
<th>After completing a course taught using On the Air, students can expect to comprehend the gist and main details in news and public affairs broadcasts for the topics covered. They can also expect to produce paragraphed narration on those topics (ACTFL Advanced).</th>
</tr>
</thead>
</table>

| Honor Code | I enforce without exception the College of Charleston's Honor System and Classroom Code of Conduct as described in the Student Handbook. By choosing to enroll in this course, you indicate that you understand the Honor Code and are going to abide by it. If you are not certain about the definition of plagiarism, ask me. Any student found in violation of the Honor Code will automatically receive an “F” for this course regardless of previous performance therein. |

| Textbook | On the Air: Russian Television and Politics  
Natasha Simes  
Richard M. Robin  
Ludmila Guslistov  
Kendall Hunt Publishing, Dubuque, Iowa |


<table>
<thead>
<tr>
<th>Grading scale</th>
<th>A 96 – 100</th>
<th>B- 80 – 82</th>
<th>D+ 68 – 69</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A- 91 – 95</td>
<td>C+76 – 79</td>
<td>D 66 – 67</td>
</tr>
<tr>
<td></td>
<td>B+87 – 90</td>
<td>C 73 – 75</td>
<td>D- 64 – 65</td>
</tr>
<tr>
<td></td>
<td>B 83 – 86</td>
<td>C- 70 – 72</td>
<td>F &lt;64</td>
</tr>
</tbody>
</table>

| Final grade breakdown | 1. Class participation 10%  
2. Oral exams 25%  
3. Essays 25%  
4. Final exam 40% |

| Final exam | There is a three-hour final exam. There are no exemptions from the exam. The exam covers the entire semester’s work. |

<p>| Note | This syllabus is subject to change as dictated by |</p>
<table>
<thead>
<tr>
<th>Expectations</th>
<th>special circumstances.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. <strong>Any reading</strong> assigned should be completed <strong>before</strong> coming to class so that you can participate in the discussions. Since part of your grade will be determined by your class participation, if you miss a class for some unexpected reason, you should hand in a short summary (no more than one (1) typed page) of the material covered.</td>
<td></td>
</tr>
<tr>
<td>2. <strong>Any writing</strong> assignment must be submitted on typed, double-spaced pages in 12 point Times New Roman font with one-inch margins.</td>
<td></td>
</tr>
<tr>
<td>3. The dates for the <strong>Oral exams</strong> are in the syllabus. A grading scale for the Oral exams is included in the syllabus.</td>
<td></td>
</tr>
<tr>
<td>4. The dates for the <strong>Essays</strong> are in the syllabus. A grading scale for the Essays is included in the syllabus.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Extra credit</th>
<th>You get extra credit, if</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>you do not miss any classes;</em></td>
<td></td>
</tr>
<tr>
<td><em>write a book report or a movie review;</em></td>
<td></td>
</tr>
<tr>
<td><em>actively attend Russian Club meetings</em></td>
<td></td>
</tr>
</tbody>
</table>

| Attendance | You are expected to attend all classes. Your grade will be reduced if you miss more than two classes. You will be dropped from the class if you miss more than four classes without an excuse from the Associate Dean of Students. To see how to get an absence memo, go to: [http://www.cofc.edu/StudentAffairs/general_info/absence/](http://www.cofc.edu/StudentAffairs/general_info/absence/) You are responsible for all material covered in class and all outside assignments. |

| Writing lab | The Writing lab is located on the first floor of the Addlestone library. Its peer consultants can provide excellent assistance for all your writing questions and needs. It is free to all College of Charleston students. [http://www.cofc.edu/studentlearningcenter/writing/](http://www.cofc.edu/studentlearningcenter/writing/) |

| Center for Disability Services | The Center for Disability Services is located at 104 Lightsey Center. *The Center for Disability Services is dedicated to ensuring that all programs and services of the College of Charleston are accessible; to providing reasonable and effective accommodations while promoting independence in the* |
Religious Accommodations for Students

The College of Charleston acknowledges that religious practices differ from tradition to tradition and that the demands of religious observance in some traditions may cause conflicts with student schedules. In affirming this diversity, like many other colleges and universities, the College supports the concept of "reasonable accommodation for religious observance" in regard to class attendance, and the scheduling of examinations and other academic work requirements, unless the accommodation would create an undue hardship on the College. Examples of reasonable accommodations for student absences might include: rescheduling of an exam or giving a make-up exam for the student in question; altering the time of a student’s presentation; allowing extra-credit assignments to substitute for missed class work or arranging for an increased flexibility in assignment dates. Regardless of any accommodation that may be granted, students are responsible for satisfying all academic objectives, requirements and prerequisites as defined by the instructor and by the College.

<table>
<thead>
<tr>
<th>#</th>
<th>DAY/DATE</th>
<th>TOPIC</th>
<th>HOMEWORK</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td><strong>ТЕМА 1. ОФИЦИАЛЬНЫЕ ВСТРЕЧИ</strong></td>
<td>Review the exercises done in class. Do exercises A, B from Part IV. Коммуникативные упражнения Т pp. 3-4. Working in groups is recommended.</td>
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<tr>
<td>Day</td>
<td>Task</td>
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<td>7</td>
<td>Communicative ex. II T p. 15.&lt;br&gt;<strong>Oral exam 1</strong>. Ex. III T p. 16.</td>
<td>Work on ex. IV, V T p. 16.&lt;br&gt;Prepare <strong>Essay 1</strong>. (Ex. IV T p. 16)</td>
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</tr>
</tbody>
</table>
|   | упражнения |           | Review Listening Ex. A, B. T p. 21  
|   |           | T pp. 19-20. | Prepare Pre-listening ex. II. T p.22  
|   |           | Pre-listening ex. II. T p. 22 | Complete Second viewing exercises. T pp. 22-23.  
|   |           | First viewing of video segment. | For Second video segment.  
|   |           | Second video segment | Prepare Pre-listening ex. II T p. 25.  
|   |           | Pre-listening ex. II T p. 25. | Second viewing of video segment.  
|   | 12        | Third video segment | Read through Second viewing exercises A, B, T p. 29.  
|   |           | ТЕМА 3. ВЫБОРЫ | Work on ex. IV, V, VI T pp. 31-32. Prepare Essay 2. (Ex. IV T p. 32)  
|   | 14        | Hand in Essay 2. (Ex. IV T p. 32) | Review the exercises done in class.  
|   |           | Newspaper article | Do exercises A, B, V, Г from Part  
|   |           | Part I. Газетная заметка. T pp. | Working in groups is  
|   |           | | |
| 15 | **First video segment**  
Listening Ex. A, B, T pp. 38-39  
Pre-listening ex. II. T pp. 39  
Second viewing of video segment.  
|----|-------------------------------------------------|------------------------------------------------------------------|
| 16 | **Second video segment**  
Listening Ex. A, B, T p. 41.  
Pre-listening ex. II T pp. 41-42.  
Second viewing of video segment.  
Review Listening ex. A, B. T p. 44. |
Prepare Pre-listening ex. II T pp. 41-42. |
| 18 |  | Read through Second viewing exercises A, B, T p. 45.  
Second viewing of video segment.  
Prepare Communicative ex. II T pp. 46-47.  
Prepare for **Oral exam 3**. Ex. III T p. 47. |
| 19 | **Third video segment**  
Listening Ex. A, B, T p. 44.  
First viewing of video segment. Ex. II T p. 44. | Read through Second viewing exercises A, B T p. 45.  
Second viewing of video segment.  
Prepare Communicative ex. II T pp. 46-47.  
Prepare for **Oral exam 3**. Ex. III T p. 47. |
| 20 | Communicative ex. II T pp. 30-31  
**Oral exam 3**. Ex. III T p. 47. | Work on ex. IV T p. 47. Prepare **Essay 3**. (Ex. IV T p. 47) |
<p>| | | |</p>
<table>
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| 21 | **ТЕМА 4. ПРАВИТЕЛЬСТВЕННЫЙ КРИЗИС**  
Hand in Essay 3. (Ex. IV T p. 47).  
Newspaper article  
Part I. Газетная заметка. T p. 49.  
Part III. Упражнения на монологическую речь. Ex. А, Б, В. T p. 51. | Review the exercises done in class.  
Do exercises A, B, V, Г from Part IV. Коммуникативные упражнения T p. 52. Working in groups is recommended. |
| 22 | Коммуникативные упражнения T п. 52.  
Review Listening Ex. А, Б, В. T p. 54.  
Prepare Pre-listening ex. II. T p. 55. |
| 23 | **First video segment**  
Listening Ex. А, Б, В. T p. 54.  
Pre-listening ex. II. T p. 55.  
Second viewing of video segment.  
For **Second video segment**.  
Prepare Pre-listening ex. II T pp. 57-58. |
| 25 | **Second video segment**  
Listening Ex. А, Б. T p. 57.  
Pre-listening ex. II T pp. 57-58.  
Second viewing of video segment.  
Review Listening ex. А, Б. T p. 60. |
**Third video segment**  
Listening ex. А, Б. T p. 60.  
First viewing of video segment. | Read through Second viewing exercises A, B, В, Г T pp. 61-62.  
Second viewing of video segment.  
|-------|---------------------|---------------------------------------------------------------------------------------------------------------|

**ORAL EXAM GRADING SCALE**

**Grammar - 40 points max**

- (40) Very few or no errors for the targeted grammatical structures and concepts/topic; very good control of patterns, no weakness that causes misunderstanding.
- (35) Occasional errors of the targeted grammatical structures showing imperfect control of some patterns, but no weakness that causes misunderstanding.
- (30) Frequent errors of targeted grammatical structures showing some major patterns uncontrolled and causing occasional misunderstanding.
- (27) Constant errors showing control of very few targeted grammatical structures and frequently causing misunderstanding.
- (25) Grammar almost entirely inaccurate for the concepts/topic and frequently causing misunderstanding.

**Vocabulary - 30 points max**

- (30) Vocabulary is broad and precise. Extensive use of targeted vocabulary studied in class. Words appropriate for concepts/topic. Little or no evidence of English interference.
- (25) Vocabulary lacks variety but is accurate. Adequate use of targeted vocabulary. Words usually appropriate for concepts/topic. Meaning mostly clear but some evidence of English interference.
- (23) Vocabulary very limited, with overuse of imprecise or vague terms. Words sometimes inappropriate for the concepts/topic. Meaning often confused and English interference evident.
- (20) Vocabulary extremely limited and inaccurate. Words often inappropriate for concepts/topic. English interference frequent; or not enough vocabulary to evaluate.
Fluency – 30 points max

- (30) Speech is effortless and smooth, with very few instances of unevenness caused by rephrasing or searching for words. Equal participation in the conversation by the speaker.
- (25) Speech is occasionally hesitant, with some unevenness caused by rephrasing and searching for words. Slightly less participation in the conversation.
- (23) Speech is frequently hesitant and uneven. Some sentences may be left uncompleted. Much less participation in the conversation than the other student(s).
- (20) Speech is very slow and fragmentary. Many sentences are left uncompleted. Almost no participation in the conversation.

ESSAY GRADING SCALE

Content (Information Conveyed) – 30 points max

- (30) Very complete information; no more can be said; thorough; relevant; on target.
- (25) Adequate information; some development of ideas; some ideas lack supporting detail or evidence.
- (22) Limited information; ideas present but not developed; lack of supporting detail or evidence.
- (19) Minimal information; information lacks substance (is superficial); inappropriate or irrelevant information; or not enough information to evaluate.

Organization – 25 points max

- (25) Logically and effectively ordered; main points and details are connected; fluent; not choppy whatsoever.
- (22) An apparent order to the content is intended; somewhat choppy; loosely organized but main points do stand out although sequencing of ideas is not complete.
- (18) Limited order to the content; lacks logical sequencing of ideas; ineffective ordering; very choppy; disjointed.
- (16) Series of separate sentences with no transitions; disconnected ideas; no apparent order to the content; or not enough to evaluate.
Vocabulary – 25 points max

- (25) Broad; impressive; precise and effective word use and choice; extensive use of words studied.
- (22) Adequate but not impressive; some erroneous word usage or choice, but meaning is not confused or obscured; some use of words studied.
- (18) Erroneous word use or choice leads to confused or obscured meaning; some literal translations and invented words; limited use of the words studied.
- (16) Inadequate; repetitive; incorrect use or non-use of words studied; literal translations; abundance of invented words; or not enough to evaluate.

Language – 20 points max

- (20) No errors in the grammar presented in lesson; very few errors in subject/verb or adjective/noun agreement; work was well edited for language.
- (17) No errors in the grammar presented in lesson; occasional errors in subject/verb or adjective/noun agreement; erroneous use of language does not impede comprehensibility; some editing for language evident but not complete.
- (15) One or no errors in the grammar presented in lesson; some errors in subject/verb agreement; some errors in adjective/noun agreement; erroneous use of language often impedes comprehensibility; work was poorly edited for language.
- (13) One or more errors in use and form of the grammar presented in lesson; frequent errors in subject/verb agreement; non-Russian sentence structure; erroneous use of language that makes the work mostly incomprehensible; no evidence of editing the work for language; or not enough to evaluate.
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **SOCY**

2. Course Number and Title: **SOCY 290: Field Experience**
   Number of Credits: **1-3** Total hrs/week: **2-6**
   Lecture: ☐ Lab: ☑ Recitation: ☐ Seminar: ☐

For Independent study courses:
   Research: ☐ Field experience: ☐
   Clinical Practice: ☐ Internship: ☐
   Practicum: ☐ Independent Course Work: ☐

3. Semester and year when course will first be offered:
   **Fall 2010**

4. Catalog Description (please limit to 50 words):
   This course will be paired with appropriate sociology courses where the course curriculum will benefit from supplemental experiences outside the classroom or where more individualized instruction is necessary in the field.

5. Check if appropriate: Humanities: ☐ Social Science: ☐ (meets minimum degree requirements)
   Check if appropriate: ☐
   This course will be cross listed with: ______
   Rationale for cross listing: ______
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   Co-requisites: **SOCY 290 will be a co-requisite course to sociology courses when deemed appropriate by the instructor.**
   Pre-requisites: Students must have the pre-requisites for the course paired with **SOCY 290 or receive permission from the instructor. Note: Whether SOCY 290 is offered as a required or optional co-requisite course will be determined by the instructor. In some cases, students will have the option of enrolling in SOCY 290 as a co-requisite to a sociology class but students enrolled in SOCY 290 will be expected to enroll in that sociology class.**

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

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The goal of this course is to allow faculty to provide students with hands-on and applied learning experiences outside the classroom.

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

In recent years, there has been a push to make more sociological study "public" by more closely linking research and practice. This course will allow faculty to help students practice sociology in the "real world" that is the topic of their course.

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

This course is central to all stages of the major as we strive in all of our courses to show students the practical value of the research and topics that we discuss in class. We also emphasize career preparation in our classes to familiarize students with the many ways in which a sociology degree translates to employment in the real world. This course will allow students to not only practice sociology in the field, but also give students important professionalization experiences that can be added to their resumes.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

The liberal arts tradition emphasizes student engagement and involvement in the community when doing so allows students to better understand the in-class curriculum. This course will benefit majors and non-majors alike, in terms of giving students the opportunity to practice sociology in the field.

8. a) 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.

b) Please explain overlap with any existing courses.

No overlap exists.

9. Method of teaching:

Method of teaching will vary depending on the individual professor.

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

No enrollment shifts are expected.

b) Address potential shifts in staffing of the department as it relates to the offering

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of this course:

No shifts in staffing are expected.

c) Frequency of offering:
   each fall: ☐ each spring: ☐
   every two years: ☐ every three years: ☐
   other ☒ (Explain): this course will be offered when deemed
   appropriate by a professor who seeks to extend classroom learning into the
   community.

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

   a) Staff: None

   b) Budget: None

   c) Library: None

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

Sociology 109 and Sociology 290 (Field Experience)
Special Topics on Altered States: Alcohol and Drug Use in American Culture
College of Charleston
Fall 2008

INSTRUCTOR: Dr. Heath C. Hoffmann
88 Wentworth, Room 104
hoffmannh@cofc.edu
Phone: 953-8182 OFFICE HOURS: Tuesdays and Thursdays 9-11 a.m.
or send me an e-mail to make an appointment

CLASS HOURS: Tuesdays and Thursdays, 4:00-5:15 p.m. in Ed Ctr. 114; Lab meets
7-9 p.m. at Coastal Pre-Release Center (Charleston).

This course will introduce students to the sociological perspective by exploring
how American culture shapes and often encourages alcohol and other drug use.
Film, music and advertising will be examined as well as specific American
subcultures (e.g., drug use norms on college campuses) to reveal the
sociological basis of drug use, abuse and therapeutic interventions. This course
is paired with a field experience lab that will allow you to go into the community
to see firsthand how alcohol and drug use affects the community and how the

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community has organized itself to deal with alcohol and other drug use.

COURSE MATERIALS AND WebCT

• Alcohol is AVAILABLE AT UNIVERSITY BOOKS ON KING STREET.

Additional assigned readings are available electronically on the WebCT page for this course. All of these articles are in PDF format, which requires you to use Acrobat Reader (all library computers should have this program) to view these files. If you do not have Acrobat Reader (or have a version less than 7.0—version 8.0 is now available) installed on your home computer and wish to access these articles from home, go to http://www.download.com/Adobe-Reader/3000-2378-4-10614498.html?tag=lst-0-2, click “Download Now” for the program you want and it will be installed on your computer legally and for free.

To access WebCT go to www.cofc.edu and click on “WebCT”. Log on to WebCT using your ID number that CofC has given you and your CougarTrail PIN number (first six digits if it includes more than six digits). I will use WebCT to update you on class events and assignments and you can use WebCT to communicate with me and/or your classmates via e-mail or by posting comments and questions on discussion boards. I recommend that you check WebCT regularly for announcements.

COMMUNICATION DEVICES

When you come to class please be sure to turn off your cell phones, two-way text messengers, pagers and other communication devices that might distract you, your classmates, or me.

DISABILITIES

Students with documented disabilities should talk with me personally at the beginning of the semester to make necessary accommodations. I will not make special accommodations during an exam period or after a deadline has passed so you must make arrangements beforehand.

CLASS ATTENDANCE AND PARTICIPATION

I expect you to attend every class session. This class will be interactive and not strictly a lecture course, making your participation key to the success (for me and you) of the class. Thus, I expect each of you to take an active role in your education. This involves 1) coming to class on time, 2) having read the assigned

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readings before coming to class and 3) being prepared to participate in class
discussion and activities. If you do not feel comfortable speaking in class and
have things to say, you are welcome to share your ideas with me via e-mail.

I will take roll at the beginning of class. If you are absent during seven (7) of those
roll calls, regardless of whether it is an excused or unexcused absence, you will
be dropped from the course for excessive absences. Leaving class [other than
for a bathroom trip] before the end of the class period counts as an absence. If
you encounter medical problems during the semester that require you to miss
seven or more classes, you can contact the Dean of Undergraduate Studies (953-
5674) to arrange a Medical Withdrawal from the class.

Tardiness is one of my pet peeves so please be in a seat by the time class is
scheduled to start. If you have a long distance to travel between classes and
expect that you will frequently be late, talk with me. Otherwise, buying coffee,
oversleeping, finishing a cigarette or chatting with a friend are not legitimate
reasons for being late to class. If you miss a class in which we have a graded in-
class exercise or a video, you will not be able to make up the assignment or
borrow the video (some videos may be available in the library’s media
collection—most are my own personal copies) regardless of the reason for your
absence. If you must leave class early, please sit in a seat nearest the door so
as to minimize the disruption when you leave.

Attendance and participation will be worth 15% of your final grade. See the last
page of the syllabus for a break down of how the attendance and participation
points will be awarded.

STUDENT HONOR CODE

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor
Code that, when identified, are investigated. Each instance is examined to
determine the degree of deception involved.

Cases of suspected academic dishonesty will be reported directly to the Dean of
Students. A student found responsible for academic dishonesty will receive a
XF in the course, indicating failure of the course due to academic dishonesty.
This grade will appear on the student’s transcript for two years after which the
student may petition for the X to be expunged. The student may also be placed
on disciplinary probation, suspended (temporary removal) or expelled
(permanent removal) from the College by the Honor Board.

It is important for students to remember that unauthorized collaboration—working
together without permission—is a form of cheating. Unless a professor
specifies that students can work together on an assignment and/or test, no
collaboration is permitted. Other forms of cheating include possessing or using

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an unauthorized study aid (such as a PDA), copying from another’s exam, fabricating data, and giving unauthorized assistance.

Remember, research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the professor.


FIELD EXPERIENCES

Weekly Correctional Facility Meetings

One night a week, we will meet at Coastal Pre-Release Center with currently incarcerated men. Our weekly classes will revolve around common readings (readings that the incarcerated men will have read) and topics of discussion that relate to alcohol and drug use as studied in our class and as relevant to all of our lives.

Observation And Analysis Of An AA Meeting

I would like each of you to attend an AA meeting in the community. There are dozens of meetings available each week at various times during the day so you should have no problem fitting a meeting into your schedule. I have posted the meeting schedule on WebCT (click on “AA Observation”) in PDF format. AA meetings are “open” or “closed”—anybody can attend an “open” meeting and “closed” meetings are reserved for people who have a desire to stop drinking. The meeting schedule I have posted only includes the “open” meetings in the Charleston area.

Here are the guidelines for the paper. First, attend an AA meeting. Go with an open mind with the goal of learning how the program is organized, how it works, and why it works for its active members. Then, write up an analysis that includes the following ingredients:

- Detail what happened during the meeting, discussing whether you were approached by members upon arrival, how the meeting was organized, were prayers and/or meditations recited (which prayers/meditations), the topic of the meeting, the nature of members’ comments during the meeting and anything else that stands out to you. Exclude names and information about participants that would allow me to identify them.

- Discuss whether the actual AA meeting was different than how you thought it
Proposal for a New Course

would be prior to going to the meeting. What was similar or different to what you thought it would be?

- Why does having a “bunch of drunks” (as many AA members would say) sitting around talking to one another keep people sober?
- If you had a friend or loved one who was experiencing problems with alcohol, would you suggest that she/he go to AA? Explain.
- Include any other thoughts, opinions or personal evaluations of AA that you developed.

Your paper should be 4-5 pages in length, typed, double-spaced, edited (for complete sentences and appropriate grammar) and spell-checked. This paper is worth 15% of your final grade and is due April 11th. I would recommend that you put off writing your analysis until we complete our discussion of AA around March 30th.

Drug Court Observation

The Charleston County Drug Court meets every (almost) Wednesday from 4-5 p.m. in the Charleston County Courthouse (corner of Meeting and Broad Streets, set back off of the street). The Drug Court staff meets to discuss each case from 3:00-4:00. I have arranged for you to attend a Drug Court session during the semester. However, only 10-15 students can go at one time. During the third or fourth week of the semester, I will pass around a sign-up sheet in class for you to sign up for a Drug Court session. This is not mandatory and will not be graded, but it’s a great opportunity to see the behind the scenes of Drug Court. I’ve assigned a few readings on drug courts for April 6th and I’d like for you to go to Drug Court by that day so that we can discuss your observations and perceptions of the program. If you have a class conflict on Wednesdays from 2-5 p.m., I can send your professor(s) an email to ask them to excuse you on that day for the field trip.

EXAMS

We will have three exams based on the assigned readings, the material presented in class and videos. The exam format will combine multiple choice, true/false, and fill-in-the-blank questions as well as short answer and/or essay questions. The final exam will be cumulative drawing upon the material covered in previous exams.

EXAM MAKEUP POLICY

The exam dates are clearly listed on the syllabus and you should be prepared to take the exams on those days. However, life often hits us with unforeseen situations. Makeup exams will only be offered if: 1) you are in the hospital or visiting a doctor because you are ill, 2) there has been a death in the family, or 3)
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you have been involved in an auto accident. These are three legitimate reasons to miss an exam. Barring a serious injury, you must make arrangements with me prior to the scheduled exam period in order to be granted a make-up exam. Make-up exams will consist entirely of short-answer and essay questions and will be given the week following the scheduled exam. If you do not take the exam on the scheduled date and do not make arrangements to makeup that exam prior to the scheduled exam period, you will receive a score of zero—no exceptions.

FINAL GRADE POINT DISTRIBUTION

<table>
<thead>
<tr>
<th>Class Point Distribution</th>
<th>Field Experience Point Distribution</th>
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</thead>
<tbody>
<tr>
<td>Exam 1 20%</td>
<td>In-Class Exercises 50%</td>
</tr>
<tr>
<td>Exam 2 20%</td>
<td>Group Presentations 30%</td>
</tr>
<tr>
<td>Final Exam (cumulative)</td>
<td>Attendance &amp; Participation 20%</td>
</tr>
<tr>
<td>Field Exercises 20%</td>
<td></td>
</tr>
<tr>
<td>Attendance &amp; Participation 15%</td>
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</tbody>
</table>

FINAL LETTER GRADES

Your final grade will be calculated by adding the weighted scores on the above graded elements. WebCT will be set up to make these calculations throughout the semester and you can check your progress at any time (go to WebCT and click on “My Grades”). Final letter grades will be given according to the following scale:

<table>
<thead>
<tr>
<th>96.0-100%</th>
<th>A (4.0)</th>
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</thead>
<tbody>
<tr>
<td>90.0-95.9%</td>
<td>A- (3.7)</td>
</tr>
<tr>
<td>87.0-89.9%</td>
<td>B+ (3.3)</td>
</tr>
<tr>
<td>84.0-86.9%</td>
<td>B (3.0)</td>
</tr>
<tr>
<td>80.0-83.9%</td>
<td>B- (2.7)</td>
</tr>
<tr>
<td>77.0-79.9%</td>
<td>C+ (2.3)</td>
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NOTE: I do not round grades up. Thus, if your final point total is 89.9% at the end of the semester, you will receive a “B+”. Extra credit assignments will not be given to individual students after the last day of class or after your final grade has been calculated.

CLASS SCHEDULE

August 12: Review syllabus.
• Field Experience: No lab for College of Charleston students as you await security clearance at Coastal Pre-Release Center.
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August 14: How do sociologists study alcohol and drugs?
- Read “The Sociological Study of Drug Use” by Charles Faupel, Alan Horowitz, and Greg Weaver (All reading posted on WebCT under “Articles” unless assigned from the book
- Read “This is Your Country on Drugs” by Elliot (Posted on WebCT under “Articles”: no password required)

- Field Experience (Aug. 19):
- Introductions and review sociological perspective
- Read “History, Culture and Subjective Experience: An Exploration of the Social Bases of Drug-Induced Experiences.” by Howard Becker. (Posted on WebCT under “Articles”: use password “intoxicating”)
- Exercise #1

August 26 & 28: Moral Entrepreneurs and the Construction of Social Problems
- Read “The Crack Attack” by Craig Reinerman and Harry Levine (Posted on WebCT under “Articles”: no password required)
- Field Experience (Aug. 26):
- Read “Shocking Numbers and Graphic Accounts: Quantified Images of Drug Problems in the Print Media” by James Orcutt and J. Blake Turner (Posted on WebCT under “Articles”: no password required)
- Video: Reefer Madness
- Exercise #2

September 2 and September 4: Historical Overview of Alcohol and Drug Use in America.
- Read “A Brief History of Drug Use and Drug Controls in America” by Charles Faupel, Alan Horowitz, and Greg Weaver (Posted on WebCT under “Articles”: no password required)
- Field Experience (Sept. 2):
- Video: Demon Rum
- Exercise #3

September 9: Use, Abuse or Addiction: What’s the difference?

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- Field Experience:
  o Personal Biographies
  o Exercise #4

September 11: Exam 1.

September 16: The Disease Model of Addiction
- Field Experience:
  o Exercise #5

September 18 & 23: Sociological and Social-Psychological Theories of Alcohol and Drug Use/Abuse.
- Read "Understanding Heavy Drinking as a Way of Life" by Herbert Fingarette, from Heavy Drinking. (Posted on WebCT under "Articles": no password required)
- Field Experience (Sept. 23):
  o Read "Floating Away with the Bottle" by Howard Baumeister. 1991. Pp. 139-156 in Escaping the Self. New York: Basic Books. (Posted on WebCT under "Articles": use password "intoxicating")
  o Exercise #6

- Read "In Search of How People Change" by Prochaska, DiClemente and Norcross (Posted on WebCT under "Articles": Use Password "intoxicating")
- Read "A Toast to moderation" by Audrey Kishline (Posted on WebCT under "Articles": Use Password "intoxicating")
- Field Experience (Sept. 30):
  o Read "Harm Reduction: Come as you Are" by G. Alan Marlatt. 1996. Addictive Behaviors 21 6: 779-788. (Posted on WebCT under "Articles": Use Password "intoxicating")
  o Exercise #7

October 2: Video: "Drinking: Are you in Control?"
Proposal for a New Course

October 7: Drug and Alcohol Prevention Programs.
• Read “Truth and DARE: Tracking Drug Education to Graduation and as Symbolic Politics” by Wysong, Aniskiewicz and Wright (Posted on WebCT under “Articles”: no password required)
• Read “Safety First: a Reality-Based Approach to Teens, Drugs and Drug Education” by Marsha Rosenbaum (Posted on WebCT under “Articles”: no password required)
• Field Experience:
  o Video: Office of National Drug Control Policy advertisements
  o Exercise #8

October 9: To Be Announced.

October 14: NO CLASS...FALL BREAK
• Field Experience: College of Charleston students are off tonight.

October 16 and October 21: Settings for Alcohol and Drug Use: College Campuses.
• Read “Practices and Social Norms Associated with a Drug Sub-Culture” by Anonymous. (Posted on WebCT under “Articles”: Use Password “intoxicating”)
• Read “College Binge Drinking in the 1990s” by Henry Weschler et al. (Posted on WebCT under “Articles”: Use Password “intoxicating”)
• Read “Cocaine use is a problem at C of C” and Post and Courier article (Posted on WebCT under “Articles”: no password required)
• Read “Power Hour” and “Wine Soirees” (Posted on WebCT: No password required)
• Read “As Young Adults Drink to Win, Marketers Join In” (Posted on WebCT: No password required)
• Read “City Installing Coin-Operated Breath-Test Machines in Bars” (Posted on WebCT: No password required)
• Field Experience (Oct. 21):
  o Read “Social Norms and the Prevention of Alcohol Misuse in Collegiate Contexts” by H. Wesley Perkins (Posted on WebCT under “Articles”: no password required)
  o Exercise #9

October 23: Exam 2.

• Read “Bikers gather to toss down frothy drinks” (Posted on WebCT under “Articles”: No Password Required)
• Read “Delabeling, Relabeling, and Alcoholics Anonymous” by Harrison Trice and Paul Roman (Posted on WebCT under “Articles”: No Password Required)

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

- Field Experience (Oct. 28):
  - Exercise #10

November 4: Managing Alcohol and Drug Problems, continued.
- Field Experience:
  - Video: 28 Days
  - Exercise #11

November 6: Managing Alcohol and Drug Problems: Oxford Houses and Therapeutic Communities
- Read “Sober Housing: The Oxford House Approach” by Milton Argeriou et al. (Posted on WebCT under “Articles”: No Password Required)

November 11: Drug Courts.
- Read “Drug Courts: A Conceptual Framework” by Longshore et al. (Posted on WebCT under “Articles”: no password required)
- Read “Court Experimenting with At-Home Breathalyzer Test” (Posted on WebCT under “Articles”: no password required)
- Field Experience:
  - Read “Gimme an RX! Cheerleaders Pep Up Drug Sales” by Stephanie Saul (Posted on WebCT under “Articles”: no password required)
  - Read “Young, Assured and Playing Pharmacists to Friends” by Amy Harmon (Posted on WebCT under “Articles”: no password required)
  - Lab Exercise #12

November 13: Drug Legalization and Control.
- Read “Stethoscopes and Handcuffs” (Posted on WebCT under “Articles”: no password required)
- Read “Restrictions on meth ingredients are Sought” by Gardiner Harris (Posted on WebCT under “Articles”: no password required)

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November 18: Settings for Alcohol and Drug Use: Raves, Ecstasy and the Media.
• Read "An Observation of a Rave" by Anonymous. (Posted on WebCT under "Articles": Use Password "intoxicating")
• Read "Raves as Excellent Sites for Harm Reduction" by Sarah Henderson. (Posted on WebCT under "Articles": Use Password "intoxicating")
• Video: 48 Hours: Ecstasy.
• Field Experience: Group Presentations

• Video: Ecstasy Rising (ABC News special)

November 25:
• Field Experience: Group Presentations

November 27: NO CLASS...HAPPY THANKSGIVING!!!

December 2:
• Field Experience: Closure.
• Exercise #13

FINAL EXAM: Date and time to be announced.

Attendance and Participation Points
(Same Criteria Applied to Determine Class and Lab Attendance and Participation Grade)

<table>
<thead>
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<tr>
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<tr>
<td>Missed 3 classes</td>
<td>1</td>
</tr>
</tbody>
</table>

Promptness
Student always arrives to class on time
Student is late to class once every two weeks.
Student is late to class more than once every two weeks.

Level Of Engagement In Class
Student proactively contributes to class by offering ideas and asking questions more than once per class.
Student rarely contributes to class by offering ideas and asking questions.
Student never contributes to class by offering ideas and asking questions.

Application of Class Material
When speaking in class, student almost always

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incorporates or builds off of the ideas discussed in the assigned readings.

When speaking in class, student sometimes incorporates or builds off of the ideas discussed in the assigned readings. When speaking in class, student rarely incorporates or builds off of the ideas discussed in the assigned readings and instead discusses items unrelated to the class. When speaking in class, student never incorporates or builds off of the ideas discussed in the assigned readings and instead discusses items unrelated to the class.

Listening Skills  Student always listens when others talk, both in groups and in class. Student usually listens when others talk, both in groups and in class. Student does not listen when others talk, both in groups and in class. Student often interrupts when others speak.

Behavior  Student almost never displays disruptive behavior during class. Student rarely displays disruptive behavior during class. Student occasionally displays disruptive behavior during class. Student almost always displays disruptive behavior during class.

Preparation  Student is almost always prepared for class with assignments and required class materials. Student is usually prepared for class with assignments and required class materials. Student is rarely prepared for class with assignments and required class materials. Student is almost never prepared for class with assignments and required class materials.

Total Points

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
a) □ yes  ☑ no

b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
Proposal for a New Course

14. Signature of Department Chair or Program Director: ____________________________
   Date: 2-9-09

15. Signature of Dean of School: ____________________________
   Date: 3-15-09

16. Signature of Provost: ____________________________
   Date: ____________________________

17. Signature of Business Affairs Official: ____________________________
   Date: 3-20-09

18. Signature of Curriculum Committee Chair: ____________________________
   Date: ____________________________

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

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

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NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department:  **SOCY**

2. Course Number and Title: **SOCY 492: Advanced Field Experience**
   Number of Credits: 1-6  Total hrs/week: 1-6
   Lecture: ☐  Lab: ☐  Recitation: ☐  Seminar: ☒

For Independent study courses:
   Research: ☐  Field experience: ☐
   Clinical Practice: ☐  Internship: ☐
   Practicum: ☐  Independent Course Work: ☐

3. Semester and year when course will first be offered:
   **Fall 2010**

4. Catalog Description (please limit to 50 words):
   This course will study sociology in the field rather than on campus in the traditional classroom setting. As a result, the class will meet in a retirement community, assisted living facility, a prison, or other setting relevant to the topic of the class.
   Note: This class will not be offered on a regular basis.

5. Check if appropriate: Humanities: ☐  Social Science: ☒ (meets minimum degree requirements)
   Check if appropriate: ☐
   This course will be cross listed with:  
   Rationale for cross listing:  
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   Pre-requisites: By permission of instructor—please see the Chair of the Department of Sociology and Anthropology for additional information

6. Rationale/justification for course (consider the following issues):
   
a) What are the goals and objectives of the course?
   Currently, there is nothing technically preventing faculty from teaching a class entirely in the field. However, SOCY 492 is being proposed to better deal with the practical and logistical problems with teaching a class entirely in the field. SOCY 492 is necessary for the following reasons: 1)  

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SOCY 492 allows faculty to teach a class in the field for variable credit ranging from 1-6 credits; 2) SOCY 492 overtly communicates to students when they are registering that the course will not be held on the College of Charleston campus whereas this cannot be adequately communicated to students prior to registration using existing course prefixes; and 3) By requiring students to obtain the instructor's permission to enroll in SOCY 492, we can better educate students about the nature of the course to make sure students are prepared for the unique learning experience.

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

This class supports and expands the sociology program's mission to support service learning and applied learning by providing opportunities for field experiences.

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

This course is central to all stages of the major as we strive in all of our courses to show students the practical value of the research and topics that we discuss in class. We also emphasize career preparation in our classes to familiarize students with the many ways in which a sociology degree translates to employment in the real world. This course will allow students to not only practice sociology in the field, but also give students important professionalization experiences that can be added to their resumes.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

8. a) 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 by this course.

b) Please explain overlap with any existing courses.

There is no overlap with existing courses.

9. Method of teaching:

Teaching methods will depend on the setting of the advanced field experience as well as the interests and goals of the individual professor

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

No enrollment shifts are expected.

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b) Address potential shifts in staffing of the department as it relates to the offering of this course:
   No shifts in staffing are expected.

c) Frequency of offering:
   each fall: ☐
   each spring: ☐
   every two years: ☒
   every three years: ☐
   other ☐ (Explain):

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

   a) Staff:
      None

   b) Budget:
      None

   c) Library:
      None

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

SOCY 492: Advanced Field Experience on Prison and Prisoners
College of Charleston

INSTRUCTOR: Dr. Heath C. Hoffmann
88 Wentworth, Room 104
hoffmannh@cofc.edu
Phone: 953-8182  OFFICE HOURS: Tuesdays and Thursdays, 9-11a.m.
or send me an e-mail to make an appointment

CLASS HOURS: Tuesdays, 7-9 P.M.
Lieber Correctional Institution

This course will cover a range of issues involving the nature of prison and the experiences of prisoners while they are incarcerated and as they reenter society. We will discuss the historically evolving and sometimes ambiguous role of the prison as a method of punishment and rehabilitation. In addition, we will discuss the organization of social interaction in prison and the differential experiences of incarceration among men and women living behind bars; interaction between prisoners and correctional officers will also be considered. Then, we will discuss the challenges of reintegrating prisoners into society, focusing on programs and policies that facilitate this process. We will watch a number of prison-related movies/documentaries and host a number of guest

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speakers including formerly incarcerated persons, prison personnel and community leaders who work with former prisoners.

OFFENSIVE MATERIAL: In learning about crime, prison and prisoners you will encounter subjects, language, depictions, or attitudes that may be disturbing or offensive. I have listed the content for each day's class so that you can gauge your own comfort level with the material. I am available to discuss any concerns you have with course materials.

COURSE MATERIALS AND WebCT


Additional readings are available electronically and can be accessed on-line at the WebCT page for this course. All of these articles are in PDF format, which requires you to use Acrobat Reader (all library computers should have this program) to view these files. If you do not have Acrobat Reader (or have a version older less than 6.0—version 7.0 is now available) installed on your home computer and wish to access these articles from home, go to http://www.download.com/3120-20_4-0.html?qt=adobe+reader&tg=dl-2001&search.x=11&search.y=8, click "Download Now" for the program you want and it will be installed on your computer legally and for free.

To access WebCT go to www.cofc.edu and click on "WebCT". Log on to WebCT using your new ID number that CofC has given you and your CougarTrail PIN number (first six digits if it includes more than six digits). I will use WebCT to update you on class events and assignments and you can use WebCT to communicate with me and/or your classmates via e-mail or by posting comments and questions on discussion boards. I recommend that you check WebCT regularly for announcements.

NOTE: I would recommend that you download these articles in the library, a campus computer lab, or any other location where there is a high-speed Internet connection. Using a dial-up Internet connection to download and/or print these articles will take a long time resulting in much frustration.

CLASS ATTENDANCE AND PARTICIPATION

I expect you to attend every class session. This class will be interactive and not strictly a lecture course, making your participation key to the success (for me and you) of the class. Thus, I expect each of you to take an active role in your education. This involves 1) coming to class on time, 2) having read the assigned

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readings before coming to class and 3) being prepared to participate in class
discussion and activities. If you do not feel comfortable speaking in class and
have things to say, you are welcome to share your ideas with me via e-mail.

I will take roll at the beginning of class. If you are absent during seven (7) of those
roll calls, regardless of whether it is an excused or unexcused absence, you will
be dropped from the course for excessive absences. Leaving class [other than
for a bathroom trip] before the end of the class period counts as an absence. If
you encounter medical problems during the semester that require you to miss
seven or more classes, you can contact the Dean of Undergraduate Studies (953-
5674) to arrange a Medical Withdrawal from the class.

Arriving to class on time will be crucial because we will have to pass through prison
security and arriving late will be a burden for the correctional staff and on some
days you may be prohibited from entering the facility if you are late. Attendance
and participation will be worth 10% of your final grade. See the last page of the
syllabus for a break down of how the attendance and participation points will be
awarded.

COMMUNICATION DEVICES
When you come to class please be sure to turn off your cell phones, two-way text
messengers, pagers and other communication devices that might distract you,
your classmates, or me.

DISABILITIES
Students with documented disabilities should talk with me personally at the
beginning of the semester or at least two weeks before required test dates or
assignment due dates to make necessary accommodations. I will not make
special accommodations during an exam period or after a deadline has passed
so you must make arrangements beforehand.

STUDENT HONOR CODE
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor
Code that, when identified, are investigated. Each instance is examined to
determine the degree of deception involved.

Cases of suspected academic dishonesty will be reported directly to the Dean of
Students. A student found responsible for academic dishonesty will receive a
XF in the course, indicating failure of the course due to academic dishonesty.
This grade will appear on the student’s transcript for two years after which the
student may petition for the X to be expunged. The student may also be placed
on disciplinary probation, suspended (temporary removal) or expelled
(permanent removal) from the College by the Honor Board.

It is important for students to remember that unauthorized collaboration--working

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together without permission-- is a form of cheating. Unless a professor
specifies that students can work together on an assignment and/or test, no
collaboration is permitted. Other forms of cheating include possessing or using
an unauthorized study aid (such as a PDA), copying from another's exam,
fabricating data, and giving unauthorized assistance.

Remember, research conducted and/or papers written for other classes cannot be
used in whole or in part for any assignment in this class without obtaining prior
permission from me.

You can find a complete version of the Honor Code and all related processes in the
Student Handbook at

POSTER PRESENTATION
I am asking each of you to develop a poster to present to one another on the last
day of class. The poster will be about a prison-related topic, preferably the topic
of the letter you wrote to your congressperson, and the goal is to educate your
peers about the topic and to present a visual representation of the various
issues surrounding this topic. The poster presentation is worth 20% of your
grade and more information about the assignment is forthcoming.

LETTER TO YOUR SENATOR AND CONGRESSPERSON
A central focus of this class is on viable solutions to the problems relating to crime,
prison and the experiences of prisoners, both during and after their
incarceration. With that in mind, I am asking you to write a letter to your Senator
and Representative of the district where you are registered to vote—you may
write to your state and/or national representatives. This can be the same letter
with the respective address. You can get the names and addresses of your
elected officials by entering the zip code in which you are registered to vote at
the following web site:

http://www.congress.org/congressorg/directory/congdir.tt

Your letter should be related to the material discussed in class but you can take any
position or point of advocacy on that issue. However, your letters should be
based on solid scholarly research—this means at least two peer-reviewed
sources and/or reports from government research institutes other than the
sources assigned in class. I have posted some links on WebCT to facilitate your
research. Thus, you will have to do research for this as you would for any other
paper. If you want to actually send your letters, I will pay the postage. I will
provide you with some handouts in the next few weeks that will guide you in the
writing of this letter. The letter(s) are worth 25% of your final grade and you'll be
graded on your use of research sources and how well you articulate (e.g.,
spelling and grammar) your ideas; the dates below provide a timeline for when

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things are due.

Here are important dates for the editorials and letters to the editor:

- April 12th: bring two printed copies of your letter to your Senator and congressperson. You will exchange your letters with another student and turn one in to me. Take your peer’s letter home, read it, and suggest comments for improvement and return it to her/him on Tuesday, April 17th. I will do the same thing with each of your letters.

- April 17th: Return letters to your peers and I will return your letters to you. (I will grade you on this, asking you to turn in your peer’s evaluation of your letters when you turn in your final letter copies)

- May 1st: Final drafts of your letters and addressed envelopes are due the day of our final exam.

EXAMS
We will have a mid-term and a final exam based on the assigned readings, lecture, videos and guest speakers. Both exam formats will combine multiple choice, true/false, and fill-in-the-blank questions with a few short answer and/or essay questions. The final exam will be cumulative, covering the material for the entire semester. I WILL NOT PROVIDE A COMPREHENSIVE STUDY GUIDE FOR EITHER EXAM.

EXAM MAKEUP POLICY
The exam dates are clearly listed on the syllabus and you should be prepared to take the exams on those days. However, life often hits us with unforeseen circumstances. Makeup exams will only be offered if: 1) you are in the hospital or visiting a doctor because you are ill, 2) there has been a death in the family, or 3) you have been involved in an auto accident. These are three legitimate reasons to miss an exam. Barring a serious injury, you must make arrangements with me prior to the scheduled exam period in order to be granted a make-up exam. Make-up exams will consist entirely of short-answer and essay questions and will be given the week after the scheduled exam.

FINAL GRADE POINT DISTRIBUTION
Attendance and Participation 10%
Letters to Congress 25%
Midterm Exam 25%
Poster Presentation 20%
Final Exam: 20%

FINAL LETTER GRADES
Your final grade will be calculated by adding the weighted scores on the above graded elements. WebCT will be set up to make these calculations throughout the semester and you can check your progress at any time (go to WebCT and

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Click on “My Grades”). Final letter grades will be given according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
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</thead>
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<td>87.0-89.9%</td>
<td>D</td>
<td>67.0-69.9%</td>
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<tr>
<td>B</td>
<td>84.0-86.9%</td>
<td>D+</td>
<td>64.0-66.9%</td>
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NOTE: I do not round grades up. Thus, if your final point total is 89.9% at the end of the semester, you will receive a “B+”. Extra credit assignments will not be given to individual students after the last day of class or after your final grade has been calculated.

COURSE SCHEDULE

January 9: Meet on campus—location to be announced.
- Distribute syllabus
- Video: Shakespeare Behind Bars.

January 11: Review syllabus
- Video: Shakespeare Behind Bars.

January 15: MLK Day Observed.
- The College of Charleston will commemorate the life and teachings of Dr. Martin Luther King, Jr. with MLK Challenge 2, an active day of service. Teams will be given $75, a van, and six hours to complete a challenging project to benefit the local community. Projects will require creativity, problem solving, and teamwork. Last year students successfully accomplished 14 projects with hard work and over $4500 in donated goods and services. If you have questions and/or are interested in participating, contact Lauren Collier (collierl@cofc.edu).

January 16: The Problem of Mass Incarceration
- Read pages 1-41 in Downsizing Prisons.

January 18: Guest Speaker: Prison Warden.

January 23: The Problem of Mass Incarceration
- Read Chapter 2 in Downsizing Prisons.
- Read “Riley Lays Out Proposal to Fight Gun Violence” (Posted on WebCT under “Articles”)

January 25: The Problem of Mass Incarceration
- Read Chapter 3 in Downsizing Prisons.

January 30: The Problem of Mass Incarceration
- Read Chapter 4 in Downsizing Prisons.

February 1: Alternatives to Mass Incarceration
- Read Chapter 5 in Downsizing Prisons. (this is a chapter on probation and

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February 6: Guest Speaker.
February 8 & 13: Alternatives to Mass Incarceration
  • Read Chapters 6 and 7 in Downsizing Prisons.
February 15: Catch-up day.
February 20: Mid-term exam.
February 22: Video
February 27: Introduction to Prison Life and Prisoner Demographics
  • Read pages 1-41 and pages 93-112 in A World Apart.
March 1: Psychological Effects of Incarceration.
  • Read “Mental Health Issues in Long-Term Solitary and ‘Supermax’ Confinement” (Posted on WebCT under “Articles”)
  • Read “Pathological Effects of the Supermaximum Prison” (Posted on WebCT under “Articles”)
  • Read pages 169-189 in A World Apart.
March 6 & 8: NO CLASS...SPRING BREAK!!!
March 13: Psychological Effects of Incarceration.
  • Video: Quiet Rage.
March 15: Sex and Relationships Behind Bars.
  • Read “It Ain’t Happening Here: Working to Understand Prison Rape” (Posted on WebCT under “Articles”)
  • Read “California’s Condom Bill” (Posted on WebCT under “Articles”)
  • Read pages 42-72, pages 113-124, pages 194-211 and pages 244-261 from A World Apart.
March 20: Historical Approaches to Female Incarceration: Retribution, Rehabilitation and Back Again
  • Read “Communication Policy Changes in State Adult Correctional Facilities from 1971-2005” (Posted on WebCT under “Articles”)
  • When reading the above article, focus on the Introduction/literature review and the Discussion/Conclusion.
  • Read “Riding the Bus: Barriers to Prison Visitation and Family Management Strategies” (Posted on WebCT under “Articles”)
  • Read pages 135-154, pages 212-227 and pages 262-270 (“Contact”) from A World Apart.
March 27: Prisoner Reentry: Preparing for Release
  • Read “Introduction: The Common Criminal and Us” by Shadd Maruna (Posted on WebCT under “Articles”)
March 29: Prisoner Reentry: Preparing for Release
  • Read “Ex-con: Managing a Spoiled Identity” (Posted on WebCT under “Articles”)
April 3: Guest Speaker: Prison Chaplain

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April 5 & April 10: Facilitating Reentry: Faith and Spirituality.
- Read “Religion for a Captive Audience, Paid for by Taxpayers” (Posted on WebCT under “Articles”)
- Read “The Right has a Jailhouse Conversion” (Posted on WebCT under “Articles”)

April 12: Innovative Rehabilitative Efforts.
- Read “Inside Track” (Posted on WebCT under “Articles”)
- Read “Prisoners Serve As They Do Time: Club Offers Chance to do Good” (Posted on WebCT under “Articles”)
- Read “Oedipus Max: Four Nights of Anguish and Applause in Sing Sing” (Posted on WebCT under “Articles”)
- Read “Trained by Inmates, New Best Friends for Disabled Veterans” (Posted on WebCT under “Articles”)

April 17: Growing Old in Prison.
- Read “Life and Death: As Inmates Age, A Prison Carpenter Builds More Coffins” (Posted on WebCT under “Articles”)
- Read “Ex-Prison Inmate Makes Prison Less-Forbidding Place to Die” (Posted on WebCT under “Articles”)

April 19: Poster Presentations.
- Location to be announced

Tuesday, May 1: Final Exam time and location to be announced.

Attendance and Participation Points

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<td>Missed 2 classes</td>
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<td>Missed 3 classes</td>
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</tbody>
</table>

Promptness
- Student always arrives to class on time
- Student is late to class once every two weeks
- Student is late to class more than once every two weeks
- Student is late to class more than once a week

Level Of Engagement In Class
- Student proactively contributes to class by offering ideas and asking questions more than once per class
- Student rarely contributes to class by offering ideas and asking questions
- Student never contributes to class by offering ideas and asking questions

Application of Class Material
- When speaking in class, student almost always incorporates or builds off of the ideas discussed in the assigned readings
- When speaking in class, student sometimes incorporates or builds off of the ideas discussed in the assigned readings
- When speaking in class, student rarely incorporates or builds off of the ideas discussed in the assigned readings and instead discusses items unrelated to the class
- When speaking in class, student never incorporates or builds off of the ideas discussed in the assigned readings and instead discusses items unrelated to the class

Listening Skills
- Student always listens when others talk, both in groups and in
Proposal for a New Course

Behavior: Student almost never displays disruptive behavior during class.

Preparation: Student is almost always prepared for class with assignments and required class materials.

Total Points

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes  ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

      ________________________________
Proposal for a New Course

14. Signature of Department Chair or Program Director: [Signature]
   Date: 2-9-09

15. Signature of Dean of School: [Signature]
   Date: 2/12/09

16. Signature of Provost: [Signature]
   Date: ____________________________

17. Signature of Business Affairs Official: ____________________________
   Date: ____________________________

18. Signature of Curriculum Committee Chair: ____________________________
   Date: 3/6/09

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

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal for a New Course

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Women's and Gender Studies**

2. Course Number and Title: **WGST 401: Capstone in Women's and Gender Studies**
   Number of Credits: 3  Total hrs/week: 3
   
   Lecture: ☐  Lab: ☐  Recitation: ☐  Seminar: ☒

   For Independent study courses:
   Research: ☐  Field experience: ☐
   Clinical Practice: ☐  Internship: ☐
   Practicum: ☐  Independent Course Work: ☐

3. Semester and year when course will first be offered:
   **Spring 2011**

4. Catalog Description (please limit to 50 words):
   An intensive reading and writing seminar open to seniors pursuing a major or minor in Women's and Gender Studies. This course will create a synthesis of their studies in the field and deepen their skills in WGST research. **Interdisciplinary topics will vary, but the curriculum will emphasize current research.**

5. Check if appropriate: Humanities: ☐  Social Science: ☐ (meets minimum degree requirements)

   Check if appropriate: ☐
   This course will be cross listed with: ______
   Rationale for cross listing: ______
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   **This course is only open to senior students with a declared major or minor in Women's and Gender Studies.**

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

   a) What are the goals and objectives of the course?
   • Students will display an understanding of feminist methods, theory and analysis.
   • Students will demonstrate an ability to provide a cultural, historical, and structural analysis of gender.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

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

This course is designed to emphasize the key components of the WGS mission statement: stressing the gendered nature of human life, including women in our body of knowledge, and examining gender from a range of disciplinary perspectives.

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

This course represents the end of the WGS major. It will create a synthesis of students' studies in the field—including their internship experience—and deepen their skills in WGST research.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

The course can only be taken by WGST majors and minors, and for our minors it should function in the same way it does for the majors.

8. a) 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.

b) Please explain overlap with any existing courses.

There is no overlap with existing courses.

9. Method of teaching:

An reading and writing-intensive seminar

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

All WGS majors will be required to take this course, and WGS minors will have the option of taking it. Because this course will come into existence at the same time as the WGS major, it will cause no enrollment pattern shifts to the major, and can only cause minor shifts to enrollment patterns for the minor.

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

The director of Women's and Gender Studies will teach this course on a regular basis, and as with our Introduction to Women's and Gender Studies, we will have a list of affiliated faculty who will occasionally teach

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

c. Frequency of offering:
   each fall: [ ] each spring: [x]
   every two years: [ ] every three years: [ ]
   other [ ] (Explain): [ ]

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

   a) Staff:
      **No new resources required.**

   b) Budget:
      **No additional resources required.**

   c) Library:
      **When the WGS major goes into effect, WGS will receive additional library resources that will support this course.**

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

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) [x] yes [ ] no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      **This is part of the proposal for a major in Women's and Gender Studies.**
WGST 401, Capstone in Women’s and Gender Studies
Sample Syllabus

Catalog description: An intensive reading and writing seminar open to seniors pursuing a major or minor in Women’s and Gender Studies. This course will create a synthesis of their studies in the field and deepen their skills in WGST research. Interdisciplinary topics will vary, but the curriculum will emphasize current research.

Objectives:
- Students will display an understanding of feminist methods, theory and analysis.
- Students will demonstrate an ability to provide a cultural, historical, and structural analysis of gender.
- Students will demonstrate knowledge of the intersection of race, class and gender.

Requirements:
Reading responses (5 one-page formal responses) 15% of final grade
Research paper (20-25 pages) 65% of final grade
Class presentation on research (15 minutes) 10% of final grade
Class participation 10% of final grade

Sample thematic focus: Women’s and Gender Studies and Feminism: Examining the Intersections

Sample description: Women’s and Gender Studies as an academic field emerged from feminist activism of the 1960s and ‘70s, and therefore feminism and WGS are often seen as two sides of the same coin. This course will offer us the opportunity to interrogate that linkage. Is it rhetorical, ideological, practical? What does the history of the twentieth-century women’s movement tell us about the discipline of WGS? What are WGS scholars now saying about the place of feminism in the field?

As the capstone seminar for WGS majors and minors, this course offers students the opportunity to situate their own academic studies in a broader set of historical, political, and intellectual inquiries. To that end, the syllabus is divided into three parts: Movements, Theories, and Institutions. We will begin by reading second wave manifestos and reflective documents from women’s liberation in order to identify the ideologies and controversies that propelled twentieth century feminist activism. In our section on Theories, we will discuss what makes feminist theories different from other kinds of theoretical interventions and how these theories have both academic and activist relevance. In the third section, on Institutions, we will examine recent scholarship that seeks to position WGS as an academic field.

Grading guidelines:
In evaluating your analysis papers, I will take the following things into consideration:
1. Basics: does the writing (such as grammar, spelling, and style) support rather than hinder the paper’s analysis? (If a paper misspells an author’s name, then it isn’t really encouraging the reader to believe the analysis it offers.)
2. Subject matter: does the writer demonstrate a mastery of the relevant material that we’ve covered so far?
3. **Ambition**: how in-depth is the paper? Is the writer pushing her/his points as far as they can go? Does the writer offer original insights?

4. **Argumentation**: does the writer make a clear claim, offer specific evidence to support the claim, and then interpret the evidence so that its relationship to the claim is clear?

**Sample required readings:**


*Just Methods: An Interdisciplinary Feminist Reader*, by Allison Jaggar

*In Our Time: Memoir of a Revolution*, by Susan Brownmiller

*Dear Sisters: Dispatches from the Women's Liberation Movement*, ed. Rosalyn Baxandall and Linda Gordon

*This Bridge Called My Back: Writings by Radical Women of Color*, eds. Gloria Anzaldúa and Cherie Moraga

*Skeptical Feminism: Activist Theory, Activist Practice*, by Carolyn Dever

*Women's Studies on Its Own: A Next Wave Reader in Institutional Change*, ed. Robyn Wiegman

*Troubling Women's Studies: Pasts, Presents, and Possibilities*, eds. Ann Braithwaite, Susan Heald, Susanne Luhmann, and Sharon Rosenberg

*Disciplining Feminism: From Social Activism to Academic Discourse*, by Ellen Messer-Davidow

**Week 1-4: Movements: Women's liberation**

1. *In Our Time* and *Dear Sisters*

2. *In Our Time* and *Dear Sisters*, response #1 due

3. *This Bridge Called My Back*

4. *This Bridge Called My Back*, response #2 due

**Weeks 5-8: Theories: Feminist theory and practice**

5. *Skeptical Feminism*

6. *Skeptical Feminism*, response #3 due

7. *Just Methods*

8. *Just Methods*, response #4 due

**Weeks 9-14: Institutions: Women's and Gender Studies as a discipline**

9. *Women's Studies on Its Own*

10. *Women's Studies on Its Own*, response #5 due

11. *Disciplining Feminism*

12. *Troubling Women's Studies*

13. Research presentations

14. Research presentations

WGS Major Proposal for Curriculum Committee
Proposal for a New Course

14. Signature of Department Chair or Program Director:
   
   Date: 3.7.09

15. Signature of Dean of School:
   
   Date: 3/7/09

16. Signature of Provost:
    
    Date: 3/10/2009

17. Signature of Business Affairs Official
    
    Date:

18. Signature of Curriculum Committee Chair
    
    Date: 3/24/09

19. Signature of Faculty Senate Secretary:

   Date Approved by Senate: __________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Major

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **International Studies**

2. Name of Major: **International Studies**

3. Desired acronym: **INTL**

4. Total number of hours required for completion of major: **34-35**

5. Semester and year in which new major will go into effect: **Fall 2009**

6. Justification for offering the major (consider the following):

   a) What are the goals and objectives of the major?
   
   The School of Languages, Cultures and World Affairs proposes a broad based International Studies major consistent with its mission to "...prepare students to become knowledgeable, engaged citizens in an increasingly interconnected global society."

   The International Studies major is the result of an over twenty-five year effort at the College to internationalize the curriculum. It will pull together the threads created by this effort into a comprehensive program which will give students a robust multi-disciplinary curriculum firmly grounded in language, culture, literature, history, global affairs and an experiential understanding of the world outside their own nation.

   b) How does the major support the liberal arts tradition of the College, including linkages with other disciplines?
   
   As an inter and multi disciplinary major, the International Studies major exemplifies the liberal arts tradition. It is in fact made up of a majority of the disciplines at the College. It is History, Art History, Philosophy, Religious Studies, French and Spanish, German and Japanese, Russian and Chinese, Portuguese and Hindi. It is also Business, Economics, International Business, Anthropology, Political Science, Geography, Sociology, Psychology, English, Music, Theater, Classics, Greek and Latin. International Studies is the international dimension of these disciplines synthesized in Area Studies and Thematic concentrations.

   The IS major is both an interdisciplinary and multidisciplinary program. The major recognizes that a comprehensive focus on international issues, foreign cultures, and societies is beyond the ability of any one discipline to provide. The IS major draws from multiple disciplines to give students a multidimensional perspective to global development and issues. It emphasizes knowledge of regions across disciplines and time providing students with the skills needed to become global citizens.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Major

foreign language training, experiential leaning through study/internship abroad with a multi disciplinary comparative approach.

The beginning of the major consists of an introductory core of nine credit hours consisting of the IS interdisciplinary introduction course (INTL 100 - new course proposal) and two courses from departmental course offerings chosen from two categories - International Politics, History and Geography and International Culture and Literature - one course from each category. This set of courses is designed to provide students with an international perspective and orientation as well as a set of skills in comparative analysis that will serve them in their concentration within the major.

The major offers five concentrations - ASIA, AFRICA, EUROPE, LATIN AMERICA AND THE CARIBBEAN, and COMPARATIVE LITERATURE. The first four are characterized as Area Studies concentrations, the last a Thematic concentration. Within the area studies concentrations it is possible in some cases for students to focus on one particular country. The concentrations make up the middle of the major and are linked to the International Studies approach through the IS introductory course and a one credit hour comparative methods course (INTL 300 - new course proposal) required of all IS majors with 18-21 hours completed in the major. Each concentration is internally coherent with either a regional, national or thematic focus. Each concentration has either an introductory course or sequence of courses or a capstone course (as in the case of the Europe and Comparative Literature concentrations) that ties together the multidisciplinary threads of the concentration. Crucial to the IS major and what most distinguishes it from other majors at the College is the integration of foreign language study and study abroad into the curriculum. All students are required to complete the equivalent of 202 in a foreign language and an additional 6 credit hours of foreign language (or the equivalent) - languages determined by their concentrations, and must earn six credit hours in an approved study/internship abroad program. These requirements are consistent with the growing trend in International Studies programs throughout the US and the goals of the School of Languages, Cultures and World Affairs.

The end of the major consists of a common IS capstone course (INTL495 - new course proposal) which we have conceived of as a device to tie all of the concentrations back to the international comparative perspective of the major through a focus on a major issue/theme.

Most important for multidisciplinary programs is advising. Students need assistance not only in choosing the path most relevant to their interests in the major but also in navigating the vast number of courses.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Major

in the major that have departmental prerequisites. The international Studies faculty as well as the ten directors or coordinators of the international interdisciplinary and area studies programs that are part of the major will provide critical advising of IS majors through mandatory advising sessions with all students every semester through registration blocks.

7. Which other departments/majors are affected by this new major (please attach letters of support from the chairs of each affected department indicating that the department has discussed the proposal and supports it)?

As a thoroughly multi-disciplinary major, International Studies incorporates courses from over 20 departments and programs and four schools. All non-IS courses in the major are part of the curriculum of the minor programs that have been incorporated into the IS major program.

8. Please explain any overlap with existing major.

The international Studies major overlaps with the following majors:

ANTHROPOLOGY; ART HISTORY; HISTORY; POLITICAL SCIENCE; CLASSICS; HISPANIC STUDIES; FRENCH; GERMAN; LATIN AMERICAN AND CARIBBEAN STUDIES; ENGLISH; COMMUNICATIONS; INTERNATIONAL BUSINESS; MUSIC; SOCIOLOGY; THEATER; PHILOSOPHY; RELIGIOUS STUDIES; ECONOMICS.

As is appropriate for an inter- and multi-disciplinary program, the International Studies major draws from multiple disciplines in the attempt to give students a multidimensional perspective to global development and affairs. No one discipline by itself can sufficiently provide students with the multitude of approaches needed to understand our increasingly complex globalized reality.

9. Address potential shifts:

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

Little shift in enrollment in individual classes is anticipated. Estimated number of majors of 50-60 will have little impact spread out over the number of concentrations. The largest impact will be in the introductory classes, particularly with the introduction of a new INTL 100 Introduction to International Studies course.

b) Address potential shifts in staffing of the department as related to the offering of this major.

Three new courses accompany this proposal for the major. INTL 100 Introduction to International Studies, INTL 300 Comparative Methodology in International Studies, and INTL 495 International Studies Capstone. INTL 100 will be staffed by a new INTL hire that will be made by the School of Languages, Cultures and World Affairs. INTL 300 and INTL 495 will be staffed by the new INTL hire as well as other College faculty involved in the INTL program who wish to

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Major

participate. The Methods and Capstone courses will be offered once per year in the first three years.

10. Requirements for additional resources made necessary by this major.

a) Staff:

As noted above, the School of LCWA is committed to staff the INTL 100, INTL 300 and INTL 495 courses by the Fall 2009 start date of the major. LCWA expects to add additional faculty within the next three years to teach these courses as well as other courses in the major. 1/4 time administrative staff will be needed, but not immediately.

b) Budget:

<table>
<thead>
<tr>
<th>Annual Expenses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Director – stipend</td>
<td>$ 8000</td>
</tr>
<tr>
<td>IS Faculty position**</td>
<td>55000</td>
</tr>
<tr>
<td>Library additions*</td>
<td>5000</td>
</tr>
<tr>
<td>Video purchase or rental*</td>
<td>2500</td>
</tr>
<tr>
<td>Printing - brochures, flyers</td>
<td>1000</td>
</tr>
<tr>
<td>Attendance - International Studies Association meeting</td>
<td>1500</td>
</tr>
<tr>
<td>Speakers, Film Festival, Sponsored Events</td>
<td>5000</td>
</tr>
<tr>
<td>Misc. Office supplies/ copier costs, etc.</td>
<td>2500</td>
</tr>
<tr>
<td>** ANNUAL TOTAL (estimate) **</td>
<td>$80500</td>
</tr>
</tbody>
</table>

Nonrecurring Expenses

| Enhancement of library collection | $10000 |
| NONRECURRING TOTAL (estimate)    | $10000 |
| IMPLEMENTATION COST (estimate)   | $90500 |

** Funding has already been committed for this position

* will be funded by the Library from anticipated increases or reallocations in book/journal/video budgets.

11. List courses and requirements (including their prerequisites) for completion of this major. Provide any relevant additional information, for example include a typical schedule for a student to complete this major.

SEE ATTACHMENT

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Major

12. Signature of Department Chair (s) or Program Director(s):  
   ____________________________  Date: 3/16/09  
   ____________________________  Date:  

13. Signature of Dean of School:  
   ____________________________  Date: 3/16/09  
   ____________________________  Date:  

14. Signature of Provost:  
   ____________________________  Date: 3/17/2009  

15. Signature of Business Affairs Official  
   ____________________________  Date:  
   not needed  

16. Signature of Curriculum Committee Chair:  
   ____________________________  Date: 3/24/09  

17. Signature of Budget Committee Chair  
   ____________________________  Date:  

18. Signature of Planning Committee Chair:  
   ____________________________  Date: 3/30/09  

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

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(Form was approved by FCC on 9/1/08 and replaces all others.)
PROPOSED MAJOR IN INTERNATIONAL STUDIES (B.A., A.B.) (34-35 hours)

Introduction

In response to the dramatic events of the collapse of the Soviet Union; democratization in Latin America and East-Central Europe; increased ethnic conflict in eastern Europe, Asia, and Africa; September 11 and the rise of international terrorism; and increased stress points in world affairs, a number of important organizations in higher education have sounded the call for American colleges and universities to provide more preparation for students in foreign languages, knowledge of other cultures, and world affairs. Organizations such as the Association of American Colleges and Universities, the American Council of Education, the Institute for International Education, and the American Association of State Colleges and Universities have launched special initiatives to encourage more universities to provide opportunities to gain much needed knowledge and skills required in our interdependent world.

Over the last ten years or more the College has not been idle in this regard. In our previous SACS reaccreditation, we undertook a focused self-study on the internationalization and interculturalization of the campus and the curriculum that resulted in the establishment of our Office of International Education and Programs and led to the creation of many of the interdisciplinary area and cultural studies minors we now offer our students. We now are prepared take the next step by institutionalizing that mission.

An area and thematic studies based major in International Studies can meet our students' need for a 21st century global perspective. With foreign language skills and study abroad opportunities tied to a robust multi- and interdisciplinary curriculum, the proposed degree in International Studies will develop globally competent graduates actively engaging the world around them.

Requirement: 34-35 hours
INTRODUCTORY LEVEL: 9 hours

A. INTL 100 Introduction to International Studies – 3 hours

B. One course from each of the following two categories: 6 hours

1) International Politics, History and Geography
POLS 103 World Politics
HIST 104 World History since 1500 (Prerequisite: HIST 103)
GEOG 101/POLS 104 World Regional Geography

2) International Culture and Literature
RELS 105 World Religions
ENGL 233 Survey of Non-Western Twentieth Century Literature ((Prerequisites: ENGL 101 and 102)
C. AREA STUDIES AND THEMATIC CONCENTRATIONS: 21-22 hours
   Africa Concentration – 21 hours
   Asia Concentration – 21 hours
   International Comparative Literature Concentration – 22 hours
   European Concentration – 21 hours
   Latin America and the Caribbean Concentration – 21 hours

D. COMPARATIVE METHODOLOGY – 1 hour
   Required for all International Studies majors; IS majors must normally take IS 300 between 18 and 21 hours of the International Studies major

E. ALL IS MAJORS ARE REQUIRED TO COMPLETE THE EQUIVELANT OF 202 IN A FOREIGN LANGUAGE AND AN ADDITIONAL 6 CREDIT HOURS OF FOREIGN LANGUAGE (OR THE EQUIVALENT) - LANGUAGES DETERMINED BY THEIR CONCENTRATIONS. Concentrations may allow requirement to be completed in only one language or two languages related to the concentration. Students may also double count language courses for the Foreign Language Requirement and Concentration requirement – check Concentration requirements.

F. ALL IS MAJORS ARE REQUIRED TO SPEND ONE SEMESTER OR SUMMER IN A STUDY OR INTERNSHIP ABROAD PROGRAM AND EARN A MINIMUM OF 6 CREDIT HOURS (To be arranged with the Director of the Program and with the provision for an alternative or exemption on the basis of special circumstances)

G. CAPSTONE: 3 hours
   INTL 495 International Studies Capstone (Prerequisite: 24 hours of a declared International Studies major)

H. ADVISING
   Students will be assigned a faculty advisor in their chosen concentration as they enter the program. Faculty advisors will assist students in choosing associated foreign language and study abroad components. Advising will aid students in navigating the large number of courses in the major, many which have departmental prerequisites. Moreover, templates for students who wish to specialize in a particular country within their concentration will be provided through the advising process. International Studies majors will be subject to an advising block on their registration to ensure that all IS students are progressing through a series of developmental learning experiences, including their foreign language study and study abroad.
J. International Studies students must take a minimum of 9 credit hours at the 300 level in the International Studies major.
Africa Concentration

The Africa Concentration in International Studies requires completion of 21 hours including a core of 6 hours and 15 hours of electives with at least 3 hours in each of three disciplines which will include the core History courses.

Requirements: 21 hours
Core courses: 6 credit hours
AFST 101 Introduction to African Civilization  
HIST 272 Pre-Colonial Africa (Prerequisites: HIST 101–102 or HIST 103–104) or  
HIST 273 Modern Africa (Prerequisites: HIST 101–102 or HIST 103–104)

15 credit hours selected from the following:
AFST 202 Special Topics in African Studies

ANTH 322 Peoples and Cultures of Africa (Prerequisite: ANTH 101 or permission of the instructor.)

ENGL 233 Survey of Non-Western Twentieth Century Literature (Prerequisites: ENGL 101 and 102) or  
ENGL 234 Survey of Third World Masterpieces (Prerequisites: ENGL 101 and 102)  
ENGL 352 Major African Writers (Prerequisites: ENGL 101 and 102)  
ENGL 353 African Women Writers (Prerequisites: ENGL 101 and 102)

FREN 451 African Literature of French Expression

HIST 372 North Africa Since 1800 (Prerequisites: HIST 101–102 or HIST 103–104)  
HIST 373 West Africa Since 1800 (Prerequisites: HIST 101–102 or HIST 103–104)  
HIST 473 Pan Africaism/OAU (Prerequisites: HIST 101–102 or HIST 103–104)

POL 322 Politics of Africa  
POL 331 Politics of Film and Reality in South Africa  
POL 366 International Diplomacy Studies

Foreign Language Requirement: Complete 202 (or the equivalent) in one foreign language and an additional 6 credit hours in the same or a different foreign language (or the equivalent).

Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.
Asia Concentration

The Asia Concentration in International Studies requires completion of 21 hours including a core of 3 hours and 9 hours chosen from History, Politics and Ideas and 9 hours chosen from Art, Literature and Culture with at least 3 hours in each of three disciplines.

Requirements: 21 hours
Core courses (3 hours):
ASST 101 Introduction to Asian Studies or
ARTH 103 History of Asian Art or
ASST 105 Value and Tradition in Asian Civilization

Electives: 18 hours from list below
The elective courses must be chosen from at least three different disciplines; students may develop a regional specialization within the Asia Concentration in consultation with an advisor (for example, South Asia, Southeast Asia, China or Japan). Students may focus on Japan by taking their elective courses from those designated JAPN and fulfilling their language requirement in Japanese. No more than 6 hours at the 100 level may be counted towards the Asia Concentration. ARTH 103 cannot fulfill a requirement in more than one category.

History and Politics: 9 hours

HIST 276 Islamic Civilization (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 282 China to 1800 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 283 Modern China (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 285 The Indian Subcontinent Since 1500 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 286 Japan to 1800 JAPN (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 287 Modern Japan JAPN (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 377 Iran/Persia (Prerequisites: HIST 101–102 or HIST 103–104)

POLS 323 Politics of East Asia JAPN
POLS 362 Case Studies in Foreign Policy

ASST 240 Special Topics in Asian Studies
ASST 340 Special Topics in Asian Studies
ASST 390 Independent Study in Asian Studies

Art, Literature and Culture: 9 hours

ARTH 103 Survey of Asian Art JAPN
ARTH 241 History of the Art of India
ARTH 242 History of the Art of China
ARTH 243 History of the Art of Japan JAPN
ASST 101 Introduction to Asian Studies
ASST 105 Value and Tradition in Asian Civilization

CHNS 390 Chinese Special Topics/Independent Study
LTCH 250 Chinese Literature in Translation

ENGL 234 Survey of Third World Masterpieces (Prerequisites: ENGL 101 and 102)
ENGL 358 Colonial and Postcolonial British Literature (Prerequisites: ENGL 101 and 102)

JPNS 390 Special Topics
LTJP 250 Japanese Literature in Translation JAPN
LTJP 350 Japanese Literature: A Foreign Author JAPN
LTJP 390 Special Topics in Japanese Literature in Translation JAPN

RELS 240 The Buddhist Tradition
RELS 245 The Hindu Tradition
RELS 248 Religions of China and Japan JAPN
RELS 340 Advanced Topics in Asian Religions
RELS 348 Asian Religions in America

ASST 240 Special Topics in Asian Studies
ASST 340 Special Topics in Asian Studies
ASST 390 Independent Study in Asian Studies

Foreign Language Requirement: Complete 202 (or the equivalent) in one Asian language and an additional 6 credit hours in the same or a different Asian language (or the equivalent). Students with a Japan focus must fulfill the requirement entirely in Japanese.

Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.
International Comparative Literature Concentration

The Comparative Literature Concentration in International Studies requires completion of 22 hours including a core of 4 hours (including a 1 hour Capstone); 6 hours from selected literature surveys, and 12 hours of electives with at least 3 hours in each of three disciplines.

Requirements: 19 hours
Core courses: 4 hours (NOTE: CPLT 400 is 1 credit hour)
CPLT 200 Introduction to Comparative Literature (Prerequisites: ENGL 101 and 102; one additional literature course recommended.)
CPLT 400 Capstone (Prerequisite: Completion of all other course work for the concentration in comparative literature and presented to the program director.)

Two courses selected from the following: 6 hours
ENGL 203 Survey of European Literature I (Prerequisites: ENGL 101 and 102)
ENGL 204 Survey of European Literature II (Prerequisites: ENGL 101 and 102)
ENGL 233 Survey of Non-Western Twentieth-Century Literature (Prerequisites: ENGL 101 and 102) or
ENGL 234 Survey of Third World Masterpieces (Prerequisites: ENGL 101 and 102)
LTFR 250 Francophone Literature in Translation
LTSP 252 Contemporary Latin American Literature in Translation

Four additional courses from at least three different departments, selected from the following list. One literature course must be in a foreign language you are studying to meet the Concentration foreign language requirement: 12 hours (Please note: a maximum of two film courses may be applied)

Arabic
LTAR 250 Arabic Literature in (English) Translation
LTAR 350 Arabic Literature in (English) Translation

Chinese
LTCH 250 Chinese Literature in (English) Translation
LTCH 350 Chinese Literature in (English) Translation

Classics
CLAS 103 Classical Mythology
CLAS 253 Ancient Epic
CLAS 254 Tragedy
CLAS 255 Comedy
CLAS 256 Ancient Satire
CLAS 270 The Romans in Cinema
CLAS 301 Topics in Ancient Greek Literature
CLAS 302 Topics in Latin Literature

English

ENGL 201 British Literature to 1800 (Prerequisites: ENGL 101 and 102)
ENGL 202 British Literature since 1800 (Prerequisites: ENGL 101 and 102)
ENGL 203 Survey of European Literature I (Prerequisites: ENGL 101 and 102)
ENGL 204 Survey of European Literature II (Prerequisites: ENGL 101 and 102)
ENGL 207 Survey of American Literature to the Present (Prerequisites: ENGL 101 and 102)

ENGL 212 The Cinema: History and Criticism (Prerequisites: ENGL 101 and 102)
ENGL 216 Introduction to African American Literature (Prerequisites: ENGL 101 and 102)
ENGL 233 Survey of Non-Western Twentieth-Century Literature (Prerequisites: ENGL 101 and 102)
ENGL 234 Survey of Third World Masterpieces (Prerequisites: ENGL 101 and 102)
ENGL 240 Science Fiction (Prerequisites: ENGL 101 and 102)
ENGL 301 Shakespeare: The Early Period (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)

ENGL 302 Shakespeare: The Later Period (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 304 Chaucer (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 306 Milton (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 307 Introduction to Old English (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 308 Spenser (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 311 Middle English Literature: Non-Chaucerian (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 313 African American Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 314 Non-Dramatic Literature of the Renaissance (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)

ENGL 317 The Seventeenth Century (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 318 The Eighteenth Century (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 320 Literature for Adolescents (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 321 The Romantic Period (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 323 The Victorian Period (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 325 Modern British Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 326 Irish Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 327 The British Novel I (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 328 The British Novel II (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 335 Modern Poetry (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 336 Women Writers (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 337 British Drama to 1642 (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 338 Modern Drama (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 340 Restoration and 18th-Century Drama (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 341 Twentieth-Century Southern Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 342 Colonial and Revolutionary American Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 343 American Renaissance: 1830–1870 (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 346 Contemporary American Fiction (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 349 American Novel to 1900 (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 350 Major Authors (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 351 Studies in American Film (Prerequisites: ENGL 101 and 102; ENGL 201 and 202; ENGL 212 or permission of the instructor)
ENGL 352 Major African Writers (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 353 African Women Writers (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 354 Jewish-American Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 355 The American Short Story (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 356 American Novel: 1900–1965 (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 357 Contemporary British Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 358 Colonial and Postcolonial British Literature (Prerequisites: ENGL 101 and 102)
ENGL 359 Contemporary American Poetry (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 360 Major Literary Themes (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 370 Major Literary Genres (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 390 Studies in Film (Prerequisites: ENGL 101 and 102; ENGL 201 and 202; ENGL 212 or permission of the instructor)
French
LTFR 150 French Literature in (English) Translation
LTFR 250 Francophone Literature in Translation
FREN 320 Survey of Francophone Literature *(Prerequisite: FREN 313 or FREN 350 or permission of the instructor.)
FREN 321 Survey of French Literature *(Prerequisite: FREN 313 or FREN 350 or permission of the instructor.)
FREN 326 Survey of Francophone Civilization *(Prerequisite: FREN 313 or FREN 350 or permission of the Instructor.)
FREN 327 Survey of French Civilization *(Prerequisite: FREN 313 or FREN 350 or permission of the Instructor.)
FREN 370 Studies in French Film and Literature
FREN 431 The Middle Ages and Renaissance in France
FREN 432 The 17th Century
FREN 433 The Baroque and Classic Theatre in France
FREN 434 The 18th Century
FREN 435 Literature of the 19th Century I
FREN 436 Literature of the 19th Century II (Prerequisite: FREN 435)
FREN 437 Twentieth-Century French Literature
FREN 438 Theater of the 20th Century (Prerequisite: FREN 313 and 314)
FREN 443 The Novel in France
FREN 451 African Literature of French Expression
FREN 452 Literature of the Maghreb (Prerequisite: FREN 313 and 314)
FREN 482 French Women Writers

German
LTGR 150 German Literature in (English) Translation
LTGR 250 German Literature in (English) Translation
LTGR 270 Studies in German Film
LTGR 450 German Literature in (English) Translation
GRMN 365 Introduction to German Literature
GRMN 460 German Literary Heritage (Prerequisite: two 300-level German courses or permission of the instructor.)
GRMN 468 Studies in Modern German Literature (Prerequisite: one 300-level German course or permission of the instructor.)
GRMN 472 Studies in German Cinema (Prerequisite: one 300-level German course or permission of the instructor.)

Greek
GREK 371 Readings in Greek Literature: Poetry (Prerequisites: Two 200-level Greek courses.)
GREK 372 Readings in Greek Literature: Prose (Prerequisites: Two 200-level Greek courses.)

Hebrew
LTHB 250 Hebrew Literature in (English) Translation
Italian
LTIT 250 Italian Literature in (English) Translation
LTIT 350 Italian Literature in (English) Translation
LTIT 370 Studies in Italian Film and Literature
ITAL 361 Survey of Italian Literature I (Prerequisite: ITAL 202 or permission of the instructor.)
ITAL 362 Survey of Italian Literature II (Prerequisite: ITAL 202 or permission of the instructor.)
ITAL 452 20th-Century Italian Literature (Prerequisite: ITAL 313 or 314, or permission of the instructor)

Japanese
LTJP 250 Japanese Literature in (English) Translation
LTJP 350 Japanese Literature in (English) Translation
LTJP 450 Japanese Literature in (English) Translation

Latin
LATN 301 Introduction to Latin Literature (Prerequisite: LATN 202, 250, or TSP Testing)
LATN 305 Medieval Latin (Prerequisite: LATN 202, 250, and 301)
LATN 321 Cicero (Prerequisite: LATN 301)
LATN 322 Vergil (Prerequisite: LATN 301)
LATN 323 Roman Historiography (Prerequisite: LATN 301)
LATN 371 Roman Comedy (Prerequisite: LATN 301)
LATN 372 Roman Satire (Prerequisite: LATN 301)
LATN 373 Roman Biography (Prerequisite: LATN 301 and 305)

Music
MUSC 337 Opera Literature (Prerequisite: MUSC 131 or 230 or permission of the instructor.)

Portuguese
LTPO 250 Portuguese Literature in (English) Translation
LTPO 350 Portuguese Literature in (English) Translation
LTPO 450 Portuguese Literature in (English) Translation

Religion
RELS 201 The Hebrew Bible
RELS 202 The New Testament
RELS 205 Sacred Texts of the East
RELS 310 Sacred Texts
RELS 360 Myth, Ritual, and Symbol

Russian
LTRS 150 Russian Literature in (English) Translation
LTRS 250 Russian Literature in (English) Translation
LTRS 270 Studies in Russian Film
LTRS 350 Russian Literature in (English) Translation
LTRS 450 Russian Literature in (English) Translation
SPAN 150 Spanish Literature in (English) Translation
LTSP 250 Spanish Literature in (English) Translation
LTSP 252 Contemporary Latin American Literature in Translation
LTSP 256 Magic and the Real: Latin American Literature and Film
LTSP 350 Spanish Literature in (English) Translation
LTSP 450 Spanish Literature in (English) Translation
SPAN 320 Introduction to the Study of Hispanic Literature (Prerequisites: SPAN 275, 313, 314 or 312 or 328, or 350 or permission of the instructor.)
SPAN 361 Survey of Spanish Literature I (Prerequisite: SPAN 320 or permission of the instructor.)
SPAN 362 Survey of Spanish Literature II (Prerequisite: SPAN 320 or permission of the instructor.)
SPAN 371 Survey of Spanish-American Literature I (Prerequisite: SPAN 320 or permission of the instructor.)
SPAN 372 Survey of Spanish-American Literature II (Prerequisite: SPAN 320 or permission of the instructor.)
SPAN 451 18th- and 19th-Century Spanish Literature (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 452 20th-Century Spanish Literature (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 453 Don Quijote de La Mancha (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 454 Contemporary Spanish-American Poetry (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 455 Contemporary Spanish-American Fiction (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 456 Contemporary Spanish-American Theatre (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 457 Early Colonial Spanish-American Texts (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 458 Contemporary Hispanic-Caribbean Theater (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 473 The Golden Age (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 474 Contemporary Spanish Theater (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 475 Medieval Literature of the Iberian Peninsula (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)

Theatre
THTR 212 History of the American Theatre
THTR 214 Modern American and European Drama
THTR 310 Theatre History and Literature to 1750 (Prerequisite: junior or senior standing.)
THTR 311 Theatre History and Literature after 1750 (Prerequisite: junior or senior standing.)
THTR 316 African American Theatre (Prerequisite: junior or senior standing.)
THTR 387 The Contemporary Theatre

**Foreign Language Requirement:** Complete 202 (or the equivalent) in one language and an additional 6 credit hours in the same or a different foreign language (or the equivalent).

*Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.*
Europe Concentration

The Europe Concentration in International Studies offers a multi-disciplinary concentration. The Europe Concentration requires completion of 21 hours including 9 hours from History, Politics, Ideas and Economics and 9 hours from Literature and Culture. Students must take at least 3 hours in each of three disciplines. All Students must take the 3 hour European Studies Capstone. Students may focus on Britain (BRT), Germany (GRM), Italy (ITL) or Russia (RUS) by taking their required courses that are so designated.

Requirements: 21 hours

History, Politics, Ideas and Economics: 9 hours

HIST 231 Ancient Greece (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 232 Ancient Rome (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 234 Early Middle Ages (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 235 High Middle Ages (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 242 History of Modern France (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 244 Political and Social History of Germany from 1866 to Present GRM
(Prerequisites: HIST 101–102 or HIST 103–104)
HIST 245 Tsarist Russia to 1796 RUS (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 246 Imperial Russia to 1917 RUS (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 252 Women in Europe (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 256 History of Science and Technology (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 258 European Jewish History: Medieval to Modern GRM RUS (Prerequisites:
HIST 101–102 or HIST 103–104)
HIST 334 European Social History to 1800 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 336 Italian Renaissance ITL (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 337 The Age of Reformation GRM (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 341 Age of Enlightenment and Revolution (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 344 Modern European Cultural History GRM (Prerequisites: HIST 101–102 or
HIST 103–104)
HIST 345 Modern German Cultural and Intellectual History GRM (Prerequisites: HIST
101–102 or HIST 103–104)
HIST 346 History of the Soviet Union RUS (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 354 Tudor England, 1485–1603 BRT (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 355 Stuart England, 1603–1714 BRT (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 356 Georgian Britain BRT (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 357 Victorian Britain BRT (Prerequisites: HIST 101–102 or HIST 103–104)

PHIL 203 Philosophy of Human Nature
PHIL 205 Existentialism GRM
PHIL 201 History of Ancient Philosophy
PHIL 202 History of Modern Philosophy GRM
PHIL 240 Jewish Philosophy
PHIL 250 Marxism GRM
PHIL 304 19th-Century Philosophy GRM (Six semester hours in philosophy -other than PHIL 215 or 216 - or permission of the instructor.)
PHIL 306 20th-Century Analytical Philosophy (Six semester hours in philosophy -other than PHIL 215 or 216 - or permission of the instructor.)
PHIL 307 20th-Century Continental Philosophy GRM (Six semester hours in philosophy -other than PHIL 215 or 216 - or permission of the instructor.)

POLS 346 Modern Ideologies RUS
POLS 326 Soviet and Russian Politics RUS
POLS 334 Geographies and Politics of the European Union BRT

RELS 202 The New Testament: History and Interpretation
RELS 225 The Jewish Tradition
RELS 230 The Christian Tradition

ECON 308 Evolution of Economic Doctrines (Prerequisites: Junior standing; ECON 200, 201, MATH 105 or 120 or permission of the instructor.)
ECON 310 International Economics (Prerequisites: Junior standing; ECON 200, 201, MATH 105 or 120 or permission of the instructor.)
ECON 330 Comparative Economic Systems (Prerequisites: Junior standing; ECON 200, 201, MATH 105 or 120 or permission of the instructor.)

FREN 380 Le Concept de Marketing* (Prerequisite: FREN 313)
FREN 381 French for World Business I* (Prerequisite: FREN 313)
FREN 382 French for World Business II* (Prerequisite: FREN 313)

GRMN 331 German for Business* GRM
GRMN 332 German in International Business* GRM (Prerequisite: GRMN 202 or 250)
SPAN 318 Spanish for International Business* (Prerequisites: SPAN 275, 313, 314 or 312 or 328, or 350 or permission of the instructor.)

MGMT 322 International Business (Prerequisites: ECON 200 and 201, junior standing)
MGMT 325 International Management (Prerequisites: MGMT 301; junior standing.)
MGMT 391 The International Corporation: A Comparative Approach (Prerequisites: ECON 200 and 201 or permission of the instructor; junior standing.)
MGMT 409 Global Strategic Management (Prerequisites: ACCT 203, 204, DSCI 232, 314, ECON 200, 201, FINC 303, MGMT 301, MKTG 302, 326, MATH 104 and 105; senior standing.)
MKTG 326 International Marketing (Prerequisites: MKTG 302, ECON 200 and 201; junior standing.)

Literature and Culture: 9 hours

ANTH 326 Peoples and Cultures of Europe (Prerequisite: ANTH 101 or permission of the instructor)

ENGL 201 British Literature to 1800 BRT (Prerequisites: ENGL 101 and 102)
ENGL 202 British Literature since 1800 BRT (Prerequisites: ENGL 101 and 102)
ENGL 203 Survey of European Literature I (Prerequisites: ENGL 101 and 102)
ENGL 204 Survey of European Literature II (Prerequisites: ENGL 101 and 102)
ENGL 301 Shakespeare: The Early Period BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 302 Shakespeare: The Later Period BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 304 Chaucer BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 306 Milton BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 307 Introduction to Old English BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 308 Spenser BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 311 Middle English Literature: Non-Chaucerian BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 314 Non-Dramatic Literature of the Renaissance BRT (Prerequisites: ENGL 101 and 102)
ENGL 317 The Seventeenth Century BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 318 The Eighteenth Century BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 321 The Romantic Period BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 323 The Victorian Period BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 325 Modern British Literature BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and
ENGL 326 Irish Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 327 The British Novel: I BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 328 The British Novel: II BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 335 Modern Poetry (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 337 British Drama to 1642 BRT (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 340 Restoration and 18th-Century Drama BRT (Prerequisites: ENGL 101 and 102)
ENGL 350 Major Authors (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 357 Contemporary British Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)

LTFR 150 French Literature in (English) Translation
LTFR 250 Francophone Literature in (English) Translation

LTGR 150 German Literature in (English) Translation GRM
LTGR 250 German Literature in Translation GRM
LTGR 270 Studies in German Film GRM
LTGR 450 German Literature in (English) Translation GRM

LTIT 250 Italian Literature in (English) Translation ITL
LTIT 270 Introduction to Italian Cinema ITL
LTIT 350 Italian Literature in (English) Translation ITL
LTIT 370 Studies in Italian Film and Literature (English) ITL
LTIT 390 Italian Literature in Translation ITL

LTRS 150 Russian Literature in (English) Translation RUS
LTRS 210 19th century Russian Literature RUS
LTRS 220 20th century Russian Literature RUS
LTRS 250 Russian Literature in (English) Translation RUS
LTRS 270 Studies in Russian Film RUS
LTRS 350 Russian Literature in (English) Translation RUS
LTRS 450 Russian Literature in (English) Translation RUS

LTSP 250 Spanish Literature in (English) Translation: A Foreign Literature
LTSP 350 Spanish Literature in (English) Translation: A Foreign Author
LTSP 450 Spanish Literature in (English) Translation: Comparative Literature

ARTH 220 History of Greek and Roman Art
ARTH 225 Medieval Art
ARTH 277 Renaissance Art ITL
ARTH 280 History of Baroque Art ITL
ARTH 285 Modern Art
ARTH 301 Studies in Ancient and Medieval Art (Prerequisite: Permission of the
instructor or six (6) hours of art history or ARTH 299.)

ARTH 303 Studies in Renaissance and Baroque Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 306 Studies in Modern, Contemporary, and Film Arts (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 350 History of Early Christian and Byzantine Art RUS (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 355 History of Early Medieval and Romanesque Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 360 History of Gothic Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 362 History of Medieval Manuscript Illumination (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 365 History of Northern Renaissance Painting GRM (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 370 History of Italian Early Renaissance Art ITL (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 375 History of Italian High and Late Renaissance Art ITL (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 381 Spanish Baroque Painting and Sculpture (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 385 History of European Painting, 1700–1850 (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 389 19th-Century European Art GRM (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 390 20th-Century European Art GRM RUS (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 394 History of 18th- and 19th-Century Western Architecture (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 395 History of 20th-Century Architecture (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

MUSC 230 Masterworks of Music Literature GRM (Prerequisite: MUSC 131 or permission of the instructor.)

MUSC 337 Opera Literature GRM ITL (Prerequisite: MUSC 131 or 230 or permission of the instructor)

MUSC 381 Music History I (Prerequisite: MUSC 247 or permission of the instructor.)

MUSC 382 Music History II (Prerequisite: MUSC 381 or permission of the instructor; for minors in music, MUSC 246 is the prerequisite.)

THTR 310 Theatre History and Literature to 1750 (Prerequisite: junior or senior standing.)
THTR 311 Theatre History and Literature after 1750 (Prerequisite: junior or senior standing.)
THTR 331 History of Dance
THTR 387 The Contemporary Theatre

FREN 220 Special Assignment Abroad*
FREN 321 Survey of French Literature *(Prerequisite: FREN 313 or FREN 350 or permission of the instructor.)
FREN 327 Survey of French Civilization *(Prerequisite: FREN 313 or FREN 350 or permission of the Instructor.)
FREN 330 Collateral Study*
FREN 360 French Language Study Abroad*
FREN 361 Current Issues in France or the French-Speaking World*(Prerequisite: FREN 202 or 250 or permission of the instructor)
FREN 363 Advanced French Culture* (Prerequisite:FREN 313 and 314 and Junior standing or departmental approval.)
FREN 370 Studies in French and Francophone Literature and Film*
FREN 431 The Middle Ages and Renaissance in France*
FREN 432 The 17th Century*
FREN 433 The Baroque and Classic Theatre in France*
FREN 434 The 18th Century*
FREN 435 Literature of the 19th Century I*
FREN 436 Literature of the 19th Century II*(Prerequisite: FREN 435 or permission of the instructor.)
FREN 437 Twentieth-Century French Literature*
FREN 438 Theatre of the 20th Century* (Prerequisite: FREN 313 and 314)
FREN 443 The Novel in France*
FREN 482 French Women Writers*

GRMN 320 Special Assignment Abroad* **GRM** (Prerequisites: GRMN 202, 250, placement, or permission of the instructor)
GRMN 325 German Contemporary Issues* **GRM**
GRMN 326 German Media* **GRM** (Prerequisites: GRMN 202, 250, placement, or permission of the instructor)
GRMN 328 German Language Study Abroad* **GRM**
GRMN 329 Current Issues in Germany or the German-Speaking World* **GRM**
GRMN 365 Introduction to Literature* **GRM**
GRMN 424 German Civilization and Culture* **GRM** (Prerequisite: one 300-level German courses or permission of the instructor.)
GRMN 460 German Literary Heritage* **GRM** (Prerequisite: two 300-level German courses or permission of the instructor.)
GRMN 468 Studies in Modern German Literature* **GRM** (Prerequisite: one 300-level German course or permission of the instructor.)
GRMN 472 Studies in German Cinema* GRM (Prerequisite: one 300-level German course or permission of the instructor.)

ITAL 328 Italian Language Study Abroad* ITL
ITAL 361 Survey of Italian Literature I* ITL (Prerequisite: ITAL 202 or permission of the instructor.)
ITAL 362 Survey of Italian Literature II* ITL (Prerequisite: ITAL 202 or permission of the instructor.)
ITAL 452 20th-Century Italian Literature* ITL (Prerequisite: ITAL 313 or 314, or permission of the instructor)

SPAN 320 Introduction to the Study of Hispanic Literature* (Prerequisites: SPAN 275, 313, 314 or 312 or 328, or 350 or permission of the instructor.)
SPAN 322 Civilization and Culture of Spain I* (Prerequisites: SPAN 313, 314 or 312 or 328, or 350 or permission of the instructor)
SPAN 323 Civilization and Culture of Spain II* (Prerequisites: SPAN 313, 314 or 312 or 328, or 350 or permission of the instructor)
SPAN 328 Spanish Language Study Abroad* (Prerequisite: SPAN 202 or 250; or permission of the instructor.)
SPAN 329 Current Issues in Spain or the Spanish-Speaking World* (Prerequisite: SPAN 202 or 250; or permission of the instructor.)
SPAN 361 Survey of Spanish Literature I* (Prerequisite: SPAN 320 or permission of the instructor.)
SPAN 362 Survey of Spanish Literature II* (Prerequisite: SPAN 320 or permission of the instructor.)
SPAN 446 History of the Spanish Language* (Prerequisite: SPAN 381 or permission of the instructor.)
SPAN 451 18th- and 19th-Century Spanish Literature* (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 452 20th-Century Spanish Literature* (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 453 Don Quijote de La Mancha* (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 473 The Golden Age* (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 474 Contemporary Spanish Theatre* (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 475 Medieval Literature of the Iberian Peninsula* (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)

Capstone: 3 hours
EUST 400 European Studies Capstone
*Please note: courses marked with an asterisk are taught in that language.

**Foreign Language Requirement:** European foreign language only. Complete 202 (or the equivalent) in one European foreign language and an additional 6 credit hours in the same or a different European foreign language (or the equivalent). Students with a Germany, Italy or Russia focus must fulfill the requirement entirely in those languages. Foreign language courses above the 200 level may double count for the major and Foreign Language Requirement.

*Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.*
Latin America and the Caribbean Concentration

The Latin America and the Caribbean Concentration in International Studies requires completion of 21 hours including a 3 hour core course, 9 hours from the history and politics category, and 9 hours from the literature, film and culture category with at least 3 hours in each of three disciplines. Students may focus on Brazil by taking their required and elective courses from those designated BRAZ and fulfilling their language requirement in Portuguese.

Required: 21 hours
Core course: 3 hours
LACS 101 Introduction to Latin American and Caribbean Studies BRAZ

History and Politics: 9 hours
ANTH 328 Aztecs, Maya and their Ancestors (Prerequisite: ANTH 101 or ANTH 202 or permission of the instructor.)
HIST 262 Colonial Latin America (Prerequisites: HIST 101-102 or HIST 103-104)
HIST 263 Modern Latin America (Prerequisites: HIST 101-102 or HIST 103-104)
HIST 264 Caribbean to 1800 (Prerequisites: HIST 101-102 or HIST 103-104)
HIST 265 Caribbean Since 1800 (Prerequisites: HIST 101-102 or HIST 103-104)
HIST 266 Aztecs, Maya and their Ancestors (Prerequisites: HIST 101-102 or HIST 103-104)
HIST 364 Sugar and Slaves in Colonial Brazil BRAZ (Prerequisites: HIST 101-102 or HIST 103-104)
HIST 365 Modern Brazil BRAZ (Prerequisites: HIST 101-102 or HIST 103-104)
HIST 366 Comparative Slavery in the Americas (Prerequisites: HIST 101-102 or HIST 103-104)
POLS 321 Politics of Latin America
POLS 333 The Politics of Contemporary Brazil BRAZ
POLS 328 Modernization, Depend. & Pol. Development BRAZ
POLS 335 Cuban Revolution
POLS 366 International Diplomacy Studies

Literature, Film, and Culture: 9 hours
ANTH 325 Peoples & Cultures of Latin America (Prerequisite: ANTH 101 or permission of the instructor.)
ANTH 327 Peoples & Cultures of the Caribbean (Prerequisite: ANTH 101 or permission of the instructor.)
ARTH 205 Pre-Columbian Art and Culture
ARTH 255 Latin American Colonial Art
ENGL 233 Survey of Non-Western 20th Century Lit.(Prerequisites: ENGL 101 and 102)
ENGL 234 Survey of Third World Masterpieces (Prerequisites: ENGL 101 and 102)
ENGL 358 Colonial and Post Colonial British Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
LACS 103 Intro. to Contemporary Cuba
LACS 104 Intro. to Contemporary Chile
LACS 105 Intro. to Contemporary Brazil
LACS 106 Intro. to Contemporary Argentina
LTPO 250 Portuguese Lit. In Trans.: A Foreign Lit. BRAZ
LTPO 270 Studies in Brazilian Film BRAZ
LTPO 280 Studies in Brazilian Civilization & Culture BRAZ
LTPO 350 Portuguese Lit. In Trans.: A Foreign Author BRAZ
LTPO 450 Portuguese Lit. In Trans.: Comparative Lit. BRAZ
LTSP 252 Contemp. Lat. Amer. Lit. in Translation
LTSP 254 Society, History & Cult. in Span. Amer. Lit.
LTSP 256 Magic & The Real in Lat. Amer. Lit. & Film
POLS 332 Politics of Film and Reality in Latin America
SPAN 315 Special Assignment Abroad (Prerequisites: SPAN 275, 313, 314 or 312 or 328, or 350 or permission of the instructor)
SPAN 326 Latin Amer. Civilization and Culture I (Prerequisites: SPAN 313, 314 or 312 or 328, or 350 or permission of the instructor)
SPAN 327 Latin Amer. Civilization and Culture II (Prerequisites: SPAN 313, 314 or 312 or 328, or 350 or permission of the instructor)
SPAN 328 Spanish Language Study Abroad (Prerequisite: SPAN 202 or 250; or permission of the instructor.)
SPAN 329 Current Issues Abroad (Prerequisite: SPAN 202 or 250; or permission of the instructor.)
SPAN 371 Survey of Spanish American Literature I (Prerequisite: SPAN 320 or permission of the instructor.)
SPAN 372 Survey of Spanish American Literature II (Prerequisite: SPAN 320 or permission of the instructor.)
SPAN 447 Spanish Dialectology (Prerequisite: SPAN 381 or permission of the instructor.)
SPAN 454 Contemporary Spanish-American Poetry (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 455 Contemporary Spanish-American Fiction (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 456 Contemporary Spanish-American Theater (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 457 Early Colonial Spanish-American Texts (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 458 Contemporary Hispanic Caribbean Theater (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)

Foreign Language Requirement: Spanish and Portuguese. Complete 202 (or the
equivalent) in Spanish or Portuguese language and an additional 6 credit hours in the same or the other language (or the equivalent). Students with a Brazil focus must fulfill the requirement entirely in Portuguese. Spanish and Portuguese language course above the 200 level may double count for the major and Foreign Language Requirement.

*Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.*
Proposal for a New Major

1. Department: Women's and Gender Studies

2. Name of Major: Women's and Gender Studies

3. Desired acronym: WGST

4. Total number of hours required for completion of major: 33

5. Semester and year in which new major will go into effect: Fall 2010

6. Justification for offering the major (consider the following):
   a. What are the goals and objectives of the major?

Purposes and Objectives of the Program

The field of Women’s and Gender Studies and the scholarship it has generated in the last thirty years have significantly transformed the traditional disciplines in the humanities and social sciences, and are having a growing impact on the sciences and professional schools. The Women’s and Gender Studies Program at the College of Charleston is a vibrant, growing program. We are the largest interdisciplinary program at the College in terms of enrollments, faculty involvement, and number of minors, and we maintain a strong connection to the Charleston community. We are one of 652 Women’s Studies or Women’s and Gender Studies programs nationally, and national trends as well as student interest at the College of Charleston suggest that the time is right for a Women’s and Gender Studies major.

The primary purpose of the B.A. in Women’s and Gender Studies is to enable undergraduates to focus their energies on Women’s and Gender Studies with the degree of concentration necessary to pursue the intellectual, personal, and civic opportunities offered by this significant and rapidly growing field of study. The mission statement of the Women’s and Gender Studies Program summarizes the basis for the proposed initiative:

Women's and Gender Studies emerged in response to the recognition that the academic disciplines have studied human life by investigating men's lives. A primary aim of Women's and Gender Studies is to include women in our body of knowledge by examining women's writings, by researching women's roles and status in various societies, and by emphasizing women's cultural and historic contributions.

Women's and Gender Studies stresses the gendered nature of human life. It is also sensitive to other fundamental differences among humans, including those of class, race, ethnicity, age, and sexual orientation.

Women's and Gender Studies at the College of Charleston focuses on scholarship devoted to the study of women and gender in four general thematic areas: politics and social organization, historical and global perspectives, culture and representation, and mind and body. Our proposed B.A. will engage students with the latest research and writing in each of these areas.
Need for the Program in the State

Only one South Carolina university currently offers a Women's Studies major, the University of South Carolina (Furman offers a concentration in Women's and Gender Studies). No college or university in the Lowcountry offers such a major. Steadily rising enrollments in Women's and Gender Studies courses reflect the need for this major. Indeed, our classes and our minor are popular. Women’s Studies classes have been offered at the College of Charleston since 1987, and the minor has been in existence since 1989. Our program has grown steadily and impressively in the last 20 years. During the last three years, an average of 1600 students a year have enrolled in Women's and Gender Studies courses (including cross-listed courses). Our introductory course is particularly popular; we now regularly offer seven sections per semester, enrolling an average of 520 students per academic year. Between 2004 and 2008 our number of WGS minors grew from 40 to 83.

Four small surveys conducted during spring 2006, fall 2007, and spring 2008 also provide support for an undergraduate major in WGS. During the spring semester 2006, we surveyed current Women’s and Gender Studies minors as well as students enrolled in the Introduction to Women’s and Gender Studies to assess their interest in a Women’s and Gender Studies major. 18 out of 171 WMST 200 students surveyed said that they would be interested in majoring in Women’s and Gender Studies (11%). 19 out of 20 current minors surveyed in spring 2006 said they were interested in majoring or double majoring in Women’s and Gender Studies. Graduating senior minors were asked if they would have been interested in majoring in Women's and Gender Studies had the major been available; over half the respondents indicated that they would be “absolutely certain” or “very likely” to have majored in WGS.

During fall 2007 we contacted, via paper mail and email, our 113 WGS alumni, and 52 responded. This survey indicated that a clear majority of our responding alumni were supportive of the WGS major. Of this group, 81% strongly agreed that their WGS minor enhanced their academic experience at the College of Charleston, 9% stated that they agreed, and only one student disagreed. We asked how likely they would have been to have majored in WGS had a major been available while they were a student at CofC. 62% indicated that they would be “absolutely certain” or “very likely” to have majored in WGS.

During spring 2008, we surveyed students enrolled in introductory level English and History classes. 25 out of 78 students reported that they would “absolutely,” “very likely,” or “somewhat likely” major or double major in WGS (31%). During this semester, 37 out of 89 students surveyed in the Introduction to Women’s and Gender Studies reported that they would “absolutely,” “very likely,” or “somewhat likely” major or double major in WGS (24%).

Many enthusiastic comments from the alumni also support an undergraduate major. One alumna who responded to the fall 2007 survey wrote, “I can’t articulate how much my WGS minor influenced my way of thinking. It’s invaluable, and I wish I could be around to major in WGS!”

Like other degree programs in the liberal arts, Women's and Gender Studies will prepare students for a wide range of careers by developing skills of analysis and expression while fostering an understanding of fundamental dynamics in contemporary society. In our survey of alumni, 53% of respondents reported that they use what they learned in their minor in their current work “regularly,” while 23% reported that they “occasionally” do. We have already placed former students who minored in WGS in such agencies and organizations as People Against Rape, My Sister’s House, the Cystic Fibrosis Foundation, Skirt! magazine, the Center

WGS Major Proposal for Curriculum Committee 2
for Women in Charleston, the National Organization for Women, and with companies such as Blue Cross Blue Shield, Marriott, the Glover Park Group, and Weber Shandwick.

b. How does the major support the liberal arts tradition of the College, including linkages with other disciplines?

Centrality of the Program to the Mission of the College of Charleston

The addition of an undergraduate degree program in Women’s and Gender Studies will help the College fulfill its mission in several ways. According to our mission statement, the College’s main emphasis is “a strong liberal arts undergraduate curriculum” with an emphasis on meeting the educational needs of the Lowcountry and the state. WGS is now an accepted—even an expected—part of the curriculum at the leading liberal arts institutions, yet no undergraduate major exists in the Lowcountry. This major would allow the College of Charleston to be a leader in this region. Further, the mission statement explains that the College “provides students the opportunity to realize their intellectual and personal potential and to become responsible, productive members of society.” The WGS major emphasizes all these priorities. Our courses emphasize student-centered intellectual inquiry, and an increasing number of these courses offer a service-learning or experiential component. Further, our major will require students to complete a one-semester internship, which will benefit their personal development and civic engagement. The internship requirement will also provide economic benefits, as students will be making valuable connections with the Charleston business community.

Relationship of the Program to Others at the College of Charleston

The proposed undergraduate degree would draw upon and reinforce many programs in the School of Humanities and Social Sciences. Other units on campus, including the School of Education, Health, and Human Performance, the School of Languages, Cultures, and World Affairs, and the School of the Arts, have also regularly offered courses that count toward the WGS minor. The WGS minor has grown to be the largest interdisciplinary minor on campus in part because of our enthusiastic faculty affiliates from 15 different departments and every school on campus. Chairs of all departments whose courses will be part of the curriculum and deans of all schools are supportive of this proposal.

This would be the second interdisciplinary studies major at the College (we offer an interdisciplinary studies major in Urban Studies and an area studies major, Latin American and Caribbean Studies), although such majors are quite common at our peer and aspirational peer institutions.

Comparison of the Program to Those at Other Institutions

The proposed program is based on thorough review of Women’s and Gender Studies/Women’s Studies curricula leading to the B.A. at other comprehensive and liberal arts colleges and universities. Although these programs differ considerably, the key elements of our proposed curriculum are common among leading schools.

Nationwide, more than 250 schools offer majors in Women’s Studies or Women’s and Gender Studies, including many of our peer and aspirational peer institutions. Liberal arts colleges offering a major in Women’s Studies include Amherst, Guilford, Hamilton, Kenyon, Macalester, Oberlin, Smith, Wellesley, and William and Mary. Other schools with a major
include Emory, Duke, Georgetown, Goucher, Rice, Tulane, Vanderbilt, the University of North Carolina at Chapel Hill, the University of South Carolina, and the University of Virginia.

As is the case with many programs in recent years, we have changed our name from Women’s Studies to Women’s and Gender Studies. Our new name more accurately reflects the broad-based approach we take in our classes and our research; we are concerned not only with what it means to be a woman in the world, but also what it means to be a man. Our classes address masculinity as well as femininity and how these categories intersect with race, class, sexual identity, and ethnicity. (Other schools which have programs in Women’s and Gender Studies or Gender Studies include Furman, Rice, Brown, Cornell, Dartmouth, Elon, Vanderbilt, Wake Forest, and the University of Virginia.)

The only other Women’s Studies B.A. program in the state, the USC program, is substantially larger than ours, offering a minor, major, and master’s certificate in Women’s Studies. The program director at USC is aware of our efforts and has been very supportive.

7. Which other departments/majors are affected by this new major (please attach letters of support from the chairs of each affected department indicating that the department has discussed the proposal and supports it?)

   Departments which offer courses which will count toward the WGST major are:
   - Classics
   - Communication
   - English
   - History
   - Philosophy
   - Health and Human Performance
   - Political Science
   - Psychology
   - Religious Studies
   - Sociology and Anthropology
   - Theatre

8. Please explain any overlap with existing major.

   Because the WGST major draws on course offerings from other departments, there will be overlap (i.e. COMM 370 could count for the Communication major as well as the Women’s and Gender Studies major), but because WGS will require students to undertake a broad-based interdisciplinary field of study, no one major will be greatly affected.

9. Address potential shifts:
   a. Address potential enrollment pattern shifts in the department or college-wide related to the offering of this major.

Projected Student Enrollment

Projected student enrollment is presented below. The number of Women’s and Gender Studies minors has doubled over the past four years. At the end of the 2006-2007 academic year, 83 students were Women’s and Gender Studies minors, the largest number ever. Several initiatives are underway that will increase student involvement. In fall 2006 the College’s Office
for the Academic Experience began sponsoring annual WGS Learning Communities, enrolling first-year students in linked courses focused on Women’s and Gender Studies. In 2007 the WGS House opened on campus, a residence hall for WGS students, sponsored by Residence Life and Housing. In addition, beginning in fall 2007, seven scholarships were specifically designated for WGS students. Because of these trends and initiatives, we expect the program to grow and remain healthy. However, conversations with directors of programs nationwide suggest that Women’s and Gender Studies Programs rarely have large majors. For that reason, we anticipate that four years into the major, we will have 80 minors and 20 majors.

Our enrollment projections are based on current data about enrollments in courses which count for the WGS minor. WGS majors will take roughly twice as many WGS courses as minors do.

Additional Student Enrollment

Additional student enrollment is presented below. Since it is not taught in high school, Women’s and Gender Studies is not a major that first-year students are likely to have influence their choice of schools. However, since we will have one of only two B.A.s in Women’s and Gender Studies in the state, we anticipate that some mostly upper-division students will transfer to the College of Charleston to complete their B.A.

### Projected Total Enrollment

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### Projected New Enrollment

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<th>Spring Headcount</th>
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b. Address potential shifts in staffing of the department as related to the offering of this major.

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1 Enrollment figures were determined based on data gathered from Women's Studies/Women's and Gender Studies Programs at the following institutions: Eastern Washington University, Bucknell University, Amherst College, Carleton College, University of Nebraska-Lincoln, University of Miami, University of Maine-Farmington, West Virginia University, College of New Jersey, The College of William and Mary, Wellesley, Duke University, Appalachian State University, Oberlin, Brandeis University, Emory University, Georgetown University, Vanderbilt University, and the University of South Carolina.
We have vigorous and sustained faculty involvement: 30 tenured or tenure-track faculty members and 4 senior instructors and instructors are affiliated with the Women’s and Gender Studies Program and regularly teach courses that count toward the Women’s and Gender Studies minor (and would count toward the major). These faculty members represent 15 departments and every School at the College. The rank, highest degree, and field of study for each faculty member are listed below. In the last three academic years, seven new faculty members whose research and teaching emphasize women and/or gender issues were hired in the departments of English, History, Communication, Classics, and Management and Entrepreneurship. Ten faculty members are currently in the rotation to teach the Introduction to Women’s and Gender Studies, and we have a number of qualified adjunct instructors. We have not had difficulty staffing our courses in the past, and with the 2005 hire of a director who teaches one or two WGST courses per semester, we should not have difficulty covering our curricular needs.

In the fall of 2009, the director of the program will be the only faculty member whose academic appointment is in part located in the program. However, in recognition of the importance of Women’s and Gender Studies to the total quality of our academic offerings and the increasing demand for our courses, the Dean of Humanities and Social Sciences has begun investigating the possibility of official joint appointments that would increase the number of WGS faculty.

**Qualifications**

Women’s and Gender Studies faculty affiliates include all faculty under current contract with the College of Charleston whose teaching, research, and/or service is substantially and appropriately connected to Women’s and Gender Studies, as determined by the Women’s and Gender Studies Steering Committee.

**New Assignments Required**

None.

<table>
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<tr>
<th>Faculty Member Rank</th>
<th>Highest Degree Earned</th>
<th>Field of Study</th>
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<tbody>
<tr>
<td>Full Professor #1</td>
<td>Ph.D. University of California, Berkeley</td>
<td>Continental philosophy (Philosophy)</td>
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<td>Full Professor #2</td>
<td>Ph.D. University of North Carolina at Chapel Hill</td>
<td>Philosophy of law (Philosophy)</td>
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<td>Full Professor #3</td>
<td>Ph.D. University of Chicago</td>
<td>Women and religion (Religious Studies)</td>
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<td>Full Professor #4</td>
<td>Ph.D. Duke University</td>
<td>Gender (Sociology)</td>
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<tr>
<td>Full Professor #5</td>
<td>Ph.D. University of Texas, Austin</td>
<td>Contemporary American fiction, women writers (English)</td>
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<tr>
<td>Full</td>
<td>Ph.D.</td>
<td>Women’s health issues</td>
<td>Yes</td>
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WGS Major Proposal for Curriculum Committee
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<tr>
<th>Professor #6</th>
<th>University of Oregon</th>
<th>(Health and Human Performance)</th>
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<tbody>
<tr>
<td>Full Professor #7</td>
<td>Ph.D. University of Maryland, College Park</td>
<td>American politics, women in politics (Political Science)</td>
</tr>
<tr>
<td>Associate Professor #8</td>
<td>Ph.D. Johns Hopkins University</td>
<td>Political theory, utopia/dystopia (Political Science)</td>
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<tr>
<td>Associate Professor #9</td>
<td>Ph.D. The Ohio State University</td>
<td>Rhetoric and race (Communication)</td>
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<td>Associate Professor #10</td>
<td>Ph.D. Claremont Graduate University</td>
<td>Middle English literature (English)</td>
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<td>Ph.D. The Ohio State University</td>
<td>Eastern European contemporary art (Art History)</td>
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<td>Ph.D. University of Florida, Gainesville</td>
<td>South African literature (English)</td>
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<td>Social psychology and mental health issues (Psychology)</td>
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<td>Associate Professor #14</td>
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<td>Linguistic anthropology (Anthropology)</td>
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<td>Associate Professor #15</td>
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<td>Gender and racial inequality (Sociology)</td>
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<td>Associate Professor #16</td>
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<td>Associate Professor #17</td>
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<td>History of modern philosophy, women philosophers (Philosophy)</td>
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<td>British novel post-1970 (English)</td>
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<td>Assistant Professor #21</td>
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<td>Film history and theory (English, Film Studies)</td>
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<td>Religion, culture, and gender in 19th c. Britain and Ireland (History)</td>
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<td>The Age of Reason (History)</td>
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<td>Third wave feminism, women's literature (English, Women's and Gender Studies)</td>
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<td>Management and Entrepreneurship</td>
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<td>Assistant Professor #30</td>
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<td>News construction of social issues (Communication)</td>
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<td>Senior Instructor #31</td>
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<td>Human sexuality (Health and Human Performance)</td>
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<td>Instructor #32</td>
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<td>Instructor #33</td>
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<td>Contemporary literature and film in France (French and Francophone Studies)</td>
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<td>Instructor #34</td>
<td>M.S. University of New Hampshire</td>
<td>Fish behavior and aquaculture (Biology)</td>
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**Faculty Development Plan**

All WGS affiliated faculty have full-time faculty appointments in existing departments and are expected to pursue active programs for professional growth within their home departments. In order to remain affiliated with WGS, faculty are expected to maintain research, teaching, and/or service commitments related to women and/or gender. To support this work, WGS offers regular teaching support (retreats and meetings for faculty teaching WGST 200, occasional teaching events) and facilitates faculty sharing their own feminist research (through events such as our Third Thursdays and interdisciplinary faculty brown-bag seminars). In addition, we are raising money to support faculty research and development and travel related to WGS.

**Unit Administration/Faculty/Staff Support**
Program administration will be the responsibility of the Director of WGS, who already receives a one-course reduction per semester and a stipend of $5,000. In addition, ten affiliated faculty members are in the rotation to teach the Introduction to Women’s and Gender Studies course and the Capstone course, so no new faculty lines will be required initially. We will launch the WGS major using existing resources. After three years, we will assess the success of the major. If enrollments are what we have predicted, the Dean of the School of Humanities and Social Sciences will request a joint appointment faculty line. The Dean will also request a part-time administrative assistant for WGS.

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*All FTE estimates are expressed on a per-semester basis, consistent with usual reporting practice.
**Only roster faculty headcount is reported. The median effort contributed by any one faculty member to the WGST teaching mission in a single semester is 0.25.

10. Requirements for additional resources made necessary by this major.
   a. Staff and budget:
   For the first three years the program will be funded and staffed by resources already allocated to the program. No state appropriations or other state funding will be required. If the major is successful after three years, the Dean of the School of Humanities and Social Sciences will propose a 25 percent increase in the Program’s operating budget every year for the following three years.
b. Library:

Women's and Gender Studies holdings in the Library consist of over 10,000 monographs covering women, feminism, the family and gender-related issues and over 250 print and electronic journal subscriptions (see Appendix). In addition to traditional print resources faculty and students have access to over 200 online resources and databases including Gender Watch, Human Relations Area Files, Sociological Abstracts and Feminae: Medieval Women and Gender Index. The library provides access to over 42,000 online journals and newspapers with coverage for some stretching back into the eighteenth century.

All members of the College of Charleston community may use the interlibrary loan service at no cost to acquire books and journal articles not owned by the library. The library has cooperative agreements and reciprocal borrowing privileges with all higher education institutions in South Carolina.

Faculty and students play an important role in the selection of WGS materials for the library. WGS is allocated a fund for the purchase of materials at the minors/program level (see attached budget information). When Women and Gender Studies becomes a major at the College of Charleston the book budget will be increased to the minimum level for majors’ budgets, currently $2,000. A sampling of The Best Books for Academic Libraries (Temecula, CA : Best Books, Inc., c2002-) reveals that the library owns over 79% of the recommended titles. The library owns (or has access to) 57% of the recommended journal titles in Magazines for Libraries (New York : Bowker, 2008). Additionally the library has funds for related disciplines such as sociology, anthropology, history, literature, etc. which add to WGS holdings. Faculty make recommendations for the selection of new journal subscriptions and new databases. Students may make suggestions through the library’s online suggestion box available at all workstations over the campus network. The library regularly assesses its subject collections, evaluating holdings and collecting scope.

Library Funds Expended for Women and Gender Studies Materials

<table>
<thead>
<tr>
<th>Budget Year</th>
<th>Books</th>
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<tr>
<td>2005-06</td>
<td>$500</td>
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<tr>
<td>2006-07</td>
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<tr>
<td>2007-08</td>
<td>$500</td>
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<tr>
<td>2008-09</td>
<td>$500</td>
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Note: WGS receives funds at the same level as other minors/programs.

Monographs Added for Women and Gender Studies Materials

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<tr>
<td>2005-06</td>
<td>520</td>
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<tr>
<td>2006-07</td>
<td>480</td>
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<tr>
<td>2007-08</td>
<td>411</td>
</tr>
<tr>
<td>2008-09</td>
<td>27 (ytd)</td>
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</table>

Total Women and Gender Studies volumes held as of October 30, 2008 = 10,440
11. List courses and requirements (including their prerequisites) for completion of this major. Provide any relevant information, for example include a typical schedule for a student to complete this major.

CURRICULUM

The B.A. requires 33 hours of WGS course work.

All WGS majors must take each of the following core courses (9 hours):
  WGST 200 – Introduction to Women’s and Gender Studies (existing course)
  WGST 381 – Internship (existing course)
  WGST 401 – Capstone in Women’s and Gender Studies

Students must choose at least one course from each of the following categories (12 hours). These thematic categories will provide students with grounding in a range of interdisciplinary approaches to the study of women and gender. Prerequisites are in parentheses following the course name.

**Political and Social Organization:** Courses that emphasize the institutional structures that shape and define human societies.
  POLS 352 - Gender, Theory, and Law: Sexual Harassment
  POLS 392 - Women and Politics
  SOCY 103 - Sociology of the Family
  SOCY 364 - Gender and Society (SOCY 101 and WGST 200 or a 200-level sociology course)
  WGST 350 – Gender and Violence
  WGST 300 – Special Topics

**Historical and Global Perspectives:** Courses that ask students to understand a world different from their own.
  CLAS 242 - Images of Women in Classical Antiquity
  ENGL 353 - African Women Writers
  HIST 221 - Women in the U.S. (HIST 101-102 or HIST 103-104)
  HIST 252 - Women in Europe (HIST 101-102 or HIST 103-104)
  POLS 330 - Comparative Gender Politics
  WGST 300 – Special Topics

**Culture and Representation:** Courses that examine expressive meaning-making and the construction of culture.
  ANTH 346 - Anthropology of Gender (ANTH 101 or WGST 200 or permission of the instructor.)
  COMM 370 - Gender and Communication (COMM 210 or WGST 200 and junior or senior standing; or permission of the instructor)
  ENGL 336 - Women Writers
  PHIL 165 - Philosophy and Feminism
  PHIL 275 - Feminist Theory
RELS 185 - Women and Religion
RELS 285 – Religion and Feminism
THTR 315 – Feminist Theatre
WGST 300 – Special Topics

Mind and Body: Courses that focus on human society from the level of the individual.
HEAL 217 - Human Sexuality
HEAL 317 - Sexual Behavior and Relationships (HEAL 217 or permission of the instructor.)
HEAL 323 - Women's Health Issues
PSYC 350 - Psychology of Gender (PSYC 103)
SOCY 337 – Prejudice (SOCY 101 and WGST 200 or a 200-level sociology course)
WGST 300 – Special Topics

The remaining 12 hours will be electives chosen from the list above or from special topics courses or first-year seminars approved by the WGS Curriculum Committee.

New Courses
WGST 401 – Capstone in Women’s and Gender Studies
   Catalog description: An intensive reading and writing seminar open to seniors pursuing a major or minor in Women’s and Gender Studies. This course will create a synthesis of their studies in the field and deepen their skills in WGST research. Interdisciplinary topics will vary, but the curriculum will emphasize current research.
   See sample syllabus in the appendices.

Sample Curriculum
Excluding independent study and internship numbers, the sample curriculum rotation provided below illustrates one possible curriculum rotation for the first three years of the major. Actual course offerings will be adjusted in accordance with the Program’s instructional needs and anticipated student demand.

<table>
<thead>
<tr>
<th>Fall 2010</th>
<th>Spring 2011</th>
<th>Summer 2011</th>
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<tbody>
<tr>
<td>SOCY 103</td>
<td>SOCY 103</td>
<td>WGST 200</td>
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<td>HEAL 317</td>
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<td>CLAS 242</td>
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<td>POLS 392</td>
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<td>WGST 350</td>
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<td>WGST 401</td>
<td>COMM 370</td>
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<th>Fall 2011</th>
<th>Spring 2012</th>
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</table>
SOCY 103  SOCY 103  WGST 200
PHIL 165  PHIL 165
HEAL 217  HEAL 217
HEAL 317  HEAL 317
SOCY 364  PHIL 275
POLS 330  SOCY 337
RELS 185  HEAL 323
PSYC 350  HIST 252
WGST 200  WGST 200
WGST 350  WGST 401

Fall 2012  Spring 2013  Summer 2013
SOCY 103  SOCY 103  WGST 200
PHIL 165  PHIL 165
HEAL 217  HEAL 217
HEAL 317  HEAL 317
CLAS 242  ENGL 336
ENGL 353  SOCY 364
POLS 392  COMM 370
RELS 285  HEAL 323
PSYC 350  HIST 252
WGST 200  WGST 200
WGST 350  WGST 401

For example, using this course rotation the following plan of study might be possible for an undergraduate who declares a WGS minor in her/his sophomore year.

Fall 2010  Spring 2011
WGST 200  HEAL 217
SOCY 103  PHIL 165

Fall 2011  Spring 2012
POLS 330  SOCY 337
HEAL 317  HIST 252

Fall 2012  Spring 2013
PSYC 350  WGST 401
WGST 381
WGST 401, Capstone in Women’s and Gender Studies
Sample Syllabus

Catalog description: An intensive reading and writing seminar open to seniors pursuing a major or minor in Women’s and Gender Studies. This course will create a synthesis of their studies in the field and deepen their skills in WGST research. Interdisciplinary topics will vary, but the curriculum will emphasize current research.

Objectives:
- Students will display an understanding of feminist methods, theory and analysis.
- Students will demonstrate an ability to provide a cultural, historical, and structural analysis of gender.
- Students will demonstrate knowledge of the intersection of race, class and gender.

Requirements:
Reading responses (5 one-page formal responses) 15% of final grade
Research paper (20-25 pages) 65% of final grade
Class presentation on research (15 minutes) 10% of final grade
Class participation 10% of final grade

Sample thematic focus: Women’s and Gender Studies and Feminism: Examining the Intersections

Sample description: Women’s and Gender Studies as an academic field emerged from feminist activism of the 1960s and '70s, and therefore feminism and WGS are often seen as two sides of the same coin. This course will offer us the opportunity to interrogate that linkage. Is it rhetorical, ideological, practical? What does the history of the twentieth-century women’s movement tell us about the discipline of WGS? What are WGS scholars now saying about the place of feminism in the field?

As the capstone seminar for WGS majors and minors, this course offers students the opportunity to situate their own academic studies in a broader set of historical, political, and intellectual inquiries. To that end, the syllabus is divided into three parts: Movements, Theories, and Institutions. We will begin by reading second wave manifestos and reflective documents from women’s liberation in order to identify the ideologies and controversies that propelled twentieth century feminist activism. In our section on Theories, we will discuss what makes feminist theories different from other kinds of theoretical interventions and how these theories have both academic and activist relevance. In the third section, on Institutions, we will examine recent scholarship that seeks to position WGS as an academic field.

Grading guidelines:
In evaluating your analysis papers, I will take the following things into consideration:
1. Basics: does the writing (such as grammar, spelling, and style) support rather than hinder the paper’s analysis? (If a paper misspells an author’s name, then it isn’t really encouraging the reader to believe the analysis it offers.)
2. Subject matter: does the writer demonstrate a mastery of the relevant material that we’ve covered so far?
3. **Ambition**: how in-depth is the paper? Is the writer pushing her/his points as far as they can go? Does the writer offer original insights?

4. **Argumentation**: does the writer make a clear claim, offer specific evidence to support the claim, and then interpret the evidence so that its relationship to the claim is clear?

**Sample required readings:**


*Just Methods: An Interdisciplinary Feminist Reader*, by Allison Jaggar

*In Our Time: Memoir of a Revolution*, by Susan Brownmiller

*Dear Sisters: Dispatches from the Women’s Liberation Movement*, ed. Rosalyn Baxandall and Linda Gordon

*This Bridge Called My Back: Writings by Radical Women of Color*, eds. Gloria Anzaldua and Cherie Moraga

*Skeptical Feminism: Activist Theory, Activist Practice*, by Carolyn Dever

*Women’s Studies on Its Own: A Next Wave Reader in Institutional Change*, ed. Robyn Wiegman

*Troubling Women’s Studies: Past, Presents, and Possibilities*, eds. Ann Braithwaite, Susan Heald, Susanne Luhmann, and Sharon Rosenberg

*Disciplining Feminism: From Social Activism to Academic Discourse*, by Ellen Messer-Davidow

**Week 1-4: Movements: Women’s liberation**

1. *In Our Time* and *Dear Sisters*
2. *In Our Time* and *Dear Sisters*, response #1 due
3. *This Bridge Called My Back*
4. *This Bridge Called My Back*, response #2 due

**Weeks 5-8: Theories: Feminist theory and practice**

5. *Skeptical Feminism*
6. *Skeptical Feminism*, response #3 due
7. *Just Methods*
8. *Just Methods*, response #4 due

**Weeks 9-14: Institutions: Women’s and Gender Studies as a discipline**

9. *Women’s Studies on Its Own*
10. *Women’s Studies on Its Own*, response #5 due
11. *Disciplining Feminism*
12. *Troubling Women’s Studies*
13. Research presentations
14. Research presentations
Proposal for a New Major

12. Signature of Department Chair (s) or Program Director(s):
   
   Date: 2/12/09

13. Signature of Dean of School:
   
   Date: 2/12/09

14. Signature of Provost:
   
   Date: 2/24/2009

15. Signature of Curriculum Committee Chair:
   
   Date: 3/26/09

16. Signature of Budget Committee Chair
   
   Date: 

17. Signature of Planning Committee Chair:
   
   Date: 

18. Signature of Faculty Senate Secretary:
   
   Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Women and Gender Studies Journals (print and online)

Advancing women in leadership
Advocate (Los Angeles, Calif.) (0001-8996)
Affilia (0886-1099)
Agenda (Durban) (1013-0950)
Ahfad journal (0255-4070)
American health for women
American Men and Women of Science
Annual review of sex research (1053-2528)
The American University journal of gender, social policy & the law
Archives of women's mental health
Arrows for change (1394-4444)
Asian journal of women's studies (1225-9276)
At-home dad (1081-5767)
Australian feminist studies (0816-4649)
Azizah (1530-7220)
Belles lettres (Arlington, Va.) (0884-2957)
Berkeley journal of gender, law & justice
Berkeley women's law journal
Best life (1548-212X)
Bitch (San Francisco, Calif.) (1524-5314)
BMC women's health
Bridges (Seattle, Wash.) (1046-8358)
Buffalo women's law journal (1523-5491)
Cademos PAGU (0104-8333)
Camera obscura (Berkeley) (0270-5346)
Canadian journal of human sexuality (1188-4517)
Canadian woman studies (0713-3235)
Cardozo women's law journal
Columbia journal of gender and law (1062-6220)
Connexions (Oakland, Calif.) (0886-7062)
Creative woman (Park Forest South, Ill.) (0736-4733)
Critical matrix (1066-288X)
Culture, health & sexuality (1369-1058)
Curve (San Francisco, Calif.) (1087-867X)
CW3: Corvey Women Writers on the Web
Dawn (Portarlington, Vic.) (1324-7573)
Differences (Bloomington, Ind.) (1040-7391)
Duke journal of gender law & policy
Electronic journal of human sexuality (1545-5556)
Emily Dickinson journal (1059-6879)
Equal opportunities international (0261-0159)
Estudos feministas (0104-026X)
Ex femina : a publication of the Independent Women's Forum
Feminism and Nonviolent Studies
Feminist collections (Madison, Wis.) (0742-7441)
Feminist economics (1354-5701)
Feminist issues (0270-6679)
Feminist legal studies (0966-3622)
Feminist Media Studies
Feminist review (0141-7789)
Feminist studies (0046-3663)
Feminist teacher
Feminist theology (0966-7350)
Feminist voices
Feministische Studien (0723-5186)
FEMNET news
FEW's news & views
Focus on gender (0968-2864)
Focus: the newsletter of the New York State Division for Women
Frontiers (Boulder) (0160-9009)
Gay and lesbian issues and psychology review
Gay & lesbian review worldwide (1532-1118)
Gay community news (Boston, Mass.) (0147-0728)
Gender and development (1355-2074)
Gender and education (0954-0253)
Gender & history (0953-5233)
Gender & society (0891-2432)
Gender forum
Gender issues (1098-092X)
Gender matters quarterly
Gender, place and culture: a journal of feminist geography (0966-369X)
Gender, work, and organization (0968-6673)
Gendernye issledovaniia (1682-3265)
GLQ (1064-2684)
GMHC treatment issues
Harvard gay & lesbian review (1077-6591)
Harvard journal of law & gender
Harvard women's health watch
Hastings women's law journal (1061-0901)
Hawwa (Leiden) (1569-2078)
Health care for women international
Hear us emerging sisters (1081-8219)
Hecate (0311-4198)
Hecate's Australian women's book review
Hera
Heresies (0146-3411)
Herizons: the Manitoba women's newspaper
Hers
Herstory (St. Louis, Mo.)
Hot wire (0747-8887)
Hurricane Alice (0882-7907)
Hypatia (0887-5367)
Impact (Kampala, Uganda)
In the family (1083-4095)
Initiatives (Washington, D.C.) (1042-413X)
International feminist journal of politics (1461-6742)
International journal of transgenderism (1434-4599)
Iris (Charlottesville, Va.) (0896-1301)
Irish feminist review
IROW news
Issues quarterly (1072-1762)
James White review (0891-5393)
Jenda a journal of culture and African women studies
Journal of African American men (1081-1753)
Journal of feminist studies in religion (8755-4178)
The journal of gender, race, and justice
Journal of gender studies (0958-9236)
Journal of international women's studies
Journal of men's studies (1060-8265)
Journal of Middle East women's studies (1552-5864)
Journal of sex research (0022-4499)
Journal of sexual aggression (1355-2600)
Journal of the history of sexuality (1043-4070)
Journal of women & aging (0895-2841)
Journal of women and religion (0888-5621)
Journal of women, politics & policy (1554-477X)
Journal of women's health
Journal of women's health & gender-based medicine
Journal of women's history (1042-7961)
Kadin/Woman 2000 (1302-9916)
Korean women today : KWIDI newsletter
Lambda book report (1048-9487)
Law & sexuality (1062-0680)
Legacy (Amherst, Mass.) (0748-4321)
Lesbian news (Canoga Park, Calif.) (0739-1803)
Lesbian review of books (1077-5684)
Letras femeninas
Lilith
Listen Real Loud
Lola press (0797-8235)
Magistra
Make
Marie Claire (New York, N.Y. : 1994) (1081-8626)
Marketing to women (1999) (1525-2329)
Melpomene
Men and masculinities (1097-184X)
Meridians (Middletown, Conn.) (1536-6936)
Metis (San Francisco, Calif.) (1087-5433)
Michigan feminist studies (1055-856X)
Michigan journal of gender & law (1095-8835)
Middle East women's studies review (1097-0525)
Minerva
Ms
Nan nū: men, women, and gender in early and Imperial China (1387-6805)
Nashim: a journal of Jewish women's studies & gender issues (0793-8934)
National magazine, or, Lady's emporium
NCJW journal
Networking for women: a quarterly publication of the Israel Women's Network
New Mexico woman
New moon (Duluth, Minn.) (1069-238X)
Nin: journal of gender studies in antiquities
Nineteenth-Century gender studies
Nivedini (1391-0027)
Nomadías (0717-2761)
NORA: Nordic journal of women's studies (0803-8740)
NWSA journal (1040-0656)
O (New York, N.Y.) (1531-3247)
Off our backs (0030-0071)
On campus with women
The OptiMSt
Our rights
OurStories
Out (New York, N.Y.) (1062-7928)
Out traveler (1548-5684)
Outlook
Peace and freedom
The poetess archive journal
Politics & gender
Psychology of men & masculinity (1524-9220)
Psychology of women quarterly (0361-6843)
Race, gender & class (1082-8354)
Resources for feminist research (0707-8412)
Rockgrrl
S & F online
SageWoman
Seeds
Sex education (1468-1811)
Sexuality & culture (1095-5143)
Sexuality and disability (0146-1044)
She ink
SIECUS report (0091-3995)
Signs: Journal of Women in Culture and Society (0097-9740)
Sister Namibia (1026-9126)
Social politics (1072-4745)
Southern African feminist review: SAFERE (1024-9451)
Southern California review of law and women's studies
Storia delle donne: concepire, generare nascere (1826-7513)
Studies in gender and sexuality (1524-0657)
Studies in Prolife Feminism
Teen Vogue (1540-2215)
Texas journal of women and the law (1058-5427)
Transgender tapestry (1083-0006)
Transitions (Manhasset, N.Y.) (0886-862X)
Tribune - International Women's Tribune Centre. (English ed.) (0738-9779)
Trikone (Palo Alto, Calif.) (1042-735X)
Tulsa studies in women's literature (0732-7730)
UCLA women's law journal
University of Missouri-St. Louis women's studies newsletter
Voices of Thai women
We (Quezon City, Philippines)
WE international (1485-1571)
William & Mary journal of women and the law
WIN news (0145-7985)
WISE words: women's information service & exchange
Woman and earth (1535-6655)
Woman's art journal (0270-7993)
Women alive
Women and environments (0229-480X)
Women + environments international magazine (1499-1993)
Women and Health
Women and language (8755-4550)
Women & music
Women & politics (0195-7732)
Women & therapy (0270-3149)
Women artists news
Women envision (0118-3389)
Women in action (Rome, Italy) (1011-5048)
Women in business
Women in German yearbook (1058-7446)
Women in higher education
Women in Judaism
Women in management review
Women in sport & physical activity journal (1063-6161)
Women Magazine
The women's health activist
Women's health & urban life
Women's health issues
Women's health journal
Women's health law weekly
Women's health weekly
Women's history network news (1097-0657)
Women's International Network news
Women's quarterly (Arlington, Va.) (1079-6622)
Women's research network news (1072-1770)
Women's review of books (0738-1433)
Women's rights law reporter (0085-8269)
Women's sports & fitness
Women's studies (0049-7878)
Women's Studies Center: newsletter
Women's studies forum
Women's studies in communication (0749-1409)
Women's studies international forum (0277-5395)
Women's studies quarterly (0732-1562)
Women's times
Women's world (1019-1534)
WomenWise (0890-9695)
WORLD: women organized to respond to life-threatening diseases
Yale journal of law and feminism
Zhenshchina i zeml"ïâ
January 26, 2009

Dr. Alison Piepmeier, Director
Women’s and Gender Studies Program
College of Charleston
CAMPUS

Dear Dr. Piepmeier:

With other representatives of the Department of Communication faculty, I have reviewed the full proposal to create a new undergraduate major in women’s and gender studies at the College of Charleston. We strongly support this carefully documented and well-written proposal. Given the College’s self-proclaimed identity as a nationally preeminent liberal arts and sciences university, the creation of this major is long overdue.

The new major proposal should have no meaningful impact on the undergraduate enrollment model for the Department of Communication.

Please contact me if I can assist you in any way where this proposal is concerned.

Sincerely,

Brian R. McGee, Ph.D.
Associate Professor and Chair
Department of Communication
MEMO

TO: Alison Piepmeier, Director of Women's and Gender Studies

FROM: James Newhard, Chair, Department of Classics

DATE: February 13, 2008

SUBJECT: Major in Women's and Gender Studies

The Department of Classics met on February 10 to consider the proposed major in Women's and Gender Studies. The proposal was met with enthusiasm, and the Department has voted unanimously in support of this effort.

The Department of Classics has a history of offering courses that count towards the Women's and Gender Studies, and has enabled faculty to teach in the program as our schedule has allowed. We envision future contributions in the same vein, and would ensure in particular that CLAS 242 would be offered with regular frequency to facilitate the management of this proposed major.
January 23, 2009

Dr. Allison Piepmeier, Director
Women's and Gender Studies Program

Dear Allison:

I am writing this letter in response to your request that the Religious Studies Department faculty review the proposal for the new major in Women's and Gender Studies (WGS). I brought the proposal to the faculty and asked them to review it carefully, particularly those likely to teach relevant courses in the program. The response was 100% positive and supportive. Faculty jointly support the major and those most responsible for teaching courses relevant to the major were quite enthusiastic. The Religious Studies department fully supports this major and we look forward to assisting you in developing the program. One faculty has already suggested creating a new course relevant to the WGS major. I reviewed the proposal and the only concern I have is scheduling courses in rotation that would serve both the WGS and RELS major; we simply need to discuss course scheduling far enough in advance to be sure that we concur on course offerings. I would like to add that faculty also thought the proposal was a model of concise information and very well conceived. You have our full support.

Sincerely,

Lee Irwin

Lee Irwin, Chair
Religious Studies Dept.
4 Glebe Street
Charleston, SC 29401

Office: 843-953-8034
Email: IrwinL@cofc.edu
To:       Bob Perkins  Chair: Faculty Curriculum Committee
From:    Maureen Hays Chair: Department of Sociology and Anthropology
Date:    February 1, 2009
Subject: Women’s and Gender Studies proposal for a new major

The department of Sociology and Anthropology enthusiastically supports the proposal for a new major in Women’s and Gender Studies. We have enjoyed our involvement in the minor, and look forward to an exciting future with the major.

[Signature]

Maureen A. Hays
February 10, 2009

MEMORANDUM

TO: Alison Piepmeier, Director, Women's and Gender Studies Program
FROM: Glenn Lesses, Chair, Department of Philosophy
RE: Women’s and Gender Studies proposal

Thank you for giving the Philosophy Department the opportunity to consider your proposal for a new major in Women’s and Gender Studies. At our last department meeting, we discussed the proposal at length. The Philosophy Department fully supports a major in Women’s and Gender Studies. We plan to offer regularly PHIL 165 and PHIL 275, which are components of the Culture and Representation category of the proposed major. Although these courses will be regularly scheduled, we cannot commit to offering them in any given semester given our other curricular demands. We also periodically offer special topics courses that might serve as electives in the WGS curriculum.
February 9th, 2009

To: Cynthia Lowenthal, Dean HSS
From: Thomas Ross, Psychology Chair
Re: WGS Major Proposal

Cynthia,

I am writing this letter in support of the WGS Major proposal. As Psychology is one of several departments’ participating in this interdisciplinary program, Dr. Alison Piepmeier asked our department to review the proposal. The proposal was reviewed by our curriculum committee and supported. At this time, only one psychology course (PSYC 350 - Psychology of Gender) is included among the degree requirements. This course is one of many electives that WGS majors and minors may take. Accordingly, this proposal does not require any additional staffing or course offerings on the part of the Psychology Department, as we anticipate no significant shift in enrollment patterns. Finally, I wish to note that, beyond its immediate relation to the psychology curriculum, our department supports the proposal overall as we believe the WGS major will contribute significantly to our institutional mission.

Thomas P. Ross, Ph.D.
Associate Professor and Chair
Psychology Department
953-3339 or rosstp@cofc.edu
February 13, 2009

Alison Piepmeier, Ph.D.
Director, Women’s and Gender Studies Program

Dear Dr. Peipmeier:

Thank you for sending the proposal for the Women’s and Gender Studies major. I am new to the College and to the Chair position, but I am already familiar with the positive relationship between our departments. In my opinion, the proposed major will only increase the collaborative efforts between our departments and I fully support your efforts to better serve the needs of College of Charleston students. It appears that the minor has continued to grow and that a Women and Gender Studies major will help meet the needs and preferences of students already at the College of Charleston.

I asked my faculty to review the proposal. Their reviews were all positive; the only concern the potential that it could increase HHP faculty workload. However, this concern is balanced by the potential for enhanced enrollments in courses that are typically small. In addition, these courses are already offered by our department and contribute to the minor.

I am pleased to express the support of the Department of Health and Human Performance for your proposed new major. Please let me know if I can be of further assistance.

Sincerely,

Michael G. Flynn
Professor and Chair
Department of Health and Human Performance
11 February 2009

Dr. Alison Piepermeier  
Director, Women’s and Gender Studies  
College of Charleston

Dear Alison:

The English Department has reviewed and discussed the proposal for a major in  
Women’s and Gender Studies and has unanimously approved the proposal without  
reservation. Colleagues applaud your hard work and that of your steering committee in  
putting together a solid proposal, and we look forward to working with you as the major  
develops.

Sincerely,

Trish Ward  
Professor and Chair
February 13, 2009

Dear Colleagues and Members of the Curriculum Committee,

I am writing this letter to inform you of the Theatre Department’s official support of this proposal for an inter-disciplinary major in Women’s and Gender Studies. Our department unanimously supports this proposal and the listing of some of our courses as elective options in it.

As the College continues to strengthen its Liberal Arts and Sciences tradition, such proposals as this one speak directly to our inter-connected and inter-related world. The providing of interdisciplinary study and collaboration as an integral part of our curriculum offers students the opportunity for broader reflection without diminishing the depth of their inquiries. It provides a backdrop more closely related to the complex world in which we live, rather than the more traditional isolationist view. One of the exciting ancillary effects of this program, more than the goals of understanding women’s and gender issues in cross-cultural contexts, will be an additional increased understanding and appreciation of each of the distinct disciplines comprising the elective options in the major. Theatrical literature, for example, has different purpose than poetry. This program invites students to seek their own analysis of women’s and gender issues focused through culture, discipline, and historical context in the strongest of Liberal Arts and Sciences traditions.

Please do not hesitate to contact me if you have any questions or if you need more specific support for this proposal.

Sincerely,

Todd McNerney, Chair
Department of Theatre
February 17, 2009

TO: Bob Perkins, Chair, Faculty Curriculum Committee
FROM: Philip H. Jos, Chair, Political Science
RE: Women’s and Gender Studies Major Proposal
CC: Cynthia Lowenthal, Dean, Humanities and Social Sciences
    Alison Piepmeier, Director, Women’s and Gender Studies

The Department of Political Science’s Curriculum Committee considered the proposal for a new major in Women’s and Gender Studies and their assessment was discussed by the Department as a whole on February 16th. The Departmental Curriculum Committee report is attached.

The Department found the proposal to be well crafted. It has a clear and convincing rationale and takes into account the perspectives of students and alumni as well as anticipating enrollment and staffing needs.

The Department does not anticipate significant new staffing pressures on POLS as a result of the WGS major. In the three year period from Fall 2006 until Spring 2009, POLS 330 and POLS 392 have each been offered once and it is uncertain whether or not they will be offered more frequently in the future.

There was some disappointment that the requirements did not include a class in feminist theory, a common component of similar programs. Although staffing limitations and the fact that WGS 200 includes a theory component were acknowledged, there was broad agreement on the desirability of such a course, and enthusiasm for a faculty line—in Political Science and/or Women’s and Gender Studies—to support the theory component of the major.

Similarly, the Department would very much like to see an expansion of the international component of the curriculum.

Discussion also focused on methodological concerns. It was generally agreed that the nature of the major would not benefit from a stand alone methodology course and that the coherence of the major must stem in part from the relatively well bounded subject focus, as well as continued efforts to ensure that WGS 200 include common elements, regardless of the particular faculty member teaching the course.

The Department endorses the proposal.
POLS Curriculum Committee
Report on Proposed Major in Women’s and Gender Studies

Outline of proposal:

The WGS major (33 hours) is structured around four thematic categories (Mind and Body, Culture and Representation, Global Perspectives, Political and Social Organization). Students are required to take one course from each of these categories. All students are required to take WGST 200, a WGST internship and a WGST capstone class. The last 12 hours are electives.

Impact on POLS:

The proposed Women’s and Gender Studies major has little direct impact on Political Science enrollment or staffing. Currently no political science professors teach the intro WGST 200 class and only 3 current POLS electives (POL330, POL353, POL392) count towards the proposed major. There are currently four POLS faculty who are affiliated faculty members. (The proposal attached lists three.)

General considerations

The committee thought that this major was overdue and recognized that many of our peer institutions have such a major. The proposal outlines how a potential student can complete the major, indicating which courses are offered on what schedule. The major does not include a designated methodology course. It is an inter-disciplinary major and students will take courses in the humanities and social sciences (with some potential health and other courses added in).
February 12, 2009

To: The Curriculum Committee  
From: The History Department  
Re: The Proposed Major in Women's and Gender Studies

On February 10, 2009 the History Department voted to support the proposed major in Women's and Gender Studies. However, the department would like to remove from the proposal the phrase "WGST majors can take HIST 101 and HIST 252 simultaneously, with permission of the instructor" from page 11. With this proposed change, we fully endorse the proposal.

Sincerely,

Bill Olejniczak  
Chair, History Department
Proposal to Change Degree Requirements for a Minor/Concentration

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department(s) or School(s): Hispanic Studies/School of Languages, Cultures and World Affairs

2. Name of the Minor/Concentration: Linguistics Minor

3. Semester and year in which degree change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):

**ADD LANGUAGE TO IDENTIFY THE THREE MAIN CATEGORICAL DIVISIONS:**

Add: "Language and Society" to identify the first category of courses
Add: "Structured Linguistics" to identify the second category of courses
Add: "Historical Linguistics" to identify the third category of courses

**COURSE DELETIONS:**

Delete: FREN 480: History of the French Language
Delete: PSYC 342: Approaches to Human Communication

**COURSE ADDITIONS:**

Add: PSYC 340: Non-Verbal Communication
Add: HIST 272: Pre-Colonial Africa
Add: FREN 630: Seminars in French Language Studies (with special permission)
Add: LALE 601: Applied Linguistics (with special permission)

**CHANGE IN PRE-REQUISITE**

Add: "with special permission" to SPAN 590

**CHANGE TO ADD CATEGORY OPTION:**

Add SPAN 447: Spanish Dialectology to the category of Language and Society (in addition to Historical Linguistics, where it appears now)

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

5. Justification for Change(s):

Add the following language to define the three categorical divisions for the Minor:

There are three main categories of courses. Although the categories are organized based on linguistic areas/topics, there was never a "title" to identify each category. Adding titles for each category will facilitate registration and/or course transfer issues. The categories will be defined as: Language and Society, Structured Linguistics and Historical Linguistics.

Course Deletions:

FREN 480: History of the French Language. It is no longer offered and was removed by the French Dept. and approved by the Faculty Senate in Spring 2008.

PSYC 342: Approaches to Human Communication. This course is not currently being taught and will soon be eliminated by the Psychology Dept. as an offering.

Course Additions:

All of the following additions are courses that already exist in their respective departments. These are not required courses for the Linguistics Minor, they simply provide students additional options for students to complete the minor.

To be added under Language and Society:

PSYC 340: Communication is a course within the scope of the Linguistics Minor; it adds to the choices students can take to complete the Minor; and it will replace PSYC 342, which is being deleted. The content of this course is linguistic appropriate and the linguistic faculty agree it should be added as an additional choice for students.

To be added under Structured Linguistics:

LALE 601: Applied Linguistics. This course addresses issues of applied linguistics for teachers. It is not a required course for the Linguistic Minor. It is an additional offering. Special permission is required for undergraduates to take this course.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

*To be added under Language and Society and Historical Linguistics:

HIST 272: Pre-Colonial Africa. The course addresses issues of linguistics in pre-colonial Africa (contains 1/3 content of linguistics). It offers students an opportunity to learn about African languages, adding to the dimension of the Minor. It is not a required course for the Linguistics Minor; it is an additional offering.

Note: Since linguistics is a component that each instructor may or may not add, credit toward the minor will be awarded upon review by the Director of the Linguistics Minor Program.

*This course addresses issues of oral traditions and historical language, therefore it may count as a course for either Language and Society or Historical Linguistics.

*To be added as an option for Language and Society, Structured Linguistics or Historical Linguistics:

FREN 630: Seminars in French Language Studies. This is a new course in the French Dept. The topics offered will address issues of French language and linguistics. It is not a required course for the Linguistics Minor; it is an additional offering. Special permission is required for undergraduates to take this course.

*The linguistic topics presented in the course will vary, therefore the Director of the Linguistics Minor Program will determine the appropriate category based on topic content.

Pre-Requisite Changes:

SPAN 590: Special Topics (when in the area of Linguistics): To be consistent with all of the graduate courses, the following sentence should be added: "Special permission is required for undergraduates to take this course."

Change to add category option:

SPAN 447: Spanish Dialectology is currently listed Historical Linguistics, however the course addresses both historical and sociolinguistic issues and should be considered as an option for either Language and Society or Historical Linguistics. This would be consistent with HIST 272.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

6. Signature of Department Chair or Program Director:
   [Signature]
   Date: 2-20-09

7. Signature of Dean of School:
   [Signature]
   Date: 2/20/09

8. Signature of Provost:
   [Signature]
   Date: 2/24/2009

9. Signature of Curriculum Committee Chair:
   [Signature]
   Date: 3/24/09

10. Signature of Faculty Senate Secretary:

Date Approved by Senate: ______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/22/08 and replaces all others.)

MEMO:

TO: Dr. Martinez and Curriculum Committee Members

FROM: Godwin O. Uwah
French and Francophone Studies

RE: Letter of Support

I am amenable to having FREN 630, Seminar in French Language Studies, added to the list of courses made available to undergraduate students pursuing a minor in linguistics. As these graduate seminars are of a high level of difficulty, it seems plausible that only the most academically qualified undergraduates be allowed to enroll. I understand that an existing special permission form, used in the past in similar situations, will continue to be required of those undergraduate linguistic minors who express an interest in taking this course. The form calls for the signatures of the department chair and course instructor, among others.
January 28, 2009

Dear Dr. Martinez and Curriculum Committee Members;

I am writing to support the addition of an existing graduate course in the M.Ed. in Languages program to the list of courses made available to undergraduate linguistic minor students. The course in question is LALE 601, Applied Linguistics. I understand that we do not anticipate having many undergraduate linguistic minors petition to take this graduate course, but it should be noted that as this is a required course for all LALE students, we ordinarily have very limited availability. Graduate students who need LALE 601 for their program of study must be given registration priority. In order to ensure that undergraduate students have the needed qualifications to be successful in a graduate level course, and so that they understand that this is a linguistics course geared toward the preparation of language teachers, I propose that the special enrollment form, with signatures, continue to be required of all undergraduate students. I further suggest that if the LALE program director has any question about the academic qualifications of the student making the request, that (s)he conduct a personal interview with the student.

Sincerely,

Robyn A. Holman, Ph.D.
Associate Professor of French
Program Director, M.Ed. in Languages
College of Charleston
To: Elizabeth Martinez-Gibson  
Associate Professor  
Hispanic Studies  

From: Bill Olejniczak  
Chair  
History Department  

Re: Linguistics Minor

The Linguistics Minor Committee has been working with Dr. Carmichael to include HIST 272 as an optional course for students in the Linguistics Minor Program. As it is presently taught, the course contains one-third content of linguistic material. Since linguistics is a component that each instructor may or may not add, credit toward the minor will be awarded upon review by the Director of the Linguistics Minor Program. The course would be added as an additional option under the category of Language and Society.

At present the Linguistics Minor has no course addressing African or African American linguistics. This course would be beneficial to the minor.
You forwarded this message on 2/6/2009 6:24 PM.

Martinez-Gibson, Elizabeth A

From: Ross, Thomas P
To: Martinez-Gibson, Elizabeth A
Cc: Hittner, Rhonda Swickert; Toris, Carol Catherine Marie; Perkins Jr., Robert F
Subject: RE: Linguistics Minor and PSYC courses
Attachments:

Elizabeth,
Our departmental curriculum committee met to consider those changes to the linguistic minor that involve psychology courses. We have no problems with your proposed changes (i.e., eliminating PSYC 342 and adding PSYC 340). These changes will not result in any significant shifts in our enrollments, or require any increased staffing. Please let me know if you require anything further.

Sincerely,
Tom

Thomas P. Ross, Ph.D.
Chair and Associate Professor of Psychology
College of Charleston
57 Coming Street
Charleston, SC 29424
Phone (843) 953-3339; Fax (843) 953-7151
http://www.cofc.edu/~ro SSP/
Transfer Policy for English 110

If approved, English 110 will meet the General Education writing requirement that is currently satisfied by English 101-102 or Honors 105-106.¹ With the new requirement in place, English 101 and 102 and Honors 105/106 will longer be taught at the College, but will continue to be recognized for purposes of transfer credit, in accordance with CHE state articulation agreements and policies regarding AP and IB credit.²

This table identifies coursework that currently satisfies some or all of C of C’s current General Education writing requirement and the credit that such coursework would earn towards the proposed requirement.

<table>
<thead>
<tr>
<th>Coursework completed</th>
<th>C of C credit hours earned and counted towards current C of C Gen Ed writing requirement</th>
<th>C of C credit hours earned and counted toward proposed Gen Ed writing requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101 or Hons 105, C of C</td>
<td>Passing grade earns 3 credit hours; student must complete 102 to satisfy Gen Ed req.</td>
<td>Past coursework will still earn 3 hrs; student must complete English or Honors 110, or English 215, to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>Eng 101 &amp; 102 or Hons 105 &amp; 106, C of C</td>
<td>Passing grade earns 6 hours and satisfies Gen Ed requirement</td>
<td>Past 101-102 or Hons 105-6 will earn 6 hours and satisfy Gen Ed requirement</td>
</tr>
<tr>
<td>Eng 101 at any SC public institution</td>
<td>3 hrs transfer credit; student must complete 102 to satisfy Gen Ed requirement</td>
<td>3 hrs transfer credit; student must complete 110 or 215 to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>Eng 101 &amp; 102 at SC public institution</td>
<td>6 hours transfer credit; satisfies Gen Ed requirement</td>
<td>6 hours transfer credit; satisfies Gen Ed requirement</td>
</tr>
<tr>
<td>3 or 4 on either AP English Language or AP English Literature</td>
<td>3 earns 101, 3 credit hours; student must take 102 to satisfy Gen Ed requirement</td>
<td>Student earning 3 or 4 receives 3 credit hours; must take 110 or 215 to satisfy Gen Ed requirement.</td>
</tr>
<tr>
<td></td>
<td>4 earns 101 &amp; 102, 6 credit hours</td>
<td></td>
</tr>
<tr>
<td>3 or 4 on both AP English Lang. and AP English Lit</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement</td>
<td>Student earns 6 credit hrs for 101 &amp; 102, and satisfies Gen Ed requirement. May also take 110 or 215 for additional elective credit.</td>
</tr>
<tr>
<td>5 on either AP English Lang or AP English Lit or both</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement. May also take 110 or 215 for additional elective credit.</td>
</tr>
<tr>
<td>4 or better on IB English exam</td>
<td>Student earns 3 credit hrs, which count toward Humanities req. but do not satisfy Gen Ed writing req.</td>
<td>4 or 5 earns 3 credit hrs. for 101; student must take 110 or 215 to satisfy Gen Ed req. 6 or 7 earns 6 credit hrs. for 101 and 102 and satisfies Gen Ed req. Student may also take 110 or 215.</td>
</tr>
<tr>
<td>English 110 or Honors 110, C of C</td>
<td>N/A</td>
<td>Student earns 4 credit hrs. and satisfies Gen Ed writing requirement</td>
</tr>
</tbody>
</table>

¹ C of C students who complete part of the writing requirement elsewhere, and those who desire additional writing instruction beyond 110, may elect to take a 3-hour course, English 215, Interdisciplinary Academic Writing. Students seeking introductory literature courses may take English 190 or appropriate courses in other departments.
² CHE policies are available at [http://www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm](http://www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm) and [http://www.che.sc.gov/AcademicAffairs/AdvPlacement.htm](http://www.che.sc.gov/AcademicAffairs/AdvPlacement.htm)
English 110: Introduction to Academic Writing

Fall 2009
MW 11 – 11:50
F 11 – 12:50

College of Charleston
Department of English

Instructor Name
Mailbox
Office Hours

Classroom
Office
Office Phone

Course website URL

Course Texts and Materials

• Additional required readings available on WebCT
• Familiarity with an online writing resource such as the Purdue Online Writing Lab ([http://owl.english.purdue.edu](http://owl.english.purdue.edu))

Overview and Objectives

This course satisfies a General Education requirement because it meets General Education goals I.1, “Gathering and using information,” and I.2, “Effective writing and critical reading.” The research, reading, and writing of this particular course will focus on the topic of “Composing Charleston: Writing, Place, and Cultural Memory.”

Places, like texts, are imbued with meaning. Over the course of the semester, we will work to understand and analyze the meaning of the spaces we inhabit—the classroom, the College of Charleston Campus, and the city of Charleston. We will additionally examine that place commonly known as academia, and you will learn to successfully position yourself within the complex landscape of academic writing and culture. In short, this course is designed to help you develop reading and writing practices that you can draw on to write effectively throughout the college curriculum: you will learn strategies for generating ideas in writing, evaluating these ideas in light of other ideas and texts, and developing critical arguments that demonstrate this complex thought process.

So that we may accomplish these goals, the course is divided into three units. We will open the course by closely reading two challenging but important essays about place and cultural memory, applying the theories these texts offer us to our individual understandings of place and space. In the second unit, we will move outside the classroom and onto the campus, investigating competing representations of the College and campus community. Finally, in the third unit, you will bring together what you’ve learned in these two prior units to compose a substantial research essay that critically examines a monument or other historical site, either on campus or in the greater Charleston area, and how this site represents the history it seeks to commemorate.
It’s important to keep in mind, though, that this is first and foremost a class on writing. You will be required to do a significant amount of writing, and we will devote time in and out of class to analyzing your writing. In fact, your writing will be central to our work this semester. I will regularly distribute examples of student work, and we will use these examples as a means to discuss writing issues and as a way into the texts we will be reading.

**Course Policies**

**Attendance and Participation:** Since the work of the course depends on collaboration as readers and writers over the term, and since your work is central to class discussion, attendance is required. Come to class on time and ready to begin the work of the course. Be sure to bring with you the appropriate texts or materials, turn off cell phones and any other electronic devices, and be prepared to take part in the work of the class. If there is a time when you cannot come to class, it is your responsibility to communicate with me, to arrange to turn in written work, and to find out about subsequent assignments by consulting the class website. If you register late for the course, it is your responsibility to catch up and complete the work you’ve missed.

Missing class will decrease your attendance and participation grade (see Grades section below), and it will likely affect the quality of writing you produce throughout the semester. I make no distinction between unexcused or excused (i.e., documented) absences, although I will make exceptions in circumstances that meet those listed on the learning contract each student signs. *Students may not miss more than six classes; if a student misses more than six classes, he or she will fail the course.* It is your responsibility to keep track of absences. I will notify a student only once he or she has missed six classes.

**Assignments and Late Work:** Throughout the term you will be expected to complete a variety of assignments. You will be required to keep up with, and be prepared to discuss, assigned readings. The writing assignments are divided into two categories:

- **Response Essays** are shorter papers (up to 3 pages in length) where you begin your inquiry into the assigned readings. These papers are less formal than essays; however, you will want to make sure you leave yourself enough time to proofread and edit your writing. You will complete a total of 5 Response Essays throughout the semester.

- **Activity Journal** entries are informal writings in which you will report on the different writing- and research-related activities you complete over the semester.

- **Portfolios** are more extensive formal writing assignments (up to 8 pages in length) that enable you to revisit, extend, and/or revise the ideas raised in the Response Essays. You will write a rough draft for each Portfolio project and we will workshop these assignments both in class and in small-group conferences. You will complete 3 Portfolio projects throughout the term.

So I may efficiently distribute essays for workshopping in class, I ask that you format your assignments as Microsoft Word files and submit them to me electronically through WebCT, using file names that indicate your name and the assignment (i.e., YourLastName_Essay1.doc).
You are responsible for preparing the assignments for the course as fully as you can and on time. *Late assignments will not be accepted for credit unless the student makes arrangements with me in a reasonable amount of time prior to the assignment’s due date.* It is your responsibility to make sure you submitted an assignment correctly and on time; I will not notify you if an assignment is late. In turn for your promptness, I will comment on your work and return it to you within two weeks.

**Plagiarism and Honor Code:** To present someone else’s work as your own is to plagiarize. If you draw on or quote the work of others in your writing, as you will almost surely do in the course, you must acknowledge that you are doing so. This applies whether your sources are published authors, fellow students, teachers, or friends. Plagiarism is an Honor Code violation and will therefore be treated seriously. Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended, or expelled from the College by the Honor Board. I recommend that you read the university’s statement on academic integrity (http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html) and ask me if you have any questions about either the policy itself or how to document sources in your writing.

**Writing Lab:** The Writing Lab, located on the first floor of Addlestone Library, is an excellent resource for working on editing and revision, on problems of getting started or organizing scattered materials, or on any other difficulty you may be experiencing as a writer. Although you should not expect consultants to “correct” your paper for you, they can assist you in learning to edit and revise your work. For more information, consult the Writing Lab website at http://www.cofc.edu/%7Ecsl/writing/writing_lab.html.

**Writer’s Group:** Writer’s Group is a non-credit, free-of-charge course designed for any student who wants extra opportunities to plan, revise, edit, and review the writing he or she does in English 110. Students meet weekly for 50 minutes in groups of four, along with a facilitator, to discuss an essay that they are drafting or one that has been graded by their instructor. At various points in the semester, facilitators also deliver writing workshops designed for larger groups of students. For more information about Writer’s Group and the services it offers, visit www.cofc.edu/~english/writers_group.html.

**WebCT:** All course materials—including handouts, assignments, the syllabus, policies, and schedule—will be available online through WebCT, a program that manages course materials and resources for students and instructors. You will want to check the course web site regularly because I will post important materials to the site. If you need an extra copy of any class handout, you can download it from WebCT.

**Students with Disabilities and Special Needs:** The College will make reasonable accommodations for persons with documented disabilities. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact the Center for
Disability Services located in the Lightsey Center, Suite 104. Students approved for accommodations should notify me as quickly as possible.

**Office Hours and Email:** I keep regular office hours each week, and this time is reserved for you to discuss with me any issues, concerns, or suggestions you have about your work or about the course. I have an open door policy, so please don’t hesitate to visit me during office hours. If you can’t make the hours posted, email me to arrange another time when we can meet or to ask any questions you may have. Send all email inquires to WarnickC@cofc.edu; please do not send them through the Mail function on WebCT. I will respond to emails within twenty-four hours.

**Grades:** I will read and comment on all your work. You will receive a letter grade for the final draft of each Portfolio Project. Your Response Essays will not receive letter grades; instead, you will receive full credit if you satisfactorily complete each Response Essay. You may expect to earn a C participation grade if you attend all classes, come to class prepared, and participate in class discussion one or two times per class. Consistent and meaningful participation will raise that grade; non-participation, disruptiveness, absences or lateness will lower it.

I will use the following formula to determine your final grade:
- Response Essays (10%)
- Portfolio 1 (25%)
- Portfolio 2 (25%)
- Portfolio 3 (25%)
- Participation, attendance, Activity Journal (15%)

If, at any time, you have questions about your grade, please do not hesitate to schedule an appointment with me to discuss your progress in the course.
English 110 Working Schedule

Below is a schedule detailing our work this semester. Readings and writing assignments are to be completed by the date under which they’re listed. This schedule is subject to change according to the needs of the class.

Week 1
W  Course intro
F  In-class Essay
    Conference with students 1-5

Week 2
M  Graff and Birkenstein, *They Say / I Say* (pp. ix-14)
    Workshop responses to In-class Essay
W  Nora, “Between Memory and History” (available on WebCT)
    **Response Essay 1 due**
F  Continue discussion of Nora
    Conference with students 6-10

Week 3
M  Graff and Birkenstein, *They Say / I Say* (pp. 17-38)
    Workshop examples of Response Essay 1
W  Continue discussion of Nora
    **Response Essay 2 due**
F  Workshop examples of Response Essay 2
    Conference with students 11-15

Week 4
M  Loewen, excerpts from *Lies Across America* (available on WebCT)
    **Response Essay 3 due**
W  Workshop examples of Response Essay 3
F  Graff and Birkenstein, *They Say / I Say* (pp. 39-47)
    Conference with students 16-20

Week 5
M  **Rough draft of Portfolio 1 essay due by 11:59 pm (via WebCT)**
W  In-class peer review
F  In-class peer review
    Conference with students 1-5
Week 6
M   Final draft of Portfolio 1 due by 11:59 pm (via WebCT)
W   Campus tour, Intro to Unit 2
F   Kincaid, *A Small Place* (pp. 3-37)
    Conference with students 6-10
    Activity Journal Due

Week 7
M   Graff and Birkenstein, *They Say / I Say* (pp. 51-87)
    **Response Essay 4 due by 11:59 pm (via WebCT)**
W   Workshop examples of Response Essay 4
F   Kincaid, *A Small Place* (pp. 41-81)
    Conference with students 11-15

Week 8
M   **Response Essay 5 due by 11:59 pm (via WebCT)**
W   Workshop examples of Response Essay 5
F   Brainstorm ideas for Portfolio 2 project
    Conference with students 16-20

Week 9
M   No class, Fall Break
W   Graff and Birkenstein, *They Say / I Say* (pp. 88-135)
F   Portfolio 2 rough draft due
    Conference with students 1-5

Week 10
M   In-class peer review
W   In-class peer-review
F   Conference with students 6-10
    Portfolio 2 final draft due

Week 11
M   Introduce Portfolio 3
W  Denmark Vesey newspaper articles (available on WebCT)
   One-page proposal for Portfolio 3 due
F  Continue discussion of Vesey articles
   Tour Charleston Museum
   Activity Journal due

Week 12
M  Discuss Charleston Museum visit
W  Introduction to the research process
F  Introduction to archival research
    Tour Special Collections

Week 13
M  Rough draft of Portfolio 3 essay, including annotated bibliography, due (by
    11:59 pm via WebCT)
W  Portfolio conferences
F  Portfolio conferences
    Conference with students 11-15

Week 14
M  Research session in Addlestone Library
W  No classes, Thanksgiving Holiday
F  No classes, Thanksgiving Holiday

Week 15
M  In-class peer review
W  In-class peer review
F  In-class peer review
    Conference with students 16-20
    Activity Journal due

Week 16
M  Course wrap-up
   Portfolio 3 due
When the Biology Department submitted their Change to the BA degree to the FCC and then to the Faculty Senate in the March 2009 meeting, the Biology Department inadvertently omitted some language in the **NOTE** that provides details of the degree requirements (see below).

Here are 3 versions: (a) the old one that used to be in the catalog; (b) the one that was approved in the Senate meeting in March; and (c) the corrected version that the Biology Department is requesting.

**a- NOTE:** Students can get 13 hours with three 4-hour courses plus a 1-hour course (BIOL 212L or BIOL 452), or one 4-hour course and three 3-hour courses. Students must complete at least three biology courses with laboratories at the 200 level or above. The laboratory courses may carry separate credit or may be part of a 4-credit course. Independent study (HONS 398), Tutorial (BIOL/HONS 399), Bachelor’s Essay (BIOL/HONS 499), or problems courses (BIOL 448, 450, 451) with laboratories do not fulfill the laboratory requirement.

**b- NOTE:** Students must complete at least three additional biology courses with laboratories, two of which must be at the 300 level or above. The laboratory courses may carry separate credit or may be part of a four-credit (4) course. Independent study (HONS 398), Tutorial (BIOL/HONS 399), Bachelor’s Essay (BIOL/HONS 499), or problems courses (BIOL 448, 450, 451) with laboratories do not fulfill the laboratory requirement.

**c- NOTE:** Students must complete at least three biology courses with laboratories at the 200 level or...
above, two of which must be at the 300 level or above. The laboratory courses may carry separate credit or may be part of a four-credit (4) course. Independent study (HONS 398), Tutorial (BIOL/HONS 399), Bachelor’s Essay (BIOL/HONS 499), or problems courses (BIOL 448, 450, 451) with laboratories do not fulfill the laboratory requirement.
Section VII, Appendix A

Percentage of Adjuncts Teaching 101 and 102
(Fall 2001 – Fall 2008)
<table>
<thead>
<tr>
<th>Semester</th>
<th># ENGL 101 sections</th>
<th># of sections taught by Adjuncts</th>
<th># of sections taught by Roster Faculty</th>
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<td>Fall 2001</td>
<td>78</td>
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<tr>
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<td>3 (27.3%)</td>
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<tr>
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<td>57 (76.0%)</td>
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<td>23 (32.9%)</td>
<td>47 (67.1%)</td>
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<td>Spring 2007</td>
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<td>3 (37.5%)</td>
<td>5 (62.5%)</td>
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<td># of sections taught by Roster Faculty</td>
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<td>15 (62.5%)</td>
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<tr>
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<td>Fall 2006</td>
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<td>15 (62.5%)</td>
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<tr>
<td>Spring 2007</td>
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<td>23 (32.9%)</td>
<td>47 (67.1%)</td>
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<tr>
<td>Fall 2007</td>
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<td>16 (66.7%)</td>
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<td>11 (52.4%)</td>
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</table>
## ENGLISH 101 & 102 Adjunct/Roster Faculty Breakdown

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<th>Semester</th>
<th># ENGL 101 &amp; 102 sections</th>
<th># of sections taught by Adjuncts</th>
<th># of sections taught by Roster Faculty</th>
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<td>78 (75%)</td>
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<tr>
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<td>24 (27.9%)</td>
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<tr>
<td>Fall 2003</td>
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<td>30 (30.9%)</td>
<td>67 (69.1%)</td>
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<td>72 (88.9%)</td>
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<tr>
<td>Fall 2005</td>
<td>96</td>
<td>26 (27.1%)</td>
<td>70 (72.9%)</td>
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<tr>
<td>Spring 2006</td>
<td>80</td>
<td>15 (18.7%)</td>
<td>65 (81.3%)</td>
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<tr>
<td>Fall 2006</td>
<td>94</td>
<td>32 (34%)</td>
<td>62 (66%)</td>
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<tr>
<td>Spring 2007</td>
<td>78</td>
<td>26 (33.3%)</td>
<td>52 (66.7%)</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>97</td>
<td>43 (44.3%)</td>
<td>54 (55.7%)</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>75</td>
<td>27 (36%)</td>
<td>48 (64%)</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>89</td>
<td>49 (55.1%)</td>
<td>40 (44.9%)</td>
</tr>
</tbody>
</table>
Section VII, Appendix B:

English 215: Interdisciplinary Composition

Fall 2008
MWF X – X:50
Classroom
Office Location
Office Phone
Email

Instructor Name
College of Charleston
Department
Mailbox
Office Hours
Course Website

Course Texts


Other required readings available on WebCT

Overview and Objectives

This course is designed to introduce you to the writing and research practices of academic disciplines in the humanities, the natural and social sciences, and business. Through our reading and writing this semester, we will investigate academic culture in general, but you will also be asked to examine the writing and intellectual practices of an academic discipline you’re interested in entering (or one to which you already belong). Toward this end, the course will roughly be divided into two units. In the first unit, we will examine academic culture more generally, and you will read and respond to essays, written by students and teachers, that critique American higher education and offer suggestions for how it can be improved. Our focus will narrow in the second unit, as we will apply what we learn in the first unit to our own respective academic disciplines. Ultimately, you should expect to leave this class with a critical and practical understanding of the general conventions behind academic writing. In addition, through your own research and writing you will learn and reflect on the writing, reading, and thinking practices valued in your chosen discipline—whether it be Biology, Chemistry, Psychology, Sociology, Law, English, foreign languages, Political Science, Marketing, or another area of specialization.

Finally, your writing will be central to the work of the course. This is a writing-intensive course, which means that you should expect to hand in writing each week. I will regularly reproduce student writing for our review, and we will workshop this writing in class, discussing our reactions to a given text as well as examining the critical ideas it raises and where those ideas lead us.

Course Policies

Attendance and Participation: Since the work of the course depends on collaboration as readers and writers over the term, and since your work is central to class discussion, attendance is required. Come to class on time and ready to begin the work of the course. Be sure to bring with you the appropriate texts or materials, turn off cell phones and any other electronic devices, and be prepared to take part in the work of the class. If there is a time when you cannot come to class, it is your responsibility to communicate with me, to arrange to turn in written work, and to find out about subsequent assignments by consulting
the class website. If you register late for the course, it is your responsibility to catch up and complete the work you’ve missed.

Missing class will decrease your attendance and participation grade (see Grades section below), and it will likely affect the quality of writing you produce throughout the semester. I make no distinction between unexcused or excused (i.e., documented) absences, although I will make exceptions in circumstances that meet those listed on the learning contract each student signs. Students may not miss more than six classes; if a student misses more than six classes, he or she will fail the course. It is your responsibility to keep track of absences. I will notify a student only once he or she has missed six classes.

Assignments and Late Work: Throughout the term you will be expected to complete a variety of in- and out-of-class assignments. You will be required to keep up with, and be prepared to discuss, assigned readings. You will complete three types of writing assignments:

- **Exercises** are shorter, more informal writings (up to 2 pages in length) in which you will engage with a question or issue raised in the class readings—including essays written by your classmates. I will thoroughly read these essays, and we will discuss them in class, but I will not assign them letter grades. You will receive full credit if you satisfactorily complete each assignment on time. Even though you won’t receive letter grades on these activities, I don’t want you to view them simply as busywork. These activities are designed so that you can begin thinking about or testing an idea that you may develop more fully in one of the three major projects you’ll complete. In some cases, these exercises will ask you to compose materials that you may include as part of a more fully developed project.

- **Projects** are more substantial writing assignments (up to 15 pages in length) that allow you to extend the ideas you raise in your Exercises. For each of the 3 Projects you will complete this semester you will compose a rough draft that you will have the opportunity to revise based on feedback you receive from me and your peers. In Project 1 you will write a formal academic essay that puts into conversation several published critiques of the Academy, including texts we’ll read in class. For Project 2 you will write an essay that rhetorically examines a journal article published in a prominent research publication relevant to your discipline. Finally, for Project 3 you will compose a research essay, addressed to members of your discipline, on a current topic in the field. In addition, you will give a brief oral presentation on this project, geared to an audience of non-specialists.

- **Peer Response Letters** are short informal writing assignments that ask you to offer a classmate constructive criticism on the rough drafts of their Project assignments. These assignments will not receive letter grades; they will instead be factored into your Attendance and Participation grade (see Grades section below).

So I may efficiently distribute essays for workshopping in class, I ask that you format your assignments as Microsoft Word files and submit them to me electronically through WebCT, using file names that indicate your name and the assignment (i.e., YourLastName_Essay1.doc). (For more information on submission guidelines, please see the separate handout entitled “Guidelines for Submitting Assignments.”) You are responsible for preparing the assignments for the course as fully as you can and on time. Late assignments will not be accepted for credit unless the student makes arrangements with me in a reasonable amount of time prior to the assignment’s due date. It is your responsibility to make sure you submitted an assignment correctly and on time; I will not notify you if an assignment is late. In turn for your promptness, I will comment on your work and return it to you within two weeks.
**Plagiarism and Honor Code:** To present someone else’s work as your own is to plagiarize. If you draw on or quote the work of others in your writing, as you will almost surely do in the course, you must acknowledge that you are doing so. This applies whether your sources are published authors, fellow students, teachers, or friends.

Plagiarism is an Honor Code violation and will therefore be treated seriously. In cases where I believe a student has plagiarized out of misunderstanding, I will determine an appropriate resolution in consultation with the student. In some instances, this resolution may be filed with the Dean of Students. Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive an XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended, or expelled from the College by the Honor Board. I recommend that you read the university’s statement on academic integrity (http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html) and ask me if you have any questions about either the policy itself or how to document sources in your writing.

**WebCT:** Course materials—including handouts, assignments, the syllabus, policies, and schedule—will be available online through WebCT, a program that manages course materials and resources for students and instructors. You will want to check the course web site daily because I will post important announcements to the site. If you need an extra copy of any class handout, you can download it from WebCT.

**Writing Lab:** The Writing Lab, located on the first floor of Addlestone Library, is an excellent resource for working on editing and revision, on problems of getting started or organizing scattered materials, or on any other difficulty you may be experiencing as a writer. Although you should not expect consultants to “correct” your paper for you, they can assist you in learning to edit and revise your work. For more information, consult the Writing Lab website at http://www.cofc.edu/%7Ecsl/writing/writing_lab.html.

**Students with Disabilities and Special Needs:** The College will make reasonable accommodations for persons with documented disabilities. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact the Center for Disability Services located in the Lightsey Center, Suite 104. Students approved for accommodations should notify me as quickly as possible.

**Grades:** I will read and comment on all your work, and you will earn letter grades on the final drafts of your three main Project assignments. Your Exercises and Peer Response Letters will not receive letter grades; instead, you will receive full credit if you satisfactorily complete each activity. At the midpoint of the term, we will meet one-on-one to discuss your writing. During this conference we will discuss the midterm grade you’re earning for your work in the course to this point, and we will talk about specific strategies you can draw on to improve your grade.

Your final grade will be based on the quality of work you produce throughout the semester and on class participation. You may expect to earn a C participation grade if you attend all classes, come to class prepared, and participate in class discussion one or two times per class. Consistent and meaningful participation will raise that grade; non-participation, disruptiveness, excessive absence or lateness will lower it.

I will use the following formula to determine your final grade:

- Project 1: Conversation Essay (25%)
- Project 2: Article Analysis (25%)
- Project 3: Final Research Project and Presentation (30%)
- Exercises (10%)
- Attendance, Participation, and Peer Response Letters (10%)

If, at any time, you have questions about your grade, please do not hesitate to schedule an appointment with me to discuss your progress in the course.

**Office Hours:** I keep regular office hours each week, and this time is reserved for you to discuss with me any issues, concerns, or suggestions you have about your work or about the course. I have an open door policy, so please don’t hesitate to visit me during office hours. If you can’t make the hours posted, email me to arrange another time when we can meet or to ask any questions you may have. Send all email inquiries to WarnickC@cofc.edu; please do not send them through the mail function offered through WebCT. I will respond to all email inquiries within twenty-four hours.

**Working Schedule**

Below is a schedule detailing our work this semester. Readings and writing assignments are to be completed by the date under which they’re listed. This schedule is subject to changes according to the needs of the class.

**Week 1**

W  Course introduction
F  In-class essay

**Week 2**

M  Discuss responses to in-class essays
W  Douthat, “Approaches to Knowledge” (available on WebCT)
   **Exercise 1 due by 11:59 pm (via WebCT)**
F  Discuss Douthat and responses to Exercise 1

**Week 3**

M  Graff, *Clueless in Academe*, pp. 1-80
W  **Exercise 2 due by 11:59 pm (via WebCT)**
F  Discuss Graff and responses to Exercise 2

**Week 4**

W  **Rough draft of Project 1 due by 11:59 pm (via WebCT)**
F  Discuss Graff and workshop rough drafts of Project 1
Week 5
M  Graff, *Clueless in Academe*, pp. 115-207
W  Peer Response Letter 1 due in class
F  Peer review workshop

Week 6
M  Graff, *Clueless in Academe*, pp. 211-277
W  Discuss Graff and workshop Project 1 rough drafts
F  Peer Review Workshop
   Final draft of Project 1 due by 11:59 pm (via WebCT)

Week 7
M  Introduce Project 2
W  Library Presentation
F  Exercise 3 due by 11:59 pm (via WebCT)

Week 8
M  Discuss interviewing techniques
W  Midterm conferences
F  Midterm conferences

Week 9
M  No classes, Fall Break
W  Introduce Project 2
F  Bazerman, “What Written Knowledge Does” (available on WebCT)
   Exercise 4 due by 11:59 pm (via WebCT)

Week 10
M  Workshop responses to Exercises 3 and 4
W  Continue discussion of Bazerman
F  Rough draft of Project 2 due by 11:59 pm (via WebCT)
   No class, travel to conference
Week 11

M  Workshop Project 2 rough drafts
W  Peer Response Letter 2 due in class
Peer review workshop
F  Final draft of Project 2 by 11:59 pm (via WebCT)

Week 12

M  Kuhn, selections from The Structure of Scientific Revolutions (available on WebCT)
W  Exercise 5 due by 11:59 pm (via WebCT)
F  No class, travel to conference

Week 13

M  Research day, meet in Addlestone Library
W  Workshop responses to Exercise 5
Rough draft of Project 3 due by 11:59 pm (via WebCT)
F  Workshop rough drafts of Project 3

Week 14

M  Research day, meet in Addlestone Library
W  No class, Thanksgiving holiday
F  No class, Thanksgiving holiday

Week 15

M  Peer Response Letter 3 due in class
Peer review workshops
W  Presentations
F  Presentations

Week 16

M  Presentations, course wrap-up
Project 3 due
PROPOSAL: A new 4-hour course, English 110, shall satisfy General Education Goals I.1 and I.2, and shall replace the current required coursework that satisfies these goals, English 101 and 102.

I. How proposed course will meet General Education Goals (I.1 and I.2)
II. Course description, learning objectives, and requirements
III. Rationale for modifying existing Gen Ed requirement
IV. Sample syllabus for new course
V. Transfer and AP credit policy for new course
VI. List of people, departments, or committees consulted about this proposal
VII. Annotated bibliography of relevant research
Appendix A: Adjunct usage for English 101-102
Appendix B: Sample syllabus for English 215, Interdisciplinary Academic Writing

Section I.
How proposed course will meet General Education Goals
Goal I.1 Gathering and using information
Goal I.2 Effective writing and critical reading

• To become more proficient at understanding and analyzing texts suitable for college coursework, English 110 students read, discuss, and write about numerous essays and other examples of academic writing. Short writing assignments promote reflection on the readings and require students to begin the analytical work they are assigned in formal papers. Students learn how to conduct library research to develop expertise on assigned topics, and how to incorporate such materials in their papers. In addition, they may also be required to write assessments of the process and product of their own writing and research.

• Formal paper assignments require students to construct persuasive arguments, to analyze the arguments of others, and to incorporate research material that includes persuasive evidence from experts. All formal assignments identify the audience and purpose of the paper, and instructors help students shape their work accordingly.

• In keeping with best practices for writing instruction, the course provides several opportunities for individualized feedback by the instructor and revision by the student. English 110 students are required to submit drafts and to revise some of their graded work. They attend small-group workshops in which they assess their own work in progress, and receive class lessons in planning, revising, and editing written work. Instructors not only assign grades and make marginal comments on student writing, but also provide each student with individualized guidance for future improvement, based on the strengths and weaknesses of the written work they submit. To insure this individualized level of instruction, all sections of English 110 must
have a cap of 20.

- English 110 students are required to generate a significant quantity (a minimum of 20 pages) of written work. Formal paper grades make up at least 50% of the course grade.

### Section II.
#### Course description, learning objectives, and requirements

**English 110: Introduction to Academic Writing**

4 hours

**Course Description:** An introduction to the practices necessary for successful college writing: reading and analyzing college-level texts; crafting effective arguments; writing in a process that includes invention, drafting, revising and editing; and researching, evaluating and documenting appropriate supporting materials for college-level essays. Satisfies General Education requirement for first-year writing course(s) focused on “Gathering and using information” and “Effective writing and critical reading.”

**Learning Objectives:** Students receive training and practice in the following areas.

**Process**
- Understand a writing assignment as a series of tasks, including invention, drafting, revising, and editing
- Shape a written work according to the requirements of purpose, genre, occasion, and audience
- Construct an effective argument using appropriate evidence
- Understand conventions of academic writing
- Document work appropriately
- Follow the conventions of standard American English

**Reading and Research**
- Develop skills for studying college-level essays and academic articles
- Develop skills for summarizing and paraphrasing college-level essays and academic articles
- Evaluate, analyze, and synthesize appropriate primary and secondary sources
- Integrate their ideas with the ideas of others effectively

**Rhetorical Analysis**
- Understand how a text is shaped according to the requirements of purpose, genre, occasion, and audience
- Understand the difference between summary and analysis
- Evaluate the persuasiveness of a text’s argument

**Course Requirements**

- Attend and participate actively in class meetings, workshops, and conferences with instructor
• Read, analyze, and compose academic essays
• Locate and assess material appropriate for college-level papers
• Accomplish tasks appropriate for all stages in a writing process, including invention and research, drafting and revising, editing and presentation
• Submit formal papers and shorter writing assignments, totaling 20 pages

Section III.
Rationale for changing existing Gen Ed requirement

I. English 110 is a four-hour course devoted to academic writing. This course will include all the writing instruction provided by our existing 101-102 sequence, without the literary study that is part of English 102. Writing instruction and literary study are both valuable enterprises, but the study of literature does not, in itself, improve first-year students’ writing (see Fishman and Royer in Section VII). Nor is literary study named as an explicit General Education goal. We would welcome a Gen Ed requirement for all students to study literature, but we do not believe first-year writing courses are an effective setting for such a requirement.

II. Research also shows that students do not derive a significant benefit from taking more than one first-year writing course. Instead, additional writing courses benefit students when taken later in the student’s college career, and these courses are more effective if they are discipline-specific (see Carroll, Smit, Wardle). Many institutions require one first-year writing course and one writing-intensive course in the third year (see Moghtader). We would welcome such a requirement at the College, but the English Department cannot deliver discipline-specific writing instruction to all students.

Moreover, during 06-07 and 07-08 Senate discussion of a proposed General Education writing requirement in the major, representatives from many departments assured the Senate that writing instruction was already taking place within their majors. In view of these conditions, we believe it will be in students’ best interest for the College to reduce the first-year writing requirement to one semester, leaving students more room to take other General Education, major, or elective courses.

III. As a four-hour course, English 110 will promote greater learning within a single semester than a course with only three hours of instructional time. As detailed in the sample syllabus, the fourth hour enables students to have more conferences with the professor and more time for other forms of instruction in library research, proofreading skills, and workshops that address other writing skills such as paragraph development, sentence structure, and the like.

IV. A one-semester writing requirement will greatly decrease the College’s reliance on adjunct faculty to teach this very important course (see Chase and Section VII, Appendix A on adjunct usage).
Section IV. Sample Syllabus For New Course  
**English 110: Introduction to Academic Writing**

**Fall 2009**
**Instructor Name**
**MW 11 – 11:50**
**F 11 – 12:50**
**Classroom**
**Office**
**Office Phone**
**Email**

**College of Charleston**
**Department of English**

**Course Texts and Materials**

- Additional required readings available on WebCT
- Familiarity with an online writing resource such as the Purdue Online Writing Lab ([http://owl.english.purdue.edu](http://owl.english.purdue.edu))

**Overview and Objectives**

This course satisfies a General Education requirement because it meets General Education goals I.1, “Gathering and using information,” and I.2, “Effective writing and critical reading.” The research, reading, and writing of this particular course will focus on the topic of “Composing Charleston: Writing, Place, and Cultural Memory.”

Places, like texts, are imbued with meaning. Over the course of the semester, we will work to understand and analyze the meaning of the spaces we inhabit—the classroom, the College of Charleston Campus, and the city of Charleston. We will additionally examine that place commonly known as academia, and you will learn to successfully position yourself within the complex landscape of academic writing and culture. In short, this course is designed to help you develop reading and writing practices that you can draw on to write effectively throughout the college curriculum: you will learn strategies for generating ideas in writing, evaluating these ideas in light of other ideas and texts, and developing critical arguments that demonstrate this complex thought process.

So that we may accomplish these goals, the course is divided into three units. We will open the course by closely reading two challenging but important essays about place and cultural memory, applying the theories these texts offer us to our individual understandings of place and space. In the second unit, we will move outside the classroom and onto the campus, investigating competing representations of the College and campus community. Finally, in the third unit, you will bring together what you’ve learned in these two prior units to compose a substantial research essay that critically examines a monument or other historical site, either on campus or in the greater Charleston area, and how this site represents the history it seeks to commemorate.
It’s important to keep in mind, though, that this is first and foremost a class on writing. You will be required to do a significant amount of writing, and we will devote time in and out of class to analyzing your writing. In fact, your writing will be central to our work this semester. I will regularly distribute examples of student work, and we will use these examples as a means to discuss writing issues and as a way into the texts we will be reading.

**Course Policies**

**Attendance and Participation:** Since the work of the course depends on collaboration as readers and writers over the term, and since your work is central to class discussion, attendance is required. Come to class on time and ready to begin the work of the course. Be sure to bring with you the appropriate texts or materials, turn off cell phones and any other electronic devices, and be prepared to take part in the work of the class. If there is a time when you cannot come to class, it is your responsibility to communicate with me, to arrange to turn in written work, and to find out about subsequent assignments by consulting the class website. If you register late for the course, it is your responsibility to catch up and complete the work you’ve missed.

Missing class will decrease your attendance and participation grade (see Grades section below), and it will likely affect the quality of writing you produce throughout the semester. I make no distinction between unexcused or excused (i.e., documented) absences, although I will make exceptions in circumstances that meet those listed on the learning contract each student signs. *Students may not miss more than six classes; if a student misses more than six classes, he or she will fail the course.* It is your responsibility to keep track of absences. I will notify a student only once he or she has missed six classes.

**Assignments and Late Work:** Throughout the term you will be expected to complete a variety of assignments. You will be required to keep up with, and be prepared to discuss, assigned readings. The writing assignments are divided into two categories:

- **Response Essays** are shorter papers (up to 3 pages in length) where you begin your inquiry into the assigned readings. These papers are less formal than essays; however, you will want to make sure you leave yourself enough time to proofread and edit your writing. You will complete a total of 5 Response Essays throughout the semester.

- **Activity Journal** entries are informal writings in which you will report on the different writing- and research-related activities you complete over the semester.

- **Portfolios** are more extensive formal writing assignments (up to 8 pages in length) that enable you to revisit, extend, and/or revise the ideas raised in the Response Essays. You will write a rough draft for each Portfolio project and we will workshop these assignments both in class and in small-group conferences. You will complete 3 Portfolio projects throughout the term.
So I may efficiently distribute essays for workshopping in class, I ask that you format your assignments as Microsoft Word files and submit them to me electronically through WebCT, using file names that indicate your name and the assignment (i.e., YourLastName_Essay1.doc). (For more information on submission guidelines, please see the separate handout entitled “Guidelines for Submitting Assignments.”) You are responsible for preparing the assignments for the course as fully as you can and on time. Late assignments will not be accepted for credit unless the student makes arrangements with me in a reasonable amount of time prior to the assignment’s due date. It is your responsibility to make sure you submitted an assignment correctly and on time; I will not notify you if an assignment is late. In turn for your promptness, I will comment on your work and return it to you within two weeks.

**Plagiarism and Honor Code:** To present someone else’s work as your own is to plagiarize. If you draw on or quote the work of others in your writing, as you will almost surely do in the course, you must acknowledge that you are doing so. This applies whether your sources are published authors, fellow students, teachers, or friends. Plagiarism is an Honor Code violation and will therefore be treated seriously. Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended, or expelled from the College by the Honor Board. I recommend that you read the university’s statement on academic integrity ([http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html)) and ask me if you have any questions about either the policy itself or how to document sources in your writing.

**Writing Lab:** The Writing Lab, located on the first floor of Addlestone Library, is an excellent resource for working on editing and revision, on problems of getting started or organizing scattered materials, or on any other difficulty you may be experiencing as a writer. Although you should not expect consultants to “correct” your paper for you, they can assist you in learning to edit and revise your work. For more information, consult the Writing Lab website at [http://www.cofc.edu/%7Ecsl/writing/writing_lab.html](http://www.cofc.edu/%7Ecsl/writing/writing_lab.html).

**Writer’s Group:** Writer’s Group is a non-credit, free-of-charge course designed for any student who wants extra opportunities to plan, revise, edit, and review the writing he or she does in English 110. Students meet weekly for 50 minutes in groups of four, along with a facilitator, to discuss an essay that they are drafting or one that has been graded by their instructor. At various points in the semester, facilitators also deliver writing workshops designed for larger groups of students. For more information about Writer’s Group and the services it offers, visit [www.cofc.edu/~english/writers_group.html](http://www.cofc.edu/~english/writers_group.html).

**WebCT:** All course materials—including handouts, assignments, the syllabus, policies, and schedule—will be available online through WebCT, a program that manages course
materials and resources for students and instructors. You will want to check the course
web site regularly because I will post important materials to the site. If you need an extra
copy of any class handout, you can download it from WebCT.

**Students with Disabilities and Special Needs:** The College will make reasonable
accommodations for persons with documented disabilities. If you have a disability for
which you are or may be requesting an accommodation, you are encouraged to contact
the Center for Disability Services located in the Lightsey Center, Suite 104. Students
approved for accommodations should notify me as quickly as possible.

**Office Hours and Email:** I keep regular office hours each week, and this time is
reserved for you to discuss with me any issues, concerns, or suggestions you have about
your work or about the course. I have an open door policy, so please don’t hesitate to
visit me during office hours. If you can’t make the hours posted, email me to arrange
another time when we can meet or to ask any questions you may have. Send all email
inquires to [WarnickC@cofc.edu](mailto:WarnickC@cofc.edu); please do not send them through the Mail function on
WebCT. I will respond to emails within twenty-four hours.

**Grades:** I will read and comment on all your work. You will receive a letter grade for
the final draft of each Portfolio Project. Your Response Essays will not receive letter
grades; instead, you will receive full credit if you satisfactorily complete each Response
Essay. You may expect to earn a C participation grade if you attend all classes, come to
class prepared, and participate in class discussion one or two times per class. Consistent
and meaningful participation will raise that grade; non-participation, disruptiveness,
absences or lateness will lower it.

I will use the following formula to determine your final grade:
- Response Essays (10%)
- Portfolio 1 (25%)
- Portfolio 2 (25%)
- Portfolio 3 (25%)
- Participation, attendance, Activity Journal (15%)

If, at any time, you have questions about your grade, please do not hesitate to schedule an
appointment with me to discuss your progress in the course.
English 110 Working Schedule

Below is a schedule detailing our work this semester. Readings and writing assignments are to be completed by the date under which they’re listed. This schedule is subject to change according to the needs of the class.

**Week 1**

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
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</thead>
<tbody>
<tr>
<td>W</td>
<td>Course intro</td>
</tr>
</tbody>
</table>
| F   | In-class Essay  
Conference with students 1-5 |

**Week 2**

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
</table>
| M   | Graff and Birkenstein, *They Say / I Say* (pp. ix-14)  
Workshop responses to In-class Essay |
| W   | Nora, “Between Memory and History” (available on WebCT)  
**Response Essay 1 due** |
| F   | Continue discussion of Nora  
Conference with students 6-10 |

**Week 3**

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
</table>
| M   | Graff and Birkenstein, *They Say / I Say* (pp. 17-38)  
Workshop examples of Response Essay 1 |
| W   | Continue discussion of Nora  
**Response Essay 2 due** |
| F   | Workshop examples of Response Essay 2  
Conference with students 11-15 |

**Week 4**

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
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</thead>
</table>
| M   | Loewen, excerpts from *Lies Across America* (available on WebCT)  
**Response Essay 3 due** |
| W   | Workshop examples of Response Essay 3 |
| F   | Graff and Birkenstein, *They Say / I Say* (pp. 39-47)  
Conference with students 16-20 |

**Week 5**

<table>
<thead>
<tr>
<th>Day</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td><strong>Rough draft of Portfolio 1 essay due by 11:59 pm (via WebCT)</strong></td>
</tr>
<tr>
<td>W</td>
<td>In-class peer review</td>
</tr>
</tbody>
</table>
| F   | In-class peer review  
Conference with students 1-5 |
## Week 6

<table>
<thead>
<tr>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>M</strong></td>
<td><strong>Final draft of Portfolio 1 due by 11:59 pm (via WebCT)</strong></td>
</tr>
<tr>
<td><strong>W</strong></td>
<td>Campus tour, Intro to Unit 2</td>
</tr>
</tbody>
</table>
| **F** | Kincaid, *A Small Place* (pp. 3-37)  
Conference with students 6-10  
**Activity Journal Due** |

## Week 7

<table>
<thead>
<tr>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
</table>
| **M** | Graff and Birkenstein, *They Say / I Say* (pp. 51-87)  
**Response Essay 4 due by 11:59 pm (via WebCT)** |
| **W** | Workshop examples of Response Essay 4 |
| **F** | Kincaid, *A Small Place* (pp. 41-81)  
Conference with students 11-15 |

## Week 8

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<tr>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td><strong>M</strong></td>
<td><strong>Response Essay 5 due by 11:59 pm (via WebCT)</strong></td>
</tr>
<tr>
<td><strong>W</strong></td>
<td>Workshop examples of Response Essay 5</td>
</tr>
</tbody>
</table>
| **F** | Brainstorm ideas for Portfolio 2 project  
Conference with students 16-20 |

## Week 9

<table>
<thead>
<tr>
<th>Day</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td><strong>M</strong></td>
<td><strong>No class, Fall Break</strong></td>
</tr>
<tr>
<td><strong>W</strong></td>
<td>Graff and Birkenstein, <em>They Say / I Say</em> (pp. 88-135)</td>
</tr>
</tbody>
</table>
| **F** | **Portfolio 2 rough draft due**  
Conference with students 1-5 |

## Week 10

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<thead>
<tr>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td><strong>M</strong></td>
<td>In-class peer review</td>
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<tr>
<td><strong>W</strong></td>
<td>In-class peer-review</td>
</tr>
</tbody>
</table>
| **F** | Conference with students 6-10  
**Portfolio 2 final draft due** |

## Week 11

<table>
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<tr>
<th>Day</th>
<th>Event</th>
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<tbody>
<tr>
<td><strong>M</strong></td>
<td>Introduce Portfolio 3</td>
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<tr>
<td>Week</td>
<td>Monday</td>
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<tr>
<td>10</td>
<td>Denmark Vesey newspaper articles (available on WebCT)</td>
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<td>12</td>
<td><strong>Week 12</strong></td>
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<td><strong>M</strong></td>
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<tr>
<td></td>
<td><strong>Discuss Charleston Museum visit</strong></td>
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<td>13</td>
<td><strong>Week 13</strong></td>
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<td><strong>M</strong></td>
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<tr>
<td></td>
<td><strong>Rough draft of Portfolio 3 essay, including annotated bibliography, due (by 11:59 pm via WebCT)</strong></td>
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<tr>
<td>14</td>
<td><strong>Week 14</strong></td>
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<tr>
<td></td>
<td><strong>M</strong></td>
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<tr>
<td></td>
<td><strong>Research session in Addlestone Library</strong></td>
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<td>15</td>
<td><strong>Week 15</strong></td>
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<tr>
<td></td>
<td><strong>M</strong></td>
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<tr>
<td></td>
<td><strong>In-class peer review</strong></td>
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<td>16</td>
<td><strong>Week 16</strong></td>
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<tr>
<td></td>
<td><strong>M</strong></td>
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<tr>
<td></td>
<td><strong>Course wrap-up</strong></td>
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### Section V. Transfer Policy for English 110

If approved, English 110 will meet the General Education writing requirement that is currently satisfied by English 101-102 or Honors 105-106. With the new requirement in place, English 101 and 102 and Honors 105/106 will longer be taught at the College, but will continue to be recognized for purposes of transfer credit, in accordance with CHE state articulation agreements and policies regarding AP and IB credit.

This table identifies coursework that currently satisfies some or all of C of C’s current General Education writing requirement and the credit that such coursework would earn towards the proposed requirement.

<table>
<thead>
<tr>
<th>Coursework completed</th>
<th>C of C credit hours earned and counted towards current C of C Gen Ed writing requirement</th>
<th>C of C credit hours earned and counted toward proposed Gen Ed writing requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101 or Hons 105, C of C</td>
<td>Passing grade earns 3 credit hours; student must complete 102 to satisfy Gen Ed req.</td>
<td>Past coursework will still earn 3 hrs; student must complete English or Honors 110, or English 215, to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>Eng 101 &amp; 102 or Hons 105 &amp; 106, C of C</td>
<td>Passing grade earns 6 hours and satisfies Gen Ed requirement</td>
<td>Past 101-102 or Hons 105-6 will earn 6 hours and satisfy Gen Ed requirement</td>
</tr>
<tr>
<td>Eng 101 at any SC public institution</td>
<td>3 hrs transfer credit; student must complete 102 to satisfy Gen Ed requirement</td>
<td>3 hrs transfer credit; student must complete 110 or 215 to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>Eng 101 &amp; 102 at SC public institution</td>
<td>6 hours transfer credit; satisfies Gen Ed requirement</td>
<td>6 hours transfer credit; satisfies Gen Ed requirement</td>
</tr>
<tr>
<td>3 or 4 on either AP English Language or AP English Literature</td>
<td>3 earns 101, 3 credit hours; student must take 102 to satisfy Gen Ed requirement</td>
<td>Student earning 3 or 4 receives 3 credit hours; must take 110 or 215 to satisfy Gen Ed requirement.</td>
</tr>
<tr>
<td>3 or 4 on both AP English Lang. and AP English Lit</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement</td>
<td>Student earns 6 credit hrs for 101 &amp; 102, and satisfies Gen Ed requirement. May also take 110 or 215 for additional elective credit.</td>
</tr>
<tr>
<td>5 on either AP English Lang or AP English Lit or both</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement. May also take 110 or 215 for additional elective credit.</td>
</tr>
<tr>
<td>4 or better on IB English exam</td>
<td>Student earns 3 credit hrs, which count toward Humanities req. but do not satisfy Gen Ed writing req.</td>
<td>4 or 5 earns 3 credit hrs. for 101; student must take 110 or 215 to satisfy Gen Ed req. 6 or 7 earns 6 credit hrs. for 101 and 102 and satisfies Gen Ed req. Student may also take 110 or 215.</td>
</tr>
<tr>
<td>English 110 or Honors 110, C of C (or equivalent transfer course)</td>
<td>N/A</td>
<td>Student earns 4 credit hrs. and satisfies Gen Ed writing requirement</td>
</tr>
</tbody>
</table>

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1. C of C students who complete part of the writing requirement elsewhere, and those who desire additional writing instruction beyond 110, may elect to take a 3-hour course, English 215, Interdisciplinary Academic Writing. Students seeking introductory literature courses may take English 190 or appropriate literature courses in other departments.

2. CHE policies are published at [http://www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm](http://www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm) and [http://www.che.sc.gov/AcademicAffairs/AdvPlacement.htm](http://www.che.sc.gov/AcademicAffairs/AdvPlacement.htm)
Section VI.
People, departments, or committees consulted about this proposal

Cynthia Lowenthal, Dean, School of Humanities and Social Sciences
Elise Jorgens, Provost
Faculty Curriculum Committee
Kay Smith, Vice President for the Academic Experience
Susan Kattwinkel, Director of First-Year Experience
Pam Niesslein, Office of Institutional Assessment
Cathy Boyd, Registrar
Ray Barclay, Office of Institutional Research
Don Burkhardt, Office of Admissions
John Newell, Honors College
Brian McGee, chair, Department of Communications
Academic Advising and Planning Center
Department of English
Faculty Committee on General Education

Individuals from other institutions:
Kim Taylor, English Department Chair, Trident Technical College
Felicia Steele, First-year Writing Faculty, College of New Jersey
Jessie Moore, Director of First-Year Writing, Elon University
Susan Patton, Assistant Registrar, Elon University
Greg Glau, Director of English Composition, Northern Arizona University
Victor Villanueva, Professor of Rhetoric and Composition, Washington State University

Section VII.
Bibliography of Relevant Research


Based on findings from a 4-year longitudinal study of 20 student writers at Pepperdine University, Carroll argues that the first-year composition class is best approached as a course that can help students transition from high school to college, not a course that can guarantee students learn writing skills transferable to other courses throughout the curriculum. She recommends that colleges and universities require two writing courses: an academic writing course taken in the first year and a writing course taken as part of a student’s major coursework. Discussing the benefits of requiring a second writing course later in a student’s career, Caroll writes:

Although our study students included in their portfolios papers from their second composition course and pointed out learning more about research, style, and general essay structure, it is clear that the next major transitions in their development as writers took place as they struggled to integrate the content knowledge, concepts, and research and writing conventions in their major disciplines. This is the “teachable moment” in which to intervene with a second writing course for this population of students, a second “space” in the curriculum to focus on academic literacy. (125)

This essay discusses changes made at Northern Arizona University to move from a 6-credit, two-semester writing requirement to a 4-hour, one-semester requirement. Chase states that with this new curriculum the program eliminated all part-time instructors, improved working conditions for graduate assistants, and created a more coherent writing program. Chase stresses the importance of considering budgetary realities when revising curricula:

> One key to consider is the relationship between what we can do with what we have, what we would need in order to make our program stronger, and what are reasonable financial requests. In our case, for example, to stay with the old program, to put people back into our writing center, to stop using part-time instructors, and to lower class size would have required that we increase our budget by about 30%. While we might argue that such an increase is desirable, we also recognized that it was not likely given current budget constraints. At the same time…to continue with the program as it had evolved would have meant continuing with a program that was problematic. We were, in essence, promising to deliver more than our budget limits allowed us to offer. (250)


Until 2007, the University of Tennessee-Knoxville had a two-semester requirement similar to ours, in that students took a second-semester writing-about-literature course. Internal and external reviewers criticized this course in particular “for being inconsistent over sections in requirements; some sections require much writing, while others…are taught as literature courses, with comparatively little writing.” They have since revised their two-semester sequence so that the first semester “focuses on rhetorical analysis and argument” and the second semester focuses on rhetoric and research (Fishman and Reiff).


This essay presents data from a 1998 study of 233 writing programs. (The study was designed as a follow-up to Ron Smith’s 1973 study of writing programs.) Smith predicted that fewer schools would require a writing course, but the authors of the 1998 study find Smith was greatly mistaken: whereas in 1973 only 69% of private schools and 84% of public schools required a writing course, in 1998 94% of the private schools surveyed and 100% of the public schools surveyed had a writing requirement. Their survey also finds that writing courses are increasingly being staffed by part-time instructors. 26% of the schools surveyed had a one-course writing requirement, 64% had a two-course requirement, and 10% had a 3+-course requirement. 41% of public institutions with 9,000-13,999
students surveyed indicated that students could satisfy the writing requirement in a department other than English. 22% indicated that students could satisfy the writing requirement through WAC courses.


Royer and her colleagues describe Miami University’s efforts to revise their first-year writing sequence, particularly their second-semester writing-about-literature course. Particularly relevant to the 101-102 sequence at C of C is their discussion of the challenges of adapting a writing-about-literature course so that students develop clearly transferable skills. Given the challenges this presented to Miami—a school with numerous composition and rhetoric specialists and a long history of institutional dedication to composition pedagogy—the English department would face numerous difficulties keeping 102 a writing-about-literature course that also promises to teach students transferable academic writing skills.


Contending that little is known about students’ abilities to transfer writing skills from first-year composition to other courses in the curriculum, Smit argues that “colleges and universities should not require students to take just one or two narrowly conceived ‘introductory’ writing classes but to get as much practice as possible writing for a variety of purposes and in a variety of genres in a variety of disciplines and social contexts both inside and outside the academy” (185). Toward this end, he recommends a three-tiered writing curriculum: 1) an introductory writing course in which students learn basic writing skills and analyze writing in different social contexts, 2) a second course in which students get intensive practice writing for a particular discourse community, and 3) a third course in which students practice writing for communities outside the academy (184-193).


Wardle discusses findings from a longitudinal study she conducted of seven students in her first-year composition course. Her interviews reveal that although these students felt they learned from the course, they rarely were asked to use these skills in their 1st and 2nd year courses, because the writing tasks were much easier and/or were not graded rigorously. Students perceived the kind of writing they did in FYC as more challenging. If they were ever asked to do similar tasks in other courses, they often deemed them not worth the effort needed to make good grades on these assignments; they could do these assignments minimally and still be satisfied with their grade in the course. Students also reported wanting more feedback than they got in their major classes, and said that they were more likely to work on an assignment if it were engaging, which included being difficult and being open-ended, and something they could shape and discover.
Section VII, Appendix A

Percentage of Adjuncts Teaching 101 and 102
(Fall 2001 – Fall 2008)
<table>
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<tr>
<th>Semester</th>
<th># ENGL 101 sections</th>
<th># of sections taught by Adjuncts</th>
<th># of sections taught by Roster Faculty</th>
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<td>Fall 2008</td>
<td>89</td>
<td>49 (55.1%)</td>
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Section VII, Appendix B:

English 215: Interdisciplinary Composition

Fall 2008
MWF X – X:50
Classroom
Office Location
Office Phone
Email

Instructor Name
College of Charleston
Department
Mailbox
Office Hours
Course Website

Course Texts


Other required readings available on WebCT

Overview and Objectives

This course is designed to introduce you to the writing and research practices of academic disciplines in the humanities, the natural and social sciences, and business. Through our reading and writing this semester, we will investigate academic culture in general, but you will also be asked to examine the writing and intellectual practices of an academic discipline you’re interested in entering (or one to which you already belong). Toward this end, the course will roughly be divided into two units. In the first unit, we will examine academic culture more generally, and you will read and respond to essays, written by students and teachers, that critique American higher education and offer suggestions for how it can be improved. Our focus will narrow in the second unit, as we will apply what we learn in the first unit to our own respective academic disciplines. Ultimately, you should expect to leave this class with a critical and practical understanding of the general conventions behind academic writing. In addition, through your own research and writing you will learn and reflect on the writing, reading, and thinking practices valued in your chosen discipline—whether it be Biology, Chemistry, Psychology, Sociology, Law, English, foreign languages, Political Science, Marketing, or another area of specialization.

Finally, your writing will be central to the work of the course. This is a writing-intensive course, which means that you should expect to hand in writing each week. I will regularly reproduce student writing for our review, and we will workshop this writing in class, discussing our reactions to a given text as well as examining the critical ideas it raises and where those ideas lead us.

Course Policies

Attendance and Participation: Since the work of the course depends on collaboration as readers and writers over the term, and since your work is central to class discussion, attendance is required. Come to class on time and ready to begin the work of the course. Be sure to bring with you the appropriate texts or materials, turn off cell phones and any other electronic devices, and be prepared to take part in the work of the class. If there is a time when you cannot come to class, it is your responsibility to communicate with me, to arrange to turn in written work, and to find out about subsequent assignments by consulting
the class website. If you register late for the course, it is your responsibility to catch up and complete the work you’ve missed.

Missing class will decrease your attendance and participation grade (see Grades section below), and it will likely affect the quality of writing you produce throughout the semester. I make no distinction between unexcused or excused (i.e., documented) absences, although I will make exceptions in circumstances that meet those listed on the learning contract each student signs. *Students may not miss more than six classes; if a student misses more than six classes, he or she will fail the course.* It is your responsibility to keep track of absences. I will notify a student only once he or she has missed six classes.

**Assignments and Late Work:** Throughout the term you will be expected to complete a variety of in- and out-of-class assignments. You will be required to keep up with, and be prepared to discuss, assigned readings. You will complete three types of writing assignments:

- **Exercises** are shorter, more informal writings (up to 2 pages in length) in which you will engage with a question or issue raised in the class readings—including essays written by your classmates. I will thoroughly read these essays, and we will discuss them in class, but I will not assign them letter grades. You will receive full credit if you satisfactorily complete each assignment on time. Even though you won’t receive letter grades on these activities, I don’t want you to view them simply as busywork. These activities are designed so that you can begin thinking about or testing an idea that you may develop more fully in one of the three major projects you’ll complete. In some cases, these exercises will ask you to compose materials that you may include as part of a more fully developed project.

- **Projects** are more substantial writing assignments (up to 15 pages in length) that allow you to extend the ideas you raise in your Exercises. For each of the 3 Projects you will complete this semester you will compose a rough draft that you will have the opportunity to revise based on feedback you receive from me and your peers. In Project 1 you will write a formal academic essay that puts into conversation several published critiques of the Academy, including texts we’ll read in class. For Project 2 you will write an essay that rhetorically examines a journal article published in a prominent research publication relevant to your discipline. Finally, for Project 3 you will compose a research essay, addressed to members of your discipline, on a current topic in the field. In addition, you will give a brief oral presentation on this project, geared to an audience of non-specialists.

- **Peer Response Letters** are short informal writing assignments that ask you to offer a classmate constructive criticism on the rough drafts of their Project assignments. These assignments will not receive letter grades; they will instead be factored into your Attendance and Participation grade (see Grades section below).

So I may efficiently distribute essays for workshopping in class, I ask that you format your assignments as Microsoft Word files and submit them to me electronically through WebCT, using file names that indicate your name and the assignment (i.e., *YourLastName_Essay1.doc*). (For more information on submission guidelines, please see the separate handout entitled “Guidelines for Submitting Assignments.”) You are responsible for preparing the assignments for the course as fully as you can and on time. *Late assignments will not be accepted for credit unless the student makes arrangements with me in a reasonable amount of time prior to the assignment’s due date.* It is your responsibility to make sure you submitted an assignment correctly and on time; I will not notify you if an assignment is late. In turn for your promptness, I will comment on your work and return it to you within two weeks.
Plagiarism and Honor Code: To present someone else’s work as your own is to plagiarize. If you draw on or quote the work of others in your writing, as you will almost surely do in the course, you must acknowledge that you are doing so. This applies whether your sources are published authors, fellow students, teachers, or friends.

Plagiarism is an Honor Code violation and will therefore be treated seriously. In cases where I believe a student has plagiarized out of misunderstanding, I will determine an appropriate resolution in consultation with the student. In some instances, this resolution may be filed with the Dean of Students. Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive an XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended, or expelled from the College by the Honor Board. I recommend that you read the university’s statement on academic integrity (http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html) and ask me if you have any questions about either the policy itself or how to document sources in your writing.

WebCT: Course materials—including handouts, assignments, the syllabus, policies, and schedule—will be available online through WebCT, a program that manages course materials and resources for students and instructors. You will want to check the course web site daily because I will post important announcements to the site. If you need an extra copy of any class handout, you can download it from WebCT.

Writing Lab: The Writing Lab, located on the first floor of Addlestone Library, is an excellent resource for working on editing and revision, on problems of getting started or organizing scattered materials, or on any other difficulty you may be experiencing as a writer. Although you should not expect consultants to “correct” your paper for you, they can assist you in learning to edit and revise your work. For more information, consult the Writing Lab website at http://www.cofc.edu/%7Ecsl/writing/writing_lab.html.

Students with Disabilities and Special Needs: The College will make reasonable accommodations for persons with documented disabilities. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact the Center for Disability Services located in the Lightsey Center, Suite 104. Students approved for accommodations should notify me as quickly as possible.

Grades: I will read and comment on all your work, and you will earn letter grades on the final drafts of your three main Project assignments. Your Exercises and Peer Response Letters will not receive letter grades; instead, you will receive full credit if you satisfactorily complete each activity. At the midpoint of the term, we will meet one-on-one to discuss your writing. During this conference we will discuss the midterm grade you’re earning for your work in the course to this point, and we will talk about specific strategies you can draw on to improve your grade.

Your final grade will be based on the quality of work you produce throughout the semester and on class participation. You may expect to earn a C participation grade if you attend all classes, come to class prepared, and participate in class discussion one or two times per class. Consistent and meaningful participation will raise that grade; non-participation, disruptiveness, excessive absence or lateness will lower it.

I will use the following formula to determine your final grade:

- Project 1: Conversation Essay (25%)
- Project 2: Article Analysis (25%)
English 215: Interdisciplinary Composition

- Project 3: Final Research Project and Presentation (30%)
- Exercises (10%)
- Attendance, Participation, and Peer Response Letters (10%)

If, at any time, you have questions about your grade, please do not hesitate to schedule an appointment with me to discuss your progress in the course.

Office Hours: I keep regular office hours each week, and this time is reserved for you to discuss with me any issues, concerns, or suggestions you have about your work or about the course. I have an open door policy, so please don’t hesitate to visit me during office hours. If you can’t make the hours posted, email me to arrange another time when we can meet or to ask any questions you may have. Send all email inquiries to WarnickC@cofc.edu; please do not send them through the mail function offered through WebCT. I will respond to all email inquiries within twenty-four hours.

Working Schedule

Below is a schedule detailing our work this semester. Readings and writing assignments are to be completed by the date under which they’re listed. This schedule is subject to changes according to the needs of the class.

Week 1

W Course introduction
F In-class essay

Week 2

M Discuss responses to in-class essays
W Douthat, “Approaches to Knowledge” (available on WebCT)
   Exercise 1 due by 11:59 pm (via WebCT)
F Discuss Douthat and responses to Exercise 1

Week 3

M Graff, Clueless in Academe, pp. 1-80
W Exercise 2 due by 11:59 pm (via WebCT)
F Discuss Graff and responses to Exercise 2

Week 4

M Graff, Clueless in Academe, pp. 83-112
W Rough draft of Project 1 due by 11:59 pm (via WebCT)
F Discuss Graff and workshop rough drafts of Project 1
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### Week 11

**M**  Workshop Project 2 rough drafts  
**W**  Peer Response Letter 2 due in class  
Peer review workshop  
**F**  Final draft of Project 2 by 11:59 pm (via WebCT)

### Week 12

**M**  Kuhn, selections from *The Structure of Scientific Revolutions* (available on WebCT)  
**W**  Exercise 5 due by 11:59 pm (via WebCT)  
**F**  No class, travel to conference

### Week 13

**M**  Research day, meet in Addlestone Library  
**W**  Workshop responses to Exercise 5  
**F**  Workshop rough drafts of Project 3

### Week 14

**M**  Research day, meet in Addlestone Library  
**W**  No class, Thanksgiving holiday  
**F**  No class, Thanksgiving holiday

### Week 15

**M**  Peer Response Letter 3 due in class  
Peer review workshops  
**W**  Presentations  
**F**  Presentations

### Week 16

**M**  Presentations, course wrap-up  
**F**  Project 3 due
TO: Committee on General Education
FROM: Department of English
January 26, 2009; revised March 23, 2009

PROPOSAL: A new 4-hour course, English 110, shall satisfy General Education Goals I.1 and I.2, and shall replace the current required coursework that satisfies these goals, English 101 and 102.

I. How proposed course will meet General Education Goals (I.1 and I.2)

II. Course description, learning objectives, and requirements

III. Rationale for modifying existing Gen Ed requirement

IV. Sample syllabus for new course

V. Transfer and AP credit policy for new course

VI. List of people, departments, or committees consulted about this proposal

VII. Annotated bibliography of relevant research

Appendix A: Adjunct usage for English 101-102
Appendix B: Sample syllabus for English 215, Interdisciplinary Academic Writing

Section I.
How proposed course will meet General Education Goals

Goal I.1 Gathering and using information
Goal I.2 Effective writing and critical reading

• To become more proficient at understanding and analyzing texts suitable for college coursework, English 110 students read, discuss, and write about numerous essays and other examples of academic writing. Short writing assignments promote reflection on the readings and require students to begin the analytical work they are assigned in formal papers. Students learn how to conduct library research to develop expertise on assigned topics, and how to incorporate such materials in their papers. In addition, they may also be required to write assessments of the process and product of their own writing and research.

• Formal paper assignments require students to construct persuasive arguments, to analyze the arguments of others, and to incorporate research material that includes persuasive evidence from experts. All formal assignments identify the audience and purpose of the paper, and instructors help students shape their work accordingly.

• In keeping with best practices for writing instruction, the course provides several opportunities for individualized feedback by the instructor and revision by the student. English 110 students are required to submit drafts and to revise some of their graded work. They attend small-group workshops in which they assess their own work in progress, and receive class lessons in planning, revising, and editing written work. Instructors not only assign grades and make marginal comments on student writing, but also provide each student with individualized guidance for future improvement, based on the strengths and weaknesses of the written work they submit. To insure this individualized level of instruction, all sections of English 110 must
have a cap of 20.

- English 110 students are required to generate a significant quantity (a minimum of 20 pages) of written work. Formal paper grades make up at least 50% of the course grade.

Section II. Course description, learning objectives, and requirements

English 110: Introduction to Academic Writing 4 hours

Course Description: An introduction to the practices necessary for successful college writing: reading and analyzing college-level texts; crafting effective arguments; writing in a process that includes invention, drafting, revising and editing; and researching, evaluating and documenting appropriate supporting materials for college-level essays. Satisfies General Education requirement for first-year writing course(s) focused on “Gathering and using information” and “Effective writing and critical reading.”

Learning Objectives: Students receive training and practice in the following areas.

Process
- Understand a writing assignment as a series of tasks, including invention, drafting, revising, and editing
- Shape a written work according to the requirements of purpose, genre, occasion, and audience
- Construct an effective argument using appropriate evidence
- Understand conventions of academic writing
- Document work appropriately
- Follow the conventions of standard American English

Reading and Research
- Develop skills for studying college-level essays and academic articles
- Develop skills for summarizing and paraphrasing college-level essays and academic articles
- Evaluate, analyze, and synthesize appropriate primary and secondary sources
- Integrate their ideas with the ideas of others effectively

Rhetorical Analysis
- Understand how a text is shaped according to the requirements of purpose, genre, occasion, and audience
- Understand the difference between summary and analysis
- Evaluate the persuasiveness of a text’s argument

Course Requirements

- Attend and participate actively in class meetings, workshops, and conferences with instructor
• Read, analyze, and compose academic essays
• Locate and assess material appropriate for college-level papers
• Accomplish tasks appropriate for all stages in a writing process, including invention and research, drafting and revising, editing and presentation
• Submit formal papers and shorter writing assignments, totaling 20 pages

Section III.
Rationale for changing existing Gen Ed requirement

I. English 110 is a four-hour course devoted to academic writing. This course will include all the writing instruction provided by our existing 101-102 sequence, without the literary study that is part of English 102. Writing instruction and literary study are both valuable enterprises, but the study of literature does not, in itself, improve first-year students’ writing (see Fishman and Royer in Section VII). Nor is literary study named as an explicit General Education goal. We would welcome a Gen Ed requirement for all students to study literature, but we do not believe first-year writing courses are an effective setting for such a requirement.

II. Research also shows that students do not derive a significant benefit from taking more than one first-year writing course. Instead, additional writing courses benefit students when taken later in the student’s college career, and these courses are more effective if they are discipline-specific (see Carroll, Smit, Wardle). Many institutions require one first-year writing course and one writing-intensive course in the third year (see Moghtader). We would welcome such a requirement at the College, but the English Department cannot deliver discipline-specific writing instruction to all students. Moreover, during 06-07 and 07-08 Senate discussion of a proposed General Education writing requirement in the major, representatives from many departments assured the Senate that writing instruction was already taking place within their majors. In view of these conditions, we believe it will be in students’ best interest for the College to reduce the first-year writing requirement to one semester, leaving students more room to take other General Education, major, or elective courses.

III. As a four-hour course, English 110 will promote greater learning within a single semester than a course with only three hours of instructional time. As detailed in the sample syllabus, the fourth hour enables students to have more conferences with the professor and more time for other forms of instruction in library research, proofreading skills, and workshops that address other writing skills such as paragraph development, sentence structure, and the like.

IV. A one-semester writing requirement will greatly decrease the College’s reliance on adjunct faculty to teach this very important course (see Chase and Section VII, Appendix A on adjunct usage).
**Section IV. Sample Syllabus For New Course**  
**English 110: Introduction to Academic Writing**

<table>
<thead>
<tr>
<th>Fall 2009</th>
<th>Instructor Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>MW 11 – 11:50</td>
<td>College of Charleston</td>
</tr>
<tr>
<td>F 11 – 12:50</td>
<td>Department of English</td>
</tr>
<tr>
<td>Classroom</td>
<td>Mailbox</td>
</tr>
<tr>
<td>Office</td>
<td>Office Hours</td>
</tr>
<tr>
<td>Office Phone</td>
<td>Course website URL</td>
</tr>
<tr>
<td>Email</td>
<td></td>
</tr>
</tbody>
</table>

### Course Texts and Materials

- Additional required readings available on WebCT
- Familiarity with an online writing resource such as the Purdue Online Writing Lab ([http://owl.english.purdue.edu](http://owl.english.purdue.edu))

### Overview and Objectives

This course satisfies a General Education requirement because it meets General Education goals I.1, “Gathering and using information,” and I.2, “Effective writing and critical reading.” The research, reading, and writing of this particular course will focus on the topic of “Composing Charleston: Writing, Place, and Cultural Memory.”

Places, like texts, are imbued with meaning. Over the course of the semester, we will work to understand and analyze the meaning of the spaces we inhabit—the classroom, the College of Charleston Campus, and the city of Charleston. We will additionally examine that place commonly known as academia, and you will learn to successfully position yourself within the complex landscape of academic writing and culture. In short, this course is designed to help you develop reading and writing practices that you can draw on to write effectively throughout the college curriculum: you will learn strategies for generating ideas in writing, evaluating these ideas in light of other ideas and texts, and developing critical arguments that demonstrate this complex thought process.

So that we may accomplish these goals, the course is divided into three units. We will open the course by closely reading two challenging but important essays about place and cultural memory, applying the theories these texts offer us to our individual understandings of place and space. In the second unit, we will move outside the classroom and onto the campus, investigating competing representations of the College and campus community. Finally, in the third unit, you will bring together what you’ve learned in these two prior units to compose a substantial research essay that critically examines a monument or other historical site, either on campus or in the greater Charleston area, and how this site represents the history it seeks to commemorate.
It’s important to keep in mind, though, that this is first and foremost a class on writing. You will be required to do a significant amount of writing, and we will devote time in and out of class to analyzing your writing. In fact, your writing will be central to our work this semester. I will regularly distribute examples of student work, and we will use these examples as a means to discuss writing issues and as a way into the texts we will be reading.

Course Policies

Attendance and Participation: Since the work of the course depends on collaboration as readers and writers over the term, and since your work is central to class discussion, attendance is required. Come to class on time and ready to begin the work of the course. Be sure to bring with you the appropriate texts or materials, turn off cell phones and any other electronic devices, and be prepared to take part in the work of the class. If there is a time when you cannot come to class, it is your responsibility to communicate with me, to arrange to turn in written work, and to find out about subsequent assignments by consulting the class website. If you register late for the course, it is your responsibility to catch up and complete the work you’ve missed.

Missing class will decrease your attendance and participation grade (see Grades section below), and it will likely affect the quality of writing you produce throughout the semester. I make no distinction between unexcused or excused (i.e., documented) absences, although I will make exceptions in circumstances that meet those listed on the learning contract each student signs. Students may not miss more than six classes; if a student misses more than six classes, he or she will fail the course. It is your responsibility to keep track of absences. I will notify a student only once he or she has missed six classes.

Assignments and Late Work: Throughout the term you will be expected to complete a variety of assignments. You will be required to keep up with, and be prepared to discuss, assigned readings. The writing assignments are divided into two categories:

- **Response Essays** are shorter papers (up to 3 pages in length) where you begin your inquiry into the assigned readings. These papers are less formal than essays; however, you will want to make sure you leave yourself enough time to proofread and edit your writing. You will complete a total of 5 Response Essays throughout the semester.

- **Activity Journal** entries are informal writings in which you will report on the different writing- and research-related activities you complete over the semester.

- **Portfolios** are more extensive formal writing assignments (up to 8 pages in length) that enable you to revisit, extend, and/or revise the ideas raised in the Response Essays. You will write a rough draft for each Portfolio project and we will workshop these assignments both in class and in small-group conferences. You will complete 3 Portfolio projects throughout the term.
So I may efficiently distribute essays for workshopping in class, I ask that you format your assignments as Microsoft Word files and submit them to me electronically through WebCT, using file names that indicate your name and the assignment (i.e., YourLastName_Essay1.doc). (For more information on submission guidelines, please see the separate handout entitled “Guidelines for Submitting Assignments.”) You are responsible for preparing the assignments for the course as fully as you can and on time. Late assignments will not be accepted for credit unless the student makes arrangements with me in a reasonable amount of time prior to the assignment’s due date. It is your responsibility to make sure you submitted an assignment correctly and on time; I will not notify you if an assignment is late. In turn for your promptness, I will comment on your work and return it to you within two weeks.

**Plagiarism and Honor Code:** To present someone else’s work as your own is to plagiarize. If you draw on or quote the work of others in your writing, as you will almost surely do in the course, you must acknowledge that you are doing so. This applies whether your sources are published authors, fellow students, teachers, or friends. Plagiarism is an Honor Code violation and will therefore be treated seriously. Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended, or expelled from the College by the Honor Board. I recommend that you read the university’s statement on academic integrity ([http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html](http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html)) and ask me if you have any questions about either the policy itself or how to document sources in your writing.

**Writing Lab:** The Writing Lab, located on the first floor of Addlestone Library, is an excellent resource for working on editing and revision, on problems of getting started or organizing scattered materials, or on any other difficulty you may be experiencing as a writer. Although you should not expect consultants to “correct” your paper for you, they can assist you in learning to edit and revise your work. For more information, consult the Writing Lab website at [http://www.cofc.edu/~7Ecs1/writing/writing_lab.html](http://www.cofc.edu/~7Ecs1/writing/writing_lab.html).

**Writer’s Group:** Writer’s Group is a non-credit, free-of-charge course designed for any student who wants extra opportunities to plan, revise, edit, and review the writing he or she does in English 110. Students meet weekly for 50 minutes in groups of four, along with a facilitator, to discuss an essay that they are drafting or one that has been graded by their instructor. At various points in the semester, facilitators also deliver writing workshops designed for larger groups of students. For more information about Writer’s Group and the services it offers, visit [www.cofc.edu/~english/writers_group.html](http://www.cofc.edu/~english/writers_group.html).

**WebCT:** All course materials—including handouts, assignments, the syllabus, policies, and schedule—will be available online through WebCT, a program that manages course
materials and resources for students and instructors. You will want to check the course website regularly because I will post important materials to the site. If you need an extra copy of any class handout, you can download it from WebCT.

**Students with Disabilities and Special Needs:** The College will make reasonable accommodations for persons with documented disabilities. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact the Center for Disability Services located in the Lightsey Center, Suite 104. Students approved for accommodations should notify me as quickly as possible.

**Office Hours and Email:** I keep regular office hours each week, and this time is reserved for you to discuss with me any issues, concerns, or suggestions you have about your work or about the course. I have an open door policy, so please don’t hesitate to visit me during office hours. If you can’t make the hours posted, email me to arrange another time when we can meet or to ask any questions you may have. Send all email inquiries to WarnickC@cofc.edu; please do not send them through the Mail function on WebCT. I will respond to emails within twenty-four hours.

**Grades:** I will read and comment on all your work. You will receive a letter grade for the final draft of each Portfolio Project. Your Response Essays will not receive letter grades; instead, you will receive full credit if you satisfactorily complete each Response Essay. You may expect to earn a C participation grade if you attend all classes, come to class prepared, and participate in class discussion one or two times per class. Consistent and meaningful participation will raise that grade; non-participation, disruptiveness, absences or lateness will lower it.

I will use the following formula to determine your final grade:

- Response Essays (10%)
- Portfolio 1 (25%)
- Portfolio 2 (25%)
- Portfolio 3 (25%)
- Participation, attendance, Activity Journal (15%)

If, at any time, you have questions about your grade, please do not hesitate to schedule an appointment with me to discuss your progress in the course.
English 110 Working Schedule

Below is a schedule detailing our work this semester. Readings and writing assignments are to be completed by the date under which they’re listed. This schedule is subject to change according to the needs of the class.

Week 1
W Course intro
F In-class Essay  
Conference with students 1-5

Week 2
M Graff and Birkenstein, *They Say / I Say* (pp. ix-14)  
Workshop responses to In-class Essay
W Nora, “Between Memory and History” (available on WebCT)  
**Response Essay 1 due**
F Continue discussion of Nora  
Conference with students 6-10

Week 3
M Graff and Birkenstein, *They Say / I Say* (pp. 17-38)  
Workshop examples of Response Essay 1
W Continue discussion of Nora  
**Response Essay 2 due**
F Workshop examples of Response Essay 2  
Conference with students 11-15

Week 4
M Loewen, excerpts from *Lies Across America* (available on WebCT)  
**Response Essay 3 due**
W Workshop examples of Response Essay 3
F Graff and Birkenstein, *They Say / I Say* (pp. 39-47)  
Conference with students 16-20

Week 5
M Rough draft of Portfolio 1 essay due by 11:59 pm (via WebCT)
W In-class peer review
F In-class peer review  
Conference with students 1-5
**Week 6**

<table>
<thead>
<tr>
<th>M</th>
<th>Final draft of Portfolio 1 due by 11:59 pm (via WebCT)</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Campus tour, Intro to Unit 2</td>
</tr>
<tr>
<td>F</td>
<td>Kincaid, <em>A Small Place</em> (pp. 3-37)</td>
</tr>
<tr>
<td></td>
<td>Conference with students 6-10</td>
</tr>
<tr>
<td></td>
<td><strong>Activity Journal Due</strong></td>
</tr>
</tbody>
</table>

**Week 7**

<table>
<thead>
<tr>
<th>M</th>
<th>Graff and Birkenstein, <em>They Say / I Say</em> (pp. 51-87)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>Response Essay 4 due by 11:59 pm (via WebCT)</strong></td>
</tr>
<tr>
<td>W</td>
<td>Workshop examples of Response Essay 4</td>
</tr>
<tr>
<td>F</td>
<td>Kincaid, <em>A Small Place</em> (pp. 41-81)</td>
</tr>
<tr>
<td></td>
<td>Conference with students 11-15</td>
</tr>
</tbody>
</table>

**Week 8**

<table>
<thead>
<tr>
<th>M</th>
<th><strong>Response Essay 5 due by 11:59 pm (via WebCT)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Workshop examples of Response Essay 5</td>
</tr>
<tr>
<td>F</td>
<td>Brainstorm ideas for Portfolio 2 project</td>
</tr>
<tr>
<td></td>
<td>Conference with students 16-20</td>
</tr>
</tbody>
</table>

**Week 9**

<table>
<thead>
<tr>
<th>M</th>
<th>No class, Fall Break</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>Graff and Birkenstein, <em>They Say / I Say</em> (pp. 88-135)</td>
</tr>
<tr>
<td>F</td>
<td><strong>Portfolio 2 rough draft due</strong></td>
</tr>
<tr>
<td></td>
<td>Conference with students 1-5</td>
</tr>
</tbody>
</table>

**Week 10**

<table>
<thead>
<tr>
<th>M</th>
<th>In-class peer review</th>
</tr>
</thead>
<tbody>
<tr>
<td>W</td>
<td>In-class peer-review</td>
</tr>
<tr>
<td>F</td>
<td>Conference with students 6-10</td>
</tr>
<tr>
<td></td>
<td><strong>Portfolio 2 final draft due</strong></td>
</tr>
</tbody>
</table>

**Week 11**

<p>| M       | Introduce Portfolio 3                                  |</p>
<table>
<thead>
<tr>
<th>Week 12</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Discuss Charleston Museum visit</td>
</tr>
<tr>
<td>W</td>
<td>Introduction to the research process</td>
</tr>
</tbody>
</table>
| F       | Introduction to archival research  
             Tour Special Collections |

<table>
<thead>
<tr>
<th>Week 13</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td><strong>Rough draft of Portfolio 3 essay, including annotated bibliography, due (by 11:59 pm via WebCT)</strong></td>
</tr>
<tr>
<td>W</td>
<td>Portfolio conferences</td>
</tr>
</tbody>
</table>
| F       | Portfolio conferences  
             Conference with students 11-15 |

<table>
<thead>
<tr>
<th>Week 14</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Research session in Addlestone Library</td>
</tr>
<tr>
<td>W</td>
<td><strong>No classes, Thanksgiving Holiday</strong></td>
</tr>
<tr>
<td>F</td>
<td><strong>No classes, Thanksgiving Holiday</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 15</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>In-class peer review</td>
</tr>
<tr>
<td>W</td>
<td>In-class peer review</td>
</tr>
</tbody>
</table>
| F       | In-class peer review  
             Conference with students 16-20  
             **Activity Journal due** |

<table>
<thead>
<tr>
<th>Week 16</th>
<th></th>
</tr>
</thead>
</table>
| M       | Course wrap-up  
             **Portfolio 3 due** |
Section V.
Transfer Policy for English 110

If approved, English 110 will meet the General Education writing requirement that is currently satisfied by English 101-102 or Honors 105-106.\(^1\) With the new requirement in place, English 101 and 102 and Honors 105/106 will longer be taught at the College, but will continue to be recognized for purposes of transfer credit, in accordance with CHE state articulation agreements and policies regarding AP and IB credit.\(^2\)

This table identifies coursework that currently satisfies some or all of C of C’s current General Education writing requirement and the credit that such coursework would earn towards the proposed requirement.

<table>
<thead>
<tr>
<th>Coursework completed</th>
<th>C of C credit hours earned and counted towards current C of C Gen Ed writing requirement</th>
<th>C of C credit hours earned and counted toward proposed Gen Ed writing requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101 or Hons 105, C of C</td>
<td>Passing grade earns 3 credit hours; student must complete 102 to satisfy Gen Ed req.</td>
<td>Past coursework will still earn 3 hrs; student must complete English or Honors 110, or English 215, to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>Eng 101 &amp; 102 or Hons 105 &amp; 106, C of C</td>
<td>Passing grade earns 6 hours and satisfies Gen Ed requirement</td>
<td>Past 101-102 or Hons 105-6 will earn 6 hours and satisfy Gen Ed requirement</td>
</tr>
<tr>
<td>Eng 101 at any SC public institution</td>
<td>3 hrs transfer credit; student must complete 102 to satisfy Gen Ed requirement</td>
<td>3 hrs transfer credit; student must complete 110 or 215 to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>Eng 101 &amp; 102 at SC public institution</td>
<td>6 hours transfer credit; satisfies Gen Ed requirement</td>
<td>6 hours transfer credit; satisfies Gen Ed requirement</td>
</tr>
<tr>
<td>3 or 4 on either AP English Language or AP English Literature</td>
<td>3 earns 101, 3 credit hours; student must take 102 to satisfy Gen Ed requirement</td>
<td>Student earning 3 or 4 receives 3 credit hours; must take 110 or 215 to satisfy Gen Ed requirement.</td>
</tr>
<tr>
<td>4 or better on IB English exam</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement</td>
<td>Student earns 6 credit hrs for 101 &amp; 102, and satisfies Gen Ed requirement. May also take 110 or 215 for additional elective credit.</td>
</tr>
<tr>
<td>5 on either AP English Lang or AP English Lit or both</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement. May also take 110 or 215 for additional elective credit.</td>
</tr>
</tbody>
</table>

\(^1\) C of C students who complete part of the writing requirement elsewhere, and those who desire additional writing instruction beyond 110, may elect to take a 3-hour course, English 215, Interdisciplinary Academic Writing. Students seeking introductory literature courses may take English 190 or appropriate literature courses in other departments.

\(^2\) CHE policies are published at [http://www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm](http://www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm) and [http://www.che.sc.gov/AcademicAffairs/AdvPlacement.htm](http://www.che.sc.gov/AcademicAffairs/AdvPlacement.htm)
Section VI.
People, departments, or committees consulted about this proposal

Cynthia Lowenthal, Dean, School of Humanities and Social Sciences
Elise Jorgens, Provost
Faculty Curriculum Committee
Kay Smith, Vice President for the Academic Experience
Susan Kattwinkel, Director of First-Year Experience
Pam Niesslein, Office of Institutional Assessment
Cathy Boyd, Registrar
Ray Barclay, Office of Institutional Research
Don Burkhardt, Office of Admissions
John Newell, Honors College
Brian McGee, chair, Department of Communications
Academic Advising and Planning Center
Department of English
Faculty Committee on General Education

Individuals from other institutions:
Kim Taylor, English Department Chair, Trident Technical College
Felicia Steele, First-year Writing Faculty, College of New Jersey
Jessie Moore, Director of First-Year Writing, Elon University
Susan Patton, Assistant Registrar, Elon University
Greg Glau, Director of English Composition, Northern Arizona University
Victor Villanueva, Professor of Rhetoric and Composition, Washington State University

Section VII.
Bibliography of Relevant Research


Based on findings from a 4-year longitudinal study of 20 student writers at Pepperdine University, Carroll argues that the first-year composition class is best approached as a course that can help students transition from high school to college, not a course that can guarantee students learn writing skills transferable to other courses throughout the curriculum. She recommends that colleges and universities require two writing courses: an academic writing course taken in the first year and a writing course taken as part of a student’s major coursework. Discussing the benefits of requiring a second writing course later in a student’s career, Caroll writes:

Although our study students included in their portfolios papers from their second composition course and pointed out learning more about research, style, and general essay structure, it is clear that the next major transitions in their development as writers took place as they struggled to integrate the content knowledge, concepts, and research and writing conventions in their major disciplines. This is the “teachable moment” in which to intervene with a second writing course for this population of students, a second “space” in the curriculum to focus on academic literacy. (125)

This essay discusses changes made at Northern Arizona University to move from a 6-credit, two-semester writing requirement to a 4-hour, one-semester requirement. Chase states that with this new curriculum the program eliminated all part-time instructors, improved working conditions for graduate assistants, and created a more coherent writing program. Chase stresses the importance of considering budgetary realities when revising curricula:

One key to consider is the relationship between what we can do with what we have, what we would need in order to make our program stronger, and what are reasonable financial requests. In our case, for example, to stay with the old program, to put people back into our writing center, to stop using part-time instructors, and to lower class size would have required that we increase our budget by about 30%. While we might argue that such an increase is desirable, we also recognized that it was not likely given current budget constraints. At the same time...to continue with the program as it had evolved would have meant continuing with a program that was problematic. We were, in essence, promising to deliver more than our budget limits allowed us to offer. (250)


Until 2007, the University of Tennessee-Knoxville had a two-semester requirement similar to ours, in that students took a second-semester writing-about-literature course. Internal and external reviewers criticized this course in particular “for being inconsistent over sections in requirements; some sections require much writing, while others...are taught as literature courses, with comparatively little writing.” They have since revised their two-semester sequence so that the first semester “focuses on rhetorical analysis and argument” and the second semester focuses on rhetoric and research (Fishman and Reiff).


This essay presents data from a 1998 study of 233 writing programs. (The study was designed as a follow-up to Ron Smith’s 1973 study of writing programs.) Smith predicted that fewer schools would require a writing course, but the authors of the 1998 study find Smith was greatly mistaken: whereas in 1973 only 69% of private schools and 84% of public schools required a writing course, in 1998 94% of the private schools surveyed and 100% of the public schools surveyed had a writing requirement. Their survey also finds that writing courses are increasingly being staffed by part-time instructors. 26% of the schools surveyed had a one-course writing requirement, 64% had a two-course requirement, and 10% had a 3+ -course requirement. 41% of public institutions with 9,000-13,999
students surveyed indicated that students could satisfy the writing requirement in a department other than English. 22% indicated that students could satisfy the writing requirement through WAC courses.


Royer and her colleagues describe Miami University’s efforts to revise their first-year writing sequence, particularly their second-semester writing-about-literature course. Particularly relevant to the 101-102 sequence at C of C is their discussion of the challenges of adapting a writing-about-literature course so that students develop clearly transferable skills. Given the challenges this presented to Miami—a school with numerous composition and rhetoric specialists and a long history of institutional dedication to composition pedagogy—the English department would face numerous difficulties keeping 102 a writing-about-literature course that also promises to teach students transferable academic writing skills.


Contending that little is known about students’ abilities to transfer writing skills from first-year composition to other courses in the curriculum, Smit argues that “colleges and universities should not require students to take just one or two narrowly conceived ‘introductory’ writing classes but to get as much practice as possible writing for a variety of purposes and in a variety of genres in a variety of disciplines and social contexts both inside and outside the academy” (185). Toward this end, he recommends a three-tiered writing curriculum: 1) an introductory writing course in which students learn basic writing skills and analyze writing in different social contexts, 2) a second course in which students get intensive practice writing for a particular discourse community, and 3) a third course in which students practice writing for communities outside the academy (184-193).


Wardle discusses findings from a longitudinal study she conducted of seven students in her first-year composition course. Her interviews reveal that although these students felt they learned from the course, they rarely were asked to use these skills in their 1st and 2nd year courses, because the writing tasks were much easier and/or were not graded rigorously. Students perceived the kind of writing they did in FYC as more challenging. If they were ever asked to do similar tasks in other courses, they often deemed them not worth the effort needed to make good grades on these assignments; they could do these assignments minimally and still be satisfied with their grade in the course. Students also reported wanting more feedback than they got in their major classes, and said that they were more likely to work on an assignment if it were engaging, which included being difficult and being open-ended, and something they could shape and discover.
March 24, 2009
To: General Education Committee
From: Department of History
Subject: History General Education Proposal

We seek your committee’s approval of our proposal to modify the current General Education requirement, which is in Goal III.1 “Knowledge of Human History.” Goal III.1 is currently satisfied by either the History 101-102 or History 103-104 sequence. We seek to re-title the categories “Pre-Modern History” and “Modern History,” using the exact language approved by the Faculty Senate in 2007-2008 during its discussion about the General Education proposal. The language that emerged out of that discussion divided Goal III.1 into 3 parts: the “Requirement,” the “Defining Characteristics,” and the “Approval Criteria.” In all three of these sections, we have retained the exact wording approved by the Senate in 2007-2008.

The “Requirement” is as follows:
1) Students must complete two approved courses.
2) Students must select two courses that, together, cover both eras of human history (pre-modern and modern). Courses will be tagged to indicate which eras they cover.

The “Defining Characteristics” are as follows:
1) Develop knowledge of the history of human civilizations, societies, and cultures and an awareness of the historical experience through the study of the political, social, cultural, and intellectual aspects of pre-modern and modern eras.
2) Learn how to situate primary historical records in their contexts and use these sources to construct historical arguments.
3) Critically appreciate earlier eras of the human past so as to gain a greater understanding of the contemporary world.

The “Approval Criteria” are as follows:
1) Develop students’ knowledge of the history of human civilizations, societies, and cultures and an awareness of historical experience through the study of the political, social, cultural, and intellectual aspects of selected eras of human history.
2) Teach students how to situate primary historical records in their contexts and use these sources to construct historical arguments.
3) Enable students to critically appreciate earlier eras of the human past so as to gain a greater understanding of the
contemporary world.
4) Approved courses will cover substantial historical developments and periods within the pre-modern and modern periods, rather than only specific episodes.

The changes that will result can be summarized as follows:
1) History 101 (Europe to 1715) and History 103 (World History to 1500) will satisfy the requirement in Pre-Modern History.
History 102 (Europe since 1715) and History 104 (World History since 1500) will satisfy the requirement in Modern History. The History department will review and revise its History 101-104 courses and submit them to the General Education committee.
2) Students will not be required to fulfill the “Knowledge of Human History” requirement in sequenced courses; that is, students may register and complete a modern history course before they register for a pre-modern history course.
3) Departments may seek to have courses approved that will meet the “defining characteristics” and “approval criteria” in order to satisfy the Goal III.1 “Knowledge of Human History.”
4) The History department will develop an assessment tool for these courses that adheres to best practices in the historical profession.

Proposed policy on Transfer Credit to Satisfy the College of Charleston’s General Education “Knowledge of Human History” requirement:
1) History 101-104 will continue to be recognized for purposes of transfer credit, in accordance with CHE state articulation agreements and policies regarding AP and IB credit as follows:
2) History 101 or 103 from SC public institution (Grade of C or better will earn 3 credit hours and satisfy the pre-modern history requirement).
3) History 102 or 104 from SC public institution (Grade of C or better will earn 3 credit hours and satisfy the modern history requirement).
4) 3 or 4 on AP European history (Student earns 3 credit hours and satisfies the modern history requirement).
5) 3 or 4 on AP World history (Student earns 3 credit hours and satisfies the modern history requirement).
6) 5 on AP European or World history (Student earns 6 credit hours and satisfies the pre-modern and modern history requirements).
7) 4 or better on IB History exam (4 or 5 earns 3 credit hours and satisfies the modern history requirement; 6 or 7
earns 6 credit hours and satisfies the pre-modern and modern history requirement).
In addition, the History department will be happy to provide assistance to the General Education committee in determining courses that will satisfy the “Knowledge of Human History” requirement. It is expected that every course that satisfies the “Knowledge of Human History” requirement will provide a detailed explanation in its course syllabus of how the course fulfills the “defining characteristics” and “approval criteria.”

**Timetable:**
The Registrar will not enter courses that will fulfill the “Knowledge of Human History” criteria until Fall semester 2010, in order to allow the relevant offices to prepare for these changes. Thus, prospective courses may be submitted to the General Education committee in fall 2009 and thereafter for approval.

**Rationale:**
Modifying the requirements for Goal III.1 “Knowledge of Human History,” by adopting the language approved during the Senate’s 2007-2008 review of the College’s General Education program, will provide several important benefits for our students and faculty. By allowing faculty from a range of departments to offer courses that fulfill the “Knowledge of Human History” requirement, students will be exposed to a broader range of historical topics, enriching their General Education experience.
At the same time, the proposed change will allow the History department to reduce its use of adjunct faculty and facilitate increased involvement by its roster faculty in teaching nondepartmental courses, including First Year Experience courses.
Proposal to Count Courses for the History General Education Requirement

Jewish Studies, February 2009

The current general education requirement in History now reads:

“six hours: complete either HIST 101 and 102 or complete HIST 103 and 104. Both must be taken in sequence.”

We propose that Jewish Studies 210 and 215, taken in sequence, be allowed to count for this requirement.

Rationale

Jewish Studies 210 (Jewish History I: Ancient to Modern) and Jewish Studies 215 (Jewish History II: Modern to Present) form a two-semester sequence that covers the long span of Jewish history from its ancient origins to the contemporary period. (Syllabi for these courses are attached to this proposal.) The courses are open to students without prerequisite and do not require any specialized knowledge of Judaism or in history. We are committed to teaching them on a regular basis, and they will be taught by tenure-track faculty (now Joshua Shanes and Adam Mendelsohn) with Ph.D.’s in history.

The goals for general education most recently approved by the faculty Senate call for knowledge of “Historical, Cultural, and Intellectual Perspectives,” including knowledge of (a) human history and the natural world; (b) artistic, cultural, and intellectual achievements; (c) human behavior and social interaction; and (d) perspectives and contributions of academic disciplines. All of these sub-goals are clearly advanced by this sequence of courses. The courses obviously emphasize the knowledge of human history and deploy the methodological perspective of history as a discipline. They introduce students to the intellectual and cultural legacy of the Jewish tradition. By emphasizing the efforts of the Jewish people to maintain community, and to live in and alongside non-Jewish communities, they teach important lessons about social interaction. Beyond the general education goals most clearly related to the History requirement, these courses also emphasize “social and cultural analysis” and also “experiencing, understanding and using multiple cultural perspectives,” since it is impossible to understand Jewish history without understanding the Jews’ relationships as a cultural minority within other, surrounding cultures.

In the Senate debates last year over the failed General Education proposal, there was great controversy over many issues, but fairly broad support for a revised requirement in History that would allow a student to take any two-semester sequence of courses that covers a long range of human history in continuous and sequential form. We understand that the Department of History has now endorsed and is forwarding to you a proposal to rewrite the History requirement along just these lines.
This sequence of courses very clearly fits the revised model. While there are legitimate questions about whether a historical sequence in some other discipline should count for this requirement (does a two-semester survey in art history or philosophy really count as the study of human history?), those concerns do not apply to this sequence of courses. These are clearly history courses, taught by trained historians from a historical perspective.

It might be argued that this sequence of courses should not be included with HIST 101-102 and 103-104 because the focus of JWST 210-215, Jewish history, is too narrow when compared to Western or world history. In one sense, the focus is clearly narrower, but it is not clear that this should disqualify this new sequence. The spirit of the revised proposal was that what matters is not the particular subject matter, but the range of historical time and the application of historical thinking. And it is important to stress that though the Jewish tradition is one particular cultural tradition, it is an extremely varied tradition, embracing religious, political, sociological, and even literary and artistic elements. The tradition has always been in transition and negotiation through Jews’ relation to larger, surrounding cultural traditions. It is impossible to understand the Jewish tradition without understanding important features of Roman, Christian, Islamic, and modern, secular history. A sequence in Jewish history is more focused than a more general sequence in Western history, but there is also a way in which it can and must be more “multicultural” than the more general sequence. For these reasons, we believe this sequence clearly fulfills the goals we have approved for general education.

Clearly, this proposal implies that Jewish Studies strongly supports the revised proposal, under which any two-semester historical sequence might count for Gen Ed requirement. We certainly hope that History and other departments will soon bring other sequences forward to meet the revised requirement. But any sequence of courses will require approval from the General Education Committee, and since our courses are already in place and ready to go, we are putting this sequence forward now, in the hope that the committee will approve both the revised requirement and this particular sequence.
Jewish History I: Ancient to Modern

Instructor: Joshua Shanes
Office: 216 Jewish Studies Building, 953-3929
Email: shanesj@cofc.edu
Office Hours: Mondays/Wednesdays 1-2 and by appointment

Course Description:

This course offers an overview of the social, economic, religious and political experience of the Jewish people in the pre-modern world. We will start at the beginning, examining the biblical account of Jewish origins alongside other historical evidence. We will focus especially on the period just before and after the destruction of the second Temple (70 C.E.), when the foundations of both Diaspora (“Rabbinic”) Judaism and Christianity were laid. We will continue through the medieval period – paying equal attention to the Jewish experience in the Christian and Islamic worlds – and end in the seventeenth century, in northwestern Europe, where in many ways the transformations of Jewish life in the modern era were already poised to begin. The emphasis of the whole course will be on the diversity of Jewish experience throughout history and the interaction between Jews and their surrounding environment.

Course Learning Objectives:

This course aims to provide you with a multifaceted understanding of the key events and issues at stake in pre-modern Jewish history. This history raises challenging issues concerning cultural identity, the question of nationality, continuity and change in Jewish religion, relationships between cultures and religions, and the nature of community life. You will be encouraged to reflect deeply on these historical issues, and to relate them to your own lives, opinions and beliefs. This course is about thinking, not just memorizing historical narrative. The course also aims to develop the more tangible intellectual skills of interpreting documentary evidence and developing an argument, both orally and on paper.

Statement on General Education

This class fulfills a general education requirement (“historical, cultural, and intellectual perspectives”). The purpose of our general education requirements is to introduce you to the different perspectives taken by different academic disciplines in the pursuit of different forms of knowledge. Understanding these perspectives and forms of knowledge is crucial for appreciating the range of human experience, and for acting as an informed citizen.
In a general education class in history, you will learn to think from a historical perspective: to understand institutions and events against the background of a long range of time. You will come to understand the many factors that made the institutions and events what they became, to appreciate the ways they were shaped by and but also turned out differently from the past. In this course in Jewish history, we will emphasize the ways in which the Jewish tradition has developed and changed over time, and has always been shaped by the interaction between Jews and their surrounding cultures.

Requirements:

All students must prepare each week’s readings in advance of class. Lectures assume that students have read the relevant chapters in Seltzer and will build on this background. Class discussions will similarly be based on the assigned discussion readings. In addition, students will write two short papers (2-3 pages) two medium-length analytic papers (5-6 pages) over the course of the semester. These papers should synthesize historical information from readings, lectures and discussion and present them in a coherent, informed argument. Topics for each paper will be distributed 1-2 weeks before their due date. There will also be random quizzes on the assigned readings and a comprehensive final exam.

Class will typically consist of lectures on Mondays and Wednesdays followed by discussion on Fridays, however this schedule will sometimes change and discussion will often be integrated into the “lecture” periods.

Students absent for legitimate reasons must provide me with written justification from the Office of the Associate Dean of Students. Students may access an Absence Memo form at http://www.cofc.edu/studentaffairs/pdf/absence_memo.pdf. NOTE: Students with an excessive number of unexcused absences should not expect to pass this course, regardless of their other grades. I will pass a sign-up sheet around the room each day – be sure to sign it. Late arrivals count as absences.

Grade Assessment

Attendance/Participation: 20% (includes quizzes)
Short essays: 20% (10% each)
Medium essays: 30% (15% each)
Final Exam: 30%
Late assignments will be penalized one full grade if submitted within one class session after the due date (e.g. A to B), and two grades thereafter. Absolutely no written work will be accepted for this course after the final exam.

**Assigned Reading**

There are three assigned texts for this course, all of which are available from the campus bookstores and on reserve at the library:


  This is one of the most highly-respected surveys of Jewish history and will serve as a background textbook for most of the course.


  A succinct and thoughtful comparative study of the medieval Jewish experience under Christendom and Islam.


  This is an excellent collection of primary source documents. We will often use this text in class. Please bring it with you during classes in which extracts are assigned.

- There is also a **course pack** of essential photocopied readings for this course, drawn from various sources. We will often use this text in class as well. Please bring it with you during classes in which extracts are assigned.

**Schedule (subject to change with notice)**

**PART ONE – ANTIQUITY AND ITS LEGACY**

**Week 1: Beginnings - From the Egyptian Exodus to the Babylonian Exile**

Seltzer, *Jewish People, Jewish Thought*, pp.7-46 (Pre-exilic History), 66-77 (Israelite Law)

The *Tanakh* / The Bible: I Kings 1-3
II Kings 24:8-17, 25:1-21 [Reading Pack #1]

**Week 2: Jewish Life under Persian Rule**

Seltzer, *Jewish People, Jewish Thought*, 77-96 (Role of Prophets), 112-131 (post-exilic history)

The *Tanakh* / The Bible: Lamentations 1, Psalm 137
Amos 5:21-24, 9:8-14
Jeremiah 23:3-8, 33:14-26
Ezekiel 36:16-38, 37
Isaiah 43
Jeremiah 29:1-14
Selections from Ezra 7-10; Nehemiah 7-8, 10 [Reading Pack #2]

Week 3: Jews and Greeks - Maccabean Revolt, Hasmonean Rule and Varieties of Judaism in Late Antiquity

Seltzer, *Jewish People, Jewish Thought*, pp. 155-164, 171-83; 192-242

1 Maccabees 1-4, 14; 2 Maccabees 2:19-10:9 [Reading Pack #3]

**First Short Essay Due**

Week 4: Jews and Romans - From the Great Revolt (66-73) to Bar-Kokhba (135)

Seltzer, *Jewish People, Jewish Thought*, pp. 183-194, 243-9


Week 5: Jews in Babylonia - The Formation of Rabbinic Judaism

Seltzer, *Jewish People, Jewish Thought*, pp.249-314

**Second Short Essay Due**

**PART TWO – THE MEDIEVAL ERA**

Week 6: Jews under Christian Rule – The Early Encounter

Cohen, *Under Crescent and Cross*, 30-38


Marcel Simon, TBA

Marcus, *The Jew in the Medieval World*, chs. 1, 19-20, 22, 58

Week 7: Jews under Moslem Rule – The Early Encounter

Seltzer, *Jewish People, Jewish Thought*, pp.323-342
Cohen, *Under Crescent and Cross*, 52-74

Marcus, *The Jew in the Medieval World*, chs. 3, 38, 47

N. Stillman, *Jews of Arab Lands*, 113-4, 149-51, 165-6, 171-82 [Reading Pack #6]

**Week 8: Judeo-Arabic Culture in the “Golden Age” of Islam**

Seltzer, *Jewish People, Jewish Thought*, pp.342-49, 373-392

Cohen, *Under Crescent and Cross*, 107-136

Marcus, *The Jew in the Medieval World*, chs. 57-59

*First Medium Length Essay Due*

**Week 9: The Medieval Church and the Jews**

Seltzer, *Jewish People, Jewish Thought*, pp. 350-64

Cohen, *Under Crescent and Cross*, 38-51, 139-61


Marcus, *The Jew in the Medieval World*, chs. 5, 8-10, 23-31, 60-61, 74


**Week 10: Jews in the Medieval Economy and Society**

Cohen, *Under Crescent and Cross*, 77-103

Marcus, *The Jew in the Medieval World*, chs. 40, 41

Jacob Katz, *Exclusiveness and Tolerance*, 37-47 [Reading Pack #9]

**Week 11: Medieval Jewish Thought and Culture – Philosophy and Kabbala**

Seltzer, *Jewish People, Jewish Thought*, pp.392-418 (philosophy); 419-450 (kabbala)

Marcus, chaps. 39, 62, 75; 49
PART THREE – JEWS IN THE EARLY MODERN WORLD, c. 1500-1700

Week 12: The Spanish Expulsion and the Rise of Sephardic Diaspora

Seltzer, *Jewish People, Jewish Thought*, pp. 364-72; 454-474

Marcus, chaps. 11, 12, 35, 52, 53, 83

*Second medium essay due*

Week 13: The Birth and Flowering of East European Jewry

Seltzer, *Jewish People, Jewish Thought*, 474-482

Marcus, chs. 43, 67, 70, 85, 90-96


Week 14: Jews in Renaissance Italy and Early Modern Ashkenaz (Germany)

Seltzer, *Jewish People, Jewish Thought*, pp.496-505

Elliott Horowitz, “Families and their Fortunes: The Jews of Early Modern Italy” in *Cultures of the Jews*, 573-622 [Reading Pack #12]

Marcus, chaps. 32-34, 66, 68, 78, 81, 84, 88

Week 15: The Dawn of Modernity

Seltzer, *Jewish People, Jewish Thought*, 547-557

Marcus, chap. 14, 15, 69

“The Writ of Excommunication against Baruch Spinoza” followed by brief selections from *Theologico-Political Tractate* [Reading Packet #13]

David Gans, “The Benefits of Studying World History” [Reading Pack #14]
Instructor: Joshua Shanes
Office Hours: Tuesday/Thursday 1-2pm and by appointment
Office: 216 Jewish Studies Building, 953-3929
Email: shanesj@cofc.edu

Course Description

This course traces the history of the Jews since the 17th century. This is the history of a diaspora minority group whose life unfolded (and outside the state of Israel continues to unfold) in relationship to a majority non-Jewish society. Conventional accounts of the modern period employ the category of “assimilation” and lament the supposed decline of Jewish identity and collective life. In contrast, this course emphasizes the multiple transformations of Jewish self-understanding evidenced in the constant creation and re-creation of identity. It does so by focusing on individuals. We study the major developments in Jewish history through the experience of individuals, asking how history shaped individual identity yet also enabled individuals to shape their own identity. The readings for the course thus emphasize individuals. They include biography, autobiography, diaries, an autobiographical novel and an historical novel as well as documents from the time.

The course considers the entire sweep of modern Jewish history. It is divided into four units: Europe (two units); Middle East, North Africa & Israel (one unit); America (one unit).

Course Learning Objectives

This course aims to provide you with a multifaceted understanding of the key issues at stake in understanding modern Jewish history, including cultural identity, the question of nationality, continuity and change in Judaism, relationships between Jews and surrounding cultures and religions, and the nature of community life. You will be encouraged to reflect deeply on these issues, and to relate them to your own lives, opinions and beliefs. The course also aims to develop the more tangible intellectual skills of interpreting documentary evidence and developing an argument, both orally and on paper.

Statement on General Education

This class fulfills a general education requirement (“historical, cultural, and intellectual perspectives”). The purpose of our general education requirements is to introduce you to the different perspectives taken by different academic disciplines in the pursuit of different forms of knowledge. Understanding these perspectives and forms of knowledge is crucial for
appreciating the range of human experience, and for acting as an informed citizen.

In a general education class in history, you will learn to think from a historical perspective: to understand institutions and events against the background of a long range of time. You will come to understand the many factors that made the institutions and events what they became, to appreciate the ways they were shaped by and but also turned out differently from the past. In this course in Jewish history, we will emphasize the ways in which the Jewish tradition has developed and changed over time, and has always been shaped by the interaction between Jews and their surrounding cultures.

Course Requirements
Completion of All Readings and Class Participation

Regular class attendance and careful preparation of all assigned readings are absolutely essential to this class. You are expected to be in class with the readings completed and prepared to contribute to class discussion in a meaningful way. Nearly every class will include some discussion of sources read for the day.

Students absent for legitimate reasons must provide me with written justification from the Office of the Associate Dean of Students. Students may access an Absence Memo form at http://www.cofc.edu/studentaffairs/pdf/absence_memo.pdf. NOTE: Students with an excessive number of unexcused absences should not expect to pass this course, regardless of their other grades. I will pass a sign-up sheet around the room each day – be sure to sign it. Late arrivals count as absences.

Written Assignments

Other than periodic quizzes, there are no in-class examinations. Student evaluations (i.e. grades) will be based on participation in class discussion, including random unannounced quizzes, and a series of writing assignments of various lengths, which are designed to develop students’ ability to analyze primary documents and integrate them, intelligently and clearly, into broader historical narratives. There are three short (2-3 page) papers, two medium (4-5 page) papers and a final 6-8 page paper.

Please note: Email attachments are acceptable only in the event of a documented medical emergency. Likewise, extensions on the papers will be granted only in cases of documented medical emergency. Do not wait until the last minute to print your papers – any technical problems are your own responsibility. Late papers will be penalized one full mark (e.g. A to B, B to C) if submitted by
the next class session, and thereafter two full marks until the final exam.

**Grading**

- **Attendance and participation:** 20% (includes quizzes)
- **Short (2-3 page) papers:** 30% (10% each)
- **Medium (4-5 page) papers:** 30% (15% each)
- **Final (6-8 page) paper:** 25%

**Plagiarism**

Please see the policy of the College of Charleston regarding plagiarism and its consequences, including the possible assignment of an “XF” for the course as well as other disciplinary actions.

**Required Texts**

- Lloyd Gartner, *History of the Jews in Modern Times*
- Frances Malino & David Sorkin, *Profiles in Diversity: Jews in a Changing Europe, 1750-1870*
- Miriam Akavia, *An End to Childhood*
- Albert Memmi, *Pillar of Salt*
- Arthur Koestler, *Thieves in the Night*
- Mary Antin, *The Promised Land*

**Schedule (subject to change with notice)**

**Unit I European Jewry, 1648-1870: The First Transformation**

**Week 1**

- **Thursday, Jan 10**

  **European Jewry in 1648: The Autonomous Community & its Transformation**

- **Gartner, Jews in Modern Times, 1-25**

- **P. Hyman, “The Life of Glikl of Hameln,” in Judaism in Practice, 483-97 (e-reserves)**

- **Mendes-Flohr/Reinharz, 10-17 (England), 17, 18; 22-27 (Prussia, 1750)**

- **Menkis, "Patriarchs & Patricians" in Profiles, 11-45**

**Week 2**

- **Tuesday, Jan 15**

  **New Social Types in Western & Central Europe: Port and Court Jews**

  - **Gartner, Jews in Modern Times, 1-25**

  - **P. Hyman, “The Life of Glikl of Hameln,” in Judaism in Practice, 483-97 (e-reserves)**

  - **Mendes-Flohr/Reinharz, 10-17 (England), 17, 18; 22-27 (Prussia, 1750)**

  - **Menkis, "Patriarchs & Patricians" in Profiles, 11-45**

- **Thursday, Jan 17**

  **Haskalah: The Jewish Enlightenment**

* Students will need to purchase *Thieves in the Night* on-line. Inexpensive used copies are available at amazon.com, alibris.com, and many other sites.
Gartner, *Jews in Modern Times*, 39-60


Mendes-Flohr/Reinharz, 28-36 (Dohm), 36-40 (Joseph II), 70-74 (Wessely)

**Week 3**

**Tuesday, Jan 22**  
**Emancipation**

Gartner, *Jews in Modern Times*, 83-121

Malino, "The Right to be Equal" in *Profiles*, 85-106

Mendes-Flohr/Reinharz, 114-118 (France), 123-135 (Paris Sanhedrin), 141-45/150-153 (Germany), 146-50 (England/Macaulay)

**Thursday, Jan 24**  
**Cultural and Religious Change in Western/Central Europe**

Gartner, *Jews in Modern Times*, 128-149

Black, "Anglicization of Orthodoxy," in *Profiles*, 295-313

Mendes-Flohr/Reinharz, 161 (Hamburg Temple), 167-9 (Hamburg Court), 183-5 (Reform Conference), 194-7 (Frankel)

**FIRST SHORT PAPER DUE: Thursday, January 24**

**Week 4**

**Tuesday, Jan 29**  
**Society, Economy and Assimilation**

Gartner, *Jews in Modern Times*, 149-161


Loewenstein, "Jewish Upper Crust," *Profiles*, 182-201

Mendes-Flohr/Reinharz, 256-61 (conversion), 233 (Reform, Geiger), 313-15 (Damascus Affair), 316-21 (Alliance), 144-5 (Rieser), 85-6 (Sulamith), 401-2 (Society for Promotion of Culture)

**Thursday, Jan 31**  
**Western European Jewish Profile: Conclusion**

Burns, "Majority Faith," in *Profiles*, 57-82

**Week 5**
Tuesday, Feb 5  \textbf{Jews in Eastern Europe: The Shtetl and Beyond}  
Antin, \textit{Promised Land}, 1-109

Thursday, Feb 7  \textbf{Russian-Jewish Life in the 19th Century}  
Gartner, \textit{Jews in Modern Times}, 162-90  
Bartal, "Mordechai Aaron Guenzburg," \textit{Profiles}, 126-47  
Mendes-Flohr/Reinharz, 390-93 (Hasidism), 375-79 (legislation), 381-86, 402-03 (Haskalah)

Unit II European Jewry, 1870-1945: The Second Transformation  
\textbf{Week 6}  
Tuesday, Feb 12  \textbf{Mass Society: Migration and Urbanization}  
Gartner, \textit{Jews in Modern Times}, 213-17, 258-66  
Mendes-Flohr/Reinharz, 413-416; 705 (table), 708 (table)  
Antin, \textit{The Promised Land}, 110-142

\textbf{FIRST MEDIUM PAPER DUE: Tuesday, Feb 12}  

Thursday, Feb 14  \textbf{Mass Politics and the Birth of “Anti-Semitism”}  
Gartner, \textit{Jews in Modern Times}, 217-38  
Mendes-Flohr/Reinharz, 331-33 (Marr); 334-6 (Toussenel); 340-2 (Stoecker); 343-46 (Treitschke); 350 (Fritsch)  
\textit{Jüd Suess} (Film: Available at library media room or this evening in class)

Thursday evening, 7pm: \textit{Jüd Suess} will be screened at Jewish Studies Library

\textbf{Week 7}  
Tuesday, Feb 19  \textbf{Post-Liberal Politics and Political Antisemitism}  

Thursday, Feb 21  \textbf{The Revolution in Jewish Politics}  
Gartner, \textit{Jews in Modern Times}, 238-58
Mendes-Flohr/Reinharz, 417-19 (Autonomism); 419-23 (Bund); 262-5
Eduard Bernstein; 532 (Bilu); 533-38 (Herzl); 538-40 ("Protestrabbiner")

**Week 8**
**Tuesday, Feb 26**
**World War I and Inter-war Europe**
Gartner, *Jews in Modern Times*, 267-76, 281-304
Mendes-Flohr/Reinharz, 432 (Russian Revolution), 582 (Balfour); 430-32
(Stalin), 432-33 (emancipation), 433-36 (Jewish sections); 437-39 (Minorities
Treaty), 440-42 (Constitution of Poland), 442-46 (Minorities Bloc)

**Thursday, Feb 28**
**Weimar & Hitler's Ascent**
Gartner, *Jews in Modern Times*, 304-18, 349-82

**Week 9**
**SPRING BREAK**

**Week 10**
**Tuesday, March 11**
**The Final Solution (I)**
Miriam Akavia, *An End to Childhood* (entire book)
Mendes-Flohr/Reinharz, 636-9 (Hitler); 645-47, 649 (Nuremberg laws); 651-
53 (Kristallnacht); 656-58 (prophecy of annihilation); 662-665 (Wannsee);
696 (statistics)

**Thursday, March 13**
**The Final Solution (II)**

**Unit III North Africa, the Middle East and the State of Israel**

**Week 10**
**Tuesday, March 18**
**The Jews of Islam & the Encounter with Europe**
Gartner, *Jews in Modern Times*, 35-6, 191-201

**SECOND MEDIUM PAPER DUE: Tuesday, March 18**

**Thursday, March 20**
**Jews of Islam, continued**
Memmi, *Pillar of Salt*, 1-126

**Week 11**
Tuesday, March 25  The Maghreb & the Middle East  
Memmi, Pillar of Salt, 127-342

Thursday, March 27  TBA

**Week 12**  
Tuesday, April 1  Zionism: From the Old Yishuv to the New  
Gartner, *Jews in Modern Times*, 333-46  
Mendes-Flohr/Reinharz, 532 (Bilu), 556 (Hapoel Hazair), 577 (Hashomer Hazair)

SECOND SHORT PAPER DUE: Tuesday, April 1

Thursday, April 3  The British Mandate  
Gartner, *Jews in Modern Times*, 383-95  
Koestler, *Thieves in the Night*, 1-178

**Week 13**  
Tuesday, April 8  The State of Israel  
Gartner, *Jews in Modern Times*, 421-36  
Koestler, *Thieves in the Night*, 179-end

Unit IV The Jews of America

Thursday, April 10  Foundations & Jewish Life during “German” Migration  
Gartner, *Jews in Modern Times*, 126-7, 201-12  
Mendes-Flohr/Reinharz, 452-54 (New Amsterdam); 457-9 (George Washington); 468-9 (Pittsburgh Platform); 469-70 (Orthodox Union)

THIRD SHORT PAPER DUE: Thursday, April 10

**Week 14**  
Tuesday, April 15  The Great Migration: Religious, Political and Social Transformations after 1881  
Gartner, *Jews in Modern Times*, 383-95  
Antin, *The Promised Land*, 143-286
Hester Street (Film: Available at library media room or this evening in class)

Tuesday evening, 7pm: Hester Street will be screened at Jewish Studies

Thursday, April 17  **World War I to the Present**

Gartner, *Jews in Modern Times*, 276-80, 322-33, 410-20

Mendes-Flohr/Reinharz, 472 (table); 481-2 (sweatshops); 483-4 (economic conditions), 486-7 (German and Russian Jews), 515-17 (educational change), 517-19 (Columbus Platform)

**Week 15**

Tuesday, April 22  **Final Discussion and Conclusions**

**FINAL ESSAY DUE:** In my mailbox at Jewish Studies Building, Wed, April 30, 5pm
Proposal to Count Courses for General Education Credit

Jewish Studies, April 2009

The current general education requirement in History now reads:

“six hours: complete either HIST 101 and 102 or complete HIST 103 and 104. Both must be taken in sequence.”

The Department of History has proposed, with our strong endorsement, that students achieve part of the goal of acquiring “Historical, Cultural, and Intellectual Perspectives” by instead being required to take:

two approved courses in history, one on the pre-modern and one on the modern era.

If this proposal is adopted, we then propose that:

**JWST 210 be approved for General Education credit in the history of the pre-modern era, and JWST 215 be approved for General Education credit in the history of the modern era.** (Both JWST 210 and 215 are existing catalog courses, already approved by the Curriculum Committee and the faculty Senate for academic credit.)

**Rationale**

Jewish Studies 210 (Jewish History I: Ancient to Modern) and Jewish Studies 215 (Jewish History II: Modern to Present) form a two-semester sequence that covers the long span of Jewish history from its ancient origins to the contemporary period. (Syllabi for these courses are attached to this proposal.) The courses are open to students without prerequisite and do not require any specialized knowledge of Judaism or in history. We are committed to teaching them on a regular basis, and they will be taught by tenure-track faculty (now Joshua Shanes and Adam Mendelsohn, both of whom hold Ph.D.’s in history).

The goals for general education most recently approved by the faculty Senate call for knowledge of “Historical, Cultural, and Intellectual Perspectives,” including knowledge of (a) human history and the natural world; (b) artistic, cultural, and intellectual achievements; (c) human behavior and social interaction; and (d) perspectives and contributions of academic disciplines. All of these sub-goals are clearly advanced by these courses. The courses obviously emphasize the knowledge of human history and deploy the methodological perspective of history as a discipline. They introduce students to the intellectual and cultural legacy of the Jewish tradition. By emphasizing the efforts of the Jewish people to maintain community, and to live in and alongside non-Jewish communities, they teach important lessons about social interaction. Beyond the general education goals most clearly related to the History requirement, these courses also emphasize “social and cultural analysis” and also “experiencing, understanding and using multiple cultural perspectives,” since it is impossible to understand
Jewish history without understanding the Jews’ relationships as a cultural minority within other, surrounding cultures.

As the attached syllabi will show, each of these courses meets all of the approval criteria for courses that would fulfill the revised General Education requirement in history. The courses discuss Judaism in its political, social, cultural, and intellectual aspects, as the course description makes clear. As the “course learning objectives” make clear, the courses will ask students to use primary historical records, to construct historical arguments, and to understand their own situation better by critically appreciating earlier eras of the past. Finally, the courses do not cover specific episodes but the entire range of the pre-modern and modern eras in Jewish history.

It might be argued that these courses should not be included with HIST 101-104 because the focus of JWST 210-215, Jewish history, is too narrow when compared to Western or world history. In one sense, the focus is clearly narrower, but it is not clear that this should disqualify these courses. The spirit of the revised proposal is that what matters is not the particular subject matter, but the range of historical time and the application of historical thinking. And it is important to stress that though the Jewish tradition is one particular cultural tradition, it is an extremely varied tradition, embracing religious, political, sociological, and even literary and artistic elements. The tradition has always been in transition and negotiation through Jews’ relation to larger, surrounding cultural traditions. It is impossible to understand the Jewish tradition without understanding important features of Roman, Christian, Islamic, and modern, secular history. A survey course in Jewish history is more focused than a survey course in Western history, but there is also a way in which it can and must be more “multicultural” than the more general course. For these reasons, we believe these courses clearly fulfill the goals we have approved for general education, and the approval criteria for general education credit in history.
April 6, 2009

To: General Education Committee

From: Department of History

Re: History General Education Proposal

We seek your committee’s approval of our proposal to modify the current General Education requirement, under Goal III.1 “Knowledge of Human History.” Goal III.1 is currently satisfied by either the History 101-102 or History 103-104 sequence. We seek to change the categories “Pre-Modern History” and “Modern History” to the language that emerged out of the discussion on General Education that divided Goal III.1 into 3 parts: the “Requirement,” the “Defining Characteristics,” and the “Approval Criteria.”

The proposal focuses only on the “Knowledge of Human History” component of the General Education goals. The General Education History courses that meet the “Requirement,” “Defining Characteristics,” and “Approval Criteria” will satisfy the General Education History requirement.

Rationale:
Modifying the requirements for Goal III.1 “Knowledge of Human History,” will provide several important benefits for our students and faculty. By allowing faculty from a range of departments to offer courses that fulfill the “Knowledge of Human History” requirement, students will be exposed to a broader range of historical topics, enriching their General Education experience. At the same time, the proposed change will allow the Department of History to reduce its use of adjunct faculty and facilitate increased involvement by its roster faculty in teaching non-departmental courses, such as First Year Experience courses.

The “Requirement” is as follows:
1) Students must complete two approved courses.
2) Students must select two courses that, together, cover both eras of human history (pre-modern and modern). Courses will be tagged to indicate which eras they cover.

The “Defining Characteristics” are as follows:
1) Develop knowledge of the history of human civilizations, societies, and cultures and an awareness of the historical experience through the study of the political, social, cultural, and intellectual aspects of pre-modern and modern eras.
2) Learn how to situate primary historical records in their contexts and use these sources to construct historical arguments.
3) Critically appreciate earlier eras of the human past so as to gain a greater understanding of the contemporary world.

The “Approval Criteria” are as follows:
1) Develop students’ knowledge of the history of human civilizations, societies, and cultures and an awareness of historical experience through the study of the political, social, cultural, and intellectual aspects of selected eras of human history.
2) Teach students how to situate primary historical records in their contexts and use these sources to construct historical arguments.
3) Enable students to critically appreciate earlier eras of the human past so as to gain a greater understanding of the contemporary world.
4) Approved courses will cover substantial historical developments and periods within the pre-modern and modern periods, rather than only specific episodes.

The changes that will result can be summarized as follows:
1) History 101 (Europe to 1715) and History 103 (World History to 1500) will satisfy the requirement in Pre-Modern History. History 102 (Europe since 1715) and History 104 (World History since 1500) will satisfy the requirement in Modern History. The Department of History will review and revise its History 101-104 courses and submit them to the General Education Committee.
2) Students will not be required to fulfill the “Knowledge of Human History” requirement in sequenced courses; that is, students may register and complete a modern history course before they register for a pre-modern history course.
3) Departments may seek to have courses approved that will meet the “Defining Characteristics” and “Approval Criteria” in order to satisfy the Goal III.1 “Knowledge of Human History.”
4) The Department of History will develop an assessment tool for these courses that adheres to best practices in the historical profession.
5) Each course that satisfies the General Education History requirement will have a paragraph in the syllabus that explains how the course fulfills the “Defining Characteristics” and the “Approval Criteria.”

Proposed policy on Transfer Credit to Satisfy the College of Charleston’s General Education “Knowledge of Human History” requirement:
1) History 101-104 will continue to be recognized for purposes of transfer credit, in accordance with CHE state articulation agreements and policies regarding AP and IB credit as follows:
2) History 101 or 103 from SC public institution (Grade of C or better will earn 3 credit hours and satisfy the pre-modern history requirement).
3) History 102 or 104 from SC public institution (Grade of C or better will earn 3 credit hours and satisfy the modern history requirement).
4) 3 or 4 on AP European history (Student earns 3 credit hours and satisfies the modern history requirement).
5) 3 or 4 on AP World History (Student earns 3 credit hours and satisfies the modern history requirement).
6) 5 on AP European or World history (Student earns 6 credit hours and satisfies the pre-modern and modern history requirements).
7) 4 or better on IB History exam (4 or 5 earns 3 credit hours and satisfies the modern history requirement; 6 or 7 earns 6 credit hours and satisfies the pre-modern and modern history requirement).

Assistance:
The Department of History will be happy to provide assistance to the General Education Committee in determining courses that will satisfy the “Knowledge of Human History” requirement. It is expected that every course that satisfies the “Knowledge of Human History” requirement will provide a detailed explanation in its course syllabus of how the course fulfills the “Defining Characteristics” and “Approval Criteria.”

Timetable:
The Department of History will work with the Registrar and other relevant administrative offices in accordance to a timetable set by the Registrar for implementing these changes.
Faculty Committee on Graduate Education, Continuing Education and Special Programs

Proposals for Faculty Senate April 7, 2009 meeting as follow

Proposals for a New Graduate Course in MAT in Middle Grades:

EDMG 698: Transition to the Profession
EDMG 699: Middle Grades Clinical Internship

Proposal for a New Graduate Certificate Program in MS in Computer Science and Information Science:

Service-Oriented Computing (Certificate Program Proposal)

This packet also includes Proposals for a New Graduate Course:

CSIS 633: Semantic Web Principles
CSIS 659: Service-Oriented Computing

and a Proposal to Change a Graduate Course:

CSIS 636: Name change
From -- Information Technology Policy and Strategy
To -- Information Technology Policy, Strategy and Governance
Service-Oriented Computing
A Graduate Certificate Program

Proposed by the
Department of Computer Science, College of Charleston

and the
Joint MS CSIS Program, co-sponsored with the Department of Mathematics and Computer Science,
The Citadel

Submitted
February 03, 2009

Summary
This proposal seeks to establish a graduate certificate program in Service-Oriented Computing (SOC) consisting of 12 credit hours of coursework delivered by the graduate faculty of the joint MS program in Computer and Information Sciences (CSIS) with the Citadel.

1. Educational Objectives
The program is developed to serve professionals currently working in software development and related fields who desire to expand their knowledge and skills but who may not be able to enter a graduate degree program. Once enrolled in the certificate program they may become interested in continuing their graduate studies and then apply to pursue a Master’s in CSIS contingent upon additional admission requirements such as the Graduate Record Examination.

2. Proposed Course Sequence
The graduate certificate in Service-Oriented Computing (SOC) will consist of four courses:

CSIS 604 Distributed Computer Systems Architecture
CSIS 633 Semantic Web, Principles and Practice
CSIS 636 Information Technology Policy, Strategy and Governance
CSIS 659 Service-Oriented Computing

The two foundational courses for this program already exist as CSIS 604 Distributed Computer Systems Architecture and CSIS 659 Service-Oriented Computing. To date, CSIS 659 has been successfully offered twice as a special topics course. CSIS 659 is already a course at the Citadel and, by this proposal, will be added to the College of Charleston catalog. The CSIS 636 Information Technology Policy and Strategy already exists and, by this proposal, will merely change its name to CSIS 636 Information Technology Policy, Strategy and Governance. CSIS 633 Semantic Web, Principles and Practice is a new course.
The four course descriptions are:

**CSIS 604 Distributed Computer Systems Architecture:** This course covers basic techniques for the design and construction of distributed systems. Its aim is to give the skills needed to build simple systems and to identify key issues for the analysis of distribution problems.

**CSIS 633 Semantic Web Principles and Practice:** This course covers the emerging technology supporting the Semantic Web with machine-processable content. Students will engineer and implement ontologies, associated metadata and logical inference systems. Covered are specialized languages such as Extensible Markup Language (XML), Resource Description Framework (RDF), and Ontology Web Language (OWL) and query associated query languages.

**CSIS 636 Information Technology Policy, Strategy and Governance:** This course will consider the development and implementation of policies and plans to achieve organizational goals, the defining of systems that support the operational, administrative and strategic needs of the organization, and the study of approaches to managing the information systems function in organizations.

**CSIS 659 Service-Oriented Computing:** Service-Oriented Computing is a term that describes software systems that combine Service-Oriented Architecture (SOA) and Business Process Management (BPM) layers. This course explores both SOA and BPM, demonstrating how business and IT concerns can be aligned. Students will gain experience with service-oriented development, process modeling and execution and securing services.

3. **Meeting the Objectives**

We envision that this certificate program will serve as a conduit for students into the joint MS program in Computer and Information Sciences (MS CSIS). All four courses taught in this certificate program can be leveraged toward completion of the MS degree.

Additionally, graduates of the MS CSIS program will be invited to take the SOC Certificate. Since all MS CSCI graduates have taken CSIS 604, they will need only to complete a maximum of three more courses from the required four. In fact, some MS CSIS graduates will have already taken CSIS 636 and the new CSIS 633 (under the Special Topics Designation.)

SOC courses will generally be offered sequentially in fall, spring and summer terms. The pattern of the course offering will be influenced by the MS degree program courses. The schedule for the first cohort of SOC certificate students is:

- Summer 2009: CSIS 633 Semantic Web, Principles and Practice
- Fall 2009: CSIS 604 Distributed Computer Systems Architecture
- Spring 2010: CSIS 659 Service-Oriented Computing
- Summer 2010: CSIS 636 Information Technology Policy, Strategy and Governance

4. **Statement of Need**

Service-Oriented Computing (SOC) is a sub-discipline of Computer Science that has emerged at the intersection of Information Science, Web Science and Service Science. SOC combines Service
Oriented Architecture (SOA) and Business Process Management (BPM). SOC is a new way to package and deliver software as consumable services over networks, such as the Internet, using evolving standards for information exchange. The most common application of SOC is in the automation of business processes within an organization and between organizations, leading to more efficient and robust platforms to support increased technical agility and competitiveness.

Locally, one of the factors driving the need for SOA education is the presence of SPAWAR Systems Center Charleston. One of SPAWAR’s goals is to become an SOA Competency Center for the US Navy. The driving factor toward SOA adoption in military systems is the Defense Information Systems Agency (DISA) Net-Centric Enterprise Services (NCES) program (http://www.disa.mil/nces), whose goal is to enable the successful conduct of warfare and other operations in the Information Age. DISA’s NCES is based upon the principles and tenets of SOA.

In addition to the SOC student market represented by SPAWAR, contractors and other businesses in the Lowcountry have also expressed an interest in the certificate program. They include ICF International and Modus21.

There is a need for graduate education and professional certification targeted at Service-Oriented Computing. David Linthicum argues for SOA education in “SOA Talent Clearly Lacking... Now What? (ebizQ on 2/5/2008)” and provides the following supporting statistics, generated from a survey conducted at IBM’s 2007 IMPACT Conference (that provides SOC professional development):

- 56% respondents say a lack of SOA skills is 'the #1 Inhibitor' to launching and delivering SOA projects with strong business impact
- About half of all respondents admit they have less than 25% of SOA skills they deem necessary to meet long term goals
- 80% of respondents will invest to increase SOA skills in their company this year
- More than 60% of corporate executives invested in SOA-targeted retraining for both IT and business staffs in the past year

The Department of Computer Science received a Lowcountry Graduate Center Opportunity Grant in 2008 for $11,000 to cover the cost of course development, marketing, and materials generation for this SOC certificate program. Course development will be completed in Summer 2009. The PI for this grant is Dr. Paul Buhler, the Certificate Coordinator. The budget is:

<table>
<thead>
<tr>
<th>Course development funds</th>
<th>$3,000 x 2 courses</th>
<th>$6,000</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marketing materials and marketing support</td>
<td>$2,500</td>
<td>$2,500</td>
</tr>
<tr>
<td>SOC-related educational materials and other development costs</td>
<td>$2,500</td>
<td>$2,500</td>
</tr>
<tr>
<td><strong>Total:</strong></td>
<td><strong>$11,000</strong></td>
<td></td>
</tr>
</tbody>
</table>

In conclusion, there is a demonstrated and recognized market need for this certificate program, underscored by successful funding for the program’s development.
5. Faculty
The names of the College of Charleston faculty associated with and/or contributing to this certificate program are:

Paul Buhler, Ph.D., Associate Professor & Graduate Program Director, MS CSIS program designer, teaching

James Bowring, Ph.D., Visiting Assistant Professor teaching

Christopher Starr, Ph.D., Department Chair & Associate Professor program designer, teaching

Anthony Leclerc, Ph.D., Associate Professor teaching

6. Certificate Coordinator
Paul Buhler, PhD., Director of the MS CSIS program, College of Charleston. Certificate oversight will be shared with the Joint CSIS Steering Committee, a joint committee between the computer science faculty at the College of Charleston and The Citadel.

7. Facilities and Budget
The Lowcountry Graduate Center will host the delivery of the SOC certificate because it also hosts the MS CSIS degree program. This proposed graduate certificate program contains no costs for new faculty, no costs for facilities and no costs for new courses beyond that covered by existing grant support. The development cost for the one new course, CSIS 633, has been covered by the grant detailed in Section 4 above. This graduate certificate program maintains the admission and academic standing requirements of the MS CSCI degree, with the exception of the GRE, which is not required to enter the certificate program.

Based on these facts, we request expedited approval.
INSTITUTIONAL APPROVAL

Signature of Program Director:  
Date: 2-2-09

Signature of Department Chair:  
Date: 2-2-09

Signature of Schools’ Dean:  
Date: Feb. 3, 2009

Signature of the Provost:  
Date: 2/9/2008

Signature of Budget Director**:  
Date: 2-10-09

**Business Affairs Office

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education

H. L. R. Turner  
Date: 2/18/2009

Signature of Chair of Grad Council:  
Date: 3/16/09

Signature of the Faculty Secretary:  
Date:
Faculty Committee on Graduate and Continuing Education

Proposal for a New Graduate Course

Department: Computer Science
Graduate Program: Graduate Certificate in Service-Oriented Computing / MS CSIS

Course Number & Title: CSIS 633 Semantic Web Principles and Practice
Total hours/week: 3
Number of Credits: Lectures: 3 Lab: 

Will this course be cross-listed with an undergraduate or other graduate course? □ YES X NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course will first be offered: Spring 2010

Catalog description (Please limit to 50 words): This course covers the emerging technology supporting the Semantic Web with machine-processable content. Students will engineer and implement ontologies, associated metadata and logical inference systems. Covered are specialized languages such as Extensible Markup Language (XML), Resource Description Framework (RDF), and Ontology Web Language (OWL) and query associated query languages.

Prerequisites (or other restrictions) NONE

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

a. What are the goals and objectives of the course? The principal objective of this course is to introduce the student to the technologies supporting the Semantic Web as it evolves to support the businesses of tomorrow.

b. How does the course support the mission statement of the department and the organizing principles of the graduate program? This course is one of the four required courses in the Graduate Certificate in Service-Oriented Computing and will be an elective in MS CSIS. The mission of both programs is to meet the community and industrial demand for current training in information systems technologies.

Are other departments affected by this course? □ YES X NO
(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? X YES □ NO If yes, at what institution? Citadel

Method of teaching: Classroom Lectures

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Expected changes

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**

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

a. Staff **NONE**

b. Budget **NONE**

c. Library **NONE**

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. **A syllabus is mandatory.**

Signature of Program Director: [Signature]
Date: __2-2-09__

Signature of Department Chair: [Signature]
Date: __2-2-09__

Additional Chair's Signature*: [Signature]
Date: __Feb. 3, 2009__

Signature of Schools' Dean: [Signature]
Date: __2/10/2009__

Additional Schools' Dean Signature*: [Signature]
Date: __2/10/09__

Signature of the Provost: [Signature]
Date: __2/10/09__

Signature of Budget Director**: [Signature]
Date: __2/10/09__

*For interdisciplinary courses.

**Business Affairs Office

Return form to the Graduate School Office for Further Processing:

Signature of Chair of the Faculty Committee on Graduate and Continuing Education
[Signature]
Date: __2/18/2009__

Signature of Chair of Grad Council: [Signature]
Date: __2/16/09__

Signature of the Faculty Secretary: __________________________
Date: ___

If more space is needed for any section, please attach additional sheets to this form.

November 2007

Page 2 of 2
CSIS 633 N90  Semantic Web Principles and Practice  Spring 2010
Syllabus

Instructor
Dr. First Last:  http://www.cs.cofc.edu/~last
   Office: J.C. Long (LONG) 2xx
   Tel: 843.953.xxxx
   Email: Please use lastF@cofc.edu with Subject = "CSIS633" for a response within 24
          hours. I will ignore other Emails.
   Office hours: TBA

Class place and time
   Classroom:  Lowcountry Graduate Center, Room TBA
   Time:  TBA

Catalog description
   CSIS 633 Semantic Web Principles and Practice: This course covers the emerging technology
   supporting the Semantic Web with machine-processable content. Students will engineer and
   implement ontologies, associated metadata and logical inference systems. Covered are
   specialized languages such as Extensible Markup Language (XML), Resource Description
   Framework (RDF), and Ontology Web Language (OWL) and query associated query languages.

Required texts


Electronic Resources
   1)  Class Website and electronic group
   2)  Google Scholar
   3)  The College of Charleston Libraries supply free full access to a wide range of electronic
       resources, including the ACM Digital library and the IEEE Computer Society Journals.
   4)  Center for Student Learning

Learning Objectives
The principal objectives of this course are to train you in the engineering and
implementation of ontologies for the Semantic Web. The topical areas include:
   Structured Web Documents
   Resource Description Framework
   Web Ontology Language
   Logic and Inference
   Applications
   Ontology Engineering
   Modeling

Professional Development
We highly recommend that you join either the Association for Computing Machinery (ACM) or the Institute of Electrical and Electronics Engineers (IEEE) Computer Society. Both offer student memberships. We have a College of Charleston student chapter of the ACM, which you are encouraged to join (free, with free food) and attend. In your professional careers as business informatics experts, you should maintain one or both of these memberships.

Attendance and class participation
I expect you to attend and participate in every class session. Your active participation will lead to your success and to the success of the class. I expect you in class on time and prepared by having read the assigned readings. Class participation counts as 10% of your grade.

Homework and assignments
All assignments are due at the beginning of class on their due date with no exceptions. Unless otherwise specified, you will electronically submit each assignment. I require professional-grade documents containing identifying information as well as the work itself.

Classroom disruption
Please read the College of Charleston’s Student Code of Conduct. When you come to class please turn off your cell phones and all other electronic communication devices.

Disabilities
If you have a documented disability and are approved to receive accommodations through SNAP Services, please contact me during office hours or by appointment.

Student Honor Code
I expect you to abide by the Honor Code and the Student Handbook: A Guide to Civil and Honorable Conduct. If you have a question about how to interpret the Honor Code, ask before acting! Each student will submit their own work and, when collaborating, provide a reference to those people and documents consulted.

Grading scale
A: 100 – 90, B: 89 – 80, C: 79 – 75, F: 74 – 0

Evaluation schedule
60% Tests (2, a mid-term and final)
30% Programming/Homework Assignments (4-5 in number)
10% Class participation
Faculty Committee on Graduate and Continuing Education

Proposal for a New Graduate Course

Department: Computer Science
Graduate Program: Graduate Certificate in Service-Oriented Computing / MS CSIS

Course Number & Title: CSIS 659 Service-Oriented Computing
Total hours/week: 3
Number of Credits: Lectures: 3, Lab: 

Will this course be cross-listed with an undergraduate or other graduate course?  ☑ YES  ☒ NO

If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course will first be offered: Spring 2010

Catalog description (Please limit to 50 words): Service-Oriented Computing is a term that describes software systems that combine Service-Oriented Architecture (SOA) and Business Process Management (BPM) layers. This course explores both SOA and BPM, demonstrating how business and IT concerns can be aligned. Students will gain experience with service-oriented development, process modeling and execution, and securing services.

Prerequisites (or other restrictions) NONE

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

a. What are the goals and objectives of the course? The principal objective of this course is to introduce the student to the problems and tools at the intersection of service-oriented computing and business process management.

b. How does the course support the mission statement of the department and the organizing principles of the graduate program? This course is one of four courses required in the Graduate Certificate in Service-Oriented Computing and is as an elective in MS CSIS. The mission of both programs is to meet the community and industrial demand for current training in information systems technologies.

c. Are other departments affected by this course?  ☑ YES  ☒ NO

(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program?  ☐ YES  ☑ NO  If yes, at what institution? Citadel

Method of teaching: Classroom Lectures

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Expected changes

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

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

a. Staff NONE

b. Budget NONE

c. Library NONE

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. **A syllabus is mandatory.**

Signature of Program Director: Re Deen Dean Date: 2-2-09
Signature of Department Chair: Christopher D. Starr Date: 2-2-09
Additional Chair’s Signature*: Date:
Signature of Schools’ Dean: J. Potter Date: Feb. 3, 2009
Additional Schools’ Dean Signature*: Date: 2/9/2009
Signature of the Provost: Susan J. Morrison Date: 2/9/2009
Signature of Budget Director**: Date: 2-10-09

*For interdisciplinary courses.

**Business Affairs Office

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Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education

H. L. R. Tierney Date: 2/18/2009

Signature of Chair of Grad Council: Amy Zimmerman Date: 3/16/09

Signature of the Faculty Secretary: Date:
Syllabus for CSIS 659 – Service-Oriented Computing

Instructor
Paul Buhler
Office phone: 953-7146
Email: pbuhler@cs.cofc.edu

Office hours: by appointment, email responses within 24 hrs.

Online peer support group at TBD

Course Description
Service-Oriented Computing is a term that describes software systems that combine Service-Oriented Architecture (SOA) and Business Process Management (BPM) layers. This course explores both SOA and BPM, demonstrating that in combination business and IT concerns can be aligned. Experience with service-oriented development, process modeling and execution, and securing services will be obtained.

Course Goals
I have three primary topical objectives for this course. Each topic will be taught with a What, Why, How approach. The three topical areas are:
- The major tenants of Service-Oriented Architecture. You will have the opportunity to use industry tools to create/deploy/call Web services, which provide the predominant platform for realizing SOA
- Composition of Web services into a meaningful process via BPMN and a process server
- issues of securing Web services with WS-Security; exposure to XML Signature and XML Encryption will be obtained via programming exercises

Textbooks

Attendance
I do not have a rigid attendance policy for this course; however, you are responsible to keep up and discover what you may have missed. If you must miss class, please send me an email and let me know.

Evaluation
60% Tests (2, a mid-term and final)
40% Programming/Homework Assignments (4-5 in number)

Letter grades will be determined on the following scale:
A: 100 – 90, B: 89 – 80, C: 79 – 75, F: 74 – 0

Assignments
Assignments will include regular reading of material from the text, as well as class handouts. There will be approximately 3 programming assignments, which are to be done individually, without collaboration, unless specifically permitted in the assignment instructions.

Important: source code and algorithms obtained from the Internet or other resources must be acknowledged.

All suspected violations of the honor code, will be referred to the honor board.
Faculty Committee on Graduate and Continuing Education

Proposal to Change a Graduate Course

Department: Computer Science
Graduate Program: Graduate Certificate in Service-Oriented Computing / MS CSIS

Will this course be cross-listed with an undergraduate or other graduate course? □ YES X NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course change(s) will go into effect: Fall 2009

Change(s) desired: Name Change:
From: CSIS 636 Information Technology Policy and Strategy
To: CSIS 636 Information Technology Policy, Strategy and Governance

Justification for change(s)
The new course name reflects the evolving content of the course propagating from changes in the discipline.

Signature of Program Director: [Signature]
Date: 2/2/09

Date approved by the Department: [Signature]
Date: 2/2/09

Signature of Department Chair: [Signature]
Date: [Signature]
Date: Feb 3, 2009

Signature of Schools’ Dean: [Signature]

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education
Date: 2/18/2009

Signature of Chair of Grad Council: [Signature]
Date: 3/18/09

Signature of the Faculty Secretary: [Signature]

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Department: TEDU
Graduate Program: Master of Arts in Middle Grades Teaching

Course Number & Title EDMG 698 Transition to the Profession
Total hours/week: 3
Number of Credits
Lectures: 3
Lab: 
This is a weekly seminar course.

Will this course be cross-listed with an undergraduate or other graduate course? ☐ YES ☑ NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.
Course will first be offered Spring, 2010

Catalog description (Please limit to 50 words):
This course is for candidates seeking SC teacher certification in the middle grades. The purpose is to provide each candidate an opportunity to demonstrate his/her ability through successful completion of all written materials, reflections and a professional portfolio. This course experience reflects the Teaching and Learning Standards of EHHP.

Prerequisites (or other restrictions)
Course must taken concurrently with Clinical Internship

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

a. What are the goals and objectives of the course?

1. Update and complete a plan to manage a classroom that provides for the optimal growth and development of students of diverse ability, achievement, economic, social, racial, gender, and ethnic difference (EHHP Standards I & III).
2. Develop long range plans and lesson plans that will provide a learning environment conducive to the development and/or maintenance of high self-esteem and confidence for each student (SOE Standards I, II, III & IV).
3. Construct a system of communication and record keeping which facilitates positive interaction between the intern and students, cooperating teacher, other teachers and staff members. (SOE Standard VII)
4. Document secondary students learning, using analysis tools such as pre/post tests and statistical analysis of learning in the candidate work sample.
5. Maintain a journal that demonstrates insights, reflection and other dispositions of effective teachers (SOE Standard VII).

If more space is needed for any section, please attach additional sheets to this form.
b. How does the course support the mission statement of the department and the organizing principles of the graduate program?

There is a great deal of interest in a M.A.T. program that would enable individuals with undergraduate degrees to earn a teaching certification in middle grades. The true strength of the graduate program would come from allowing students to embrace their liberal and fine arts undergraduate experience and focus graduate study on a career in teaching, forging a natural link between the two colleges. Thus, we support the college mission because, the new M.A.T. in the middle grades program aligns with the College of Charleston’s mission to “meet the growing educational demands primarily of the Lowcountry and the state and, secondarily, of the Southeast.” (College of Charleston Mission Statement, 2005).

Are other departments affected by this course? □ YES □ X NO
(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? □ X YES □ NO If yes, at what institution? The Citadel

Method of teaching: Education courses are theory and practice courses. Thus combined forms of teaching from lecture and dialogue to field experiences are required.

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Expected changes

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

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

a. Staff—this will fill partially filled sections
   None

b. Budget—this will fill partially filled sections
   None

c. Library—we already have adequate middle grades materials available.
   None

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: Meta Van Dicus

Date: 1-17-09

Signature of Department Chair: Meta Van Dicus

Date: 1-17-09

Additional Chair’s Signature*: 

Date:

Signature of Schools’ Dean: James W. White

Date: 1-20-09

Additional Schools’ Dean Signature*:

Date:

Signature of the Provost: Susan J. Robinson

Date: 1-26-2009

Signature of Budget Director**: 

Date: 2-19-09

*For interdisciplinary courses.

**Business Affairs Office

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education

Date: 2/18/2009

Signature of Chair of Grad Council: Cynthia McClellan

Date: 3/16/09

Signature of the Faculty Secretary:

Date:

If more space is needed for any section, please attach additional sheets to this form.

November 2007
**College of Charleston/Citadel**  
**School of Education**  
**Syllabus EDMG 698 Transition to the Profession –A Weekly Seminar**  
**Semester, Year**

<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Transition to the Profession Seminar</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit:</td>
<td>3 Semester Hours</td>
</tr>
<tr>
<td>Course Instructor:</td>
<td></td>
</tr>
<tr>
<td>Conference Times:</td>
<td>After observations and by arrangement</td>
</tr>
<tr>
<td>Office:</td>
<td></td>
</tr>
<tr>
<td>Telephone:</td>
<td></td>
</tr>
<tr>
<td>E-mail:</td>
<td></td>
</tr>
<tr>
<td>Course Description:</td>
<td>This course is for candidates seeking SC teacher certification in the middle grades. The purpose is to provide each candidate an opportunity to demonstrate his/her ability through successful completion of all written materials, reflections and a professional portfolio. This course experience reflects the Teaching and Learning Standards of EHHP.</td>
</tr>
<tr>
<td>Co and Prerequisites:</td>
<td>Prior to clinical practice, qualified candidates enrolled in the MAT Middle School Program must have completed courses and experiences required in (1) the Citadel/College of Charleston program; and (2) enrolled in clinical practice.</td>
</tr>
<tr>
<td>Elements of Teacher Competency:</td>
<td>All teacher preparation programs in the School of Education, Health, and Human Performance (EHHP) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency which are at the heart of the EHHP Conceptual Framework: 1) Understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course; they help you develop the knowledge, skills, and dispositions necessary to become an effective teacher.</td>
</tr>
<tr>
<td>Course Objectives:</td>
<td>1. Update and complete a plan to manage a classroom that provides for the optimal growth and development of students of diverse ability, achievement, economic, social, racial, gender, and ethnic difference (EHHP Standards I &amp; III).</td>
</tr>
</tbody>
</table>
2. Develop long range plans and lesson plans that will provide a learning environment conducive to the development and/or maintenance of high self-esteem and confidence for each student (SOE Standards I, II, III & IV).
3. Construct a system of communication and record keeping which facilitates positive interaction between the intern and students, cooperating teacher, other teachers and staff members. (SOE Standard VII)
4. Document secondary students learning, using analysis tools such as pre/post tests and statistical analysis of learning in the candidate work sample.
5. Maintain a journal that demonstrates insights, reflection and other dispositions of effective teachers (SOE Standard VII).
6. Document professional accomplishments and design a five-year plan for future professional development (SOE Standard VII).

**Course Requirements:**

**INSTRUCTIONAL PLANNING**

See scoring rubrics for:

- Unit Work Sample
- Long Range Plans
- System of Communication
- Journal
- Five-year plan
- Contextual Factors
- Portfolio
  - Learning Goals
  - Assessment Plan
  - Design for Instruction
  - Analysis of Student Learning
  - Reflection and Self-evaluation
  - Resume
  - Philosophy
  - Other Artifacts

Use national and state curriculum standards to identify, plan, teach and assess important concepts and themes in your content area. It is essential to use standards of grammar.
TRANSITION TO THE PROFESSION CONFERENCE

Complete all forms
Attend all required sessions

Description of Grading Criteria:

Evaluation Scale:

XXXX XXX, Transitions, is a graded course. Interns are required to demonstrate that they possess the knowledge, skills and dispositions to be competent middle school teachers. They demonstrate these abilities and skills by written products that are required for the ADEPT Process of evaluation, by utilizing the standards for their content area, and by completing a professional portfolio. Failure to complete the Transition to the Profession Conference will result in failure of the course.

Course grading is based on the rubrics for the outline of materials listed in the course requirements section of this syllabus.

We will use the standard grading scale.

Evaluation Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>B+</td>
<td>88-92</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>C+</td>
<td>78-82</td>
</tr>
<tr>
<td>C</td>
<td>74-77</td>
</tr>
<tr>
<td>F</td>
<td>&lt;74</td>
</tr>
</tbody>
</table>

Grading Criteria

UWS Section I: Unit Topic or Title. Provide a title and an over view of the Unit (one paragraph to a page maximum).

UWS Section II: Contextual Factors. This was provided in the Long Range Plan and does not need to be repeated here.
UWS Section III: Unit Plan

- **Part A.** This part of the UWS includes the unit objectives (i.e., what the students are expected to know and to be able to do at the end of the unit) and the correlated standards or expectations.

### LEARNING GOALS

**UWS Standard:** The intern sets significant, challenging, varied and appropriate learning goals.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Rating → Criterion ↓</th>
<th>1 Unacceptable</th>
<th>2 Acceptable</th>
<th>3 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td>Significance, Challenge and Variety</td>
<td>Goals reflect only one type or level of learning.</td>
<td>Goals reflect several types or levels of learning but lack significance or challenge.</td>
<td>Goals reflect several types or levels of learning and are significant and challenging.</td>
<td></td>
</tr>
<tr>
<td>Appropriateness For Students</td>
<td>Goals are not appropriate for the development; pre-requisite knowledge, skills, experiences; or other student needs.</td>
<td>Some goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.</td>
<td>Most goals are appropriate for the development; pre-requisite knowledge, skills, experiences; and other student needs.</td>
<td></td>
</tr>
<tr>
<td>Alignment with National, State or Local Standards</td>
<td>Goals are not aligned with national, state or local standards.</td>
<td>Some goals are aligned with national, state or local standards.</td>
<td>Most of the goals are explicitly aligned with national, state or local standards.</td>
<td></td>
</tr>
</tbody>
</table>

- **Part B.** This part of the UWS includes the planned assessments (pre-, post-, and other) that will be used to measure student progress and achievement.

### ASSESSMENT PLAN

**UWS Standard:** The intern uses multiple assessment modes and approaches aligned with learning goals to assess student learning before, during and after instruction.

<table>
<thead>
<tr>
<th>Rating</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Alignment with Learning Goals and Instruction</td>
<td>Content and methods of assessment lack congruence with learning goals or lack cognitive complexity.</td>
<td>Some of the learning goals are assessed through the assessment plan, but many are not congruent with learning goals in content and cognitive complexity.</td>
<td>Each of the learning goals is assessed through the assessment plan; assessments are congruent with the learning goals in content and cognitive complexity.</td>
<td></td>
</tr>
<tr>
<td>Multiple Modes and Approaches</td>
<td>The assessment plan includes only one assessment mode and does not assess students before, during, and after instruction.</td>
<td>The assessment plan includes multiple modes but all are either pencil/paper based (i.e. they are not performance assessments) and/or do not require the integration of knowledge, skills and reasoning ability.</td>
<td>The assessment plan includes multiple assessment modes (including performance assessments, lab reports, research projects, etc.) and assesses student performance throughout the instructional sequence.</td>
<td></td>
</tr>
<tr>
<td><strong>Technical Soundness</strong></td>
<td>Assessments are not valid; scoring procedures are absent or inaccurate; items or prompts are poorly written; directions and procedures are confusing to students.</td>
<td>Assessments appear to have some validity. Some scoring procedures are explained; some items or prompts are clearly written; some directions and procedures are clear to students.</td>
<td>Assessments appear to be valid; scoring procedures are explained; most items or prompts are clearly written; directions and procedures are clear to students.</td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td><strong>Adaptations Based on the Individual Needs of Students</strong></td>
<td>Intern does not adapt assessments to meet the individual needs of students or these assessments are inappropriate.</td>
<td>Intern makes adaptations to assessments that are appropriate to meet the individual needs of some students.</td>
<td>Intern makes adaptations to assessments that are appropriate to meet the individual needs of most students.</td>
<td></td>
</tr>
</tbody>
</table>

- **Part C.** This part of the UWS includes the results and analyses of the pre-assessments (Paragraph to a page maximum).

- **Part D.** This part of the UWS includes the *key* instructional activities, strategies, materials, and resources (including instructional technology) and their related unit objectives.

**DESIGN FOR INSTRUCTION**

UWS Standard: The intern designs instruction for specific learning goals, student characteristics and needs, and learning contexts.

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment with Learning Goals</strong></td>
<td>Few lessons are explicitly linked to learning goals. Few learning activities, assignments and resources are aligned with learning goals. Not all learning goals are covered in the design.</td>
<td>Most lessons are explicitly linked to learning goals. Most learning activities, assignments and resources are aligned with learning goals. Most learning goals are covered in the design.</td>
<td>All lessons are explicitly linked to learning goals. All learning activities, assignments and resources are aligned with learning goals. All learning goals are covered in the design.</td>
<td></td>
</tr>
<tr>
<td><strong>Accurate Representation of Content</strong></td>
<td>Intern’s use of content appears to contain numerous inaccuracies. Content seems to be viewed more as isolated skills and facts rather than as part of a larger conceptual structure.</td>
<td>Intern’s use of content appears to be mostly accurate. Shows some awareness of the big ideas or structure of the discipline.</td>
<td>Intern’s use of content appears to be accurate. Focus of the content is congruent with the big ideas or structure of the discipline.</td>
<td></td>
</tr>
<tr>
<td><strong>Lesson and Unit Structure</strong></td>
<td>The lessons within the unit are not logically organized organization (e.g., sequenced).</td>
<td>The lessons within the unit have some logical organization and appear to be somewhat useful in moving students toward achieving the learning goals.</td>
<td>All lessons within the unit are logically organized and appear to be useful in moving students toward achieving the learning goals.</td>
<td></td>
</tr>
<tr>
<td>Use of a Variety of Instruction, Activities, Assignments and Resources</td>
<td>Little variety of instruction, activities, assignments, and resources. Heavy reliance on textbook or single resource (e.g., work sheets).</td>
<td>Some variety in instruction, activities, assignments, or resources but with limited contribution to learning.</td>
<td>Significant variety across instruction, activities, assignments, and/or resources. This variety makes a clear contribution to learning.</td>
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<td></td>
</tr>
<tr>
<td>Use of Contextual Information and Data to Select Appropriate and Relevant Activities, Assignments and Resources</td>
<td>Instruction has not been designed with reference to contextual factors and pre-assessment data. Activities and assignments do not appear productive and appropriate for each student.</td>
<td>Some instruction has been designed with reference to contextual factors and pre-assessment data. Some activities and assignments appear productive and appropriate for each student.</td>
<td>Most instruction has been designed with reference to contextual factors and pre-assessment data. Most activities and assignments appear productive and appropriate for each student.</td>
<td></td>
</tr>
<tr>
<td>Technology Planning</td>
<td>Curriculum planning includes methods and strategies that address content standards and student technology standards.</td>
<td>Curriculum planning includes methods and strategies that address content standards and student technology standards, maximizing use of technology resources.</td>
<td>Curriculum planning includes methods and strategies that address content standards and student technology standards, maximizing collaborative use of technology resources and tools.</td>
<td></td>
</tr>
<tr>
<td>Technology Assessment</td>
<td>Use of technology provides no evidence that students use a variety of assessment and evaluation strategies to assess acquisition of knowledge or skills.</td>
<td>Use of technology provides evidence that candidates use a variety of assessment and evaluation strategies to assess acquisition of knowledge or skills.</td>
<td>Use of technology provides evidence that candidates use a variety of assessment and evaluation strategies to assess acquisition of knowledge or skills to produce and publish.</td>
<td></td>
</tr>
<tr>
<td>Technology Productivity</td>
<td>Technology is used to enhance communication, collaboration, and productivity.</td>
<td>Technology is used to enhance communication, collaboration, productivity, and presentation skills.</td>
<td>Technology is used to enhance communication, collaboration, productivity, presentation skills, and reflection of professional practice development.</td>
<td></td>
</tr>
</tbody>
</table>

UWS Section IV: Analysis of Student Learning. This section includes a table that includes student (use letters to represent, not names) pre and post test data and one or more visual representations (e.g., tables, graphs, charts) that depict student performance for one entire class (Excel would be the best method to do this). Each visual representation is accompanied by a descriptive narrative that summarizes the analysis of student progress and achievement.

**ANALYSIS OF STUDENT LEARNING**

UWS Standard: The intern uses assessment data to profile student learning and communicate information about student progress and achievement.

<table>
<thead>
<tr>
<th>Rating</th>
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<th>2 Acceptable</th>
<th>3 Target</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Alignment with Learning Goals</th>
<th>Analysis of student learning is not aligned with learning goals.</th>
<th>Analysis of student learning is partially aligned with learning goals and/or fails to provide a comprehensive profile of student learning relative to the goals for the whole class, subgroups, and two individuals.</th>
<th>Analysis is fully aligned with learning goals and provides a comprehensive profile of student learning for the whole class, subgroups, and two individuals.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpretation of Data</td>
<td>Interpretation is inaccurate, and conclusions are missing or unsupported by data.</td>
<td>Interpretation is technically accurate, but conclusions are missing or not fully supported by data.</td>
<td>Interpretation is meaningful, and appropriate conclusions are drawn from the data.</td>
</tr>
<tr>
<td>Evidence of Impact on Student Learning</td>
<td>Analysis of student learning fails to include evidence of impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.</td>
<td>Analysis of student learning includes incomplete evidence of the impact on student learning in terms of numbers of students who achieved and made progress toward learning goals.</td>
<td>Analysis of student learning includes evidence of the impact on student learning in terms of number of students who achieved and made progress toward each learning goal.</td>
</tr>
</tbody>
</table>

**UWS Section V: Reflection and Self-Assessment.** Reflect on and describe the relationship between your students' progress and achievement and your teaching performance. If you were to teach this unit again to the same group of students, what, if anything, would you do differently, and why?

**Reflection and Self-Evaluation**

UWS Standard: The intern analyzes the relationship between his or her instruction and student learning in order to improve teaching practice.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Interpretation of Student Learning</th>
<th>1 Unacceptable</th>
<th>2 Acceptable</th>
<th>3 Target</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No evidence or reasons provided to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>Provides evidence but no (or simplistic, superficial) reasons or hypotheses to support conclusions drawn in “Analysis of Student Learning” section.</td>
<td>Uses evidence to support conclusions drawn in “Analysis of Student Learning” section. Explores multiple hypotheses for why some students did not meet learning goals.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Insights on Effective Instruction and Assessment</td>
<td>Provides no rationale for why some activities or assessments were more successful than others.</td>
<td>Identifies successful and unsuccessful activities or assessments and superficially explores reasons for their success or lack thereof (no use of theory or research).</td>
<td>Identifies successful and unsuccessful activities and assessments and provides plausible reasons (based on theory or research) for their success or lack thereof.</td>
</tr>
<tr>
<td>Alignment Among Goals, Instruction and Assessment</td>
<td>Does not connect learning goals, instruction, and assessment results in the discussion of student learning and effective instruction and/or the connections are irrelevant or inaccurate.</td>
<td>Connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction, but misunderstandings or conceptual gaps are present.</td>
<td>Logically connects learning goals, instruction, and assessment results in the discussion of student learning and effective instruction.</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Implications for Future Teaching</td>
<td>Provides no ideas or inappropriate ideas for redesigning learning goals, instruction, and assessment.</td>
<td>Provides ideas for redesigning learning goals, instruction, and assessment but offers no rationale for why these changes would improve student learning.</td>
<td>Provides ideas for redesigning learning goals, instruction, and assessment and explains why these modifications would improve student learning.</td>
<td></td>
</tr>
<tr>
<td>Implications for Professional Development</td>
<td>Provides no professional learning goals or goals that are not related to the insights and experiences described in this section.</td>
<td>Presents professional learning goals that are not strongly related to the insights and experiences described in this section and/or provides a vague plan for meeting the goals.</td>
<td>Presents a small number of professional learning goals that clearly emerge from the insights and experiences described in this section. Describes specific steps to meet these goals.</td>
<td></td>
</tr>
</tbody>
</table>

**POTENTIAL WEEKLY SCHEDULE OF TOPICS:**

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC—Readings will be provided for each session</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Orientation—and initial Transition to the Profession sessions</td>
<td>Turn in all schedules (semester long, daily and weekly) Read student teaching manual; study all materials</td>
</tr>
<tr>
<td>Week 2</td>
<td>Labor day—no school</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Portfolio, ADEPT Long Range and Short Range Planning</td>
<td>Bring your draft</td>
</tr>
<tr>
<td>Week 4</td>
<td>Reflection and Documentation—journaling</td>
<td>Bring your current journal</td>
</tr>
<tr>
<td>Week 5</td>
<td>Credential File Seminar—3:30-5pm</td>
<td>Sci. Ctr. Rm 121</td>
</tr>
<tr>
<td>Week 6</td>
<td>Teacher Career Fair—3:30-5:30pm</td>
<td>Galliard Auditorium</td>
</tr>
<tr>
<td>Week 7</td>
<td>Student Achievement Data Collection</td>
<td>Bring your ADEPT materials for review</td>
</tr>
<tr>
<td>Week 8</td>
<td>Case Studies and journal analysis for student learning growth and other ways to determine student learning</td>
<td>Bring your original philosophy from 201</td>
</tr>
<tr>
<td>Week 9</td>
<td>Adolescent Development &amp; Philosophy</td>
<td>Resume and professional goals DUE</td>
</tr>
<tr>
<td>Week 10</td>
<td>Finalize ADEPT materials</td>
<td>Bring your ADEPT materials for review</td>
</tr>
<tr>
<td>Week 11</td>
<td>Teaching Styles</td>
<td>Turn in all written ADEPT materials</td>
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</tr>
<tr>
<td>Week 12</td>
<td>Certification, Interviews &amp; Professionalism</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Schedule visits to other classrooms</td>
<td>Review all portfolio materials</td>
</tr>
<tr>
<td>Week 14</td>
<td>Attend Transition to the Profession Conference</td>
<td></td>
</tr>
<tr>
<td>Final</td>
<td>Turn in all materials</td>
<td>Individually scheduled</td>
</tr>
</tbody>
</table>

A violation of the College of Charleston Honor Code, School of Education Policies and Procedures, SC professional standards (state) or school (district) policies/regulations will result in a grade of F for the course.
Department: TEDU

Graduate Program: Master of Arts in Middle Grades Teaching

Course Number & Title EDMG 699 Middle Grades Clinical Internship

Total hours/week: Full time classroom placement

Number of Credits Lectures: 6 Lab:

Will this course be cross-listed with an undergraduate or other graduate course? □ YES □ NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course will first be offered Spring, 2010

Catalog description (Please limit to 50 words):
This course is for students seeking SC teacher certification. The purpose is to provide an opportunity to accept full responsibility for the total classroom instructional process. A teacher and a college supervisor complete supervision. The clinical practice experience reflects the Teaching and Learning Standards of the EHHP.

Prerequisites (or other restrictions)

Course must be taken concurrently with Transition to the Profession course

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

a. What are the goals and objectives of the course?
   1. Implement curriculum that is based on the Standards for the science, social studies, language arts or mathematics, South Carolina Curriculum Standards for middle grades and IEP goals when appropriate for students with special learning needs and diverse learning styles (SOE Standards I, II, III & VII).
   2. Plan and implement a variety of effective teaching strategies, learning activities, technology and other instructional materials specific to science, social studies, language arts and mathematics instruction and evaluate their impact on student growth and development (SOE Standards I & III).
   3. Implement a positive classroom management system based on characteristics of students and evaluate its impact on student growth and development (SOE Standards I, III & VII).
   4. Implement a system of communication and record keeping which facilitates positive interaction between the intern and students, cooperating teacher, other teachers and staff members. (SOE Standard VII).

b. How does the course support the mission statement of the department and the organizing principles of the graduate program?

There is a great deal of interest in a M.A.T. program that would enable individuals with undergraduate degrees to earn a teaching certification in middle grades. The true strength of the graduate program would come from allowing students to embrace their liberal and fine arts undergraduate experience and focus graduate study on a career in teaching, forging a natural link between the two colleges. Thus, we support the college mission because, the new M.A.T. in the

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middle grades program aligns with the College of Charleston’s mission to “meet the growing educational demands primarily of the Lowcountry and the state and, secondarily, of the Southeast.” (College of Charleston Mission Statement, 2005).

Are other departments affected by this course? □ YES □ X NO
(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? □ X YES □ NO
If yes, at what institution? The Citadel

Method of teaching: Education courses are theory and practice courses. Thus combined forms of teaching from lecture and dialogue to field experiences are required.

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Expected changes

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

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

a. Staff—people on staff will teach this course, it is likely to fill sections with students.
   None

b. Budget—additional funds would be for faculty members to travel for school visits. This is general about $50.00 per student

c. Library—none, our library already has adequate materials for middle school teaching.
   None

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. **A syllabus is mandatory.**

Signature of Program Director: [Signature]  Date: 1/18/09

Signature of Department Chair: [Signature]  Date: 1/18/09

Additional Chair’s Signature*: [Signature]  Date:

Signature of Schools’ Dean: [Signature]  Date: 1/20/09

Additional Schools’ Dean Signature*: [Signature]  Date:

Signature of the Provost: [Signature]  Date: 1/26/2009

Signature of Budget Director**: [Signature]  Date: 2/19/09

*For interdisciplinary courses.

**Business Affairs Office

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education

[Signature]  Date: 2/18/2009

Signature of Chair of Grad Council: [Signature]  Date: 3/10/09

Signature of the Faculty Secretary: [Signature]  Date:

If more space is needed for any section, please attach additional sheets to this form.

November 2007
<table>
<thead>
<tr>
<th>Course Title:</th>
<th>Clinical Practice in Middle Grades</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit:</td>
<td>6 Semester Hours</td>
</tr>
<tr>
<td>Supervisor:</td>
<td></td>
</tr>
<tr>
<td>Conference Times:</td>
<td>After observations and by arrangement</td>
</tr>
<tr>
<td>Office:</td>
<td></td>
</tr>
<tr>
<td>Telephone:</td>
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<tr>
<td>E-mail:</td>
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</tr>
<tr>
<td>Course Description:</td>
<td>This course is for students seeking SC teacher certification. The purpose is to provide an opportunity to accept full responsibility for the total classroom instructional process. A teacher and a college supervisor complete supervision. The clinical practice experience reflects the Teaching and Learning Standards of the EHHP.</td>
</tr>
<tr>
<td>Course Prerequisites:</td>
<td>Transition to the profession must be taken con-currently.</td>
</tr>
<tr>
<td></td>
<td>Prior to clinical practice, qualified candidates enrolled in the Middle School MAT Program must have completed courses and experiences required and met all other requirements of the Schools of Education (Citadel and College of Charleston).</td>
</tr>
<tr>
<td>General Procedures:</td>
<td>The Clinical Practice Handbook provides guidelines for procedures associated with the clinical practice semester. Because of the daily contact, your Cooperating Teacher will mostly determine the planning, preparation, and implementation of your specific teaching responsibilities. The College supervisor will work in partnership with the cooperating teacher to ensure that all requirements and obligations of the student teaching experience are met.</td>
</tr>
<tr>
<td></td>
<td>The ADEPT (Assisting, Developing, and Evaluating Professional Teaching) process of evaluation, a statewide assessment system, is used to assist the intern in acquiring and mastering professional teaching skills and abilities (in Handbook).</td>
</tr>
<tr>
<td>Course Objectives:</td>
<td>1. Implement curriculum that is based on the Standards for the science, social studies, language</td>
</tr>
</tbody>
</table>
ars or mathematics, South Carolina Curriculum Standards for middle grades and IEP goals when appropriate for students with special learning needs and diverse learning styles (SOE Standards I, II, III & VII).

2. Plan and implement a variety of effective teaching strategies, learning activities, technology and other instructional materials specific to science, social studies, language arts and mathematics instruction and evaluate their impact on student growth and development (SOE Standards I & III).

3. Implement a positive classroom management system based on characteristics of students and evaluate its impact on student growth and development (SOE Standards I, III & VII).

4. Implement a system of communication and record keeping which facilitates positive interaction between the intern and students, cooperating teacher, other teachers and staff members. (SOE Standard VII).

<table>
<thead>
<tr>
<th>Course Requirements: Description of Projects/Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPECIFIC PROCESSES INTERNS MUST DEMONSTRATE:</td>
</tr>
<tr>
<td>INSTRUCTIONAL PLANNING</td>
</tr>
<tr>
<td>1. Select, design, and organize objectives, strategies, and materials (I, II, III, VI);</td>
</tr>
<tr>
<td>2. Use different increments of planning: Long Range Plan, unit and daily lesson plans (I, II, III);</td>
</tr>
<tr>
<td>3. Identify the content areas of ELA (writing, reading, speaking, listening) and understand their instructional implications (I, II, III);</td>
</tr>
<tr>
<td>4. Identify a variety of classroom management and discipline techniques and know and practice their appropriate use in the classroom (I);</td>
</tr>
<tr>
<td>5. Develop plans for the use of appropriate reference and study skills in the classroom;</td>
</tr>
<tr>
<td>6. Develop and implement an instructional plan appropriate to the needs, interests, and abilities of students (I);</td>
</tr>
<tr>
<td>7. Apply the concepts and principles of behavioral, learning, and developmental theories as they relate</td>
</tr>
</tbody>
</table>
to secondary teaching (I);

8. Identify a wide variety of data sources, materials, and resources and develop plans for their use in the classroom (II);

9. Practice reflective thinking, and interpersonal skills and dispositions that are essential to secondary teaching (VII);

INSTRUCTIONAL PERFORMANCE

10. Use a variety of effective instructional strategies appropriate to diverse cultural groups and individual learning styles (III) while employing a variety of stimulating instructional strategies;

11. Select, integrate, and translate appropriate knowledge and methodology from education classes into the middle school classroom (II).

12. Integrate content, professional, and pedagogical knowledge and skills to create learning experiences that make the central concepts, tools of inquiry, and structures of the content area meaningful for all students (I, II);

INSTRUCTIONAL ASSESSMENT

13. Ask questions at varying levels to elicit personal responses, as well as facts and inferences (VI) and assess student progress. Interpret this progress to students, parents, and administrators (V, VI);

14. Link a variety of instructional methods, strategies, and techniques to your assessment plan (V);

15. Know a variety of evaluation techniques and use them appropriately for pre- and post-assessment of learning (V);

16. Provide evidence that middle grades students have learned as a result of your planning and teaching (V);

INSTRUCTION IN ORAL AND WRITTEN
LANGUAGE
| 17. | Guide students in developing an appreciation and understanding for the content area (VII); |
| 18. | Build on students’ prior experiences, exceptionalities, and cultural backgrounds based on membership in ethnic, racial, gender, language, socio-economic, and community to help all students achieve high levels of learning (I); |

**STANDARDS AND CURRICULUM**

19. Use national and state curriculum standards to identify, plan, teach and assess important concepts and themes.

Failure to meet expectations on any of these instructional planning projects/assignments will result in a NEAT plan. See Clinical Internship Handbook for details.

**Description of Grading Criteria:**

EDMG 699, Clinical Practice in the Middle Grades, is a pass/fail course. In order to pass, interns are required to demonstrate that they possess the knowledge, skills and dispositions to be a competent middle grades teacher. They demonstrate these abilities and skills by passing the ADEPT Process of evaluation, by utilizing the standards for the content area, and by showing that they consistently demonstrate the School of Education Standards - meeting all the expectations of clinical practice, and adhering to all the rules and expectations of the clinical placement site.

Course grading is based on several data points, including but not limited to: classroom observations, conferences, ability to teach content knowledge, examination of documents (long range plan, lesson plans, unit plan, portfolio, student achievement data sheet, blogs/journals, etc.), examination of teaching samples and artifacts and by observing evidence of ethical/professional behaviors and dispositions. Midterm and final evaluations by your cooperating teacher and college supervisor will be used to formally document progress in meeting course objectives.
Your grade for this course will be either pass or fail.

| Evaluation Criteria: | (1) Satisfactory completion of all ADEPT performance standards is required for a passing grade in student teaching. A final assessment of “Needs improvement/unsatisfactory” on any of the ADEPT PD’s will result in a failing grade. Observations, conferences, review of the long range plan, examination of lesson plans, mid-term and final examination, and journal review by the college supervisor and the cooperating teacher will document progress in meeting course requirements and teaching knowledge, skills, abilities and dispositions. |
| (2) The cooperating teacher and college supervisor will document satisfactory completion of planning and instruction based on the Standards for Middle Grades teaching. Content-specific observations, conferences, review of the long range plan, portfolio assessment, examination of lesson plans, unit plans, blog/journal review, and examination of teacher/student work samples will document progress. |
| (3) The focus of all assessment is to document that the clinical intern has the knowledge, skills, abilities and dispositions to be a competent middle school teacher. Therefore, if an intern does not meet the other requirements of clinical internship as set forth in the Handbook or does not meet all the requirements and assignments of the course, a failing grade can result. |
| (4) All assignments must be completed according to assignment guidelines and submitted when due in order to receive a passing grade. |
| (5) A violation of the College of Charleston Honor Code, School of Education Policies and Procedures, SC professional standards (state) or school (district) policies/regulations will result in a grade of F for the course. |

**EXPECTATIONS FOR INTERNS:**
1. Review the Clinical Practice Handbook and all policies, procedures and expectations.

2. Attend the weekly seminar for the Transitions to the Profession course. The seminar schedule will be submitted under separate syllabus.

3. Complete 12 weeks of in-school work including a minimum of 6 - 8 weeks of full-time teaching and daily lesson planning for all instruction. Satisfactorily meet all professional responsibilities.

4. Successfully complete all requirements of the ADEPT evaluation process.

5. Successfully complete all requirements for the evaluation of South Carolina Curriculum Standards.

6. Provide evidence that you have successfully planned for and taught appropriate curriculum according to South Carolina State and National Standards. Standards must be documented in the long-range plan, lesson plans, unit plan and teaching.

8. Submit all completed forms, assignments and plans when they are due.

9. **Maintain a notebook!** The notebook should be organized, be available to the college supervisor during classroom visits and include:
   - Copies of schedules and calendars.
   - Copy of the Long Range Plan (drafts then final version).
   - Lesson plans, activities and assessments current and available at all times.
   - Weekly assessments (observations and conferences) by cooperating teacher (plus a copy for college
A seating chart for each class.

10. E-Journal/blog. Keep a dated, reflective journal of your experiences, observations, and reactions. Do not repeat material from your lessons plans in your journal. The purpose of the journal is to assist you in developing reflection as a part of good teaching. Include self-evaluation of lessons. The journal should be more than a list of day, time and activity information. Include your thoughts and the reactions of the students to lessons. The journal is designed to help you assess your strengths and areas where you need greater effort. (See handout). The journal will be submitted electronically each week (www.blogger.com account).

| Attendance Policies: | Punctuality and attendance are professional behaviors that are discussed under the attendance policy in the Clinical Experience Manual. Contact the school, cooperating teacher and your college supervisor in a timely manner (ASAP) if you will be absent. In the unlikely event that you will be late or must leave early, inform your cooperating teacher. An absence does NOT excuse you from meeting your professional responsibilities such as providing lesson plans and materials for a substitute teacher. All missed time/days must be made up. |
Advisory Committee on Tenure, Promotion, & Third-Year Review
Motions for Recommendations to Amend Standards Governing Tenure and Promotion in Faculty-Administration Manual
[Page numbers refer to pagination in the current on-line pdf copy of the FAM.]

Motion 1: Recommendation to Amend Language Governing ‘Exemplary area’

Modify VI.A (p. 93), second paragraph of Preamble to section on Tenure, Promotion, and Third-year Review, to read as follows:

"Tenure and promotion require substantial evidence of consistently high professional competence in teaching, research and professional development, and service. In addition, evidence of either exemplary performance in at least one of the three specified professional competency areas or significant achievement in the two areas of teaching and research and professional development is required.”

[The last sentence of above paragraph currently reads:
“In addition, evidence of exemplary performance is required in at least one of the specified professional competency areas.”]

Similarly, VI.A.4.a (p. 102), last sentence in first paragraph of section enumerating specific criteria for tenure and promotion to Associate Professor should read:

“Evidence of either exemplary performance in at least one of the specified professional competency areas or significant achievement in the two areas of teaching and research and professional development is required.”

[That sentence currently reads:
“Evidence of exemplary performance is required in at least one of the specified professional competency areas.”]

VI.A.4.b (p. 103), second sentence of paragraph enumerating specific criteria for tenuring candidates who were hired at the rank of Associate Professor should read:

Evidence of either exemplary performance in at least one of the three specified professional competency areas or significant achievement in the two areas of teaching and research and professional development is required.”

[That sentence is currently identical to the language just quoted for section 4.a]

VI.A.4.c (p. 103), last sentence of first paragraph enumerating specific criteria for promotion to the rank of Professor should read:

“Evidence of either exemplary performance in at least one of the specified professional competency areas or significant achievement in all three areas is required.”

[That sentence is currently identical to the language just quoted for section 4.a]
Rationale:
Judging by behavior at all institutional levels of evaluation for tenure and promotion, most of us (the Faculty and the Administration) do not believe that we should withhold tenure or promotion from candidates who perform strongly in all three areas, even though their records may not reflect a truly exemplary performance in any one area. The collective sentiment appears to be that well-balanced solid performance in all three areas is at least equally deserving of institutional support. Moreover, at the time of the tenure evaluation, we do not typically expect candidates to have yet developed strong service records. Chairs routinely advise junior faculty to accumulate a respectable service record, but not to assume an unduly heavy service burden prior to the tenure evaluation. The modified language attempts to capture both of these realities.

The last of the recommendations above, the augmented modification that would make significant achievement in all three areas one possible strategy for satisfying the standard for promotion to the rank of Professor reflects the expectation that promotion at this level requires a strong service record as well as strong teaching and research.

Note that the alternative of exhibiting an exemplary performance in one area does not exempt candidates at any level from satisfactory performance in the other two areas, as laid out independently in language also appearing on Manual pages 102-103. Note also that those minimal criteria for satisfactory performance in each area are characterized as “necessary, though not sufficient” for tenure and/or promotion. That condition implies that “significant achievement” exceeds the relevant minimal criteria in some substantive way.

Some modifications of the language describing satisfactory performance in each of the three areas may also be in order. But with one exception (Motion 2 below), we are not proposing any further modifications today.

Motion 2
Recommendation to Eliminate ‘Exemplary Teaching Effectiveness’ Standard for Promotion to Professor

VI.A.4.c(1) on p. 103, characterizing criterion for promotion to the rank of Professor in the area of teaching should read:

(1) Promotion to the rank of Professor requires sustained high quality and effective teaching.

[That sentence currently reads:
(1) Promotion to the rank of Professor requires exemplary teaching effectiveness.]

[The proposed change would replace the exemplary teaching effectiveness standard with language signaling an expectation of continuing development as a teacher since meeting the standard for tenure (sustained effectiveness in teaching) VI.A.4.a(1), p. 102.]
Rationale:
The language we are moving to replace (“exemplary teaching effectiveness”) was incorporated in the Manual standard for promotion to Professor many years ago in order to signal a more stringent requirement for achievement of that rank, paralleling the more stringent requirement in the area of service. The problem is that the word ‘exemplary’ creates confusion since promotion to professor has also required “an exemplary performance” in one of the three evaluation areas. The language as it currently exists seems to imply that the exemplary area must be teaching, which the Advisory Committee does not believe is the intent of these requirements, and which has not been the case in actual practice. (The requirement that there be an exemplary area for promotion is not a requirement that the area be in teaching.) The new language we are proposing (“sustained effectiveness in teaching”) still requires high quality teaching while clearing up the confusion about an exemplary area and (we hope) discouraging the temptation to dissemble in evaluating this aspect of candidate performance.

Motion 3
Recommendation for workload relief for all regular members of the Advisory Committee on Tenure, Promotion, and Third-Year Review

Whenever the total number of tenure, promotion, and renewal cases before the President’s Advisory Committee on Tenure, Promotion, and Third-Year Review exceeds 25 in a single academic year, the five regular members of the Committee should be granted extra workload relief in the form of a teaching reduction of one course section for the spring semester of that year.

Rationale:
In recent years, the regular members of this Committee routinely exceed 200 hours of committee service, the bulk of it during the months of January and February. The work is intense and stressful, in ways incomparable to that experienced on any other standing faculty committee. Since the work also arguably exceeds the time and energy most faculty are obliged to devote to any single course section, some compensatory reduction in teaching workload is long overdue.
Motion 1
Recommendation to Amend Language Governing ‘Exemplary area’

VI.A (p. 93), second paragraph of Preamble to section on Tenure, Promotion, and Third-year Review:

"Tenure and promotion require substantial evidence of consistently high professional competence in teaching, research and professional development, and service. In addition, evidence of either exemplary performance in at least one of the three specified professional competency areas or significant achievement in the two areas of teaching and research and professional development is required."

[Last sentence of above paragraph currently reads:
“In addition, evidence of exemplary performance is required in at least one of the specified professional competency areas.”]

VI.A.4.a (p. 102), last sentence in first paragraph of section enumerating specific criteria for tenure and promotion to Associate Professor should read:

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**Motion 2**

**Recommendation to Eliminate ‘Exemplary Teaching Effectiveness’ Standard for Promotion to Professor**

VI.A.4.c(1) on p. 103, characterizing criterion for promotion to the rank of Professor in the area of teaching should read:

(1) Promotion to the rank of Professor requires sustained effectiveness in teaching.

[That sentence currently reads:
(1) Promotion to the rank of Professor requires exemplary teaching effectiveness.

[The proposed change would replace the ‘exemplary teaching effectiveness’ standard with the same language currently used for tenure & promotion to Associate Professor in VI.A.4.a(1) on p. 102.]

**Motion 3**

**Recommendation for workload relief for all regular members of the President’s Advisory Committee on Tenure, Promotion, and Third-Year Review**

Whenever the total number of tenure, promotion, and renewal cases before the President’s Advisory Committee on Tenure, Promotion, and Third-Year Review exceeds 25 in a single academic year, the five regular members of the Committee should be granted extra workload relief in the form of a teaching reduction of one course section for the spring semester of that year.
To: College of Charleston Faculty Senate
From: Richard Nunan, Chair, Advisory Committee on Tenure & Promotion
(On behalf of Marion Doig, Susan Farrell, Luci Moriera, Julie Swanson, and T&P alternate Howard Rudd)
Subject: Annual Report, T&P Committee

This report is only partly summative about the Committee’s activities this year. It is also formative in offering advice about possible further modifications in the Faculty-Administration Manual standards governing faculty evaluation. The Committee believes it would be prudent for the Senate to consider changes in problematic Manual language next year, ones which are too complex, and perhaps too controversial, for consideration this year. We lay out the issues below, following the summative component of the report, and invite next year’s T&P Committee to pursue them further, in consultation with next year’s Welfare Committee, with the Office of Academic Affairs, and with the Faculty Senate.

Summative Details:

The main business of the Committee, of course, was the evaluation of candidates for tenure, promotion to Associate Professor, to Professor, to Senior Instructor, and Senior Instructor Renewal. We had 38 such cases this year, and had 17 meetings of varying duration (two to four hours each; three on average) during the months of January and February, for the purpose of evaluating those cases and reviewing drafts of our recommendation letters to the President.

Also as part of our regular business, we have scheduled four meetings with faculty over the course of the academic year: one at the end of last August to review the evaluation process and answer questions from 2008-09 candidates, their department chairs, and the deans; one in November to provide information to more junior faculty not yet up for evaluation; one in March at one of the Provost’s Academic Forums to provide feedback to the Chairs and Deans about ways in which the evaluative process could be further improved; and one later this month, for next year’s set of candidates.

Although not part of the Committee’s evaluative activity, in recent years deliberations on policy issues seems to have become a routine (and fairly time-consuming) component of the Committee’s activities. This year was no exception.

Over the summer, working jointly with the Office of Institutional Research (without whose capable initiative this outcome would have been impossible), we devised a policy for administrative creation of the summary tables of course evaluation averages which we had recommended last year to be instituted as regular practice effective this year (ratified by the Senate in Spring 08). Relying on IR to generate these reports will save faculty evaluation candidates considerable time in packet preparation. Because we did not start on this idea until late summer, the practice was implemented only partially last fall, but we intend to encourage universal implementation for 2009-10 packet construction.
At the November Senate meeting, we introduced a motion to permit departmental panels with large numbers of evaluées in a given year to subdivide the labor of external panel member between two individuals. This motion was passed, with minor modifications in the language introduced by the By-Laws Committee, at the December Senate meeting.

At the December Senate meeting, in response to a prior invitation from the Office of Academic Affairs and the Speaker of the Faculty, we submitted and explained a series of comments on a new draft Manual policy on Annual & Merit Evaluations of Faculty crafted chiefly by Bev Diamond in the Office of Academic Affairs. Our recommendations were subsequently incorporated in the document and the new Manual language.

At the April Senate meeting, in addition to the formative elements of this report, we offered two motions for modification of language in the Manual, one to amend the language governing exemplary areas of performance, and one to replace the language requiring “exemplary teaching effectiveness” for promotion to Professor. We also offered a third motion on future workload relief for the regular members of this committee. The disposition of these motions in the Senate—whether to recommend the changes to the Office of Academic Affairs, or to modify the motions, or simply to vote one or more of them down, is unsettled at this time of writing.

**Formative Recommendations for Consideration Next Year:**

Apart from the relatively minor modifications in Manual language that we are proposing for Senate endorsement this year (see the three Committee motions on the April 09 Senate agenda), we have identified three potentially more controversial areas in which we believe the current Manual language is also in serious need of reform. We bring these to the Senate’s attention now, in the hope of getting some initial feedback, with an eye toward consideration of possible modifications of that language next fall.

There is, we believe, a presumption in our evaluative culture here at the College that candidates for promotion to the rank of Professor are expected, formally at least, to meet somewhat higher standards of performance in all three areas of evaluation than the standards required for tenure and promotion to Associate Professor. This presumption, specifically with respect to the area of teaching, is being referenced in the T&P Committee’s second motion before the Senate at the April 7th Senate meeting. We also have some observations to offer about this presumption in the areas of research and service.

In the Committee’s experience, it is not clear that faculty and administrative evaluators, at any level of evaluation, are altogether serious about such higher expectations in any of the three areas. We offer this observation as a bit of descriptive cultural anthropology, not as a value judgment. Whether we should hold ourselves to higher expectations with respect to promotions to the rank of Professor is a matter for multiple constituencies to decide: not just the T&P Committee or the Faculty Welfare Committee, but ultimately the Faculty Senate and the Office of Academic Affairs. The T&P Committee does have a specific charge, however, to apply the Manual standards as written. If we rely on what appears to be the “plain meaning” of the Manual language, that responsibility proves to be rather difficult for the Committee, with respect to each of the issues below. And that is the concern which motivates us to bring these issues to the Senate’s attention.
I. Comparison of research standards for tenure and for promotion to Professor

The area in which the Manual’s language does the least to signal a contrast between the standards for tenure and for promotion to Professor is that of research and professional development. With the exception of a single word—‘typically’—in the criteria for tenure, the modest variations in the language governing the two standards appear to be operationally inconsequential. And that one difference is quite misleading with respect to actual practice. The relevant passages (with substantive differences highlighted in red) read as follows:

Tenure and promotion to Associate Professor (VI.A.4.a(2), p. 102):
There must be clear evidence of high promise for continued quality scholarship and professional activity. Since peer refereeing is one criterion of scholarly quality, typically the evidence must include scholarly books or journal articles (or otherwise juried publications, or professional evaluated performances or exhibits in the arts).

Promotion to Professor (VI.A.4.c(2), p. 103):
Because Professor is the highest rank, there must be clear evidence of continuing quality scholarship. Peer refereeing is one criterion of scholarly quality; therefore the evidence must include scholarly books or journal articles (or otherwise juried publications, or professional evaluated performances or exhibits in the arts). In addition to scholarship, sustained professional activity is expected.

On the question of whether the standard for promotion to Professor should be higher, and if so, how we should signal that, we defer to the Senate and the Office of Academic Affairs for advice on whether it would even be appropriate to modify the Manual language to that end. What is more immediately problematic for us, however, is the fact that the only sense in which the current language suggests that the standard is higher is inconsistent with institutional practice. We refer here to the possible implication that publication is really a necessary condition only for promotion to Professor, but not an absolute requirement for tenure. On the face of it, that would appear to be the effect of the word ‘typically’ in the criterion for tenure, especially when coupled with the reference to ‘promise’ for continued quality scholarship in future, as distinct from past achievement. But the mere promise of future research productivity, even in the absence of past productivity (if we can even plausibly evaluate such “promise” in the absence of publications), is simply not sufficient to secure tenure and promotion to Associate Professor at the College. And yet the absence of such promissory language in the standard for promotion to Professor gives the appearance of reaffirming this inference, by suggesting that concrete achievement in the way of published articles, competitively juried art works and the like, is a prerequisite only for promotion to Professor. This would of course signal a higher standard for that promotion, but only at the expense of relying on an evaluative standard for the tenure decision which we simply do not use the College. Published articles, competitively juried art works, etc. are required at both levels. Minimally, we need to modify the language governing the standard for tenure, perhaps simply by deleting the word ‘typically’. [Note that this standard applies only to instructional faculty in tenurable lines; it does not apply to library faculty or senior instructors. That issue is addressed below.]

II. Comparison of service standards for tenure and for promotion to Professor
In the case of service, the expression “participation in a leadership capacity” has been used to signal that a higher standard is expected for promotion to the rank of Professor, as indicated in the relevant passages below:

Service standard for tenure and promotion to Associate Professor (VI.A.4.a(3), p. 103):
*There should be active and sustained participation in service to the College and, where appropriate, to the community.*

Service standard for Promotion to Professor (VI.A.4.c(3), p. 103):
*There should be active and sustained participation in a leadership capacity in service to the College and, where appropriate, to the community.*

There are significant questions about the extent to which evaluators at each level take the ‘leadership’ language seriously in evaluation of promotion to Professor cases, and about what might reasonably constitute a leadership role. This may be impossible to address, but applying this standard with any consistency across departments and schools certainly is problematic.

There are two more issues of concern to the T&P Committee with respect to the language at both levels of evaluation (tenure and promotion). It is our perception that the service requirement, as actually applied by the various evaluative authorities, may be adequately satisfied either through service to the College or through service to the community (or both), and that evaluators typically interpret ‘the community’ very loosely, as encompassing service in one’s professional capacity on the local, state, regional, or national level. The current language, however, is ambiguous on both counts. It implies either that a successful candidate for promotion to Professor must participate “in a leadership capacity in service” to both the college and the community, or that the candidate must provide service to the College, and may sometimes also be expected to provide service to the community (if we attend to the qualifier ‘and where appropriate’). Does the qualifier mean, for example, that School of Education faculty, given their particular mission, are required also to participate in professional service at the local or state level, while School of Science and Math faculty (other than those involved in teacher education) are not? We assume that this was not the intended interpretation, but it is probably the most obvious one, in which case all successful candidates must demonstrate the appropriate level of substantial involvement in service to the College. We assume that this implication was not intended, but perhaps others will conclude that our assumption is erroneous? We also think it prudent to clarify the potentially misleading phrase “the community” to avoid the possible misunderstanding that this phrase applies only to the Charleston community.

**III. Comparison of standards for tenure and promotion of Librarians**

This issue, which is a different sort of comparison from either of the previous ones, is in our judgment the most seriously problematic of the three areas of concern to which we are directing the Senate’s attention.

In brief, we find the Manual language with respect to the evaluation of both tenure and promotion for librarians to be disturbingly ambiguous in the area of Professional Growth and Development. (For reasons which will become apparent, the word ‘Research’ has intentionally been excised from the relevant Manual section subheading governing the evaluation of librarians.)
In the section specifically devoted to the professional growth and development tenure criteria for librarians, the following passage appears (VI.C.4.b(2), p. 116):

Traditional publication is not the only medium through which the library profession exchanges information and research findings, although librarianship possesses a growing body of scholarly literature. Workshops, symposia, seminars, meetings of regional and national organizations, et cetera, are also major means of communication within the discipline. Therefore, a candidate’s contributions in these areas should be considered the equivalent of traditional scholarship.

This language, which has no antecedent in the corresponding set of criteria for tenure-line teaching faculty, suggests that professional activity other than publications can simply replace publications, when it comes to tenuring librarians. The language used in the context of tenure evaluation for teaching faculty does not appear until the professional development standard for Librarian III, an evaluation which, if it occurs at all, does so at a later time in the librarian’s career. For the category of Librarian III, the standard stated first on p. 102 for tenure evaluation of teaching faculty (see above), is repeated in VI.C.4.c(2), p. 117:

There must be clear evidence of high promise for continued quality of scholarship and professional activities. Since peer refereeing is one criterion of scholarly quality, typically the evidence must include scholarly books or journal articles (or otherwise juried publications).

Setting aside the ambiguity discussed earlier (what ‘typically’ might mean with respect to the tenure evaluation of teaching faculty), this addition for Librarian III candidates, interpreted in accordance with our actual practice with respect to teaching faculty, suggests that the successful candidate for Librarian III would be expected to have accumulated a significant publication record. (This hypothesis was confirmed in an interview earlier this year between the Chair of the T&P Committee and the Dean of Libraries.)

Our charge as a Committee is to apply the standards as given, not to rewrite them. We do not here propose to rewrite them. It is for others to judge whether it is appropriate to award tenure to a class of faculty who are not actually expected to publish. Our problem is one of implementation utilizing the current language. Immediately following the language for tenure of librarians quoted above, this requirement is added:

In addition, there must be clear evidence of promise for continued professional growth and development. (VI.C.4.b(2), p. 116)

With respect to assessing the claim to “clear evidence of promise for continued professional growth and development”, faculty and administrative evaluators at the College typically adopt the reasonable strategy of attempting to assess the likelihood that the candidate will continue to develop in the area of professional growth to the point where future promotion will be warranted. With teaching faculty, that is a reasonable inference when a tenure candidate has developed the substantive publication record expected for tenure. But this standard does not apply in cases where no publications are required. In short, the Manual simultaneously invites us to evaluate a library tenure candidate’s likelihood to rise eventually to the rank of Librarian III (who must publish), and instructs us to do no such thing (since library tenure candidates need not publish).

The problem here is further compounded when we look more carefully at the research standards for promotion to Librarian III and Librarian IV. In both of those cases the language borrowed from the tenure standard for teaching faculty is immediately followed by the ‘no publications
necessary’ language first introduced in the tenure standard for librarians. In other words, it is not clear that librarians of any rank have to publish, if we are to judge by the language we find in the Manual.

Once again we ask: exactly how are we to evaluate candidates for Librarian III and Librarian IV? Which standard is in effect? Again here the Manual language is badly in need of clarification.

There are two other more straightforward disparities between the library and teaching faculty standards for Professional Growth and Development which need attention, and which are probably nothing more than oversights. The qualifier ‘high’ is missing from the expression ‘promise for continued professional growth and development’ in the language governing tenure for librarians, although it is present in the analogous language governing Librarian III and IV promotions, paralleling the comparable language governing tenure for teaching faculty. Similarly, the sentence “All evidence should be evaluated rigorously” is missing at the end of paragraph detailing the specific criteria governing Professional Growth and Development for tenure of librarians, although it is again included for all the other cases: tenure and promotion of teaching faculty, and promotion to Librarian III or IV.

Finally, there is the matter of the following passage in the preamble to evaluation of Library faculty, privileging the Dean of the Libraries, among all the academic deans, for a special status when it comes to evaluation of his/her own faculty:

In considering tenure and promotion for a professional librarian, the Dean’s assessment of the candidate will carry particular weight with the Provost and the President, who require that the Dean submits an independent evaluation and recommendation, together with the complete dossier prepared by the library faculty’s evaluation panel, after he or she has reviewed the packet that includes colleague opinions. (VI.C, 110)

No other academic dean enjoys this status, which affords the Dean of the Libraries a certain amount of license to veto an opposing judgment of the library panel, the T&P Committee, or even a Provost. While library faculty do have a unique set of responsibilities at the College, the same could be said for faculty residing in any discipline or school. This passage makes it difficult to determine exactly what the T&P Committee’s role is in evaluating librarians, especially in relation to the Dean of Libraries’ role in such evaluations.

In closing, we observe also that it is now a very odd feature of our system of faculty evaluation to grant tenure to one class of faculty from whom we require no publications (Librarians), and to withhold it from another (the Senior Instructors). Without expressing any judgment as to the most appropriate solution, this arrangement seems to us inequitable.
Committee on Nominations and Elections

Nominations to 2009-2010 senate committees

Committee on Nominations and Elections
* incumbent
*c incumbent chair

Academic Planning Committee 7 (at least 4 senators)

Avendano Nadia HISP Asst Prof Senator
Cherry Lynn Communication Assoc Prof Senator
Coseru Christian Philosophy Asst Prof
* Eichelberger Julia English Prof Senator
Lafortune Stephane Mathematics Assoc Prof
* Miner Jess Classics Asst Prof
Riggs-Gelasco Pamela Chemistry and Biochemistry Assoc Prof Senator

Budget Committee 7 (at least 4 senators)

* England M. Rohn Mathematics Sr Inst Senator
* Heeney Tom Communication Assoc Prof
Martinez-Gibson Elizabeth HISP Assoc Prof Senator
McNerney Todd Theater Assoc Prof Senator
Newhard James Classics Assoc Prof Senator
Stewart Kendra Political Science Assoc Prof
* Vulava Vijay Geology and Environmental Geosciences Asst Prof

Committee on By-Laws and Faculty/Administration Manual 3 (at least 2 senators)

Beutel Erin Geology and Environmental Geosciences Assoc Prof
Arsenault Steve Accounting and Legal Studies Assoc Prof Senator
Phillips C. Michael Library Lib III Senator
From: Terence Bowers, Faculty Secretary  
To: Faculty  

The Faculty Senate meets Tuesday, 10 March 2009 at 5 P.M. in room 115 of the Beatty Center (Wachovia Auditorium).

**Agenda**

1. Call to Order

2. Approval of the minutes of the 1-27-09 special Faculty Senate meeting and the minutes of the 2-10-09 regular Faculty Senate (both sets of minutes have been posted on the Faculty Senate Web site: http://www.cofc.edu/~senate)

3. Reports
   - The Provost
   - The Speaker
   - Larry Krasnoff, chair of the *ad hoc* Committee on Faculty Governance

4. Old Business
   - Committee on By-Laws and Fac./Admin. Manual
     --Motion to Change Article V Section 2.B.3 of the By-Laws: Duties of the By-Laws/FAM Committee

5. New Business
   - Committee on By-Laws and Fac./Admin. Manual
     --Motion to Change Article I, Section 1 of the By-laws: Membership in the College Faculty, Regular Faculty
     --Motion to Change Article IV, Section 2 of the By-laws: Faculty Senate, Composition and Election
     --Motion to Change By-laws Article II, College Faculty Meetings. Associated Change to Article VI, Amending Procedures
     --Motion to Change Article IV, Section 1 of the By-laws: Faculty Senate, Functions
     --Motion to Change *Faculty/Administration Manual*, VI.D.7: Reporting Procedures of Departmental Evaluation Panel.

6. Constituents’ Concerns

7. Adjournment
Committee Members: Deanna Caveny (Committee Chair and Senator), Terry Bowers \((ex\ officio,\ Faculty\ Secretary)\), Bev Diamond \((ex\ officio,\ Provost’s\ designee)\), Joe Kelly \((ex\ officio,\ Speaker\ of\ the\ Faculty)\), Brian McGee, Tom Trimboli \((ex\ officio,\ Sr.\ VP\ for\ Legal\ Affairs)\), and Trish Ward (Senator)

Action: Change to Article V, Section 2.B.3. Presentation to Faculty Senate on February 10, 2009. Faculty Senate consideration and possible action on March 10, 2009.

Intent: To allow Committee on the By-laws and the Faculty/Administration Manual to correct inaccurate administrative titles in the FAM without action by the Faculty Senate and the faculty.

Motion:

3. Committee on the By-Laws and the Faculty/Administration Manual

   a. Composition: Three faculty members. \(Ex-officio\) members are the Speaker of the Faculty, the Faculty Secretary, the Provost (or Provost’s designee), and the Vice President for Legal Affairs. (Rev. April 2007)

   b. Duties:

      (1) To review on a continuing basis the Faculty By-Laws and the Faculty/Administration Manual;

      (2) To propose changes for the improvement of these documents and to forward the recommended changes to the administration and/or the Faculty Senate as appropriate;

      (3) To incorporate any revisions to or interpretations of either document in new editions of the documents; and

      (4) To make non-substantive changes to the Faculty By-Laws to correct unintended grammatical and spelling errors, and to address minor problems of stylistic consistency, and correct inaccurate administrative titles. Such a non-substantive change shall not constitute an amendment to or repeal of the Faculty By-Laws. Such changes shall be made only when unanimously approved by the Committee. Notice in writing shall be given to the Faculty Senate within 60 calendar days of such changes being approved by the Committee. Such changes shall be repealed if an appropriate motion to amend something previously adopted is approved by a simple majority of the Committee, the Faculty Senate, or the College Faculty. (Ins. April 2007)
Action: Change to By-laws Article I, Section 1: Membership in the College Faculty, Regular Faculty. Presentation to Faculty Senate on March 10, 2009.

Intent:
- To more clearly define “regular faculty”
- To include among regular faculty those full-time tenured and tenure-track employees who normally teach only three contact hours, including chairs of large departments and also assistant and associate deans
- To replace “instructor” with “Instructor”
- To clarify which administrators are members of the regular faculty

Motion:

Article I. Membership in the College Faculty

Section 1. Regular Faculty

The faculty members of the College of Charleston are those individuals whose obligation in the institution is both the dissemination and expansion of academic knowledge of an accepted academic nature. At the College of Charleston the following individuals are considered regular faculty members: (1) those full-time tenured and tenure-track employees of the institution who normally teach at least six three contact hours\(^1\) of college credit courses or the equivalent in assigned academic research in their academic fields each semester; (2) full-time instructor Instructor and Senior Instructor employees; (3) full-time professional librarians; and (4) \textit{ex officio}, the President of the College, the Provost, the Vice President for Research and Professional Development and Dean of Graduate Studies, the Deans of Undergraduate Studies, the Dean of Graduate Studies, the Academic Deans, the Dean of the Honors College, and all administrative officers of the College with academic rank.\(^2\) These members of the faculty have voting rights at meetings of the College faculty.

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\(^1\) When they are full-time tenured and tenure-track employees of the institution, full-time Instructor and Senior Instructor employees, or full-time professional librarians, Department Chairs, Assistant Deans, and Associate Deans are defined as employees normally teaching at least three contact hours of college credit courses in each semester.

\(^2\) An “administrative officer” shall be defined as any College of Charleston employee with a position title using the words “President” or “Provost.” In addition, the Provost may stipulate in writing that any College employee with academic rank is an administrative officer if that employee (a) has a position title using the word “Director” and (b) normally teaches fewer than three contact hours of college credit courses or the equivalent in assigned academic research in her or his academic field each semester.
Action: Change to By-laws Article IV, Section 2: Faculty Senate, Composition and Election. Presentation to Faculty Senate on March 10, 2009.

Intent:

- To more clearly define which regular faculty members are eligible to serve in the Faculty Senate, vote in senatorial elections, and be counted in apportionment of Faculty Senate seats
- To replace “instructor” with “Instructor”
- To resolve an ambiguity in whether department chairs are allowed to serve as Faculty Senators. Our by-laws have specifically stated that chairs are eligible to serve as faculty senators. However, chairs were not clearly included in the regular faculty, which produced a contradiction.
- To specify that Assistant Deans and Associate Deans (who are otherwise members of the regular faculty) are also eligible to serve as Faculty Senators
- To clearly state which administrators are not eligible to serve as Faculty Senators
- To clearly state which administrators are not eligible to vote in senatorial elections and should not count in Faculty Senate seat apportionment.

Motion:

Article IV, Faculty Senate

Section 2. Composition and Election

A. Eligibility.

A Faculty Senator must be a full-time tenured or tenure-track employee of the College who has completed at least three years of service at the College, and who normally teaches at least six contact hours per semester or the equivalent in assigned research or who is a full-time Instructor, Senior Instructor, or professional librarian. Without regard to teaching load, Department Chairs, Assistant Deans, and Associate Deans who otherwise would be members of the regular faculty, regardless of their teaching loads, are eligible to serve as Faculty Senators. (Approved April 2005) Administrators, Administrative officers, including Deans of Schools and the Dean of Libraries Academic Deans, are not eligible to serve as Faculty Senators. Faculty members on leave are not eligible to serve as Faculty Senators.

C. Election

1. Without regard to teaching load, all and only regular faculty members as defined under provisions (1), (2), and (3) of Article I Section 1 in Art. I, Sect. 1, excluding all those qualifying as ex officio regular faculty members under provision (4), are eligible to vote in Senate elections.
**Action:** Change to By-laws Article II, College Faculty Meetings. Associated Change to Article VI, Amending Procedures. Presentation to Faculty Senate on March 10, 2009.

**Intent:**
- To eliminate requirement of fall and spring full faculty meetings
- To continue to allow meetings of the faculty to be called by the President of the College, Speaker of the Faculty, or petition to the Speaker of the Faculty by fifty faculty members
- To allow everything (except approval of degree candidates) that took place in the required fall and spring faculty meetings to take place at “ordinary” faculty meetings called at Speaker’s discretion
- To reclassify meetings of the faculty from “regular” and “special” to “ordinary” and “extraordinary”, since “regular” seemed to imply “with some regularity or regular schedule”
- To more clearly state that ordinary faculty meetings are not deliberative
- To specify who (the Speaker or Speaker’s designee) can waive the one-week advance notification requirement when calling extraordinary faculty meetings
- To clearly specify that Robert’s Rules of Order shall govern the conduct at extraordinary faculty meetings
- To fix section numbering in Article VI, Amending Procedures

**Motion:**

**Article II. College Faculty Meetings**

Section 1. Regular Ordinary Faculty Meetings

The College faculty shall meet twice annually, once early in the first semester and again late in the second semester, to hear reports from and to question the President of the College, the Provost, and the Speaker of the Faculty. At its spring meeting, the College faculty shall recommend recipients of degrees and certificates at spring commencement. Any written reports to the College faculty from the President, the Provost, or the Speaker of the Faculty shall be distributed by the Faculty Senate Secretariat to all faculty members. Ordinary meetings of the College faculty may be called by the Speaker of the Faculty. Ordinary faculty meetings may be called for such purposes as the distribution of information, discussion of a topic or topics relevant to the College faculty, hearing a presentation, and asking questions of the President of the College or other administrative officers of the College. An ordinary meeting of the College faculty is not a deliberative assembly, and faculty at such meetings have no legislative or review authority.

Section 2. Special Extraordinary Faculty Meetings

A. Special Extraordinary meetings of the College faculty may be called by the President of the College, or the Speaker of the Faculty, or a petition to the Speaker of the Faculty by fifty faculty members. At such special extraordinary meetings the College faculty may review any Faculty Senate action.
B. Senate actions may be amended or vetoed by a simple majority vote of those members of the regular College faculty (as defined in Article Art. I) present at such special extraordinary meetings of the College faculty, provided there is a quorum present.

C. The College faculty has legislative authority (i.e., may legislate and recommend to the President on matters normally under the purview of the Faculty Senate) only in case it acts in a special extraordinary meeting of the College faculty called by a petition to the Speaker of the Faculty by 50 regular College faculty members (as defined in Art. I) on a specific issue included in the agenda for that meeting and distributed at least one week prior to the date of the meeting.

D. A quorum at special extraordinary College faculty meetings shall be a simple majority of regular College faculty members.

E. Special Extraordinary meetings of the College faculty must be called in writing at least one week prior to the date of the meeting. A written agenda for each meeting will be distributed to all faculty at least one week prior to the meeting. The requirement of one week advance notice may be waived by the Speaker of the Faculty (or the Speaker’s designee) in case of emergency.

F. The current edition of Robert’s Rules of Order will govern the conduct of special extraordinary meetings of the College faculty.

G. The Faculty Secretary shall perform as secretary for all meetings of the College faculty.

Section 3. Presiding Officer

The Speaker of the Faculty shall preside at all regular and special ordinary and extraordinary meetings of the faculty. If the Speaker cannot be present, she or he shall designate an alternate Speaker for that meeting from among the members of the regular faculty of the College.

Article VI. Amending Procedures

Section 1. Amending Procedures

Section 1. Senate Option for Amendment Introduction

A. Motions for amendment or repeal of these by-laws may be made in writing at any meeting of the Faculty Senate. The motion shall be referred to the Committee on the By-Laws and the Faculty/Administration Manual. The committee shall report to the Senate its recommendations on the motion and any amendments at the next Senate meeting. Motions to amend or repeal these by-laws require a two-thirds vote in the Senate for approval. Approved
motions must then be ratified by a simple majority of regular faculty members voting by electronic ballot on the motion. (Rev. Jan. 2007)

Section 2. Extraordinary Meeting Option for Amendment Introduction

B. Motions for amendment or repeal of these by-laws may be made in writing at any special extraordinary meeting of the College faculty. The motion shall be referred to the Committee on the By-Laws and the Faculty/Administration Manual. The committee shall report to the faculty its recommendation on the motion and any amendments at a second special extraordinary faculty meeting called by the Speaker of the Faculty to consider the motion. The faculty will then vote on the motion to amend or repeal the by-laws. It shall be adopted by a two-thirds vote of the membership voting, provided a quorum is present.
Intent:

- To take the requirement that the President and Provost report to the faculty, which was part of the required faculty meetings, and place it under Faculty Senate instead

Motion:

**Article IV. Faculty Senate**

Section 1. Functions

A. The Faculty Senate is the primary legislative body of the College of Charleston faculty. The Senate may make recommendations on any matter under its purview to the President of the College. Except where otherwise specified in the By-Laws of the College Board of Trustees, the President shall have the power of veto over any action by the Senate. The veto shall be communicated in writing to the Senate, with reasons, within thirty days after receipt by the President. By a two-thirds vote, the Senate may appeal any action thus vetoed, through the Speaker of the Faculty, to the College Board of Trustees.

B. The Faculty Senate shall be concerned with all matters relating to academic programs, the curriculum, admissions and continuation standards, the grading system, degree and certificate requirements, and the utilization of the intellectual resources of the College. The Faculty Senate shall have the right and obligation to initiate needed institutional and academic studies, either directly or through appropriate committees.

C. The Faculty Senate may request meetings with the College Board of Trustees to discuss matters of mutual concern. Senators shall receive minutes of all meetings of the College Board of Trustees.

D. The Faculty Senate may establish and instruct such committees, standing and ad hoc, as may be necessary for the performance of its functions and elect or provide for the members of the committees in accordance with these by-laws.

E. **At one Faculty Senate meeting early in the first semester and at one meeting late in the second semester, the Faculty Senate shall hear reports from and have the opportunity to question the President of the College and the Provost. Any written reports provided to the Faculty Senate by the President or the Provost shall be distributed by the Faculty Senate Secretariat to all faculty members.**

F. The Faculty Senate is authorized by the College faculty to approve all degree candidates for graduation.

F. The specific duties of the Faculty Senate shall also include, but not be limited to, recommendations to the President concerning any of the following:
Action: Change to Faculty/Administration Manual, VI.D.7, Reporting Procedures of Departmental Evaluation Panel. Presentation to Faculty Senate on March 10, 2009.

Intent:

- To implement previously endorsed change requiring: (a) tenure, promotion, and review candidates to sign their evaluation panel’s letter, and (b) panel chairs to provide candidates with a copy of that panel letter
- To specify that panel members should all sign their evaluation panel’s letter
- To specify what the panel members’ and candidates’ signatures mean

Motion:

VI, Sect. D, Evaluation of Faculty, Procedures for Third-year Evaluation, Tenure, and Promotion of Instructional and Library Faculty

7. Reporting Procedures of the Departmental Evaluation Panel

After due deliberation, the panel will shall take its vote by written ballot. The chair will shall draft a statement for the members of the panel to sign that reports the recommendation and vote of the panel. This statement should include justification for the panel’s recommendation. While maintaining the confidentiality of any meetings, the statement will summarize the discussion that took place among panel members, including positive and negative deliberations.

The chair of the departmental panel will shall meet with the faculty member being evaluated to inform him/her provide the faculty member with a copy of the panel’s written recommendation written statement, which will shall include actual vote splits and the signatures of all the panel members. The signatures of the panel members acknowledge only that the panel members participated in panel deliberation and had the opportunity to contribute to the development of the written statement. Third-year candidates will sign the panel’s evaluation. The faculty member shall sign a copy of the statement, with the signed copy to be retained by the chair of the panel for submission to the appropriate Academic Dean. The signature of the faculty member acknowledges only that a copy of the statement has been received by the faculty member.

The evaluation panel chair will shall forward the panel’s recommendation(s) statement to the appropriate Academic Dean or Dean of Libraries. In the case of tenure and promotion recommendations, this must be done by November 1. In the case of third-year reappointment recommendations, this must be done by January 15.
Faculty Curriculum Committee

List of Proposals Approved by the Committee

(All curricular proposals along with supporting documents are posted on the Faculty Senate Web Site)

Physics

New Course—PHYS 296 - BIOL 396, Biophysical Modeling of Excitable Cells

Jewish Studies

New Course—JWST 280 Southern Jewish History
New Course—JWST 330 Representations of the Holocaust
Change Minor—Jewish Studies

Accounting

Change Major—Accounting

Biology

Change Course—BIOL 322, Developmental Biology
Change Course—BIOL 212 and BIOL 212L, Genetics lecture and Genetics lab
Change Major—BA in BIOL
Change Major—BS Biochemistry: change the BIOL 212/212L choice to BIOL 305/305L
Change minor—Biology: change the required BIOL 212 to BIOL 305
Change Major—BS Biology with concentration in Molecular Biology
Change Major—BS Biology, BS Marine Biology, Teaching option
Change Courses with BIOL 212 prerequisite
The Faculty Senate met Tuesday evening (10 March 2009). Here are the highlights of the meeting. Full minutes will follow later.

-- The motion to amend Article V Section 2.B.3 of the by-laws passed. The amendment allows the Committee on the By-laws and the Faculty/Administration Manual to correct inaccurate administrative titles in the FAM without approval from the Faculty Senate and the faculty.

-- All curricular proposals passed, except the proposal to create a new course—JWST 280 Southern Jewish History—which failed. (Note: The proposal to change the Jewish Studies Minor passed, but without the inclusion of JWST 280 as part of the change.)
Committee Members: Deanna Caveny (Committee Chair and Senator), Terry Bowers (ex officio, Faculty Secretary), Bev Diamond (ex officio, Provost’s designee), Joe Kelly (ex officio, Speaker of the Faculty), Brian McGee, Tom Trimboli (ex officio, Sr. VP for Legal Affairs), and Trish Ward (Senator)

Action: Change to Article V, Section 2.B.3. Presentation to Faculty Senate on February 10, 2009. Faculty Senate consideration and possible action on March 10, 2009.

Intent: To allow Committee on the By-laws and the Faculty/Administration Manual to correct inaccurate administrative titles in the FAM without action by the Faculty Senate and the faculty.

Motion:

3. Committee on the By-Laws and the Faculty/Administration Manual

a. Composition: Three faculty members. Ex-officio members are the Speaker of the Faculty, the Faculty Secretary, the Provost (or Provost’s designee), and the Vice President for Legal Affairs. (Rev. April 2007)

b. Duties:

   (1) To review on a continuing basis the Faculty By-Laws and the Faculty/Administration Manual;

   (2) To propose changes for the improvement of these documents and to forward the recommended changes to the administration and/or the Faculty Senate as appropriate;

   (3) To incorporate any revisions to or interpretations of either document in new editions of the documents; and

   (4) To make non-substantive changes to the Faculty By-Laws to correct unintended grammatical and spelling errors, and to address minor problems of stylistic consistency, and correct inaccurate administrative titles. Such a non-substantive change shall not constitute an amendment to or repeal of the Faculty By-Laws. Such changes shall be made only when unanimously approved by the Committee. Notice in writing shall be given to the Faculty Senate within 60 calendar days of such changes being approved by the Committee. Such changes shall be repealed if an appropriate motion to amend something previously adopted is approved by a simple majority of the Committee, the Faculty Senate, or the College Faculty. (Ins. April 2007)
Action: Change to By-laws Article I, Section 1: Membership in the College Faculty, Regular Faculty. Presentation to Faculty Senate on March 10, 2009.

Intent:
- To more clearly define “regular faculty”
- To include among regular faculty those full-time tenured and tenure-track employees who normally teach only three contact hours, including chairs of large departments and also assistant and associate deans
- To replace “instructor” with “Instructor”
- To clarify which administrators are members of the regular faculty

Motion:

Article I. Membership in the College Faculty

Section 1. Regular Faculty

The faculty members of the College of Charleston are those individuals whose obligation in the institution is both the dissemination and expansion of academic knowledge of an accepted academic nature. At the College of Charleston the following individuals are considered regular faculty members: (1) those full-time tenured and tenure-track employees of the institution who normally teach at least three contact hours of college credit courses or the equivalent in assigned academic research in their academic fields each semester; (2) full-time Instructor and Senior Instructor employees; (3) full-time professional librarians; and (4) ex officio, the President of the College, the Provost, the Vice President for Research and Professional Development and Dean of Graduate Studies, the Deans of Undergraduate Studies, the Dean of Graduate Studies, the Academic Deans, the Dean of the Honors College, and all administrative officers of the College with academic rank. These members of the faculty have voting rights at meetings of the College faculty.

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1 When they are full-time tenured and tenure-track employees of the institution, full-time Instructor and Senior Instructor employees, or full-time professional librarians, Department Chairs, Assistant Deans, and Associate Deans are defined as employees normally teaching at least three contact hours of college credit courses in each semester.

2 An “administrative officer” shall be defined as any College of Charleston employee with a position title using the words “President” or “Provost.” In addition, the Provost may stipulate in writing that any College employee with academic rank is an administrative officer if that employee (a) has a position title using the word “Director” and (b) normally teaches fewer than three contact hours of college credit courses or the equivalent in assigned academic research in her or his academic field each semester.
Action: Change to By-laws Article IV, Section 2: Faculty Senate, Composition and Election. Presentation to Faculty Senate on March 10, 2009.

Intent:

- To more clearly define which regular faculty members are eligible to serve in the Faculty Senate, vote in senatorial elections, and be counted in apportionment of Faculty Senate seats
- To replace “instructor” with “Instructor”
- To resolve an ambiguity in whether department chairs are allowed to serve as Faculty Senators. Our by-laws have specifically stated that chairs are eligible to serve as faculty senators. However, chairs were not clearly included in the regular faculty, which produced a contradiction.
- To specify that Assistant Deans and Associate Deans (who are otherwise members of the regular faculty) are also eligible to serve as Faculty Senators
- To clearly state which administrators are not eligible to serve as Faculty Senators
- To clearly state which administrators are not eligible to vote in senatorial elections and should not count in Faculty Senate seat apportionment.

Motion:

Article IV, Faculty Senate

Section 2. Composition and Election

A. Eligibility.

A Faculty Senator must be a full-time tenured or tenure-track employee of the College who has completed at least three years of service at the College, and who normally teaches at least six three contact hours per semester or the equivalent in assigned research or who is a full-time Instructor, Senior Instructor, or professional librarian. Without regard to teaching load, Department Chairs, Assistant Deans, and Associate Deans who otherwise would be members of the regular faculty, regardless of their teaching loads, are eligible to serve as Faculty Senators. (Approved April 2005) Administrative officers, including Deans of Schools and the Dean of Libraries Academic Deans, are not eligible to serve as Faculty Senators. Faculty members on leave are not eligible to serve as Faculty Senators.

C. Election

1. Without regard to teaching load, all and only regular faculty members as defined under provisions (1), (2), and (3) of Article I Section 1 in Art. I, Sect. 1, excluding all those qualifying as ex officio regular faculty members under provision (4), are eligible to vote in Senate elections.
Action: Change to By-laws Article II, College Faculty Meetings. Associated Change to Article VI, Amending Procedures. Presentation to Faculty Senate on March 10, 2009.

Intent:
- To eliminate requirement of fall and spring full faculty meetings
- To continue to allow meetings of the faculty to be called by the President of the College, Speaker of the Faculty, or petition to the Speaker of the Faculty by fifty faculty members
- To allow everything (except approval of degree candidates) that took place in the required fall and spring faculty meetings to take place at “ordinary” faculty meetings called at Speaker’s discretion
- To reclassify meetings of the faculty from “regular” and “special” to “ordinary” and “extraordinary”, since “regular” seemed to imply “with some regularity or regular schedule”
- To more clearly state that ordinary faculty meetings are not deliberative
- To specify who (the Speaker or Speaker’s designee) can waive the one-week advance notification requirement when calling extraordinary faculty meetings
- To clearly specify that Robert’s Rules of Order shall govern the conduct at extraordinary faculty meetings
- To fix section numbering in Article VI, Amending Procedures

Motion:

Article II. College Faculty Meetings

Section 1. Regular Ordinary Faculty Meetings

The College faculty shall meet twice annually, once early in the first semester and again late in the second semester, to hear reports from and to question the President of the College, the Provost, and the Speaker of the Faculty. At its spring meeting, the College faculty shall recommend recipients of degrees and certificates at spring commencement. Any written reports to the College faculty from the President, the Provost, or the Speaker of the Faculty shall be distributed by the Faculty Senate Secretariat to all faculty members. Ordinary meetings of the College faculty may be called by the Speaker of the Faculty. Ordinary faculty meetings may be called for such purposes as the distribution of information, discussion of a topic or topics relevant to the College faculty, hearing a presentation, and asking questions of the President of the College or other administrative officers of the College. An ordinary meeting of the College faculty is not a deliberative assembly, and faculty at such meetings have no legislative or review authority.

Section 2. Special Extraordinary Faculty Meetings

A. Special Extraordinary meetings of the College faculty may be called by the President of the College, or the Speaker of the Faculty, or a petition to the Speaker of the Faculty by fifty faculty members. At such special extraordinary meetings the College faculty may review any Faculty Senate action.
B. Senate actions may be amended or vetoed by a simple majority vote of those members of the regular College faculty (as defined in Article Art. I) present at such special extraordinary meetings of the College faculty, provided there is a quorum present.

C. The College faculty has legislative authority (i.e., may legislate and recommend to the President on matters normally under the purview of the Faculty Senate) only in case it acts in a special extraordinary meeting of the College faculty called by a petition to the Speaker of the Faculty by 50 regular College faculty members (as defined in Art. I) on a specific issue included in the agenda for that meeting and distributed at least one week prior to the date of the meeting.

D. A quorum at special extraordinary College faculty meetings shall be a simple majority of regular College faculty members.

E. Special Extraordinary meetings of the College faculty must be called in writing at least one week prior to the date of the meeting. A written agenda for each meeting will be distributed to all faculty at least one week prior to the meeting. The requirement of one week advance notice may be waived by the Speaker of the Faculty (or the Speaker’s designee) in case of emergency.

F. The current edition of Robert’s Rules of Order shall govern the conduct of special extraordinary meetings of the College faculty.

G. The Faculty Secretary shall perform as secretary for all meetings of the College faculty.

Section 3. Presiding Officer

The Speaker of the Faculty shall preside at all regular and special ordinary and extraordinary meetings of the faculty. If the Speaker cannot be present, she or he shall designate an alternate Speaker for that meeting from among the members of the regular faculty of the College.

...
motions must then be ratified by a simple majority of regular faculty members voting by electronic ballot on the motion. (Rev. Jan. 2007)

Section 2. Extraordinary Meeting Option for Amendment Introduction

B. Motions for amendment or repeal of these by-laws may be made in writing at any special extraordinary meeting of the College faculty. The motion shall be referred to the Committee on the By-Laws and the Faculty/Administration Manual. The committee shall report to the faculty its recommendation on the motion and any amendments at a second special extraordinary faculty meeting called by the Speaker of the Faculty to consider the motion. The faculty will then vote on the motion to amend or repeal the by-laws. It shall be adopted by a two-thirds vote of the membership voting, provided a quorum is present.
Action: Change to By-laws Article IV, Section 1: Faculty Senate, Functions.
Presentation to Faculty Senate on March 10, 2009.

Intent:
- To take the requirement that the President and Provost report to the faculty, which was part of the required faculty meetings, and place it under Faculty Senate instead

Motion:

Article IV. Faculty Senate

Section 1. Functions

A. The Faculty Senate is the primary legislative body of the College of Charleston faculty. The Senate may make recommendations on any matter under its purview to the President of the College. Except where otherwise specified in the By-Laws of the College Board of Trustees, the President shall have the power of veto over any action by the Senate. The veto shall be communicated in writing to the Senate, with reasons, within thirty days after receipt by the President. By a two-thirds vote, the Senate may appeal any action thus vetoed, through the Speaker of the Faculty, to the College Board of Trustees.

B. The Faculty Senate shall be concerned with all matters relating to academic programs, the curriculum, admissions and continuation standards, the grading system, degree and certificate requirements, and the utilization of the intellectual resources of the College. The Faculty Senate shall have the right and obligation to initiate needed institutional and academic studies, either directly or through appropriate committees.

C. The Faculty Senate may request meetings with the College Board of Trustees to discuss matters of mutual concern. Senators shall receive minutes of all meetings of the College Board of Trustees.

D. The Faculty Senate may establish and instruct such committees, standing and ad hoc, as may be necessary for the performance of its functions and elect or provide for the members of the committees in accordance with these by-laws.

E. At one Faculty Senate meeting early in the first semester and at one meeting late in the second semester, the Faculty Senate shall hear reports from and have the opportunity to question the President of the College and the Provost. Any written reports provided to the Faculty Senate by the President or the Provost shall be distributed by the Faculty Senate Secretariat to all faculty members.

E. The Faculty Senate is authorized by the College faculty to approve all degree candidates for graduation.

F. The specific duties of the Faculty Senate shall also include, but not be limited to, recommendations to the President concerning any of the following:
**Action:** Change to *Faculty/Administration Manual, VI.D.7, Reporting Procedures of Departmental Evaluation Panel.* Presentation to Faculty Senate on March 10, 2009.

**Intent:**
- To implement previously endorsed change requiring: (a) tenure, promotion, and review candidates to sign their evaluation panel’s letter, and (b) panel chairs to provide candidates with a copy of that panel letter
- To specify that panel members should all sign their evaluation panel’s letter
- To specify what the panel members’ and candidates’ signatures mean

**Motion:**

**VI, Sect. D, Evaluation of Faculty, Procedures for Third-year Evaluation, Tenure, and Promotion of Instructional and Library Faculty**

7. Reporting Procedures of the Departmental Evaluation Panel

After due deliberation, the panel will take its vote by written ballot. The chair will draft a statement for the members of the panel to sign that reports the recommendation and vote of the panel. This statement should include justification for the panel’s recommendation. While maintaining the confidentiality of any meetings, the statement will summarize the discussion that took place among panel members, including positive and negative deliberations.

The chair of the departmental panel will meet with the faculty member being evaluated to provide the faculty member with a copy of the panel’s written recommendation, which will include actual vote splits and the signatures of all the panel members. The signatures of the panel members acknowledge only that the panel members participated in panel deliberation and had the opportunity to contribute to the development of the written statement. Third-year candidates will sign the panel’s evaluation. The faculty member shall sign a copy of the statement, with the signed copy to be retained by the chair of the panel for submission to the appropriate Academic Dean. The signature of the faculty member acknowledges only that a copy of the statement has been received by the faculty member.

The evaluation panel chair will forward the panel’s recommendation(s) statement to the appropriate Academic Dean or Dean of Libraries. In the case of tenure and promotion recommendations, this must be done by November 1. In the case of third-year reappointment recommendations, this must be done by January 15.
Committee on the By-Laws and the \textit{Faculty/Administration Manual}

College of Charleston

March 10, 2009

\textbf{Committee Members}: Deanna Caveny (Committee Chair and Senator), Terry Bowers (\textit{ex officio}, Faculty Secretary), Bev Diamond (\textit{ex officio}, Provost's designee), Joe Kelly (\textit{ex officio}, Speaker of the Faculty), Brian McGee, Tom Trimboli (\textit{ex officio}, Sr. VP for Legal Affairs), and Trish Ward (Senator)

\textbf{Action}: Change to By-laws Article I, Section 1: Membership in the College Faculty, Regular Faculty. Presentation to Faculty Senate on March 10, 2009.

\textbf{Intent}:
\begin{itemize}
  \item To more clearly define “regular faculty”
  \item To include among regular faculty those full-time tenured and tenure-track employees who normally teach only three contact hours, including chairs of large departments and also assistant and associate deans
  \item To replace “instructor” with “Instructor”
  \item To clarify which administrators are members of the regular faculty
\end{itemize}

\textbf{Motion}:

\textbf{Article I. Membership in the College Faculty}

\textbf{Section 1. Regular Faculty}

The faculty members of the College of Charleston are those individuals whose obligation in the institution is both the dissemination and expansion of academic knowledge of an accepted academic nature. At the College of Charleston the following individuals are considered regular faculty members: (1) those full-time tenured and tenure-track employees of the institution who normally teach at least three contact hours\textsuperscript{1} of college credit courses or the equivalent in assigned academic research in their academic fields each semester; (2) full-time Instructor and Senior Instructor employees; (3) full-time professional librarians; and (4) \textit{ex officio}, the President of the College, the Provost, the Vice President for Research and Professional Development and Dean of Graduate Studies, the Deans of Undergraduate Studies, the Dean of Graduate Studies, the Academic Deans, the Dean of the Honors College, and all administrative officers of the College with academic rank.\textsuperscript{2} These members of the faculty have voting rights at meetings of the College faculty.

\textsuperscript{1} When they are full-time tenured and tenure-track employees of the institution, full-time Instructor and Senior Instructor employees, or full-time professional librarians, Department Chairs, Assistant Deans, and Associate Deans are defined as employees normally teaching at least three contact hours of college credit courses in each semester.

\textsuperscript{2} An “administrative officer” shall be defined as any College of Charleston employee with a position title using the words “President” or “Provost.” In addition, the Provost may stipulate in writing that any College employee with academic rank is an administrative officer if that employee (a) has a position title using the word “Director” and (b) normally teaches fewer than three contact hours of college credit courses or the equivalent in assigned academic research in her or his academic field each semester.
Committee Members: Deanna Caveny (Committee Chair and Senator), Terry Bowers (ex officio, Faculty Secretary), Bev Diamond (ex officio, Provost’s designee), Joe Kelly (ex officio, Speaker of the Faculty), Brian McGee, Tom Trimboli (ex officio, Sr. VP for Legal Affairs), and Trish Ward (Senator)

Action: Change to By-laws Article II, College Faculty Meetings. Associated Change to Article VI, Amending Procedures. Presentation to Faculty Senate on March 10, 2009.

Intent:
- To eliminate requirement of fall and spring full faculty meetings
- To continue to allow meetings of the faculty to be called by the President of the College, Speaker of the Faculty, or petition to the Speaker of the Faculty by fifty faculty members
- To allow everything (except approval of degree candidates) that took place in the required fall and spring faculty meetings to take place at “ordinary” faculty meetings called at Speaker’s discretion
- To reclassify meetings of the faculty from “regular” and “special” to “ordinary” and “extraordinary”, since “regular” seemed to imply “with some regularity or regular schedule”
- To more clearly state that ordinary faculty meetings are not deliberative
- To specify who (the Speaker or Speaker’s designee) can waive the one-week advance notification requirement when calling extraordinary faculty meetings
- To clearly specify that Robert’s Rules of Order shall govern the conduct at extraordinary faculty meetings
- To fix section numbering in Article VI, Amending Procedures

Motion:

Article II. College Faculty Meetings

Section 1. Regular Ordinary Faculty Meetings

The College faculty shall meet twice annually, once early in the first semester and again late in the second semester, to hear reports from and to question the President of the College, the Provost, and the Speaker of the Faculty. At its spring meeting, the College faculty shall recommend recipients of degrees and certificates at spring commencement. Any written reports to the College faculty from the President, the Provost, or the Speaker of the Faculty shall be distributed by the Faculty Senate Secretariat to all faculty members. Ordinary meetings of the College faculty may be called by the Speaker of the Faculty. Ordinary faculty meetings may be called for such purposes as the distribution of information, discussion of a topic or topics relevant to the College faculty, hearing a presentation, and
asking questions of the President of the College or other administrative officers of the College. An ordinary meeting of the College faculty is not a deliberative assembly, and faculty at such meetings have no legislative or review authority.

Section 2. **Special Extraordinary Faculty Meetings**

A. **Special Extraordinary** meetings of the College faculty may be called by the President of the College, or the Speaker of the Faculty, or a petition to the Speaker of the Faculty by fifty faculty members. At such **special extraordinary** meetings the College faculty may review any Faculty Senate action.

B. Senate actions may be amended or vetoed by a simple majority vote of those members of the regular College faculty (as defined in Article I) present at such **special extraordinary** meetings of the College faculty, provided there is a quorum present.

C. The College faculty has legislative authority (i.e., may legislate and recommend to the President on matters normally under the purview of the Faculty Senate) only in case it acts in a **special extraordinary** meeting of the College faculty called by a petition to the Speaker of the Faculty by 50 regular College faculty members (as defined in Art. I) on a specific issue included in the agenda for that meeting and distributed at least one week prior to the date of the meeting.

D. A quorum at **special extraordinary** College faculty meetings shall be a simple majority of regular College faculty members.

E. **Special Extraordinary** meetings of the College faculty must be called in writing at least one week prior to the date of the meeting. A written agenda for each meeting will be distributed to all faculty at least one week prior to the meeting. The requirement of one week advance notice may be waived by the Speaker of the Faculty (or the Speaker’s designee) in case of emergency.

F. The current edition of Robert’s Rules of Order shall govern the conduct of **special extraordinary** meetings of the College faculty.

G. The Faculty Secretary shall perform as secretary for all meetings of the College faculty.

Section 3. **Presiding Officer**

The Speaker of the Faculty shall preside at all regular and **special extraordinary** meetings of the faculty. If the Speaker cannot be present, she or he shall designate an alternate Speaker for that meeting from among the members of the regular faculty of the College.

. . .

**Article VI. Amending Procedures**
Section 1. **Amending Procedures**

**Section 1. Senate Option for Amendment Introduction**

_A. _Motions for amendment or repeal of these by-laws may be made in writing at any meeting of the Faculty Senate. The motion shall be referred to the Committee on the By-Laws and the Faculty/Administration Manual. The committee shall report to the Senate its recommendations on the motion and any amendments at the next Senate meeting. Motions to amend or repeal these by-laws require a two-thirds vote in the Senate for approval. Approved motions must then be ratified by a simple majority of regular faculty members voting by electronic ballot on the motion. (Rev. Jan. 2007)_

**Section 2. Extraordinary Meeting Option for Amendment Introduction**

_B. _Motions for amendment or repeal of these by-laws may be made in writing at any special extraordinary meeting of the College faculty. The motion shall be referred to the Committee on the By-Laws and the Faculty/Administration Manual. The committee shall report to the faculty its recommendation on the motion and any amendments at a second special extraordinary faculty meeting called by the Speaker of the Faculty to consider the motion. The faculty will then vote on the motion to amend or repeal the by-laws. It shall be adopted by a two-thirds vote of the membership voting, provided a quorum is present._
Report to the Faculty Senate
Committee on the By-Laws and the Faculty/Administration Manual
College of Charleston
March 10, 2009

Committee Members: Deanna Caveny (Committee Chair and Senator), Terry Bowers (ex officio, Faculty Secretary), Bev Diamond (ex officio, Provost’s designee), Joe Kelly (ex officio, Speaker of the Faculty), Brian McGee, Tom Trimboli (ex officio, Sr. VP for Legal Affairs), and Trish Ward (Senator)

Action: Change to By-laws Article IV, Section 1: Faculty Senate, Functions.
Presentation to Faculty Senate on March 10, 2009.

Intent:
- To take the requirement that the President and Provost report to the faculty, which was part of the required full faculty meetings, and place it under Faculty Senate meetings instead

Motion:

Article IV. Faculty Senate

Section 1. Functions

A. The Faculty Senate is the primary legislative body of the College of Charleston faculty. The Senate may make recommendations on any matter under its purview to the President of the College. Except where otherwise specified in the By-Laws of the College Board of Trustees, the President shall have the power of veto over any action by the Senate. The veto shall be communicated in writing to the Senate, with reasons, within thirty days after receipt by the President. By a two-thirds vote, the Senate may appeal any action thus vetoed, through the Speaker of the Faculty, to the College Board of Trustees.

B. The Faculty Senate shall be concerned with all matters relating to academic programs, the curriculum, admissions and continuation standards, the grading system, degree and certificate requirements, and the utilization of the intellectual resources of the College. The Faculty Senate shall have the right and obligation to initiate needed institutional and academic studies, either directly or through appropriate committees.

C. The Faculty Senate may request meetings with the College Board of Trustees to discuss matters of mutual concern. Senators shall receive minutes of all meetings of the College Board of Trustees.

D. The Faculty Senate may establish and instruct such committees, standing and ad hoc, as may be necessary for the performance of its functions and elect or provide for the members of the committees in accordance with these by-laws.
E. At one Faculty Senate meeting early in the first semester and at one meeting late in the second semester, the Faculty Senate shall hear reports from and have the opportunity to question the President of the College and the Provost. Any written reports provided to the Faculty Senate by the President or the Provost shall be distributed by the Faculty Senate Secretariat to all faculty members.

EF. The Faculty Senate is authorized by the College faculty to approve all degree candidates for graduation.

FG. The specific duties of the Faculty Senate shall also include, but not be limited to, recommendations to the President concerning any of the following:
Committee Members: Deanna Caveny (Committee Chair and Senator), Terry Bowers (ex officio, Faculty Secretary), Bev Diamond (ex officio, Provost’s designee), Joe Kelly (ex officio, Speaker of the Faculty), Brian McGee, Tom Trimboli (ex officio, Sr. VP for Legal Affairs), and Trish Ward (Senator)

Action: Change to By-laws Article IV, Section 2: Faculty Senate, Composition and Election. Presentation to Faculty Senate on March 10, 2009.

Intent:
- To more clearly define which regular faculty members are eligible to serve in the Faculty Senate, vote in senatorial elections, and be counted in apportionment of Faculty Senate seats
- To replace “instructor” with “Instructor”
- To resolve an ambiguity in whether department chairs are allowed to serve as Faculty Senators. Our by-laws have specifically stated that chairs are eligible to serve as faculty senators. However, chairs were not clearly included in the regular faculty, which produced a contradiction.
- To specify that Assistant Deans and Associate Deans (who are otherwise members of the regular faculty) are also eligible to serve as Faculty Senators.
- To clearly state which administrators are not eligible to serve as Faculty Senators.
- To clearly state which administrators are not eligible to vote in senatorial elections and should not count in Faculty Senate seat apportionment.

Motion:

Article IV, Faculty Senate

Section 2. Composition and Election

A. Eligibility.

A Faculty Senator must be a full-time tenured or tenure-track employee of the College who has completed at least three years of service at the College, and who normally teaches at least six contact hours per semester or the equivalent in assigned research or who is a full-time Instructor, Senior Instructor, or professional librarian. Without regard to teaching load, Department Chairs, Assistant Deans, and Associate Deans who otherwise would be members of the regular faculty, regardless of their teaching loads, are eligible to serve as Faculty Senators. (Approved April 2005)

Administrators, Administrative officers, including Deans of Schools and the Dean of Libraries, Academic Deans, are not eligible to serve as Faculty Senators. Faculty members on leave are not eligible to serve as Faculty Senators.
C. Election

1. Without regard to teaching load, all and only regular faculty members as defined under provisions (1), (2), and (3) of Article I Section 1 in Art. 1, Sect. 1, excluding all those qualifying as *ex officio* regular faculty members under provision (4), are eligible to vote in Senate elections.
Report to the Faculty Senate
Committee on the By-Laws and the Faculty/Administration Manual
College of Charleston
March 10, 2009

Committee Members: Deanna Caveny (Committee Chair and Senator), Terry Bowers (ex officio, Faculty Secretary), Bev Diamond (ex officio, Provost’s designee), Joe Kelly (ex officio, Speaker of the Faculty), Brian McGee, Tom Trimboli (ex officio, Sr. VP for Legal Affairs), and Trish Ward (Senator)

Action: Change to Faculty/Administration Manual, VI.D.7, Reporting Procedures of Departmental Evaluation Panel. Presentation to Faculty Senate on March 10, 2009.

Intent:
- To implement previously endorsed change requiring: (a) tenure, promotion, and review candidates to sign their evaluation panel’s letter, and (b) panel chairs to provide candidates with a copy of that panel letter
- To specify that panel members should all sign their evaluation panel’s letter
- To specify what the panel members’ and candidates’ signatures mean

Motion:

VI, Sect. D. Evaluation of Faculty. Procedures for Third-year Evaluation, Tenure, and Promotion of Instructional and Library Faculty

7. Reporting Procedures of the Departmental Evaluation Panel

After due deliberation, the panel will shall take its vote by written ballot. The chair will shall draft a statement for the members of the panel to sign that reports the recommendation and vote of the panel. This statement should include justification for the panel’s recommendation. While maintaining the confidentiality of any meetings, the statement will summarize the discussion that took place among panel members, including positive and negative deliberations.

The chair of the departmental panel will shall meet with the faculty member being evaluated to inform him/her provide the faculty member with a copy of the panel’s written recommendation written statement, which will shall include actual vote splits and the signatures of all the panel members. The signatures of the panel members acknowledge only that the panel members participated in panel deliberation and had the opportunity to contribute to the development of the written statement. Third-year candidates will sign the panel’s evaluation. The faculty member shall sign a copy of the statement, with the signed copy to be retained by the chair of the panel for submission to the appropriate Academic Dean. The signature of the faculty member acknowledges only that a copy of the statement has been received by the faculty member.

The evaluation panel chair will shall forward the panel’s recommendation(s) statement to the appropriate Academic Dean or Dean of Libraries. In the case of tenure and promotion
recommendations, this must be done by November 1. In the case of third-year reappointment recommendations, this must be done by January 15.
Physics
  • PHYS New Course PHYS 296 - BIOL 396

English
  • ENGL New Course ENGL 110 Introduction to Academic Writing

Jewish Studies
  • JWST New Course JWST 280 Southern Jewish History
  • JWST New Course JWST 330 Representations of the Holocaust
  • JWST Change Minor

Accounting
  • ACLS Change major Accounting

Biology
  • Change Course BIOL 322
  • Change Course BIOL 212 and BIOL 212L
  • Change Major BA in BIOL
  • Change Major BS Biochemistry
  • Change minor Biol322
  • Change Major BS Biology with concentration in Molecular Biology
  • Change Major BS Biology, BS Marine Biology, Teaching option
  • Change Courses with BIOL 212 prerequisite
Proposal to Change Degree Requirements for a Minor/Concentration

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department(s) or School(s): Jewish Studies

2. Name of the Minor/Concentration: Jewish Studies

3. Semester and year in which degree change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   - Add courses to the list approved for the minor:
     - JWST 280: Southern Jewish History
     - JWST 330: Representations of the Holocaust

5. Justification for Change(s):
   - Adding new permanent courses in Jewish Studies

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

6. Signature of Department Chair or Program Director:

Date: _______ 1-27-09 _______

7. Signature of Dean of School:

Date: _______ 1-28-09 _______

8. Signature of Provost:

Date: _______ 1/28/2009 _______

9. Signature of Curriculum Committee Chair:

Date: _______ 2/23/09 _______

10. Signature of Faculty Senate Secretary:

Date Approved by Senate: ______________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements For the Major

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Biology**

2. Degree: **BA Biology**

3. Semester and year in which degree change(s) will go into effect: **Fall 2009**

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   1) changes in requirements: change the required Biol212 to Biol305
   2) rewording of requirements within the NOTE for clarification and strengthening:
      current:
      **NOTE:** Students must complete at least three biology courses with laboratories at the 200 level or above for a total of four laboratories at the 300 level or above. The laboratory courses may carry separate credit or may be part of a four-credit (4) course. Independent study (HONS 398), Tutorial (BIOL/HONS 399), Bachelor's Essay (BIOL/HONS 499), or problems courses (BIOL 448, 450, 451) with laboratories do not fulfill the laboratory requirement.
      new version:
      **NOTE:** Students must complete at least three additional biology courses with laboratories, two of which must be at the 300 level or above. The laboratory courses may carry separate credit or may be part of a four-credit (4) course. Independent study (HONS 398), Tutorial (BIOL/HONS 399), Bachelor's Essay (BIOL/HONS 499), or problems courses (BIOL 448, 450, 451) with laboratories do not fulfill the laboratory requirement.

5. Justification for Change(s):
   1) This is necessary following the course number change proposed in the accompanying proposal to change a course form.
   2) The second change strengthens the program by preventing students from graduating with no upper-level laboratories.
Proposal to Change Degree Requirements For the Major

6. Signature of Department Chair (s) or Program Director(s):

Date: 1/29/09

7. Signature of Dean(s) of School:

Date: FEB. 11, 2009

8. Signature of Provost:

Date: 2/16/2009

9. Signature of Curriculum Committee Chair:

Date: 2/23/09

10. Signature of Budget Committee Chair:

Date: 

11. Signature of Planning Committee Chair:

Date: 

12. Signature of Faculty Senate Secretary:

Date approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Curriculum Committee
Proposal to Change Degree Requirements
For the Major

1. Department: ACLS
2. Degree: BS ACCT
3. Semester and year in which degree change(s) will go into effect: Fall 2009
4. Change(s) Desired:
   1 - Drop POLS 101 as a requirement for degree
   2 - Add ACCT 444 to the "One additional course" list, which currently includes ACCT 336, ACCT 342 and FINC 315
   3 - Change "One additional course" to "Two additional courses" (now students will be able to choose 2 from a list of 4, and that list will include ACCT 444 in addition to the 3 courses already on it)
5. Justification for Change(s):

   1 -
   a) Consistency - In a curriculum review of our department and others in the School of Business and Economics, we noted that no other departments in the school required POLS 101 for their majors. Also, no other Schools across campus specifically require POLS 101 for their majors (other than the POLS major). Additionally, we could find no documentation justifying the initial decision to include POLS 101 as a requirement for a major in ACCT.

   b) Coverage in other ACCT classes - Given the extent to which we now cover across our entire curriculum the role that the government plays in regulating the accounting profession, we see no reason to require students to take POLS 101 in addition to the ACCT courses required for an ACCT major provided that they take those courses in the "Social Sciences" required for graduation.

   c) Spirit of GenEd - The College's general education requirements allow students to study political science amongst other subjects in the Social Sciences. Forcing our students to choose POLS 101 to fulfill a portion of those requirements is not consistent with our department's understanding of the College's mission for General Education. While we encourage our students to embrace the College's Social Science requirements, it just doesn't make sense to mandate that they do so by taking POLS 101.

   2 & 3 - The practical experience of an internship-for-credit (ACCT 444) is something that our accrediting body (AACSB) and our departmental faculty deem to be an important part of executing our departmental mission. Giving students the option to apply their credits earned in ACCT 444 toward their major requirements is consistent with the department's belief that students' internships are essential to bridging what we teach in the classroom with professional practice.

The net effect on the required number of credits for an ACCT degree is 0.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: [Signature]
   Date: [Date]

7. Signature of Dean of School: [Signature]
   Date: [Date]

8. Signature of Provost: [Signature]
   Date: [Date]

9. Signature of Curriculum Committee Chair: [Signature]
   Date: [Date]

10. Signature of Budget Committee Chair: [Signature]
    Date: [Date]

11. Signature of Planning Committee Chair: [Signature]
    Date: [Date]

12. Signature of Faculty Senate Secretary: [Signature]
    Date Approved by Senate: [Date]

13. Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the change will be sent by the Registrar to:
   1. Department Chair or Program Director
   2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
   3. College Relations (addition to Undergraduate Catalog)
   4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
   5. Undergraduate Studies (SNAP, ONCOURSE)

   (Form was approved by FCC on 4/18/06 and replaces all others.)
Proposal to Change Degree Requirements For the Major

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Chemistry**

2. Degree: **BS Biochemistry**

3. Semester and year in which degree change(s) will go into effect: **Fall 2009**

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   - changes in requirements
   - in the list of course choices for the Biology requirements, change the Biol212/212L choice to Biol 305/305L

5. Justification for Change(s):
   - this is necessary following the course number change proposed in the accompanying proposal to change a course form

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change Degree Requirements For the Major

6. Signature of Department Chair(s) or Program Director(s):
   [Signature]
   Date: 1-27-09

7. Signature of Dean(s) of School:
   [Signature]
   Date: Feb. 11, 2009

8. Signature of Provost:
   [Signature]
   Date: 2/16/2009

9. Signature of Curriculum Committee Chair:
   [Signature]
   Date: 2/23/09

10. Signature of Budget Committee Chair:
    [Signature]
    Date:

11. Signature of Planning Committee Chair:
    [Signature]
    Date:

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

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change Degree Requirements For the Major

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Biology

2. Degree: BS Biology, BS Marine Biology, Teaching option

3. Semester and year in which degree change(s) will go into effect: Fall2009

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   1) changes in requirements: change the required Biol212 to Biol305
   2) - clarify the course requirements by adding "additional" to "19 additional semester hours in course at the 300 level or above".

5. Justification for Change(s):
   This is necessary following the course number change proposed in the accompanying proposal to change a course form

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change Degree Requirements For the Major

6. Signature of Department Chair(s) or Program Director(s):  
Date:  

7. Signature of Dean(s) of School:  
Date:  

8. Signature of Provost:  
Date:  

9. Signature of Curriculum Committee Chair:  
Date:  

10. Signature of Budget Committee Chair:  
Date:  

11. Signature of Planning Committee Chair:  
Date:  

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

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change Degree Requirements For the Major

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department:

2. Degree: **BS Biology with concentration in Molecular Biology**

3. Semester and year in which degree change(s) will go into effect: **Fall 2009**

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   - changes in requirements
     1) - change the required Biol212 and Biol212L to Biol305 and 305L respectively
     2) - clarify the course requirements by listing them as follows:

     - Biol111/111L
     - Biol112/112L
     - Biol211/211D
     - Biol305/305L
     - Biol312/312L
     - Biol313/313L
     - Biol455

     and 8 additional semester hours in Biology courses at the 300 level or above.

     3) - clarify the lab requirement by adding:

     **NOTE:** Students must complete at least one additional biology courses with laboratories at the 300 level or above for a total of four laboratories at the 300 level or above. The laboratory courses may carry separate credit or may be part of a four-credit (4) course. Independent study (HONS 398), Tutorial (BIOL/HONS 399), Bachelor's Essay (BIOL/HONS 499), or problems courses (BIOL 448, 450, 451) with laboratories do not fulfill the laboratory requirement.

5. Justification for Change(s):
   1) and 2) this is necessary following the course number change proposed in the accompanying proposal to change a course form. The list of requirements itself has not changed, just how it will appear in the catalog to improve clarity.

   3) This note was inadvertently omitted when the changes in major requirements were processed a few years ago. So students can currently graduate with only 3 upper-level labs (212L, 312L and 313L) rather than the 4 required of all the other Biology majors, including the BS Biology, of which this degree is a concentration. Even though the note was added to the catalog to remedy this problem, it needs to be officially approved through the faculty curriculum committee and Senate.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change Degree Requirements For the Major

6. Signature of Department Chair(s) or Program Director(s):

Date: 1/28/09

Date: 

7. Signature of Dean(s) of School:

Date: Feb. 11, 2009

Date: 

8. Signature of Provost:

Date: 2/16/2009

9. Signature of Curriculum Committee Chair:

Date: 2/27/09

10. Signature of Budget Committee Chair:

Date: 

11. Signature of Planning Committee Chair:

Date: 

12. Signature of Faculty Senate Secretary:

Date approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department(s) or School(s): Biology

2. Name of the Minor/Concentration: Biology

3. Semester and year in which degree change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   **changes in requirements: change the required Bio1212 to Bio1305**

5. Justification for Change(s):
   This is necessary following the course number change proposed in the accompanying proposal to change a course form

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

6. Signature of Department Chair or Program Director:

Date: 1/28/09

7. Signature of Dean of School:

Date: FEB. 11, 2009

8. Signature of Provost:

Date: 2/16/2009

9. Signature of Curriculum Committee Chair:

Date: 2/23/09

10. Signature of Faculty Senate Secretary:

Date Approved by Senate: __________________________

COMPLETED FORM SHOULD BE SENT BY THE FACULTY SENATE SECRETARY TO THE REGISTRAR. AFTER IMPLEMENTATION, INFORMATION CONCERNING THE PASSED COURSE AND PROGRAM CHANGES WILL BE PROVIDED BY THE REGISTRAR TO ALL FACULTY AND STAFF ON-CAMPUS.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Biology**

2. Course Number and Title: **Biol212 and Biol212L** Genetics lecture and Genetics laboratory

3. Semester and year when the course change(s) will go into effect: **Fall2009**

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   **course number to Biol 305 and 305L respectively**

5. Justification for Change(s):

   **Prior to the fall of 2005, the genetics lecture was taught under the Biol311 number together with the laboratory (Genetics Laboratory, Biol311L). When the lecture course became a required sophomore-level course as part of a larger curriculum revision, both the lecture and the lab numbers were changed to 212. However, course content and level of instruction were not changed for either the lecture or the lab.**

   **Biol212 lecture is a required course for all Biology majors (both BS and BA). Students are not required to take the lab, except those completing the BS Biology with Concentration in Molecular Biology.**

   **Under the current 212L number, this lab is not recognized as a "300 level and above lab" even though the content is still that of a 300-level lab. This creates a problem for biology majors because the lab ends up not counting towards one of the major requirements, that of completing “four laboratories at the 300-level or above”. It is also an issue for Biology/molecular emphasis students because the lab, even though required, cannot count as one of the 4 required 300+ biology lab courses.**

   **These consequences were certainly not intended. We now request that both the lecture and the lab course be returned to the 300 level, so that successful completion of Genetics Lab can be applied to the majors requirement for laboratories at the 300-level or above, resolving both issues.**

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☒ yes  ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

   (Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

BS Biology, BS Biology with Molecular Biology emphasis, BS Marine Biology, BS Biology Teaching option, BA Biology, BS Biochemistry, Minor in Biology

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

Chemistry

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:

[Signature]

Date: 1/28/09

9. Signature of Dean of School:

[Signature]

Date: 2/5/11, 2009

10. Signature of Curriculum Committee Chair:

[Signature]

Date: 2/13/09

11. Signature of Faculty Senate Secretary:

[Signature]

Date Approved by Senate: ________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Biology

2. Course Number and Title: see attached list

3. Semester and year when the course change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if more than 2 items listed under "Typical changes handled by this form" in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Change course number for prerequisite or co/prerequisite from Biol212 to Biol305

5. Justification for Change(s):

   This is necessary following the course number change proposed in the accompanying proposal to change a course form

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes  ☒ no
   
   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:
   
   Date: 1/7/09

9. Signature of Dean of School:
   
   Date: Feb. 11, 2009

10. Signature of Curriculum Committee Chair:
    
    Date: 2/10/2009

11. Signature of Faculty Senate Secretary:
    
    Date Approved by Senate: ________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Biology courses for which Biol 212 is a prerequisite to be changed to Biol 305:

Biol312
Biol314
Biol321
Biol322
Biol336
Biol343
Biol350
Biol399
Biol406
Biol445
Biol450
Biol451
Biol455
Biol499
Biol501
Biol502
Biol503

Biology courses for which Biol 212 is co-requisite or prerequisite to be changed to Biol305:

Biol300
Biol301
Biol302
Biol303
Biol304
Biol310
Biol313
Biol320
Biol323
Biol332
Biol333
Biol334
Biol335
Biol337
Biol338
Biol339
Biol340
Biol341
Biol342
Biol360
Biol410
Biol411
Biol414
NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Biology

2. Course Number and Title: Biol322

3. Semester and year when the course change(s) will go into effect: Fall2009

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   - course title: Developmental Biology
   - course description:
     Lecture surveys the different stages of development from fertilization to organogenesis in both invertebrate and vertebrate model systems. Lecture covers both the descriptive nature of embryonic development, as well as the conserved molecular and cellular patterns. The laboratory covers some techniques of developmental biology, as well as histology slides of embryonic development, and research paper discussion. Lecture three hours per week, laboratory three hours per week

5. Justification for Change(s):

   The new title and the corresponding description reflects better the content of the course and labs as they have been taught in the past few years, as well as the advancements and new directions of this field of biology.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:

[Signature]
Date: 1/28/09

9. Signature of Dean of School:

[Signature]  
Date: Feb. 11, 2009  
Susan J. Morrison  
2/16/2009

10. Signature of Curriculum Committee Chair:

[Signature]
Date: 2/23/09

11. Signature of Faculty Senate Secretary:

______________________________________________

Date Approved by Senate: _______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: English

2. Course Number and Title: English 110 Introduction to Academic Writing
   Number of Credits: 4   Total hrs/week: 4
   Lecture: ☒ Lab: ☐ Recitation: ☐ Seminar: ☐

For Independent study courses:
   Research: ☐ Field experience: ☐
   Clinical Practice: ☐ Internship: ☐
   Practicum: ☐ Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Fall 2009

4. Catalog Description (please limit to 50 words):
   An introduction to the practices necessary for successful college writing: reading and analyzing college-level texts; crafting effective arguments; writing in a process that includes invention, drafting, revising and editing; and researching, evaluating and documenting appropriate supporting materials for college-level essays. Taken during student's first year. Grade of “C” or better required to fulfill the General Education requirement.

5. Check if appropriate: Humanities: ☐ Social Science: ☐ (meets minimum degree requirements)

   Check if appropriate: ☐
   This course will be cross listed with: ______
   Rationale for cross listing: ______
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   ______

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

   a) What are the goals and objectives of the course?
   
   Goals of English 110
   Students will receive training and practice in the following areas. Successful English 110 students will be able to do the following:

   (Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

Process
- Understand a writing assignment as a series of tasks, including invention, drafting, revising, and editing
- Shape a written work according to the requirements of purpose, genre, occasion, and audience
- Construct an effective argument using appropriate evidence
- Understand conventions of academic writing
- Document work appropriately
- Follow the conventions of standard American English

Reading and Research
- Develop skills for studying college-level essays and academic articles
- Develop skills for summarizing and paraphrasing college-level essays and academic articles
- Evaluate, analyze, and synthesize appropriate primary and secondary sources
- Integrate their ideas with the ideas of others effectively

Rhetorical Analysis
- Understand how a text is shaped according to the requirements of purpose, genre, occasion, and audience
- Understand the difference between summary and analysis
- Evaluate the persuasiveness of a text's argument

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

7. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
N/A

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
The purpose of English 110 is to help students develop the indispensable foundation for pursuing a liberal arts education: competence in reading and writing at the college level.

8. a) 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.

b) Please explain overlap with any existing courses.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

English 110 overlaps with English 101 and 102; these courses will no longer be offered at the College, but will be recognized for the purpose of awarding transfer credit in accordance with CHE requirements. (A complete transfer policy is attached.)

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:
    Students will be required to take 4 rather than 6 hours of first-year writing, so they may enroll in an additional course during their first year.

b) Address potential shifts in staffing of the department as it relates to the offering of this course:
    This course will greatly decrease our reliance on adjuncts, since we will be offering one required course instead of two.

c) Frequency of offering:
   each fall: ☐   each spring: ☐
   every two years: ☐ every three years: ☐
   other ☐(Explain): Every semester and in summer

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

   a) Staff:
      N/A

   b) Budget:
      N/A

   c) Library:
      N/A

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

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes  ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

   (Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course
Proposal for a New Course

14. Signature of Department Chair or Program Director: 

Date: 1/27/09

15. Signature of Dean of School: 

Date: 1/27/08

16. Signature of Provost: 

Date: 1/28/2008

17. Signature of Business Affairs Official 

Date: 

not necessary

18. Signature of Curriculum Committee Chair: 

Date: 2/17/09

19. Signature of Faculty Senate Secretary:

Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
To: Bob Perkins, Chair, Faculty Curriculum Committee
From: Trish Ward, Chair, Department of English
About: English 110 Course Proposal
Date: January 28, 2009

Attached is a course proposal for the Curriculum committee's consideration. This new four-hour course, English 110, is intended to fulfill the Gen Ed writing requirement, so we are also sending this proposal to the Gen Ed committee.

Please let us know if we can supply any more information about this proposal, or if you would like us to forward it to any other faculty committees, such as Academic Planning. Our department would be happy to discuss it with your Committee at your convenience.
Proposed Policy on Transfer Credit To Satisfy the College of Charleston’s General Education Writing Requirement

Our new course, English 110, will meet the General Education writing requirement. This four-hour course will replace English 101 and 102, the six-hour sequence that currently satisfies the Gen Ed writing requirement.\(^1\) English 101 and 102 will no longer be taught at the College, but these courses will continue to be recognized for purposes of transfer credit, in accordance with CHE state articulation agreements and policies regarding AP and IB credit\(^2\).

This table identifies coursework that currently satisfies some or all of C’s General Education writing requirement and compares the current and proposed credit that such coursework may earn towards a C of C degree.

<table>
<thead>
<tr>
<th>Coursework completed</th>
<th>Number of C of C credit hours earned and counted towards current C of C Gen Ed writing requirement</th>
<th>Number of C of C credit hours earned and counted toward proposed Gen Ed writing requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101 at C of C</td>
<td>Passing grade earns 3 credit hours; student must also complete 102 to satisfy Gen Ed requirement</td>
<td>Past 101 coursework will still earn 3 hrs; student must earn C or better in 110 or 215 to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>Eng 101 &amp; 102, C of C</td>
<td>Passing grade earns 6 hours and satisfies Gen Ed req.</td>
<td>Past 101-102 will still earn 6 hours and satisfy Gen Ed req.</td>
</tr>
<tr>
<td>Engl 101 from any SC public institution</td>
<td>Grade of C or better earns 3 hrs transfer credit; student must also take 102 to satisfy Gen Ed requirement</td>
<td>Grade of C or better earns 3 hrs transfer credit; student must have grade of C or better in 110 or 215 to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>English 101 &amp; 102 from SC public institution</td>
<td>Grade of C or better earns 6 hours transfer credit and satisfies Gen Ed requirement</td>
<td>Grade of C or better earns 6 hours transfer credit and satisfies Gen Ed requirement</td>
</tr>
<tr>
<td>3 or 4 on either AP English Language or AP English Literature</td>
<td>3 earns 101, 3 credit hours; student must take 102 4 earns 101 &amp; 102, 6 credit hours</td>
<td>Students receive 3 hours credit for 101; must take 110 or 215 to satisfy Gen Ed requirement.</td>
</tr>
<tr>
<td>3 or 4 on both AP English Lang. and AP English Lit</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement. May also take 110 or 215 for additional elective credit.</td>
</tr>
<tr>
<td>5 on either AP English Lang or AP English Lit or both</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement. May also take 110 or 215 for additional elective credit.</td>
</tr>
<tr>
<td>4 or better on IB English exam</td>
<td>Student earns 3 hours credit, which counts toward Humanities req. but does not satisfy Gen Ed writing req.</td>
<td>4 or 5 earns 3 hours credit for 101; student must take 110 or 215 to satisfy Gen Ed requirement. 6 or 7 earns 6 hours credit for 101 and 102 and satisfies Gen Ed requirement. Student may also take 110 or 215.</td>
</tr>
<tr>
<td>English 110 at C of C (or the equivalent course transferred from any institution)</td>
<td>N/A</td>
<td>Students earning below C receive 4 hours, but must retake the course and earn C or better to satisfy the Gen Ed requirement. Students earning C or better receive 4 hours and satisfy Gen Ed writing requirement</td>
</tr>
</tbody>
</table>

---

\(^1\) Students who complete part of the writing requirement elsewhere, and those who desire additional writing instruction beyond 110, may elect to take a 3-hour course, English 215, Interdisciplinary Academic Writing. Students seeking introductory literature courses may take English 190 or appropriate courses in other departments.

\(^2\) CHE policies are online at [http://www.ches.state.gov/AcademicAffairs/TRANSFER/Transfer.htm](http://www.ches.state.gov/AcademicAffairs/TRANSFER/Transfer.htm) and [http://www.ches.state.gov/AcademicAffairs/AdvPlacement.htm](http://www.ches.state.gov/AcademicAffairs/AdvPlacement.htm)
Course Texts and Materials

- Additional required readings available on WebCT
- Familiarity with an online writing resource such as the Purdue Online Writing Lab (http://owl.english.purdue.edu)
- Admission ticket to the Charleston Museum

Overview and Objectives

Places, like texts, are imbued with meaning. Over the course of the semester, we will work to understand and analyze the meaning of the spaces we inhabit—the classroom, the College of Charleston Campus, and the city of Charleston. We will additionally examine that place commonly known as academia, and you will learn to successfully position yourself within the complex landscape of academic writing and culture. In short, this course is designed to help you develop reading and writing practices that you can draw on to write effectively throughout the college curriculum: you will learn strategies for generating ideas in writing, evaluating these ideas in light of other ideas and texts, and developing critical arguments that demonstrate this complex thought process.

So that we may accomplish these goals, the course is divided into three units. We will open the course by closely reading two challenging but important essays about place and culture memory, applying the theories these texts offer us to our individual understandings of place and space. In the second unit, we will move outside the classroom and onto the campus, investigating competing representations of the College and campus community. Finally, in the third unit, you will bring together what you’ve learned in these two prior units to compose a substantial research essay that critically examines a monument or other historical site, either on campus or in the greater Charleston area, and how this site represents the history it seeks to commemorate.

It's important to keep in mind, though, that this is first and foremost a class on writing. You will be required to do a significant amount of writing, and we will devote time in and out of class to analyzing your writing. In fact, your writing will be central to our work this semester. I will
regularly distribute examples of student work, and we will use these examples as a means to discuss writing issues and as a way into the texts we will be reading.

**Course Policies**

**Attendance and Participation:** Since the work of the course depends on collaboration as readers and writers over the term, and since your work is central to class discussion, attendance is required. Come to class on time and ready to begin the work of the course. Be sure to bring with you the appropriate texts or materials, turn off cell phones and any other electronic devices, and be prepared to take part in the work of the class. If there is a time when you cannot come to class, it is your responsibility to communicate with me, to arrange to turn in written work, and to find out about subsequent assignments by consulting the class website. If you register late for the course, it is your responsibility to catch up and complete the work you’ve missed.

Missing class will decrease your attendance and participation grade (see Grades section below), and it will likely affect the quality of writing you produce throughout the semester. I make no distinction between unexcused or excused (i.e., documented) absences, although I will make exceptions in circumstances that meet those listed on the learning contract each student signs. *Students may not miss more than six classes; if a student misses more than six classes, he or she will fail the course.* It is your responsibility to keep track of absences. I will notify a student only once he or she has missed six classes.

**Assignments and Late Work:** Throughout the term you will be expected to complete a variety of assignments. You will be required to keep up with, and be prepared to discuss, assigned readings. The writing assignments are divided into two categories:

- *Response Essays* are shorter papers (up to 3 pages in length) where you begin your inquiry into the assigned readings. These papers are less formal than essays; however, you will want to make sure you leave yourself enough time to proofread and edit your writing. You will complete a total of 5 Response Essays throughout the semester.

- *Activity Journal* entries are informal writings in which you will report on the different writing- and research-related activities you complete over the semester.

- *Portfolios* are more extensive formal writing assignments (up to 8 pages in length) that enable you to revisit, extend, and/or revise the ideas raised in the Response Essays. You will write a rough draft for each Portfolio project and we will workshop these assignments both in class and in small-group conferences. You will complete 3 Portfolio projects throughout the term.

So I may efficiently distribute essays for workshopping in class, I ask that you format your assignments as Microsoft Word files and submit them to me electronically through WebCT, using file names that indicate your name and the assignment (i.e., YourLastName_Essay1.doc). (For more information on submission guidelines, please see the separate handout entitled “Guidelines for Submitting Assignments.”) You are responsible for preparing the assignments
for the course as fully as you can and on time. Late assignments will not be accepted for credit unless the student makes arrangements with me in a reasonable amount of time prior to the assignment’s due date. It is your responsibility to make sure you submitted an assignment correctly and on time; I will not notify you if an assignment is late. In turn for your promptness, I will comment on your work and return it to you within two weeks.

**Plagiarism and Honor Code:** To present someone else’s work as your own is to plagiarize. If you draw on or quote the work of others in your writing, as you will almost surely do in the course, you must acknowledge that you are doing so. This applies whether your sources are published authors, fellow students, teachers, or friends. Plagiarism is an Honor Code violation and will therefore be treated seriously. Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended, or expelled from the College by the Honor Board. I recommend that you read the university’s statement on academic integrity (http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html) and ask me if you have any questions about either the policy itself or how to document sources in your writing.

**Writing Lab:** The Writing Lab, located on the first floor of Addlestone Library, is an excellent resource for working on editing and revision, on problems of getting started or organizing scattered materials, or on any other difficulty you may be experiencing as a writer. Although you should not expect consultants to “correct” your paper for you, they can assist you in learning to edit and revise your work. For more information, consult the Writing Lab website at http://www.cofc.edu/%7Ecsl/writing/writing_lab.html.

**Writer’s Group:** Writer’s Group is a non-credit, free-of-charge course designed for any student who wants extra opportunities to plan, revise, edit, and review the writing he or she does in English 101. Students meet weekly for 50 minutes in groups of four, along with a facilitator, to discuss an essay that they are drafting or one that has been graded by their instructor. At various points in the semester, facilitators also deliver writing workshops designed for larger groups of students. For more information about Writer’s Group and the services it offers, visit www.cofc.edu/~english/writers_group.html.

**WebCT:** All course materials—including handouts, assignments, the syllabus, policies, and schedule—will be available online through WebCT, a program that manages course materials and resources for students and instructors. You will want to check the course website regularly because I will post important materials to the site. If you need an extra copy of any class handout, you can download it from WebCT.

**Students with Disabilities and Special Needs:** The College will make reasonable accommodations for persons with documented disabilities. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact the Center for Disability Services located in the Lightsey Center, Suite 104. Students approved for accommodations should notify me as quickly as possible.
Office Hours and Email: I keep regular office hours each week, and this time is reserved for you to discuss with me any issues, concerns, or suggestions you have about your work or about the course. I have an open door policy, so please don’t hesitate to visit me during office hours. If you can’t make the hours posted, email me to arrange another time when we can meet or to ask any questions you may have. Send all email inquires to WarnickC@cofc.edu; please do not send them through the Mail function on WebCT. I will respond to emails within twenty-four hours.

Grades: I will read and comment on all your work. You will receive a letter grade for the final draft of each Portfolio Project. Your Response Essays will not receive letter grades; instead, you will receive full credit if you satisfactorily complete each Response Essay. You may expect to earn a C participation grade if you attend all classes, come to class prepared, and participate in class discussion one or two times per class. Consistent and meaningful participation will raise that grade; non-participation, disruptiveness, absences or lateness will lower it.

I will use the following formula to determine your final grade:

- Response Essays (10%)
- Portfolio 1 (25%)
- Portfolio 2 (25%)
- Portfolio 3 (25%)
- Participation, attendance, Activity Journal (15%)

If, at any time, you have questions about your grade, please do not hesitate to schedule an appointment with me to discuss your progress in the course.
Working Schedule

Below is a schedule detailing our work this semester. Readings and writing assignments are to be completed by the date under which they’re listed. This schedule is subject to change according to the needs of the class.

Week 1

W Course intro

F In-class Essay
   Conference with students 1-5

Week 2

M Graff and Birkenstein, *They Say / I Say* (pp. ix-14)
   Workshop responses to In-class Essay

W Nora, “Between Memory and History” (available on WebCT)
   **Response Essay 1 due**

F Continue discussion of Nora
   Conference with students 6-10

Week 3

M Graff and Birkenstein, *They Say / I Say* (pp. 17-38)
   Workshop examples of Response Essay 1

W Continue discussion of Nora
   **Response Essay 2 due**

F Workshop examples of Response Essay 2
   Conference with students 11-15

Week 4

M Loewen, excerpts from *Lies Across America* (available on WebCT)
   **Response Essay 3 due**
Workshop examples of Response Essay 3

Graff and Birkenstein, *They Say / I Say* (pp. 39-47)
Conference with students 16-20

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**Week 5**

**M** Rough draft of Portfolio 1 essay due by 11:59 pm (via WebCT)

**W** In-class peer review

**F** In-class peer review
Conference with students 1-5

---

**Week 6**

**M** Final draft of Portfolio 1 due by 11:59 pm (via WebCT)

**W** Campus tour, Intro to Unit 2

**F** Kincaid, *A Small Place* (pp. 3-37)
Conference with students 6-10
Activity Journal Due

---

**Week 7**

**M** Graff and Birkenstein, *They Say / I Say* (pp. 51-87)
Response Essay 4 due by 11:59 pm (via WebCT)

**W** Workshop examples of Response Essay 4

**F** Kincaid, *A Small Place* (pp. 41-81)
Conference with students 11-15

---

**Week 8**

**M** Response Essay 5 due by 11:59 pm (via WebCT)
Week 9
M  No class, Fall Break
W  Graff and Birkenstein, *They Say / I Say* (pp. 88-135)
F  Portfolio 2 rough draft due
    Conference with students 1-5

Week 10
M  In-class peer review
W  In-class peer-review
F  Conference with students 6-10
    Portfolio 2 final draft due

Week 11
M  Introduce Portfolio 3
W  Denmark Vesey newspaper articles (available on WebCT)
    *One-page proposal for Portfolio 3 due*
F  Continue discussion of Vesey articles
    Tour Charleston Museum
    *Activity Journal due*

Week 12
M  Discuss Charleston Museum visit
W  Introduction to the research process
F  Introduction to archival research
     Tour Special Collections

Week 13

M  Rough draft of Portfolio 3 essay, including annotated bibliography, due (by 11:59 pm via WebCT)
W  Portfolio conferences
F  Portfolio conferences
     Conference with students 11-15

Week 14

M  Research session in Addlestone Library
W  No classes, Thanksgiving Holiday
F  No classes, Thanksgiving Holiday

Week 15

M  In-class peer review
W  In-class peer review
F  In-class peer review
     Conference with students 16-20
     Activity Journal due

Week 16

M  Course wrap-up
     Portfolio 3 due
English 215: Interdisciplinary Composition

Fall 2008
MWF X – X:50
Classroom
Office Location
Office Phone
Email

Course Texts


Other required readings available on WebCT

Overview and Objectives

This course is designed to introduce you to the writing and research practices of academic disciplines in the humanities, the natural and social sciences, and business. Through our reading and writing this semester, we will investigate academic culture in general, but you will also be asked to examine the writing and intellectual practices of an academic discipline you’re interested in entering (or one to which you already belong). Toward this end, the course will roughly be divided into two units. In the first unit, we will examine academic culture more generally, and you will read and respond to essays, written by students and teachers, that critique American higher education and offer suggestions for how it can be improved. Our focus will narrow in the second unit, as we will apply what we learn in the first unit to our own respective academic disciplines. Ultimately, you should expect to leave this class with a critical and practical understanding of the general conventions behind academic writing. In addition, through your own research and writing you will learn and reflect on the writing, reading, and thinking practices valued in your chosen discipline—whether it be Biology, Chemistry, Psychology, Sociology, Law, English, foreign languages, Political Science, Marketing, or another area of specialization.

Finally, your writing will be central to the work of the course. This is a writing-intensive course, which means that you should expect to hand in writing each week. I will regularly reproduce student writing for our review, and we will workshop this writing in class, discussing our reactions to a given text as well as examining the critical ideas it raises and where those ideas lead us.

Course Policies

Attendance and Participation: Since the work of the course depends on collaboration as readers and writers over the term, and since your work is central to class discussion, attendance is required. Come to class on time and ready to begin the work of the course. Be sure to bring with you the appropriate texts or materials, turn off cell phones and any other electronic devices,
and be prepared to take part in the work of the class. If there is a time when you cannot come to class, it is your responsibility to communicate with me, to arrange to turn in written work, and to find out about subsequent assignments by consulting the class website. If you register late for the course, it is your responsibility to catch up and complete the work you’ve missed.

Missing class will decrease your attendance and participation grade (see Grades section below), and it will likely affect the quality of writing you produce throughout the semester. I make no distinction between unexcused or excused (i.e., documented) absences, although I will make exceptions in circumstances that meet those listed on the learning contract each student signs. Students may not miss more than six classes; if a student misses more than six classes, he or she will fail the course. It is your responsibility to keep track of absences. I will notify a student only once he or she has missed six classes.

Assignments and Late Work: Throughout the term you will be expected to complete a variety of in- and out-of-class assignments. You will be required to keep up with, and be prepared to discuss, assigned readings. You will complete three types of writing assignments:

- **Exercises** are shorter, more informal writings (up to 2 pages in length) in which you will engage with a question or issue raised in the class readings—including essays written by your classmates. I will thoroughly read these essays, and we will discuss them in class, but I will not assign them letter grades. You will receive full credit if you satisfactorily complete each assignment on time. Even though you won’t receive letter grades on these activities, I don’t want you to view them simply as busywork. These activities are designed so that you can begin thinking about or testing an idea that you may develop more fully in one of the three major projects you’ll complete. In some cases, these exercises will ask you to compose materials that you may include as part of a more fully developed project.

- **Projects** are more substantial writing assignments (up to 15 pages in length) that allow you to extend the ideas you raise in your Exercises. For each of the 3 Projects you will complete this semester you will compose a rough draft that you will have the opportunity to revise based on feedback you receive from me and your peers. In Project 1 you will write a formal academic essay that puts into conversation several published critiques of the Academy, including texts we’ll read in class. For Project 2 you will write an essay that rhetorically examines a journal article published in a prominent research publication relevant to your discipline. Finally, for Project 3 you will compose a research essay, addressed to members of your discipline, on a current topic in the field. In addition, you will give a brief oral presentation on this project, geared to an audience of non-specialists.

- **Peer Response Letters** are short informal writing assignments that ask you to offer a classmate constructive criticism on the rough drafts of their Project assignments. These assignments will not receive letter grades; they will instead be factored into your Attendance and Participation grade (see Grades section below).

So I may efficiently distribute essays for workshop in class, I ask that you format your assignments as Microsoft Word files and submit them to me electronically through WebCT,
using file names that indicate your name and the assignment (i.e., YourLastName_Essay1.doc). (For more information on submission guidelines, please see the separate handout entitled "Guidelines for Submitting Assignments.") You are responsible for preparing the assignments for the course as fully as you can and on time. _Late assignments will not be accepted for credit unless the student makes arrangements with me in a reasonable amount of time prior to the assignment's due date._ It is your responsibility to make sure you submitted an assignment correctly and on time; I will not notify you if an assignment is late. In turn for your promptness, I will comment on your work and return it to you within two weeks.

**Plagiarism and Honor Code:** To present someone else's work as your own is to plagiarize. If you draw on or quote the work of others in your writing, as you will almost surely do in the course, you must acknowledge that you are doing so. This applies whether your sources are published authors, fellow students, teachers, or friends.

Plagiarism is an Honor Code violation and will therefore be treated seriously. In cases where I believe a student has plagiarized out of misunderstanding, I will determine an appropriate resolution in consultation with the student. In some instances, this resolution may be filed with the Dean of Students. Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive an XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended, or expelled from the College by the Honor Board. I recommend that you read the university's statement on academic integrity (http://www.cofc.edu/studentaffairs/general_info/studenthandbook.html) and ask me if you have any questions about either the policy itself or how to document sources in your writing.

**WebCT:** Course materials—including handouts, assignments, the syllabus, policies, and schedule—will be available online through WebCT, a program that manages course materials and resources for students and instructors. You will want to check the course web site daily because I will post important announcements to the site. If you need an extra copy of any class handout, you can download it from WebCT.

**Writing Lab:** The Writing Lab, located on the first floor of Addlestone Library, is an excellent resource for working on editing and revision, on problems of getting started or organizing scattered materials, or on any other difficulty you may be experiencing as a writer. Although you should not expect consultants to "correct" your paper for you, they can assist you in learning to edit and revise your work. For more information, consult the Writing Lab website at http://www.cofc.edu/967Ecs1/writing/writing_lab.html.

**Students with Disabilities and Special Needs:** The College will make reasonable accommodations for persons with documented disabilities. If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact the Center for Disability Services located in the Lightsey Center, Suite 104. Students approved for accommodations should notify me as quickly as possible.
Grades: I will read and comment on all your work, and you will earn letter grades on the final drafts of your three main Project assignments. Your Exercises and Peer Response Letters will not receive letter grades; instead, you will receive full credit if you satisfactorily complete each activity. At the midpoint of the term, we will meet one-on-one to discuss your writing. During this conference we will discuss the midterm grade you’re earning for your work in the course to this point, and we will talk about specific strategies you can draw on to improve your grade.

Your final grade will be based on the quality of work you produce throughout the semester and on class participation. You may expect to earn a C participation grade if you attend all classes, come to class prepared, and participate in class discussion one or two times per class. Consistent and meaningful participation will raise that grade; non-participation, disruptiveness, excessive absence or lateness will lower it.

I will use the following formula to determine your final grade:

- Project 1: Conversation Essay (25%)
- Project 2: Article Analysis (25%)
- Project 3: Final Research Project and Presentation (30%)
- Exercises (10%)
- Attendance, Participation, and Peer Response Letters (10%)

If, at any time, you have questions about your grade, please do not hesitate to schedule an appointment with me to discuss your progress in the course.

Office Hours: I keep regular office hours each week, and this time is reserved for you to discuss with me any issues, concerns, or suggestions you have about your work or about the course. I have an open door policy, so please don’t hesitate to visit me during office hours. If you can’t make the hours posted, email me to arrange another time when we can meet or to ask any questions you may have. Send all email inquiries to WarnickC@cofc.edu; please do not send them through the mail function offered through WebCT. I will respond to all email inquiries within twenty-four hours.
Working Schedule

Below is a schedule detailing our work this semester. Readings and writing assignments are to be completed by the date under which they’re listed. This schedule is subject to changes according to the needs of the class.

Week 1

W  Course introduction
F  In-class essay

Week 2

M  Discuss responses to in-class essays
W  Douthat, “Approaches to Knowledge” (available on WebCT)
    Exercise 1 due by 11:59 pm (via WebCT)
F  Discuss Douthat and responses to Exercise 1

Week 3

M  Graff, *Clueless in Academe*, pp. 1-80
W  Exercise 2 due by 11:59 pm (via WebCT)
F  Discuss Graff and responses to Exercise 2

Week 4

W  Rough draft of Project 1 due by 11:59 pm (via WebCT)
F  Discuss Graff and workshop rough drafts of Project 1
Week 5
M Graff, *Clueless in Academe*, pp. 115-207
W Peer Response Letter 1 due in class
F Peer review workshop

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Week 6
M Graff, *Clueless in Academe*, pp. 211-277
W Discuss Graff and workshop Project 1 rough drafts
F Peer Review Workshop
Final draft of Project 1 due by 11:59 pm (via WebCT)

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Week 7
M Introduce Project 2
W Library Presentation
F Exercise 3 due by 11:59 pm (via WebCT)

---

Week 8
M Discuss interviewing techniques
W Midterm conferences
F Midterm conferences

---

Week 9
M No classes, Fall Break
Week 10

M  Workshop responses to Exercises 3 and 4
W  Continue discussion of Bazerman
F  Rough draft of Project 2 due by 11:59 pm (via WebCT)
    No class, travel to conference

Week 11

M  Workshop Project 2 rough drafts
W  Peer Response Letter 2 due in class
    Peer review workshop
F  Final draft of Project 2 by 11:59 pm (via WebCT)

Week 12

M  Kuhn, selections from The Structure of Scientific Revolutions (available on WebCT)
W  Exercise 5 due by 11:59 pm (via WebCT)
F  No class, travel to conference

Week 13

M  Research day, meet in Addlestone Library
W  Workshop responses to Exercise 5
    Rough draft of Project 3 due by 11:59 pm (via WebCT)
### Week 14

<table>
<thead>
<tr>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td>Research day, meet in Addlestone Library</td>
</tr>
<tr>
<td>W</td>
<td>No class, Thanksgiving holiday</td>
</tr>
<tr>
<td>F</td>
<td>No class, Thanksgiving holiday</td>
</tr>
</tbody>
</table>

### Week 15

<table>
<thead>
<tr>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
</table>
| M   | Peer Response Letter 3 due in class  
Peer review workshops |
| W   | Presentations |
| F   | Presentations |

### Week 16

<table>
<thead>
<tr>
<th>Day</th>
<th>Event</th>
</tr>
</thead>
</table>
| M   | Presentations, course wrap-up  
Project 3 due |
TO: General Education Committee  
FROM: Department of English  
ABOUT: General Education Writing Requirement  
January 26, 2009

We seek your committee’s approval of our proposal that students meet the current General Education writing requirement (English 101 and 102) through a single new four-hour course, English 110. Section I of this memo will detail how our proposed course will satisfy the criteria for Goal I.2, “Effective writing and critical reading,” that have been approved by the Senate during the General Education deliberations of 2007 and 2008. In section II we have provided a description of the course, followed by a rationale for the change and a sample syllabus, along with analysis of our department’s adjunct reliance and a bibliography of relevant research on first-year writing. For your information, we have also attached a copy of the materials we have furnished to the Curriculum Committee, who are charged with reviewing the course proposal itself, while your committee considers whether it should meet a General Education requirement. Below are the criteria we have highlighted our explanations of how these criteria will be satisfied by English 110.

I. Approval Criteria
(from Senate minutes and a 1/18/08 memo to the Senate from the Speaker of the Faculty)

1) Courses must require students to generate a significant quantity of written communication or oral/visual communication appropriate to the discipline. Required written work in English 110 will total a minimum of 20 pages.

2) A significant portion of the course grade must be based on the quality of the student’s work in either writing or speaking. Formal paper grades will make up at least 50% of the course grade.

3) Some written or spoken work may be presented informally, but at least half of the assignments must be presented according to the conventions of an academic discipline, and/or in a format suitable for an academic or professional audience. Formal paper assignments will require students to construct persuasive arguments, to analyze the arguments of others, and to incorporate research material that includes persuasive evidence from experts. All formal assignments will identify the audience and purpose of the paper, and instructors will help students shape their work accordingly.

4) Writing and/or speaking assignments require students to demonstrate understanding of course content and/or academic research. The course is intended to help students become more proficient and understanding and analyzing texts suitable for college coursework. Students will read, discuss, and write about the numerous essays and other examples of academic writing. Short writing assignments will promote reflection on the readings and require students to begin the analytical work they are assigned in formal papers. Students will also learn how to conduct library research to develop expertise on assigned topics, and they will incorporate such materials in their papers. In addition, they may also be required to write assessments of the process and product of their own writing and research.

5) Course must include several opportunities for individualized feedback by the
instructor and revision by the student.
All students will be required to submit drafts and to revise some of their graded work.
They will attend small-group workshops in which students assess their own work in progress, and will receive class lessons in planning, revising, and editing written work. Instructors will not only assign grades and make marginal comments on student writing, but will also provide each student with individualized guidance for future improvement, based on the strengths and weaknesses of the written work they submit.
6) A writing-intensive literature course must explore a significant quantity of literary works (at least five full-length prose works or three volumes of verse).
   N/A
7) Course size must be no more than 20 students
   All sections of English 110 will have a cap of 20.

II. Course Description, Goals, and Requirements

English 110: Introduction to Academic Writing    4 hours

Course description: An introduction to the practices necessary for successful college writing: reading and analyzing college-level texts; crafting effective arguments; writing in a process that includes invention, drafting, revising and editing; and researching, evaluating and documenting appropriate supporting materials for college-level essays. Taken during student's first year. Grade of "C" or better required to fulfill the General Education requirement.

Goals of English 110
Students will receive training and practice in the following areas. Successful English 110 students will be able to do the following:

Process
- Understand a writing assignment as a series of tasks, including invention, drafting, revising, and editing
- Shape a written work according to the requirements of purpose, genre, occasion, and audience
- Construct an effective argument using appropriate evidence
- Understand conventions of academic writing
- Document work appropriately
- Follow the conventions of standard American English

Reading and Research
- Develop skills for studying college-level essays and academic articles
- Develop skills for summarizing and paraphrasing college-level essays and academic articles
- Evaluate, analyze, and synthesize appropriate primary and secondary sources
- Integrate their ideas with the ideas of others effectively

Rhetorical Analysis
• Understand how a text is shaped according to the requirements of purpose, genre, occasion, and audience
• Understand the difference between summary and analysis
• Evaluate the persuasiveness of a text’s argument

Course Requirements

• Attend and participate actively in class meetings, workshops, and conferences with instructor
• Read, analyze, and compose academic essays
• Locate and assess material appropriate for college-level papers
• Accomplish tasks appropriate for all stages in a writing process, including invention and research, drafting and revising, editing and presentation
• Submit formal papers and shorter writing assignments, totaling 20 pages

III. Rationale for change from 6 hours to 4 hours

I. English 110 is devoted to academic writing, without the literary study that is currently included in our second semester of composition. Both enterprises are valuable, but for first-year students, the study of literature does not, in itself, improve students’ writing (see Fishman and Royer). We would welcome a General Education requirement for all students to study literature, but we do not believe first-year writing courses are an effective setting for such a requirement.

II. Research shows that students do not derive a significant benefit from taking more than one first-year writing course. Instead, additional writing courses benefit students when taken later in the student’s college career, and these courses are more effective if they are discipline-specific (see Carroll, Smit, Wardle). Many institutions require one first-year writing course and one writing-intensive course in the third year (see Moghtader). We welcome such a requirement at the College, but the English Department is not equipped to deliver discipline-specific writing instruction to all students. In addition, during the 06-07 and 07-08 Senate discussion of the proposed General Education curriculum, in which an upper-level writing requirement was proposed, representatives from many departments assured the Senate that such instruction was already taking place within their majors. In recognition of these conditions, we believe that it will be in students’ best interest for the College to reduce the first-year writing requirement to one semester, leaving students more room to take other General Education, major, or elective courses.

III. A four-hour course will promote greater learning within a single semester. The fourth hour enables students to have more conferences with the professor and more time for other forms of instruction in library research, proofreading skills, and workshops that address other writing skills such as paragraph development, sentence structure, and the like (see Appendix 1 for a full syllabus). Our proposal also requires students to earn a C or better in English 110 in order to meet the General Education requirement, something that is not part of the present 101-102 requirement. We believe it is reasonable to expect
that students meet this higher expectation, so long as the course has four rather than three hours of instructional time each week.

IV. A one-semester writing requirement will greatly decrease our reliance on adjunct faculty to teach this very important course (see Chase and Appendix on adjunct usage).
Appendix 2

Percentage of Adjuncts Teaching 101 and 102
(Fall 2001 – Fall 2008)
<table>
<thead>
<tr>
<th>Semester</th>
<th># ENGL 101 sections</th>
<th># of sections taught by Adjuncts</th>
<th># of sections taught by Roster Faculty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2001</td>
<td>78</td>
<td>18 (23.1%)</td>
<td>60 (76.9%)</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>12</td>
<td>6 (50.0%)</td>
<td>6 (50.0%)</td>
</tr>
<tr>
<td>Fall 2002</td>
<td>78</td>
<td>35 (44.9%)</td>
<td>43 (55.1%)</td>
</tr>
<tr>
<td>Spring 2003</td>
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<td>8 (72.7%)</td>
<td>3 (27.3%)</td>
</tr>
<tr>
<td>Fall 2003</td>
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<td>18 (24.0%)</td>
<td>57 (76.0%)</td>
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<td>Spring 2004</td>
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<td>1 (11.1%)</td>
<td>8 (88.9%)</td>
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<tr>
<td>Fall 2004</td>
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<td>13 (17.8%)</td>
<td>60 (82.2%)</td>
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<tr>
<td>Spring 2005</td>
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<td>4 (40.0%)</td>
<td>6 (60.0%)</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>73</td>
<td>18 (24.7%)</td>
<td>55 (75.3%)</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>8</td>
<td>0 (0.0%)</td>
<td>8 (100.0%)</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>70</td>
<td>23 (32.9%)</td>
<td>47 (67.1%)</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>8</td>
<td>3 (37.5%)</td>
<td>5 (62.5%)</td>
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<tr>
<td>Fall 2007</td>
<td>73</td>
<td>35 (47.9%)</td>
<td>38 (52.1%)</td>
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<tr>
<td>Spring 2008</td>
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<td>6 (75.0%)</td>
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<tr>
<td>Fall 2008</td>
<td>68</td>
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<td># of sections taught by Roster Faculty</td>
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<td>Fall 2001</td>
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<tr>
<td>Spring 2002</td>
<td>76</td>
<td>11 (14.5%)</td>
<td>65 (85.5%)</td>
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<tr>
<td>Fall 2002</td>
<td>24</td>
<td>12 (50.0%)</td>
<td>12 (50.0%)</td>
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<tr>
<td>Spring 2003</td>
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<td>16 (21.3%)</td>
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<td>Fall 2004</td>
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<td>15 (65.2%)</td>
<td>8 (34.8%)</td>
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<tr>
<td>Spring 2005</td>
<td>71</td>
<td>5 (7.0%)</td>
<td>66 (93.0%)</td>
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<td>23</td>
<td>8 (34.8%)</td>
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<tr>
<td>Spring 2006</td>
<td>72</td>
<td>15 (20.8%)</td>
<td>57 (79.2%)</td>
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<tr>
<td>Fall 2006</td>
<td>24</td>
<td>9 (37.5%)</td>
<td>15 (62.5%)</td>
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<tr>
<td>Spring 2007</td>
<td>70</td>
<td>23 (32.9%)</td>
<td>47 (67.1%)</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>24</td>
<td>8 (33.3%)</td>
<td>16 (66.7%)</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>67</td>
<td>25 (37.3%)</td>
<td>42 (62.7%)</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>21</td>
<td>11 (52.4%)</td>
<td>10 (47.6%)</td>
</tr>
<tr>
<td>Semester</td>
<td># ENGL 101 &amp; 102 sections</td>
<td># of sections taught by Adjuncts</td>
<td># of sections taught by Roster Faculty</td>
</tr>
<tr>
<td>--------------</td>
<td>---------------------------</td>
<td>----------------------------------</td>
<td>---------------------------------------</td>
</tr>
<tr>
<td>Fall 2001</td>
<td>104</td>
<td>26 (25%)</td>
<td>78 (75%)</td>
</tr>
<tr>
<td>Spring 2002</td>
<td>88</td>
<td>17 (19.3%)</td>
<td>71 (80.7%)</td>
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<tr>
<td>Fall 2002</td>
<td>102</td>
<td>47 (46.1%)</td>
<td>55 (53.9%)</td>
</tr>
<tr>
<td>Spring 2003</td>
<td>86</td>
<td>24 (27.9%)</td>
<td>62 (72.1%)</td>
</tr>
<tr>
<td>Fall 2003</td>
<td>97</td>
<td>30 (30.9%)</td>
<td>67 (69.1%)</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>79</td>
<td>8 (10.1%)</td>
<td>71 (89.9%)</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>96</td>
<td>28 (29.2%)</td>
<td>68 (70.8%)</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>81</td>
<td>9 (11.1%)</td>
<td>72 (88.9%)</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>96</td>
<td>26 (27.1%)</td>
<td>70 (72.9%)</td>
</tr>
<tr>
<td>Spring 2006</td>
<td>80</td>
<td>15 (18.7%)</td>
<td>65 (81.3%)</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>94</td>
<td>32 (34%)</td>
<td>62 (66%)</td>
</tr>
<tr>
<td>Spring 2007</td>
<td>78</td>
<td>26 (33.3%)</td>
<td>52 (66.7%)</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>97</td>
<td>43 (44.3%)</td>
<td>54 (55.7%)</td>
</tr>
<tr>
<td>Spring 2008</td>
<td>75</td>
<td>27 (36%)</td>
<td>48 (64%)</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>89</td>
<td>49 (55.1%)</td>
<td>40 (44.9%)</td>
</tr>
</tbody>
</table>
Bibliography


Based on findings from a 4-year longitudinal study of 20 student writers at Pepperdine University, Carroll argues that the first-year composition class is best approached as a course that can help students transition from high school to college, not a course that can guarantee students learn writing skills transferable to other courses throughout the curriculum. She recommends that colleges and universities require two writing courses: an academic writing course taken in the first year and a writing course taken as part of a student’s major coursework. Discussing the benefits of requiring a second writing course later in a student’s career, Caroll writes:

> Although our study students included in their portfolios papers from their second composition course and pointed out learning more about research, style, and general essay structure, it is clear that the next major transitions in their development as writers took place as they struggled to integrate the content knowledge, concepts, and research and writing conventions in their major disciplines. This is the “teachable moment” in which to intervene with a second writing course for this population of students, a second “space” in the curriculum to focus on academic literacy. (125)


This essay discusses changes made at Northern Arizona University to move from a 6-credit, two-semester writing requirement to a 4-hour, one-semester requirement. Chase states that with this new curriculum the program eliminated all part-time instructors, improved working conditions for graduate assistants, and created a more coherent writing program. Chase stresses the importance of considering budgetary realities when revising curricula:

> One key to consider is the relationship between what we can do with what we have, what we would need in order to make our program stronger, and what are reasonable financial requests. In our case, for example, to stay with the old program, to put people back into our writing center, to stop using part-time instructors, and to lower class size would have required that we increase our budget by about 30%. While we might argue that such an increase is desirable, we also recognized that it was not likely given current budget constraints. At the same time...to continue with the program as it had evolved would have meant continuing with a program that was problematic. We were, in essence, promising to deliver more than our budget limits allowed us to offer. (250)

Until 2007, the University of Tennessee-Knoxville had a two-semester requirement similar to ours, in that students took a second-semester writing-about-literature course. Internal and external reviewers criticized this course in particular “for being inconsistent over sections in requirements; some sections require much writing, while others...are taught as literature courses, with comparatively little writing.” They have since revised their two-semester sequence so that the first semester “focuses on rhetorical analysis and argument” and the second semester focuses on rhetoric and research (Fishman and Reiff).


This essay presents data from a 1998 study of 233 writing programs. (The study was designed as a follow-up to Ron Smith’s 1973 study of writing programs.) Smith predicted that fewer schools would require a writing course, but the authors of the 1998 study find Smith was greatly mistaken: whereas in 1973 only 69% of private schools and 84% of public schools required a writing course, in 1998 94% of the private schools surveyed and 100% of the public schools surveyed had a writing requirement. Their survey also finds that writing courses are increasingly being staffed by part-time instructors. 26% of the schools surveyed had a one-course writing requirement, 64% had a two-course requirement, and 10% had a 3+-course requirement. 41% of public institutions with 9,000-13,999 students surveyed indicated that students could satisfy the writing requirement in a department other than English. 22% indicated that students could satisfy the writing requirement through WAC courses.


Royer and her colleagues describe Miami University’s efforts to revise their first-year writing sequence, particularly their second-semester writing-about-literature course. Particularly relevant to our situation at C of C, they discuss the challenges of adapting a writing-about-literature course so that students develop clearly transferable skills. Given the challenges this presented to Miami—a school with numerous composition and rhetoric specialists and a long history of institutional dedication to composition pedagogy—we would face numerous difficulties keeping 102 a writing-about-literature course that also promises to teach students transferable academic writing skills.

Contending that little is known about students' abilities to transfer writing skills from first-year composition to other courses in the curriculum, Smit argues that "colleges and universities should not require students to take just one or two narrowly conceived 'introductory' writing classes but to get as much practice as possible writing for a variety of purposes and in a variety of genres in a variety of disciplines and social contexts both inside and outside the academy" (185). Toward this end, he recommends a three-tiered writing curriculum: 1) an introductory writing course in which students learn basic writing skills and analyze writing in different social contexts, 2) a second course in which students get intensive practice writing for a particular discourse community, and 3) a third course in which students practice writing for communities outside the academy (184-193).


Wardle discusses findings from a longitudinal study she conducted of seven students in her first-year composition course. Her interviews reveal that although these students felt they learned from the course, they rarely were asked to use these skills in their 1st and 2nd year courses, because the writing tasks were much easier and/or were not graded rigorously. Students perceived the kind of writing they did in FYC as more challenging. If they were ever asked to do similar tasks in other courses, they often deemed them not worth the effort needed to make good grades on these assignments; they could do these assignments minimally and still be satisfied with their grade in the course. Students also reported wanting more feedback than they got in their major classes, and said that they were more likely to work on an assignment if it were engaging, which included being difficult and being open-ended, and something they could shape and discover.
To: Cynthia Lowenthal, Dean  
From: Julia Eichelberger, Chris Warnick (Chair, First-Year Writing Committee), and Trish Ward  
About: New Course Proposal  
26 January 2008

We are requesting your approval for our proposal for a new four-hour course, English 110. If approved by the faculty, this single first-year writing course will replace the current Gen Ed writing requirement (English 101-102, 6 hours).

Enclosed is the course approval form for the Curriculum Committee. Since this is a Gen Ed change, the proposal will be sent to the Gen Ed committee as well, along with a rationale for why this should satisfy the Gen Ed writing requirement. Formal procedures for Gen Ed approval do not exist yet, so we have improvised a memo that we think will allow this new committee to carry out its charge.

The deadline for submitting materials in time for the March Senate meeting is Wednesday, 28 January. Therefore we would appreciate it very much if you could grant your approval of this proposal and send it on to the Provost, so that we can acquire the necessary signatures by 1/28. We apologize for any inconvenience this short notice may cause, but we believe the College will benefit greatly from changing this requirement as soon as possible.

Please let us know if you have any questions about our proposal, and if there is anything further we can provide.
Proposed Policy on Transfer Credit To Satisfy the College of Charleston’s General Education Writing Requirement

Our new course, English 110, will meet the General Education writing requirement. This four-hour course will replace English 101 and 102, the six-hour sequence that currently satisfies the Gen Ed writing requirement.1 English 101 and 102 will no longer be taught at the College, but these courses will continue to be recognized for purposes of transfer credit, in accordance with CHE state articulation agreements and policies regarding AP and IB credit2.

This table identifies coursework that currently satisfies some or all of C of C’s General Education writing requirement and compares the current and proposed credit that such coursework may earn towards a C of C degree.

<table>
<thead>
<tr>
<th>Coursework completed</th>
<th>Number of C of C credit hours earned and counted towards current C of C Gen Ed writing requirement</th>
<th>Number of C of C credit hours earned and counted toward proposed Gen Ed writing requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>English 101 at C of C</td>
<td>Passing grade earns 3 credit hours; student must also complete 102 to satisfy Gen Ed requirement</td>
<td>Past 101 coursework will still earn 3 hrs; student must earn C or better in 110 or 215 to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>Eng 101 &amp; 102, C of C</td>
<td>Passing grade earns 6 hours and satisfies Gen Ed req.</td>
<td>Past 101-102 will still earn 6 hours and satisfy Gen Ed req.</td>
</tr>
<tr>
<td>Engl 101 from any SC public institution</td>
<td>Grade of C or better earns 3 hrs transfer credit; student must also take 102 to satisfy Gen Ed requirement</td>
<td>Grade of C or better earns 3 hrs transfer credit; student must have grade of C or better in 110 or 215 to satisfy Gen Ed req.</td>
</tr>
<tr>
<td>English 101 &amp; 102 from SC public institution</td>
<td>Grade of C or better earns 6 hours transfer credit and satisfies Gen Ed requirement</td>
<td>Grade of C or better earns 6 hours transfer credit and satisfies Gen Ed requirement</td>
</tr>
<tr>
<td>3 or 4 on either AP English Language or AP English Literature</td>
<td>3 earns 101, 3 credit hours; student must take 102 4 earns 101 &amp; 102, 6 credit hours</td>
<td>Students receive 3 hours credit for 101; must take 110 or 215 to satisfy Gen Ed requirement.</td>
</tr>
<tr>
<td>3 or 4 on both AP English Lang. and AP English Lit</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement. May also take 110 or 215 for additional elective credit.</td>
</tr>
<tr>
<td>5 on either AP English Lang or AP English Lit or both</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement</td>
<td>Student earns 101 &amp; 102, 6 credit hrs, and satisfies Gen Ed requirement. May also take 110 or 215 for additional elective credit.</td>
</tr>
<tr>
<td>4 or better on IB English exam</td>
<td>Student earns 3 hours credit, which counts toward Humanities req. but does not satisfy Gen Ed writing req.</td>
<td>4 or 5 earns 3 hours credit for 101; student must take 110 or 215 to satisfy Gen Ed requirement. 6 or 7 earns 6 hours credit for 101 and 102 and satisfies Gen Ed requirement. Student may also take 110 or 215.</td>
</tr>
<tr>
<td>English 110 at C of C (or the equivalent course transferred from any institution)</td>
<td>N/A</td>
<td>Students earning below C receive 4 hours, but must retake the course and earn C or better to satisfy the Gen Ed requirement. Students earning C or better receive 4 hours and satisfy Gen Ed writing requirement</td>
</tr>
</tbody>
</table>

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1 Students who complete part of the writing requirement elsewhere, and those who desire additional writing instruction beyond 110, may elect to take a 3-hour course, English 215, Interdisciplinary Academic Writing. Students seeking introductory literature courses may take English 190 or appropriate courses in other departments.

2 CHE policies are online at [http://www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm](http://www.che.sc.gov/AcademicAffairs/TRANSFER/Transfer.htm) and [http://www.che.sc.gov/AcademicAffairs/AdvPlacement.htm](http://www.che.sc.gov/AcademicAffairs/AdvPlacement.htm)
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Jewish Studies**

2. Course Number and Title: **Jewish Studies 280: Southern Jewish History**
   - Number of Credits: 3
   - Total hrs/week: 3

   Lecture: ☒ Lab: ☐ Recitation: ☐ Seminar: ☐

   For Independent study courses:
   - Research: ☐ Field experience: ☐
   - Clinical Practice: ☐ Internship: ☐
   - Practicum: ☐ Independent Course Work: ☐

3. Semester and year when course will first be offered: **Spring 2010**

4. Catalog Description (please limit to 50 words):
   **A study of the Jewish experience in the South from the colonial period to the present. Themes include the Jewish encounter with race and racism, the experience of Jewish women, the nature of Southern antisemitism, and whether the case of Charleston reflects the broader narrative of Southern Jewish history.**

5. Check if appropriate: Humanities: ☒ Social Science: ☐ (meets minimum degree requirements)
   - Check if appropriate: ☐
     - This course will be cross listed with: _____
     - Rationale for cross listing: _____
     - Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

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 familiarize students with the experience of Jews in the South.**

   b) How does the course support the mission statement of the department and the organizing principles of the major?
      **Jewish Studies is a minor, not a major. This is one of a number of courses that students could take to fulfill that minor. The course examines a**
Proposal for a New Course

Significant field in American Jewish history, one that is likely to be of special interest to our students, many of whom are from the South, and all of whom are studying here.

7. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
   
   Again, Jewish Studies is not a major; see above for its role in the minor.

   b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
   
   This class should appeal to students with interests not just in Jewish Studies, but also in history, political science, and sociology.

8. a) 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.
   
   There should be no significant effects on other departments.

   b) Please explain overlap with any existing courses.
   
   None.

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:

    None expected.

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

    None expected. Adam Mendelsohn will arrive here next year as a new tenure-track faculty member, and this is a main scholarly field for him. He expects to teach this course regularly for the foreseeable future.

   c) Frequency of offering:

      Each fall: □   Each spring: □

      Every two years: ☑   Every three years: □

      Other □ (Explain):  

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

   a) Staff:

      None.

   b) Budget:

   (Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

None.

c) Library: None.

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

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
a) ☒ yes ☐ no

b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
Changes to JWST minor (form attached)

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

14. Signature of Department Chair or Program Director:

Date: 1-27-09

15. Signature of Dean of School:

Date: 1-28-09

16. Signature of Provost:

Date: 1/28/2009

17. Signature of Business Affairs Official

Date:

18. Signature of Curriculum Committee Chair

Date: 2/13/09

19. Signature of Faculty Senate Secretary:

Date Approved by Senate:

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Southern Jewish History

Adam Mendelsohn

Course Requirements

1) Class discussion will count for 10% of your grade.

2) You will be required to write three short response papers (max 2 pages each) over the course of the semester reviewing and summarizing the assigned readings for any three weeks of your choice. These papers should distill the major arguments made by the authors, and highlight their strengths and weaknesses. The best two of your response papers will together count for 20% of your final grade. These must be submitted no later than end of the week for which the readings are assigned.

3) You will be required to write one research paper of 10 pages that involves research using primary sources. One class will be devoted to developing techniques for conducting original research. Students will be introduced to the historical collections held by the library, as well as to other accessible sources of historic newspapers and documents. A list of suggested topics will be provided to you. Other research topics related to Southern Jewish history are possible provided that a written one-page description of the topic is submitted by September 25 and approved by the instructor. Each student will be expected to meet with the instructor during the week of October 26-30 with a rough draft of the research paper. The completed paper is due November 30, and will count for 40% of your final grade.

4) A final exam to be held during exam week will count for 30% of your final grade.

Week One:
Is Southern Jewish History Distinctive?

Mark Bauman, The Southerner as American: Jewish Style (Cincinnati, 1996).


Week Two:
Southern Jews in the Colonial Era:

Richard and Belinda Gergel, “‘A bright new era now dawns upon us’: Jewish Economic Opportunities, Religious Freedom and Political Rights in Colonial and Antebellum South Carolina” in James Underwood and William Burke (eds.) The Dawn of Religious Freedom in South Carolina: 95-113


**Week Three:**

**Becoming Southern**


**Week Four:**

**Southern Jewish Women**


**Week Five:**

**Judaism Southern Style**


Week Six:
Jews and Slavery


Week Seven:
The Civil War


Adam Mendelsohn, “‘A Struggle Which has Ended so Beneficently’": A Century of Jewish Historical Writing About the American Civil War,” American Jewish History 92 (December 2004): 437-454.

Week Eight:
Jews and Reconstruction


**Weeks Nine and Ten:**

**Anti-Semitism in the South:**


**Week Eleven:**

**Jews and Race in the Post-Civil War South**


**Week Twelve and Thirteen:**

**Jewish Struggles with Civil Rights:**


**Week Fourteen:**

**Recent Trends within Southern Jewish Life**


Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Jewish Studies

2. Course Number and Title: Jewish Studies 330: Representations of the Holocaust
   Number of Credits: 3  Total hrs/week: 3
   Lecture: ☒  Lab:  Recitation:  Seminar: ☐

For Independent study courses:
   Research: ☐  Field experience: ☐
   Clinical Practice: ☐  Internship: ☐
   Practicum: ☐  Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Spring 2010

4. Catalog Description (please limit to 50 words):
   An examination of the ways the Holocaust has been represented in memoir, literature, and/or film. Special attention will be paid to the difficulty of representing the uniqueness and distinctive evil of this historical event.

5. Check if appropriate: Humanities: ☒  Social Science: ☐ (meets minimum degree requirements)
   Check if appropriate: ☐
   This course will be cross listed with: _____
   Rationale for cross listing: _____
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

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 familiarize students with the different ways in which the Holocaust has been depicted, and to get them to reflect on the implications of choosing to represent the Holocaust in particular ways.

   b) How does the course support the mission statement of the department and the organizing principles of the major?
      Jewish Studies is a minor, not a major. This is one of a number of courses

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

that students could take to fulfill that minor. Since the Holocaust is a
central event in Jewish (and human) history, there is no question that
understanding it is important to the understanding of the Jewish tradition.
Unlike our more straightforwardly historical class on the Holocaust (JWST
230), this class focuses specifically on literature and/or film, and on
theoretical issues about the representation of historical events and of evil.

7. a) For courses in the major, how does the course enhance the beginning, middle,
or end of the major?
Again, Jewish Studies is not a major; see above for its role in the minor.

b) For courses used by non-majors, how does the course support the liberal arts
tradition including linkages with other disciplines:
This class should appeal to students with interest not just in Jewish
Studies, but also in history, literature, and film studies.

8. a) 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.
There should be no significant effects on other departments.

b) Please explain overlap with any existing courses.
None.

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:
None expected.

b) Address potential shifts in staffing of the department as it relates to the offering
of this course:
None expected. Ted Rosengarten teaches regularly in Jewish Studies each
spring, and he has already offered this class twice as a special topics
class. We are simply making this course permanent. Beyond Ted, others
here are capable of teaching such a course, including Joshua Shanes,
Richard Bodek, and most likely anyone we might hire in Jewish Studies
with a specialty in literature.

c) Frequency of offering:
each fall: [  ] each spring: [X]
every two years: [ ] every three years: [ ]
other [ ] (Explain): ________

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

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

   a) Staff:
      None.

   b) Budget:
      None.

   c) Library:
      None.

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

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☒ yes  ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      Changes to JWST minor (form attached)
Proposal for a New Course

14. Signature of Department Chair or Program Director: [Signature]
   Date: 1-27-09

15. Signature of Dean of School: [Signature]
   Date: 1-28-09

16. Signature of Provost: [Signature]
   Date: 

17. Signature of Business Affairs Official
   Date: 

18. Signature of Curriculum Committee Chair: [Signature]
   Date: 2/3/09

19. Signature of Faculty Senate Secretary:
   Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Representations of the Holocaust

Instructor: Ted Rosengarten
TedRSC@aol.com

Although the Holocaust did not occur in this country and touched only a small number of Americans directly, it looms large in the American moral landscape. Hardly a day goes by without the media reporting some story related to this unprecedented genocide, thus giving it the aura of a current event. With all of their genius and flaws, historical inaccuracies and artistic deficiencies, documentary and dramatic films about the killing of the Jews continue to impress the Holocaust into popular consciousness. Novels and short stories, museum exhibitions and public memorials, works of fine art and site-specific art, shape conventional ways of thinking about this tragic past.

In one seminar-length session per week, we will view a film or films meant to confront, document—or in the case of German propaganda—to promote and justify the annihilation under the cover of World War II. We will read excerpts from fiction and non-fiction texts looking for insight into the nature of this human catastrophe. We will probe issues in Holocaust representation, Hollywood and the Holocaust, the entertainment value of mass murder, voyeurism and atrocity, memory and mourning. We will evaluate the capacity of the arts to face up to mass murder and suffering. In class discussions, bi-weekly papers, and an in-depth final essay, students will probe the experiences of victims, perpetrators, and bystanders as interpreted in film, literature, and art.

Class Schedule

M Jan 12  Ambulans, Hitler in Color, Imaginary Witness

M Jan 26  The Boat is Full
--excerpts from Henryk Grynberg, Children of Zion

M Feb 2  “Treblinka” excerpts from Shoah
--excerpts from Adolf Hitler, Mein Kampf

M Feb 9  Shop on Main Street
--stories from Hannah Krall, The Woman from Hamburg

M Feb 16  “Auschwitz” excerpts from Shoah
--stories from Tadeusz Borowski, This Way for the Gas, Ladies and Gentlemen

M Feb 23  2 or 3 Things I Know About Him
--excerpts from Theo Richmond, Konin
M Mar 9  *Lodz, The Fuhrer Gives a City to the Jews*
    --excerpts from Emmanuel Ringelblum, *Warsaw Ghetto Journal*

M Mar 16  *Au Revoir Les Enfants*
    --excerpts from Curzio Malaparte, *Kaputt*

M Mar 23  *Charlotte Salomon: Life or Theater*
    --essays from James A. Young, *At Memory's Edge: After-images of the Holocaust in Contemporary Art and Architecture*

M Mar 30 speaker: Rudy Herz
    --stories from Zofia Nalkowska, *Medalions*, and stories by Rudy Herz

M Apr 6  *Paragraph 175, Bent*
    --excerpts from Harlan Green, *The German Officer's Boy*

M Apr 13  *Life is Beautiful*

M Apr 20  *One Day Crossing, Memo 39 (Wiesbaden)*
    --excerpts from Danilo Kis, *Hourglass*

M Apr 27  *Come and See*
    --excerpts from *Lubomir* (Yizkor book)
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Physics and Astronomy**

2. Course Number and Title: **PHYS 296/BIOL 396**  
   Biophysical Modeling of Excitable Cells  
   Number of Credits: 3  Total hrs/week: 3

   Lecture: ☒  Lab: ☐  Recitation: ☐  Seminar: ☐

   For Independent study courses:  
   Research: ☐  Field experience: ☐  
   Clinical Practice: ☐  Internship: ☐  
   Practicum: ☐  Independent Course Work: ☐

3. Semester and year when course will first be offered:  
   Fall 2009

4. Catalog Description (please limit to 50 words):  
   An introduction to the concepts and methods of computer modeling of excitable cells. Topics include basic electrophysiology of excitable cells, biophysics of ion conduction, mathematical modeling of activation/inactivation mechanisms using experimental data, and computer simulations.

5. Check if appropriate: Humanities: ☐  Social Science: ☐  (meets minimum degree requirements)

   Check if appropriate: ☒
   This course will be cross listed with: **Biology Department and Neuroscience Minor**  
   Rationale for cross listing: This interdisciplinary course offers a unique opportunity to biology students, and especially to students enrolled in Neuroscience Minor, to use computer models in order to describe quantitatively the data recorded from electrophysiological experiments. The biology students have the advantage of solid biology and mathematics background, and this interdisciplinary course will provide a smooth transition toward mathematical and computational biology. For physics major students, this interdisciplinary course offers a possible bridge between the theoretical knowledge gained from the study of individual disciplines (e.g., electricity, magnetism, quantum physics, etc.) and life sciences.  
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

BIOL 111/112 and PHYS 112/HONS 158 or
BIOL 211/212 and PHYS 102/PHYS 112/HONS 158 or
the permission of the instructor

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

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

Goals
- Develop a strong conceptual and quantitative understanding of the biophysics foundation of cellular excitability.
- Connect biophysical concepts, principles, and laws to biology and behavior by using mathematical concepts and equations and computational tools.
- Connect single-cell properties to the response of large networks and their relationship with animal behavior.
- Develop the ability to search and retrieve from repository databases both experimental data and implemented computational models.
- Enhance problem solving and programming skills.
- Augment investigative and observational skills.
- Broaden an appreciation for logical qualitative and quantitative reasoning.
- Enhance scientific communication skills.

Objectives
After the successful completion of this class, the students will be able to:
- List and define the main electrical properties of biological membranes.
- Describe the process of passive diffusion of ions across the membranes of excitable cells.
- Define and compute the resting potential for a excitable cells (Goldman – Hodgkin-Katz equation).
- List the main ionic channels and explain the relevance of voltage-gated ionic channels to electric activity of excitable cells.
- Explain qualitatively the mechanism of action potential generation based on Hodgkin-Huxley (HH) approach.
- Calculate the membrane conductance for ionic channels using data available through repository databases.
- Apply Ohm’s and Kichhoff’s laws to construct the equivalent electric circuit for a simplified excitable cell.
- Characterize electrical and chemical coupling between excitable cells.
- List and characterize the most common neurotransmitters.
- Implement a single-compartment model of an excitable cell and numerically integrate it using freely available software package.
- Implement a small network of excitable cells by coupling single-compartment models and numerically integrate the corresponding model.
- Identify the major areas of the cerebral cortex and explain their role.
Proposal for a New Course

- Describe the main features and functions of nerve cells (neurons) and glial cells. Distinguish between neural cells based on their morphology.
- List the neural processes and explain their biological function.
- Describe the mechanism of electric signal propagation down the axon.
- Define synaptic integration and synaptic plasticity.
- Perform virtual laboratories using visual programing in Neuron.
- Describe the mechanism of spatial coupling between heart excitable cells.
- Define phase resetting and its role in preventing cardiac arrest.
- Describe the mechanism of second messenger in insulin producing cells of pancreas.
- Present, in a concise manner, the results of an individual or group project.

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

As it is highlighted in the Department of Physics and Astronomy Handbook, “Students should possess the skills and techniques (mathematical, statistical, graphical, computer and writing) necessary to successfully interpret and analyze their experimental data. Critical examination of experimental results should lead to improved experimental design.” This interdisciplinary course will specifically enhance the mathematical, statistical, graphical and computer skills necessary for a successful and effective integration of our graduates in the workforce.

This interdisciplinary course will enhance problem solving skills and introduce basic software packages used in computational biology to integrate complex models, extract visual representations of the results, fit experimental data to existing models, and provide students with concrete examples and geometrical intuition regarding the process involved in generating action potentials in excitable cells.

This interdisciplinary course will enhance the ability of our students to browse through repository databases with a web-based user-friendly interface in order to find, download, and visualize relevant raw data. In addition, the students will learn how to search dedicated repository databases for specific implementations of computational models, download, and run a computer implementation. This interdisciplinary course will develop an appreciation for logical qualitative and quantitative reasoning.

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

This interdisciplinary course enhances the middle of both physics and biology majors and exposes our students to concrete examples regarding searching and downloading experimental data, analyzing and fitting experimental data, searching and downloading computational models appropriate for excitable cells, calibrating a computational model, and making predictions by manipulating model’s parameters. Physics major
Proposal for a New Course

students will have the opportunity to apply physics concepts (electric charge and current, diffusion, etc.) to modeling experimental data recorded from biological cells and relate mathematical description and computer implementation with biological processes. Biology major students will have the opportunity to apply biological concepts related to excitable membranes, proteins, etc. to modeling experimental data using computer models. This interdisciplinary course will build a strong background for those students interested in pursuing a biophysics track and helps them gain invaluable experience for medical school.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

As stated on the College’s website, “In the great liberal arts tradition, a College of Charleston education focuses on discovery and personal growth, as well as preparing for life, work and service in our society.” This interdisciplinary course supports this tradition by allowing students to connect concepts covered in biology courses with physics and model them using computer programs. This course will use mathematical language to enhance their ability to communicate, perform and excel in life after graduation.

8. a) 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.

This addition of this course offer more electives to both Biology and Neuroscience Minor. Letters of support are attached to this proposal.

b) Please explain overlap with any existing courses.

There is no overlap with any existing course offered at the College of Charleston.

9. Method of teaching:

This course is organized around formal lectures with a consistent computational laboratory component. The lectures will cover three main areas:

1. Basic biophysics of excitable cells,
2. Basic mathematical description of biophysical processes inside excitable cells, and
3. Graphic visualization of computational solutions for some excitable cell models.

Computer simulations are essential for conceptual understanding and almost half of the class time will be dedicate to computer modeling and hands-on numerical experiments. There will also be at least one session entirely devoted to electrophysiological measurements and data acquisition conducted in an electrophysiology laboratory.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

The assessment will be done by weekly homework assignments, in-class tests, and a comprehensive final exam. The course will also offer the option of individual or group projects in computational biology as an alternative to the final examination.

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

*Within the department of Physics and Astronomy, we estimate that the biophysics program will attract a steady stream of three to six students. The department is currently restructuring the BS in physics in order to better serve our students by offering additional flexibility through different programs of study (applied and industrial physics, atmospheric physics and meteorology, and biophysics). If the course will be cross listed and also offered to biology students, we expect to attract an additional steady stream of four to six students. In the past, we also attracted students from Discovery Informatics who were interested in physics and astronomy cognate, and we believe that this enrollment pattern will hold true for future classes.*

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

*Dr. S. Oprisan will be available to teach this course. He was hired specifically to contribute, together with Dr. L. Jones, to the new program of study/concentration in biophysics. The department supports the development and implementation of a strong biophysics program by allowing and encouraging Dr. S. Oprisan to teach this new interdisciplinary course in biophysical modeling of excitable cells.*

c) Frequency of offering:

- each fall: [ ]
- each spring: [ ]
- every two years: [x]
- every three years: [ ]
- other: [ ] (Explain): ______

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

a) Staff:

*Dr. S. Oprisan will teach this new interdisciplinary course. No additional lines or adjuncts are required. One graduate student from MUSC could be involved in teaching electrophysiology techniques to our undergraduate students. The graduate student will be supported through the existing graduate student teaching program that is part of the $1.5 million grant received by the College of Charleston from Howard Hughes Medical Institute (HHMI).*

b) Budget:

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

At this time, the Department of Physics and Astronomy has 24 laptops that will be used for this class. If the enrollment will exceed 24 students, we will use funds reserved for computational biology in our current HHMI grant to buy additional computers.

c) Library:

In addition, our library has subscriptions to the following relevant journals for computational biology: Journal of neuroscience, Nature neuroscience, Neurocomputing, Neural computation, Biological cybernetics, Biophysical Journal, etc.

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

The syllabus is attached.

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☒ yes ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

   Biology Department
   No change is necessary since all new courses at 300-level or above are automatically considered approved electives.

   Physics Department
   A Change of Major form for Physics BS is attached.
   A Change of Minor form for Physics is attached.

   Neuroscience Minor
   A Change of Degree Requirements for a Minor/Concentration is attached.

(Form was approved by FCC on 9/1/08 and replaces all others.)
13. Signature of Department Chair or Program Director: [Signature]
   Date: 12/12/08
   [The chair will sign the proposal after it has been approved by the department. The chair will then submit it to the dean.]

14. Signature of Dean of School: [Signature]
   Date: 12/12/08
   [If the dean approves the proposal, he or she will sign it and return it to the department chair. If the dean does not approve the proposal, he or she will return it to the department chair unsigned with an explanation for the rejection.]

15. Signature of Provost: [Signature]
   Date: 12/12/08
   [If the dean signs the proposal, the department chair sends one copy to the Provost office. The Provost office will forward the signed form to the business office.]

16. Signature of Business Affairs Official: [Signature]
   Date: [Signature]
   [The business office will forward its decision to the chair of the Curriculum Committee, and the signed copy back to the Department chair. Once all the above signatures are obtained, the department chair will send eleven copies and the original proposal to the chair of the Curriculum Committee.]

17. Signature of Curriculum Committee Chair: [Signature]
   Date: 2/4/09
   [After the committee’s deliberations, the chair of the Curriculum Committee will report to the department chair either the committee's approval or its rejection of the proposal. If the proposal is rejected, the Committee chair will explain why to the department chair. If the proposal is approved, the Committee chair will sign the original and deliver it to the Speaker of the Faculty, who will put it on the agenda for the next Senate meeting, at which the Curriculum Committee will make a motion to approve the proposal.]

18. Signature of Faculty Senate Secretary: [Signature]
   Date Approved by Senate: [Signature]
   [If the Senate approves the proposal, the Secretary of the Senate will sign the original and deliver it to the Registrar, who will distribute the information as described below.]

(Form was approved by FCC on 04/18/06 and replaces all others.)
Completed form should be sent by the Faculty Senate Secretary to
the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure
   in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
BIOPHYSICAL MODELING OF EXCITABLE CELLS

This course will introduce the students to the basic biophysical models of excitable cells: neuron, muscles, heart and secretory cells. Excitable cells respond actively to an electric stimulus and their electrophysiology is primarily determined by cell membrane properties. The course will introduce the neural model developed by Alan Hodgkin and Andrew Huxley to describe the results of their experiments on the squid’s giant axon as a blueprint for developing and implementing other excitable cell models. Hodgkin and Huxley (HH) model remains the reference standard for describing the behavior of excitable membranes. Its unparalleled accuracy allows computer simulations to predict nerve function under the wide variety of circumstances. The course also expand on the biophysics of other excitable cells by highlighting the underlying common electrochemistry of cell membrane which includes the diffusion of different ions across membrane and resting potential of membrane due to the permeability of different ions, membrane excitation and recovery, electrotonic interactions between excitable cells. This course will emphasize the effective use of computers in science, including searching neuroscience databases for experimental data regarding specific ionic currents, fitting experimental data with smooth analytic functions, integrating the membrane equations with freely available packages (e.g., Neuron, Virtual Cell), use of interactive graphics and virtual experiments on digital excitable cell models to test and strengthen the student understanding of physiology.

1. COURSE PHILOSOPHY

Subject matter covers basic aspects of membrane morphology, its electric properties, electric currents involved in maintaining the activity of excitable cells, ionic channels, passive and active electric properties of membranes, testing the existing computer implementations and developing new numerical simulations using the menu-based graphic interface of freely available software packages (e.g., Neuron, Virtual Cell, XPP).

Goals
- Understand the historical and sociological contexts that lead to major advances in mathematical modeling of excitable cells.
- Develop a strong conceptual and quantitative understanding of the biophysics that form the foundation of cellular excitability.
- Connect biophysical concepts, principals, and laws to biology and behavior by using mathematical concepts and equations and computational tools.
- Connect single-cell properties to the response of large networks and their relationship with animal behavior.
- Develop the ability to search large databases and summarize results in condensed mathematical and computational models with biophysical relevance.
- Enhance problem solving and computational skills.
- Augment investigative and observational skills.
- Broaden an appreciation for logical qualitative and quantitative reasoning.
- Enhance scientific communication skills.

Objectives
After the successful completion of this class, the students will be able to:

- List and define the main electrical properties of biological membranes (input resistance, membrane capacitance, membrane and axoplasmatic resistance).
- Describe the process of passive diffusion of ions across the membranes of excitable cells and the biophysical relevance of Nernst potentials. Relate diffusion to Einstein’s equation.
- Define and compute the resting potential for a excitable cells (Goldman – Hodgkin-Katz equation).
- List the main ionic channels and explain the relevance of voltage-gated ionic channels to electric activity of excitable cells.
- Explain qualitatively the mechanism of action potential generation based on a simplified model of sodium and potassium currents.
- Calculate the membrane conductance for an ionic channel from voltage clamp data available through repository databases or other sources.
- Apply Ohm’s and Kitchhoff’s laws to construct the equivalent electric circuit for a simplified excitable cell.
- Characterize electrical and chemical coupling between excitable cells.
- List and characterize both qualitatively and quantitatively (end-plate current) the effect of the main neurotransmitters.
- Implement a single-compartment model of an excitable cell and numerically integrate model equations using freely available software package.
- Implement a small network of excitable cells by coupling single-compartment models and numerically integrate the corresponding model.
- Identify the major areas of the cerebral cortex and explain their role.
- Describe the main features and functions of nerve cells (neurons) and glial cells. Distinguish between neural cells based on their morphology.
- List the neural processes and explain their biological function.
- Explain the principles of dynamic polarization and connectional specificity.
- Describe the mechanism of electric signal propagation down the axon, the effect of myelin on passive electrical properties of the axon and its effect on the speed of propagation of action potentials.
- Define synaptic integration and long-term synaptic depression/potentiation.
- Perform virtual laboratories using with the menu-based software packages (e.g., Neuron).
- Describe the mechanism of spatial coupling between heart excitable cells. Define phase resetting and its role in preventing cardiac arrest.
- Describe the mechanism of second messenger in insulin producing cells of pancreas.
- Perform wet electrophysiological laboratories under supervision at MUSC.
- Present, in a concise manner, the results of an individual or group project.

2. COURSE LOGISTIC

Prerequisites

BIOL 111/112, and PHYS 112/HONS 159 or
BIOL 211/212 and PHYS 102/HONS 159, or permission of the instructor.
Prior programming experience is desirable, but not required, since all computer simulations will use a visual menu implemented in freely available software package to simulate excitable cells' activity.

**Textbooks and software package for virtual laboratory**

- Licensed software package “Neurons in Action: Computer Simulations with NeuroLab”, J.W. Moore and A.E. Stuart, 2000 (MS) will be made available to students.

Course notes and additional reading materials will be electronically distributed. All textbooks on reserve at the College of Charleston library.

**Lectures and integrated virtual laboratories**

Each class period will be in the form of an interactive discussion and could be periodically interrupted by short concept tests, short multiple-choice questions that focus on the more difficult concepts.

Biophysical modelling of excitable cells relies heavily on computers and software packages to solve problems related to biology. Mathematically, excitable cell models are intrinsically nonlinear and without analytical solutions, which is the case with real-world problems. At least one session per week will be dedicated to mastering computational tools during virtual laboratories. In addition to freely available package Neuron, which will be used for modeling neural cells, a general computational tool for modeling cell biological processes, eVirtual Cell (http://www.vcell.org/), will be used. Virtual Cell associates biochemical and electrophysiological data describing individual reactions with experimental microscopic image data describing their subcellular locations. Occasionally, another freely available software package, XPP (http://www.pitt.edu/~phase/), will be used. During the virtual laboratories, specific computational techniques will be introduced: searching repository databases for experimental data and computer models, fitting experimental data to smooth functions, designing a model of excitable cell by adding necessary ionic currents through a virtual membrane using a pull-down menu, graphic visualization of the effect of different chemicals on cell’s activity.

Biophysical concepts and computer skills learned in this class will be heavily used during our class visits at the Institute for Neuroscience (MUSC) where wet labs will be performed using the same familiar software interface - Neuron – to control injected currents, chemicals, etc. into actual neurons.

**Homework**

They will consist mostly of quantitative evaluations with the purpose of enhancing your problem-solving and computational skills. For computational assignments, both the source code and a printout are required.

**Reading assignments**
Readings will be assigned for each class meeting. Each reading assignment quiz will be available online at least 24 hours before the deadline. Any missed quiz gets zero points and there is no reading quiz make-up.

**Discussion board**
The online course management system provides the opportunity for rapid feedback and help with homework assignments and computational projects. The discussion board allows everyone in the course to interact by posting or responding to messages related to homework assignments.

**Final exam or computational project**
Final exam is comprehensive, and could be substituted with a computational project of interest to excitable cell field. The project could be your individual effort or a group project with no more than three members. An initial draft of the intended project is required no later than one month after the beginning of the semester. For a successful project, both a 10-15 minutes presentation and a written report are required. The final report should be brief but self-consistent and organized as a research paper.

### 3. COURSE POLICIES

**Collaboration**
I strongly encourage collaboration in and out of the classroom. I recommend that you form small study groups (3-4 students) and work together on your homework assignments. Activities for which collaboration is not permitted are: reading assignments, your individual project, and the final examination.

**Grading policy**

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Final exam or computational project</td>
<td>30</td>
</tr>
<tr>
<td>Homework</td>
<td>20</td>
</tr>
<tr>
<td>Virtual and wet laboratories</td>
<td>40</td>
</tr>
<tr>
<td>Reading assignment quizzes</td>
<td>10</td>
</tr>
</tbody>
</table>

**Class conduct**
There shall be no eating, drinking, or sleeping in class. Cell phones, beepers, headsets and any other electronic devices that may disrupt the class must be turned off and put away prior to class unless you have a job requiring them to be on for safety (firefighter, EMT, etc.) According to the College of Charleston Academic Regulations “students are expected to attend all classes and laboratory meetings of each course in which they enroll.”

**Accommodations for Special Needs Students**
The College of Charleston is committed to fully provide for the needs of enrolled or admitted students who have disabilities under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Please contact the Center for Disability Services by phone at (843) 953-1431, or by email at SNAP@cofc.edu to make your needs known.

**Academic Honesty Policy**
Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity and being an accessory to acts of academic dishonesty. Please refer to the Academic Integrity and the Honor Code and the College of Charleston Student Handbook 2005-2006 - A Guide to Civil and Honorable Conduct for further information.

4. CLASS SCHEDULES

The following is a tentative schedule of our lectures and integrated virtual laboratories. Both the topics and the test dates could change during the semester to accommodate unforeseen events.

**Week 1**
Introduction to biophysics of excitable cells.
Lab: Windows/Mac OS X/Unix primer on operating systems

**Week 2**
Dynamic Phenomena in Cells (TW, chapter 1)
Passive transport, Transporter rates, Algebraic method, Diagrammatic method
Lab: Windows/Mac OS X/Unix primer on computations

**Week 3**
Rate of the GLUT transporter, The Glucose cotransporter
SERCA pumps, Transport cycles (TW, chapter 3)
Math and physics review
- Why use mathematical model and what can be learned from models?
- Fitting electrophysiological data with smooth analytic functions.
- Rate of change of membrane potential and derivatives.
- Electric charges and electric currents
- Ohm’s and Kirchhoff’s laws - linear systems of algebraic equations.

**Week 4**
The superfamily of voltage-gated channels (H, chapter 3)
Lab: Neuron tutorial (MS).
Lab: Virtual Cell tutorial

**Week 5**
Voltage-gated calcium channels (H, chapter 4)
Potassium channels and chloride channels (H, chapter 5)
Lab: Neuron tutorial and virtual laboratory introduction (MS).

**Week 6**
Sensory transduction and excitable cells (H, chapter 8)
Lab: The membrane tutorial (MS).

**Week 7**
Calcium dynamics, epithelial transport, and intercellular coupling (H, chapter 9)
Ion channels (KSJ, chapter 6)
Lab: The passive membrane properties (MS).

**Week 8**
Classical biophysics of the squid giant axon (H, chapter 2)
The Neurology of Behavior (KSJ, chapter 1).
Lab: Patch resting potential (MS).
Week 9  Nerve cells and behavior (KSJ, chapter 2).
Membrane potential (KSJ, chapter 7).
Local signaling (KSJ, chapter 8).
Lab: Action potential (MS).

Week 10  Propagated signaling (KSJ, chapter 9).
Synaptic transmission and integration (KSJ, chapter 10).
Lab: Threshold, Voltage clamp and Refractoriness (MS).

Week 11  Passive Membrane, Resting potentials, Cable theory applied to neural axons
Heart cells – electrophysiology and spatial coupling
Lab: Passive axon (MS).

Week 12  A quick look at XPP/WinPP
XPP on Windows & Macs – (http://www.math.pitt.edu/~bard/hardware/classes)
User-friendly graphic user interface of XPP
  Pull-down menus and simulation steps
  Numerical methods available in XPP
  Phase plane graphs in XPP

Week 13  The pancreatic beta-cell, Chay-Keizer model (JW, chapter 5)
Chay-Keizer with an ER (JW, chapter 5)
Entrainment and phase-locked modes
Simple computational models: (IF, Morris-Lecar, Traub, McCormicks thalamocortical cell).

Week 14  Student presentations.
The Faculty Senate meets Tuesday, 10 February 2009 at 5 P.M. in room 115 of the Beatty Center (Wachovia Auditorium).

**Agenda**

1. Call to Order

2. Approval of the minutes of the 12-09-08 Faculty Senate meeting (posted on the Faculty Senate Web site: http://www.cofc.edu/~senate)

3. Reports
   - The Provost
   - The Speaker
   - Noelle Carmichael, chair of the First-Year-Experience Committee
   - Laura Penny, Faculty Welfare Committee (report on annual & merit evaluations)
   - Deanna Caveny, chair of the Committee on By-Laws and Fac./Admin. Manual

4. New Business
   - Committee on By-Laws and Fac./Admin. Manual
     --motion to amend Article V Section 2.B.3. of the By-Laws
   - Pascal Resolution
   - Faculty Curriculum Committee
   - Faculty Committee on Graduate Education, Continuing Education, and Special Programs

5. Constituents’ Concerns
Committee on By-laws and the Faculty/Administration Manual
Highlights of Meeting

The Committee on the By-laws and the Faculty/Administration Manual met at 9:30 am on Thursday, January 21, 2009 in 7 College Way, Room 201. In attendance were Deanna Caveny (Chair), Bev Diamond, Brian McGee, Tom Trimboli, and Trish Ward.

Future Spring 2009 meetings are scheduled for the same time and place on Thursdays, Feb 19, Mar 19, Apr 16, and Apr 23.

Highlights of our discussion follow.

• There is ambiguity in our bylaws in the definition of “regular faculty” and in sections defining the subset of regular faculty who are eligible to serve on the Faculty Senate and who are counted in the allocation of senate seats to academic departments. College of Charleston employees are considered “regular faculty” if they meet one of four provisions in the definition. The first three provisions cover librarians and certain instructional faculty. Employees meeting these three provisions can vote in the election of Senators and are considered in allocating Faculty Senate seats. The fourth provision seems designed to capture those administrators who we want to include in our “regular faculty”. Those who are regular faculty members by virtue of this provision are excluded from senatorial apportionment calculations, from serving as Senator, and from voting in elections of Senators. Two primary complications are:
  (1) Full-time tenure and tenure-track employees are addressed via the first provision. To be considered a regular faculty member via this provision, one must “normally teach at least six hours”. This has become problematic. For example, it means that some department chairs might not be counted when determining senatorial apportionments. (2) It is also not clear who is an “administrator” or where various administrators (from the department level to the Associate Provost level) fall in the four provisions. This is important, for while all academic-related administrators seem to be considered “regular faculty”, those that become regular faculty members via the fourth provision don’t count in senate apportionments, while those that meet one of the first three provisions do. The Committee will be proposing some amendments to the bylaws to address these ambiguities and inconsistencies.

• The Committee is bringing to the Faculty Senate an amendment to allow the Committee to make changes to non-extant or inaccurate titles in the FAM.

• Last year, the Senate endorsed a FAM change stipulating that candidates for tenure, promotion, renewal, and third-year review sign their departmental evaluation panel’s letter and receive a copy. We are drafting language for inclusion in the FAM.

• The Committee has talked further regarding the FAM language about providing reasonable accommodations for students’ religious observances. In particular, Tom Trimboli, Legal Counsel and committee member, provided us some Department of Justice documents pointing out our responsibilities related to religious freedom. If you’d like copies of those documents, just send me an e-mail.

• The committee has addressed other asunder policy and FAM items that have come up! Please see full minutes or a committee member if you’d like to know more.

Report to the Faculty Senate
Committee on the By-Laws and the Faculty/Administration Manual
College of Charleston
February 10, 2009

Committee Members: Deanna Caveny (Committee Chair and Senator), Terry Bowers (ex officio, Faculty Secretary), Bev Diamond (ex officio, Provost’s designee), Joe Kelly
(ex officio, Speaker of the Faculty), Brian McGee, Tom Trimboli (ex officio, Sr. VP for Legal Affairs), and Trish Ward (Senator)

**Action:** Change to Article V Section 2.B.3.

**Intent:** To allow Committee on the By-laws and the Faculty/Administration Manual to correct inaccurate administrative titles in the FAM without action by the Faculty Senate and the faculty.

**Motion:**

3. Committee on the By-Laws and the Faculty/Administration Manual

   a. Composition: Three faculty members. *Ex-officio* members are the Speaker of the Faculty, the Faculty Secretary, the Provost (or Provost’s designee), and the Vice President for Legal Affairs. (Rev. April 2007)

   b. Duties:

      1. To review on a continuing basis the Faculty By-Laws and the Faculty/Administration Manual;

      2. To propose changes for the improvement of these documents and to forward the recommended changes to the administration and/or the Faculty Senate as appropriate;

      3. To incorporate any revisions to or interpretations of either document in new editions of the documents; and

      4. To make non-substantive changes to the Faculty By-Laws to correct unintended grammatical and spelling errors, and to address minor problems of stylistic consistency, and correct inaccurate administrative titles. Such a non-substantive change shall not constitute an amendment to or repeal of the Faculty By-Laws. Such changes shall be made only when unanimously approved by the Committee. Notice in writing shall be given to the Faculty Senate within 60 calendar days of such changes being approved by the Committee. Such changes shall be repealed if an appropriate motion to amend something previously adopted is approved by a simple majority of the Committee, the Faculty Senate, or the College Faculty. (Ins. April 2007)

**PASCAL (Partnership Among SC Academic Libraries) and the College of Charleston**

**September, 2008**

**THE ISSUE**
State funding for PASCAL was reduced by 90% from $2 million to $200,000 in FY 2008-09.

**THE GOAL**
Convince the General Assembly to act on a request from the higher education community to restore PASCAL by providing $2.3 million for this statewide program in FY 2009-2010. This returns PASCAL’s purchasing power to its 2007-2008 level.

**THE PROGRAM**
Since 2004, PASCAL’s $2 million annual appropriation from the state has been used to develop and sustain two major programs:
• **PASCAL Delivers.** PASCAL Delivers, a rapid delivery service for books that vastly expands and leverages print-based knowledge statewide by providing a single, web-based, unified South Carolina academic libraries catalog.

• **Electronic Resources** – extremely cost-effective central licensing of core electronic resources for higher education.

**THE IMPACT**
These programs have vastly increased the knowledge available to the entire higher education community in South Carolina. With one or two clicks of a mouse, students and faculty at the College of Charleston can have books delivered rapidly from any academic library in the state – drawing from a virtual library of over 10 million volumes, or access millions of articles from thousands of electronic research publications.

**THE VALUE**
Is PASCAL effective? Absolutely! Last fiscal year, the College of Charleston paid $12,000 in dues to cover program administration. In turn, PASCAL spent $94,000 on behalf of the College. Given discounting available through statewide licensing, it would cost the college $189,611 to replace the content it is losing. Each dollar PASCAL has spent since 2004 has returned about $7 dollars in value in terms of access to resources. This 90% cut means «Institution» will pay more to get less.

**THE SURVIVAL STRATEGY**
PASCAL has been forced to cancel licenses for many resources, reduce the frequency of deliveries, and assess large increases in dues and fees. Unless we can reverse the huge cuts made in 2008-2009, PASCAL will not remain viable.

**THE CALL TO ACTION**
The Commission on Higher Education requested $2.3 million in additional funding to restore PASCAL’s purchasing power to the 2007-08 level.

Please make the restoration of PASCAL’s full funding a top priority for the College when you meet with our legislators.

South Carolina’s 51 colleges and universities need to speak in a unified voice to restore funding for this important statewide consortium beyond June 30, 2009. Please inform and encourage your colleagues to speak out for PASCAL.

To the South Carolina State Legislature:
Submitted by the College of Charleston Faculty Senate
Author: Faculty Library Committee

Purpose: To advocate the restoration of full funding for PASCAL by the South Carolina General Assembly.

Whereas, PASCAL is a statewide academic library consortium, of which the College of Charleston is a member, and

Whereas, PASCAL’s funding has been supported by the member colleges and the South Carolina General Assembly, and

Whereas, PASCAL has succeeded in serving the research needs of students by expanding access to information through a rapid delivery system and through access to online databases provided at consortial pricing and

Whereas, the state funding for PASCAL was decreased by 90% in FY2008-2009, necessitating increased fees by member colleges and reduced services and

Whereas, without a reinstatement of legislative funding, PASCAL will cease to exist in FY2009-2010, and
Whereas, the online and print materials provided by PASCAL will no longer be available to the majority of the 230,000 students and faculty of South Carolina institutions, and

Whereas, the South Carolina Commission on Higher Education Study Committee has identified PASCAL as “the best current example for sharing inter-institutional costs for technology in South Carolina,” and

Whereas, the Commission on Higher Education has recommended funding PASCAL at a cost of $2.3 million,

Whereas, the South Carolina General Assembly has the authority to reinstate PASCAL’s funding and to support the inter-institutional cooperation that serves the students and faculty of South Carolina’s colleges and universities, and

Whereas, the College of Charleston is a direct beneficiary of PASCAL’s resources having received access to over ten million books, 13,000 research publications and delivery of over 3,938 books. Therefore,

Be it enacted, by the College of Charleston Faculty Senate the following:

That, the College of Charleston Faculty Senate strongly appeals to the South Carolina General Assembly to Fund PASCAL at the $2.3 million amount recommended by the Commission on Higher Education.

Faculty Curriculum Committee

List of Proposals Approved by the Committee

(All curricular proposals along with supporting documents are posted on the Faculty Senate Web Site)

Women’s and Gender Studies

Change Minor—Women’s and Gender Studies

Archeology

Change Minor—Archeology

Latin American and Caribbean Studies

Change of Major—Latin and Caribbean Studies
Graduate Course Proposals from the Faculty Committee on Graduate Education, Continuing Education and Special Programs

New Course Proposals and Changes

Proposal for a New Graduate Program: MAT in Teaching in the Middle Grades

For Information

Permission to Cross-List A Graduate Course – FREN 590 with FREN 490
The Faculty Senate met Tuesday evening (10 February 2009). Here are the highlights of the meeting. Full minutes will follow later.

-- The Senate endorsed the "Save Our Trees" Petition, which calls for a public hearing of the planned removal of ten native trees from around Randolph Hall.

-- The Pascal Resolution passed. This resolution strongly urges that the SC General Assembly restore PASCAL (Partnership Among SC Academic Libraries) to its 2007-08 funding levels, as recommended by the SC Commission on Higher Education. PASCAL is a network that allows the academic libraries in SC to share print and electronic resources.

-- All curricular proposals (both at the undergraduate and graduate levels) passed.
Women’s and Gender Studies
  • Change Minor
Archeology
  • Change Minor
Latin American and Caribbean Studies
  • Change of Major for Latin and Caribbean Studies
Proposal to Change Degree Requirements for a Minor/Concentration

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department(s) or School(s): School of Languages Cultures and World Affairs

2. Name of the Minor/Concentration: ARCHAEOLOGY

3. Semester and year in which degree change(s) will go into effect: Fall 09

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):

   Add ANTHROPOLOGY 309: SPECIAL TOPICS IN ARCHAEOLOGY as fulfilling the ARCH requirement in the Social Science area, this will replace ANTH 319: SPECIAL TOPICS IN ANTHROPOLOGY. ANTH 319 will no longer be accepted in the Archology Minor.

5. Justification for Change(s):

   1. What are the goals, objectives and intended outcomes of the changes (the basis should already be well defined by the department(s) sponsoring the minor)?

      The goal of making this change is to clarify which special topics courses in Anthropology fulfill the Archaeology minor as well as Anthropology requirements. Previously the ANTH 319 courses were allowed by permission of the Archaeology Director who had to then inform the registrar for each course and often each student.

   2. If there is change in distribution of the requirements, how do the beginning, middle and end of the curriculum develop the goal objectives and intended outcomes of the program?

      This should not affect the distribution of requirements in any way and is, in essence, simply a means of clarifying which courses count towards the ARCHAEOLOGY MINOR.

   3. How does this course enhance the liberal education of the students?

      This course is part of the interdisciplinary Archaeology Minor which includes a strong component of teaching students the links between apparently disparate topics.

   4. How will the changes affect students already enrolled in the existing major sequence (i.e. how will you administer the changes)?

      This change will not affect students already enrolled in the minor other than to clarify for them which courses count towards the minor.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

6. Signature of Department Chair or Program Director: [Signature]
   Date: 1/6/09

7. Signature of Dean of School: [Signature]
   Date: 1/6/09

8. Signature of Provost: [Signature]
   Date: 1/14/2009

9. Signature of Curriculum Committee Chair: [Signature]
   Date: 1/29/09

10. Signature of Faculty Senate Secretary: [Signature]
    Date Approved by Senate: ______________________

    Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal to Change Degree Requirements For the Major

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Latin American and Caribbean Studies (LACS)**

2. Degree: **A.B., B.A. Latin American and Caribbean Studies**

3. Semester and year in which degree change(s) will go into effect: **Fall 2009**

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):

   A. Require LACS majors to complete the equivalent of 202 in Spanish, Portuguese or French and either 6 more hours in the same language or 6 hours of a second language (French, Portuguese or Spanish). Students currently are required only to fulfill their language requirement in Spanish or Portuguese.

   B. Add:
   
   FREN 320 A Survey of Francophone Literature
   FREN326 A Survey of Francophone Civilization
   To LACS major courses under “Electives”

   C. Move:
   
   ANTH 325 Peoples and Cultures of Latin America
   ANTH 327 Peoples and Cultures of the Caribbean
   From CORE II to CORE I

   D. Move:
   
   ARTH 205 Pre-Columbian Art and Culture
   From electives to CORE II

   E. Require all LACS majors to earn a minimum of 6 semester hours in a semester or summer study abroad or internship abroad program approved by the LACS faculty. (with the provision for an alternative or exemption on the basis of special circumstances)

5. Justification for Change(s):

   LACS faculty are proposing to add the language and study abroad requirements to strengthen the major. A greater degree of proficiency in languages and familiarity with cultures are seen by LACS faculty as the two most crucial needs of students studying this region.

   The faculty has added French to the languages choices because it is a significant language of the Americas. It is one of the four official languages of the Organization of American

   (Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change Degree Requirements For the Major

States. Inclusion of French recognizes students who want to pursue the major with an interest in the French Caribbean.

FREN 320 and 326 contain 1/3 content on the French Caribbean, a focus of the LACS program.

LACS faculty have determined that ANTH 325 and 327 more appropriately belong in the CORE I requirement. ARTH 205 covering Pre-Columbian culture belongs in Core II.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change Degree Requirements For the Major

6. Signature of Department Chair(s) or Program Director(s):
   ____________________________
   Date: 12/2/08
   ____________________________
   Date: ____________

7. Signature of Dean(s) of School:
   ____________________________
   ____________________________
   Date: ____________

8. Signature of Provost:
   ____________________________
   ____________________________
   Date: 12/12/2008

9. Signature of Curriculum Committee Chair:
   ____________________________
   Date: 1/27/09

10. Signature of Budget Committee Chair:
     ____________________________
     ____________________________
     Date: ____________

11. Signature of Planning Committee Chair:
     ____________________________
     ____________________________
     Date: ____________

12. Signature of Faculty Senate Secretary:
     ____________________________
     ____________________________
     Date approved by Senate: ____________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department(s) or School(s): **Humanities and Social Sciences**

2. Name of the Minor/Concentration: **Women's and Gender Studies**

3. Semester and year in which degree change(s) will go into effect: **Fall 2009**

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):

   **Add courses: RELS 285 to the list of courses that count towards a WGST minor.**

5. Justification for Change(s):

   **RELS 285, Religion and Feminism, covers material of central relevance to the Women's and Gender Studies minor. The proposed syllabus draws on feminist scholarship within religious studies, mastery of such scholarship is clearly relevant for a WGST minor.**
Proposal to Change Degree Requirements for a Minor/Concentration

6. Signature of Department Chair or Program Director:
   [Signature]
   Date: 11/20/08

7. Signature of Dean of School:
   [Signature]
   Date: 11/20/08

8. Signature of Provost:
   [Signature]
   Date: 11/20/2008

9. Signature of Curriculum Committee Chair:
   [Signature]
   Date: 11/25/09

10. Signature of Faculty Senate Secretary:
    
    Date Approved by Senate: _______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Graduate Course Proposals from the Faculty Committee on Graduate Education, Continuing Education and Special Programs

For the February meeting of the Faculty Senate

New Course Proposals and Changes:

-- Proposal for a New Graduate Program: MAT in Teaching in the Middle Grades

For Information:

Permission to Cross-List A Graduate Course - FREN 590 with FREN 490

Proposals for the Feb. 10th Meeting

Regina
3-5748
THE GRADUATE SCHOOL
of the COLLEGE OF CHARLESTON
Faculty Committee on Graduate and Continuing Education

PERMISSION TO CROSS-LIST A GRADUATE COURSE

Note: This form must ALWAYS be accompanied by either a New Graduate Course Proposal form
or a Proposal to Change a Graduate Course form.

1. The course is:
   a. New Course (Course Number/Title ____________________________) TERM ____________
   b. Existing Course (Course Number / Title ____________________________) TERM ____________
   c. Special Topic Course (Course Number / Title FREN 590 Special Topics
      _____________________________________________________________ TERM Spring 09 ____________

2. This course will be cross-listed with an  X O undergraduate course (If so please complete Section A below)
   O existing graduate course (If so please complete Section B below)

Section A

Course Number / Title FREN 490 Special Topics: Francophone/Carib. Lit. TERM: Spring 09

Below please indicate in detail what provisions have been made to delineate separate requirements for the different
levels of students. Please also remember to make this delineation on the course syllabus which you will attach
to the course proposal form.

The graduate student will be held to a higher level of expectations, including a more demanding grading scale and
additional research requirements.

Approval to cross-list the undergrad course with a graduate course (please SIGN AND PRINT your name):
   a. Department Chair of Graduate Course: __________________________
   b. Department Chair of Undergraduate Course:
   c. Graduate Program Director: __________________________ 11/19/08
   d. Provost: __________________________ 12/29/008

Section B

Course Number / Title of Existing Course __________________________
Program of Existing Course __________________________

Approval of the program director of existing graduate course and of the requesting program director
to cross-list the course (please SIGN AND PRINT your name):

"Host" Program Director __________________________
"Requesting" Program Director __________________________

Reviewed by: __________________________, Chair, Faculty Committee on Graduate Education  Date: 12/3/2008

(Revised - October, 2005)
COLLEGE OF CHARLESTON AND THE CITADEL

Master of Arts in Teaching in the Middle Grades

DEAN, THE CITADEL

M. George Benson, President

November 7, 2008
Master of Arts in Teaching in the Middle Grades
School of Education, Health, and Human Performance

President
Name of Institutions: The College of Charleston and The Citadel
New Program Proposed: Master of Arts in Teaching in the Middle Grades
Academic Units Involved: The Schools of: Education, Humanities and Social Sciences, and Science and Mathematics
Degree: Master of Arts in Teaching (M.A.T.)
Proposed Date of Implementation: Fall 2010
Hours Required: 36-39 (depending on concentration)
CIP Code

Justification
The College of Charleston with the Citadel seeks to establish a new M.A.T. program to prepare middle school teachers in order to meet a critical need in the Lowcountry of South Carolina. Middle schools throughout the region and the state are experiencing significant shortages of teachers qualified to teach the middle grades. Teaching positions in the middle grades continue to be categorized as areas of “critical need” by the South Carolina State Department of Education, meaning that the need for qualified individuals to teach in these areas is dramatic. It is evident that school districts are often desperate to fill middle grades teaching positions. In addition, districts no longer allow the hiring of teachers without proper certification. For example, a school in need of a middle grades science teacher may be forced to use emergency plans because of the lack of highly qualified applicants.

The Federal No Child Left Behind Act’s requirements have made staffing teaching positions even more difficult. The law identifies Core Academic Subject and requires that all teachers are “highly qualified.” In order to be classified as “highly qualified” a teacher must have at least an undergraduate degree in the content area, demonstrate content knowledge in each area taught, and be fully certified to teach.

Because of the limited number of certification programs in South Carolina as a whole and with none of the graduate or undergraduate programs existing in the Lowcountry, school districts experience serious difficulty finding the needed numbers of qualified teachers to fill teaching vacancies. There is a great deal of interest in a M.A.T. program that would enable individuals with undergraduate degrees to earn a teaching certification in middle grades. The true strength of the graduate program would come from allowing students to embrace their liberal and fine arts undergraduate experience and focus graduate study on a career in teaching, forging a natural link among the two universities.

Formal communication with the Dean of Graduate Studies at The Citadel shows that there is interest in collaborating with the College of Charleston to develop this program.

Because all institutions with M.A.T. programs in middle grades education are a great distance from the South Carolina Lowcountry, this joint program of the College of Charleston and The Citadel will enable candidates to juggle advanced study with family and employment demands.

Who are they?
The College of Charleston and The Citadel have long been dedicated to providing a high quality, rigorous education with strong emphasis on the liberal arts to students enrolled in both their undergraduate and graduate programs. All of the graduate programs that prepare future and practicing teachers that exist at the The Citadel and College of Charleston are nationally recognized and accredited. This framework for excellence clearly supports the addition of the M.A.T. in the Middle Grades. The new M.A.T. in the middle grades program aligns with the
College of Charleston’s mission to “meet the growing educational demands primarily of the Lowcountry and the state and, secondarily, of the Southeast” (College of Charleston Mission Statement, 2005), and is consistent with The Citadel School of Education mission of preparing principled educational leaders. Dependent upon availability and through advising, the expectation is for candidates to split their coursework equally among the offerings at both institutions.

As evidenced by successful national accreditation and recognition, these Schools of Education have a solid reputation for implementing successful interdisciplinary master’s degrees. These existing, successful interdisciplinary degrees currently in place are mathematics, history and English. Prospective students who lack the prerequisite background in their chosen art field will be able to earn credits as necessary through the various undergraduate programs prior to admission to the M.A.T. program. Additionally, both the College of Charleston and The Citadel already have existing M.A.T. and M.Ed. programs of high quality in place that will support and strengthen the proposed M.A.T. program.

ENROLLMENT
Admissions Criteria
Admission to the program will be granted based on a review of each applicant’s admission materials by a Faculty Admissions Committee consisting of the program director and two professors (one from the Citadel and one from the College of Charleston). Each application should include the following:

- an official college transcript from an accredited institution documenting the completion of a baccalaureate degree with a concentration in one of the four content areas (science, mathematics, English and social sciences)
- a fully completed application to the program
- an applicant essay describing the applicant’s suitability for and desire to pursue the M.A.T. program and a career in education
- a 2.5 overall undergraduate GPA
- an official copy of Admission test scores that include the verbal, analytical and writing assessments.

Projected Total Student Enrollment Program will begin January, 2010

<table>
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<th>YEAR</th>
<th>FALL</th>
<th>SPRING</th>
<th>SUMMER</th>
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<td>2011-2012</td>
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</table>
The above headcounts are based on estimates of the following pools of students applying for enrollment to this program. The estimates were obtained through informal surveys:
- College of Charleston and The Citadel graduates with majors in the content areas
- graduates from other regional institutions with majors in the content areas
- graduates from The Citadel and College of Charleston and other institutions with minors in the content areas
- professionals from the region and beyond with bachelor’s degrees and demonstrated proficiency in the content areas, who want to return for a career change to teaching.

The number of credit hours/semester is based on the expectation that each full-time student will register for a minimum of 9-credit hours/semester. The offering of a four-semester course rotation will be available for each content area in order for each student to complete his/her course requirements in four semesters or the equivalent combination of semesters and summer sessions.

Because of the specialized content foci of the program, we do not anticipate enrollment from students currently enrolled in other graduate programs at the College of Charleston or at The Citadel.

### ESTIMATED NEW ENROLLMENT

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<th>YEAR</th>
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**Curriculum**

Curriculum is constructed to build upon already strong content knowledge. Curriculum for the M.A.T. program will consist of a set of core courses in education. Candidates will also take specific coursework and sequenced field experiences related to the instructional pedagogy of their content specialty area including a semester long clinical practice capstone. The diagram below illustrates the integration Chart 1

### M.A.T. in the Middle Grades

**Through**

**Intensive Core Education Coursework**
- Social and Philosophical Foundations of Education
- Educational Research
- Application of Methods and Materials in a Middle Level Field Grades 5-8
- Reading and Writing in the Content Areas
- Introduction to Exceptional Children and Youth
Candidates in the M.A.T. program will complete part of their core education coursework through courses such as Classroom Management and Educational Research that are currently taught in both Schools of Education's existing programs. Similarly, additional content courses are offered as part of the Science and Mathematics for Teachers Program, the History M.A. program and the English M.A. program. These programs are fully functioning joint programs between the College of Charleston and The Citadel. All coursework related to the M.A.T. for the middle grades will meaningfully combine knowledge, skills, content, and teaching methods.

Candidates will also take specific coursework and sequenced field experiences related to the instructional pedagogy of their content area including a semester long clinical practice capstone. The concentrations will begin simultaneously. In year one of the program, (Spring, 2010) students will be admitted. There will be instances where courses in this program will overlap with other M.A.T. programs or concentrations at the College. These occurrences will be sequenced so that the courses are in the same academic term in both programs, optimizing the use of faculty resources. The tentative plan for the sequenced implementation of the M.A.T. program in the middle grades across the content areas of concentration is outlined in chart 2 (see page 8).

**Required Core Courses**

Candidates in all three concentrations of the M.A.T. in the Middle Grades program will complete the following coursework. All of the core courses are already in existence and are currently being taught at the College of Charleston or at The Citadel. The required courses will be offered equally at each institution (the following lists options at the College of Charleston):

- **EDMG XXX**  
  Application of Methods and Materials in a Middle Level Field Grades 5-8 or EDUC 501 Methods and Materials of Middle and High School Teaching (The Citadel)  
  3

- **EDFS 710**  
  Introduction to Exceptional Children or EDUC 514 The Exceptional Child in School (The Citadel)  
  3

- **EDFS 635**  
  Educational Research or EDUC 512 Data Collection and Analysis (The Citadel)  
  3

- **EDFS 654**  
  Human Growth and Development or EDUC 536 Educational Psychology (The Citadel)  
  3

- **EDEE 515**  
  Middle Grades Organization and Curriculum  
  3

- **EDFS 652**  
  Social and Philosophical Foundations of Education or EDUC 500 Foundations of American Education (The Citadel)  
  3

- **EDUC 592**  
  (The Citadel) Teaching Reading and Writing in the Middle and High School--Content Areas  
  3

**TOTAL**  
21 credit hours

In addition to the common set of required core courses, specialty coursework, and required number of credits, relate directly to the concentration the candidate selects for their degree and area of specialization, and the requirements of the State Department of Education for teacher certification.

Because of differing requirements the minimum number of credits required for degree completion will vary according to discipline:

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<th>Concentration</th>
<th>Core Credits</th>
<th>Minimum Required Specialization Credits</th>
<th>Minimum Credits Required for Graduation</th>
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<td>Social Science</td>
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</table>

**Required Core Coursework**

All students in all content areas will complete the following coursework:

EDMG XXX Application of Methods and Materials in a Middle Level Field Grades 5-8
or EDUC 501 (Citadel) Methods and Materials of Middle and High School Teaching (The Citadel)

3 Credit hours

**COURSE DESCRIPTION:** This course provides candidates an opportunity to observe, teach content lessons, and examine the middle level teachers' role in establishing and maintaining a positive classroom-learning environment. Candidate lessons will be evaluated using the SC teacher evaluation instrument. Reflection is the method used for identification of ways to improve instructional practices.

2) EDFS 710 Introduction to Exceptional Children or EDUC 514 (Citadel) 3 Credit hours

**COURSE DESCRIPTION:** An introductory course designed for general and special educators. An interdisciplinary approach to the study of the learning and behavioral characteristics of exceptional children and youth. Includes causes, identification, educational and community programs and provisions.

3) EDFS 635 Educational Research or EDUC 512 (Citadel) 3 Credit hours

**COURSE DESCRIPTION:** An in-depth study of methods used in different types of educational research. Includes involvement of the student in the process of educational research design, implementation, reporting, and evaluation.

4) EDFS 654 Human Growth and Development or EDUC 536 (Citadel) 3 Credit hours

**COURSE DESCRIPTION:** The study of general principles of lifelong human growth and development and the relationship of teaching and learning theories to physical, social, intellectual and emotional development.

5) EDEE 515 Middle Grades Organization and Curriculum 3 Credit hours

**COURSE DESCRIPTION** An overview of the middle school concept, including 1) historical and philosophical antecedents, 2) conflicting perceptions of middle school, 3) definitions of middle school and middle-level concept, 4) characteristics of the emerging adolescent and related program implications, 5) change factors involved in conversion to the middle school concept, 6) evaluation methods for determining effectiveness and student progress, and 7) speculation on the future of the middle school movement.

6) EDFS 652 Social and Philosophical Foundations of Education or EDUC 500 (Citadel) 3 Credit hours

**COURSE DESCRIPTION:** In-depth study integrating concepts and information from major social sciences and philosophy to examine the problem of teaching in modern schools. Historical approaches are used to focus on cultural, socioeconomic and political issues affecting education.
1) EDMG 6XX Clinical Practice in Middle Grades or EDUC 520 (Citadel) Professional Internship
6 Credit hours.

All students in all content areas will complete the following for successful completion of the clinical
internship.

COURSE DESCRIPTION: This course is for students seeking SC teacher certification. The purpose is
to provide an opportunity to accept full responsibility for the total classroom instructional process. A
teacher and a college supervisor complete supervision. The clinical practice experience reflects the
Teaching and Learning Standards of the EHHP.

2) EDMG 6XX Transition to the Profession Seminar or EDUC 525 (Citadel) 3 credit hours

COURSE DESCRIPTION: This course is for candidates seeking SC teacher certification in the middle
grades. The purpose is to provide each candidate an opportunity to demonstrate his/her ability through
successful completion of all ADEPT written materials, reflections and a professional portfolio. This
course experience reflects the Teaching and Learning Standards of both teacher education programs at the
College of Charleston or the Citadel. (Must be taken concurrently with Clinical Practice in the Middle
Grades.)

Specialty Coursework

The specialty coursework for each concentration is presented in the next four sections.

English concentration
39 Hours for M.A.T. degree

Expected Undergraduate Content - Students entering the program without these courses will be expected
to take them either on the undergraduate or graduate level and pass them with a C or better as part of
their program of study.

- Adolescent Literature
- World Literature (2 courses)
- American Literature (1 course)
- Media Studies
- Modern English Grammar
- Creative Writing (short story, poetry, etc.)

Content Area Required Courses: 12 credit hours (plus any deficiency from expected undergraduate
content as listed)

- Teaching of Writing (College of Charleston)
- Methods and Materials of Teaching Middle Level Language Arts (Citadel)
- Success in Literacy for Older Readers (EDEE 678) (College of Charleston)
- Reading: Diagnosis and Remediation (Citadel)

1) EDMG 657 Teaching Writing in the Middle Grades (New Course) 3 credit hours

COURSE DESCRIPTION: This course will address the teaching of writing theories, research and
pedagogies represented in best practice models of teaching and assessing writing in middle grades.
Students will learn about teaching writing through engaging in their own writing/design processes using print and non-print texts to study writing processes. This course will be framed from a 21st-Century literacies perspective and will highlight the connections between the teaching and learning of writing, reading, speaking, viewing and listening. This course will also include content on teaching writing to children from diverse backgrounds including English Language Learners.

2) EDEE 678 Success in Literacy for Older Readers 3 credit hours

**COURSE DESCRIPTION:** An in-depth examination of the relationship between reading methods, reading materials and the thinking process. Methods to work with the older students (upper elementary and middle grades) as they learn to read and construct knowledge are the focus.

4) EDUC 508 (Citadel) Reading: Diagnosis and Remediation 3 Credit hours

**COURSE DESCRIPTION:** A course for helping the problem learner primarily in the literacy areas of reading and the language arts. The course covers techniques at all grade levels and reviews the literature as to teaching effectiveness. Case studies are required.

**Mathematics concentration**

36 Hours for M.A.T. degree

Expected Undergraduate Content - *Students entering the program without these courses will be expected to take them either on the undergraduate or graduate level and pass them with a C or better as part of their program of study.*

- Algebra and Trigonometry – 1 course
- Geometry - 1 course
- Probability and Statistics – 1 course
- Discrete Math – 1 course
- Calculus – 1 course

Content Area Required Courses: minimum of 9 graduate hours (plus any deficiency from expected undergraduate content as listed)

**Required graduate level courses to include:**

- Introduction to Problem Solving (College of Charleston SMFT 510)
- Applications Across the Mathematics Curriculum with Technology (College of Charleston SMFT 516)
- Methods for Teaching Middle/Secondary Mathematics (The Citadel MATH 514)

To correct deficiencies in undergraduate preparation, students may be advised to go beyond the required graduate courses (SFMT 515, SFMT 516, and MATH 514 (Citadel) and take additional graduate coursework from the following list of courses to complete their content area requirements. The courses chosen will be based on their undergraduate transcripts.

2) SMFT 515 Introduction to Problem Solving
COURSE DESCRIPTION: A course designed primarily for elementary and middle-level teachers to investigate mathematics topics through problem-solving activities. Topics covered will include numeric and algebraic concepts and operations: patterns, relationships and functions: geometry and spatial sense and measurement. The NCTM Standards, NCTM Addenda Series and the South Carolina Mathematics Curriculum Framework will serve as a basis for the nature and content of activities.

2) SMFT 511 Introduction to Probability and Statistics

COURSE DESCRIPTION: This course is designed primarily for elementary and middle-level teachers. The course will examine methods of statistical measurement and their uses and misuses in interpreting and describing data. The course also addresses variation, the underlying framework and application of basic probability distributions and inductive reasoning through probability.

3) MATH 514 (Citadel) Methods for Middle/Secondary Mathematics 3 credit hours

COURSE DESCRIPTION: Various methodologies for teaching middle and secondary mathematics will be introduced and used in the course. The emphasis will be on using techniques and ideas suggested in the NCTM standards and South Carolina Frameworks. Ideas on how to supplement textbook material and how to motivate students will be presented. Students in the course will have the opportunity to practice the techniques presented.

Other options available for program completion:

1) SMFT 514 Geometry for Elementary and Middle School Teachers 3 credit hours

COURSE DESCRIPTION: This course will investigate plane and geometric shapes, transformations, lines and coordinate geometry and measurement. Students will investigate geometric formulas, theorems and simple proofs through a hands-on approach that includes developing geometric constructions, making models and using technology.

2) SMFT 516 Applications across the Mathematics Curriculum with Technology 3 credit hours

COURSE DESCRIPTION: This course, intended for middle and secondary school teachers, explores applications of mathematics which use geometry, trigonometry, probability and statistics, networks, matrices and linear programming. We will develop practical classroom presentations of various applications, and integrate computer and graphing calculator activities into these classroom modules.

3) SMFT 518 Applications of Calculus for Teachers 3 Credit Hours

COURSE DESCRIPTION: A course designed primarily for science and math teachers to investigate applications of calculus in science and technology. Topics will include a review of limits, derivatives and integration techniques, as well as applications to physics, geology, chemistry, biology and technology. Investigative labs, utilizing data collection, and interdisciplinary projects will be major components of the course.

Science concentration

36 Hours for M.A.T. degree

Expected undergraduate coursework: a bachelor’s degree in one of the following content areas

- Biology
- Chemistry
- Physics
Geology

Content Area Required Courses: Middle Grades science requires content in all areas of science to successfully pass PRAXIS II Middle Grades Science Test. Therefore students must choose appropriate courses from a spectrum of courses and may NOT complete the degree with only one content area.

All students are required to successfully complete:

1) EDFS 660 Nature of Science, Mathematics, and Science/Mathematics Education 3 credit hours

**COURSE DESCRIPTION:** Topics include the historical development of science and mathematics and the variety of philosophies in science/mathematics education. Other topics include social trends affecting science and mathematics education in the United States since 1900, including reform movements of 1904, 1937, 1945, 1960 and the present: and local frameworks addressing national and global concerns.

2) Science methods course – One of the following based on evaluation of undergraduate transcripts to ensure that the candidate has preparation in both lab and field techniques: **Only if the undergraduate degree is not in biology.**

- BIO 605 (Citadel) – Laboratory methods in Biology or
- BIO 606 (Citadel) – Field Methods in Biology or
- BIO 609 (Citadel) – Seminar in Environmental Science

3) Recommended elective(s) from the following list of courses based on evaluation of undergraduate transcripts to ensure adequate preparation in the sciences:

1) SMFT 523 Earth Science for Teachers 4 Credit hours

**COURSE DESCRIPTION:** This course examines the physical nature of earth, its oceans, and atmosphere. Teachers will examine the geological processes affecting the surface of the earth and the interaction of earth's dynamic hydrosphere and atmosphere. Throughout the course, teachers will acquire conceptual knowledge of these processes with the expectation of learning and developing classroom activities appropriate for primary and middle school students. Where appropriate, teachers will use computer-downloaded and real-time satellite images and space shuttle photographs to develop activities.

2) SMFT 537 Topics in Botany for Teachers 4 Credit hours

**COURSE DESCRIPTION:** The course will focus on plant structure and physiology, with an emphasis on the flowering plants. The course will also cover the evolution of diversity in the plant kingdom, processes of growth, reproduction and development, and the basic principles of plant ecology. The course will integrate lecture, lab, field trips, and workshops to expand your knowledge of botany, and to help you translate information about botany into functional classroom activities.

3) SMFT 548 Atomic Theory of Matter from Lucretius to Quarks 4 Credit hours

**COURSE DESCRIPTION:** Why we believe in the existence of particles- This section will explore observable data through laboratories that introduce the physical, observable behavior of matter and will introduce students to scientific models and model building based on those observations.

The nature and behavior of those particles- This section will follow the development of the atomic theory to the working models of today. Explanations of "real" world phenomena as a function of those particles-
This section will build connections between the fundamental atomic theory and applications to biology, earth and space science, material science, and applications in chemistry and physics.

4) SMFT 555 Applications of Physics for Teachers: How Things Work  4 Credit hours

**COURSE DESCRIPTION:** We connect the physics to a wide variety of fields: biology, anatomy, geology, astronomy, and so on. We will also connect everything to the real world. Abstraction is good, but we want to make this material real for your students. This means that we need to be able to put every principle of physics in obvious terms to your classroom students. We hope to empower you to function at a level such that you can meet the needs of every student, those exceptional ones on either side of the spectrum as well as those in the middle. This empowerment will enable you to analyze things outside of your normal curriculum, and to answer those embarrassingly frequent subtle and insightful questions that children ask.

5) SMFT 639 Genetics and Molecular Biology for Teachers  3 Credit hours

**COURSE DESCRIPTION:** The course will introduce teachers to content and methodology necessary to effectively teach genetics and molecular biology at the high school level. Many of the topics may be suitable (or can be modified) for the middle school classroom. This course is going to be grounded mainly in inquiry-based and/or active exploration. I will strive to teach this course by modeling what I believe are the most effective methods for teaching biology! As such the course will involve some lecture, inquiry-based labs, engaging demonstrations, active learning approaches to teaching genetics and molecular biology, incorporation of technology into the classroom, and sharing of ideas.

6) SMFT 645 Physics of Force and Motion for Teachers  3 Credit hours

**COURSE DESCRIPTION:** This course is intended for practicing teachers, especially those at the K-8 level, who want to enhance their understanding of the mechanical universe, forces and motion. We will use the language and tools of science (mathematics, computers, equipment, and words).

7) SMFT 647 Determination of Structure and Matter  4 Credit hours

**COURSE DESCRIPTION:** This course investigates the discovery and development of spectroscopy as a major tool for studying the nature of matter. Its application to the study of modern atomic theory and modern astronomy will be explored. Laboratory work will include exercises in the use of this technique in modern analytical investigations.

8) SMFT 524 Space Science for Teachers  4 Credit hours

**COURSE DESCRIPTION:** SMFT 697 focuses on topics in space science while using pedagogical techniques appropriate for middle and upper school instruction. Astronomy and planetary geology are major components of this course.

**Social Science concentration**

**36 Hours for M.A.T. degree**

Expected undergraduate coursework: a bachelor’s degree in one of the following content areas:

- History
- Sociology
- Humanities—economics
Expected Undergraduate Content - Students entering the program without these courses will be expected to take them either on the undergraduate or graduate level and pass them with a C or better as part of their program of study.

- 2 World History or Western Civilization courses  
  2 US History courses  
  1 South Carolina History course  
  1 choice of Anthropology or Sociology course  
  1 micro-Economics course  
  1 Political Science that covers American Govt. course

Content Area Required Courses: Minimum of 3 required graduate courses in the social sciences to include HIST 692 (Citadel) Teaching History and Social Sciences plus additional coursework from the following to compensate for any deficiencies in the expected undergraduate coursework (plus any deficiency from expected undergraduate content as listed):

GEOG 511 (Citadel) – World Geography 3 Credit Hours

COURSE DESCRIPTION: A course dealing primarily with the elements and principles of geography. Familiarity with important global features and locations is stressed. Topics include maps, oceans, atmosphere and winds, climate (elements and patterns), landform, soils and agriculture, mineral resources and industry.

All of the following courses are from a joint Citadel/College of Charleston program—Master of Arts in History. All courses are offered at the two institutions on a rotating basis.

HIST 521 The American South 3 Credit hours

COURSE DESCRIPTION: The political, economic, social and intellectual development of the South from the 1920s to the present, with emphasis on the region within the national context as one of both change and continually.

HIST 522 South Carolina History 3 Credit hours

COURSE DESCRIPTION: A survey of the political, economic, social and intellectual development of South Carolina from discovery to the present, with emphasis on the relation of the state to the south and the nation.

HIST 594 Historiography – (special topics course for MAT students only) 3 Credit Hours

COURSE DESCRIPTION: Designed for social studies and history teachers in the secondary and middle schools, this course seeks to familiarize students with the history of historical writing and the tools of a practicing historian. The course will examine the various methods of gathering historical data and of conceptualizing and interpreting historical information.

HIST 692 Teaching History and Social Sciences 3 Credit hours
COURSE DESCRIPTION: Organization, methods and procedures for teaching history and the social studies in the secondary and middle school.

HIST 693 Historical Geography 3 Credit hours

COURSE DESCRIPTION: A study of differing economic and social patterns, with emphasis on such fundamental determinants of economic activities as climate, raw materials, locations and the interrelationships of these to each other and to world affairs generally. Construction and use of simplified models and diagrams to illustrate the foregoing are a basic part of the course.

FACULTY
New Faculty
Faculty candidates will typically hold at least a terminal degree in their subject area. No new faculty lines will be needed for the graduate program for the first two years.

Changes in Assignment
The graduate faculty members are expected to remain actively engaged in their respective undergraduate programs. Teaching schedules for the three to five faculty serving the program each semester are expected to include two to three undergraduate sections (or the equivalent in the case of applied lessons) and one graduate section. One faculty member will be given a course reduction as program director. The program directorship will rotate between The Citadel and the College of Charleston.

Faculty Development
All program faculty members are expected to pursue active programs for professional growth that may include, but not be limited to, research, consulting, conferences, curriculum development, grant writing, meeting attendance, research and presentations, and professional leadership. Funding is already in place to support all current faculty members in these endeavors.

<table>
<thead>
<tr>
<th>List Staff by Rank (e.g. Professor #1, Professor #2, Associate Professor #1, etc)</th>
<th>Highest Degree Earned</th>
<th>Field of Study</th>
<th>Teaching in Field (Yes/No)</th>
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<td>Professor #27</td>
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**Unit Administration and Faculty Support**

The institutional definition of the full time equivalents was used to complete the chart below. 12 contact hours each term or 24 for the academic year constitutes one FTE.
### UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT

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### UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT (continued)

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* Including Summer 2009

**Physical Plant**
Both The Citadel and College of Charleston have wonderful space for teacher education programs.

The Schools of Education utilize several buildings on their campuses for classroom and office space and will easily accommodate new M.A.T. in the Middle Grades students. The new School of Education, Health and Human Performance at the College of Charleston building opened in March of 2007. New classrooms housed in the Education Center at the College of Charleston devoted to education courses were updated and expanded to include state of the art computer technology and dedicated as the Charles and Andrea Volpe Center for Teaching and Learning in the spring of 2006.

**Equipment**
In the area of middle grades, no new equipment needs are anticipated.

**Library Resources**
The library resources that currently exist at the College of Charleston are adequate to support the initial phases of implementation of M.A.T. in the Middle Grades. Accrediting organizations in the middle grades do not list specific required holdings, but rather require substantial current holdings of the institution’s choice related directly to each degree. The College of Charleston consistently updates its library holdings in all education areas. The resources are strong because we have undergraduate and graduate programs in all the areas associated with this degree from education to science, mathematics, social science, and English/language arts. The new EHHP facilities also contain curricular materials in the Curriculum Resources Lab.

**Accreditation, Approval, Licensure, or Certification**
The middle grades M.A.T. program will be accredited by the National Middle School Association SPA with coursework that addresses national specialty professional association standards as well as the South Carolina curriculum standards.

The College of Charleston's School of Education Health and Human Performance was initially accredited by NCATE in 1998 and was recently reaccredited in the Spring of 2005. Accreditation reviews occur every seven years.

The NCATE accreditation process determines whether school and colleges meet demanding standards for the preparation of teachers and other professionals in school settings. Through this process, NCATE provides assurance to the public that the graduates of accredited institutions have acquired the knowledge, skills, and dispositions necessary to help all students learn. Providing leadership for reform in teacher education is also central to NCATE’s mission. The NCATE standards focus on systematic assessment and performance-based learning and encourage accredited institutions to engage in continuous improvement based on accurate and consistent data. By providing leadership in teacher education, NCATE ensures that accredited institutions remain current, relevant, and productive, and that graduates of these institutions are able to have a positive impact on P-12 students.
Graduates of this program must meet the state’s requirements for teacher certification in order to be officially licensed to teach. To be certified, graduates must:

- Submit a transcript to the State demonstrating a degree earned from an approved teacher education program (M.A.T. in Middle Grades from the College of Charleston and The Citadel joint program.)
- Pass the Praxis Principles of Teaching and Learning Test and the Praxis II test in the middle grades content area test.

Passing of the Praxis tests is not required for graduation; however, graduates of this new M.A.T. program will need to pass all Praxis tests in order to be recommended for certification from the State of South Carolina.

**Estimated Cost**

The new costs and revenues shown here are expressed in FY 2008 dollars and rely on tuition rates in effect for FY 2008. No state appropriations or other state funding is assumed below. Only tuition revenues are included as sources of financing. Tuition estimates are based on all-residential tuition rates, based on the current rate of $301 per graduate credit hour. Estimates and costs and tuition revenues are based on the enrollment projections provided above.

### NEW COSTS TO THE INSTITUTION AND SOURCES OF FINANCING

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**SOURCES OF FINANCING BY YEAR**

<table>
<thead>
<tr>
<th>Tuition Funding</th>
<th>$97,524</th>
<th>$121,905</th>
<th>$162,540</th>
<th>$203,175</th>
<th>$203,175</th>
<th>$788,319</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOTALS</td>
<td>$97,524</td>
<td>$121,905</td>
<td>$162,540</td>
<td>$203,175</td>
<td>$203,175</td>
<td>$788,319</td>
</tr>
</tbody>
</table>

**Program Administration**
The program will be administered by the graduate program director, a College of Charleston or a Citadel faculty member, who will receive a course release that will cost approximately $2000 plus fringes. The additional salary to pay the graduate program director for summer responsibilities will be $5000 plus fringes. The program directorship will rotate between the colleges every four years.

**Faculty Salaries**
The coursework will be covered by the faculty salaries that are currently in existence.

**Staff Salaries**
No additional salaries will be needed.

**Library Resources**
The current budget in the Addlestone Library adequately supports the current B.A. program in all content areas in education at the Citadel and College of Charleston.

**Other**
Three thousand annual dollars have been allocated for recruiting for the MAT program.

**Institutional Approvals: College of Charleston**

Departmental Approval
Program Director
October 17, 2008
Department Chair
October 30, 2008
Dean of School
December 1, 2008
Chair, Faculty Committee Graduate and Continuing Education
Chair, Graduate Council
December 1, 2008
Faculty Secretary
Provost
President
Board of Trustees
1. Signature of Program Director: Meta Van Arkel Date: Oct. 30, 08
2. Date approved by the Department: Oct 17, 2008
3. Signature of Department Chair: Meta Van Arkel Date: Nov, 08
4. Signature of School Dean: Thomas Church Date: 12.1.08
5. Signature of Provost: Susan J. Morrison Date: 12/12/2008
RETURN FORM TO THE GRADUATE SCHOOL OFFICE FOR FURTHER PROCESSING
6. Signature of Chair of the Faculty Committee on Graduate and Continuing Education. H. L. R. Tierney Date: 12/12/2008
7. Signature of Chair of Graduate Council: Amy Thompson McCandless Date: 12/15/08
8. Signature of the Faculty Secretary: _________________________ Date: _____________________
Report to the Faculty Senate
Committee on the By-Laws and the Faculty/Administration Manual
College of Charleston
February 10, 2009

Committee Members: Deanna Caveny (Committee Chair and Senator), Terry Bowers (ex officio, Faculty Secretary), Bev Diamond (ex officio, Provost’s designee), Joe Kelly (ex officio, Speaker of the Faculty), Brian McGee, Tom Trimboli (ex officio, Sr. VP for Legal Affairs), and Trish Ward (Senator)

Action: Change to Article V Section 2.B.3.

Intent: To allow Committee on the By-laws and the Faculty/Administration Manual to correct inaccurate administrative titles in the FAM without action by the Faculty Senate and the faculty.

Motion:

3. Committee on the By-Laws and the Faculty/Administration Manual

   a. Composition: Three faculty members. Ex-officio members are the Speaker of the Faculty, the Faculty Secretary, the Provost (or Provost’s designee), and the Vice President for Legal Affairs. (Rev. April 2007)

   b. Duties:

      (1) To review on a continuing basis the Faculty By-Laws and the Faculty/Administration Manual;

      (2) To propose changes for the improvement of these documents and to forward the recommended changes to the administration and/or the Faculty Senate as appropriate;

      (3) To incorporate any revisions to or interpretations of either document in new editions of the documents; and

      (4) To make non-substantive changes to the Faculty By-Laws to correct unintended grammatical and spelling errors, and to address minor problems of stylistic consistency, and correct inaccurate administrative titles. Such a non-substantive change shall not constitute an amendment to or repeal of the Faculty By-Laws. Such changes shall be made only when unanimously approved by the Committee. Notice in writing shall be given to the Faculty Senate within 60 calendar days of such changes being approved by the Committee. Such changes shall be repealed if an appropriate motion to amend something previously adopted is approved by a simple majority of the Committee, the Faculty Senate, or the College Faculty. (Ins. April 2007)
Committee on By-laws and the Faculty/Administration Manual
Highlights of Meeting

The Committee on the By-laws and the Faculty/Administration Manual met at 9:30 am on Thursday, January 21, 2009 in 7 College Way, Room 201. In attendance were Deanna Caveny (Chair), Bev Diamond, Brian McGee, Tom Trimboli, and Trish Ward.

Future Spring 2009 meetings are scheduled for the same time and place on Thursdays, Feb 19, Mar 19, Apr 16, and Apr 23.

Highlights of our discussion follow.

• There is ambiguity in our bylaws in the definition of “regular faculty” and in sections defining the subset of regular faculty who are eligible to serve on the Faculty Senate and who are counted in the allocation of senate seats to academic departments. College of Charleston employees are considered “regular faculty” if they meet one of four provisions in the definition. The first three provisions cover librarians and certain instructional faculty. Employees meeting these three provisions can vote in the election of Senators and are considered in allocating Faculty Senate seats. The fourth provision seems designed to capture those administrators who we want to include in our “regular faculty”. Those who are regular faculty members by virtue of this provision are excluded from senatorial apportionment calculations, from serving as Senator, and from voting in elections of Senators. Two primary complications are: (1) Full-time tenure and tenure-track employees are addressed via the first provision. To be considered a regular faculty member via this provision, one must “normally teach at least six hours”. This has become problematic. For example, it means that some department chairs might not be counted when determining senatorial apportionments. (2) It is also not clear who is an “administrator” or where various administrators (from the department level to the Associate Provost level) fall in the four provisions. This is important, for while all academic-related administrators seem to be considered “regular faculty”, those that become regular faculty members via the fourth provision don’t count in senate apportionments, while those that meet one of the first three provisions do. The Committee will be proposing some amendments to the bylaws to address these ambiguities and inconsistencies.

• The Committee is bringing to the Faculty Senate an amendment to allow the Committee to make changes to non-extant or inaccurate titles in the FAM.

• Last year, the Senate endorsed a FAM change stipulating that candidates for tenure, promotion, renewal, and third-year review sign their departmental evaluation panel’s letter and receive a copy. We are drafting language for inclusion in the FAM.

• The Committee has talked further regarding the FAM language about providing reasonable accommodations for students’ religious observances. In particular, Tom Trimboli, Legal Counsel and committee member, provided us some Department of Justice documents pointing out our responsibilities related to religious freedom. If you’d like copies of those documents, just send me an e-mail.

• The committee has addressed other asunder policy and FAM items that have come up! Please see full minutes or a committee member if you’d like to know more.
E. Procedures for Annual and Merit Evaluation of Regular Instructional and Library Faculty

1. Introduction

In keeping with S.C. state law, all faculty members at the College of Charleston will be evaluated annually in accordance with the College’s established standards and criteria and with established procedures.

Department Chairs and the Dean of Libraries are responsible for the annual performance evaluation of each faculty member within their departments. In the exceptional case that a faculty member is housed in a program and not in a department, the Program Director will assume the role of Department Chair in the evaluation process.

Annual evaluations shall serve two functions: (1) to guide the professional development of the faculty member, and (2) to record part of the evidence upon which personnel decisions and salary recommendations shall be based. Accordingly,

- each regular faculty member of the College of Charleston will be evaluated annually on the basis of performance over the last calendar year at the College.

In addition,

- each faculty member with at least one full calendar year of service at the College will be assigned a merit category on the basis of performance over the last three calendar years (or the time since hire if this is less than three years) as one factor to be considered in the determination of any salary increase.

Newly hired faculty members will not be assigned a merit category. Instead, each will receive an “average” raise determined by the relevant dean and based on the percentage of the salary pool allocated to the faculty member’s school for raises.

The term ‘average’ is vague. Is this the actual numerical average? It is possible that the newest faculty members of a department
would be higher paid than colleagues hired a year or two before and this would only exacerbate a salary inversion issue.

Each annual performance evaluation should include strengths, weaknesses, and specific recommendations for improvement.

There are certainly cases where no weaknesses exist. Is this statement requiring a chair to manufacture a weakness for the review?

Probationary faculty should be rigorously evaluated each year in preparation for third-year and tenure reviews. In the case of a tenured faculty member or a Senior Instructor, the assessment may be less detailed. A faculty member, Chair, Dean or Provost can request that a more extensive evaluation be conducted in any given year.

This is a significant change from the past policy allowing a tenured faculty member to forgo any evaluation for up to 2 years. Welfare is concerned about the added workload of a more extensive evaluation at the request of the administration. We suggest that those departments that do implement tiered evaluations, should have specific guidelines on notifying tenured faculty members that a detailed evaluation is being sought. Also that they develop policies on how often or for what causes these extensive evaluations of tenured members would be requested.

The form of the performance evaluation may vary by school and department, as well as by the rank of the faculty member being evaluated. At a minimum, the Chair or Dean of Libraries will provide an appraisal letter addressing teaching effectiveness, research and professional development, and professional service (for teaching faculty) and professional competency, professional growth and development, and professional service (for library faculty). Notification to the faculty member of the merit category assigned, which may take place separately from the discussion of the annual evaluation, should include a brief justification of the category assigned. Departments and schools may develop additional rating instruments.

It is the responsibility of the individual faculty member to ensure that he/she is making progress toward meeting the criteria published in the Faculty/Administration Manual for other evaluations (tenure and promotion) and to seek the advice of the Chair or Dean of Libraries and other department faculty toward that end.
A tenure and/or promotion review requires additional evidence beyond that required for an annual review of performance or assignment of merit category, as well as assessment over a different time frame. For instance, a department may conduct a peer review of teaching or an external review of research, and graduate surveys are solicited, at the time of a tenure and promotion decision.

Annual performance and merit reviews constitute only one of many factors that are considered during the tenure and/or promotion decision-making process and in no way conclusively determine that outcome. Because tenure and promotion decisions often involve an assessment of career achievement and potential, as well as a demonstrated commitment to scholarship and the mission of the institution, annual performance reviews and the assignment of merit categories to a faculty member for purposes of salary administration for one or several years are insufficient, by themselves, to determine the outcome of such important decisions.

While we see the merits of the above paragraph, Welfare does feel that there should be a clear and predictable relationship between the annual & merit evaluations and progress towards tenure & promotion. Are we really saying that a probationary faculty member could receive 5 years of good annual evaluations and still not be good enough to receive tenure?

This segues to the larger topic of College wide standards for tenure & promotion. If schools and departments come up with their own policies then the T&P committee must accept those policies and criteria specified by the individual departments when evaluating faculty. Are there no specific and quantitative College wide benchmarks that all departments must require from their faculty? Are we comfortable with having no common scale for teaching, research and service?

2. Standards, Criteria and Evidence for Annual Evaluation

Schools and departments will develop specific policies, criteria and standards for annual evaluation and the assignment of merit categories in their units. Criteria should be clearly stated and available to all members of the department. They may vary in detail but they must be consistent with general College policies. (See Faculty/Administration Manual, Sections A, B and C.) In particular, teaching is the primary responsibility of faculty at the
College of Charleston. All school and department annual evaluation and merit review policies will be available to all College faculty members.

The Faculty Welfare Committee and an ad Hoc committee of past members of the Advisory Committee on Tenure, Promotion and Third-Year Review will provide comments on departmental and school evaluation instruments upon their initial development. Approval of these plans by the appropriate Academic Dean and by the Provost is required before implementation. After initial adoption, any significant changes must be sent to the Faculty Welfare Committee for review/recommendations and to the Provost for approval before implementation.

Welfare shares the concern of T&P with regard to the workload that we will receive with regard to this last paragraph. At the very least the departmental evaluation procedures should be vetted through their individual schools and presented for review by Welfare collaboratively. Or it may be best to set up an ad Hoc committee to approve the initial instruments/procedures and then any subsequent changes can be reviewed individually by Welfare.

3. Annual Evaluation and Merit Review Process

Annual evaluations will normally be completed early in each calendar year. A calendar for the evaluation process will be posted on the website of the Office of Academic Affairs.

While specific policies may differ by school and department, all annual evaluations should provide sufficient information to allow for full, fair and constructive evaluation without being unnecessarily burdensome to faculty or Department Chairs. At a minimum, faculty members will provide

- a current *curriculum vitae*, and
- a 1-2 page personal statement presenting accomplishments in the areas of teaching, research and professional development, and service over the last calendar year.

We perceive issues in evaluating teaching with only two pages of narrative. Research and service are fairly easily quantified, but effective teaching is difficult to demonstrate without additional materials. We suggest that all faculty members be allowed to include some (limited) amount of additional evidence for review.
Schools and departments may require faculty to submit additional material, and required documentation may vary by tenure status and rank. Evidence of the sort typically provided for major evaluations should be requested of probationary faculty; schools may require less extensive documentation for tenured faculty and Senior Instructors. Schools and departments may require that the personal statement include goals for the next one-to-three years. The Department Chair or Dean of Libraries will conduct the annual evaluation and will have access to additional information, including the faculty member’s

- previous annual evaluations and personal statements,
- course evaluations, and
- information included in the Faculty Activity System.

To facilitate Chairs’ work in assigning merit categories, concurrent with the submission of materials for the annual evaluation of performance, any faculty member with at least one full calendar year of service at the College of Charleston will submit

- a 1-2 page personal statement presenting accomplishments in the areas of teaching, research and professional development, and service over the last three calendar years, if employed by the College during that period of time, or, for a faculty member with fewer than three years of service at the College of Charleston, over the period since hire.

The Department Chair or Dean of Libraries will assign a merit category on the basis of this three-year summary and the annual evaluations over the same three calendar years. In the case of the Department Chair, this assignment will normally be tentative until discussed with the Dean. Newly hired faculty members need not submit any additional materials.

In the case of a faculty member undergoing a major evaluation (Third-Year Review, tenure and/or promotion, post-tenure review, or renewal as Senior Instructor), an evaluation of performance over the last calendar will not be conducted. A merit category for the purposes of salary administration will be assigned. Normally, the documentation provided by the faculty member in the major evaluation will be sufficient to allow the Chair to assign a merit category. (Since major evaluation packets are completed early in the fall semester, documentation of activities through the end of the calendar year could reasonably be added for this assignment.) This assignment of a merit category will consider the faculty
member’s performance during the same three-year window used for other faculty.

The Department Chair may consult with a faculty committee in conducting the annual evaluation or assigning a merit category.

The faculty member must present the requested documents in accordance with the established format for his/her department or school and the published schedule. Any faculty member who fails to submit the required documentation for his/her annual evaluation and assignment of merit category will receive a merit rating of “does not meet the merit threshold” and will be ineligible for a salary increase that year.

In the case of library faculty who are supervised by department heads and/or assistant Deans, these supervisors will provide written comments on the performance of the librarians. These comments are forwarded to the Dean of Libraries who uses them as he/she writes the final evaluation narrative. The librarian receives the comments from all supervisors in addition to the Dean’s final evaluation.

After reviewing materials submitted by the faculty member, the Department Chair or the Dean of Libraries shall provide the faculty member with a signed and dated evaluation.

4. Chair’s Interview with the Faculty Member

By the date designated on the evaluation calendar, the Chair or Dean of Libraries shall conduct an interview with each member of his/her department. At least one week prior to the interview, the faculty member will receive the Chair’s or Dean of Libraries’ narrative assessment of strengths and weaknesses and suggestions for improvement. Records of the evaluation will be on file in the office of the Department Chair.

At the evaluation interview, the faculty member and the Chair or Dean of Libraries will discuss the evaluation narrative. The faculty member and the Chair or Dean of Libraries then sign the form to indicate that they have met. If there is disagreement about any part of the evaluation, the Chair or Dean of Libraries and the faculty member shall seek to resolve those differences. If a resolution is reached, the Chair shall change the evaluation document accordingly if appropriate.

5. Appeal
A faculty member may appeal his/her annual evaluation to the appropriate Academic Dean by submitting a written request for an appeal hearing to the Dean within 10 working days of the evaluation interview. The Dean will arrange and chair a meeting with the faculty member and the Department Chair to discuss the appeal. At the appeal hearing, the faculty member should state specifically the basis for the appeal and provide appropriate information in support of the appeal. The Dean will attempt to mediate an agreement between the faculty member and the Chair. If unsuccessful, the Dean will reach a decision and inform all parties in writing. The faculty member may appeal the Dean’s decision to the Provost who will receive all written material pertaining to the case. After consultation with the faculty member, the Department Chair and the Dean, the Provost will render the final decision in writing to all parties concerned.

Library faculty should follow the steps outlined above. Their appeals should, however, go directly to the Provost, who will render the final decision.

6. Dean’s Role in the Assignment of Merit Categories

The Dean plays an active role in the development of departmental and school criteria and standards for annual evaluation and the assignment of merit categories. The Dean is responsible for ensuring that these standards and criteria are applied by chairs equitably across departments in his or her school. Normally a Dean and Chair will discuss the assignment of merit categories before a faculty member is notified of such. Notification to the faculty member of the assignment of a merit category may occur separately from the annual evaluation.

Welfare has received many comments on how the merit category and subsequent raise are decided and how much of that information is shared with the faculty member. In general the faculty feel that this process should be transparent where they are notified of the specific recommendations of their chair, dean, provost, and final rating. As the administrator with the most knowledge of their faculty, if the chair’s initial recommendation is changed, support for that change should be given.

F. Merit categories and Salary Increases
Eligibility for any salary increase will be based on merit. The assignment of a merit category will indicate whether the faculty member is eligible for any salary increase. Eligibility for any salary increase requires satisfying the merit threshold. The merit threshold is defined as demonstrating professional competence in all three evaluation areas (teaching, research and professional development, service) according to criteria and standards articulated by schools and departments. Criteria and standards may vary by school, department, tenure status and rank.

The description of additional merit categories will be available on the Academic Affairs website during 2008-09 and included in the Faculty/Administration Manual thereafter.

In addition to merit ratings, market factors may contribute to a salary increase. Market factors will contribute to any salary increase only when the faculty member has met the merit threshold. Market factors may include:

- Data collected in comparative salary studies;
- Internal (College, school, departmental) equity, including gender equity, salary compression and/or inversion.

The respective roles of merit and market factors in salary reviews may vary each year and by school and department.
### College of Charleston
### First-Year Experience Courses ‘09-'10

**Fall ‘09**

1. **FYSM166-001** – Female Action Figures on the Screen  
   Anna Andes – THTR

2. **FYSM146-001** – Business Skills, Campus Leadership: Taking the Plunge  
   Carrie Blair – MGMT

3. **FYSM117-001** - Designing Responses to Large-Scale Natural Disasters  
   Jim Bowring – CSCI

4. **FYSM138-001** – The European Witch-Hunts  
   Jason Coy – HIST

5. **FYSM156-001** – Keeping the Republic: a New Call for Civic Engagement  
   Lynne Ford – POLS

6. **FYSM154-001** – Katrina: Understanding the Storm  
   Lee Lindner – PHYS

7. **FYSM117-002** – Computers and Music  
   Bill Manaris – CSCI

8. **FYSM109-001** – Natural History of South Carolina  
   Dorian McMillan – BIOL

9. **FYSM142-001** – Jews and Race  
   Adam Mendelsohn – JWST

10. **FYSM168-001** – Gender Outlaws: Our Culture War over Sexual Identity  
    Richard Nunan – PHIL

11. **FYSM117-003** – The Science of Secrecy  
    Semmy Purewal – CSCI

12. **FYSM123-002** – Healing Narratives: Chronicling Illness through the Ages  
    Kathleen Rogers - ENGL

13. **FYSM158-001** – Living Life to its Fullest: Lessons from Positive Psychology  
    Rhonda Swickert – PSYC

14. **FYSM152-001** – Animal Minds, Animal Rights  
    Hugh Wilder – PHIL

15. **FYSM106-001** – Love and Death in the Art of Picasso  
    Diane Johnson – ARTH

16. **FYSM158-002** – To Know a Freshman  
    David Gentry – PSYC

17. **FYSM166-002** – Exploring Gender Roles and (Mis)Identity Through Dance  
    Gretchen McLaine – THTR

18. **FYSM113-001** – Plays, Puns, and Putdowns: Humor in the Ancient World  
    Jess Miner – CLAS

19. **FYSM156-002** – Contemporary Political Issues: A World of Risk  
    John Creed – POLS

20. **FYSM123-001** – Shakespeare on Screen  
    Kay Smith – ENGL

    Fran Welch/Paula Egelson – EDFS

22. **FYSM127-001** – Teaching Fellows  
    Diane Cudahy - EDFS

**LC1** – ENGL101/MATH111/BIOL111  
Connecting Science and Math Through Active Learning  
Caroline Hunt/Sofia Agrest/Deb Bidwell

**LC2** – CLAS104/ARTH220  
Jim Newhard/Matt Canepa

Submitted by Susan Kattwinkel, Director of the First-Year Experience, 2/10/09
Uncovering the Civilizations of Greece and Rome

LC3 – CLAS102/LATN101
Exploring Ancient Rome
Noelle Carmichael/Brian Lush

LC4 – ENGL101/PSYC103
Left or “Write” Brained?
Marguerite Scott-Copses/Adam Doughty

LC5 – FYSM158-001/MATH104
To Know a Freshman
David Gentry/Hope Florence

LC6 – BIOL111/PSYC103
Biology and Psychology for Pre-Professional Students
Deb Bidwell/Mark Hurd

LC7 – WGST200/POLS101
Sex, Politics and American Culture
Alison Piepmeier/Marguerite Archie-Hudson

LC8 – THTR176/MGMT105
The Art of Business
Allen Lyndrup/David Desplaces

LC9 – CHEM111/BIOL111
Chemistry and Biology for Pre-Med Students
Pam Gelasco/Stephanie Dellis

LC10 – CHEM111/BIOL111
Chemistry and Biology for Pre-Med Students
Wendy Cory/Kathleen Janech

LC11 – POLS103/ENGL101
Writing and Thinking Politics
Helen Delfeld/Simon Lewis

LC12 – THTR176/GRMN101
German Exploration
Susan Kattwinkel/Morgan Koerner

LC13 – FYSM126-090/COMM104
Speaking for Public Education
Fran Welch/Paula Egelson/Tom Heeney

Spring ‘10

1. FYSM158-001 – The Psychology of Violence
   Jen Wright - PSYC
2. FYSM156-001 – Starting Over: Using Post-apocalyptic Novels to Rethink the Social Contract
   Claire Curtis - POLS
3. FYSM113-001 – The Individual, Family and State in the Western Tradition
   Darryl Phillips – CLAS

Submitted by Susan Kattwinkel, Director of the First-Year Experience, 2/10/09
4. FYSM134-001 – Opportunities and Challenges in Medicine and Allied Health
   Michelle Futrell

   LC1 – CHEM111/ENGL102
   Thinking and Writing for Success in Science
   Jim Deavor/Marie Fitzwilliam

   LC2 – PHYS101/MATH111
   Connecting Physics and Mathematics
   Sorinel Oprisan/Sofia Agrest

   LC3 – POLS103/ENGL102
   World Politics: Explorations Through South African Literatures
   Kea Gorden/Simon Lewis

   LC4 – HIST104/ARTH104
   Imagining Asia
   Jeffrey Diamond/Mary Beth Heston

Total number participating departments: 20
Total number participating faculty: 58 (does not count faculty participating in more than one FYE class) 29 returning faculty, 29 new faculty

Classes from each school:
ARTS – 7
BUSINESS – 2
SCIENCE and MATH – 17 (16 faculty)
HSS – 25 (23 faculty)
EDUC – 3 (4 faculty)
LCWA – 7
THE ISSUE
State funding for PASCAL was reduced by 90% from $2 million to $200,000 in FY 2008-09.

THE GOAL
Convince the General Assembly to act on a request from the higher education community to restore PASCAL by providing $2.3 million for this statewide program in FY 2009-2010. This returns PASCAL’s purchasing power to its 2007-2008 level.

THE PROGRAM
Since 2004, PASCAL’s $2 million annual appropriation from the state has been used to develop and sustain two major programs:

- **PASCAL Delivers**, PASCAL Delivers, a rapid delivery service for books that vastly expands and leverages print-based knowledge statewide by providing a single, web-based, unified South Carolina academic libraries catalog.

- **Electronic Resources** – extremely cost-effective central licensing of core electronic resources for higher education.

THE IMPACT
These programs have vastly increased the knowledge available to the entire higher education community in South Carolina. With one or two clicks of a mouse, students and faculty at the College of Charleston can have books delivered rapidly from any academic library in the state – drawing from a virtual library of over 10 million volumes, or access millions of articles from thousands of electronic research publications.

THE VALUE
Is PASCAL effective? Absolutely! Last fiscal year, the College of Charleston paid $12,000 in dues to cover program administration. In turn, PASCAL spent $94,000 on behalf of the College. Given discounting available through statewide licensing, it would cost the college $189,611 to replace the content it is losing. Each dollar PASCAL has spent since 2004 has returned about $7 dollars in value in terms of access to resources. This 90% cut means «Institution» will pay more to get less.

THE SURVIVAL STRATEGY
PASCAL has been forced to cancel licenses for many resources, reduce the frequency of deliveries, and assess large increases in dues and fees. Unless we can reverse the huge cuts made in 2008-2009, PASCAL will not remain viable.

THE CALL TO ACTION
The Commission on Higher Education requested $2.3 million in additional funding to restore PASCAL’s purchasing power to the 2007-08 level.

Please make the restoration of PASCAL’s full funding a top priority for the College when you meet with our legislators.

South Carolina’s 51 colleges and universities need to speak in a unified voice to restore funding for this important statewide consortium beyond June 30, 2009. Please inform and encourage your colleagues to speak out for PASCAL.

To the South Carolina State Legislature:
Submitted by the College of Charleston Faculty Senate
Author: Faculty Library Committee

Purpose: To advocate the restoration of full funding for PASCAL by the South Carolina General Assembly.
Whereas, PASCAL is a statewide academic library consortium, of which the College of Charleston is a member, and

Whereas, PASCAL’s funding has been supported by the member colleges and the South Carolina General Assembly, and

Whereas, PASCAL has succeeded in serving the research needs of students by expanding access to information through a rapid delivery system and through access to online databases provided at consortial pricing and

Whereas, the state funding for PASCAL was decreased by 90% in FY2008-2009, necessitating increased fees by member colleges and reduced services and

Whereas, without a reinstatement of legislative funding, PASCAL will cease to exist in FY2009-2010, and

Whereas, the online and print materials provided by PASCAL will no longer be available to the majority of the 230,000 students and faculty of South Carolina institutions, and

Whereas, the South Carolina Commission on Higher Education Study Committee has identified PASCAL as “the best current example for sharing inter-institutional costs for technology in South Carolina,” and

Whereas, the Commission on Higher Education has recommended funding PASCAL at a cost of $2.3 million,

Whereas, the South Carolina General Assembly has the authority to reinstate PASCAL’s funding and to support the inter-institutional cooperation that serves the students and faculty of South Carolina’s colleges and universities, and

Whereas, the College of Charleston is a direct beneficiary of PASCAL’s resources having received access to over ten million books, 13,000 research publications and delivery of over 3,938 books. Therefore,

Be it enacted, by the College of Charleston Faculty Senate the following:

That, the College of Charleston Faculty Senate strongly appeals to the South Carolina General Assembly to Fund PASCAL at the $2.3 million amount recommended by the Commission on Higher Education.
Faculty Senate Resolution

Restore full funding to PASCAL
Partnership Among South Carolina Academic Libraries

To the South Carolina State Legislature:
Submitted by the College of Charleston Faculty Senate
Author: Faculty Library Committee

Purpose: To advocate the restoration of full funding for PASCAL by the South Carolina General Assembly.

Whereas, PASCAL is a statewide academic library consortium, of which the College of Charleston is a member, and

Whereas, PASCAL’s funding has been supported by the member colleges and the South Carolina General Assembly, and

Whereas, PASCAL has succeeded in serving the research needs of students by expanding access to information through a rapid delivery system and through access to online databases provided at consortial pricing and

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Be it enacted, by the College of Charleston Faculty Senate the following:

That, the College of Charleston Faculty Senate strongly appeals to the South Carolina General Assembly to Fund PASCAL at the $2.3 million amount recommended by the Commission on Higher Education.
The Faculty Senate will assemble for a special meeting on Tuesday, 27 January 2009 at 5 P.M. in room 115 of the Beatty Center (Wachovia Auditorium).

Agenda

1. Call to Order

2. Election of the faculty members of the Provost Search Committee:
   Andrew Lewis HEHP
   Bob Mignone MATH
   Darryl Phillips CLAS
   Pam Riggs-Gelasco CHEM
   Claire Curtis POLS

3. Adjournment
The Faculty Senate met Tuesday evening (27 January 2009) in a special meeting to elect the faculty members who will potentially serve on the Provost Search Committee. Here are the highlights of the meeting. Full minutes will follow later.

--The following slate presented by the Nominations and Elections Committee was approved:

Andrew Lewis HEHP  
Bob Mignone MATH  
Darryl Phillips CLAS  
Pam Riggs-Gelasco CHEM  
Claire Curtis POLS

--Motions to add the following two faculty members to the above list passed:

Todd McNerney (THTR.)  
Rhonda Walker Mack (interim Dean of the School of Business)
The Faculty Senate meets Tuesday, 9 December 2008 at 5 P.M. in room 115 of the Beatty Center (Wachovia Auditorium).

**Agenda**

1. Call to Order

2. Approval of Minutes of 11-11-08 Faculty Senate meeting (posted on the Faculty Senate Web site: http://www.cofc.edu/~senate)

3. Reports
   - The Provost
   - The Speaker
   - Deanna Caveny, chair of the Committee on By-Laws and Fac./Admin. Manual
   - Annual and Merit Evaluations: Report from the Advisory Committee on Tenure, Promotion, and Third-Year Review

4. Unfinished Business
   - Proposal concerning the policy on departmental T & P panels

5. New Business
   - Faculty Curriculum Committee
   - Faculty Committee on Graduate Education, Continuing Education, and Special Programs

6. Constituents’ Concerns

7. Adjournment
To: Faculty Senate & Committee on the By-laws & Faculty/Administration Manual
From: Richard Nunan, on behalf of President’s Advisory Committee on Tenure & Promotion
RE: A procedural recommendation concerning departmental T&P panels

Extra-departmental panel member workload policy
In light of recent requests from two departments, the Committee recommends the following Manual policy change.
The beginning of paragraph 3 of Manual section VI.D.4 (top of p. 121 in new online version of the Manual) now reads:
Where the department consists of five or more tenured faculty members, one tenured faculty member from outside the department shall be added to the panel. If a department is reviewing more than one candidate for tenure, promotion, or third year, the same individual from outside the department sits with departmental panel members for all cases.
The Committee proposes the following modification of this language, to go into effect in the 2009-10 Manual and evaluation cycle:
When the department consists of five or more tenured faculty members, one tenured faculty member from outside the department shall be added to the panel. If a department is reviewing more than one candidate for tenure, promotion, or third-year evaluation, the same individual from outside the department sits with departmental panel members for all cases, unless the department has six or more candidates due for panel evaluation. In such cases, a single extra-departmental panel member is still preferred, but at the discretion of the panel chair and panel, the department may appoint no more than two extra-departmental panel members to sit with the panel in different cases, with the cases divided in such a way so that a single extra-departmental panel member must serve in all cases under review for the same rank.

Rationale:
Large departments occasionally have large numbers of candidates to evaluate. When this happens, it is desirable, of course, to have the same extra-departmental panel member serve for all cases, in order to help insure procedural consistency. But it is not always easy to recruit candidates for this important responsibility when there are large numbers of cases. In that event, it seems prudent to have a specific policy governing alternate arrangements, and to permit such arrangements in the first place. (The existing Manual language does not appear to sanction any alternative measures. At any rate, it does not address them.) The approach offered here is intended to insure that, when this option is exercised, the division will be such that no pair of candidates subject to the same type of evaluation will be assessed by panels with distinct extra-departmental members. It is also intended to be flexible enough to allow divisions along lines which split the load for each extra-departmental panel member as equitably as practically feasible.
Faculty Curriculum Committee

List of Proposals Approved by the Committee

(All curricular proposals along with supporting documents are posted on the Faculty Senate Web Site)

Latin American and Caribbean Studies

Change of Minor--Latin and Caribbean Studies

Geology

New Course--GEOL 235 Geology and Civilization

International Studies

New Major--International Studies

New Concentration--Africa

New Concentration--Asia

New Concentration--Asia - Japan Track

New Concentration--Comparative Literature

New Concentration--Europe

New Concentration--Europe - Britain Track

New Concentration--Europe - Germany Track

New Concentration--Europe - Italy Track

New Concentration--Europe - Russia Track

New Concentration--Latin America and the Caribbean

New Concentration--Latin America and the Caribbean – Brazil

New Course--INTL 100 Introduction to International Studies

New Course--INTL 495 International Studies

Hospitality and Tourism Management
Change Course--HTMT 488 Strategic Hospitality and Tourism Management

Change major

Mathematics

Change Major--Actuarial studies track

School of Languages, Cultures and World Affairs

Change Minor--Archeology Minor

Change minor--Asian Studies

Historic Preservation and Community Planning

New Course--HCPC 375 Landscape Preservation and Community Planning

New Course--HCPC 298 AutoCAD and PhotoShop for Preservationists

Psychology

Change major BS Psychology

New Course--PSYC 460 Advanced Conditioning and Learning with Lab

New Course--PSYC 462 Advanced Social Psychology with Lab

New Course--PSYC 464 Advanced Physiological Psychology with Lab

New Course--PSYC 466 Advanced Sensation and Perception with Lab

New Course--PSYC 468 Advanced Cognitive Psychology with Lab

Discovery Infomatics

New cognate--Accounting

New cognate--Finance

Religious Studies

New Course--RELS 285 Religion and Feminism

Change Course--RELS 265 Women and Religion
Faculty Committee on Graduate Education, Continuing Education, and Special Programs

(All curricular documents are posted on the Faculty Senate Web Site)

Proposal for a New Graduate Course:

    Program -- Joint MAT in Middle Grades with The Citadel
    EDMG 657: Teaching Writing in the Middle Grades

Proposal to Change a Graduate Program:

    MAT in Special Education – Requirement Change

Proposal for a New Certificate Program:

    Certificate in Special Education

Proposal to Change a Graduate Course:

    ENGL 702 Internship – Change in hours of work
The Faculty Senate met Tuesday evening (9 December 2008). Here are the highlights of the meeting. Full minutes will follow later.

-- Provost Elise Jorgens announced that there will very likely be a 2% budget cut this month and another 2% cut in January. She reported, too, that the South Carolina General Assembly has asked the College to start planning for a possible 15% cut next year (2009-10).

-- A slightly modified version of the original motion to change the policy on departmental T & P panels with regard to extra-departmental panel members passed.

-- The curricular proposals pertaining to International Studies were withdrawn prior to the meeting. All other curricular proposals (both at the undergraduate and graduate levels) passed.
Faculty Curriculum Committee

List of Proposals Approved by the Committee
(All curricular proposals along with supporting
documents are posted on the Faculty Senate Web Site)

Latin American and Caribbean Studies

Change of Minor--Latin and Caribbean Studies

Geology

New Course--GEOL 235 Geology and Civilization

International Studies

New Major--International Studies

New Concentration--Africa

New Concentration--Asia

New Concentration--Asia - Japan Track

New Concentration--Comparative Literature

New Concentration--Europe

New Concentration--Europe - Britain Track

New Concentration--Europe - Germany Track

New Concentration--Europe - Italy Track

New Concentration--Europe - Russia Track

New Concentration--Latin America and the Caribbean

New Concentration--Latin America and the Caribbean – Brazil

New Course--INTL 100 Introduction to International Studies

New Course--INTL 495 International Studies

Hospitality and Tourism Management

Change Course--HTMT 488 Strategic Hospitality and Tourism Management
Change major

Mathematics

Change Major--Actuarial studies track

School of Languages, Cultures and World Affairs

Change Minor--Archeology Minor

Change minor--Asian Studies

Historic Preservation and Community Planning

New Course--HCPC 375 Landscape Preservation and Community Planning

New Course--HCPC 298 AutoCAD and PhotoShop for Preservationists

Psychology

Change major BS Psychology

New Course--PSYC 460 Advanced Conditioning and Learning with Lab

New Course--PSYC 462 Advanced Social Psychology with Lab

New Course--PSYC 464 Advanced Physiological Psychology with Lab

New Course--PSYC 466 Advanced Sensation and Perception with Lab

New Course--PSYC 468 Advanced Cognitive Psychology with Lab

Discovery Informatics

New cognate--Accounting

New cognate--Finance

Religious Studies

New Course--RELS 285 Religion and Feminism

Change Course--RELS 265 Women and Religion
Proposal for a New Minor or Concentration

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Accounting and Legal Studies, Computer Science and Mathematics

2. Check one: □ minor   ☒ concentration

3. Name of Minor/Concentration: Accounting

4. Desired acronym: ACDI

5. Total number of hours required for completion of minor/concentration: 15

6. Semester and year in which new minor/concentration will go into effect: Fall 2009

7. Justification for offering the minor/concentration (consider the following):

   a) What are the goals and objectives of the minor/concentration?
      The students will obtain a solid foundation in:
      1. the rules of financial accounting and reporting,
      2. systematic processing of transactional data through to the financial statements,
      3. the basic concepts of cost accumulation and product costing systems,
      4. performing risk and profitability analysis to evaluate a company's financial position and performance,
      5. the intricacies of reporting financial assets, liabilities, cash flows, etc.
      6. the financial audit process, including internal controls, generally accepted auditing standards, risk-adjust balance testing, and the data necessary for the audit.

   b) How does the minor/concentration support the mission statement of the department?
      "The mission of the Accounting program is to assist individuals in acquiring the knowledge and skills needed to be leading accounting professional" (ACLS Website). This cognate will bring together the skills of Discover Informatics and Accounting to provide students with the knowledge and skills that are in high demand in the consulting and audit support areas of accounting firms, corporations, and consulting groups.

8. How does the minor/concentration support the liberal arts tradition of the College, including linkages with other disciplines?
   This concentration will serve as a cognate area for Discovery Informatics (DI) majors. DI majors have strong Math and Computer Science foundations which is applicable in many areas. This indepth study in Accounting greatly broadens their focus and enables them to apply their Math and Computer Science knowledge in the area of Accounting.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal for a New Minor or Concentration

9. Are other departments affected by this minor/concentration? (Please attach letters of support from the chairs of each affected department indicating that the department has discussed the proposal and supports it.)

NO

10. Address potential shifts:

   a) Address potential enrollment pattern shifts in the department or college-wide as related to the offering of this minor/concentration.

      None

   b) Address potential shifts in staffing of the department as related to the offering of this minor/concentration.

      None

11. Requirements for additional resources made necessary by this minor/concentration.

   a) Staff:

      None

   b) Budget:

      None

   c) Library:

      None

Note: Minors/concentrations requiring extensive additional resources will need extensive justification.

12. List courses and requirements for completion of this minor/concentration (including their prerequisites). Provide any relevant additional information, for example include a typical schedule for a student to complete this minor or concentration.

ACCT 203
ACCT 204 (prerequisite ACCT 203)
ACCT 316 (prerequisites ACCT 203, 204)
ACCT 317 (prerequisites ACCT 203, 204, 316)
ACCT 409 (prerequisites ACCT 203, 204, 316, 317)
Proposal for a New Minor or Concentration

15. Signature of Department Chair or Program Director:
   Date: 29Oct08
   Date: 10-30-08

16. Signature of Dean of School:
   Date: Nov. 3, 2008
   Date: 

17. Signature of Provost:
   Date: 11-6-2008

18. Signature of Curriculum Committee Chair:
   Date: 12/1/08

19. Signature of Budget Committee Chair:
   Date: 

20. Signature of Planning Committee Chair:
   Date: 

21. Signature of Faculty Senate Secretary:
   Date: 

   Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal for a New Minor or Concentration

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Accounting and Legal Studies, Computer Science, Mathematics

2. Check one: □ minor  □ concentration

3. Name of Minor/Concentration: Finance

4. Desired acronym: FID1

5. Total number of hours required for completion of minor/concentration: 15

6. Semester and year in which new minor/concentration will go into effect: Fall 2009

7. Justification for offering the minor/concentration (consider the following):

a) What are the goals and objectives of the minor/concentration?
   The students will obtain a solid foundation in:
   1. the rules of financial accounting and reporting.
   2. systematic processing of transactional data through to the financial statements.
   3. the basic concepts of cost accumulation and product costing systems.
   4. the fundamental concepts of finance, including working capital, financial budgeting, and financing decisions.
   5. the application of financial management concepts to business problems, including financial analysis, cash management, and financial forecasting.
   6. the analysis of securities, portfolio management, and the operation of the securities market.

b) How does the minor/concentration support the mission statement of the department?
   The cognate in the area of Finance supports the mission of the department by providing the Discovery Informatics student with the knowledge and skills necessary to compete in the fast-paced and data-intensive world of securities and financial analysis.

8. How does the minor/concentration support the liberal arts tradition of the College, including linkages with other disciplines?
   This concentration will serve as a cognate area for Discovery Informatics (DI) majors. DI majors have strong Math and Computer Science foundations which are applicable in many different areas. This indepth study in Finance greatly broadens their focus and enables them to apply their Math and Computer Science knowledge in the area of Finance.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal for a New Minor or Concentration

9. Are other departments affected by this minor/concentration? (Please attach letters of support from the chairs of each affected department indicating that the department has discussed the proposal and supports it.)
FINC

10. Address potential shifts:
   a) Address potential enrollment pattern shifts in the department or college-wide as related to the offering of this minor/concentration.
      None
   b) Address potential shifts in staffing of the department as related to the offering of this minor/concentration.
      None

11. Requirements for additional resources made necessary by this minor/concentration.
   a) Staff: 0
   b) Budget: 0
   c) Library: 0

Note: Minors/concentrations requiring extensive additional resources will need extensive justification.

12. List courses and requirements for completion of this minor/concentration (including their prerequisites). Provide any relevant additional information, for example include a typical schedule for a student to complete this minor or concentration.
ACCT 203
ACCT 204 (prerequisite ACCT 203)
FINC 303 (ECON 200, ECON 201, ACCT 203, ACCT 204, MAT 250)
FINC 315 (prerequisites ACCT 203, 204, ECON 200, 201, FINC 303, MAT 250)
FINC 400

Note: ECON 200 and 201 satisfy Social Sciences general education requirements. MATH 250 is required of all Discovery Informatics majors.
Proposal for a New Minor or Concentration

15. Signature of Department Chair or Program Director:

[Signature]  
Date: 10/28/08  
Date: 10-30-08

16. Signature of Dean of School:

[Signature]  
Date: Nov. 3, 2008  
Date: 

17. Signature of Provost:

[Signature]  
Date: 11-6-2008

18. Signature of Curriculum Committee Chair:

[Signature]  
Date: 12/14/08

19. Signature of Budget Committee Chair:

[Signature]  
Date: 

20. Signature of Planning Committee Chair:

[Signature]  
Date: 

21. Signature of Faculty Senate Secretary:

[Signature]  
Date: 

Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Art History / Program in Historic Preservation and Community Planning

2. Course Number and Title: HPCP 298 - AutoCAD and Photoshop for Preservationists
   Number of Credits: 3   Total hrs/week: 42 hours/4 weeks
   Lecture: ☒ Lab: ☒ Recitation: ☐ Seminar: ☐

   For Independent study courses:
   Research: ☐ Field experience: ☐
   Clinical Practice: ☐ Internship: ☐
   Practicum: ☐ Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Summer 1 2009

4. Catalog Description (please limit to 50 words):
   This course is an introduction to the use of these commonly used digital media for preservation applications. The class will also work on a team based research project specifically geared to demonstrate the capabilities of these tools. No prior experience required.

5. Check if appropriate: Humanities: ☒ Social Science: ☐ (meets minimum degree requirements)
   Check if appropriate: ☐
   This course will be cross listed with: N/A
   Rationale for cross listing: N/A
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   N/A

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

   a) What are the goals and objectives of the course?
      The goal is to use digital technologies as a tool to enable students to discover and interpret material culture. The objective is to develop sufficient computer software skills to improve students' presentation abilities.
Proposal for a New Course

b) How does the course support the mission statement of the department and the organizing principles of the major?
   **It assists in the development of presentation for studios and in providing tools to show supplemental graphics for oral presentations.**

7. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
   **It would be useful at any point in the curriculum.**

   b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
   **The course offers new tools for recording observations and developing interpretations of content.**

8. a) 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.
   **This is useful for the Archeology minor to assist in developing graphic material as well as learning the software to record data from field work. The course has been cross listed with the Archeology minor. Letters of support have been requested.**

   b) Please explain overlap with any existing courses.
   **None**

9. Method of teaching:
   **Lecture, directed computer lab**

10. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
    **None Foreseen**

   b) Address potential shifts in staffing of the department as it relates to the offering of this course:
    **None Foreseen**

   c) Frequency of offering:
     each fall: ☐ each spring: ☐
     every two years: ☐ every three years: ☐
     other ☒(Explain): **Maymester**

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

   a) Staff:
   **No additional resources necessary**
   
   (Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

b) Budget:  
No additional resources necessary

They have an older AutoCad no longer used by previous "owner."

Special topics


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

Attached

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☐ yes  ☑ no

b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

N/A

SYLLABUS
AutoCAD and Photoshop for Preservationists
HPCP 298
Maymester 2009
James L. Ward, Assistant Professor of Historic Preservation and Community Planning

OVERVIEW
This course is an introduction to the use of AutoCAD and Photoshop programs for preservation applications. Initially, we will review the setup and command structure of each program and work on daily tutorials to develop beginner's skills. Then we will work on a team based research project specifically geared to demonstrate the capabilities of these tools. Some out of class research is required. Class time will be devoted to using the programs and getting feedback on techniques and practical aspects of using these programs to develop neater, more time efficient, and more thoughtful projects.

OBJECTIVE
The overall objective is to demonstrate to the department, college, and potential future grants benefactors not only that our students can develop sufficient computer software skills in only two weeks to improve their presentation skills and marketability to potential employers but also that the use of such technologies is an important and useful tool for more traditional art historical and preservation tasks. We wish to tell meaningful stories that fill our

(Received and approved 10.21.08 by the Department of Historic Preservation and Community Planning)
Proposal for a New Course

hearts with the presence of the past and to enable us to discover and interpret those stories to others inside and out of the academic community.

On line Tutorials
• http://www.fbe.unsw.edu.au/learning/autocad/ad2/T1/
• T1 Starting
  — Introduction to AutoCAD
T2 Editing Graphics
  — Editing & model-space limits
T3 Renaissance Manipulations
  — Offset, Array & Mirror
T4 Venturing Into Plotting
  — Paper space, view ports & plotting

Resources
• Delicious Site (https://secure.del.icio.us/login) Under “HPCP340”. I have initially listed sites where you may download free trail versions for work on your own computer.
• My Box site (http://www.box.net/logout) which will enable us to exchange files (in the absence of a network for student file sharing)

Individual Projects
Individual assignments will reflect the day’s tutorials and will be kept by each student in their notebook which they will turn in for review at the end of the course.

Class Projects
This year’s class project is to begin to define the role of computer technologies in the continuing development of our curriculum here at the College. We will develop this theme together on the first day and proceed with the development of interpretive panels based on that theme. In year’s past, themes included
• “Shadows, Footprints, and Hidden Geometries: New Approaches to Interpretation” in 2005
• “Changing Landscapes: The View from Charleston” in 2007
• This year we have been actively involved in recording the Sottile House and Lance Hall at Circular Church, in helping with the background research for the Historic Charleston Foundation’s attempt to expand the Ashley River Historic District. I have many of the collected documents and photos from these projects as well as of those in year’s past that could be the basis of the team projects.

Grades
Grades are given based on demonstrated abilities using the software as well as

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

The students' abilities to use this technology to further the role of the preservationists in interpreting places. Assignments are due on exam day. The instructor will be available during class times and immediately afterwards for up to two hours each day (depending on conflicts) that teams may sign up for his assistance either on site or in the lab.

Scoring Breakdown:

- Individual assignments (AutoCAD and Photoshop) printed and submitted for 50%
- Team assignment (1) printed in both B&W (as a test) and Color (for final) and team evaluations of individual contributions for 50%

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

14. Signature of Department Chair or Program Director: [Signature]
   Date: 10/15/08

15. Signature of Dean of School: [Signature]
   Date: 10/17/08

16. Signature of Provost:
   [Signature]
   Date: 10/21/2008

17. Signature of Business Affairs Official:
   [Signature]
   Date:
   (Not needed for RFP)

18. Signature of Curriculum Committee Chair:
   [Signature]
   Date: 12/11/08

19. Signature of Faculty Senate Secretary:

   Date Approved by Senate:

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
To the Curriculum Committee:

The Archaeology Minor Program supports the proposed Art History/Historic Preservation and Community Planning course HPCP 375 Landscape Preservation and Design. This course has been taught previously as a special topics and counted towards the Archaeology Minor and if it is turned into a recurring course will continue to be counted towards the Archaeology minor. There are no anticipated conflicts with the Archaeology program and we look forward to seeing this course in the future.

Sincerely,

Erin K Beutel
Director Archaeology Minor Program
Associate Professor
Dept. of Geology and Environmental Geosciences
beutelc@cofc.edu
843-953-5591
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Art History / Program in Historic Preservation and Community Planning

2. Course Number and Title: HPCP 375 - Landscape Preservation and Design
   Number of Credits: 3  Total hrs/week: 42 hours/14 weeks
   Lecture: ☑ Lab: ☑ Recitation: ☐ Seminar: ☐

For Independent study courses:
   Research: ☐ Field experience: ☐
   Clinical Practice: ☐ Internship: ☐
   Practicum: ☐ Independent Course Work: ☐

3. Semester and year when course will first be offered: Spring 2009

4. Catalog Description (please limit to 50 words):
   This course is a studio effort to understand and work with the defining elements of important, specific historic and cultural landscapes. It uses a generalist's approach and weaves a consideration of natural systems with human impacts to tell the story of the place and our culture.

5. Check if appropriate: Humanities: ☐ Social Science: ☐ (meets minimum degree requirements)
   Check if appropriate: ☐
   This course will be cross listed with: N/A
   Rationale for cross listing: N/A
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   N/A

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

   a) What are the goals and objectives of the course?
   The overall goal is to make students more fully aware of the differences required in preservation and planning efforts outside of buildings. The objectives will be to learn landscape documentation techniques, to develop interpretive ideas, management approaches, and treatment techniques for these landscapes.

   (Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

b) How does the course support the mission statement of the department and the organizing principles of the major?
   *It focuses on the unique attributes of historic and cultural sites and develops preservation design and planning ideas to supplement both the architectural design and urban planning components of the students understanding.*

7. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
   *It would be useful at any point in the curriculum after the Introductory course.*

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
   *The course offers insights that are unique to outdoor places and in the process involves an understanding of the basic components of natural systems and a "landscape" level of planning tied to an historical analysis of places.*

8. a) 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.
   *This is useful for the Archeology minor to assist in documenting sites and analyzing data for interpretive and design work. The course has been cross listed with the Archeology minor. Letters of support have been requested.*

b) Please explain overlap with any existing courses.
   *None*

9. Method of teaching:
   *Lecture, directed computer lab*

10. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
    *None Foreseen*

b) Address potential shifts in staffing of the department as it relates to the offering of this course:
    *None Foreseen*

c) Frequency of offering:
   - each fall: □
   - each spring: ☑
   - every two years: □
   - every three years: □
   - other □ (Explain): ________

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

11. Requirements for additional resources made necessary by this course:
   a) Staff: 
      **No additional resources necessary**
      *has been taught as special topics*
   b) Budget:
      **No additional resources necessary**
   c) Library:
      **No additional resources necessary**

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

   attached

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes ☑ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

   N/A

   SYLLABUS

   **College of Charleston**
   Program in Historic Preservation and Community Planning - Department of Art History
   ARTH 290-001
   Spring Semester

   12 Bull Street lecture room and studios
   WEB PAGE showing syllabi, notes, etc: http://www.cofc.edu/~wardl/Index.html
   be sure to check the "Message Center"

   James L. Ward, RLA, Assistant Professor
   wardl@cofc.edu
   Office Hours:
   M, T, W: 11:00-12:00 PM
   or by app't on Monday and Friday afternoons
   12 Bull Street (in the addition accessible off the rear garden) or by appointment
Proposal for a New Course

Course Description
This is intended to be a course for designers, planners, and historians to explore defining elements of landscapes. Students will apply this perspective to evaluate specific historical places over time. They will also critique examples of contemporary development from this historical and landscape perspective in an attempt to provide designs or management solutions to assist in the long-term preservation and interpretation of historic sites.

A large part of the appeal of the Preservation and Planning curriculum is that it is preparing the student for focused, professional training in graduate school as planner, architect, landscape architect, and the like. For others, it is a way to refresh their academic training with practical applications and real problem solving - aspects which are parts of all of our lives. The course is an attempt to achieve a “landscape level of analysis”, incorporating new methods and insights in the preservation process.

This studio in Historic Preservation will provide the basic skills for observing, measuring, and recording various aspects of historic landscapes. It will also be a useful adjunct to the other studios in Urban Planning and Preservation as well as Landscape Ecology. We will spend time on the larger question of the making of the American Landscape in general and this landscape in particular. We will be considering not just the visible artifact, but also consider it as far from inert. As the subject is a landscape, we will be looking at different aspects of its makeup that have not been previously seen in Preservation studies - Natural Systems Infrastructure and Cultural context.

General Content and Objectives
The content of this course will be a focused study of three landscapes. The specific sites will be subject to final confirmation.

a) A small scale garden setting (such as a College of Charleston garden);
b) An urban park with a history (such as Hampton Park); and
c) An historical landscape trying to maintain some interpretive value in the face of development (such as Battlefield site preservation on James Island); OR a larger scale setting such as a plantation or neighborhood (such as Dixie Plantation or McLeod Plantation).

The steps in each case will require a similar strategy:
1) Development of base maps at appropriate scales from existing data at appropriate scales;
2) Analysis
   a. collection of onsite data,
   b. site record based on topography, soils, slopes, wetlands, etc.,
   c. review of the historical record
   d. understanding the current pressures and potential development scenarios;

3) Planning or development of an approach to design and management that reflects these considerations as well as developing the most effective ways to communicate these design and preservation ideas.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

The final product of the course will be more the development of graphic designs and interpretation rather than of papers or exams. The format lends itself to the development of individual student portfolios as well as inclusion of a broad array of prior interests brought to the process. It is the conversation generated by these studies and by the varying backgrounds of the students that makes a studio course dynamic and educational.

Texts
I will be presenting from selected portions of the following as supplemental readings
   a) Michael Conzen, The Making of the American Landscape
   b) (online) Preservation Brief #36: “Protecting Cultural Landscapes”
   c) John A. Burns (editor) Recording Historic Structures pages 250-276
   d) Charles F. Kovacik and John J. Winberry, South Carolina The Making of A Landscape
   e) Linda F. Stine, Martha Zierden, Lesley M. Drucker, and Christopher Judge (editors), Carolina’s Historical Landscapes: Archeological Perspectives
   f) Paul Groth and Todd Bressi (edit), Understanding Ordinary Landscapes
   g) Arnold Alanen and Robert Melnick (edit), Preserving Cultural Landscapes in America
   h) Samuel N. Stokes, Saving America’s Countryside: A Guide to Rural Conservation
   i) (online) Preservation Brief #36: “Protecting Cultural Landscapes”

Special Considerations for Studio Work
GENERAL:
   • This format is a dynamic method for developing individual effort as well as for developing a team approach to problem solving.
   • The studio provides time during class to work on projects but is completely dependent on work completed out of class to pursue the topics adequately. You will need to meet as groups outside of class.
   • You should come to class with your materials prepared to work on your project until and after you meet with the Instructor. It is important to discuss topics in class and methods of presentation with students and Instructor.
   • Returning studio students who have experience with AUTOCAD will have the option of developing skills with computer aided drafting and imaging for their individual drawing assignments.
   • All students are encouraged to develop their personal portfolio. As such students are required to keep originals of their drawings and turn in prints. Professor will not keep drawings after the beginning of the following term.

COLLEGE EQUIPMENT
Measurement equipment is available for check-out from the Departmental Secretary.
• Computer usage for AUTOCADD is subject to reserved sign up times as posted on the door to secretary’s office.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

- Desks and flat file storage will be assigned to students at the beginning of the semester for that semester only. Any items left after the day of the exam is subject to being removed and disposed of.
- Students will be responsible for the return in good order of all equipment in their charge. Any damage or loss shall be paid for prior to issuing grade for course.

Grading Criteria
Each project will be 33% of the total grade with 50% of the work as an individual and 50% as a team. I will assign grades based on the thoroughness of the effort, the development of ideas pertinent to our discussions, neatness and accuracy of drawings, and creativity.

Miscellany, but Important
- Attendance is required. It will be important to discuss topics in class and will supplement the readings. Multiple unexplained or unexcused absences are sufficient grounds for failing the course. SPECIAL NOTE: More than two unexcused absences will result in a grade of ‘WF’ at the Instructor’s discretion. Students who leave early without specific permission will be counted as absent.
- All drawings turned in for grade shall be either a copy at 8 ½” X 11”, 11” X 17”, or a print measuring 24” X 36” when required. No originals will be accepted. Prints and copies will be kept by Instructor. Color drawings for presentations are acceptable, if done on a print and will be returned after being recorded by Instructor by the end of the term. All drawings submitted to Professor shall include complete title information shown in an organized way (per standard title sheets or title sheet on a paper) including name and/or team members, date, and assignment number.
- The honor code of the College of Charleston applies to this course including provisions for cheating and plagiarism.
- There will be no make-up exams or delays in quiz or exam deadlines without an excuse approved by the Dean of Students’ office presented in a timely manner. If approved by instructor ahead of time, delays in handing in drafting assignments will lower grades by 5 points for every class they are late.
- In every instance, communication with the Instructor is essential to coordinate your work. If you send an email, please make sure I acknowledge it as email from the COC computers are frequently infected with viruses. In no case will I be opening attachments. I may not be getting your messages. I also have a mailbox in the Art History Department which I check 3 or 4 times a week.
- Please refer to Departmental handout for copier use.
- Students are responsible for their own equipment. Any items left in drawers or on desks are problematic especially as multiple other courses are using the studios.

INDIVIDUAL DRAFTING EQUIPMENT REQUIREMENTS (not complete, but a good start) This equipment is available from Artist & Craftsman, Office Depot.
Proposal for a New Course

Charleston Blueprint and in other locations. You should shop for best prices and availability.
1. 25’ tape
2. Triangular scales - architectural and engineering
3. 11 X 17 vellum sheets for scaled pencil drawings 1/8” spacing
4. Tracing paper – 24” roll
5. Vellum paper for inking – individual 24” X 36” sheets
6. Eraser – Magic Rub
7. Triangle (preferably adjustable, but 45 degree will do)
8. Compass and simple french curves
9. “Staedler” pigment liner set of 4 – 1, 3, 5, & 7
10. Pencils – 2H, HB, 2B, 4B with sharpener
11. Colored pencils as you may require for field notes (for example red and blue to distinguish initial measurements and field checks)
12. Magic Tape and drafting tape
13. Access to a camera (one per team as noted in schedule)
14. Something to put your stuff in and carry it around (a canvas bag is fine)

EQUIPMENT AVAILABLE FOR CHECKOUT FROM OFFICE
You are responsible for this equipment being returned to the office in good working order. There is a sign out sheet which must be countersigned by the Departmental Secretary or the Professor.
1. 200’ tape
2. Laser measuring devise for heights
3. Wooden Stakes, nails, nylon string, string levels, carpenter’s square, calipers, and moulding gauge
4. Theodolite, tripod and rod
5. Digital Camera

DRAFTING STUDIO NOTES As available in studio, drafting tables, drafting surfaces, parallel bars, benches, lights, and drawing files. You should put your group number and names on what you want use of. Some sharing of desks with other classes will be required. We will try to allow exclusive use of drawing drawers by respective teams. This is unsecured and should not be used to keep irreplaceable or expensive items. Copies are now monitored more closely and require payment to departmental secretary. These policies are attached to this syllabus. Please review those policies closely.
All teams shall have desk and drawings stored and cleared out of studios by last day of exams. Anything left there shall be subject to disposal. Desks and equipment assigned to individuals shall be checked prior to issuing grades.

PRELIMINARY SCHEDULE
LANDSCAPE PRESERVATION STUDIO ARTH 290-001
1 1/9 Introduction – Basic concepts, course objectives, miscellaneous

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

Equipment Needs and desk/storage assignments
Drafting and text assignments
Class Organization and team organization
Equipment policies and handouts
Introduction to Landscape Preservation lecture
2 1/16 Discuss logistics of drafting techniques
Discuss field equipment and measurements (per HABS)
Discuss dimensioning and field measurement techniques
Discuss research sources for mapping and scale issues
Present examples of base, analysis, and design/planning/interpretation
3 1/23 Project #1: Field work for first project and development of a base plan (TEAM)
4 1/30 Development of Base Plan – work day and drafting (TEAM)
5 2/6 Research and Base Supplement – work day and drafting (TEAM)
6 2/13 Design/Planning/Interpretation – work day and drafting
(INDIVIDUAL) (project due 2/16)
7 2/20 PROJECT #2: Field work for first project and development of a base Plan (TEAM)
8 2/27 Development of Base Plan – work day and drafting (TEAM)

SPRING BREAK
9 3/13 Research and Base Supplement – work day and drafting (TEAM)
10 3/20 Design/Planning/Interpretation – work day and drafting
(INDIVIDUAL) (project due 3/30)
11 3/27 PROJECT #3: Field work for first project and development of a base plan (TEAM)
12 4/3 Development of Base Plan – work day and drafting (TEAM)
13 4/10 JW is to be out of town, Work Day Research and Base Supplement – work day and drafting (TEAM)
14 4/17 Design/Planning/Interpretation – Final projects due (INDIVIDUAL)
(project due 4/20)
4/27 All projects and revisions due

Note that due dates are typically on Friday at 2:00 PM sharp. This is to allow adequate coordination among teams and to get prints and copies through shops.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

14. Signature of Department Chair or Program Director: 
   
   Date: 11/15/08

15. Signature of Dean of School: 
   
   Date: 10/17/09

16. Signature of Provost: 
   
   Date: 10/21/2008

17. Signature of Business Affairs Official 
   
   Date: 

18. Signature of Curriculum Committee Chair 
   
   Date: 11/1/08

19. Signature of Faculty Senate Secretary: 
   
   Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change Degree Requirements For the Major

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Hospitality & Tourism Management**

2. Degree: **BS in Hospitality & Tourism Management**

3. Semester and year in which degree change(s) will go into effect: **Fall 2009**

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   Delete MGMT 319 The Creation of New Business Enterprises from the list of acceptable upper level business electives available to students pursuing this major

5. Justification for Change(s):
   MGMT 319 was originally included as an option for majors because of the course focus on developing a business plan. Because we are doing that now in our capstone course, HTMT 488, taking MGMT 319 would be repetitive. As a result, we would like to drop MGMT 319 from the approved list of upper-level business electives.
Proposal to Change Degree Requirements For the Major

6. Signature of Department Chair(s) or Program Director(s):
   Karl McChristian
   Date: 9/16/08

7. Signature of Dean(s) of School:
   Date: 10-13-08

8. Signature of Provost:
   Susan J. Morrison
   Date: 10-13-2008

9. Signature of Curriculum Committee Chair:
   Jacqueline J. Evans
   School of Business
   Date: 12/4/08

10. Signature of Budget Committee Chair:
    Date: 12/3/08

11. Signature of Planning Committee Chair:
    Date: 12/8/08

12. Signature of Faculty Senate Secretary:

   Date approved by Senate:

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Hospitality and Tourism Management

2. Course Number and Title: HTMT 488

3. Semester and year when the course change(s) will go into effect: FALL 2009

4. Change(s) Desired (Note: if more than 2 items listed under "Typical changes handled by this form" in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Remove HTMT 444 as a co-requisite

5. Justification for Change(s):

The HTMT Departmental mission includes a commitment to providing students a high quality comprehensive hospitality management education in a liberal arts environment supported by a progressive series of practical, applied, and experiential learning opportunities at one of the world’s premiere destinations. Experiential learning opportunities are facilitated through the HTMT 444 professional internship class, which is now a co-requisite for the HTMT 488 departmental capstone class.

However, mandating HTMT 444 as a co-requisite for HTMT 488 precludes the student from doing his or her internship in the summer semester following their senior academic year. This is problematic because professional internships are, at times, natural bridges for students to transition into their career path, which can sometimes be more readily facilitated and focused on after the completion of all other course work.

Please note, that the HTMT Department does not feel a preponderance of its students will choose the option of doing their professional internship in the summer following their senior year because of the additional costs that would be incurred. However, the Department feels the option should be available to those students who might find the option viable. Dropping HTMT 444 as co-requisite for HTMT 488, simply allows that option.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes  ☒ no

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here: 

N/A

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

No.
Proposal to Change a Course

8. Signature of Department Chair or Program Director:
   
   [Signature]
   
   Date: 9/17/08

9. Signature of Dean of School:
   
   [Signature]
   
   Date: 10/13/08
   
   [Signature]
   
   Date: 10/13/08

10. Signature of Curriculum Committee Chair:

    [Signature]
    
    Date: 12/1/08

11. Signature of Faculty Senate Secretary:

    
    Date Approved by Senate: ________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change Degree Requirements For the Major

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Hospitality & Tourism Management**

2. Degree: **BS in Hospitality & Tourism Management**

3. Semester and year in which degree change(s) will go into effect: **Fall 2009**

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   Delete MGMT 319 The Creation of New Business Enterprises from the list of acceptable upper level business electives available to students pursuing this major

5. Justification for Change(s):
   MGMT 319 was orginally included as an option for majors because of the course focus on developing a business plan. Because we are doing that now in our capstone course, HTMT 488, taking MGMT 319 would be repetitive. As a result, we would like to drop MGMT 319 from the approved list of upper-level business electives.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change Degree Requirements For the Major

6. Signature of Department Chair (s) or Program Director(s):
   Karl W. Haagensen
   Date: 9/16/08
   Date:  

7. Signature of Dean(s) of School:
   [Signature]
   Date: 10-13-08
   Date:  

8. Signature of Provost:
   Susan J. Morrison
   Date: 10-13-2008
   Campus Curriculum Committee

9. Signature of Curriculum Committee Chair:
   [Signature]
   School of Business
   Date: 12/7/08

10. Signature of Budget Committee Chair:
    [Signature]
    Date: ____________________________

11. Signature of Planning Committee Chair:
    [Signature]
    Date: ____________________________

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

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **International Studies**

2. Course Number and Title: **INTL 100 Introduction to International Studies**
   Number of Credits: **3**  Total hrs/week: **3**

   Lecture: [x]  Lab: [ ]  Recitation: [ ]  Seminar: [ ]

For Independent study courses:
   Research: [ ]  Field experience: [ ]
   Clinical Practice: [ ]  Internship: [ ]
   Practicum: [ ]  Independent Course Work: [ ]

3. Semester and year when course will first be offered:
   **Fall 2009**

4. Catalog Description (please limit to 50 words):
   This course introduces a base of knowledge, analytical skills, and a vocabulary of concepts useful both for understanding the multi-dimensional concerns of International Studies. Through an examination of international politics, economics, society, history, literature, and environment, this course will enhance the student's appreciation for an International Studies approach to issues associated with global development.

5. Check if appropriate: Humanities: [x] Social Science: [x] (meets minimum degree requirements)

   Check if appropriate: [ ]
   This course will be cross listed with: ______
   Rationale for cross listing: ______
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

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?
   **This course is a general introduction to International Studies concepts and analysis. Students will receive a broad foundation for later international courses which will lend greater depth and greater specificity**
Proposal for a New Course

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

The course attempts to operationalize the mission of the School of LCWA -- to "...prepare students to become knowledgeable, engaged citizens in an increasingly interconnected global society."

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

The course, along with two additional courses students may choose, will serve as the beginning of the proposed International Studies major.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

The course is conceived as an interdisciplinary course spanning a number of disciplines -- economics, politics, history, sociology. By broadening the student's horizon beyond their own world region, it supports the liberal arts tradition.

8. a) 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

b) Please explain overlap with any existing courses.

No other course exclusively addresses globalization at the 100 level. POLS 369 Politics of Globalization is an upper level course and many courses address the issue of globalization within the context of their specific content goals.

9. Method of teaching:

lecture and class discussion

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

The course will be offered each semester as part of the International Studies. There is little impact on college wide enrollments expected

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

none

c) Frequency of offering:

<table>
<thead>
<tr>
<th>each fall: ☑</th>
<th>each spring: ☑</th>
</tr>
</thead>
<tbody>
<tr>
<td>every two years:</td>
<td>every three years:</td>
</tr>
<tr>
<td>other ☐ (Explain):</td>
<td>☑</td>
</tr>
</tbody>
</table>

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

14. Signature of Department Chair or Program Director: 
   
   Date: 9/23/08

15. Signature of Dean of School: 
   
   Date: 9/23/08

16. Signature of Provost: 
   
   Date: 11/20/2008

17. Signature of Business Affairs Official: 
   X
   
   Date: 

18. Signature of Curriculum Committee Chair: 
   
   Date: 12/17/08

19. Signature of Faculty Senate Secretary: 

   Date Approved by Senate: 

   Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
SAMPLE SYLLABUS

Syllabus modified from INTL 113 Macalester College, Nadya Nedelsky, Instructor

INTL 100 Introduction to International Studies

Instructor:

Course description:

The focus of this course is globalization. Though its definition is hotly contested, this concept encompasses the transnational linkages that increasingly characterize today’s world. It is, therefore, of central interest to International Studies. As an introduction to this field of study, the purpose of the course is to develop a base of knowledge, analytical skills, and a vocabulary of concepts useful both for understanding globalization and for further engagement with the multi-dimensional concerns of International Studies.

The course takes a four-layered approach. In the first, we examine “global” theories that seek broadly to explain the patterns of interaction and conflict that are likely to dominate our world in the near and longer-term. The second situates globalization in historical context by examining contacts between different communities during the period of British Empire. This offers a basis for comparing globalization in the current period with previous periods of interchange and imposition. The third unpacks the concept of globalization by focusing on the key sites of encounter across the various divisions that crisscross human existence. Specifically, we looks at the relationships between globalization and culture, people flows across state borders, nationalism and ethnicity, security, democracy, religious fundamentalism, gender, the environment, economics, and generations. We also explore the intersections between these various facets of globalization. Finally, the course brings the focus to the local level, examining particular cases in which larger processes play out. We will do this throughout the course.

Required Texts:

SAMPLE SYLLABUS


Overview of grade components:

1. Response/discussion paper: 15%
2. Final paper: 20%
3. Participation: 15%
4. Exam 1: 15%,
5. Exam 2: 15%
6. Exam 3: 20%

1. Response paper/presentation: due at class time on the date you have signed up for, worth 15%

Each student will write a 5-6 page, double-spaced response paper based on the readings for one class period (if there are more than 2 readings, choose 2).

In this paper, you should:

a) Give a concise summarization of the authors’ key argument or purpose in writing the piece (no longer than one half-page paragraph).

b) Identify three concepts central to the argument/analysis, along with definitions that you formulate (you can draw on the text, but do not simply copy a definition word-for-word).

c) Briefly assess the quality of the argument with regard to logic and evidence. Does the reasoning make sense? What evidence is offered to support it, and is it sufficient? What assumptions underlie the argument, and are they justified?

d) Introduce a recent situation through which a key issue raised by the readings can be explored. You may look at a case that is mentioned in the piece or one of your own choosing. You should read at least three background articles (one of which, if possible, should be from a scholarly journal) on the issue so that you are able explain in some detail its relevance to the particular theme of the course. You should also e-mail a brief piece (such as an online news article) to the class on the issue by 9 pm two days before class.
e) Indicate the normative implications (implications for such principles as justice, equality and fairness) of the theory/argument as applied to that case, and any other challenges/questions that the case raises for the theory/argument.

The presentation will be based on parts d-f of the paper. In presenting, you should not simply read the paper; you should prepare a presentation outline drawing on the paper that allows you to speak to, rather than read to, your audience. At the end, you should offer two questions for discussion.

For this paper, you should attend and then reflect on one session of the Roundtable. In roughly 4 double-spaced pages, you should: a) offer the gist of the arguments made in the presentation and by the respondents, and b) explain the relevance of the issues discussed to the study of International Studies. The paper should, therefore, include a brief articulation of your understanding of the purpose of International Studies as a field of inquiry. To put it another way, what, in your view, is the broader project of the International Studies major, and how did the specific Roundtable session contribute to that?

2. Final paper: worth 25% of the grade

The final project is a 15-page paper that will allow you to critically engage with the literature on a particular aspect of globalization. You will choose one of the topics in sections A through I of Part III of the course. The paper should articulate an understanding of what globalization means with regard to a particular category of analysis (such as “culture” or “gender”). You should develop this understanding by analyzing and linking concepts, context, processes, relationships, and implications (see below). You should draw on relevant course literature, but you should supplement this with your own research when necessary to address a particular aspect of the paper. Specifically, you should:

a) First, in the introduction, define the paper’s purpose, offer a synopsis of your argument, and outline the paper’s organization.

b) Define the key concepts that are the subject of your analysis. Include here a discussion of any debates surrounding the proper definition of these concepts, and an explanation of why you have chosen your particular definition.

c) Situate your analysis in the relevant historical context. Has anything resembling current developments with regard to your topic happened in the past? Can you find at least one major historical example? You may need to provide your own research to answer this, but if you find evidence in the course readings, you can use that.
d) Explain the processes through which globalization is occurring with regard to your topic. How and by what means is it happening?

e) Analyze the key implications of the globalization of your particular category of analysis. In other words, what/who is being affected by the processes you identify, and how? Here, you should critically assess the literature on your topic. Which arguments are the strongest in terms of logic and evidence? Which are weakest? In this section, you should draw on at least 4 outside sources to assess the strength of the evidence offered by the course readings on your topic. Of these four, at least one source (if possible) should offer a evidence and/or analysis of the situation that disagrees with the course literature.

Here you should also examine the relationships between your topic and one other dealt with in the course. How do they intersect, and what are the implications of the processes/encounters you are focusing on for the other topic? Offer two real-world examples of such intersection (not more than one of which should have been introduced by a response paper).

g) In your conclusion, you should draw together and integrate the different aspects of your analysis to offer a concluding statement on the nature and importance your chosen facet of globalization.

3. Participation: worth 15% of the grade

This is not primarily a lecture course. Active participation is a requirement. To facilitate discussion, each class period each student should bring one question for discussion to class. It can be anything that struck you as interesting or puzzling in the readings. If you feel uncomfortable speaking up in class, please let me know so that we can consider strategies that will make this easier for you.

4, 5 and 6: Two one-hour exams, worth 15% of the grade and one worth 20%

Please note:

- Attendance is mandatory. You may have three unexcused absences.

- If you have not made alternative arrangements with me before the due date, late papers will be deducted half a grade per day that they are late. Papers must be in hard copy, not e-mailed, unless we have expressly agreed otherwise.

- Plagiarism
  Plagiarism is considered the worst academic offense. I will lead to failure in this
course at the minimum. I am interested in what you have to say, not in your regurgitating what someone else says. Regurgitation is for birds.

Plagiarism is the verbatim repetition, without acknowledgment, of the writings of another author. All significant phrases, clauses, or passages, taken directly from source material must be enclosed in quotation marks and acknowledged either in the text itself or in footnotes/ endnotes.

Borrowing without acknowledging the source.

Paraphrasing the thoughts of another writer without acknowledgment. Allowing any other person or organization to prepare work which one then submits as his/her own.

**Grading Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.00</td>
</tr>
<tr>
<td>A-</td>
<td>3.67</td>
</tr>
<tr>
<td>B+</td>
<td>3.33</td>
</tr>
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**Course Schedule:**

**Introduction**

Wednesday, August 26: Welcome to the course

Friday, September 10: Introduction: How should we approach the task of defining globalization? What sorts of issues and processes are we confronting?
  • Croucher, “Globalization and Belonging,” Chapter 1, pp. 9-42.

Monday, August 31
  • Jerry H. Bentley, “Cross-cultural contacts and exchanges,” handout

**I. The Global Picture: Key Debates**

(Unless otherwise noted, all readings are in O’Meara, Mehlinger, and Krain)

Wednesday, September 2
  • Samuel Huntington, “The Clash of Civilizations?”
SAMPLE SYLLABUS

• Fouad Ajami, "The Summoning"

Friday, September 4
• Benjamin R. Barber, "Jihad vs. McWorld"

Monday, September 7
• Robert D. Kaplan, "The Coming Anarchy"

Wednesday, September 9
• Eisuke Sakakibara, "The End of Progressivism: A Search for New Goals"
• John R. Bowen, "The Myth of Global Ethnic Conflict"

II. Historical background: Empire

Friday, September 11: video: Queen Victoria’s Empire (begin reading Ferguson)

Monday, September 14
• Ferguson, Introduction and Chapters 1-3

Wednesday, September 16
• Ferguson, Chapters 4 and 5

Friday, September 18
• Ferguson, Chapters 6 and Conclusion

III. Zooming In: Globalization and....

A. Culture

Monday, September 21
• Peter L. Berger, "Four Faces of Global Culture"
• Madelaine Drohan and Alan Freeman, "English Rules"
• Joshua A. Fishman, "The New Linguistic Order"

Wednesday, September 23
• David Rothkopf, "In Praise of Cultural Imperialism?"
• The Economist, "Culture Wars"
• John Tomlinson, "Cultural Imperialism," handout

Friday, September 25: Exam 1
B. People flows and state borders

Monday, September 28
- Croucher, Chapter 2, “Reconfiguring Citizenship”

Wednesday, September 30
- Kenichi Ohmae, “The Rise of the Region State”
- Janet Ceglowska, “Has Globalization Created a Borderless World?”
- Anne-Marie Slaughter, “The Real New World Order”

Friday, October 2:

Monday, October 5
- Joseph Carens, “The Case for Open Borders” (handout)
- John Isbister, “A Liberal Argument for Border Controls: Reply to Carens,”
  International Migration Review, Summer 2000, v. 34, no. 2, p. 629 (available
through Macalester Library online, via Expanded Academic ASAP)

C. Nationalism and ethnicity

Wednesday, October 7
- Croucher, “Nation-Shaping in a Postmodern World”

Friday, October 9
- Croucher, “Constructed Ethnicities, Global Contingencies”

D. Security

Wednesday, October 14

Friday, October 16
- David Keen, “Organised Chaos: Not the new World We Ordered”
- Walter Laqueur, “Postmodern Terrorism”

E. Visions of political community: democracy and religious fundamentalism

Monday, October 19
- Francis Fukuyama, “The End of History?”
SAMPLE SYLLABUS

• Fareed Zakaria, “The Rise of Illiberal Democracy”

Wednesday, October 21
• Robert D. Kaplan, “Was Democracy Just a Moment?”
• Larry Diamond, “The Globalization of Democracy,” handout

Friday, October 23 (readings are handouts)
• Salman Rushdie, “Imaginary Homelands”
• Bikhhu Parekh, “The Rushdie Affair: The Research Agenda for Political Philosophy”

Monday, October 26
• Tahar Djaout, The Last Summer of Reason

Wednesday, October 28
• Tahar Djaout, The Last Summer of Reason, continued

Friday, October 30 (readings are handouts)
• Shahla Haeri, “Obedience versus Autonomy: Women and Fundamentalism in Iran and Pakistan”
• Ann Elizabeth Mayer, “The Fundamentalist Impact on Law, Politics, and the Constitution in Iran”
• Azar Nafisi, Reading Lolita in Tehran, excerpt

Monday, November 2: Exam 2

F. Gender

Wednesday, November 4
• Croucher, Ch. 5, “Gendering Globalization, Globalizing Gender”

Friday, November 6 (both readings available through Mac library online, via Expanded Academic ASAP)

Monday, November 9 (handouts)
• Susan Moller Okin, “Is Multiculturalism Bad for Women?”
SAMPLE SYLLABUS

• Martha Nussbaum, “A Plea for Difficulty”

Wednesday, November 11: Film (TBA)

G. The Environment

Friday, November 13
• Vinod Thomas and Tamara Belt, “Growth and the Environment: Allies or Foes?”
• Bill McKibben, “A Special Moment in History”
• Eugene Linden, “The Exploding Cities of the Developing World”

H. The Economy

Monday, November 16
• Jeffrey Sachs, “International Economics: Unlocking the Mysteries of Globalization”
• Dani Rodrik, “Sense and Nonsense in the Globalization Debate”

Wednesday, November 18
• Lester C. Thurow, “New Rules: The American Economy in the Next Century”

Friday, November 20:
• Tupac Amaru Revolutionary Movement, “Neo-Liberalism and Globalization”

I. Generational and Cultural Intersections: White Teeth

Monday, November 23
• Chapters 1-10

Monday, November 30
• Chapters 11-20

Wednesday, December 2: course wrap-up

Friday, December 4: Exam 3
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **International Studies**

2. Course Number and Title: **INTL 495: International Studies**
   Number of Credits: 3  Total hrs/week: 3
   
   Lecture: ☐  Lab: ☐  Recitation: ☐  Seminar: ☐

   For Independent study courses:
   Research: ☐  Field experience: ☐
   Clinical Practice: ☐  Internship: ☐
   Practicum: ☐  Independent Course Work: ☐

3. Semester and year when course will first be offered: **Spring 2010**

4. Catalog Description (please limit to 50 words):
   The International Studies Capstone provides IS majors with a culminating integrative experience at the end of the major. Students from the various Concentrations will come together to explore and analyze a major international event, problem or phenomenon, sharing the perspectives and tools they have gained in their diverse studies.

5. Check if appropriate: Humanities:☐ Social Science: ☐ (meets minimum degree requirements)

   Check if appropriate: ☐
   This course will be cross listed with: ______
   Rationale for cross listing: ______
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   **24 hours of a declared International Studies major**

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

   a) What are the goals and objectives of the course?
   The IS Capstone course is conceived as being the “end of the major” and will bring together students from all the Concentrations into one class where they will share with each other the different perspectives gained in their Concentrations and work towards a dynamic synthesis of an international studies perspective.
Proposal for a New Course

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

The IS Capstone is consistent with the program's mission to "...prepare students to become knowledgeable, engaged citizens in an increasingly interconnected global society." The major is designed around Concentrations and the Capstone is viewed as the means of harmonizing the efforts of all Concentrations.

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

The IS Capstone is the end of the major

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

N/A

8. a) 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

b) Please explain overlap with any existing courses.

NONE

9. Method of teaching:

The IS Capstone will be taught as a seminar

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

As a seminar exclusively for IS majors there will be minimal impact college wide. In the first three years the course will be offered once each spring serving a major base of up to 50-60 majors

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

INTL 495 will be staffed new hires made in LCWA for International Studies. Faculty in other departments who teach in the IS program may teach the IS capstone if they choose to do so. The Capstone course will be offered once per year in the first three years and will require one faculty member participating in the IS program to staff it.

c) Frequency of offering:

- each fall: ☐
- each spring: ☒
- every two years: ☐
- every three years: ☐

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

other □(Explain): ______

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

   a) Staff:
      Funding is already available for a faculty position to staff this course

   b) Budget:
      n/a

   c) Library:
      n/a

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

   complete syllabus is attached

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☒ yes  □ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

      New major in International Studies
Proposal for a New Course

14. Signature of Department Chair or Program Director:

[Signature]

Date: 9/29/08

15. Signature of Dean of School:

[Signature]

Date: 9/23/08

16. Signature of Provost:

[Signature] Susan J. Marion

Date: 11/20/08

17. Signature of Business Affairs Official

[Signature] Not needed RIP

Date:

18. Signature of Curriculum Committee Chair

[Signature]

Date: 11/11/08

19. Signature of Faculty Senate Secretary:

[Signature]

Date Approved by Senate:

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
INTL 495
International Studies Capstone
Spring 2010

International Studies Capstone: Social Movements

The International Studies Capstone provides IS majors with a culminating integrative experience at the end of the major. Students from the various Concentrations will come together to explore and analyze a major international, event, problem or phenomenon, sharing the perspectives and tools they have gained in their diverse studies. This semester the topic of inquiry will be Social Movements and how they intersect with a society’s politics, economics, and culture.

[This is only an example of how a capstone of this type would be organized – this is not a full-blown syllabus]

Students will explore and analyze social movements from the perspectives of their concentrations. Those with Area Studies concentrations will look at social movements in their regions (or/and country of focus) and those students in Thematic Concentrations - like Comparative Literature – will look at the phenomenon from theirs. The course will be conducted as a seminar. Students will come prepared to discuss reading assignments and make class presentations of research.

I. What are social movements? Under what conditions do they arise and to what purpose? What is the relationship of social movements to civil society? To the State?

READINGS:

*Theorizing Social Movements* by Joe Foweraker, Publisher: Pluto Press, 1995

*Popular Intellectuals and Social Movements: Framing Protest in Asia, Africa, and Latin America* by Michiel Baud and Rosanne Rutten (Editors) Cambridge University Press 2005

*Social Movements: Identity, Culture, and the State* by Nancy Whittier, Belinda Robnett, Belinda Robnett (Editors), Oxford University, 2002

II. Social movements and democracy and Society: Africa, Asia, Latin America, Europe.

READINGS:

*Social Movements and Democracy in Africa* by Agnes Ngoma Leslie. Taylor & Francis, 2006
African Studies in Social Movements and Democracy by Mahmood Mamdani (Editor), Codesria, 1995


Reclaiming the Land: The Resurgence of Rural Movements in Africa, Asia, and Latin America by Sam Moyo and Paris Yeros (Editors), Zed Books, 2005

Theater & Society: An Anthology of Contemporary Chinese Drama (Socialism and Social Movements) by Hai-Ping Yen (Editor) M.E. Sharpe, May 1998

CRITICAL REVIEWS
Each student will submit two critical reviews of one of the readings in each section (3 page minimum per essay). Each student will make one class presentation of an essay

RESEARCH PROJECT
Each student will research and write a 10-15 page paper focusing on social movements in their region or within the theme of their Concentration. Paper project will be divided into four tasks - 1. Construction of the research design and topic. 2. Draft. 3. Final paper. 4. Oral class presentation

THE FINAL GRADE WILL BE COMPUTED AS FOLLOWS:

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Proposal for a New Minor or Concentration

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **INTL**

2. Check one: [ ] minor   [x] concentration

3. Name of Minor/Concentration: **Africa concentration**

4. Desired acronym: **INTL**

5. Total number of hours required for completion of minor/concentration: **18**

6. Semester and year in which new minor/concentration will go into effect: **Fall 2009**

7. Justification for offering the minor/concentration (consider the following):
   
a) What are the goals and objectives of the minor/concentration?
   The Africa concentration is a component of a broad based International Studies major consistent with the mission of the School of Languages, Cultures and World Affairs to “…prepare students to become knowledgeable, engaged citizens in an increasingly interconnected global society.”

   The International Studies major is the result of an over twenty-five year effort at the College to internationalize the curriculum. It will pull together the threads created by this effort into a comprehensive program which will give students a robust multi-disciplinary curriculum firmly grounded in language, culture, literature, history, global affairs and an experiential understanding of the world outside their own nation.

   b) How does the minor/concentration support the mission statement of the department?
      same as above

8. How does the minor/concentration support the liberal arts tradition of the College, including linkages with other disciplines?
   As an inter and multi disciplinary major, the International Studies major exemplifies the liberal arts tradition. It is in fact made up of a majority of the disciplines at the College. It is History, Art History, Philosophy, Religious Studies, French and Spanish, German and Japanese, Russian and Chinese, Portuguese and Hindi. It is also Business, Economics, International Business, Anthropology, Geography, Sociology, Psychology, English, Music, Theater, Classics, Greek and Latin. International Studies is the international dimension of these disciplines synthesized in Area Studies and Thematic concentrations.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal for a New Minor or Concentration

9. Are other departments affected by this minor/concentration? (Please attach letters of support from the chairs of each affected department indicating that the department has discussed the proposal and supports it.)
   see INTL major proposal

10. Address potential shifts:
   a) Address potential enrollment pattern shifts in the department or college-wide as related to the offering of this minor/concentration.
      see INTL major proposal
   b) Address potential shifts in staffing of the department as related to the offering of this minor/concentration.
      see INTL major proposal

11. Requirements for additional resources made necessary by this minor/concentration.
   a) Staff:
      see INTL major proposal
   b) Budget:
      see INTL major proposal
   c) Library:
      see INTL major proposal

   Note: Minors/concentrations requiring extensive additional resources will need extensive justification.

12. List courses and requirements for completion of this minor/concentration (including their prerequisites). Provide any relevant additional information, for example include a typical schedule for a student to complete this minor or concentration.
    curriculum attached

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal for a New Minor or Concentration

15. Signature of Department Chair or Program Director:

16. Signature of Dean of School:

17. Signature of Provost:

18. Signature of Curriculum Committee Chair:

19. Signature of Budget Committee Chair:

20. Signature of Planning Committee Chair:

21. Signature of Faculty Senate Secretary:

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/22/08 and replaces all others.)

p. 3
International Studies
Africa Concentration

The Africa Concentration in International Studies requires completion of 18 hours including a core of 9 hours and 9 hours of electives with at least 3 hours in each of three disciplines which will include the core History courses.

Requirements: 18 hours
Core courses:
AFST 101 Introduction to African Civilization
HIST 272 Pre-Colonial Africa (Prerequisites: HIST 101–102 or HIST 103–104) or
HIST 273 Modern Africa (Prerequisites: HIST 101–102 or HIST 103–104)

Nine credit hours selected from the following:
AFST 202 Special Topics in African Studies

ANTH 322 Peoples and Cultures of Africa (Prerequisite: ANTH 101 or permission of the instructor.)

ENGL 233 Survey of Non-Western Twentieth Century Literature (Prerequisites: ENGL 101 and 102) or
ENGL 234 Survey of Third World Masterpieces (Prerequisites: ENGL 101 and 102)
ENGL 352 Major African Writers (Prerequisites: ENGL 101 and 102)
ENGL 353 African Women Writers (Prerequisites: ENGL 101 and 102)

FREN 451 African Literature of French Expression

HIST 372 North Africa (The Maghrib) (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 373 West Africa Since 1800 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 473 Pan Africanism/AU (Prerequisites: HIST 101–102 or HIST 103–104)

LT 150-450 African Literature in Translation
POLS 322 Politics of Africa

POLS 331 Politics of Film and Reality in South Africa
POLS 366 International Diplomacy Studies - Model AU

Foreign Language Requirement: 6 semesters in one language or 4 semesters in one language and 2 semesters in another.

Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.
Proposal for a New Minor or Concentration

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **INTL**

2. Check one: □ minor □ concentration

3. Name of Minor/Concentration: **Asia concentration + Japan track**

4. Desired acronym: **INTL**

5. Total number of hours required for completion of minor/concentration: **21**

6. Semester and year in which new minor/concentration will go into effect: **Fall 2009**

7. Justification for offering the minor/concentration (consider the following):
   
a) What are the goals and objectives of the minor/concentration?

The Asia concentration and Japan track is a component of a broad based International Studies major consistent with the mission of the School of Languages, Cultures and World Affairs to “...prepare students to become knowledgeable, engaged citizens in an increasingly interconnected global society.”

The International Studies major is the result of an over twenty-five year effort at the College to internationalize the curriculum. It will pull together the threads created by this effort into a comprehensive program which will give students a robust multi-disciplinary curriculum firmly grounded in language, culture, literature, history, global affairs and an experiential understanding of the world outside their own nation.

b) How does the minor/concentration support the mission statement of the department?

**same as above**

8. How does the minor/concentration support the liberal arts tradition of the College, including linkages with other disciplines?

As an inter and multi disciplinary major, the International Studies major exemplifies the liberal arts tradition. It is in fact made up of a majority of the disciplines at the College. It is History, Art History, Philosophy, Religious Studies, French and Spanish, German and Japanese, Russian and Chinese, Portuguese and Hindi. It is also Business, Economics, International Business, Anthropology, Geography, Sociology, Psychology, English, Music, Theater, Classics, Greek and Latin. International Studies is the international dimension of these disciplines synthesized in Area Studies and Thematic concentrations.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal for a New Minor or Concentration

9. Are other departments affected by this minor/concentration? (Please attach letters of support from the chairs of each affected department indicating that the department has discussed the proposal and supports it.)

see INTL major proposal

10. Address potential shifts:

a) Address potential enrollment pattern shifts in the department or college-wide as related to the offering of this minor/concentration.

see INTL major proposal

b) Address potential shifts in staffing of the department as related to the offering of this minor/concentration.

see INTL major proposal

11. Requirements for additional resources made necessary by this minor/concentration.

a) Staff:

see INTL major proposal

b) Budget:

see INTL major proposal

c) Library:

see INTL major proposal

Note: Minors/concentrations requiring extensive additional resources will need extensive justification.

12. List courses and requirements for completion of this minor/concentration (including their prerequisites). Provide any relevant additional information, for example include a typical schedule for a student to complete this minor or concentration.

curriculum attached

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal for a New Minor or Concentration

15. Signature of Department Chair or Program Director:
   
16. Signature of Dean of School:
   
17. Signature of Provost:
   
18. Signature of Curriculum Committee Chair:
   
19. Signature of Budget Committee Chair:
   
20. Signature of Planning Committee Chair:
   
21. Signature of Faculty Senate Secretary:

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/22/08 and replaces all others.)
International Studies

Asia Concentration

The Asia Concentration in International Studies requires completion of 21 hours including a core of 3 hours and 18 elective hours.

Requirements: 21 hours
Core courses (3 hours):
ASST 101 Introduction to Asian Studies or
ARTH 103 History of Asian Art or
ASST 105 Value and Tradition in Asian Civilization

Electives: 18 hours from list below
The elective courses must be chosen from at least three different disciplines; students may develop a regional specialization within the Asia Concentration in consultation with an advisor (for example, South Asia, Southeast Asia, China or Japan; those pursuing the Asia Concentration Japan Track will conform to the requirements of that program). No more than 6 hours at the 100 level may be counted towards the Asia Concentration. ARTH 103 cannot fulfill a requirement in more than one category.

ARTH 103 Survey of Asian Art
ARTH 241 Art of India
ARTH 242 Art of China
ARTH 243 Art of Japan

ASST 101 Introduction to Asian Studies
ASST 105 Value and Tradition in Asian Civilization
ASST 240 Special Topics in Asian Studies
ASST 340 Special Topics in Asian Studies
ASST 390 Independent Study in Asian Studies

CHNS 290 Special Topics in Chinese Literature
CHNS 390 Special Topics in Chinese Literature
LTCH 250 Chinese Literature in Translation

ENGL 234 Survey of Third World Masterpieces (Prerequisites: ENGL 101 and 102)
ENGL 358 Colonial and Postcolonial British Literature (Prerequisites: ENGL 101 and 102)

HIST 276 Medieval Islamic Civilization (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 282 China to 1800 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 283 Modern China (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 285 The Indian Subcontinent Since 1500 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 286 Japan to 1800 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 287 Modern Japan (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 377 Iran/Persia (Prerequisites: HIST 101–102 or HIST 103–104)

JPNS 370 Studies in Japanese Film and Literature
JPNS 390 Special Topics
LTJP 250 Japanese Literature in Translation
LTJP 350 Japanese Literature in Translation
LTJP 390 Special Topics in Japanese Literature in Translation

POLS 323 Politics of East Asia
POLS 362 Case Studies in Foreign Policy

RELS 240 The Buddhist Tradition
RELS 245 Religions of India
RELS 248 Religions of China and Japan
RELS 340 Advanced Topics in Asian Religions
RELS 348 Asian Religions in America

_Foreign Language Requirement:_ 6 semesters of one Asian language or 4 semesters of one Asian language and 2 semesters of another Asian language.

_Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate._
International Studies

Asia Concentration

Japan Track

The Asia Concentration Japan Track in International Studies requires completion of 21 hours including an Asian Studies core of 3 hours; a Japanese language core of 6 hours; and 12 elective hours.

Requirements: 21 hours

Asian Studies Core: 3 hours
ASST 101 Introduction to Asian Studies or
ARTH 103 History of Asian Art or
ASST 105 Value and Tradition in Asian Civilization

Japanese Studies Core: 6 hours
JPNS 313 Japanese Conversation and Composition I (Prerequisites: JPNS 202 or placement.)
JPNS 314 Japanese Conversation and Composition II (Prerequisites: JPNS 313 or placement.)
JPNS 328 Foreign Language Study Abroad
JPNS 329 Current Issues Abroad
JPNS 220 Special Assignment Abroad

Japanese Studies Electives: 12 hours
ARTH 103 History of Asian Art
ARTH 243 History of the Art of Japan

HIST 286 History of Japan to 1800 (Prerequisites: HIST 101--102 or HIST 103--104)
HIST 287 History of Modern Japan (Prerequisites: HIST 101--102 or HIST 103--104)

JPNS 343 Advanced Conversation and Composition (Prerequisites: JPNS 313 or placement.)
JPNS 370 Studies in Film and Literature
JPNS 390 Special Topics in Languages and Cultures

LTJP 250 Japanese Literature in Translation
LTJP 350 Japanese Literature in Translation: A Foreign Author
LTJP 390 Special Topics
POLS 323 Politics of East Asia

RELS 248 Religious Traditions of China and Japan

(ARTH 103 is listed under both the Asian Studies Core and the Japanese Studies Electives, but it can be counted towards only one of the two categories.)

**Foreign Language Requirement:** 6 semesters of Japanese language. Japanese language courses above the 200 level may double count for the major and Foreign Language Requirement.

*Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.*
Proposal for a New Minor or Concentration

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **INTL**

2. Check one: □ minor  ☒ concentration

3. Name of Minor/Concentration: **Comparative Literature concentration**

4. Desired acronym: **INTL**

5. Total number of hours required for completion of minor/concentration: **19**

6. Semester and year in which new minor/concentration will go into effect: **Fall 2009**

7. Justification for offering the minor/concentration (consider the following):

   a) What are the goals and objectives of the minor/concentration?

   **The Comparative Literature concentration is a component of a broad based International Studies major consistent with the mission of the School of Languages, Cultures and World Affairs to “…prepare students to become knowledgeable, engaged citizens in an increasingly interconnected global society.”**

   **The International Studies major is the result of an over twenty-five year effort at the College to internationalize the curriculum. It will pull together the threads created by this effort into a comprehensive program which will give students a robust multi-disciplinary curriculum firmly grounded in language, culture, literature, history, global affairs and an experiential understanding of the world outside their own nation.**

   b) How does the minor/concentration support the mission statement of the department?

   **same as above**

8. How does the minor/concentration support the liberal arts tradition of the College, including linkages with other disciplines?

   **As an inter and multi disciplinary major, the International Studies major exemplifies the liberal arts tradition . It is in fact made up of a majority of the disciplines at the College. It is History, Art History, Philosophy, Religious Studies, French and Spanish, German and Japanese, Russian and Chinese, Portuguese and Hindi. It is also Business, Economics, International Business, Anthropology, Geography, Sociology, Psychology, English, Music, Theater, Classics, Greek and Latin. International Studies is the international dimension of these disciplines synthesized in Area Studies and Thematic concentrations.**

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal for a New Minor or Concentration

9. Are other departments affected by this minor/concentration? (Please attach letters of support from the chairs of each affected department indicating that the department has discussed the proposal and supports it.)

see INTL major proposal

10. Address potential shifts:

   a) Address potential enrollment pattern shifts in the department or college-wide as related to the offering of this minor/concentration.

       see INTL major proposal

   b) Address potential shifts in staffing of the department as related to the offering of this minor/concentration.

       see INTL major proposal

11. Requirements for additional resources made necessary by this minor/concentration.

   a) Staff:

       see INTL major proposal

   b) Budget:

       see INTL major proposal

   c) Library:

       see INTL major proposal

Note: Minors/concentrations requiring extensive additional resources will need extensive justification.

12. List courses and requirements for completion of this minor/concentration (including their prerequisites). Provide any relevant additional information, for example include a typical schedule for a student to complete this minor or concentration.

    curriculum attached

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal for a New Minor or Concentration

15. Signature of Department Chair or Program Director: \\
   Date: 10/13/08

16. Signature of Dean of School: \\
   Date: 10/13/08

17. Signature of Provost: \\
   Date: 11/20/2008

18. Signature of Curriculum Committee Chair: \\
   Date: 12/1/08

19. Signature of Budget Committee Chair: \\
   Date: 

20. Signature of Planning Committee Chair: \\
   Date: 

21. Signature of Faculty Senate Secretary: \\
   Date: \\
   Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/22/08 and replaces all others.)
International Studies
Comparative Literature Concentration

The Comparative Literature Concentration in International Studies requires completion of 19 hours including a core of 4 hours (including a 1 hour Capstone); 6 hours from selected literature surveys, and 9 hours of electives.

Requirements: 19 hours
Core courses: 4 hours (NOTE: CPLT 400 is 1 credit hour)
CPLT 200 Introduction to Comparative Literature (Prerequisites: ENGL 101 and 102; one additional literature course recommended.)
CPLT 400 Capstone (Prerequisite: Completion of all other coursework for the concentration in comparative literature and presented to the program director.)

Two courses selected from the following: 6 hours
ENGL 203 Survey of European Literature I (Prerequisites: ENGL 101 and 102)
ENGL 204 Survey of European Literature II (Prerequisites: ENGL 101 and 102)
ENGL 233 Survey of Non-Western Twentieth-Century Literature (Prerequisites: ENGL 101 and 102) or
ENGL 234 Survey of Third World Masterpieces (Prerequisites: ENGL 101 and 102)
LTFR 250 Francophone Literature in Translation
LTSP 252 Contemporary Latin American Literature in Translation

Three additional courses from at least two different departments, selected from the following list. One literature course must be in a foreign language you are studying to meet the Concentration foreign language requirement: 9 hours (Please note: a maximum of two film courses may be applied)

Arabic
LTAR 250 Arabic Literature in (English) Translation
LTAR 350 Arabic Literature in (English) Translation
Chinese
LTCH 250 Chinese Literature in (English) Translation
LTCH 350 Chinese Literature in (English) Translation
Classics
CLAS 103 Classical Mythology
CLAS 253 Ancient Epic
CLAS 254 Classical Drama: Tragedy
CLAS 255 Classical Drama: Comedy
CLAS 256 Ancient Satire
CLAS 270 The Romans in Cinema
CLAS 301 Topics in Ancient Greek Literature
CLAS 302 Topics in Latin Literature

**English**

ENGL 201 Major British Writers I (Prerequisites: ENGL 101 and 102)
ENGL 202 Major British Writers II (Prerequisites: ENGL 101 and 102)
ENGL 203 Survey of European Literature I (Prerequisites: ENGL 101 and 102)
ENGL 204 Survey of European Literature II (Prerequisites: ENGL 101 and 102)
ENGL 207 Survey of American Literature to the Present (Prerequisites: ENGL 101 and 102)
ENGL 212 The Cinema: History and Criticism (Prerequisites: ENGL 101 and 102)
ENGL 216 Introduction to African American Literature (Prerequisites: ENGL 101 and 102)
ENGL 233 Survey of Non-Western Twentieth-Century Literature (Prerequisites: ENGL 101 and 102)
ENGL 234 Survey of Third World Masterpieces (Prerequisites: ENGL 101 and 102)
ENGL 240 Science Fiction (Prerequisites: ENGL 101 and 102)
ENGL 301 Shakespeare: The Early Period (Prerequisites: ENGL 101 and 102)
ENGL 302 Shakespeare: The Later Period (Prerequisites: ENGL 101 and 102)
ENGL 304 Chaucer (Prerequisites: ENGL 101 and 102)
ENGL 306 Milton (Prerequisites: ENGL 101 and 102)
ENGL 307 Introduction to Old English (Prerequisites: ENGL 101 and 102)
ENGL 308 Spenser (Prerequisites: ENGL 101 and 102)
ENGL 311 Middle English Literature: Non-Chaucerian (Prerequisites: ENGL 101 and 102)
ENGL 313 African American Literature (Prerequisites: ENGL 101 and 102)
ENGL 314 Non-Dramatic Literature of the Renaissance (Prerequisites: ENGL 101 and 102)
ENGL 317 The Seventeenth Century (Prerequisites: ENGL 101 and 102)
ENGL 318 The Eighteenth Century (Prerequisites: ENGL 101 and 102)
ENGL 320 Literature for Adolescents (Prerequisites: ENGL 101 and 102)
ENGL 321 The Romantic Period (Prerequisites: ENGL 101 and 102)
ENGL 323 The Victorian Period (Prerequisites: ENGL 101 and 102)
ENGL 325 Modern British Literature (Prerequisites: ENGL 101 and 102)
ENGL 326 Irish Literature (Prerequisites: ENGL 101 and 102)
ENGL 327 The British Novel I (Prerequisites: ENGL 101 and 102)
ENGL 328 The British Novel II (Prerequisites: ENGL 101 and 102)
ENGL 335 Modern Poetry (Prerequisites: ENGL 101 and 102)
ENGL 336 Women Writers (Prerequisites: ENGL 101 and 102)
ENGL 337 British Drama to 1642 (Prerequisites: ENGL 101 and 102)
ENGL 338 Modern Drama (Prerequisites: ENGL 101 and 102)
ENGL 340 Restoration and 18th-Century Drama (Prerequisites: ENGL 101 and 102)
ENGL 341 Twentieth-Century Southern Literature (Prerequisites: ENGL 101 and 102)
ENGL 342 Colonial and Revolutionary American Literature (Prerequisites: ENGL 101 and 102)
ENGL 343 American Renaissance: 1830–1870 (Prerequisites: ENGL 101 and 102)
ENGL 346 Contemporary American Fiction (Prerequisites: ENGL 101 and 102)
ENGL 349 American Novel to 1900 (Prerequisites: ENGL 101 and 102)
ENGL 350 Major Authors (Prerequisites: ENGL 101 and 102)
ENGL 351 Studies in American Film (Prerequisites: ENGL 101 and 102; ENGL 212 or permission of the instructor)
ENGL 352 Major African Writers (Prerequisites: ENGL 101 and 102)
ENGL 353 African Women Writers (Prerequisites: ENGL 101 and 102)
ENGL 354 Jewish-American Literature (Prerequisites: ENGL 101 and 102)
ENGL 355 The American Short Story (Prerequisites: ENGL 101 and 102)
ENGL 356 American Novel: 1900–1965 (Prerequisites: ENGL 101 and 102)
ENGL 357 Contemporary British Literature (Prerequisites: ENGL 101 and 102)
ENGL 358 Colonial and Postcolonial British Literature (Prerequisites: ENGL 101 and 102)
ENGL 359 Contemporary American Poetry (Prerequisites: ENGL 101 and 102)
ENGL 360 Major Literary Themes (Prerequisites: ENGL 101 and 102)
ENGL 370 Major Literary Genres (Prerequisites: ENGL 101 and 102)
ENGL 390 Studies in Film (Prerequisites: ENGL 101 and 102; ENGL 212 or permission of the instructor)

French
LTFR 150 French Literature in (English)Translation
LTFR 250 Francophone Literature in Translation
LTFR 350 French Literature in (English) Translation
LTFR 450 French Literature in (English) Translation
FREN 322 Survey of French Literature I (Prerequisite: FREN 313 or permission of the instructor.)
FREN 323 Survey of French Literature II (Prerequisite: FREN 313 or permission of the instructor.)
FREN 324 French Civilization and Literature (Prerequisite or Co-requisite: FREN 313 or permission of the instructor.)
FREN 325 French Civilization and Literature (Prerequisite or Co-requisite: FREN 313 or permission of the instructor.)
FREN 370 Studies in French Film and Literature
FREN 431 The Middle Ages and Renaissance in France
FREN 432 The 17th Century
FREN 433 The Baroque and Classic Theatre in France
FREN 434 The 18th Century
FREN 435 Literature of the 19th Century I (Prerequisite: FREN 434 or permission of the instructor.)
FREN 436 Literature of the 19th Century II (Prerequisite: FREN 435)
FREN 437 Twentieth-Century French Literature
FREN 438 Theater of the 20th Century
FREN 443 The Novel in France
FREN 451 African Literature of French Expression
FREN 452 Literature of the Maghreb
FREN 474 French Women Writers
FREN 483 French Fairy Tales: Word and Image

**German**

LTGR 150 German Literature in (English) Translation
LTGR 250 German Literature in (English) Translation
LTGR 270 Studies in German Film
LTGR 450 German Literature in (English) Translation
GRMN 365 Introduction to German Literature
GRMN 460 German Literary Heritage (Prerequisite: two 300-level German courses or permission of the instructor.)
GRMN 468 Studies in Modern German Literature (Prerequisite: one 300-level German courses or permission of the instructor.)
GRMN 472 Studies in German Cinema (Prerequisite: one 300-level German courses or permission of the instructor.)

**Greek**

GREK 371 Readings in Greek Literature: Poetry (Prerequisites: Two 200-level Greek courses.)
GREK 372 Readings in Greek Literature: Prose (Prerequisites: Two 200-level Greek courses.)

**Hebrew**

LTHB 250 Hebrew Literature in (English) Translation

**Italian**

LTIT 250 Italian Literature in (English) Translation
LTIT 350 Italian Literature in (English) Translation
LTIT 450 Italian Literature in English Translation
ITAL 361 Survey of Italian Literature I (Prerequisite: ITAL 202 or permission of the instructor.)
ITAL 362 Survey of Italian Literature II (Prerequisite: ITAL 202 or permission of the instructor.)
ITAL 370 Studies in Italian Film and Literature
ITAL 452 20th-Century Italian Literature (Prerequisite: ITAL 313 or 314, or permission of the instructor)

**Japanese**

LTJP 150 Japanese Literature in (English) Translation
LTJP 250 Japanese Literature in (English) Translation
LTJP 350 Japanese Literature in (English) Translation
LTJP 450 Japanese Literature in (English) Translation
Latin
LATN 301 Introduction to Latin Literature
LATN 305 Medieval Latin
LATN 321 Cicero (Prerequisite: LATN 301 and 305)
LATN 322 Vergil (Prerequisite: LATN 301 and 305)
LATN 323 Roman Historiography (Prerequisite: LATN 301 and 305)
LATN 371 Roman Comedy (Prerequisite: LATN 301 and 305)
LATN 372 Roman Satire (Prerequisite: LATN 301 and 305)
LATN 373 Roman Biography (Prerequisite: LATN 301 and 305)

Music
MUSC 337 Opera Literature (Prerequisite: MUSC 131 or 230 or permission of the instructor.)

Portuguese
LTPO 250 Portuguese Literature in (English) Translation
LTPO 350 Portuguese Literature in (English) Translation
LTPO 450 Portuguese Literature in (English) Translation

Religion
RELS 201 The Hebrew Bible
RELS 202 The New Testament
RELS 205 Sacred Texts of the East
RELS 310 Sacred Texts
RELS 360 Myth, Ritual, and Symbol

Russian
LTRS 150 Russian Literature in (English) Translation
LTRS 250 Russian Literature in (English) Translation
LTRS 270 Studies in Russian Film
LTRS 350 Russian Literature in (English) Translation
LTRS 450 Russian Literature in (English) Translation

Spanish
LTSP 150 Spanish Literature in (English) Translation
LTSP 250 Spanish Literature in (English) Translation
LTSP 252 Contemporary Latin American Literature in Translation
LTSP 256 Latin American Literature and Film
LTSP 350 Literature in (English) Translation
LTSP 450 Spanish Literature in (English) Translation

SPAN 320 Introduction to the Study of Hispanic Literature (Prerequisites: SPAN 275, 313, 314 or 312 or 328, or 350 or permission of the instructor.)

SPAN 361 Survey of Spanish Literature I (Prerequisite: SPAN 320 or permission of the instructor.)

SPAN 362 Survey of Spanish Literature II (Prerequisite: SPAN 320 or permission of the instructor.)
SPAN 371 Survey of Spanish-American Literature I (Prerequisite: SPAN 320 or permission of the instructor.)
SPAN 372 Survey of Spanish-American Literature II (Prerequisite: SPAN 320 or permission of the instructor.)
SPAN 451 18th- and 19th-Century Spanish Literature (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 452 20th-Century Spanish Literature (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 453 Don Quijote de La Mancha (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 454 Contemporary Spanish-American Poetry (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 455 Contemporary Spanish-American Fiction (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 456 Contemporary Spanish-American Theatre (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 457 Early Colonial Spanish-American Texts (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 458 Contemporary Hispanic-Caribbean Theater (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 473 The Golden Age (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 474 Contemporary Spanish Theater (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 475 Medieval Literature of the Iberian Peninsula (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)

Theatre
THTR 212 History of the American Theatre
THTR 214 Modern American and European Drama
THTR 310 Theatre History and Literature to 1750 (Prerequisite: junior or senior standing.)
THTR 311 Theatre History and Literature after 1750 (Prerequisite: junior or senior standing.)
THTR 316 African American Theatre (Prerequisite: junior or senior standing.)
THTR 387 The Contemporary Theatre

Foreign Language Requirement: 6 semesters in one language or 4 semesters in one language and 2 semesters in another.

Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.
Proposal for a New Minor or Concentration

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **INTL**

2. Check one: □ minor    ☑ concentration

3. Name of Minor/Concentration: **Europe concentration + Britain, Germany, Italy, Russia tracks**

4. Desired acronym: **INTL**

5. Total number of hours required for completion of minor/concentration: **Europe 18; Britain 18; Germany 21; Italy 21; Russia 21**

6. Semester and year in which new minor/concentration will go into effect: **Fall 2009**

7. Justification for offering the minor/concentration (consider the following):

   a) What are the goals and objectives of the minor/concentration?

   The **Europe concentration + Britain, Germany, Italy, Russia tracks** is a component of a broad based International Studies major consistent with the mission of the School of Languages, Cultures and World Affairs to “…prepare students to become knowledgeable, engaged citizens in an increasingly interconnected global society.”

   The **International Studies major** is the result of an over twenty-five year effort at the College to internationalize the curriculum. It will pull together the threads created by this effort into a comprehensive program which will give students a robust multi-disciplinary curriculum firmly grounded in language, culture, literature, history, global affairs and an experiential understanding of the world outside their own nation.

   b) How does the minor/concentration support the mission statement of the department?

   same as above

8. How does the minor/concentration support the liberal arts tradition of the College, including linkages with other disciplines?

   As an inter and multi disciplinary major, the International Studies major exemplifies the liberal arts tradition. It is in fact made up of a majority of the disciplines at the College. It is History, Art History, Philosophy, Religious Studies, French and Spanish, German and Japanese, Russian and Chinese, Portuguese and Hindi. It is also Business, Economics, International Business, Anthropology, Geography, Sociology, Psychology, English, Music, Theater, Classics, Greek and Latin. International Studies is the international dimension of these disciplines synthesized in Area Studies and Thematic concentrations.

   (Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal for a New Minor or Concentration

9. Are other departments affected by this minor/concentration? (Please attach letters of support from the chairs of each affected department indicating that the department has discussed the proposal and supports it.)
   see INTL major proposal

10. Address potential shifts:

   a) Address potential enrollment pattern shifts in the department or college-wide as related to the offering of this minor/concentration.
      see INTL major proposal
   b) Address potential shifts in staffing of the department as related to the offering of this minor/concentration.
      see INTL major proposal

11. Requirements for additional resources made necessary by this minor/concentration.

   a) Staff:
      see INTL major proposal
   b) Budget:
      see INTL major proposal
   c) Library:
      see INTL major proposal

Note: Minors/concentrations requiring extensive additional resources will need extensive justification.

12. List courses and requirements for completion of this minor/concentration (including their prerequisites). Provide any relevant additional information, for example include a typical schedule for a student to complete this minor or concentration.
    curriculum attached

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal for a New Minor or Concentration

15. Signature of Department Chair or Program Director: 
   
   Date: 4/17/08
   Date:

16. Signature of Dean of School:
   
   Date: 6/13/08
   Date:

17. Signature of Provost: ____________________________
   
   Date: 11/20/08

18. Signature of Curriculum Committee Chair: 
   
   Date: 12/1/08

19. Signature of Budget Committee Chair:
   
   Date: 

20. Signature of Planning Committee Chair:
   
   Date: 

21. Signature of Faculty Senate Secretary:
   
   Date: 

Date Approved by Senate: __________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/22/08 and replaces all others.)
International Studies
Europe Concentration

The Europe Concentration in International Studies offers a multi disciplinary major which combines courses from across a number of Schools at the College of Charleston. The concentration provides breadth and depth across time and place while also focusing on the key global issues of the 21st century. The Europe Concentration in International Studies requires completion of 18 hours including 3 hours from Cluster A: History and Ideas, 3 hours from Cluster B: Languages, Literature, Culture, 3 hours from Cluster C: Economics, Politics, Society, 6 additional hours from Clusters A, B, and C, and a 3 hour European Studies Capstone.

Requirements: 18 hours

NOTE: Six credit hours of electives must be taken from Cluster A, B, or C with the following restrictions: no more than 6 credit hours from one cluster, and no more than 6 credit hours devoted to the study of one country may count towards the 18-hour concentration.

Cluster A: History and Ideas: 3 hours
Choose one 3-credit-hour course from the following:

HIST 231 Ancient Greece (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 232 Ancient Rome (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 234 Early Middle Ages (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 235 High Middle Ages (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 242 History of Modern France (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 244 Political and Social History of Germany from 1866 to Present (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 245 Tsarist Russia to 1796 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 246 Imperial Russia to 1917 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 252 Women in Europe (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 256 History of Science and Technology (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 258 European Jewish History: Medieval to the 20th Century (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 291 Disease, Medicine, and History (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 334 European Social History to 1800 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 336 Italian Renaissance (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 337 The Age of Reformation (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 341 Age of Enlightenment and Revolution (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 344 Modern European Cultural History (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 345 Modern German Cultural and Intellectual History (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 346 History of the Soviet Union (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 354 Tudor England, 1485–1603 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 355 Stuart England, 1603–1714 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 356 Georgian Britain (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 357 Victorian Britain (Prerequisites: HIST 101–102 or HIST 103–104)

PHIL 203 Philosophy of Human Nature
PHIL 205 Existentialism
PHIL 220 History of Ancient Philosophy
PHIL 230 History of Modern Philosophy
PHIL 240 Jewish Philosophy
PHIL 250 Marxism
PHIL 304 19th-Century Philosophy (Six semester hours in philosophy -other than PHIL 215 or 216 - or permission of the instructor.)
PHIL 306 20th-Century Analytical Philosophy (Six semester hours in philosophy -other than PHIL 215 or 216 - or permission of the instructor.)
PHIL 307 20th-Century Continental Philosophy (Six semester hours in philosophy -other than PHIL 215 or 216 - or permission of the instructor.)
POLS 346 Modern Ideologies (Six semester hours in philosophy -other than PHIL 215 or 216 - or permission of the instructor.)

RELS 202 The New Testament: History and Interpretation
RELS 225 The Jewish Tradition
RELS 230 The Christian Tradition

SOCY 260 Development of Social Thought (Prerequisite: SOCY 101.)

Cluster B: Languages, Literature, Culture: 3 hours
Choose one 3-credit-hour course from the following.

COMM 382 Theories of Rhetoric (Prerequisites: COMM 210 and either junior or senior standing; or permission of the instructor.)
ENGL 201 British Literature to 1800 (Prerequisites: ENGL 101 and 102)
ENGL 202 British Literature since 1800 (Prerequisites: ENGL 101 and 102)
ENGL 203 Survey of European Literature I (Prerequisites: ENGL 101 and 102)
ENGL 204 Survey of European Literature II (Prerequisites: ENGL 101 and 102)
ENGL 301 Shakespeare: The Early Period (Prerequisites: ENGL 101 and 102)
ENGL 302 Shakespeare: The Later Period (Prerequisites: ENGL 101 and 102)
ENGL 304 Chaucer (Prerequisites: ENGL 101 and 102)
ENGL 306 Milton (Prerequisites: ENGL 101 and 102)
ENGL 307 Introduction to Old English (Prerequisites: ENGL 101 and 102)
ENGL 308 Spenser (Prerequisites: ENGL 101 and 102)
ENGL 311 Middle English Literature: Non-Chaucerian (Prerequisites: ENGL 101 and 102)
ENGL 312 History of the English Language (Prerequisites: ENGL 101 and 102)
ENGL 314 Non-Dramatic Literature of the Renaissance (Prerequisites: ENGL 101 and 102)
ENGL 317 The Seventeenth Century (Prerequisites: ENGL 101 and 102)
ENGL 318 The Eighteenth Century (Prerequisites: ENGL 101 and 102)
ENGL 321 The Romantic Period (Prerequisites: ENGL 101 and 102)
ENGL 323 The Victorian Period (Prerequisites: ENGL 101 and 102)
ENGL 325 Modern British Literature (Prerequisites: ENGL 101 and 102)
ENGL 326 Irish Literature (Prerequisites: ENGL 101 and 102)
ENGL 327 The British Novel: I (Prerequisites: ENGL 101 and 102)
ENGL 328 The British Novel: II (Prerequisites: ENGL 101 and 102)
ENGL 335 Modern Poetry (Prerequisites: ENGL 101 and 102)
ENGL 337 British Drama to 1642 (Prerequisites: ENGL 101 and 102)
ENGL 340 Restoration and 18th-Century Drama (Prerequisites: ENGL 101 and 102)
ENGL 350 Major Authors (Prerequisites: ENGL 101 and 102)
ENGL 357 Contemporary British Literature (Prerequisites: ENGL 101 and 102)
ENGL 360 Major Literary Themes (Prerequisites: ENGL 101 and 102)

LTFR 250 French Literature in (English) Translation
LTFR 350 French Literature in (English) Translation
LTFR 450 French Literature in (English) Translation

LTGR 150 German Literature in (English) Translation
LTGR 250 German Literature in Translation
LTGR 270 Studies in German Film
LTGR 450 German Literature in (English) Translation

LTIT 150 Italian Literature in (English) Translation
LTIT 250 Italian Literature in (English) Translation
LTIT 350 Italian Literature in (English) Translation

ITAL 370 Studies in Italian Film and Literature (English)
LTIT 450 Italian Literature in (English) Translation
LTRS 150 Russian Literature in (English) Translation
LTRS 250 Russian Literature in (English) Translation
LTRS 270 Studies in Russian Film
LTRS 350 Russian Literature in (English) Translation
LTRS 450 Russian Literature in (English) Translation
LTSP 250 Literature in (English) Translation: A Foreign Literature
LTSP 350 Literature in (English) Translation: A Foreign Author
LTSP 450 Spanish Literature in (English) Translation: Comparative Literature

CLAS 242 Images of Women in Classical Antiquity
CLAS 253 Ancient Epic
CLAS 254 Classical Drama: Tragedy
CLAS 255 Classical Drama: Comedy
CLAS 256 Ancient Satire
CLAS 270 The Romans in Cinema
CLAS 301 Topics in Ancient Greek Literature (Prerequisite: three semester hours in Classics or permission of the instructor.)
CLAS 302 Topics in Latin Literature (Prerequisite: three semester hours in Classics or permission of the instructor.)
CLAS 303 Topics in Classical Civilization (Prerequisite: three semester hours in Classics or permission of the instructor.)

ARTH 220 History of Greek and Roman Art
ARTH 225 Medieval Art
ARTH 265 The City as a Work of Art
ARTH 277 Renaissance Art
ARTH 280 History of Baroque Art
ARTH 285 Modern Art
ARTH 301 Studies in Ancient and Medieval Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 303 Studies in Renaissance and Baroque Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 306 Studies in Modern, Contemporary, and Film Arts (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 350 History of Early Christian and Byzantine Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 355 History of Early Medieval and Romanesque Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 360 History of Gothic Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 362 History of Medieval Manuscript Illumination (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 365 History of Northern Renaissance Painting (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 370 History of Italian Early Renaissance Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 375 History of Italian High and Late Renaissance Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 381 Spanish Baroque Painting and Sculpture (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 385 History of European Painting, 1700–1850 (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 389 19th-Century European Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 390 20th-Century European Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 394 History of 18th- and 19th-Century Architecture (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 395 History of 20th-Century Architecture (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

MUSC 230 Masterworks of Music Literature (Prerequisite: MUSC 131 or permission of the instructor.)
MUSC 337 Opera Literature (Prerequisite: MUSC 131 or 230 or permission of the instructor)
MUSC 381 Music History I (Prerequisite: MUSC 247 or permission of the instructor.)
MUSC 382 Music History II (Prerequisite: MUSC 381 or permission of the instructor; for minors in music, MUSC 248 is the prerequisite.)
MUSC 481 Music Theory III (Prerequisite: MUSC 382.)
MUSC 482 Music Theory IV (Prerequisite: MUSC 481.)

THTR 310 Theatre History and Literature to 1750 (Prerequisite: junior or senior standing.)
THTR 311 Theatre History and Literature after 1750 (Prerequisite: junior or senior standing.)
THTR 331 History of Dance
THTR 387 The Contemporary Theatre
THTR 388 Dramatic Theory and Criticism

FREN 220 Special Assignment Abroad*
FREN 322 Survey of French Literature I*(Prerequisite: FREN 313 or permission of the instructor.)
FREN 323 Survey of French Literature II*(Prerequisite: FREN 313 or permission of the
FREN 324 French Civilization and Literature* (Prerequisite: FREN 313 or permission of the instructor.)
FREN 325 French Civilization and Literature* (Prerequisite: FREN 313 or permission of the instructor.)
FREN 330 Collateral Study*
FREN 343 La France Contemporaine*
FREN 360 French Language Study Abroad*
FREN 361 Current Issues in France or the French-Speaking World* (Prerequisite: FREN 202 or 250 or permission of the instructor)
FREN 363 Advanced French Culture* (Prerequisite: Junior standing or departmental approval)
FREN 370 Studies in French Film and Literature*
FREN 431 The Middle Ages and Renaissance in France*
FREN 432 The 17th Century*
FREN 433 The Baroque and Classic Theatre in France*
FREN 434 The 18th Century*
FREN 435 Literature of the 19th Century I* (Prerequisite: FREN 434 or permission of the instructor.)
FREN 436 Literature of the 19th Century II* (Prerequisite: FREN 435 or permission of the instructor.)
FREN 437 Twentieth-Century French Literature*
FREN 438 Theatre of the 20th Century*
FREN 443 The Novel in France*
FREN 472 The Legacy of the French Classic Theatre
FREN 474 French Women Writers*

GRMN 320 Special Assignment Abroad* (Prerequisites: GRMN 202, 250, placement, or permission of the instructor)
GRMN 325 German Contemporary Issues*
GRMN 326 German Media* (Prerequisites: GRMN 202, 250, placement, or permission of the instructor)
GRMN 328 German Language Study Abroad*
GRMN 329 Current Issues in Germany or the German-Speaking World*
GRMN 365 Introduction to Literature*
GRMN 424 German Civilization and Culture* (Prerequisite: one 300-level German courses or permission of the instructor.)
GRMN 460 German Literary Heritage* (Prerequisite: two 300-level German courses or permission of the instructor.)
GRMN 468 Studies in Modern German Literature* (Prerequisite: one 300-level German courses or permission of the instructor.)
GRMN 472 Studies in German Cinema* (Prerequisite: one 300-level German courses or
permission of the instructor.)

GREK 203 New Testament Greek*
GREK 204 New Testament Greek*
GREK 205 Homeric Greek*
GREK 371 Readings in Greek Literature: Poetry* (Prerequisites: Two 200-level Greek courses.)
GREK 372 Readings in Greek Literature: Prose* (Prerequisites: Two 200-level Greek courses.)

ITAL 328 Italian Language Study Abroad*
ITAL 361 Survey of Italian Literature I* (Prerequisite: ITAL 202 or permission of the instructor.)
ITAL 362 Survey of Italian Literature II* (Prerequisite: ITAL 202 or permission of the instructor.)
ITAL 452 20th-Century Italian Literature* (Prerequisite: ITAL 313 or 314, or permission of the instructor)

LATN 301 Introduction to Latin Literature* (Prerequisite: LATN 301 and 305)
LATN 305 Medieval Latin* (Prerequisite: LATN 301 and 305)
LATN 321 Cicero* (Prerequisite: LATN 301 and 305)
LATN 322 Virgil* (Prerequisite: LATN 301 and 305)
LATN 323 Roman Historiography* (Prerequisite: LATN 301 and 305)
LATN 371 Roman Comedy* (Prerequisite: LATN 301 and 305)
LATN 372 Roman Satire* (Prerequisite: LATN 301 and 305)
LATN 373 Roman Biography* (Prerequisite: LATN 301 and 305)

SPAN 320 Introduction to the Study of Hispanic Literature* (Prerequisites: SPAN 275, 313, 314 or 312 or 328, or 350 or permission of the instructor.)
SPAN 322 Civilization and Culture of Spain I* (Prerequisites: SPAN 313, 314 or 312 or 328, or 350 or permission of the instructor)
SPAN 323 Civilization and Culture of Spain II* (Prerequisites: SPAN 313, 314 or 312 or 328, or 350 or permission of the instructor)
SPAN 328 Spanish Language Study Abroad* (Prerequisite: SPAN 202 or 250; or permission of the instructor.)
SPAN 329 Current Issues in Spain or the Spanish-Speaking World* (Prerequisite: SPAN 202 or 250; or permission of the instructor.)
SPAN 361 Survey of Spanish Literature I* (Prerequisite: SPAN 320 or permission of the instructor.)
SPAN 362 Survey of Spanish Literature II* (Prerequisite: SPAN 320 or permission of the instructor.)
SPAN 446 History of the Spanish Language* (Prerequisite: SPAN 381 or permission of the
SPAN 451 18th- and 19th-Century Spanish Literature* (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 452 20th-Century Spanish Literature* (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 453 Don Quijote de La Mancha* (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 473 The Golden Age* (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 474 Contemporary Spanish Theatre* (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 475 Medieval Literature of the Iberian Peninsula* (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)

Cluster C: Economics, Politics, Society: 3 hours
Choose one 3-credit-hour course from the following:

ANTH 326 Peoples and Cultures of Europe (Prerequisite: ANTH 101 or permission of the instructor)

ECON 308 Evolution of Economic Doctrines (Prerequisites: Junior standing; ECON 200, 201, MATH 105 or 120 or permission of the instructor.)
ECON 310 International Economics (Prerequisites: Junior standing; ECON 200, 201, MATH 105 or 120 or permission of the instructor.)
ECON 330 Comparative Economic Systems (Prerequisites: Junior standing; ECON 200, 201, MATH 105 or 120 or permission of the instructor.)

FREN 380 Le Concept de Marketing*
FREN 381 French for World Business I*
FREN 382 French for World Business II*

GERM 331 German for Business*
GERM 332 German in International Business*

SPAN 318 Spanish for International Business* (Prerequisites: SPAN 275,313, 314 or 312 or 328, or 350 or permission of the instructor.)

DSCI 314 Global Operations and Technology Movement (Prerequisites: Junior standing; DSCI 232, MGMT 301, MATH 104 or 250, MATH 105 or 120.)

MGMT 322 International Business (Prerequisites: ECON 200 and 201, junior standing)
MGMT 325 International Management (Prerequisites: MGMT 301; junior standing.)
MGMT 391 The International Corporation: A Comparative Approach (Prerequisites: ECON 200 and 201 or permission of the instructor; junior standing.)
MGMT 409 Global Strategic Management (Prerequisites: ACCT 203, 204, DSCI 232, 314, ECON 200, 201, FINC 303, MGMT 301, MKTG 302, 326, MATH 104 and 105; senior standing.)
MKTG 326 International Marketing (Prerequisites: MKTG 302, ECON 200 and 201; junior standing.)
TRAN 432 Global Logistics Systems Management (Prerequisite: TRAN 311, 312, MGMT 322; ECON 200, 201, 303, senior standing)

POLS 326 Soviet and Russian Politics
POLS 334 Geographies and Politics of the European Union

Electives: 6 hours from A,B, and C

Capstone: 3 hours
EUST 400 European Studies Capstone

*Please note: courses marked with an asterisk are taught in that language.

Foreign Language Requirement: European language only. 6 semesters in one language or 4 semesters in one language and 2 semesters in another. Foreign language courses above the 200 level may double count for the major and Foreign Language Requirement.

Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.
International Studies

Europe Concentration

Britain Track

The Europe Concentration - Britain Track in International Studies offers a multi-disciplinary major which combines courses from across a number of Schools at the College of Charleston. The concentration provides breadth and depth across time and place while also focusing on the key global issues of the 21st century. The Europe Concentration Britain Track in International Studies requires completion of 18 hours including 3 hours from Cluster A: History and Ideas, 3 hours from Cluster B: Languages, Literature, Culture, 3 hours from Cluster C: Economics, Politics, Society, 6 additional hours from Clusters A, B, and C, and a 3 hour European Studies Capstone.

Required: 18 hours
One course/3 credit hours each in the following clusters (total 9 credit hours):

A) HISTORY AND IDEAS

HIST 354: Tudor England  (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 355: Stuart England  (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 356: Georgian England  (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 357: Victorian Britain  (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 264: Caribbean to 1800  (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 265: Caribbean Since 1800  (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 273: Modern Africa  (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 285: Indian Subcontinent Since 1500  (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 301: Colonial America  (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 302: Era of the American Revolution  (Prerequisites: HIST 101–102 or HIST 103–104)

B) LANGUAGES, LITERATURE, AND CULTURE

ARTH 241: History of the Art of India
ENGL 201/202: Major British Writers  (Prerequisites: ENGL 101 and 102)
ENGL 301/302: Shakespeare, Early/Later Period  (Prerequisites: ENGL 101 and 102)
ENGL 304: Chaucer  (Prerequisites: ENGL 101 and 102)
ENGL 306: Milton  (Prerequisites: ENGL 101 and 102)
ENGL 307: Introduction to Old English  (Prerequisites: ENGL 101 and 102)
ENGL 308: Spenser  (Prerequisites: ENGL 101 and 102)
ENGL 311: Middle English Lit  (Prerequisites: ENGL 101 and 102)
ENGL 314: Non-Dramatic Literature of the Renaissance  (Prerequisites: ENGL 101
and 102)
ENGL 317/318/325: Seventeenth/Eighteenth/Twentieth Century English Literature
(Prerequisites: ENGL 101 and 102)
ENGL 321: Romantic Literature (Prerequisites: ENGL 101 and 102)
ENGL 323: Victorian Literature (Prerequisites: ENGL 101 and 102)
ENGL 327/328: British Novel I/II (Prerequisites: ENGL 101 and 102)
ENGL 337: British Drama to 1642 (Prerequisites: ENGL 101 and 102)
ENGL 340: Restoration and Eighteenth Century Drama (Prerequisites: ENGL 101 and 102)

ENGL 342: Colonial and Revolutionary American Literature (Prerequisites: ENGL 101 and 102)
ENGL 358: Colonial and Postcolonial British Literature (Prerequisites: ENGL 101 and 102)

C) ECONOMICS, POLITICS, AND SOCIETY

POLS 331: Politics of Film and Reality in South Africa
POLS 334: Geographies and Politics of the European Union
POLS 367: Geography of International Conflict

ELECTIVES: 6 credit hours
Students choose the remaining two courses (6 credits) from any cluster.
No more than six hours (6 credits) in one interdisciplinary cluster.

CAPSTONE: 3 credit hours

EUST 400 European Studies Capstone
Student's final project must focus on a Britain-related topic.

Foreign Language Requirement: 6 semesters in one language or 4 semesters in one language and 2 semesters in another. Foreign language courses above the 200 level may double count for the major and Foreign Language Requirement.

Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.
International Studies

Europe Concentration

Germany Track

The Europe Concentration - Germany Track in International Studies offers a multi-disciplinary major which combines courses from across a number of Schools at the College of Charleston. The concentration provides breadth and depth across time and place while also focusing on the key global issues of the 21st century. The Europe Concentration Germany Track in International Studies requires completion of 21 hours including a 3 hour core course; 6 hours in German language courses; 9 hours of electives; and a 3 hour European Studies capstone.

Requirement: 21 hours

Core course: 3 hours selected from course in German literature and culture in translation
- LTGR 150 German Literature in (English) Translation or
- LTGR 250 German Literature in (English) Translation or
- LTGR 270 Studies in German Film or
- LTGR 450 German Literature in (English) Translation

6 hours in German language:
- GRMN All courses at or above the 300 level in German
- GRMN 313 German Conversation and Composition I
- GRMN 314 German Conversation and Composition II
- GRMN 320 Special Assignment Abroad* (Prerequisites: GRMN 202, 250, placement, or permission of the instructor)
- GRMN 325 German Contemporary Issues*
- GRMN 326 German Media* (Prerequisites: GRMN 202, 250, placement, or permission of the instructor)
- GRMN 328 German Language Study Abroad*
- GRMN 329 Current Issues in Germany or the German-Speaking World*
- GRMN 365 Introduction to Literature*
- GRMN 424 German Civilization and Culture* (Prerequisite: one 300-level German courses or permission of the instructor.)
- GRMN 460 German Literary Heritage* (Prerequisite: two 300-level German courses or permission of the instructor.)
- GRMN 468 Studies in Modern German Literature* (Prerequisite: one 300-level German courses or permission of the instructor.)
- GRMN 472 Studies in German Cinema* (Prerequisite: one 300-level German courses or permission of the instructor.)
- GRMN 365 Introduction to German Literature
- GRMN 460 German Literary Heritage (Prerequisite: two 300-level German courses or permission of the instructor.)
- GRMN 468 Studies in Modern German Literature (Prerequisite: one 300-level German
courses or permission of the instructor.
GRMN 472 Studies in German Cinema (Prerequisite: one 300-level German courses or permission of the instructor.)

Electives: 9 hours selected from any LTGR courses (above) and/or the following:

ARTH 365 History of Northern Renaissance Painting (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 389 19th-Century European Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 390 20th-Century European Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
HIST 244 Political and Social History of Germany from 1866 to the present (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 258 European Jewish History: Medieval to the 20th Century (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 344 Modern European Cultural History (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 345 Modern German Cultural and Intellectual History (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 337 The Age of Reformation (Prerequisites: HIST 101–102 or HIST 103–104)
MUSC 230 Masterworks of Music Literature (Prerequisite: MUSC 131 or permission of the instructor.)
MUSC 337 Opera Literature (Prerequisite: MUSC 131 or 230 or permission of the instructor)
PHIL 205 Existentialism
PHIL 230 History of Modern Philosophy
PHIL 250 Marxism
PHIL 304 Nineteenth-Century Philosophy (Six semester hours in philosophy -other than PHIL 215 or 216 - or permission of the instructor.)
PHIL 307 Twentieth-Century Continental Philosophy (Six semester hours in philosophy -other than PHIL 215 or 216 - or permission of the instructor.)
POLS 334 Geographies and Politics of the European Union

CAPSTONE: 3 credit hours

EUST 400 European Studies Capstone
Student's final project must focus on a German-related topic.

Foreign Language Requirement: 6 semesters of German language. German language courses above the 200 level may double count for the major and Foreign Language Requirement.

Departmental special topics, research seminar, tutorials, and independent study courses will also be offered as appropriate.
International Studies

Europe Concentration

Italy Track

The Europe Concentration - Italy Track in International Studies offers a multi-disciplinary major which combines courses from across a number of Schools at the College of Charleston. The concentration provides breadth and depth across time and place while also focusing on the key global issues of the 21st century. The Europe Concentration Italy Track in International Studies requires completion of 21 hours including a language core of 6 hours; an Italian Literature and Culture core of 3 hours; 9 elective hours; and a 3 hour European Studies Capstone.

Requirements: 21 hours

Six hours selected from the following core courses:
ITAL 313 Italian Conversation & Composition I (Prerequisite: ITAL 202 or placement, or permission of the instructor)
ITAL 314 Italian Conversation & Composition II (Prerequisite: ITAL 202 or placement, or permission of the instructor)

Three hours selected from courses in Italian literature and culture in translation:
LTIT 250 Italian Poetry
LTIT 270 Introduction to Italian Cinema
LTIT 350 Dante in Translation
LTIT 370 Studies in Italian Cinema
LTIT 390 Italian Literature in Translation

Electives: nine hours selected from any LTIT courses (above) and/or the following:
ARTH 277 Renaissance Art
ARTH 280 Baroque Art
ARTH 370 History of Italian Early Renaissance Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 375 History of Italian High & Late Renaissance Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ENGL 203 Survey of European Literature (Prerequisites: ENGL 101 and 102)
HIST 336 Italian Renaissance (Prerequisites: HIST 101–102 or HIST 103–104)
MUSC 337 Opera Literature (Prerequisite: MUSC 131 or 230 or permission of the instructor.)
ITAL 300+ All courses at or above the 300 level.

CAPSTONE: 3 credit hours
EUST 400 European Studies Capstone
Student's final project must focus on an Italian-related topic.

**Foreign Language Requirement:** 6 semesters of Italian language. Italian language course above the 200 level may double count for the major and Foreign Language Requirement.

*Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.*
International Studies

Europe Concentration

Russia Track

The Europe Concentration - Russia Track in International Studies offers a multidisciplinary major which combines courses from across a number of Schools at the College of Charleston. The concentration provides breadth and depth across time and place while also focusing on the key global issues of the 21st century. The Europe Concentration Russia Track in International Studies requires completion of 21 hours including a language core of 6 hours; a Russian Literature or Film core of 3 hours; a Russian history and politics core of 3 hours; 6 elective hours; and a 3 hour European Studies Capstone.

Required: 21 hours

Six hours in Russian language:
RUSS 313 Russian Conversation and Composition I
RUSS 314 Russian Conversation and Composition II

Three hours in Russian literature or film selected from:
LTRS 150 Russian Literature in Translation
LTRS 210 19th century Russian Literature
LTRS 220 20th century Russian Literature
LTRS 250 Russian Literature in Translation
LTRS 270 Studies in Russian Film
LTRS 350 Russian Literature in Translation
LTRS 450 Russian Literature in Translation

Three hours in Russian history and politics selected from:
HIST 245 Czarist Russia to 1796 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 246 Imperial Russia to 1917 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 258 European Jewish History (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 343 Europe Since 1939 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 346 History of the Soviet Union (Prerequisites: HIST 101–102 or HIST 103–104)
POLS 326 Soviet and Russian Politics
POLS 329 Politics of Protest and Revolution
POLS 346 Modern Ideologies
POLS 360 International Relations
POLS 362 Case Studies in Foreign Policy

Electives: Six additional hours in Russian language, literature, film, history, politics
or art, selected from the courses listed above and/or from:

ARTH 350 History of Early Christian and Byzantine Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 390 20th century European Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
RUSS 330 Collateral Study
RUSS 390 Special Topics in Russian

CAPSTONE: 3 credit hours

EUST 400 European Studies Capstone
Student’s final project must focus on a Russia-related topic.

Foreign Language Requirement: 6 semesters of Russian language. Russian language course above the 200 level may double count for the major and Foreign Language Requirement.

Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.
Proposal for a New Minor or Concentration

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: INTL

2. Check one: ☐ minor ☐ concentration

3. Name of Minor/Concentration: Latin America and Caribbean concentration + Brazil track

4. Desired acronym: INTL

5. Total number of hours required for completion of minor/concentration: 21

6. Semester and year in which new minor/concentration will go into effect: Fall 2009

7. Justification for offering the minor/concentration (consider the following):

   a) What are the goals and objectives of the minor/concentration?
   The Latin America and Caribbean concentration + Brazil track is a component of a broad based International Studies major consistent with the mission of the School of Languages, Cultures and World Affairs to "...prepare students to become knowledgeable, engaged citizens in an increasingly interconnected global society."

   The International Studies major is the result of an over twenty-five year effort at the College to internationalize the curriculum. It will pull together the threads created by this effort into a comprehensive program which will give students a robust multi-disciplinary curriculum firmly grounded in language, culture, literature, history, global affairs and an experiential understanding of the world outside their own nation.

   b) How does the minor/concentration support the mission statement of the department?
   same as above

8. How does the minor/concentration support the liberal arts tradition of the College, including linkages with other disciplines?
   As an inter and multi disciplinary major, the International Studies major exemplifies the liberal arts tradition. It is in fact made up of a majority of the disciplines at the College. It is History, Art History, Philosophy, Religious Studies, French and Spanish, German and Japanese, Russian and Chinese, Portuguese and Hindi. It is also Business, Economics, International Business, Anthropology, Geography, Sociology, Psychology, English, Music, Theater, Classics, Greek and Latin. International Studies is the international dimension of these disciplines synthesized in Area Studies and Thematic concentrations.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal for a New Minor or Concentration

9. Are other departments affected by this minor/concentration? (Please attach letters of support from the chairs of each affected department indicating that the department has discussed the proposal and supports it.)
   see INTL major proposal

10. Address potential shifts:
   
   a) Address potential enrollment pattern shifts in the department or college-wide as related to the offering of this minor/concentration.
      see INTL major proposal
   b) Address potential shifts in staffing of the department as related to the offering of this minor/concentration.
      see INTL major proposal

11. Requirements for additional resources made necessary by this minor/concentration.
   
   a) Staff:
      see INTL major proposal
   b) Budget:
      see INTL major proposal
   c) Library:
      see INTL major proposal

Note: Minors/concentrations requiring extensive additional resources will need extensive justification.

12. List courses and requirements for completion of this minor/concentration (including their prerequisites). Provide any relevant additional information, for example include a typical schedule for a student to complete this minor or concentration.
   curriculum attached

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal for a New Minor or Concentration

15. Signature of Department Chair or Program Director:
   
   16. Signature of Dean of School:
       
   17. Signature of Provost: Susan J. Munnson 10/13/08
       
       Date: ____________________________
   
   18. Signature of Curriculum Committee Chair:
       
       Date: 10/11/08
   
   19. Signature of Budget Committee Chair:
       
       Date: ____________________________
   
   20. Signature of Planning Committee Chair:
       
       Date: ____________________________
   
   21. Signature of Faculty Senate Secretary:
       
       Date: ____________________________

   Date Approved by Senate: ___________  

   Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

   (Form was approved by FCC on 9/22/08 and replaces all others.)
International Studies

*Latin America and the Caribbean Concentration*

The Latin America and the Caribbean Concentration in International Studies requires completion of 2 hours including a 3 hour core course, 9 hours from the history and politics category, and 9 hours from the literature, film and culture category. Students may not take more than 9 hours in any one discipline, excluding LACS.

**Required: 21 hours**

**Core course: 3 hours**

LACS 101 Introduction to Latin American and Caribbean Studies

**History and Politics: 9 hours**

ANTH 328 Aztecs, Maya and their Ancestors (Prerequisite: ANTH 101 or permission of the instructor.)

HIST 262 Colonial Latin America (Prerequisites: HIST 101–102 or HIST 103–104)

HIST 263 Modern Latin America (Prerequisites: HIST 101–102 or HIST 103–104)

HIST 264 Caribbean to 1800 (Prerequisites: HIST 101–102 or HIST 103–104)

HIST 265 Caribbean Since 1800 (Prerequisites: HIST 101–102 or HIST 103–104)

HIST 266 Aztecs, Maya and their Ancestors (Prerequisites: HIST 101–102 or HIST 103–104)

HIST 364 Sugar and Slaves in Colonial Brazil (Prerequisites: HIST 101–102 or HIST 103–104)

HIST 365 Modern Brazil (Prerequisites: HIST 101–102 or HIST 103–104)

HIST 366 Comparative Slavery in the Americas (Prerequisites: HIST 101–102 or HIST 103–104)

POLS 321 Politics of Latin America

POLS 333 The Politics of Modern Brazil

POLS 328 Modernization, Depend. & Pol. Development

POLS 335 Cuban Revolution

POLS 366 Model Organization of American States

**Literature, Film, and Culture: 9 hours**

ANTH 325 Peoples & Cultures of Latin America (Prerequisite: ANTH 101 or permission of the instructor.)

ANTH 327 Peoples & Cultures of the Caribbean (Prerequisite: ANTH 101 or permission of the instructor.)

ARTH 205 Pre-Columbian Art and Culture

ARTH 255 Latin American Colonial Art
ENGL 233 Survey of Non-Western 20th Century Lit. (Prerequisites: ENGL 101 and 102)
ENGL 234 Survey of Third World Masterpieces (Prerequisites: ENGL 101 and 102)
ENGL 358 Colonial and Post Colonial British Literature (Prerequisites: ENGL 101 and 102)
LACS 103 Intro. to Contemporary Cuba
LACS 104 Intro. to Contemporary Chile
LACS 105 Intro. to Contemporary Brazil
LACS 106 Intro. to Contemporary Argentina
LTPO 250 Portuguese Lit. In Trans.: A Foreign Lit.
LTPO 270 Studies in Brazilian Film
LTPO 280 Studies in Brazilian Civilization & Culture
LTPO 350 Portuguese Lit. In Trans.: A Foreign Author
LTPO 450 Portuguese Lit. In Trans.: Comparative Lit.
LTSP 252 Contemp. Lat. Amer. Lit. in Translation
LTSP 254 Society, History & Cult. in Span. Amer. Lit.
LTSP 256 Magic & The Real in Lat. Amer. Lit. & Film
POLS 332 Politics of Film and Reality in Latin America
PORT 328 Portuguese Language Study Abroad
SPAN 315 Special Assignment Abroad (Prerequisites: SPAN 275, 313, 314 or 312 or 328, or 350 or permission of the instructor)
SPAN 326 Latin Amer. Civilization and Culture I (Prerequisites: SPAN 313, 314 or 312 or 328, or 350 or permission of the instructor)
SPAN 327 Latin Amer. Civilization and Culture II (Prerequisites: SPAN 313, 314 or 312 or 328, or 350 or permission of the instructor)
SPAN 328 Spanish Language Study Abroad (Prerequisite: SPAN 202 or 250; or permission of the instructor.)
SPAN 329 Current Issues Abroad (Prerequisite: SPAN 202 or 250; or permission of the instructor.)
SPAN 371 Survey of Spanish American Literature I (Prerequisite: SPAN 320 or permission of the instructor.)
SPAN 372 Survey of Spanish American Literature II (Prerequisite: SPAN 320 or permission of the instructor.)
SPAN 447 Spanish Dialectology (Prerequisite: SPAN 381 or permission of the instructor.)
SPAN 454 Contemporary Spanish-American Poetry (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 455 Contemporary Spanish-American Fiction (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 456 Contemporary Spanish-American Theater (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 457 Early Colonial Spanish-American Texts (Prerequisites: SPAN 320 and an
additional 300-level literature course; or permission of the instructor.)
SPAN 458 Contemporary Hispanic Caribbean Theater (Prerequisites: SPAN 320 and
an additional 300-level literature course; or permission of the instructor.)

**Foreign Language Requirement:** Spanish and Portuguese - 6 semesters in one
language or any combination of 4 semesters in one language and 2 semesters in
the other. Spanish and Portuguese language course above the 200 level may
double count for the major and Foreign Language Requirement.

*Departmental special topics, research seminar, tutorials, and independent study
courses will also be counted as appropriate.*
International Studies

Latin America and the Caribbean Concentration

Brazil Track

The Latin America and the Caribbean Concentration Brazil Track in International Studies requires completion of 2 hours including a 9 hour core course, 6 semester hours from the history and politics category, and 6 hours from the literature, film and culture category.

Required: 21 hours

Core courses: 9 hours
LACS 101 Introduction to Latin American and Caribbean Studies
PORT 313 Portuguese Composition (Prerequisite: PORT 202 or placement, or permission of the instructor)

OR
PORT 314 Portuguese Conversation (Prerequisite: PORT 202 or placement, or permission of the instructor)

And one additional 300 level Portuguese language course

History and Politics: 6 hours
HIST 364 Sugar and Slaves in Colonial Brazil (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 365 Modern Brazil (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 366 Comparative Slavery in the Americas (Prerequisites: HIST 101–102 or HIST 103–104)
POLS 333 The Politics of Modern Brazil
POLS 328 Modernization, Depend. & Pol. Development

Literature, Film, and Culture: 6 hours
LACS 105 Intro. to Contemporary Brazil
LTPO 250 Portuguese Lit. In Trans.: A Foreign Lit.
LTPO 270 Studies in Brazilian Film
LTPO 280 Studies in Brazilian Civilization & Culture
LTPO 350 Portuguese Lit. In Trans.: A Foreign Author
LTPO 450 Portuguese Lit. In Trans.: Comparative Lit.
PORT 328 Portuguese Language Study Abroad

Foreign Language Requirement: 6 semesters of Portuguese language.
Portuguese language course above the 200 level may double count for the major and Foreign Language Requirement.
Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.
October 23, 2008

TO: Bob Perkins, Chair, Faculty Curriculum Committee
FROM: Maureen Hays, Chair, Department of Sociology and Anthropology
RE: International Studies major proposal

Sociology and Anthropology faculty first reviewed a proposal for an International Studies major last spring and our conclusions did not differ radically after reviewing the revised proposal several weeks ago. The department of Sociology and Anthropology fully supports interdisciplinarity and international studies (at our core, it is what we do) however, we do not support this proposal in its current form.

We are not quite clear on the benefit to students of an IS major over majoring in one of the contributing disciplines and minoring in an existing area studies. With a major and an area studies minor, studies are grounded in method and theory. The IS major does not seem to be grounded in method and theory. The core is a collection of introductory level course and the emphasis is on completing 18-24 hours in an area or thematic concentration (the existing area studies minors). It seems this should be reversed.

Adding a disciplinary minor might solve this problem however, the disciplines are not specified nor are the courses. A student minoring in Anthropology could complete that minor without a single course in method, theory, or current living cultures. Some very clear parameters should be defined concerning the disciplinary minor.

The department of Sociology and Anthropology fully supports a major in International Studies however, the current proposal still seems to need revisions.

Maureen Hays

Chair, Department of Sociology and Anthropology
13 November 2008

MEMO TO: Bob Perkins
         Curriculum Committee Chair

FROM: Trish Ward
      English Department Chair

ABOUT: Proposal for an International Studies Major

The English Department discussed the revised proposal for a new International Studies major at its department meeting on November 11, the first opportunity available after receiving your October 21 memo. The department approves, in general, to the proposal, with the following caveats:

1. Although the major has gateway and capstone courses, and although the proposal now provides for a roster faculty member to teach the courses, the middle of the major seems incoherent. Why, for example, is our whole literature and film curriculum listed under the Comparative Literature track? Many of these courses simply aren't appropriate for the major. I seriously doubt that ENGL 307: Introduction to Old English (a course I teach) would be relevant for an International Studies major.

2. We also wish to note that our current upper-level courses may not contribute as effectively to an IS major as they contribute to an English major/minor or a Comp Lit minor. Most of the students in most of our upper-level courses are English majors and minors who have already taken our sophomore survey courses (201, 202, and 207). Our upper-level courses are open to non-majors, but these courses are designed primarily for English majors and minors who are extending the skills and knowledge base that they developed in our survey courses. When taken without the grounding of our survey courses, these upper-level courses can be considerably more challenging. We wish to emphasize, therefore, that the IS major does not seem to us to provide a clear sequence of coursework that will increase students’ skills and knowledge as they advance to our upper-level courses.
3. The English Department has been discussing major curricular reforms for the last three years and is hoping to send our own proposed changes to the Curriculum Committee in the near future. It is very likely that many of our current course offerings will be deleted and others added. We cannot promise, therefore, that the English courses listed under the various tracks of the IS major will be available.

4. Currently our upper level literature and film courses have a high fill rate, and many are over full. We will give priority to our majors and minors.

5. Since the English Department will contribute to at least five tracks within the major, we will need to have a voice in any strategic planning for the major.
November 17, 2008

TO: Bob Perkins, Chair, Faculty Curriculum Committee
FROM: Philip H. Jos, Chair, Political Science
RE: International Studies Major Proposal

The Department of Political Science’s Curriculum Committee considered the proposal for a new major in International Studies and their assessment was discussed by the Department as a whole on November 13th. This memo provides an account of these assessments.

The full Department largely confined its discussion to the more specific effects that the major might have on the Political Science department, outlined in section one of the Departmental Curriculum Committee Report (attached).

Based on that discussion, the Department has reached the following conclusions:

- **There is significant overlap between the curriculum that would be pursued by an International Studies major, and the curriculum of a Political Science major who focuses on comparative and international politics.** Two of the three courses for the required International Politics, History, and Geography category come from POLS (although a student could meet the requirement by taking History 104) and all of the concentrations except for Comparative Literature and the Italian track of European studies list a POLS course as a potential class for the concentration.

  This has been generally acknowledged in discussion but **this overlap must be explicitly acknowledged in the proposal** (currently the questions about potential overlap with any existing major are listed as “N/A”).

  The Department affirmed that overlapping courses and programs are not necessarily a bad thing (although we have taken action to limit the number of hours a student can share with the POLS minor to 9) and is to some extent essential both as a matter of institutional resources and multiple intellectual perspectives that are essential to the liberal arts.

- However, **programs should nonetheless have a distinctive thematic core and here it is not clear how to distinguish how the content and approaches to inquiry experienced by a student in the IS major would differ from the content and approaches experienced by the POLS major who focuses on comparative politics and area studies courses or from the content and approaches to inquiry experienced by a student in the POLS major who has a Geography minor.** Several thematic options—e.g. globalization, social movements, regional studies occur in all of these curriculums.

  This sort of thematic coherence seems to rest heavily on the INTL 100 course, but that course is currently presented as a very flexible vehicle for whoever teaches the class and so it is difficult to determine the orientation to the major that it will provide.

- At the very least this will require close cooperation between those teaching INTL 100 and those who teach POLS 103 (World Politics) and POLS 104 (World Regional Geography). Both of these POLS courses count towards the IS major and both commonly explore globalization and regional differences; that ostensibly will also be a focus of INTL 100.
• The impact of the IS major on demand for Political Science courses is difficult to predict with any certainty. It seems likely that a successful major will likely increase demand in for POLS 103 and POLS 104 (since they constitute two of the three options in the area's core requirement after INTL 100) and may increase demand for area studies courses essential to the various INTL concentrations. Whether this increase is slight or significant is not clear.

• The Department wants to make clear that, as with contributions that we make to other programs on campus—including Latin American and Caribbean Studies, African Studies, the Honors Program, the First Year Experience, Environmental Studies, and many others—our staff will be deployed in a manner that gives priority to our major and that when supporting a program outside the Department poses significant costs we will ask for an appropriate form of compensation, including consideration in the allocation of new faculty lines.

In addition, the second section of the Departmental Curriculum Committee Report outlines a number of general concerns and questions that were not discussed by the full Department, including:

• the clarity of the proposed major (and the ability for students and advisors to navigate the requirements)
• insufficient rationales for thematic concentrations
• whether (and which) disciplinary minors can provide a sufficient methodological focus to sustain the major.
• what sort of travel experiences would meet the study abroad requirement.
Political Science Curriculum Committee Report  November 7, 2008

The Curriculum committee (France, Delfeld, Velluzzi, Curtis) met to discuss the International Studies major proposal. We have constructed our report in two parts. Part One concerns those issues that directly impact the Political Science department. a) questions that we think must be answered before any departmental response to the proposal can take place and b) places for departmental action where we think that this proposal requires a corresponding decision on the part of the department. Part Two includes questions and issues that were raised in our own meetings and discussions that go beyond the purview of the department but concern the proposed major.

Issues for the Department to consider:

The IS proposal raises two key issues for the POLS department. First is the issue of staffing, given that POLS 103 and POLS 104/GEOG101 are two options in a 2 of three core requirement after INTL 100. The second key issue for the department is about the potential overlap between INTL as a major and POLS.

a) Questions for discussion

- INTL 100 is currently described (with the proposed syllabus) as a course on globalization. Will this course always use globalization as the introductory focus? The faculty who teach POLS 104/GEOG 101 are considering revamping their own course to also have a globalization focus – would this then change the applicability of POLS 104 to an INTL major?

- The questions (on the proposed major form) about potential overlap with any existing major is listed as N/A – and yet there is clear overlap between Political Science as a discipline and International Studies. 6 of 12 required hours for the INTL major come from Political Science (although a student could make that 3 by taking HIST 104) and all of the concentrations except for Comparative Literature and the Italian track of European studies list a POLS course as a potential class for the concentration. Further the two required courses INTL 100 and INTL 495 focus on content (globalization and social movements respectively) that are and have been the focus of POLS classes. What does it mean to have a major whose core is essentially political science and yet have no discussion of potential overlap with an existing program? (and more ironically omit Political Science as one of the many “disciplines’ that the multi-disciplinary nature of International Studies addresses)?

b) Departmental action required

- Staffing of POLS 103/ 104 (GEOG 101). The international Studies proposal requires that students take 6 hours from the following courses: POLS 103, POLS 104/Geog 101 or HIST 104. There is no discussion in the proposal about how this might impact staffing of the POLS courses. HIST 104 is a general education class and History staffs that knowing that any student at the college may well use it for general education. While a student may elect to take an intro POLS course for the gen ed social science requirement (and while these two POLS courses can be used by SNAP students) we staff these courses with an eye to providing courses for potential majors. We decide on how many sections to offer based on our own internal needs. Is International Studies asking us to guarantee any particular number of sections?
Given that students need to choose disciplinary minors the Department needs to decide how many courses a POLS minor could use for both POLS and INTL. While two of the required courses for a POLS minor (101 and 250) cannot be counted twice it is potentially the case that the other 12 could count. Does INTL care how many courses are double counted (thinking about what the disciplinary is supposed to accomplish). How many of those 12 hours does the Department want to count? Currently a LACS major can count 12 hours – but LACS also requires that students have a major in another discipline. We would recommend that we limit the double dipping for INTL majors who are POLS minors to 9 hours.

The INTL major proposal says that staffing of INTL 495 (Capstone) will be staffed “by the new INTL hire as well as other College faculty involved in the INTL program who wish to participate.” This raises another potential course that will pull POLS faculty from their POLS teaching, raising again the possibility of setting out a system for the just distribution of such opportunities.

Larger questions and issues:

- The major is proposed at 30-36 hours, but it is not clear how anyone could finish the major in 30 hours and even finishing in 33 hours requires having both the extra language requirement (6 hours beyond the college requirement of 12) and the study abroad requirement (6 hours) count toward the middle of the major – the area studies or thematic concentration.

- It is difficult to track any particular student’s experience with the major beyond the beginning (9 hours required) and end (3 hour Capstone). The middle of the major – the proposed areas studies and comparative literature thematic concentration are complex and there is no moment in the proposal where it is stated how often any given course is offered.

- The justification for each of the proposed area studies and thematic concentration is also absent. The concentrations include listings of courses that need to be taken, but there is no particular justification for why these courses would add up to a meaningful middle of an International Studies major. It might help to have each concentration come along with its own brief explanation. This is particularly true when there is no specification of language for the student to take in the particular area study (in the Africa concentration, for example). Finally only a few concentrations specify study abroad options that are relevant for that experience. It would help if each concentration specified which study abroad experiences best fit that concentration.

- The major requires that students also have a disciplinary minor “that will provide a firm grounding in a particular disciplinary tradition.” But there is no specification for which disciplinary minors provide relevant grounding. Can an International Studies major choose any minor? Is the disciplinary minor supposed to provide the missing methodological focus? If so does it matter whether that minor requires a methods course?

- The International Studies major requires that a student participate in at least 6 hours of study abroad experience. “This is considered essential to developing an international outlook and familiarity with at least one other culture.” Who will decide which study abroad experiences count? Does it matter where the student studies? Can Maymester study abroad experiences count?
October 15, 2008

To: Dr. Robert Perkins, Chair of the Curriculum Committee
From: Bill Olejniczak, Chair, Department of History
Re: Comment on proposal for a major in International Studies

I have brought forward two different drafts of the proposed major in International Studies to the Department of History. The first draft proposal was brought to the department in April, 2008, and the second revised draft proposal was brought to the department in October, 2008. These were formal department meetings. On both occasions there was substantial opportunity to discuss the proposals.

The first draft proposal did not receive any strong objections, nor did it receive strong support. This revised draft proposal generated no major objections. One history course at the introductory level (HIST 104 World History since 1500) is among the electives for the fulfillment of the introductory level of the proposed major. A much larger number of history courses are listed in this proposal at the advanced levels (courses at the 200 and 300 levels) in the four area studies concentrations. It is not anticipated at this time that the department will experience any dramatic enrollment pressure either at the introductory or advanced levels if this major were to be established. Our undergraduate history majors have priority in registering for advanced history courses and they will continue to have enrollment priority if this new major were to be established.

If you have any questions, please feel free to contact me at 953-5930 or olejniczakb@cofc.edu.
24 October 2008

Dear Members of the Curriculum Committee,

As Director of the Minor in Comparative Literature, I support the effort to create an International Studies major. The creation of the major would likely have a beneficial impact on the minor. It would give students in the minor more options and could potentially attract more interest in the minor.

Sincerely,

Terence Bowers
Professor of English
Director of the Comparative Literature Minor

c.c. Doug Friedman
We are planning to develop a course in “World Music” by the fall semester of 2010. I hope to offer it as a special topic in Fall 2009. This should fit in well with the proposed major. That is the only suggestion I have at this point.

Sincerely,

Steve Rosenberg

Bob -- The RELS faculty have discussed this proposal several times, through numerous versions, and having reviewed this one as well, we agree that this is an acceptable proposal as far as RELS is concerned. The fact that the core requirements include RELS 105 is not a problem as we offer multiple sections of this course every semester. As for the other courses in RELS that are possible courses for the INTL major, as long as we are able to follow our regular pattern of course offerings, I do not see any problems.

The primary concerns of RELS faculty have been that the INTL core courses be taught by LCWA faculty hired for that purpose and not depend on faculty outside of LCWA for the required INTL 100 or INTL 495 required courses. This concern seems to be addressed in the current proposal with the statement "INTL 100 will be staffed by a new INTL hire that will be made by the School of Languages, Cultures and World Affairs. INTL 495 will be staffed by the new INTL hire as well as other College faculty involved in the INTL program who wish to participate." The phrase "who wish to participate" might be better qualified with the additional phrase, "with Department chair approval" - faculty volunteering for teaching in another school or department program would need to be cleared by the home department Chair (at the very least). Thus negotiation for any teaching in the INTL degree program course should require approval from the department Chair of the faculty volunteer - this should be a Dean to Chair negotiation, not simply Dean to faculty.

Other than this issue, the RELS faculty supports the new major and the consensus is that it will add to the richness and diversity of educational opportunity at the College.

Lee Irwin, Chair

Asian Studies supports this proposal. Like all the area studies programs that are included in this proposal, we have been involved in its planning at all stages in the process. We recognize that some Asian Studies students may not pursue a minor in Asian Studies when they have the opportunity to complete a major which allows them a concentration in Asian Studies. This may mean fewer student numbers on our "roster". However, this is unlikely to affect enrollments in our courses in a negative way, and it may even slightly increase course enrollments in Asian Studies courses and in courses that serve the Asian Studies Minor and the Asian Concentration in International Studies.

We support this proposal because it will provide greater opportunities for our students; graduates of this program will be competitive for careers that require individuals with the skills and training to
function in a global environment. This exciting new major supports the
mission of the College of Charleston and the School of Languages,
Cultures and World Affairs.

Feel free to contact me if you have further questions.

Respectfully,
Mary Beth

Mary Beth Heston
Associate Professor, Art History
Director of Asian Studies
301 Simons Center, College of Charleston
Charleston SC 29424

I got an email asking me to give you my comments on the IS proposal as the director of the
European Studies minor. I do not foresee any major impact on the minor. I do expect that the
EUST minor will continue to attract students and some of them may very well decide to major in
IS with the focus of their area studies being Europe.

Hope this is what you need.

Bill

William Olejniczak
Chair, Department of History
College of Charleston
Charleston, SC 29624

I believe that the IS major will be extremely beneficial for the Italian minor. The IS major can help
students minoring in Italian to specialize further in the socio-economical and cultural aspect of the
language and culture they know. The requirement of foreign language for those who choose
to major in IS, can promote a greater number of students enrolled in the Italian minor.

Sincerely,

Giovanna De Luca
Assistant Professor of Italian
College of Charleston
School of Languages, Cultures and World Affairs
66 George St.
Charleston, SC 29424
843-953-5717 (o)
delucag@cofc.edu

You did not attach the current version, but I and others in African Studies have seen it. We have discussed it from the perspectives of
both the African Studies minor as well as our varied
departments/disciplines, and our conclusion is that this proposal
should be supported and advanced. I would appreciate your adding the support of the African Studies faculty to this initiative.

Best,

Tim

Tim Carmichael
History & African Studies

My name is Catherine Thomas, and I am currently director of the British Studies Program here at the College. I wanted to express, on behalf of the British Studies program, our support of the proposal, pending support from our contributing academic units. The departments of History, English, and Political Science provide the majority of our faculty and courses that feed into the British Studies minor, and in the future would support the British Studies track and European Studies Concentration of the IS Major.

We believe that the IS major would assist in the College's commitment to globalizing our curriculum and to helping our students become citizens of the world. The courses, study abroad opportunities, and experiences of the major appear worthwhile towards these goals.

Thank you for your consideration, and please do not hesitate to contact me should you have any questions.

Best wishes,
Catherine

Catherine E. Thomas
Assistant Professor of English
Director, British Studies Program
College of Charleston
Charleston, SC 29424
843/953-4978 // ThomasC@cofc.edu

I write to you in order to support the International Studies Major Proposal. I believe it will attract the students and help the other Major/Minor programs to flourish.

Thank you,

Raisa Gomer
Coordinator Russian Studies Program
953 5776

This is short and sweet. Hispanic Studies is fine with the proposal. We don't foresee any problems, and support it as is.

If I can provide anything more, feel free to ask.

Best,
Joe

I have been on the International Studies Major Committee since its inception and fully support the creation of the new major. One of the original reasons for creating this major was to be able to give an opportunity to students who end up transferring to another institution or majoring in a subject that is not really their first choice because they cannot earn a degree in an area study of their choice at CofC. For example, the Japanese Studies Program on average loses one or two students every year due to the lack of the major in Japanese Studies at CofC. With the creation of the new International Studies Major, which has the Japan Track, I believe we can keep these students who otherwise will have to transfer or major in something that is not really their first choice at the College.

Thank you,

Yoshiki Chikuma

If I recall our last meeting, one of the committee members (Nancy, I believe) said she thought Film Studies should provide a letter since film courses are offered in several of the concentrations (see the list, which I've included below). I responded by saying I was unsure if Film Studies should provide a letter, given that, it is housed in the English department and is not a stand-alone program. I believe you then said I should send along a letter, just in case, and that you would decide later on if it needed to be included.

I am happy to support the proposal, though I do have one concern about the English Department's Film Studies course offerings. The Comparative Literature concentration's electives, ENGL 351: Studies in American Film and ENGL 390: Studies in Film, have a prerequisite (ENGL 212: Cinema, History and Criticism). I am wondering if the expectation is that IS majors should and will take the prerequisite or if the expectation is that the prerequisite should and will be waived. I ask because I think this gets to one of the core issues about the IS proposal, about the nature of the major. One line of thought comes to mind here—a line of thought expressed by Sociology and Anthropology—namely, that the IS major offers no grounding in theory and method. I don't think this is necessarily true, at least in my case. I would simply need to enforce the ENGL 212 prerequisite, so that IS majors are as well-grounded in the method and theory of Film Studies as any other student enrolled in ENGL 351 or ENGL 390. However, if the expectation is that the ENGL 212 prerequisite should be waived (because, after all, IS majors are not taking film classes because they want to go on to be film scholars) then I can understand the concern raised by Sociology and Anthropology.

But, as I said, I do not share this concern. First of all, not all of my Film Studies minors want to go on to be film scholars. Besides, I am happy to meet with IS majors and decide, on a case-by-case basis, whether or not to waive the ENGL 212 prerequisite (as I do with non-Film Studies minors). This means more advising work on my end, but certainly not much. Still, I think the authors of the IS proposal should address the issue of prerequisites, and I would like them to
make explicit their expectations (do they expect instructors to show 
more leniency for IS majors? If so why?). My thought is that authors of 
the IS proposal feel that, of course, the decision to waive any 
prerequisite is to be left to the instructor. Still, I think there 
should be some kind of statement. I know my colleagues in the English 
Department will more than likely ask to see something, as the IS 
proposal omits entirely the 300-level prerequisites, ENGL 201, 202 & 207.

I closing, I want to make just a small note: I neglected to mention at 
the last FCC meeting that the course ITAL 370: Studies in Italian 
Cinema was deleted a few years ago and replaced with LTIT 370. This 
needs to be reflected in the proposal, under the Comparative Literature 
concentration and the European concentration. I apologize for not 
noticing this earlier.

Below is the list of IS elective film courses that are currently in the 
Film Studies minor curriculum:

Africa Concentration
POLS 331: Politics of Film and Reality in South Africa

Comparative Literature Concentration
CLAS 270: Romans in Cinema
ENGL 212: Cinema, History and Criticism
ENGL 351: Studies in American Film
ENGL 390: Studies in Film
FREN 370: Studies in French Film and Literature
LTGR 270: Studies in German Film
GRMN 472: Studies in German Cinema
LTIT 370: Studies in Italian Cinema
LTRS 270: Studies in Russian Film
LTSP 256: Latin American Literature and Film

Europe Concentration
LTGR 270: Studies in German Film
LTIT 370: Studies in Italian Cinema
CLAS 270: Romans in Cinema
FREN 370: Studies in French Film and Literature
GRMN 472: Studies in German Cinema

Europe Concentration - Germany Track
LTGR 270: Studies in German Film
GRMN 472: Studies in German Cinema

Europe Concentration - Italy Track
LTIT 270: Introduction to Italian Cinema
LTIT 370: Studies in Italian Cinema

Europe Concentration - Russia Track
LTRS 270: Studies in Russian Film

Latin America and the Caribbean Concentration
LTP0 270: Studies in Brazilian Film
POLS 332: Politics of Film and Reality in Latin America

Latin America and Brazilian Concentration - Brazil track
I wanted to update you on our Department's consideration of the IS Major. The departmental curriculum committee report will go out by the end of the week and then the Department will meet on November 13th. I have met with the curriculum committee to talk about the issues they would like to discuss. It strikes me that knowing what those questions are might be helpful to you so I have reprinted them below.

Anything you can tell me about the current status and likely timetable for future consideration of the proposal would be appreciated.

Phil

CLARIFICATIONS

1. How many hours to complete the major? There is some confusion, especially with respect to the middle of the major.

2. Not every concentration specifies study abroad opportunities. Is there a master list? What could be done to ensure availability of study abroad opportunities appropriate to the specific area of concentration?

3. Which disciplines can be used--as a minor--in support of the international studies major?

STAFFING

1. Are the predicted 60 International Studies majors likely to be students already majoring in Political Science, or another related Department, or are they likely to be new students? What is the likely impact on POLS 103 and 104 enrollments (since these constitute 2 of the 3 required courses for the INTL major)?

2. Are faculty committed to LACWA sufficient to staff INTL 100 and INTL 495?

3. How many POLS hours should students be allowed to "double count" towards the POLS major and the INTL major?

CONCEPTUAL ISSUES
1. What does the middle of the major look like from the standpoint of the student. That is, how might students complete the major in each of the concentrations?

2. Currently there is no scope and methods content in the major to help distinguish the International Studies major from a Political Science degree with a focus on area studies. It is also unclear what minors will be allowed to provide a disciplinary home, or if a minor can, or should, do this.
25 October 2008

Bob Perkins, chair
Curriculum Committee

Dear Bob,

The International Studies Program supports the proposal for a major in International Studies. The major has been a goal of this program for over twenty years we hope it will become the critical component in efforts to internationalize the College.

Best,

Douglas Friedman
Director of International Studies
843-953-5701
friedmand@cofc.edu
25 October 2008

Bob Perkins, chair
Curriculum Committee

Dear Bob,

The faculty of the Latin American and Caribbean Studies Program enthusiastically supports the proposal for a major in International Studies. The faculty crafted the Concentration in Latin America and the Caribbean and Brazil Track last year and are excited about this new way of bringing the study of this region of the world to the students at the College.

Best,

[Signature]

Douglas Friedman
Director of Latin American and Caribbean Studies
843-953-5701
friedman@cofc.edu
MEMORANDUM

October 23, 2008

TO: Bob Perkins, Chair, Faculty Curriculum Committee
FROM: Glenn Lesses, Chair, Department of Philosophy
RE: International Studies major proposal

Thank you for asking for feedback from the Philosophy Department on the proposal for a new major in International Studies. We were originally asked by Doug Friedman to consider an earlier version of the International Studies (IS) major proposal in late Spring 2008. Our understanding was that the initial version was withdrawn and a revised version would be formulated. Hence, we did not complete and submit our response. I received a new version of the IS proposal on September 29 and subsequently distributed it to faculty in the Philosophy Department for consideration. At our last Philosophy Department meeting we discussed the proposal.

After careful consideration, we reached the following position:
The Philosophy Department favors an international studies program in some form, but we cannot support the current proposal.

Let me briefly specify some of our reservations:

1. Although the IS proposal states that 30-36 hours are necessary for completion, the proposed major includes:
   - 9 hour introductory requirement
   - 18-24 hour concentration
   - 3 hour capstone
   - Disciplinary minor
   - 6 hour minimum internship/study abroad
   - 6 hour additional language requirement
   Hence, excluding the disciplinary minor, we count a total of 42-48 hours. While in the best case scenario there might be some double-counting of some of the requirements, it is likely that often there will be little or no double-counting of courses.

2. In general, there are too many tracks. The Comparative Literature concentration, for example, does not fit especially well in the IS proposal.

3. We recommend that the concentrations be significantly revised so that the various tracks have greater internal coherence. By severely paring the number of courses in a track, many of the concentrations would gain some coherence. Previously approved interdisciplinary minors often have different purposes from a major and, consequently, might lack the structure necessary to lend internal coherence to a major. Consider the
large number of courses, say, in the Europe concentration. Students could arbitrarily choose courses to complete the concentration.

4. The lack of internal coherence in the tracks and the sheer number of different tracks gives us serious pause about the nature of the proposed capstone. How can students with significantly different programs undertake a similar program of study in this course? There are serious structural difficulties that undermine teaching the capstone.

We will be glad to reconsider a suitably revised IS proposal.

Cc: Doug Friedman
Proposal for a New Major

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **International Studies**
2. Name of Major: **International Studies**
3. Desired acronym: **INTL**
4. Total number of hours required for completion of major: **30-36**
5. Semester and year in which new major will go into effect: **Fall 2009**
6. Justification for offering the major (consider the following):
   a) What are the goals and objectives of the major?
      The School of Languages, Cultures and World Affairs proposes a broad based International Studies major consistent with its mission to “...prepare students to become knowledgeable, engaged citizens in an increasingly interconnected global society.”

      The International Studies major is the result of an over twenty-five year effort at the College to internationalize the curriculum. It will pull together the threads created by this effort into a comprehensive program which will give students a robust multi-disciplinary curriculum firmly grounded in language, culture, literature, history, global affairs and an experiential understanding of the world outside their own nation.

   b) How does the major support the liberal arts tradition of the College, including linkages with other disciplines?
      As an inter and multi disciplinary major, the International Studies major exemplifies the liberal arts tradition. It is in fact made up of a majority of the disciplines at the College. It is History, Art History, Philosophy, Religious Studies, French and Spanish, German and Japanese, Russian and Chinese, Portuguese and Hindi. It is also Business, Economics, International Business, Anthropology, Political Science, Geography, Sociology, Psychology, English, Music, Theater, Classics, Greek and Latin. International Studies is the international dimension of these disciplines synthesized in Area Studies and Thematic concentrations.

      The major consists of an international studies introductory 9 hour requirement consisting of a 3 hour Introduction to International Studies course and two additional 3 hour courses, one from each of two categories – International Politics, History and Geography and International Culture and Literature:

      **INTL 100 Introduction to International Studies – 3 hours**

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Major

One course from each of the following two categories: 6 hours

1) International Politics, History and Geography
   - POLS 103 World Politics
   - HIST 104 World History since 1500
   - GEOG 101/POLS 104 World Geography

2) International Culture and Literature
   - RELS 105 World Religions
   - ENGL 233 Survey of Non-Western Twentieth Century Literature
     (Prerequisites: ENGL 101 and 102)
   - Any 200 level Literature in Translation course (i.e., LTPO, LTRS, LTFR, etc.)

This introductory sequence constitutes the beginning of the major and lends breadth to the program as global issues are introduced to the student at the general level and across several disciplines.

The middle of the major will consist of the following components:

A. Each student will take a Concentration within the IS major of between 18 and 24 hours. The Concentrations include Area Studies Concentrations – Africa; Asia St (with Japan Track); Europe (with Britain, Germany, Italy and Russia Tracks); and Latin America and the Caribbean (with Brazil Track) – and a Thematic Studies Concentration – Comparative Literature. Concentrations to a large extent replicate existing minors which have already received Senate approval with the exception Latin America and the Caribbean which has reorganized its curriculum for the Concentration; and the Brazil Track which is entirely new.

B. Each student will be required to take six semesters of foreign language which may consist of six semesters in one foreign language or four semesters in one foreign language and two semesters in another depending upon the requirement of their concentration. Each Concentration designates the particular language(s) accepted.

C. Each student will be required to take a disciplinary minor that will provide a firm grounding in a particular disciplinary tradition. Disciplinary minors are considered those minors not listed in the College of Charleston Catalog as “Interdisciplinary”.

D. Each student will be required to participate in a study or internship abroad program earning a minimum of 6 credit hours. This is considered essential to developing an international outlook and familiarity with at
Proposal for a New Major

least one other culture. Study abroad will be planned with and approved by the Program director. The School of Languages, Cultures and World Affairs is committed to providing need based scholarships to majors in order to accomplish this requirement. With the estimated number of majors after three years at between 50 and 60, this is realizable.

E. The end of the major will consist of each student completing the major with an International Studies Capstone (INTL 495). The Capstone will bring together students from all the Concentrations into one class where they will share with each other the different perspectives gained in their Concentrations and work towards a dynamic synthesis.

List of Concentrations:
Africa Concentration

Asia Concentration
    Japan Track

Comparative Literature Concentration

Europe Concentration
    Britain Track
    Germany Track
    Italy Track
    Russia Track

Latin America and the Caribbean Concentration
    Brazil Track

7. Which other departments/majors are affected by this new major (please attach letters of support from the chairs of each affected department indicating that the department has discussed the proposal and supports it)?
As a thoroughly mult-disciplinary major IS incorporates courses from over 20 departments and programs and four schools. All non-IS courses in the major are part of the curriculum of the minor programs that have been incorporated into the IS major program.

8. Please explain any overlap with existing major.
The international Studies major overlaps with the following majors:
ANTHROPOLOGY; ART HISTORY; HISTORY; POLITICAL SCIENCE; CLASSICS;
HISPANIC STUDIES; FRENCH; GERMAN; LATIN AMERICAN AND CARIBBEAN
STUDIES; ENGLISH; COMMUNICATIONS; INTERNATIONAL BUSINESS; MUSIC;
SOCIOLOGY; THEATER; PHILOSOPHY; RELIGIOUS STUDIES; ECONOMICS.
As is appropriate for a inter- and multi-disciplinary program, the International Studies major draws from multiple disciplines in the attempt to give students a multidimensional perspective to global development and affairs. No one discipline sufficiently can provide students with the multitude of methods and

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Major

approaches needed to understand our increasingly complex globalized reality.

9. Address potential shifts:

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

Little shift in enrollment in individual classes is anticipated. Estimated number of majors of 50-60 will have little impact spread out over the number of concentrations. The largest impact will be in the introductory classes, particularly with the introduction of a new INTL 100 Introduction to International Studies course.

b) Address potential shifts in staffing of the department as related to the offering of this major.

Two new courses accompany this proposal for the major. INTL 100 Introduction to International Studies, and INTL 495 International Studies Capstone. INTL 100 will be staffed by a new INTL hire that will be made by the School of Languages, Cultures and World Affairs. INTL 495 will be staffed by the new INTL hire as well as other College faculty involved in the INTL program who wish to participate. The Capstone course will be offered once per year in the first three years.

10. Requirements for additional resources made necessary by this major.

a) Staff:

As noted above, the School of LCWA is committed to staff the INTL 100 and INTL 495 courses by the Fall 2009 start date of the major. LCWA expects to add additional faculty within the next three years to teach these courses as well as other courses in the major. ¼ time administrative staff will be needed, but not immediately.

b) Budget:

** Annual Expenses

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Director – stipend</td>
<td>$8000</td>
</tr>
<tr>
<td>IS Faculty position**</td>
<td>55000</td>
</tr>
<tr>
<td>Library additions*</td>
<td>5000</td>
</tr>
<tr>
<td>Video purchase or rental*</td>
<td>2500</td>
</tr>
<tr>
<td>Printing - brochures, flyers</td>
<td>1000</td>
</tr>
<tr>
<td>Attendance - International Studies Association meeting</td>
<td>1500</td>
</tr>
<tr>
<td>Speakers, Film Festival, Sponsored Events</td>
<td>5000</td>
</tr>
<tr>
<td>Misc. Office supplies/ copier costs, etc.</td>
<td>2500</td>
</tr>
</tbody>
</table>

**ANNUAL TOTAL (estimate) $80500.**

**Nonrecurring Expenses

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enhancement of library collection</td>
<td>$10000</td>
</tr>
</tbody>
</table>

**NONRECURRING TOTAL (estimate) $10000.**

**IMPLEMENTATION COST (estimate) $90500.**

** Funding has already been committed for this position**

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Major

c) Library:
* will be funded by the Library from anticipated increases or reallocations in book/journal/video budgets.

11. List courses and requirements (including their prerequisites) for completion of this major. Provide any relevant additional information, for example include a typical schedule for a student to complete this major.
SEE ATTACHMENT

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Major

12. Signature of Department Chair (s) or Program Director(s):
   [Signature]
   Date: 9/23/08

13. Signature of Dean of School:
   [Signature]
   Date: 5/23/08

14. Signature of Provost:
   [Signature]
   Date: 11/20/2008

15. Signature of Business Affairs Official:
   [Signature]
   Date: ______________________

16. Signature of Curriculum Committee Chair:
   [Signature]
   Date: 12/14/08

17. Signature of Budget Committee Chair
   [Signature]
   Date: ______________________

18. Signature of Planning Committee Chair:
   [Signature]
   Date: ______________________

19. Signature of Faculty Senate Secretary:
   [Signature]
   Date Approved by Senate: ______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

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PROPOSED MAJOR IN INTERNATIONAL STUDIES (B.A., A.B.) (30-36 hours)

Introduction

In response to the dramatic events of the collapse of the Soviet Union; democratization in Latin America and East-Central Europe; increased ethnic conflict in eastern Europe, Asia, and Africa; September 11 and the rise of international terrorism; and increased stress points in world affairs, a number of important organizations in higher education have sounded the call for American colleges and universities to provide more preparation for students in foreign languages, knowledge of other cultures, and world affairs. Organizations such as the Association of American Colleges and Universities, the American Council of Education, the Institute for International Education, and the American Association of State Colleges and Universities have launched special initiatives to encourage more universities to provide opportunities to gain much needed knowledge and skills required in our interdependent world.

Over the last ten years or more the College has not been idle in this regard. In our previous SACS reaccreditation, we undertook a focused self-study on the internationalization and interculturalization of the campus and the curriculum that resulted in the establishment of our Office of International Education and Programs and led to the creation of many of the interdisciplinary area and cultural studies minors we now offer our students. With the creation of the School of Languages, Cultures and World Affairs the College has now taken the next step by institutionalizing that mission.

The School of Languages, Cultures and World Affairs believes that an area and thematic studies based major in International Studies is one important vehicle through which its mission and goals can be realized in a concrete way. We believe that it is a program that can meet our students' need for a 21st century global education. With foreign language skills and study abroad opportunities as part of the major program and a robust multi- and interdisciplinary curriculum, the proposed degree in International Studies can serve the state of South Carolina and our student body exceedingly well.

Requirement: 30-36 hours
INTRODUCTORY LEVEL: 9 hours

A. INTL 100 Introduction to International Studies – 3 hours

B. One course from each of the following two categories: 6 hours

1) International Politics, History and Geography
   POLS 103 World Politics
   HIST 104 World History since 1500 (Prerequisite: HIST 103)
   GEOG 101/POLS 104 World Regional Geography

2) International Culture and Literature
RELS 105 World Religions  
ENGL 233 Survey of Non-Western Twentieth Century Literature ((Prerequisites:  
ENGL 101 and 102)  
Any 200 level Literature in Translation course (i.e., LTPO, LTRS, LTFR, etc.)  

C. AREA STUDIES AND THEMATIC CONCENTRATIONS: 18-24 hours

D. ALL IS MAJORS ARE REQUIRED TO TAKE SIX SEMESTERS OF FOREIGN  
LANGUAGE. Students may be required to take six semesters in one foreign  
language or four semesters in one foreign language and two semesters in  
another foreign languages depending upon the requirement of their  
Concentration. Students may also double count language courses for the  
Foreign Language Requirement and Concentration requirement – check  
Concentration requirements.

E. ALL IS MAJORS ARE REQUIRED TO SPEND ONE SEMESTER OR SUMMER  
IN A STUDY OR INTERNSHIP ABROAD PROGRAM AND EARN A MINIMUM  
OF 6 CREDIT HOURS (To be arranged with the Director of the Program and  
with the provision for an alternative or exemption on the basis of special  
circumstances)

F. ALL IS MAJORS ARE REQUIRED TO TAKE A DISCIPLINARY MINOR

G. CAPSTONE: 3 hours  
INTL 495 International Studies Capstone (Prerequisite: 24 hours of a declared  
International Studies major)
International Studies
Africa Concentration

The Africa Concentration in International Studies requires completion of 18 hours including a core of 9 hours and 9 hours of electives with at least 3 hours in each of three disciplines which will include the core History courses.

Requirements: 18 hours
Core courses:
AFST 101 Introduction to African Civilization
HIST 272 Pre-Colonial Africa (Prerequisites: HIST 101-102 or HIST 103-104) or
HIST 273 Modern Africa (Prerequisites: HIST 101-102 or HIST 103-104)

Nine credit hours selected from the following:
AFST 202 Special Topics in African Studies

ANTH 322 Peoples and Cultures of Africa (Prerequisite: ANTH 101 or permission of the instructor.)

ENGL 233 Survey of Non-Western Twentieth Century Literature (Prerequisites: ENGL 101 and 102) or
ENGL 234 Survey of Third World Masterpieces (Prerequisites: ENGL 101 and 102)
ENGL 352 Major African Writers (Prerequisites: ENGL 101 and 102)
ENGL 353 African Women Writers (Prerequisites: ENGL 101 and 102)

FREN 451 African Literature of French Expression

HIST 372 North Africa Since 1800 (Prerequisites: HIST 101-102 or HIST 103-104)
HIST 373 West Africa Since 1800 (Prerequisites: HIST 101-102 or HIST 103-104)
HIST 473 Pan Africanism/OAU (Prerequisites: HIST 101-102 or HIST 103-104)

POLs 322 Politics of Africa
POLs 331 Politics of Film and Reality in South Africa
POLs 366 International Diplomacy Studies

Foreign Language Requirement: 6 semesters in one language or 4 semesters in one language and 2 semesters in another.

Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.
International Studies

Asia Concentration

The Asia Concentration in International Studies requires completion of 21 hours including a core of 3 hours and 18 elective hours.

Requirements: 21 hours
Core courses (3 hours):
ASST 101 Introduction to Asian Studies or
ARTH 103 History of Asian Art or
ASST 105 Value and Tradition in Asian Civilization

Electives: 18 hours from list below
The elective courses must be chosen from at least three different disciplines; students may develop a regional specialization within the Asia Concentration in consultation with an advisor (for example, South Asia, Southeast Asia, China or Japan; those pursuing the Asia Concentration Japan Track will conform to the requirements of that program). No more than 6 hours at the 100 level may be counted towards the Asia Concentration. ARTH 103 cannot fulfill a requirement in more than one category.

ARTH 103 Survey of Asian Art
ARTH 241 Art of India
ARTH 242 Art of China
ARTH 243 Art of Japan

ASST 101 Introduction to Asian Studies
ASST 105 Value and Tradition in Asian Civilization
ASST 240 Special Topics in Asian Studies
ASST 340 Special Topics in Asian Studies
ASST 390 Independent Study in Asian Studies

CHNS 290 Chinese Conversation and Composition
CHNS 390 Chinese Special Topics/Independent Study
LTCH 250 Chinese Literature in Translation

ENGL 234 Survey of Third World Masterpieces (Prerequisites: ENGL 101 and 102)
ENGL 358 Colonial and Postcolonial British Literature (Prerequisites: ENGL 101 and 102)

HIST 276 Islamic Civilization (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 282 China to 1800 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 283 Modern China (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 285 The Indian Subcontinent Since 1500 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 286 Japan to 1800 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 287 Modern Japan (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 377 Iran/Persia (Prerequisites: HIST 101–102 or HIST 103–104)

JPNS 370 Studies in Japanese Film and Literature
JPNS 390 Special Topics
LTJP 250 Japanese Literature in Translation
LTJP 350 Japanese Literature: A Foreign Author
LTJP 390 Special Topics in Japanese Literature in Translation

POLS 323 Politics of East Asia
POLS 362 Case Studies in Foreign Policy

RELS 240 The Buddhist Tradition
RELS 245 The Hindu Tradition
RELS 248 Religions of China and Japan
RELS 340 Advanced Topics in Asian Religions
RELS 348 Asian Religions in America

**Foreign Language Requirement:** 6 semesters of one Asian language or 4 semesters of one Asian language and 2 semesters of another Asian language.

*Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.*
International Studies

Asia Concentration

Japan Track

The Asia Concentration Japan Track in International Studies requires completion of 21 hours including an Asian Studies core of 3 hours; a Japanese language core of 6 hours; and 12 elective hours.

Requirements: 21 hours

Asian Studies Core: 3 hours
ASST 101 Introduction to Asian Studies or
ARTH 103 History of Asian Art or
ASST 105 Value and Tradition in Asian Civilization

Japanese Studies Core: 6 hours
JPNS 313 Japanese Conversation and Composition I (Prerequisites: JPNS 202 or placement.)
JPNS 314 Japanese Conversation and Composition II (Prerequisites: JPNS 313 or placement.)
JPNS 328 Foreign Language Study Abroad
JPNS 329 Current Issues Abroad
JPNS 220 Special Assignment Abroad

Japanese Studies Electives: 12 hours
ARTH 103 History of Asian Art
ARTH 243 History of the Art of Japan

HIST 286 History of Japan to 1800 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 287 History of Modern Japan (Prerequisites: HIST 101–102 or HIST 103–104)

JPNS 343 Advanced Conversation and Composition (Prerequisites: JPNS 313 or placement.)
JPNS 370 Studies in Film and Literature
JPNS 390 Special Topics in Languages and Cultures

LTJP 250 Japanese Literature in Translation
LTJP 350 Japanese Literature in Translation: A Foreign Author
LTJP 390 Special Topics
POLS 323 Politics of East Asia

RELS 248 Religious Traditions of China and Japan

(ARTH 103 is listed under both the Asian Studies Core and the Japanese Studies Electives, but it can be counted towards only one of the two categories.)

**Foreign Language Requirement:** 6 semesters of Japanese language. Japanese language courses above the 200 level may double count for the major and Foreign Language Requirement.

*Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.*
International Studies
Comparative Literature Concentration

The Comparative Literature Concentration in International Studies requires completion of 19 hours including a core of 4 hours (including a 1 hour Capstone); 6 hours from selected literature surveys, and 9 hours of electives.

Requirements: 19 hours
Core courses: 4 hours (NOTE: CPLT 400 is 1 credit hour)
CPLT 200 Introduction to Comparative Literature (Prerequisites: ENGL 101 and 102; one additional literature course recommended.)
CPLT 400 Capstone (Prerequisite: Completion of all other coursework for the concentration in comparative literature and presented to the program director.)

Two courses selected from the following: 6 hours
ENGL 203 Survey of European Literature I (Prerequisites: ENGL 101 and 102)
ENGL 204 Survey of European Literature II (Prerequisites: ENGL 101 and 102)
ENGL 233 Survey of Non-Western Twentieth-Century Literature (Prerequisites: ENGL 101 and 102) or
ENGL 234 Survey of Third World Masterpieces (Prerequisites: ENGL 101 and 102)
LTFR 250 Francophone Literature in Translation
LTSP 252 Contemporary Latin American Literature in Translation

Three additional courses from at least two different departments, selected from the following list. One literature course must be in a foreign language you are studying to meet the Concentration foreign language requirement: 9 hours (Please note: a maximum of two film courses may be applied)

Arabic
LTAR 250 Arabic Literature in (English) Translation
LTAR 350 Arabic Literature in (English) Translation

Chinese
LTCH 250 Chinese Literature in (English) Translation
LTCH 350 Chinese Literature in (English) Translation

Classics
CLAS 103 Classical Mythology
CLAS 253 Ancient Epic
CLAS 254 Classical Drama: Tragedy
CLAS 255 Classical Drama: Comedy
CLAS 256 Ancient Satire
CLAS 270 The Romans in Cinema
CLAS 301 Topics in Ancient Greek Literature
CLAS 302 Topics in Latin Literature

**English**

ENGL 201 British Literature to 1800 (Prerequisites: ENGL 101 and 102)
ENGL 202 British Literature since 1800 (Prerequisites: ENGL 101 and 102)
ENGL 203 Survey of European Literature I (Prerequisites: ENGL 101 and 102)
ENGL 204 Survey of European Literature II (Prerequisites: ENGL 101 and 102)
ENGL 207 Survey of American Literature to the Present (Prerequisites: ENGL 101 and 102)
ENGL 212 The Cinema: History and Criticism (Prerequisites: ENGL 101 and 102)
ENGL 216 Introduction to African American Literature (Prerequisites: ENGL 101 and 102)
ENGL 233 Survey of Non-Western Twentieth-Century Literature (Prerequisites: ENGL 101 and 102)
ENGL 234 Survey of Third World Masterpieces (Prerequisites: ENGL 101 and 102)
ENGL 240 Science Fiction (Prerequisites: ENGL 101 and 102)
ENGL 301 Shakespeare: The Early Period (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 302 Shakespeare: The Later Period (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 304 Chaucer (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 306 Milton (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 307 Introduction to Old English (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 308 Spenser (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 311 Middle English Literature: Non-Chaucerian (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 313 African American Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 314 Non-Dramatic Literature of the Renaissance (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 317 The Seventeenth Century (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 318 The Eighteenth Century (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 320 Literature for Adolescents (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 321 The Romantic Period (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 323 The Victorian Period (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 325 Modern British Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 326 Irish Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 327 The British Novel I (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 328 The British Novel II (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 335 Modern Poetry (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 336 Women Writers (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 337 British Drama to 1642 (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 338 Modern Drama (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 340 Restoration and 18th-Century Drama (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 341 Twentieth-Century Southern Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 342 Colonial and Revolutionary American Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 343 American Renaissance: 1830–1870 (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 346 Contemporary American Fiction (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 349 American Novel to 1900 (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 350 Major Authors (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 351 Studies in American Film (Prerequisites: ENGL 101 and 102; ENGL 201 and 202; ENGL 212 or permission of the instructor)
ENGL 352 Major African Writers (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 353 African Women Writers (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 354 Jewish-American Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 355 The American Short Story (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 356 American Novel: 1900–1965 (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 357 Contemporary British Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 358 Colonial and Postcolonial British Literature (Prerequisites: ENGL 101 and 102)
ENGL 359 Contemporary American Poetry (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 360 Major Literary Themes (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 370 Major Literary Genres (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 390 Studies in Film (Prerequisites: ENGL 101 and 102; ENGL 201 and 202; ENGL 212 or permission of the instructor)

French
LTFR 150 French Literature in (English)Translation
LTFR 250 Francophone Literature in Translation
LTFR 350 French Literature in (English)Translation
LTFR 450 French Literature in (English)Translation
FREN 322 Survey of French Literature I *(Prerequisite: FREN 313 or FREN 350 or
permission of the instructor.)
FREN 323 Survey of French Literature II *(Prerequisite: FREN 313 or FREN 350 or
permission of the instructor.)
FREN 324 French Civilization and Literature I *(Prerequisite: FREN 313 or FREN 350 or
permission of the Instructor.)
FREN 325 French Civilization and Literature II *(Prerequisite: FREN 313 or FREN 350 or
permission of the Instructor.) FREN 370 Studies in French Film and Literature
FREN 431 The Middle Ages and Renaissance in France
FREN 432 The 17th Century
FREN 433 The Baroque and Classic Theatre in France
FREN 434 The 18th Century
FREN 435 Literature of the 19th Century I
FREN 436 Literature of the 19th Century II (Prerequisite: FREN 435)
FREN 437 Twentieth-Century French Literature
FREN 438 Theater of the 20th Century (Prerequisite: FREN 313 and 314)
FREN 443 The Novel in France
FREN 451 African Literature of French Expression
FREN 452 Literature of the Maghreb (Prerequisite: FREN 313 and 314)
FREN 482 French Women Writers

German
LTGR 150 German Literature in (English) Translation
LTGR 250 German Literature in (English) Translation
LTGR 270 Studies in German Film
LTGR 450 German Literature in (English) Translation
GRMN 365 Introduction to German Literature
GRMN 460 German Literary Heritage (Prerequisite: two 300-level German courses or
permission of the instructor.)
GRMN 468 Studies in Modern German Literature (Prerequisite: one 300-level German
courses or permission of the instructor.)
GRMN 472 Studies in German Cinema (Prerequisite: one 300-level German courses or
permission of the instructor.)

Greek
GREK 371 Readings in Greek Literature: Poetry (Prerequisites: Two 200-level Greek
courses.)
GREK 372 Readings in Greek Literature: Prose (Prerequisites: Two 200-level Greek
courses.)

Hebrew
LTHB 250 Hebrew Literature in (English) Translation

Italian
LTIT 250 Italian Literature in (English) Translation
LTIT 350 Italian Literature in (English) Translation
LTIT 370 Studies in Italian Film and Literature
ITAL 361 Survey of Italian Literature I (Prerequisite: ITAL 202 or permission of the instructor.)
ITAL 362 Survey of Italian Literature II (Prerequisite: ITAL 202 or permission of the instructor.)
ITAL 452 20th-Century Italian Literature (Prerequisite: ITAL 313 or 314, or permission of the instructor)

Japanese
LTJP 250 Japanese Literature in (English) Translation
LTJP 350 Japanese Literature in (English) Translation
LTJP 450 Japanese Literature in (English) Translation

Latin
LATN 301 Introduction to Latin Literature (Prerequisite: LATN 202, 250, or TSP Testing)
LATN 305 Medieval Latin (Prerequisite: LATN 202, 250, and 301)
LATN 321 Cicero (Prerequisite: LATN 301)
LATN 322 Vergil (Prerequisite: LATN 301)
LATN 323 Roman Historiography (Prerequisite: LATN 301)
LATN 371 Roman Comedy (Prerequisite: LATN 301)
LATN 372 Roman Satire (Prerequisite: LATN 301)
LATN 373 Roman Biography (Prerequisite: LATN 301 and 305)

Music
MUSC 337 Opera Literature (Prerequisite: MUSC 131 or 230 or permission of the instructor.)

Portuguese
LTPO 250 Portuguese Literature in (English) Translation
LTPO 350 Portuguese Literature in (English) Translation
LTPO 450 Portuguese Literature in (English) Translation

Religion
RELS 201 The Hebrew Bible
RELS 202 The New Testament
RELS 205 Sacred Texts of the East
RELS 310 Sacred Texts
RELS 360 Myth, Ritual, and Symbol

Russian
LTRS 150 Russian Literature in (English) Translation
LTRS 250 Russian Literature in (English) Translation
LTRS 270 Studies in Russian Film
LTRS 350 Russian Literature in (English) Translation
LTRS 450 Russian Literature in (English) Translation

Spanish
LTSP 150 Spanish Literature in (English) Translation
LTSP 250 Spanish Literature in (English) Translation
LTSP 252 Contemporary Latin American Literature in Translation
LTSP 256 Magic and the Real: Latin American Literature and Film
LTSP 350 Spanish Literature in (English) Translation
LTSP 450 Spanish Literature in (English) Translation
SPAN 320 Introduction to the Study of Hispanic Literature (Prerequisites: SPAN 275, 313, 314 or 312 or 328, or 350 or permission of the instructor.)
SPAN 361 Survey of Spanish Literature I (Prerequisite: SPAN 320 or permission of the instructor.)
SPAN 362 Survey of Spanish Literature II (Prerequisite: SPAN 320 or permission of the instructor.)
SPAN 371 Survey of Spanish-American Literature I (Prerequisite: SPAN 320 or permission of the instructor.)
SPAN 372 Survey of Spanish-American Literature II (Prerequisite: SPAN 320 or permission of the instructor.)
SPAN 451 18th- and 19th-Century Spanish Literature (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 452 20th-Century Spanish Literature (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 453 Don Quijote de la Mancha (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 454 Contemporary Spanish-American Poetry (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 455 Contemporary Spanish-American Fiction (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 456 Contemporary Spanish-American Theatre (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 457 Early Colonial Spanish-American Texts (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 458 Contemporary Hispanic-Caribbean Theater (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 473 The Golden Age (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 474 Contemporary Spanish Theater (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 475 Medieval Literature of the Iberian Peninsula (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)

Theatre
THTR 212 History of the American Theatre
THTR 214 Modern American and European Drama
THTR 310 Theatre History and Literature to 1750 (Prerequisite: junior or senior standing.)
THTR 311 Theatre History and Literature after 1750 (Prerequisite: junior or senior standing.)
THTR 316 African American Theatre (Prerequisite: junior or senior standing.)
THTR 387 The Contemporary Theatre

**Foreign Language Requirement:** 6 semesters in one language or 4 semesters in one language and 2 semesters in another.

*Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.*
International Studies

Europe Concentration

The Europe Concentration in International Studies offers a multi disciplinary major which combines courses from across a number of Schools at the College of Charleston. The concentration provides breadth and depth across time and place while also focusing on the key global issues of the 21st century. The Europe Concentration in International Studies requires completion of 18 hours including 3 hours from Cluster A: History and Ideas, 3 hours from Cluster B: Languages, Literature, Culture, 3 hours from Cluster C: Economics, Politics, Society, 6 additional hours from Clusters A, B, and C, and a 3 hour European Studies Capstone.

Requirements: 18 hours

NOTE: Six credit hours of electives must be taken from Cluster A, B, or C with the following restrictions: no more than 6 credit hours from one cluster, and no more than 6 credit hours devoted to the study of one country may count towards the 18-hour concentration.

Cluster A: History and Ideas: 3 hours
Choose one 3-credit-hour course from the following:

HIST 231 Ancient Greece (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 232 Ancient Rome (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 234 Early Middle Ages (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 235 High Middle Ages (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 242 History of Modern France (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 244 Political and Social History of Germany from 1866 to Present (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 245 Tsarist Russia to 1796 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 246 Imperial Russia to 1917 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 252 Women in Europe (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 256 History of Science and Technology (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 258 European Jewish History: Medieval to Modern (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 291 Disease, Medicine, and History (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 334 European Social History to 1800 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 336 Italian Renaissance (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 337 The Age of Reformation (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 341 Age of Enlightenment and Revolution (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 344 Modern European Cultural History (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 345 Modern German Cultural and Intellectual History (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 346 History of the Soviet Union (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 354 Tudor England, 1485–1603 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 355 Stuart England, 1603–1714 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 356 Georgian Britain (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 357 Victorian Britain (Prerequisites: HIST 101–102 or HIST 103–104)

PHIL 203 Philosophy of Human Nature
PHIL 205 Existentialism
PHIL 201 History of Ancient Philosophy
PHIL 202 History of Modern Philosophy
PHIL 240 Jewish Philosophy
PHIL 250 Marxism
PHIL 304 19th-Century Philosophy (Six semester hours in philosophy -other than PHIL 215 or 216 - or permission of the instructor.)
PHIL 306 20th-Century Analytical Philosophy (Six semester hours in philosophy -other than PHIL 215 or 216 - or permission of the instructor.)
PHIL 307 20th-Century Continental Philosophy (Six semester hours in philosophy -other than PHIL 215 or 216 - or permission of the instructor.)

POLS 346 Modern Ideologies

RELS 202 The New Testament: History and Interpretation
RELS 225 The Jewish Tradition
RELS 230 The Christian Tradition

SOCY 260 Development of Social Thought (Prerequisite: SOCY 101.)

Cluster B: Languages, Literature, Culture: 3 hours
Choose one 3-credit-hour course from the following.

COMM 382 Theories of Rhetoric (Prerequisites: COMM 210 and either junior or senior standing; or permission of the instructor.)
ENGL 201 British Literature to 1800 (Prerequisites: ENGL 101 and 102)
ENGL 202 British Literature since 1800 (Prerequisites: ENGL 101 and 102)
ENGL 203 Survey of European Literature I (Prerequisites: ENGL 101 and 102)
ENGL 204 Survey of European Literature II (Prerequisites: ENGL 101 and 102)
ENGL 301 Shakespeare: The Early Period (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 302 Shakespeare: The Later Period (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 304 Chaucer (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 306 Milton (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 307 Introduction to Old English (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 308 Spenser (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 311 Middle English Literature: Non-Chaucerian (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 312 History of the English Language (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 314 Non-Dramatic Literature of the Renaissance (Prerequisites: ENGL 101 and 102)
ENGL 317 The Seventeenth Century (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 318 The Eighteenth Century (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 321 The Romantic Period (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 323 The Victorian Period (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 325 Modern British Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 326 Irish Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 327 The British Novel: I (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 328 The British Novel: II (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 335 Modern Poetry (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 337 British Drama to 1642 (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 340 Restoration and 18th-Century Drama (Prerequisites: ENGL 101 and 102)
ENGL 350 Major Authors (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 357 Contemporary British Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 360 Major Literary Themes (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)

LTFR 150 French Literature in (English) Translation
LTFR 250 Francophone Literature in (English) Translation

LTGR 150 German Literature in (English) Translation
LTGR 250 German Literature in Translation
LTGR 270 Studies in German Film
LTGR 450 German Literature in (English) Translation

LTIT 150 Italian Literature in (English) Translation
LTIT 250 Italian Literature in (English) Translation
LTIT 350 Italian Literature in (English) Translation
LTIT 370 Studies in Italian Film and Literature (English)

LTRS 150 Russian Literature in (English) Translation
LTRS 250 Russian Literature in (English) Translation
LTRS 270 Studies in Russian Film
LTRS 350 Russian Literature in (English) Translation
LTRS 450 Russian Literature in (English) Translation

LTSP 250 Spanish Literature in (English) Translation: A Foreign Literature
LTSP 350 Spanish Literature in (English) Translation: A Foreign Author
LTSP 450 Spanish Literature in (English) Translation: Comparative Literature

CLAS 242 Images of Women in Classical Antiquity
CLAS 253 Ancient Epic
CLAS 254 Classical Drama: Tragedy
CLAS 255 Classical Drama: Comedy
CLAS 256 Ancient Satire
CLAS 270 The Romans in Cinema
CLAS 301 Topics in Ancient Greek Literature (Prerequisite: three semester hours in Classics or permission of the instructor.)
CLAS 302 Topics in Latin Literature (Prerequisite: three semester hours in Classics or permission of the instructor.)
CLAS 303 Topics in Classical Civilization (Prerequisite: three semester hours in Classics or permission of the instructor.)

ARTH 220 History of Greek and Roman Art
ARTH 225 Medieval Art
ARTH 265 The City as a Work of Art
ARTH 277 Renaissance Art
ARTH 280 History of Baroque Art
ARTH 285 Modern Art
ARTH 301 Studies in Ancient and Medieval Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 303 Studies in Renaissance and Baroque Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 306 Studies in Modern, Contemporary, and Film Arts (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 350 History of Early Christian and Byzantine Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 355 History of Early Medieval and Romanesque Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 360 History of Gothic Art (Prerequisite: Permission of the instructor or six (6) hours
of art history or ARTH 299.)

ARTH 362 History of Medieval Manuscript Illumination (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 365 History of Northern Renaissance Painting (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 370 History of Italian Early Renaissance Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 375 History of Italian High and Late Renaissance Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 381 Spanish Baroque Painting and Sculpture (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 385 History of European Painting, 1700–1850 (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 389 19th-Century European Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 390 20th-Century European Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 394 History of 18th- and 19th-Century Western Architecture (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

ARTH 395 History of 20th-Century Architecture (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)

MUSC 230 Masterworks of Music Literature (Prerequisite: MUSC 131 or permission of the instructor.)

MUSC 337 Opera Literature (Prerequisite: MUSC 131 or 230 or permission of the instructor)

MUSC 381 Music History I (Prerequisite: MUSC 247 or permission of the instructor.)

MUSC 382 Music History II (Prerequisite: MUSC 381 or permission of the instructor; for minors in music, MUSC 246 is the prerequisite.)

MUSC 481 Music Theory III (Prerequisite: MUSC 382.)

MUSC 482 Music Theory IV (Prerequisite: MUSC 481.)

THTR 310 Theatre History and Literature to 1750 (Prerequisite: junior or senior standing.)

THTR 311 Theatre History and Literature after 1750 (Prerequisite: junior or senior standing.)

THTR 331 History of Dance

THTR 387 The Contemporary Theatre

THTR 388 Dramatic Theory and Criticism

FREN 220 Special Assignment Abroad*

FREN 322 Survey of French Literature I *(Prerequisite: FREN 313 or FREN 350 or permission of the instructor.)
FREN 323 Survey of French Literature II *(Prerequisite: FREN 313 or FREN 350 or permission of the instructor.)
FREN 324 French Civilization and Literature I *(Prerequisite: FREN 313 or FREN 350 or permission of the Instructor.)
FREN 325 French Civilization and Literature II *(Prerequisite: FREN 313 or FREN 350 or permission of the Instructor.)
FREN 330 Collateral Study*
FREN 360 French Language Study Abroad*
FREN 361 Current Issues in France or the French-Speaking World*(Prerequisite: FREN 202 or 250 or permission of the instructor)
FREN 363 Advanced French Culture* (Prerequisite: FREN 313 and 314 and Junior standing or departmental approval.)
FREN 370 Studies in French and Francophone Literature and Film*
FREN 431 The Middle Ages and Renaissance in France*
FREN 432 The 17th Century*
FREN 433 The Baroque and Classic Theatre in France*
FREN 434 The 18th Century*
FREN 435 Literature of the 19th Century I*
FREN 436 Literature of the 19th Century II*(Prerequisite: FREN 435 or permission of the instructor.)
FREN 437 Twentieth-Century French Literature*
FREN 438 Theatre of the 20th Century* (Prerequisite: FREN 313 and 314)
FREN 443 The Novel in France*
FREN 482 French Women Writers*

GRMN 320 Special Assignment Abroad* (Prerequisites: GRMN 202, 250, placement, or permission of the instructor)
GRMN 325 German Contemporary Issues*
GRMN 326 German Media*(Prerequisites: GRMN 202, 250, placement, or permission of the instructor)
GRMN 328 German Language Study Abroad*
GRMN 329 Current Issues in Germany or the German-Speaking World*
GRMN 365 Introduction to Literature*
GRMN 424 German Civilization and Culture* (Prerequisite: one 300-level German courses or permission of the instructor.)
GRMN 460 German Literary Heritage* (Prerequisite: two 300-level German courses or permission of the instructor.)
GRMN 468 Studies in Modern German Literature* (Prerequisite: one 300-level German courses or permission of the instructor.)
GRMN 472 Studies in German Cinema* (Prerequisite: one 300-level German courses or permission of the instructor.)
GREK 203 New Testament Greek*
GREK 206 Old Testament Greek*
GREK 371 Readings in Greek Literature: Poetry* (Prerequisites: Two 200-level Greek courses.)
GREK 372 Readings in Greek Literature: Prose* (Prerequisites: Two 200-level Greek courses.)

ITAL 328 Italian Language Study Abroad*
ITAL 361 Survey of Italian Literature I* (Prerequisite: ITAL 202 or permission of the instructor.)
ITAL 362 Survey of Italian Literature II* (Prerequisite: ITAL 202 or permission of the instructor.)
ITAL 452 20th-Century Italian Literature* (Prerequisite: ITAL 313 or 314, or permission of the instructor)

LATN 301 Introduction to Latin Literature* (Prerequisite: LATN 202 or 250)
LATN 305 Medieval Latin* (Prerequisite: LATN 202 or 250)
LATN 321 Cicero* (Prerequisite: LATN 202 or 250)
LATN 322 Virgil* (Prerequisite: LATN 202 or 250)
LATN 323 Roman Historiography* (Prerequisite: LATN 301)
LATN 371 Roman Comedy* (Prerequisite: LATN 301)
LATN 372 Roman Satire* (Prerequisite: LATN 301)
LATN 373 Roman Biography* (Prerequisite: LATN 301)

SPAN 320 Introduction to the Study of Hispanic Literature* (Prerequisites: SPAN 275, 313, 314 or 312 or 328, or 350 or permission of the instructor.)
SPAN 322 Civilization and Culture of Spain I* (Prerequisites: SPAN 313, 314 or 312 or 328, or 350 or permission of the instructor)
SPAN 323 Civilization and Culture of Spain II* (Prerequisites: SPAN 313, 314 or 312 or 328, or 350 or permission of the instructor)
SPAN 328 Spanish Language Study Abroad* (Prerequisite: SPAN 202 or 250; or permission of the instructor.)
SPAN 329 Current Issues in Spain or the Spanish-Speaking World* (Prerequisite: SPAN 202 or 250; or permission of the instructor.)
SPAN 361 Survey of Spanish Literature I* (Prerequisite: SPAN 320 or permission of the instructor.)
SPAN 362 Survey of Spanish Literature II* (Prerequisite: SPAN 320 or permission of the instructor.)
SPAN 446 History of the Spanish Language* (Prerequisite: SPAN 381 or permission of the instructor.)
SPAN 451 18th- and 19th-Century Spanish Literature* (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 452 20th-Century Spanish Literature* (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 453 Don Quijote de La Mancha* (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 473 The Golden Age* (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 474 Contemporary Spanish Theatre* (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 475 Medieval Literature of the Iberian Peninsula* (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)

Cluster C: Economics, Politics, Society: 3 hours
Choose one 3-credit-hour course from the following:

ANTH 326 Peoples and Cultures of Europe (Prerequisite: ANTH 101 or permission of the instructor)

ECON 308 Evolution of Economic Doctrines (Prerequisites: Junior standing; ECON 200, 201, MATH 105 or 120 or permission of the instructor.)
ECON 310 International Economics (Prerequisites: Junior standing; ECON 200, 201, MATH 105 or 120 or permission of the instructor.)
ECON 330 Comparative Economic Systems (Prerequisites: Junior standing; ECON 200, 201, MATH 105 or 120 or permission of the instructor.)

FREN 380 Le Concept de Marketing* (Prerequisite: FREN 313)
FREN 381 French for World Business I* (Prerequisite: FREN 313)
FREN 382 French for World Business II* (Prerequisite: FREN 313)

GRMN 331 German for Business*
GRMN 332 German in International Business* (Prerequisite: GRMN 202 or 250)

SPAN 318 Spanish for International Business* (Prerequisites: SPAN 275,313, 314 or 312 or 328, or 350 or permission of the instructor.)

DSCI 314 Global Operations and Technology Movement (Prerequisites: Junior standing; DSCI 232, MGMT 301, MATH 104 or 250, MATH 105 or 120.)

MGMT 322 International Business (Prerequisites: ECON 200 and 201, junior standing)
MGMT 325 International Management (Prerequisites: MGMT 301; junior standing.)
MGMT 391 The International Corporation: A Comparative Approach (Prerequisites: ECON 200 and 201 or permission of the instructor; junior standing.)
MGMT 409 Global Strategic Management (Prerequisites: ACCT 203, 204, DSCI 232, 314,
ECON 200, 201, FINC 303, MGMT 301, MKTG 302, 326, MATH 104 and 105; senior standing.)

MKTG 326 International Marketing (Prerequisites: MKTG 302, ECON 200 and 201; junior standing.)

TRAN 432 Intermodal Systems Management

POLS 326 Soviet and Russian Politics
POLS 334 Geographies and Politics of the European Union

Electives: 6 hours from A, B, and C

Capstone: 3 hours
EUST 400 European Studies Capstone

*Please note: courses marked with an asterisk are taught in that language.

Foreign Language Requirement: European language only. 6 semesters in one language or 4 semesters in one language and 2 semesters in another. Foreign language courses above the 200 level may double count for the major and Foreign Language Requirement.

Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.
International Studies

Europe Concentration

Britain Track

The Europe Concentration - Britain Track in International Studies offers a multi disciplinary major which combines courses from across a number of Schools at the College of Charleston. The concentration provides breadth and depth across time and place while also focusing on the key global issues of the 21st century. The Europe Concentration Britain Track in International Studies requires completion of 18 hours including 3 hours from Cluster A: History and Ideas, 3 hours from Cluster B: Languages, Literature, Culture, 3 hours from Cluster C: Economics, Politics, Society, 6 additional hours from Clusters A, B, and C, and a 3 hour European Studies Capstone

Required: 18 hours
One course/3 credit hours each in the following clusters (total 9 credit hours):

A) HISTORY AND IDEAS

HIST 354: Tudor England (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 355: Stuart England (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 356: Georgian England (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 357: Victorian Britain (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 264: Caribbean to 1800 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 265: Caribbean Since 1800 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 273: Modern Africa (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 285: Indian Subcontinent Since 1500 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 301: Colonial America (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 302: Era of the American Revolution (Prerequisites: HIST 101–102 or HIST 103–104)

B) LANGUAGES, LITERATURE, AND CULTURE

ARTH 241: History of the Art of India
ENGL 201/202: Major British Writers (Prerequisites: ENGL 101 and 102)
ENGL 301/302: Shakespeare, Early/Later Period (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 304: Chaucer (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 306: Milton (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 307: Introduction to Old English (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 308: Spenser (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 311: Middle English Lit (Prerequisites: ENGL 101 and 102; ENGL 201 and
ENGL 314: Non-Dramatic Literature of the Renaissance (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 317/318/325: Seventeenth/Eighteenth/Twentieth Century English Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 321: Romantic Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 323: Victorian Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 327/328: British Novel I/II (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 337: British Drama to 1642 (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 340: Restoration and Eighteenth Century Drama (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 342: Colonial and Revolutionary American Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
ENGL 358: Colonial and Postcolonial British Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)

C) ECONOMICS, POLITICS, AND SOCIETY

POLS 331: Politics of Film and Reality in South Africa
POLS 334: Geographies and Politics of the European Union
POLS 367: Geography of International Conflict

ELECTIVES: 6 credit hours
Students choose the remaining two courses (6 credits) from any cluster.
No more than six hours (6 credits) in one interdisciplinary cluster.

CAPSTONE: 3 credit hours

EUST 400 European Studies Capstone
Student's final project must focus on a Britain-related topic.

Foreign Language Requirement: 6 semesters in one language or 4 semesters in one language and 2 semesters in another. Foreign language courses above the 200 level may double count for the major and Foreign Language Requirement.

Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.
International Studies

Europe Concentration

Germany Track

The Europe Concentration - Germany Track in International Studies offers a multidisciplinary major which combines courses from across a number of Schools at the College of Charleston. The concentration provides breadth and depth across time and place while also focusing on the key global issues of the 21st century. The Europe Concentration Germany Track in International Studies requires completion of 21 hours including a 3 hour core course; 6 hours in German language courses; 9 hours of electives; and a 3 hour European Studies capstone.

Requirement: 21 hours
Core course: 3 hours selected from course in German literature and culture in translation
LTGR 150 German Literature in (English) Translation or
LTGR 250 German Literature in (English) Translation or
LTGR 270 Studies in German Film or
LTGR 450 German Literature in (English) Translation

6 hours in German language:
GRMN All courses at or above the 300 level in German
GRMN 313 German Conversation and Composition I (Prerequisites: GRMN 202 or 250)
GRMN 314 German Conversation and Composition II (Prerequisites: GRMN 202 or 250)
GRMN 320 Special Assignment Abroad* (Prerequisites: GRMN 202, 250, placement, or permission of the instructor)
GRMN 325 German Contemporary Issues*
GRMN 326 German Media*(Prerequisites: GRMN 202, 250, placement, or permission of the instructor)
GRMN 328 German Language Study Abroad*
GRMN 329 Current Issues in Germany or the German-Speaking World*
GRMN 365 Introduction to Literature*
GRMN 424 German Civilization and Culture* (Prerequisite: one 300-level German courses or permission of the instructor.)
GRMN 460 German Literary Heritage* (Prerequisite: two 300-level German courses or permission of the instructor.)
GRMN 468 Studies in Modern German Literature* (Prerequisite: one 300-level German courses or permission of the instructor.)
GRMN 472 Studies in German Cinema* (Prerequisite: one 300-level German courses or permission of the instructor.)
GRMN 365 Introduction to German Literature
GRMN 460 German Literary Heritage (Prerequisite: two 300-level German courses or permission of the instructor.)
GRMN 468 Studies in Modern German Literature (Prerequisite: one 300-level German
courses or permission of the instructor.)
GRMN 472 Studies in German Cinema (Prerequisite: one 300-level German courses or permission of the instructor.)

Electives: 9 hours selected from any LTGR courses (above) and/or the following:

ARTH 365 History of Northern Renaissance Painting (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 389 19th-Century European Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 390 20th-Century European Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
HIST 244 Political and Social History of Germany from 1866 to the present (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 258 European Jewish History: Medieval to the 20th Century (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 344 Modern European Cultural History (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 345 Modern German Cultural and Intellectual History (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 337 The Age of Reformation (Prerequisites: HIST 101–102 or HIST 103–104)
MUSC 230 Masterworks of Music Literature (Prerequisite: MUSC 131 or permission of the instructor.)
MUSC 337 Opera Literature (Prerequisite: MUSC 131 or 230 or permission of the instructor)
PHIL 205 Existentialism
PHIL 230 History of Modern Philosophy
PHIL 250 Marxism
PHIL 304 Nineteenth-Century Philosophy (Six semester hours in philosophy - other than PHIL 215 or 216 - or permission of the instructor.)
PHIL 307 Twentieth-Century Continental Philosophy (Six semester hours in philosophy - other than PHIL 215 or 216 - or permission of the instructor.)
POLS 334 Geographies and Politics of the European Union

CAPSTONE: 3 credit hours

EUST 400 European Studies Capstone
Student's final project must focus on a German-related topic.

Foreign Language Requirement: 6 semesters of German language. German language courses above the 200 level may double count for the major and Foreign Language Requirement.

*Departmental special topics, research seminar, tutorials, and independent study courses will also be offered as appropriate.*
International Studies

Europe Concentration

Italy Track

The Europe Concentration - Italy Track in International Studies offers a multi-disciplinary major which combines courses from across a number of Schools at the College of Charleston. The concentration provides breadth and depth across time and place while also focusing on the key global issues of the 21st century. The Europe Concentration Italy Track in International Studies requires completion of 21 hours including a language core of 6 hours; an Italian Literature and Culture core of 3 hours; 9 elective hours; and a 3 hour European Studies Capstone.

Requirements: 21 hours
Six hours selected from the following core courses:
ITAL 313 Italian Conversation & Composition I (Prerequisite: ITAL 202 or placement, or permission of the instructor)
ITAL 314 Italian Conversation & Composition II (Prerequisite: ITAL 202 or placement, or permission of the instructor)

Three hours selected from courses in Italian literature and culture in translation:
LTIT 250 Italian Poetry
LTIT 270 Introduction to Italian Cinema
LTIT 350 Italian Literature in Translation
LTIT 370 Studies in Italian Cinema
LTIT 390 Italian Literature in Translation

Electives: nine hours selected from any LTIT courses (above) and/or the following:
ARTH 277 Renaissance Art
ARTH 280 Baroque Art
ARTH 370 History of Italian Early Renaissance Art (Prerequisite: Permission of the Instructor or six (6) hours of art history or ARTH 299.)
ARTH 375 History of Italian High & Late Renaissance Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ENGL 203 Survey of European Literature (Prerequisites: ENGL 101 and 102)
HIST 336 Italian Renaissance (Prerequisites: HIST 101–102 or HIST 103–104)
MUSC 337 Opera Literature (Prerequisite: MUSC 131 or 230 or permission of the instructor.)
ITAL 300+ All courses at or above the 300 level.

CAPSTONE: 3 credit hours
EUST 400 European Studies Capstone
Student's final project must focus on an Italian-related topic.

**Foreign Language Requirement:** 6 semesters of Italian language. Italian language course above the 200 level may double count for the major and Foreign Language Requirement.

*Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.*
International Studies

Europe Concentration

Russia Track

The Europe Concentration - Russia Track in International Studies offers a multi-disciplinary major which combines courses from across a number of Schools at the College of Charleston. The concentration provides breadth and depth across time and place while also focusing on the key global issues of the 21st century. The Europe Concentration Russia Track in International Studies requires completion of 21 hours including a language core of 6 hours; a Russian Literature or Film core of 3 hours; a Russian history and politics core of 3 hours; 6 elective hours; and a 3 hour European Studies Capstone.

**Required: 21 hours**

**Six hours in Russian language:**
RUSS 313 Russian Conversation and Composition I
RUSS 314 Russian Conversation and Composition II

**Three hours in Russian literature or film selected from:**
LTRS 150 Russian Literature in Translation
LTRS 210 19th century Russian Literature
LTRS 220 20th century Russian Literature
LTRS 250 Russian Literature in Translation
LTRS 270 Studies in Russian Film
LTRS 350 Russian Literature in Translation
LTRS 450 Russian Literature in Translation

**Three hours in Russian history and politics selected from:**
HIST 245 Czarist Russia to 1796 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 246 Imperial Russia to 1917 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 258 European Jewish History (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 343 Europe Since 1939 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 346 History of the Soviet Union (Prerequisites: HIST 101–102 or HIST 103–104)
POLS 326 Soviet and Russian Politics
POLS 329 Politics of Protest and Revolution
POLS 346 Modern Ideologies
POLS 360 International Relations
POLS 362 Case Studies in Foreign Policy

**Electives: Six additional hours in Russian language, literature, film, history, politics**
or art, selected from the courses listed above and/or from:

ARTH 350 History of Early Christian and Byzantine Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
ARTH 390 20th century European Art (Prerequisite: Permission of the instructor or six (6) hours of art history or ARTH 299.)
RUSS 330 Collateral Study
RUSS 390 Special Topics in Russian (Prerequisites: RUSS 201 and 202)

CAPSTONE: 3 credit hours

EUST 400 European Studies Capstone
Student’s final project must focus on a Russia-related topic.

Foreign Language Requirement: 6 semesters of Russian language. Russian language course above the 200 level may double count for the major and Foreign Language Requirement.

Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.
International Studies

*Latin America and the Caribbean Concentration*

The Latin America and the Caribbean Concentration in International Studies requires completion of 2 hours including a 3 hour core course, 9 hours from the history and politics category, and 9 hours from the literature, film and culture category. Students may not take more than 9 hours in any one discipline, excluding LACS.

**Required: 21 hours**

**Core course: 3 hours**
LACS 101 Introduction to Latin American and Caribbean Studies

**History and Politics: 9 hours**
ANTH 328 Aztecs, Maya and their Ancestors (Prerequisite: ANTH 101 or ANTH 202 or permission of the instructor.)
HIST 262 Colonial Latin America (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 263 Modern Latin America (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 264 Caribbean to 1800 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 265 Caribbean Since 1800 (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 266 Aztecs, Maya and their Ancestors (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 364 Sugar and Slaves in Colonial Brazil (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 365 Modern Brazil (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 366 Comparative Slavery in the Americas (Prerequisites: HIST 101–102 or HIST 103–104)
POLS 321 Politics of Latin America
POLS 333 The Politics of Contemporary Brazil
POLS 328 Modernization, Depend. & Pol. Development
POLS 335 Cuban Revolution
POLS 366 International Diplomacy Studies

**Literature, Film, and Culture: 9 hours**
ANTH 325 Peoples & Cultures of Latin America (Prerequisite: ANTH 101 or permission of the instructor.)
ANTH 327 Peoples & Cultures of the Caribbean (Prerequisite: ANTH 101 or permission of the instructor.)
ARTH 205 Pre-Columbian Art and Culture
ARTH 255 Latin American Colonial Art
ENGL 233 Survey of Non-Western 20th Century Lit. (Prerequisites: ENGL 101 and 102)
ENGL 234 Survey of Third World Masterpieces (Prerequisites: ENGL 101 and 102)
ENGL 358 Colonial and Post Colonial British Literature (Prerequisites: ENGL 101 and 102; ENGL 201 and 202)
LACS 103 Intro. to Contemporary Cuba
LACS 104 Intro. to Contemporary Chile
LACS 105 Intro. to Contemporary Brazil
LACS 106 Intro. to Contemporary Argentina
LTPO 250 Portuguese Lit. In Trans.: A Foreign Lit.
LTPO 270 Studies in Brazilian Film
LTPO 280 Studies in Brazilian Civilization & Culture
LTPO 350 Portuguese Lit. In Trans.: A Foreign Author
LTPO 450 Portuguese Lit. In Trans.: Comparative Lit.
LTSP 252 Contemp. Lat. Amer. Lit. in Translation
LTSP 254 Society, History & Cult. in Span. Amer. Lit.
LTSP 256 Magic & The Real in Lat. Amer. Lit. & Film
POLS 332 Politics of Film and Reality in Latin America
PORT 328 Portuguese Language Study Abroad
SPAN 315 Special Assignment Abroad (Prerequisites: SPAN 275, 313, 314 or 312 or 328, or 350 or permission of the instructor)
SPAN 326 Latin Amer. Civilization and Culture I (Prerequisites: SPAN 313, 314 or 312 or 328, or 350 or permission of the instructor)
SPAN 327 Latin Amer. Civilization and Culture II (Prerequisites: SPAN 313, 314 or 312 or 328, or 350 or permission of the instructor)
SPAN 328 Spanish Language Study Abroad (Prerequisite: SPAN 202 or 250; or permission of the instructor.)
SPAN 329 Current Issues Abroad (Prerequisite: SPAN 202 or 250; or permission of the instructor.)
SPAN 371 Survey of Spanish American Literature I (Prerequisite: SPAN 320 or permission of the instructor.)
SPAN 372 Survey of Spanish American Literature II (Prerequisite: SPAN 320 or permission of the instructor.)
SPAN 447 Spanish Dialectology (Prerequisite: SPAN 381 or permission of the instructor.)
SPAN 454 Contemporary Spanish-American Poetry (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 455 Contemporary Spanish-American Fiction (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 456 Contemporary Spanish-American Theater (Prerequisites: SPAN 320 and an additional 300-level literature course; or permission of the instructor.)
SPAN 457 Early Colonial Spanish-American Texts (Prerequisites: SPAN 320 and an
additional 300-level literature course; or permission of the instructor.)
SPAN 458 Contemporary Hispanic Caribbean Theater (Prerequisites: SPAN 320 and
an additional 300-level literature course; or permission of the instructor.)

Foreign Language Requirement: Spanish and Portuguese - 6 semesters in one
language or any combination of 4 semesters in one language and 2 semesters in
the other. Spanish and Portuguese language course above the 200 level may
double count for the major and Foreign Language Requirement.

*Departmental special topics, research seminar, tutorials, and independent study
courses will also be counted as appropriate.*
International Studies

Latin America and the Caribbean Concentration

Brazil Track

The Latin America and the Caribbean Concentration Brazil Track in International Studies requires completion of 2 hours including a 9 hour core course, 6 semester hours from the history and politics category, and 6 hours from the literature, film and culture category.

Required: 21 hours

Core courses: 9 hours

LACS 101 Introduction to Latin American and Caribbean Studies
PORT 313 Portuguese Composition (Prerequisite: PORT 202 or PORT 314 or placement, or permission of the instructor)

OR

PORT 314 Portuguese Conversation (Prerequisite: PORT 202 or PORT 313 or placement, or permission of the instructor)

And one additional 300 level Portuguese language course

History and Politics: 6 hours

HIST 364 Sugar and Slaves in Colonial Brazil (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 365 Modern Brazil (Prerequisites: HIST 101–102 or HIST 103–104)
HIST 366 Comparative Slavery in the Americas (Prerequisites: HIST 101–102 or HIST 103–104)
POLS 333 The Politics of Modern Brazil
POLS 328 Modernization, Depend. & Pol. Development

Literature, Film, and Culture: 6 hours

LACS 105 Intro. to Contemporary Brazil
LTPO 250 Portuguese Lit. In Trans.: A Foreign Lit.
LTPO 270 Studies in Brazilian Film
LTPO 280 Studies in Brazilian Civilization & Culture
LTPO 350 Portuguese Lit. In Trans.: A Foreign Author
LTPO 450 Portuguese Lit. In Trans.: Comparative Lit.
PORT 328 Portuguese Language Study Abroad

Foreign Language Requirement: 6 semesters of Portuguese language.
Portuguese language course above the 200 level may double count for the major and Foreign Language Requirement.
Departmental special topics, research seminar, tutorials, and independent study courses will also be counted as appropriate.
Proposal to Change Degree Requirements for a Minor/Concentration

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department(s) or School(s): LCWA

2. Name of the Minor/Concentration: Archaeology Minor

3. Semester and year in which degree change(s) will go into effect: Spring 2009

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   
   Addition of GEOL 235 Geology and Civilization to the Natural Science elective requirements.

   Addition of HPCP 375 Landscape Preservation and Design to the Arts and Humanities elective.

5. Justification for Change(s):
   
   Both of these courses were previously taught as Special Topics courses and counted towards the minor and are now being proposed as recurring courses within their respective departments. Archaeology continues to see the value in these courses for the skills and concepts taught in them and would like them to count towards the elective requirements.

(over)

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

6. Signature of Department Chair or Program Director:

[Signature]

Date: 3/10/08

7. Signature of Dean of School:

[Signature]

Date: 10/9/08

8. Signature of Provost:

[Signature]

Date: 10/21/2008

9. Signature of Curriculum Committee Chair:

[Signature]

Date: 11/1/08

10. Signature of Faculty Senate Secretary:

Date Approved by Senate: ________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal to Change Degree Requirements for a Minor/Concentration

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department(s) or School(s): School of Languages, Cultures and World Affairs

2. Name of the Minor/Concentration: Asian Studies

3. Semester and year in which degree change(s) will go into effect: Spring 2009

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):

   Asian Studies proposes to add four new courses to its list of elective courses that may fulfill the requirements for the Minor in Asian Studies (see attached list of existing courses that count toward the Minor in Asian Studies). The proposed additions are:
   ARTH 321: Hindu Myth and Image (syllabus attached)
   ARTH 322: Indian Painting (syllabus attached)
   PHIL 234: Eastern Philosophy (syllabus attached)
   RELS 205: Sacred Texts of the East (syllabus attached)

5. Justification for Change(s):

   Since we last revised our curriculum a number of new catalogue courses have been developed that are appropriate to Asian Studies. Adding these to our list of electives that fulfill the Minor gives students a richer menu from which to choose as they develop a program that fits their particular interests and focus within the Minor.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

6. Signature of Department Chair or Program Director: [Signature]
   Date: 11/3/08

7. Signature of Dean of School: [Signature]
   Date: 11/4/08

8. Signature of Provost: [Signature]
   Date: 11/5/2008

9. Signature of Curriculum Committee Chair:
   [Signature]
   Date: 12/1/08

10. Signature of Faculty Senate Secretary:
    [Signature]
    Date Approved by Senate: __________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/22/08 and replaces all others.)
COLLEGE OF CHARLESTON
Academic Requirements

Curriculum for the
Minor in Asian Studies

Program Description
The Asian Studies Minor is an interdisciplinary program intended to introduce students to
the diverse cultures and regions of Asia through the study of history, politics, languages
and literature, visual arts, and religion.

Requirements: 18 hours
Core Course: (3 hours)

ASST 101: Introduction to Asian Studies
OR:
    ARTH 103: History of Asian Art
OR:
    ASST 105: Value and Tradition in Asian Civilization

Electives: (15 hours) from list below

Distribution: The elective courses must be chosen from at least three different
disciplines, with no more than nine hours in one geographic region (for example, South
Asia, Southeast Asia, China, or Japan). Language courses beyond the 200 level may
count toward the Minor. No more than six hours at the 100-level may be counted
toward the Minor in Asian Studies.

ASST 240 Special Topics in Asian Studies
ASST 340 Special Topics in Asian Studies
ASST 390 Independent Study in Asian Studies

JPNS 313 Conversation and Composition I
JPNS 314 Conversation and Composition: Advanced I
JPNS 390 Conversation and Composition: Advanced II
JPNS 370 Studies in Japanese Film and Literature
LTJP 250 Japanese Literature in Translation
LTJP 350 Japanese Literature in Translation
LTJP 390 Special Topics in Japanese Literature in Translation
JPNS 390 Special Topics

CHNS 313, 314 Advanced Chinese
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CHNS 290</td>
<td>Special Topics in Chinese Literature</td>
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<td>CHNS 390</td>
<td>Special Topics in Chinese Literature</td>
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<tr>
<td>LTCH 250</td>
<td>Chinese Literature in Translation</td>
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<tr>
<td>ANTH 329</td>
<td>Special Topics (as appropriate to Asian Studies)</td>
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<td>ARTH 103</td>
<td>Survey of Asian Art</td>
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<td>ARTH 341</td>
<td>Art of India</td>
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<td>ARTH 342</td>
<td>Art of China</td>
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<td>ARTH 343</td>
<td>Art of Japan</td>
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<td>ENGL 234</td>
<td>Survey of Third World Masterpieces</td>
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<td>ENGL 358</td>
<td>Colonial and Postcolonial British Literature</td>
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<tr>
<td>ENGL 290</td>
<td>Special Topics (as appropriate to Asian Studies)</td>
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<td>HIST 282</td>
<td>China to 1800</td>
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<td>HIST 283</td>
<td>Modern China</td>
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<td>HIST 286</td>
<td>Japan to 1800</td>
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<td>HIST 287</td>
<td>Modern Japan</td>
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<tr>
<td>HIST 285</td>
<td>The Indian Subcontinent Since 1500</td>
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<tr>
<td>HIST 261</td>
<td>Special Topics in Modern Asia, Africa or Latin America (when content is Asian)</td>
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<td>HIST 276</td>
<td>Medieval Islamic Civilization</td>
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<tr>
<td>HIST 361</td>
<td>Special Topics in Modern Asia, Africa or Latin America (when content is Asian)</td>
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<td>HIST 377</td>
<td>Iran/ Persia</td>
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<tr>
<td>HIST 461</td>
<td>Research Seminar in Modern Asia, Africa, or Latin America (when topic involves Asia)</td>
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<tr>
<td>POLS 323</td>
<td>Politics of East Asia</td>
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<td>POLS 339</td>
<td>Special Topics (as appropriate to Asian Studies)</td>
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<td>POLS 362</td>
<td>Case Studies in Foreign Policy</td>
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<tr>
<td>RELS 245</td>
<td>Religions of India</td>
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<td>RELS 240</td>
<td>The Buddhist Tradition</td>
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<tr>
<td>RELS 248</td>
<td>Religions of China and Japan</td>
</tr>
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<td>RELS 348</td>
<td>Asian Religions in America</td>
</tr>
<tr>
<td>RELS 340</td>
<td>Advanced Topics in Asian Religions</td>
</tr>
</tbody>
</table>
Course Description:
This course selectively examines monuments of the Hindu religious tradition in South and Southeast Asia, beginning with the earliest works of Kushana-era India. Works examined include examples of sculpture, architecture and painting, with a particular emphasis on the relationship between form, symbol, and interpretation.

Course Objectives:
The purpose of this course is, first, to introduce students to the rich mythology of the Hindu tradition in South and Southeast Asia as it is depicted in the visual arts, including sculpture, architecture and painting; and, second, to critically examine methodologies for interpretation of this material. Students will demonstrate their ability to analyze and apply these methods in class discussions, essay exams, and papers.

Course Requirements:
Regular attendance is essential to success in this course, as this material is not easily accessible in any single text or reading, and our approach to it combines the close examination of monuments with the analysis of various methods and approaches to their interpretation and understanding; missing class means you will not master either. Your responsibilities, besides regular attendance, are:

- Mid-term exam 30%
- Final Exam 40%
- Research Paper 30%

Textbooks:
Heinrich Zimmer, *Myths and Symbols in Indian Civilization*
John and Susan Huntington, *The Art of Ancient India*
Alain Danielou, *Myths and Gods of India*
Cornelia Dimmit and J.A.B. van Buitenen, *Classical Hindu Mythology*
Heather Elgood, *Hinduism and the Religious Arts*
George Michell, *Hindu Art and Architecture*

TOPICS AND READING ASSIGNMENTS:

**Weeks 1-2**
**Origins of Hinduism: The Vedas and Upanishads**
Readings:
Danielou
William Mahoney, *The Artful Universe*

**Weeks 2-3**
**The Early Formative Period: The Epics and Puranas**
Readings:
Sarvepalli Padhakrishnan and Charles Moore, “The Epic Period,” from A Sourcebook of Indian Philosophy
Zimmer, Myths and Symbols
JAB van Buitenen, The Bhagavadgita in the Mahabharata
JAB and Buitenen and Cornelia Dimmit, Classical Hindu Mythology. A Reader in the Sanskrit Puranas
Alain Danielou, Myths and Gods of India

Week 4
The Earliest Hindu Images: The Kushan Era
Readings:
Banarjea, The Development of Hindu Iconography
Danielou, Myths and Gods of India
Huntington, Ch. 8

Week 5-6
Approaches to “Iconography”:
Readings:
Banarjea, The Development of Hindu Iconography
Gopinatha Rao, Elements of Hindu Iconography, 4 vols.
Zimmer (as above)
Danielou (as above)
Mirceau Eliade
WJT Mitchell, Iconology
Gombrich, “Iconography and Iconologies”
Richard Davis, Lives of Indian Images
Pramod Chandra, The Study of Indian Art

Week 6-7
Hindu Deities and their Depictions: The Gupta and Post-Gupta Era of North India; The Calukya, Pallava and Cola Eras of the South; The Pala-Sena Era of Bihar and Bengal
Huntington, Chs. 10, 14-15, 18, 21
Michell
Elgood
Banarjea
Rao
Zimmer
Michael Meister, Discourses on Siva
Padma Kaimal, Siva Nataraja. The Shifting Meanings of an Icon,” Art Bulletin
______, The Great penance at Mammalapuram. Deciphering a Visual Text 2001
Weeks 8-11
The Hindu Temple: Nagara, Veshara, Dravida and its manifestations in Southeast Asia
Huntington
Michell
Elgood
Stella Kramrisch, The Hindu Temple
George Michell, Elephanta. The Cave of Siva
Michael Lockwood, Mahabalipuram
------, The Dhararaja Ratha and Its Sculptures at Mahabalipuram
Devangana Desai, “Art and Eroticism. Going Beyond the Erotic at Khajuraho”
------, The Religious Imagery at Khajuraho

Weeks 12-14
Interpreting Rajput and Pahari Painting
Milo Cleveland Beach, Rajput and Pahari Painting
Vishakha Desai, Rajput Painting
------, Life at Court
Edwin Gero, “The rasa theory of Abhinavagupta and its application, The Literatures of India
------, Agency and Affectivity of Paintings. The Lives of Chitrajis in Hindu Ritual Contexts 2005
BN Goswami, Essence of Indian Art
The Natyashastra of Bharatamuni
Course Description:
This course introduces students to the broad range of painting in South Asia, from the surviving remains of early mural painting in rock-cut temples to palm-leaf manuscripts of Pala-Sena era Bengal, the emergence of Jain and Hindu manuscripts on paper in western India, painting under the Sultans of the North and the Deccan, to the better known "miniature paintings" of Mughal, Rajput and Pahari traditions of North India and the wall paintings of the North and South, especially Kerala. We also examine the Colonial presence in Indian painting, including Company painting, and reactions to colonialism in the late nineteenth-century. The twentieth century introduces modernity; contemporary artists of the twentieth and twenty-first centuries grapple with a range of issues, many of them shared with artists around the world.

Course Objectives:
Through a close examination of the range of painting traditions, techniques, and styles in South Asia students will gain an overview of the history of painting in South Asia while they also gain a command of persistent and prominent themes and issues among the subjects of Indian painting. Students will be able to recognize the diverse styles of painting developed in South Asia and become familiar with the characteristic themes that continue and converge over time. Students will be able to explain how these traditions of nearly 2000 years inform the present, and to demonstrate knowledge of the varied religious, social, and political traditions which shaped them.

Texts:
Joan Cummins, Indian Painting (Boston 2006)
Cornelia Dimmitt and J.A.B. van Buitenen, Classical Hindu Mythology (Philadelphia, 1978)
Orhan Pamuk, My Name is Red (2001)
e-reserves, as noted on syllabus reading assignments

Course Requirements:
Regular attendance is essential to success in this course, as this material is not easily accessible in any single text or reading, and our approach to it combines the close examination of monuments with the analysis of various methods and approaches to their
interpretation; missing class means you will not master either. Your responsibilities, besides regular attendance, are:

Essay I 20%
Mid-term exam 25%
Final Exam 30%
Research Paper 25%

GRADING SCALE:
100-93 = A 76-73 = C
92-90 = A- 72-70 = C-
89-87 = B+ 69-67 = D+
86-83 = B 66-63 = D
80-82 = B- 62-60 = D-
79-77 = C+ 59 and below = F

ATTENDANCE POLICY:
Attendance is required in class and at all related and required activities. Attendance will be taken, and more than three unexcused absences will result in a drop of half a letter grade; excessive absences allows the professor to drop a student. Students should inform instructor if they will have to miss a class.

SNAP POLICY:
If you are a SNAP student and require or think you might require special accommodations for testing or any other aspects of the course, please notify me as soon as possible. I require that you have the necessary paperwork documenting you as a SNAP student sent to me. We can discuss options available to accommodate your needs. Please realize that the sooner I am aware of your needs the less likely it is that problems will develop.

COLLEGE OF CHARLESTON HONOR CODE:
All students are expected to honor the provisions of the College's Honor Code. If you are not already familiar with it, it is your responsibility to become so.

CLASSROOM ETIQUETTE:
It should go without saying, but all cell phones and other devices must be turned off prior to entering the classroom; telephones that ring or are consulted in class are disruptive and will not be tolerated. Texting in class is also distracting. Recording devices may not be used without prior permission and only when the need to do so can be validated.

COURSE SCHEDULE AND READING ASSIGNMENTS:
Aug. 26  Introduction
Readings: Cummins, Introduction

Aug. 28  The Cave Temples and early mural paintings
Readings: Cummins, Ch. 1
Additional:
J.C. Harle, "Mural Painting and the Beginnings of Miniature Painting,"
*The Art and Architecture of the Indian Subcontinent*, ch. 25
(N7301 .H37 1986)
Dieter Schlingloff, *Guide to the Ajanta Murals* (ND2829 A4 S34 1999)

Sept. 3
**Buddhist Palm-Leaf Manuscripts**
Cummins, Ch. 1

Sept. 5
**Reading day, no class**
Reading: *My Name is Red*, 1-114

Sept. 9
**Early Jain and Hindu Manuscript Painting**
Reading: Cummins, Ch. 1
Additional:
J.C. Harle, "Mural Painting and the Beginnings of Miniature Painting,"
*The Art and Architecture of the Indian Subcontinent*, ch. 25

Sept. 11
**Painting under the Sultans of Delhi**
Reading: Cummins, Ch. 1
Additional:
Harle (as above)
J.P. Losty, *The Art of the Book in India* (ND3247 L67 1962)

Sept. 16, 18
**Mughal Painting under Akbar**
Readings: Cummins, Ch. 2
Additional:
(ND3247 S49 1999)
Pramod Chandra, *The Tuti-Nama of the Cleveland Museum of Art*
Milo Cleveland Beach, *Mughal and Rajput Painting*, Chs. 3, 4
(DS436 .N47 1987 Pt.1 V.3)

Sept. 23
**Discussion: Painting in the Islamic World of the late sixteenth century according to Pamuk** (see handout from Sept. 3)
Readings: Orhan Pamuk, through pp. 324
**Essay I due September 30**

Sept. 25, 30
**Mughal Painting under Jahangir and his successors**
Readings: Cummins, Ch. 2
Additional:
Beach, Ch. 3
Sept. 30  Essay I due

Oct. 2  Deccani Painting
Cummins, Ch. 3
Additional:
Beach, Ch. 4
Deborah Hutton, *Art of the Court of Bijapur* (N7308.B55 H88 2006)
Mark Zebrowski, *Deccani Painting* (ND3248D42Z421983)

Oct. 7  Review

Oct. 9  Mid-term Exam

Oct. 16-23  Rajput Painting
Readings: Cummins, Chs. 4, 5
Dimock et. el., *The Literatures of India*, Chapters 1, 3, 4, 6
Dimmitt and van Buitenen, *Classical Hindu Mythology*, Chs. 2, 3
Vishakha Desai, “Painting and Politics in Seventeenth-Century North
India: Mewar, Bikaner, and the Mughal Court,” *Art Journal* 49/4
(1990): JSTOR
Additional
Beach, Ch. 4-6
BN Goswami and Caron Smith, *Domains of Wonder* (ND1001 G67
2005)

Oct. 23  Class visit/ lecture/ demonstration: classical Indian dance

Oct. 24  Performance of Bharatanatyam, classical South Indian dance
Sottile Theatre, 8 pm

Oct. 28, 30  Pahari Painting
Cummins, Ch. 6
*Literatures of India*, as above
*Classcial Hindu Mythology*, Chs. 4, 5
Additional:
Beach, Ch. 6-7
B.N. Goswami and Caron Smith, *Domains of Wonder* (San Diego, 2005)
ND1001 G67 2005

Nov. 4, 6  Later Mural Painting: South India and Rajasthan
Heston, "The Padmanabhapuram Palace Murals: The Politics of an Image"
and “Centering the Book of War: The Ramayana Murals of Mattanceri
Palace in Kerala” (e-reserves)
Additional:
(ND2827 S464 2006)

**Nov. 11, 13** Painting in Eighteenth to Nineteenth Century India
Cummins, Epilogue
Additional:
Beach, Ch. 7

**Nov. 13** Research Papers due

**Nov. 18, 20** Indian Painting in the Twentieth Century
Mitter, “Modernism in India,” from *Indian Art*, 203-219 (e-reserves)
Additional:

**Nov. 25-Dec. 4** Contemporary Indian Painting and Visual Culture
Mitter, “The Contemporary Scene,” *Indian Art*, 221-239 (e-reserves)

**FINAL EXAM:** Thursday, December 11, Noon - 3
EASTERN PHILOSOPHY - PHIL 234
FALL 2008

Dr. Christian Coseru
4B Glebe Street, # 205
Phone: 953-1935; Email: coseruc@cofc.edu
Office hours: Mon/Wed 3:30-5:30 p.m. and by appointment

Days & Time: MW 2:00-3:15
Location: EC 111

Who am I? What is the nature of the self? Is ultimate reality one or many? Are our actions governed by strict causal/karmic principles? Is absolute freedom possible? Is enlightenment possible? What counts as a reliable source of knowledge? What is the best way to reform an individual or a society? What is duty? Can justice be taught? In this course we will examine the answers that Indian, Chinese, and Buddhist philosophers have given to these (and several other) questions. We will also explore their methods of inquiry and the types of evidential support they marshal in defense of their theories, and note, where appropriate, parallel developments in the West. We begin with the Upaniṣads and their view of the self, and continue with a close examination of two seminal Indian texts, the Yoga-sūtras of Patañjali and the Bhagavad-gītā; then, following an overview of the basic tenets of Buddhist Abhidharma philosophy, we will let Nāgārjuna and Vasubandhu acquaint us with Buddhist dialectics and a unique type of pragmatic idealism; next, we discover the Nyāya metaphysical dualism and its redoubtable method of analytical inquiry; we conclude our survey of classical Indian philosophy with a lively Buddhist-Nyāya debate about what there is and how we come to know it. Our exploration of classical Chinese thought covers the central metaphysical and ethical doctrines of Confucius and Lao Tzu (and of their principal disciples Mengzi and Chuang Tzu); in addition, we will also follow the course of Buddhist thought in China and examine its impact on both Taoism and Confucianism (paying special attention to the Neo-Confucian synthesis of Chu Hsi). Finally, for a window into the current state of play in the dialogue between East and West we turn to the memorable and insightful dialogue between philosopher Jean-François Revel and his scientist-turned-Buddhist monk son Matthieu Ricard (in the The Monk and the Philosopher). The aim of this course is threefold: first, introduce you to the philosophical sophistication of Indian, Chinese, and Buddhist thinkers, second, alert you to common assumptions and misconceptions about the nature and scope of their philosophical programs, and finally, foster an aptitude for genuine cross-cultural philosophical reflection.

Required Texts (available at the College Bookstore)
F.E. Baird & R.S. Heimbeck, Asian Philosophy (Pearson, Prentice Hall) AP
Mark Siderits, Buddhism as Philosophy (Hackett) BP
J-F Revel & M. Richard, The Monk and the Philosopher (Schocken, Random House) MP

Recommended Texts
J.N. Mohanty, Classical Indian Philosophy (Boston, Rowmann & Littlefield, 2000)
P.J. Ivanhow, Ethics in the Confucian Tradition (Cambridge, Hackett, 2002)

Additional readings, handouts, class presentation will be available on WebCT

Tentative Reading Assignments
August 27
September 1-3
September 8-10
September 15-17
September 22
September 24
September 29-October 1
October 6
October 8

Introduction: Philosophers and Gymnosophists
Origins and Scope of Indian Philosophy (AP: vii-viii, 3-7; BP: 1-10); Upaniṣads: the Self, Karma, and the Path of Knowledge (AP: 9-18, 21-30; 36-38; 41-69)
Philosophy and Orthodoxy: Schools, Methods, Views, and Arguments (AP: 135-149, 150-187)
Philosophy as a Path: Knowledge, Yogic Practice, and Realization (AP: 188-199; 200-224)
FIRST IN CLASS ESSAY EXAM
Introducing Buddhist Theory and Practice (AP: 83-117)
Nāgārjuna and the Middle Way (AP: 79-118); Vasubandhu, Logic, and Idealism (BP: 146-179)
A Nyāya Interlude (BP: 85-104)
MIDTERM EXAM
RELS 205 Sacred texts of the East

Dr. Lee Irwin, Religious Studies
4-B Glebe Street, Room 201
Religious Studies Department, Spring 2008
E-Mail Address: IrwinL@cofc.edu (send a message!)
Office Hours: Mon & Weds 2:00-4:00, Tues 2:00-4:00
(or by appointment)

Course Description: This course will explore the foundational texts of the
religions of India, China, Southeast Asia, and Japan. The traditions we will cover
are: Hindu, Buddhist, Sikh, Confucian, Taoist, and Shinto, with the greatest
emphasis on Hindu, Buddhist, Confucian, and Taoist written texts. We will take an
inductive approach to each text tradition and through careful reading of texts, seek
to determine core beliefs of each tradition established by those texts. We will
consider historical context, spatial location, textual diversity, internal debates on
interpretation, canon development, conceptual theories of the text, including text
recitations, and the care of texts. We will also look at issues of oral versus written
texts, image and symbol texts, and text transmission. No previous knowledge of
these traditions is required for this course; this is a course on the hermeneutics
of the texts and interpretations, not a survey of general beliefs and practices.

Books:
Korgan, Diane. The Best Guide to Eastern Philosophy and Religion. NY:

E-Reserve: 6 articles, ON-LINE at, Library Homepage (click on) ➔ E-reserves ➔
Electronic Reserves and Reserve Pages ➔ Pages by Department, Religious Studies
➔ RELS 205, Irwin ➔ (password = mantra), then click on article, print it.

Requirements: Students are expected to attend all classes and participate in class
discussions, missing more than three classes can result in a lower grade. The
assignments in this course include the following: FOUR 10 minute quizzes (5% each
= 20%), two short papers (15% each = 30%), Mid-Term (25%), and Final (25%).
The papers will be 2-3 pages in length, each summarizing one article on E-Reserves
and relating the theory of that article to the texts we are reading for that tradition.

No excuses will be accepted for missed assignments or exams, such as over
sleeping, lost books, or being stuck out of town. If you have a legitimate excuse,
please talk to me before the scheduled assignment. Late papers will have severe
reduction on the grade. All missing assignments will receive a failing grade.

Honor Code: Lying, cheating, and plagiarism are violations of the Honor Code and
are not permitted at the College. Cases of suspected academic dishonesty will be
reported directly to the Dean of Students. A student responsible for academic
dishonesty will receive a XF in the course, indicating failure based on dishonesty.

Grading Scale:
Numerical/letter grades: A+ = 100-97; A = 96-93; A- = 92-90; B+ = 89-87; B = 86-83;
B- = 82-80; C+ = 79-77; C = 76-73; C- = 72-70; D+ = 69-67; D = 66-63; D- = 62-60;
P = 59 or lower.
**Reading Assignments:** Reading assignments must be done **BEFORE** the class for which they are assigned, not after; then you can follow the discussion, ask questions, and we can have an informed dialogue on the subject of the reading.

**Reading Assignments:**

I. **Week One:** January 10 Introduction to Sacred Texts of the East

II. **Week Two:** January 15 / 17 Sacred Texts of India / Hinduism
   B. Reading Assignment: Fieser & Powers: 8-29; Morgan: 41-57

III. **Week Three:** January 22 / 24 Sacred Texts of India / Hinduism
   A. Reading Assignment: Fieser & Powers: 29-54; Morgan: 59-95; 277-291
   B. **QUIZ ONE:** January 24

IV. **Week Four:** January 29 / 31 Hinduism / Early Buddhism
   A. Reading Assignment: Fieser & Powers: 72-97; Morgan: 97-131

V. **Week Five:** February 5 / 7 Sacred Texts of Buddhism
   A. Reading Assignment: Fieser & Powers: 98-125; Morgan: 133-158; 261-275
   B. **Paper One Handout:** Hinduism / Buddhism

VI. **Week Six:** February 12 / 14 Sacred Texts of Buddhism
   A. **QUIZ TWO:** February 14
   B. Reading Assignment: Morgan: 159-187.

VII. **Week Seven:** February 19 / 21 Sacred Texts of Sikhism
   A. **PAPER ONE DUE:** February 21
   B. Reading Assignment: Fieser & Powers: 127-144; Morgan: 305-316; 293-303
VIII. **Week Eight**: February 26 / 28  Sacred Texts of Sikhism / Mid-Term Exam


B. **MIDTERM EXAM: FEBRUARY 28**

C. **SPRING BREAK MARCH 3-7**:

IX. **Week Nine**: March 11 / 13  Sacred (?) Texts of Confucianism

A. Reading Assignment: Fieser & Powers: 145-159; Morgan: 189-209

X. **Week Ten**: March 18 / 20  Sacred (?) Texts of Confucianism

A. Reading Assignment: Fieser & Powers: 160-172; Morgan: 211-220

B. **QUIZ THREE**: March 20

XI. **Week Eleven**: March 25 / 27  Confucian Texts and Daoist Texts


B. Reading Assignment: Fieser & Powers: 173-186; Morgan: 221-232

XII. **Week Twelve**: April 1 / 3  Sacred Texts of Daoism


B. **QUIZ FOUR**: April 3

XIII. **Week Thirteen**: April 8 / 10  Sacred Texts of Daoism


XIV. **Week Fourteen**: April 15 / 17  Sacred Texts of Shintoism

A. Reading Assignment: Fieser & Powers: 207-221

B. **PAPER TWO DUE**: April 17

XV. **Week Fifteen**: April 22

A. Reading Assignment: Morgan 317-330

B. **FINAL EXAM : SATURDAY, APRIL 26, 8:30-10:30**
<table>
<thead>
<tr>
<th>Date</th>
<th>Assignment/Reading</th>
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<tbody>
<tr>
<td>October 13</td>
<td>FALLBREAK</td>
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<tr>
<td>October 15</td>
<td>Buddhist Epistemology (BP: 208-230);</td>
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<tr>
<td>October 20-22</td>
<td>Buddhist Ethics and Dialectics (BP: 69-85; 180-207);</td>
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<tr>
<td>October 27-29</td>
<td>Introducing Confucianism: ethics, cultivation, and human nature (AP: 281-294, 296-352)</td>
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<tr>
<td>November 3</td>
<td>Introducing Taoism: the way, the wanderer, and her shadow (AP: 361-390)</td>
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<tr>
<td>November 5</td>
<td>SECOND IN CLASS ESSAY EXAM</td>
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<tr>
<td>November 10-12</td>
<td>Chuang Tzu’s Dream and Taoist Aesthetics (AP: 391-432, WebCT readings)</td>
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<tr>
<td>November 17-19</td>
<td>Buddhism in China: mind, meditation, and paradox (AP: 433-443, 444-495)</td>
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<tr>
<td>November 19</td>
<td>PAPER DUE IN CLASS</td>
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<tr>
<td>November 24</td>
<td>(En)Counters: Chu Hsi’s Neo-Confucian Synthesis (AP: 497-540)</td>
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<tr>
<td>November 26</td>
<td>THANKSGIVING</td>
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<tr>
<td>December 1-3</td>
<td>In Conversation: The Buddha’s Way and the Philosopher’s Cogito (MP, chapter 1-7)</td>
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<tr>
<td>December 3</td>
<td>Probing the Mind: Meditation and the Frontiers of Science (MP, chapters 10, 16, 18, 19)</td>
</tr>
<tr>
<td>December 12</td>
<td>FINAL EXAM (12:00 - 3:00)</td>
</tr>
</tbody>
</table>

Assignments and percentages: two in class essay exams (15% each), midterm (15%), paper (30%), final exam (20%), participation (5%).

You must bring the assigned text to class. You are expected to read on average 50-60 pages a week.

Requirements

1. It is essential that you attend classes! Four unexcused absences will adversely affect your grade and may result in your dismissal from the class.
2. If you fail to bring the assigned readings to class you will not be able to follow the discussion of particular passages. You are encouraged to annotate and add marginal comments to all texts discussed in class.
3. Keep in mind that the reading assignments in the syllabus are tentative. Expect changes throughout the semester. If you miss a class, it is your responsibility to find out how far we have gotten in the current reading assignment.
4. Exam and paper due dates are clearly marked in the syllabus. Add them to your calendar and make sure you don’t miss or arrive late for an exam. Failure to take the in class essay and midterm exams will result in a grade of 0 for that exam. An unexcused final exam absence will result in a grade of F.
5. Late (or early) exams will only be given if you can show that a real emergency prevents you from taking the exam on the due date.

Expectations

1. Make sure you read the entire assignment before the lecture. Coming to class unprepared, apart from annoying your colleagues, will also adversely affect your participation grade.
2. This is a philosophy class and you are expected to reflect on what you are reading. It is not enough to identify a particular philosophical claim. You should be prepared to argue for or against it. As a rule, make sure you come to lecture with at least two or three thoughtful questions from your readings.
3. You will continuously learn new and unfamiliar concepts, including Sanskrit and Chinese words that have no precise equivalents in English. It is your responsibility to construct a glossary of all the technical terms with appropriate definitions (the meaning of the word or concept, the viewpoint or school of thought it represents, the context of its usage, etc. – all of which will be given in lecture, so pay attention).
4. I expect you to take the questions raised in the course description seriously. Some of the Eastern philosophers we will read are also contemplatives with a personal history of inner exploration. They provide an example for how best to integrate philosophical reflection, meditation, and the pursuit of virtue. Their ideas have profoundly shaped the ethos of the Indian and Chinese civilizations.
Religious Studies' letter regarding the inclusion of their course in the Asian Studies curriculum.

Many thanks,
mb

Mary Beth Heston
Associate Professor, Art History
Director of Asian Studies
301 Simons Center, College of Charleston
Charleston SC 29424

TEL: 843.953.6313
FAX: 843.953.8212
EMAIL: hestonn@cofc.edu

-----Original Message-----
From: Irwin, Lee
Sent: Tue 10/21/2008 2:50 PM
To: Heston, Mary E
Subject: RE: Sacred Texts course

Mary Beth -

RELS 205 Sacred Texts of the East is taught by me and by June McDaniel (though others might teach it in the future, Zeff Bjerken or Elijah Siegler). I have attached a syllabus to this email. RELS department members have no objections to making RELS 205 part of the ASST curriculum as long as we retain the option of determining when or how often it will be offered (though right now it looks like about every third or fourth semester). Otherwise, we fully support the ASST revision of curriculum.

Lee Irwin, Chair
Religious Studies Dept.
College of Charleston
Charleston, SC 29401

Office: 843-953-8034
Email: IrwinL@cofc.edu

-----Original Message-----
From: Heston, Mary E  
Sent: Tuesday, October 21, 2008 9:42 AM  
To: Irwin, Lee  
Subject: Sacred Texts course

Lee,

Asian Studies is in the process of updating our curriculum. Since our last major revisions in 2005, a number of new courses have been created and we want to send a new proposal to Curriculum/ Senate adding these to our list of electives that may count toward completing the major. One of these is Sacred Texts of the East.

I have two questions: is there any reason why RELS would object to our adding this to our list of electives? And: I wondered who normally teaches this, since we will need a course syllabus as part of our proposal.

Thanks so much,
Mary Beth

Mary Beth Heston  
Associate Professor, Art History  
Director of Asian Studies  
301 Simons Center, College of Charleston Charleston SC 29424

TEL: 843.953 6313  
FAX: 843.953 8212  
EMAIL: hestonm@cofc.edu
Art History's letter of support.

Thanks,
mbh

Mary Beth Heston
Associate Professor, Art History
Director of Asian Studies
301 Simons Center, College of Charleston
Charleston SC 29424

TEL: 843.953 6313
FAX: 843.953 8212
EMAIL: hestonm@cofc.edu

-----Original Message-----
From: Mazzone, Marian
Sent: Wed 11/19/2008 2:22 PM
To: Heston, Mary E
Subject: Re: Art History and Asian Studies

The Art History department supports the inclusion of two of its courses (ARTH 321: Hindu Myth & Image; ARTH 322 Indian Painting) in the list of electives for the minor in Asian Studies.

Sincerely,

Marian Mazzone
Chair, Art History Department
College of Charleston

843-953-7165
mazzonem@cofc.edu
Bob,

Here's the last of the letters to come in. I'll send the others directly.

Enjoy your Thanksgiving.

All best,
Mary Beth

Mary Beth Heston
Associate Professor, Art History
Director of Asian Studies
301 Simons Center, College of Charleston
Charleston SC 29424

TEL: 843.953 6313
FAX: 843.953 8212
EMAIL: hestonm@cofc.edu

-----Original Message-----
From: Lesses, Glenn
Sent: Tue 11/25/2008 8:01 AM
To: Heston, Mary E
Subject: Asian Studies minor proposal

Mary Beth,

The Philosophy Department fully supports the inclusion of PHIL 234, Eastern Philosophy, in the Asian Studies minor proposal. We plan to offer this course regularly and hope that some Asian Studies minors include it in their course of study. Please let me know if you need anything else.

Sincerely,
--Glenn

Glenn Lesses
Professor and Chair, Department of Philosophy
College of Charleston
Charleston, SC 29424
Phone: 843-953-8061
Fax: 843-953-6388
E-mail: lesseg@cofc.edu
Proposal to Change Degree Requirements For the Major

1. Department: **MATH**

2. Degree: **MATH, actuarial studies track**

3. Semester and year in which degree change(s) will go into effect: **Spring 2009**

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   Where the current requirements say "MATH 545", change to "MATH 445 or MATH 545".
   That is, the option of doing MATH 245 and 445 is added to the current option of MATH 245 and 545.

5. Justification for Change(s):
   In a related curriculum change, a new undergraduate course MATH 445 is being added, which will for the most part replace MATH 545 for the purposes of undergraduate students. The reason for keeping the 545 option rather than a straight replacement of 545 by 445 is that some undergraduates might already have taken 545 as part of this major track.
6. Signature of Department Chair or Program Director:

[Signature]

Date: 10-21-2008

7. Signature of Dean of School:

[Signature]

Date: October 21, 2008

8. Signature of Provost:

[Signature]

Date: 10-22-2008

9. Signature of Curriculum Committee Chair:

[Signature]

Date: 12/11/08

10. Signature of Budget Committee Chair:

[Signature]

Date: 12/3/08

11. Signature of Planning Committee Chair:

[Signature]

Date: 12/8/08

12. Signature of Faculty Senate Secretary:

[Signature]

Date: ______________

Date approved by Senate: ________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
MEMO

To: Robert Perkins, Chair – Faculty Curriculum Committee
From: Tom Ross, Chair – Psychology Department
Date: October 30, 2008
RE: Department of Psychology’s Capstone initiative

The Psychology Department is currently proposing an important change to our curriculum that concerns our sequence of Laboratory classes (Psyc 360-368). Currently, our laboratory classes are not specifically linked to our lecture courses (as is the case in most other science labs). That is, students don’t have to take the lab concurrently with the content-driven survey course. As a result, students often have difficulty retaining the knowledge of the content course at the level that is required to perform well in the lab, because they almost always take the laboratory class one to two years after completing the content course. Additionally, the laboratory classes are writing intensive, and the workload required of laboratory courses is not adequately reflected by the 1-hour of credit associated with these courses. So, in part, to address these issues, as well as improve upon our curricular offerings, we want to convert these laboratory classes to capstone courses. Offering a capstone class to our majors is an important goal the Psychology department has been working toward for a number of years. Currently, we have no course that unifies the students’ experience of the field of psychology. We believe our new capstone proposal will allow students to apply the knowledge they have gained in their lower division classes, while at the same time, they will have the opportunity to master new and more complex material.

In essence, we envision these new capstone classes as providing coverage of advanced topics in a particular content area with a laboratory component (e.g., Advanced Cognitive Psychology with Lab, Advanced Social Psychology with Lab, etc.). Unlike our current lab courses, the new capstone classes will allow for in-depth instruction in a topical area. Students will be required to complete the lower division class in the content area (e.g., Cognitive Psychology, Social Psychology, respectively), prior to enrollment in the capstone course. As such, they will have knowledge of the domain area and after a brief review of this content information, we can quickly progress to a more complex and nuanced discussion of the advanced content material. In addition to the in-depth treatment of the material, students also will be asked to complete a minimum of two empirical studies (with accompanying full length papers). By including the in-depth content with the experiential learning laboratory component, we hope to provide students a deep understanding of the major theories of a domain area in psychology, as well as the methodological techniques that psychologists in this area employ.

Concerning the offerings of these new capstone classes, we expect that the 2009 College catalog will specify the new capstone requirement. All students who enter the College this semester and thereafter, will be required to take a capstone course. Capstone classes will be first offered the Spring semester of 2010. Over the next two to three years, more sections of capstone courses will

---

1 Psyc 360 Laboratory in Conditioning and Learning, Psyc 362 Laboratory in Social Psychology, Psyc 364 Laboratory in Physiological Psychology, Psyc 366 Laboratory in Sensation and Perception, Psyc 368 Laboratory in Cognitive Psychology
be offered, while at the same time, fewer laboratory sections will be available for enrollment. We anticipate that laboratory classes will be offered for the last time during the Fall of 2013. At this point we will delete these classes from our list of curricular offerings.

Concerning the question of whether additional resources will be required to implement this new curricular requirement, we do not anticipate the need to hire any addition faculty in order to offer these courses, as currently all psychology majors are required to take a laboratory class and this same requirement will apply to the capstone requirement. In addition, the laboratory classes are currently capped at 12 students and this same enrollment cap will apply to the capstone classes. As a result, a status quo will be maintained in terms of staffing requirements.

I appreciate the opportunity to present the Psychology department’s plan to the Curriculum Committee. I will make myself available to address any questions that the committee might have concerning this proposal and I will plan to attend the Curriculum Committee meeting on the day our proposal is to be reviewed. Additionally, I will be available via email (rosstp@cofc.edu) if any questions come up prior to this meeting.

Best regards,

Tom Ross
Department of Psychology, Chair
Proposal to Change Degree Requirements For the Major

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Psychology

2. Degree: BS

3. Semester and year in which degree change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   Starting with all students admitted Fall of 2009 and thereafter, students will be required to take one of the following capstone courses:

   460 - Advanced Conditioning and Learning with Lab
   462 - Advanced Social Psychology with Lab
   464 - Advanced Physiological Psychology with Lab
   466 - Advanced Sensation and Perception with Lab
   468 - Advanced Cognitive Psychology with Lab

   This requirement will replace the current laboratory requirement that is currently in place for all Psychology majors. However, we do not plan to formally delete our laboratory sequence until all students who came in under that requirement have had ample time to graduate. Specifically, we estimate that we will teach the laboratory courses for the last time during the Fall semester of 2013. After this semester, we will formally delete the lab sequence courses (Psyc 360-368) from our course offerings.

   Regarding the text that should appear in the College catalog, we would like the existing course requirements to be labeled: "Course requirements for students who entered the College prior to Fall of 2009." Additionally, we would like the text to read for the new major requirements: "Course requirements for students who entered the College Fall of 2009 and thereafter."

5. Justification for Change(s):
   See attached Memo for the justification of this change.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change Degree Requirements For the Major

6. Signature of Department Chair (s) or Program Director(s):
   [Signature]
   Date: 10/31/08

7. Signature of Dean(s) of School:
   [Signature]
   Date: 11/5/08

8. Signature of Provost:
   [Signature]
   Date: 11/20/2008

9. Signature of Curriculum Committee Chair:
   [Signature]
   Date: 11/1/08

10. Signature of Budget Committee Chair:
    [Signature]
    Date: _______________________

11. Signature of Planning Committee Chair:
    [Signature]
    Date: _______________________

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

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Psychology

2. Course Number and Title: Psyc 460 Advanced Conditioning and Learning with Lab
   Number of Credits: 3    Total hrs/week: 3 hours per week
   Lecture: ☒ Lab: ☒ Recitation: ☐ Seminar: ☒

For Independent study courses:
   Research: ☐ Field experience: ☐
   Clinical Practice: ☐ Internship: ☐
   Practicum: ☐ Independent Course Work: ☐

3. Semester and year when course will first be offered: Spring 2010

4. Catalog Description (please limit to 50 words):
   This capstone course provides an in-depth examination of various theories and practices in the area of conditioning and learning. Additionally, students will conduct research using methods common in the field. Examples of topics covered in this course include: response acquisition, schedules of reinforcement, extinction, and response reinstatement.

5. Check if appropriate: Humanities: ☐ Social Science: ☒ (meets minimum degree requirements)

   Check if appropriate: ☐
   This course will be cross listed with: _____
   Rationale for cross listing: _____
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   Psyc 103, Psyc 211, Psyc 220, Psyc 213, and Junior or Senior status. Students may take Psyc 250 in lieu of Psyc 211 and 220.

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

   a) What are the goals and objectives of the course?
      This course is envisioned as a capstone class whereby students will be provided in-depth instruction in conditioning and learning. Further, students will be asked to apply this knowledge by conducting research in this domain area. By including the content with the experiential learning

   (Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

component, we hope to provide students with the proper context to understand the literature that they are reviewing as well as the empirical procedures used to test the theories presented in the literature.

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

This course will facilitate an in-depth understanding of an important topical area of psychology. The research training that students receive will enhance their empirical skills, their knowledge of statistics as well as their writing skills.

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

This course will serve as a capstone experience. It will only be open to advanced students (i.e., students with junior or senior status) who have completed the prerequisite classes. Therefore, this course will support the end of the psychology major.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

Given the prerequisites for this course, it is highly unlikely non-majors will enroll in this course.

8. a) 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

b) Please explain overlap with any existing courses.

This course will eventually replace Psyc 360. The rationale for this change is discussed in the cover letter which accompanied this proposal.

9. Method of teaching:

This class will be restricted in enrollment to 12 students. As such, this class will be taught with a combination of pedagogical methods, including formal lecture, seminar discussion, and laboratory applications.

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

The addition of this course should not affect the enrollment of courses in other departments. This class is being proposed as a replacement of the current Conditioning and Learning Laboratory class (Psyc 360) for the reasons identified in the memo attached to this proposal. Over the course of the next several years the department will offer fewer sections of Psyc 360 and more sections of the new proposed course. We expect Psyc 360 to

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

be offered for the last time during the Fall 2013 semester. After this semester, we will formally delete Psyc 360 from the Psychology Department's course offerings.

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

In terms of the current course catalog, no staffing shifts are expected because the same number of classes will be taught. Under the current catalogue, all Psychology majors are required to take a lab course and under the new requirements, all Psychology majors will be required to take a capstone course. Additionally, Psyc 360 is restricted to 12 students and the new course being proposed will have the same restriction in enrollment. As a result, a status quo will be maintained in terms of staffing requirements.

c) Frequency of offering:
   each fall: ☒  each spring: ☑
   every two years: ☐  every three years: ☐
   other ☑(Explain): Sections may be offered in the summer depending upon demand.

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

   a) Staff:
      None

   b) Budget:
      None

   c) Library:
      None

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

  See attached

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☒ yes  ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

      Students entering the College during the Fall of 2009 or later will be required to take a capstone course. See the attached Change of Degree Requirements form

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

for a complete listing of the changes to the Psychology major degree requirements.
Proposal for a New Course

14. Signature of Department Chair or Program Director:
   Thomas R. Brown, Ph.D.
   Date: 10/31/08

15. Signature of Dean of School:
   [Signature]
   Date: 11/5/08

16. Signature of Provost:
   Susan A. Morrison
   Date: 11/20/2008

17. Signature of Business Affairs Official: not needed
   [Signature]
   Date: 

18. Signature of Curriculum Committee Chair
   [Signature]
   Date: 12/11/08

19. Signature of Faculty Senate Secretary:

   Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Advanced Conditioning and Learning with Lab  
PSYC 460  
Fall 2009  

Instructor: Chad M. Galuska, Ph.D.  
Office: 59 Coming Street, Room 100 A  
Phone #: 953-8199  
E-mail: GaluskaC@cofc.edu  
Office Hours: TBA  

Required Readings  


1Students will be expected to purchase the APA Manual. The additional readings will be provided via e-reserve.  

2This is only a tentative reading list. The instructor may add additional readings.
**Prerequisites:** Psyc 103 (or equivalent), Psyc 211 (Statistics), Psyc 220 (Research Methods), Psyc 213 (Conditioning & Learning), and Junior or Senior status.

**Course Description and Goals:** The goals of this course are two-fold: First, students will be exposed to an advanced topic in the field of conditioning and learning. Specifically, this course will provide an in-depth study of the field of behavioral economics and how measures of demand elasticity relate to other measures of response strength, such as behavioral momentum, resistance to extinction, and response reinstatement. Second, students will gain experience conducting operant research using rats as subjects. Students will be expected to conduct two experiments relevant to behavioral economics, critically evaluate the data derived from these experiments, report their findings in two research papers that conform to the publication guidelines of the American Psychological Association, and present their research findings in a poster session. Upon finishing this course, students will know how to design an appropriate experiment, how to implement that experiment, how to statistically analyze and interpret the results, and how to effectively present their findings.

**Course Structure:** This course is a laboratory course, and thus, some of your time will be spent in the laboratory conducting behavioral experiments (in room 132B). At the beginning of the semester, I will give a few lectures on topics such as animal husbandry, animal welfare and research ethics, and proper care and maintenance of the laboratory equipment. There will be an exam based on these lectures and relevant readings that is worth 50 points. Once rats reliably acquire the lever press response and experiments are underway, class periods will be structured as follows: The beginning and end of each class period will be spent in the lab while the majority of the class will be devoted to an in-depth treatment of behavioral economics. Assigned readings will be discussed in an instructor-led seminar. Your semester-long participation during the discussions of assigned readings will be worth a total of 25 points. At the end of the semester there will be an exam based on this material that is worth 100 points.

I also will lecture periodically throughout the semester about such topics as literature searches, as well as the statistical analysis and graphical presentation of the data that you will be collecting. This information will be of use to you in writing your research papers.

Students will be assigned a lab partner with whom they will conduct their experiments. The results from these experiments will be written as an APA-format paper that is due shortly after the end of each experiment. Each student is required to write his or her own paper. Collaboration with research partners on papers is not allowed. Furthermore, at the end of the semester students will collaborate with their partner on the creation and presentation of a poster based on your research findings.

Additional details of the two research studies, the associated research papers, and the poster presentation are provided below.

**Research Study 1**

The first research study will include both a correlational component and an experimental manipulation. Two research questions will be answered:

a. Is the amount of sweetened-condensed milk consumed under a continuous reinforcement schedule a predictor of subsequent demand elasticity for sweetened-condensed milk? We will use linear regression to answer this question.

b. By manipulating the concentration of sweetened-condensed milk using a within-subjects design, we will determine if scalar equivalence exists between the response requirement to produce milk and milk concentration. That is, is doubling the concentration functionally equivalent to halving the response requirement?
Research Study 2

The second research study also will include both a correlational component and an experimental manipulation. Two research questions will be answered:

a. Using exponential demand curve analysis, we will quantify the elasticity of demand for sweetened-condensed milk. Then, using linear regression, we will determine if the elasticity parameter predicts the rate of extinction and, subsequently, the degree of cue-induced reinstatement.

b. Using a between-subjects design, we will determine if the concentration of sweetened-condensed milk affects the rate of extinction and subsequent cue-induced reinstatement.

Research Papers

Two complete research papers, written in APA style, are required. Each paper is worth 100 points. Papers must be turned in as a hard copy at the beginning of class on the day that they are due. Research papers turned in after the due date will incur a 10% penalty for every day that it is late. All papers must be written in MS Word.

After receiving their first graded research paper (Paper 1), students may revise and resubmit it to earn back up to one-half of the points missed. Revisions must be submitted within one week of receiving the graded paper. This revision option is only available for the first research paper.

Although the opportunity to revise is not available for Paper 2, please note that I will always be happy to provide feedback on first drafts. If you plan to submit a first draft for feedback, please allow sufficient time (two class periods) for me to review your work. Do not expect me to provide much feedback if you turn in a draft the day before the paper is due.

Research Poster

The research poster is the only project that students may complete in collaboration with their lab partner. Students will prepare a research poster based on the results from Study 1A, 1B, 2A, or 2B. So that all studies are represented, the instructor will assign to student teams which study to present. Students will receive instruction of the preparation of posters using Microsoft PowerPoint. During an in-class poster session, student teams will take turns presenting their research. The research poster is worth 25 points.

Attendance: Attendance is expected and mandatory in this course. It is not fair to your lab partner if you are regularly absent. You will be allowed to miss three (3) classes without any loss of points. If you are absent, you must notify the Office of Undergraduate Studies so that they forward an absence memo to me documenting your absence. Each absence beyond the 3rd absence (regardless of reason) results in a loss of 10 points. Therefore, each student is allowed three (3) absences throughout the semester (accompanied by an absence memo) without any "penalty". If a student misses four or more classes, I will begin to deduct 10 points for each absence (starting with the 4th absence). I will take attendance at the beginning of each class and it is your responsibility to be in class when I am taking attendance. If you are absent from more than 6 classes I will request that you be removed from the class for excessive tardiness. Simply put, attend class!
Summary of Grading

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ethics Exam</td>
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</tr>
<tr>
<td>Paper 1</td>
<td>100</td>
</tr>
<tr>
<td>Content Exam</td>
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</tr>
<tr>
<td>Paper 2</td>
<td>100</td>
</tr>
<tr>
<td>Poster</td>
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<tr>
<td>Participation</td>
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<td><strong>Total</strong></td>
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</table>

<table>
<thead>
<tr>
<th>Letter Grade</th>
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<tbody>
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<td>93-100</td>
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<tr>
<td>A-</td>
<td>90-92</td>
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<tr>
<td>B+</td>
<td>87-89</td>
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<tr>
<td>B</td>
<td>83-86</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<td>C+</td>
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<td>C</td>
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<td>D+</td>
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<tr>
<td>D</td>
<td>63-66</td>
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<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
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</tbody>
</table>

**Extra Credit:** To encourage attendance, students can earn up to 5 extra credit points by reliably attending class, as shown in the following table.

<table>
<thead>
<tr>
<th>Absences</th>
<th>Extra Credit Points</th>
</tr>
</thead>
<tbody>
<tr>
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<td>2</td>
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<tr>
<td>3</td>
<td>0</td>
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<tr>
<td>&gt; 3</td>
<td>penalty</td>
</tr>
</tbody>
</table>

In addition to the extra credit that can be earned from attendance, students may earn up to 3 extra credit points by attending colloquia hosted by the psychology department. Each colloquium that you attend is worth 1 point. If you attend a departmental talk, please make sure that I see you and you will earn the point!

**WebCT:** The following materials will be posted on WebCT: (a) this syllabus, (b) PowerPoint lecture presentations, (c) relevant journal articles and supplementary material, and (d) important announcements. It is important that you check WebCT regularly to check for important announcements, including possible changes to this syllabus. It is your responsibility to be aware of any changes made to this syllabus.

**Grievances:** If you have any questions regarding how I graded your assignments, you may request a re-evaluation of the grade. All requests must be made in writing and include a detailed explanation of why you think the grade was unfair or incorrect.

**Academic Dishonesty:** The College of Charleston is committed to the highest standards of academic integrity. Faculty and students are expected to adhere to the Honor Code. Academic dishonesty (cheating, plagiarism, etc.) will not be tolerated. Please refer to the student handbook regarding academic dishonesty. Plagiarism involves copying someone else’s work. Although you are conducting research with a partner, you are expected to turn in your own research paper. That means that you are not to write your papers in collaboration with your classmates. It also means that the description of previous research needs to be written in your own words (and not the words of the original authors). If I suspect a student is plagiarizing (either from another student or from a published article), I will notify the Student Honor Board and turn the matter over to them.
Ethical Treatment of Animals: Rats used in this laboratory course are to be considered our "research partners" and treated with respect. Students will be instructed on how to handle the rats. Improper handling techniques may result in dismissal from this course. Any instance of animal cruelty - including but not limited to hitting, striking, throwing, or teasing rats - will result in immediate expulsion from this course and notification of the Student Honor Board.

Good animal husbandry involves maintaining a clean laboratory work space. Information regarding how to clean your laboratory work space will be provided. Failure to clean your laboratory work space will result in a warning and then a 5 point penalty per additional occurrence. In addition, talking must be kept to a minimum while in the laboratory. This is because noise is very disruptive to rats and can lengthen the time it takes to complete an experiment. Time spent in the lab is not an opportunity to socialize. Also, please turn off all cell phones when you come to the lab. **No food is allowed in the laboratory or the animal colony. No exceptions.**

Students with Disabilities: Any student eligible for and needing academic adjustments or accommodations is requested to speak with me as soon as possible. Please bring a letter from SNAP services verifying your SNAP status and approved accommodations.

Tentative Laboratory Schedule

**Note:** The dates and class events listed below are subject to change depending on time restrictions. Announcements will be made in class if changes will be made to this syllabus.

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture/Discussion/Tutorials/Due</th>
<th>Lab</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Review of Operant Conditioning</td>
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<tr>
<td></td>
<td>Ethics of Animal Research</td>
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<tr>
<td></td>
<td>Reading A, I</td>
<td></td>
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<tr>
<td>2</td>
<td>Professional Research Ethics</td>
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<tr>
<td></td>
<td>Reading B</td>
<td>Meet your Rat! Safe-handling practices</td>
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<td></td>
<td>Ethics Exam</td>
<td>Habitation/ Dipper Training</td>
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<td></td>
<td></td>
<td>Dipper Training/ Response Shaping</td>
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<tr>
<td>3</td>
<td>Reading E</td>
<td>Response Shaping</td>
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<tr>
<td></td>
<td></td>
<td>FR 1 performance</td>
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<tr>
<td>4</td>
<td></td>
<td>FR 1 performance</td>
</tr>
<tr>
<td>5</td>
<td>Overview of Study 1</td>
<td>Begin Study 1</td>
</tr>
<tr>
<td></td>
<td>Lecture on Behavioral Economics</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reading H</td>
<td></td>
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<tr>
<td>6</td>
<td>Reading G</td>
<td>Continue Study 1</td>
</tr>
<tr>
<td>7</td>
<td>Reading F, Reading C</td>
<td>Continue Study 1</td>
</tr>
<tr>
<td>8</td>
<td>Reading K</td>
<td>Continue Study 1</td>
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<tr>
<td></td>
<td>Excel Tutorial</td>
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<td>SPSS Tutorial</td>
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<td></td>
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<td>Data Analysis Workshop</td>
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<td>10</td>
<td>Paper 1 Due</td>
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<tr>
<td></td>
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<td>Overview of Experiment 2</td>
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<td></td>
<td>11</td>
<td>Lecture on Extinction and Reinstatement</td>
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<tr>
<td></td>
<td></td>
<td>Reading J</td>
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<td>12</td>
<td>Reading D</td>
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<tr>
<td></td>
<td></td>
<td>How to Make a Poster in PowerPoint</td>
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<td></td>
<td>13</td>
<td>Content Exam</td>
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<tr>
<td></td>
<td></td>
<td>Poster and Data Analysis Workshop</td>
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<td></td>
<td>14</td>
<td>Posters and Data Analysis Workshop</td>
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<tr>
<td></td>
<td>15</td>
<td>Paper 2 Due</td>
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<tr>
<td></td>
<td></td>
<td>Poster Session</td>
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</tbody>
</table>
Proposal for a New Course

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Psychology**

2. Course Number and Title: **Psyc 462 Advanced Social Psychology with Lab**
   Number of Credits: **3**  Total hrs/week: **3 hours per week**
   
   Lecture: ☒ Lab: ☐ Recitation: ☐ Seminar: ☒

   For Independent study courses:
   Research: ☐ Field experience: ☐
   Clinical Practice: ☐ Internship: ☐
   Practicum: ☐ Independent Course Work: ☐

3. Semester and year when course will first be offered: **Spring 2010**

4. Catalog Description (please limit to 50 words):
   *This capstone course provides an in-depth examination of various theories and practices in the area of social psychology. Additionally, students will conduct research using methods common in the field. Examples of topics covered in this course include: Social cognition, conformity, group processes, and prejudice.*

5. Check if appropriate: Humanities: ☐ Social Science: ☒ (meets minimum degree requirements)
   Check if appropriate: ☐
   This course will be cross listed with: _____
   Rationale for cross listing: _____
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   *Psyc 103, Psyc 211, Psyc 220, Psyc 310, and Junior or Senior status. Students may take Psyc 250 in lieu of Psyc 211 and 220.*

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

   a) What are the goals and objectives of the course?
   *This course is envisioned as a capstone class whereby students will be provided in-depth instruction in social psychology. Further, students will be asked to apply this knowledge by conducting research in this domain area. By including the content with the experiential learning component, we hope to provide students with the proper context to understand the*
Proposal for a New Course

Literature that they are reviewing as well as the empirical procedures used to test the theories presented in the literature.

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

This course will facilitate an in-depth understanding of an important topical area of psychology. The research training that students receive will enhance their empirical skills, their knowledge of statistics as well as their writing skills.

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

This course will serve as a capstone experience. It will only be open to advanced students (i.e., students with junior or senior status) who have completed the prerequisite classes. Therefore, this course will support the end of the psychology major.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

Given the prerequisites for this course, it is highly unlikely non-majors will enroll in this course.

8. a) 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

b) Please explain overlap with any existing courses.

This course will eventually replace Psyc 362. The rationale for this change is discussed in the cover letter which accompanied this proposal.

9. Method of teaching:

This class will be restricted in enrollment to 12 students. As such, this class will be taught with a combination of pedagogical methods, including formal lecture, seminar discussion, and laboratory applications.

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

The addition of this course should not affect the enrollment of courses in other departments. This class is being proposed as a replacement of the current Social Laboratory class (Psyc 362) for the reasons identified in the memo attached to this proposal. Over the course of the next several years the department will offer fewer sections of Psyc 362 and more sections of the new proposed course. We expect Psyc 362 to be offered for the last time during the Fall 2013 semester. After this semester, we will formally

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

delete Psyc 362 from the Psychology Department's course offerings.

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

In terms of the current course catalog, no staffing shifts are expected because the same number of classes will be taught. Under the current catalogue, all Psychology majors are required to take a lab course and under the new requirements, all Psychology majors will be required to take a capstone course. Additionally, Psyc 362 is restricted to 12 students and the new course being proposed will have the same restriction in enrollment. As a result, a status quo will be maintained in terms of staffing requirements.

c) Frequency of offering:

- each fall: ☒
- each spring: ☒
- every two years: ☐
- every three years: ☐
- other ☒(Explain): Sections may be offered in the summer depending upon demand.

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

a) Staff:

None

b) Budget:

None

c) Library:

None

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

See attached

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
a) ☒ yes  ☐ no

b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

Students entering the College during the Fall of 2009 or later will be required to take a capstone course. See the attached Change of Degree Requirements form for a complete listing of the changes to the Psychology major degree requirements.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course
Proposal for a New Course

14. Signature of Department Chair or Program Director:

Date: 10/31/08

15. Signature of Dean of School:

Date: 11/6/08

16. Signature of Provost:

Date: 11/20/2008

17. Signature of Business Affairs Official

Date: 

18. Signature of Curriculum Committee Chair

Date: 11/11/08

19. Signature of Faculty Senate Secretary:

Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Advanced Social Psychology with Lab
Psyc 462
Spring 2010

Instructor: Dr. Rhonda Swickert
Office: 55 Coming, rm. 101 Phone: 953-5046
E-mail: swickertr@cofc.edu Office Hours: M 10 – 12 and W 1 – 2

Required Readings


Prerequisites: Psyc 103 (or equivalent), Psyc 211 (Statistics), Psyc 220 (Research Methods), Psyc 310 (Social Psychology), and Junior or Senior status

Course Description and Goals: This course will expose you to an in-depth analysis of two important areas of study within social psychology: Social Cognition and Prosocial Behavior. In addition, you will gain experience in conducting research in these topical areas of social psychology. Regarding this research experience, emphasis will be placed on research design, collection of data, data analysis, empirical report writing, and oral presentation of empirical findings.

Course Outline

*These dates are tentative and may be subject to change by the instructor.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Review of Research Design and Statistics</td>
<td>Reading D, Ch. 5-7</td>
</tr>
<tr>
<td>2</td>
<td>Prosocial Behavior: The Bystander Effect</td>
<td>Reading A, Ch. 1-3</td>
</tr>
<tr>
<td>3</td>
<td>Prosocial Behavior: The Bystander Effect</td>
<td>Reading A, Ch. 5</td>
</tr>
<tr>
<td>4</td>
<td>Ethical Standards in Experimentation &amp; Strategies for Literature Review</td>
<td>Reading D, Ch. 3</td>
</tr>
</tbody>
</table>
WEEK | TOPIC | READINGS
---|---|---
5 | **Exam 1** & Observational Study Proposal: Prosocial behavior: The Bystander effect | Reading D, Ch. 2
6 | Observational Data Collection | 
7 | Observational Study: Statistics, Data Analysis, and APA Style | Reading C, Ch. 1-5
8 | Social Cognition: Function of Schemas | Reading B, Ch. 4-5
9 | Social cognition: Cognitive Biases | Reading B, Ch. 6
10 | **Exam 2** & Experimental Study Proposal: Social Cognition | 
11 | Experimental Study Proposal: Materials Development | 
12 | Experimental Study Data Collection | 
13 | Experimental Study Data Collection | 
14 | Experimental Study: Data Analysis & PowerPoint Review | 
15 | **Oral Presentations** | 

**Attendance and Participation Policy**

Students are expected to come to, and participate fully in, all classes. However, if a student is absent from class s/he is still responsible for all content presented during the missed class period. If the absence occurs on a project planning day or a data analysis day, then all work must be made up individually. If a student misses more than **2 classes**, the professor has the option of dropping that student from the course. Finally, points will be awarded for attendance and participation. There will be 2 points available for each class period for a total of **24 points**. To receive these 2 points you must be in class on time (9:00 a.m.) and you must participate in classroom discussion.

**Social Psychology Projects**

You will be asked to complete two projects throughout the semester. You will be allowed to work with others on these projects. Project descriptions will be handed out in class. These descriptions will give detailed instructions on how to complete each project. During the semester you will be assigned the following projects:

Project I: Observational Study
Project II: Experimental Study

Each project is worth 15 points for a total of **30 points** possible.

**Empirical Papers**

In this class you will be required to provide a written summary for each of the studies (observational & experimental) that you will conduct. Although the projects often are a collaborative effort, each student is responsible for submitting her/his own empirical paper summarizing the work that was conducted. The paper must be written according to APA publication guidelines. Each of the two papers is worth **40 points**. The following is a listing of due dates for each study:
Observational Study

Present Proposal Idea
Work on Introduction and Method Sections
Work on Results and Discussion Sections
and Visit Writing Lab¹
Final Paper Due

October xx
October xx
October xx
October xx

Experimental Study

Develop Proposal Idea
Classroom Presentation of Study
Final Paper Due

November xx
November xx
November xx

Exams

There will be two examinations for this course. Each exam may be comprised of multiple choice, matching, and essay items and will be worth 35 points. The student is strongly encouraged to take each exam when it is given. If you miss an exam, you will need to provide a valid excuse documenting your absence. All make-up exams will be done outside of class and only one exam can be made up.

Skill Building

You will be learning a variety of new skills in this class. During this semester I would like to focus on learning how to present information as an oral PowerPoint presentation.

PowerPoint Presentation: Presentations will be made in teams of 5-6. Each team will be required to give a PowerPoint presentation to the class lasting no longer than 20 minutes. You will be graded on two major criteria: Content of the presentation (80%) and creativity of the presentation (20%). Regarding the content of the presentation, you should provide a succinct review of your experiment. Be sure to discuss the theoretical underpinnings of the study, the methodology and results of the study, and provide a comprehensive discussion of the findings. Regarding the creativity of the presentation, you are encouraged to present the information in a creative and effective format. Specifically, try to utilize different mediums to present the information (e.g., a short video-tape segment, pictures, graphs, web sites, etc.). This presentation is worth 15 points.

Extra-credit

You are required to visit the Writing Lab to obtain feedback on your first APA paper assignment. However, for the second paper you may visit the lab to earn extra-credit points. Specifically, you will receive 2 extra-credit points for this visit.

¹ I am requiring all students visit the writing lab to get feedback on the first empirical paper. You should visit the lab sometime between the dates of October xx-xx as the final version of the first paper is due on October xx. This visit to the writing lab and the incorporation of the feedback received is worth 5 points.
<table>
<thead>
<tr>
<th>Grade Distribution</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Empirical Papers</td>
<td>80</td>
<td>A</td>
</tr>
<tr>
<td>Projects</td>
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<td>A-</td>
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<td>Attendance</td>
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<td>Exams</td>
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<tr>
<td>Oral Presentation</td>
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<td>B-</td>
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<tr>
<td>Writing Lab Visit</td>
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<td>C+</td>
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<td>137 - 149</td>
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<td>132 - 136</td>
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Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Psychology

2. Course Number and Title: Psych 464 Advanced Physiological Psychology with Lab
   Number of Credits: 3  Total hrs/week: 3 hours per week
   Lecture: ☒  Lab: ☐  Recitation: ☐  Seminar: ☐

For Independent study courses:
   Research: ☐  Field experience: ☐
   Clinical Practice: ☐  Internship: ☐
   Practicum: ☐  Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Spring 2010

4. Catalog Description (please limit to 50 words):
   This capstone course provides an in-depth examination of various theories and practices in physiological psychology. Additionally, students will conduct research using methods common in the field. Examples of topics covered in this course include: psychopharmacology, neuroendocrinology, neuroanatomy and animal behavior.

5. Check if appropriate: Humanities: ☐  Social Science: ☒ (meets minimum degree requirements)
   Check if appropriate: ☐
   This course will be cross listed with: ______
   Rationale for cross listing: ______.
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   Psych 103, Psych 211, Psych 220, Psych 214, and Junior or Senior status. Students may take Psych 250 in lieu of Psych 211 and 220.

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

   a) What are the goals and objectives of the course?
      This course is envisioned as a capstone class whereby students will be provided in-depth instruction in physiological psychology. Further, students will be asked to apply this knowledge by conducting research in this domain area. By including the content with the experiential learning
Proposal for a New Course

component, we hope to provide students with the proper context to understand the literature that they are reviewing as well as the empirical procedures used to test the theories presented in the literature.

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

This course will facilitate an in-depth understanding of an important topical area of psychology. The research training that students receive will enhance their empirical skills, their knowledge of statistics as well as their writing skills.

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

This course will serve as a capstone experience. It will only be open to advanced students (i.e., students with junior or senior status) who have completed the prerequisite classes. Therefore, this course will support the end of the psychology major.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

Given the prerequisites for this course, it is highly unlikely non-majors will enroll in this course.

8. a) 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

b) Please explain overlap with any existing courses.

This course will eventually replace Psyc 364. The rationale for this change is discussed in the cover letter which accompanied this proposal.

9. Method of teaching:

This class will be restricted in enrollment to 12 students. As such, this class will be taught with a combination of pedagogical methods, including formal lecture, seminar discussion, and laboratory applications.

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

The addition of this course should not affect the enrollment of courses in other departments. This class is being proposed as a replacement of the current Physiological Laboratory class (Psyc 364) for the reasons identified in the memo attached to this proposal. Over the course of the next several years the department will offer fewer sections of Psyc 364 and more sections of the new proposed course. We expect Psyc 364 to be offered for

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

the last time during the Fall 2013 semester. After this semester, we will formally delete Psyc 364 from the Psychology Department's course offerings.

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

In terms of the current course catalog, no staffing shifts are expected because the same number of classes will be taught. Under the current catalogue, all Psychology majors are required to take a lab course and under the new requirements, all Psychology majors will be required to take a capstone course. Additionally, Psyc 364 is restricted to 12 students and the new course being proposed will have the same restriction in enrollment. As a result, a status quo will be maintained in terms of staffing requirements.

c) Frequency of offering:

- each fall: ☒
- each spring: ☒
- every two years: ☐
- every three years: ☐
- other ☒(Explain): Sections may be offered in the summer depending upon demand.

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

a) Staff: None

b) Budget: None

c) Library: None

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

See attached

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☒ yes ☐ no

b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

Students entering the College during the Fall of 2009 or later will be required to take a capstone course. See the attached Change of Degree Requirements form

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course
for a complete listing of the changes to the Psychology major degree requirements.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

14. Signature of Department Chair or Program Director:
   [Signature]
   Date: 10/31/08

15. Signature of Dean of School:
   [Signature]
   Date: 11/5/08

16. Signature of Provost:
   [Signature]
   Date: 11/20/2008

17. Signature of Business Affairs Official
   [Signature]
   Date: 

18. Signature of Curriculum Committee Chair
   [Signature]
   Date: 12/14/08

19. Signature of Faculty Senate Secretary:
   [Signature]
   Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Advanced Physiological Psychology with Lab
Psychology 464 – Section L01
Fall 200X, College of Charleston

Class Meetings: TBD. SCIC 133

Instructor:
Michael G. Ruscio, Ph.D. Office: 59 Coming St., #205.
Phone: 843-953-7106 e-mail: ruscio@cofc.edu
Office hours: TBD

Prerequisites: PSYC 103, 214, 211 & 220 and Junior or Senior Status.

Required Textbooks:


Additional Readings:


Course Overview and Objectives: This course is designed to provide first hand experience with experimental design, technique and data analysis in the field of behavioral neuroscience. We will begin the course with a dissection of the sheep brain and comparative neuroanatomy. We will then focus on two projects. The first project will involve histology of vertebrate brain tissue and quantification of selected regions. Particularly, we will examine sex differences in the brain and how they correlate with differences in behavior. The second project will involve observation and quantification of rodent parental behavior and differences between virgin and multiparous (having given birth to more than one litter) females in a variety of exploratory behaviors and memory tasks. A laboratory report written in APA (American Psychological Association) style will accompany each of these projects. The second project will also require the presentation of your results as a scientific poster or oral presentation to the class.
- To achieve a working knowledge of functional and comparative neuroanatomy.
- To gain an understanding of methods used to quantify animal behavior, experimental design, sampling and statistical analysis using SPSS.
- To develop skills associated with scientific presentations including oral and poster presentations.
- To learn basic neurobiological techniques and to utilize them to address hypotheses.
- To develop scientific and technical writing skills, with particular emphasis on APA (American Psychological Association) Style.

**Grading:** Grades will be assigned on the basis of the number of points that you have earned at the completion of the course. The number of points and the approximate percentage of the grade are indicated below.

<table>
<thead>
<tr>
<th>Source Number of Points</th>
<th>Approx. % of Grade</th>
<th>Number of Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lab Report #1</td>
<td>25%</td>
<td>100</td>
</tr>
<tr>
<td>Lab Report #2</td>
<td>25%</td>
<td>100</td>
</tr>
<tr>
<td>Poster/Oral Presentation</td>
<td>25%</td>
<td>100</td>
</tr>
<tr>
<td>Sheep Brain Exam</td>
<td>12.5%</td>
<td>50</td>
</tr>
<tr>
<td>Lab Proficiency : (Lab Notebook, Consistency, Attention to Detail, Timeliness of Data Collection and Data Entry, Lab Technique)</td>
<td>12.5%</td>
<td>50</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
<td><strong>400</strong></td>
</tr>
</tbody>
</table>

**Grade Assignment:** The combined total for all the above will be 400 points. Your final grade in the course will be based on a straight percentage of points:

<table>
<thead>
<tr>
<th>Approx. % of Total Points</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>92-100</td>
<td>A</td>
</tr>
<tr>
<td>90-91.9</td>
<td>A-</td>
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<tr>
<td>87-89.9</td>
<td>B+</td>
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<tr>
<td>83-86.9</td>
<td>B</td>
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<tr>
<td>80-82.9</td>
<td>B-</td>
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<td>77-79.9</td>
<td>C+</td>
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<td>73-76.9</td>
<td>C</td>
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<td>70-72.9</td>
<td>C-</td>
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<tr>
<td>67-69.9</td>
<td>D+</td>
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<td>63-66.9</td>
<td>D</td>
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<tr>
<td>60-62.9</td>
<td>D-</td>
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<tr>
<td>59.9% and lower</td>
<td>F</td>
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<tr>
<td>Failure Due to Academic Dishonesty</td>
<td>XF</td>
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</tbody>
</table>
Tentative Schedule: The following schedule indicates approximate dates when topics will be covered in class. These dates are subject to change based upon the amount of material we cover at each class meeting, and the specific needs of the class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Class Event</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>8/21</td>
<td>Introduction, Comparative Neuroanatomy</td>
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<tr>
<td></td>
<td>Discussion of Ethics Regarding Animal Research</td>
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<tr>
<td>8/28</td>
<td>Sheep Brain Dissection</td>
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<td></td>
<td>Discussion of Scientific Ethics</td>
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<td>9/4</td>
<td>Sheep Brain Exam</td>
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<td></td>
<td>Neuroanatomical Sex Differences: Background and Experimental Premises</td>
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<td>9/11</td>
<td>Neuroanatomical Sex Differences: Histology: Introduction, Neuroanatomical</td>
<td>Practical Exam</td>
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<td>Identification</td>
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<tr>
<td>9/18</td>
<td>Neuroanatomical Sex Differences: Histology: Tissue Staining</td>
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<tr>
<td>9/25</td>
<td>Neuroanatomical Sex Differences: Histology: Quantification and Data Analysis</td>
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<tr>
<td>10/2</td>
<td>Neuroanatomical Sex Differences: Discussion of Scientific Presentation Skills</td>
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<tr>
<td>10/9</td>
<td>Neuroanatomical Sex Differences: Presentation of Results</td>
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<tr>
<td>10/16</td>
<td><strong>Fall Break - No classes</strong></td>
<td></td>
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<tr>
<td>10/23</td>
<td>Introduction to Parental Behaviors: Background and Experimental Premises</td>
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<tr>
<td>10/30</td>
<td>Parental Responsiveness: Background and Experimental Premises</td>
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<tr>
<td>11/6*</td>
<td>Parental Responsiveness: Behavioral Measures and Analysis</td>
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<td>11/13</td>
<td>Parental Responsiveness: Behavior and Data Collection</td>
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<td>11/20</td>
<td>Parental Responsiveness: Presentation of Results – Poster Presentations</td>
<td>Lab Report #2</td>
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<td>and Oral Presentations</td>
<td>Due</td>
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<td>11/27</td>
<td>Review and Clean Up</td>
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As we are using live animals for some of our experiments, the above schedule is subject to change.

"Under the most carefully controlled experimental circumstances, an animal will behave as it damned well pleases."
Lab Reports: One of the goals of this course is to become familiar with the essentials of scientific writing. There are two lab reports that you will be required to turn in over the course of the semester (the first one in two parts). These papers are due at the beginning of class on the date specified on the syllabus. The due date of these papers may change as a result of experimental progress and outcome. If this occurs, I will let you know in class. It will be your responsibility to have your papers handed in on time. You MUST hand in a paper copy of your lab report. For every day past the due date, 10 points will be deducted from the earned grade.

Lab Safety and Conduct: During the semester we will be working with live animals (discussed below) and certain histological chemicals. It is of crucial importance to pay close attention to instructions and ask questions if something is not clear. Using certain histological chemicals requires proper protective gear (gloves, eye protection and lab coat) and facilities (fume hood); follow any provided instructions. Absolutely no food or drinks are allowed in any laboratory facilities. Also be aware that the laboratory space that will be used is shared space and should be treated accordingly (i.e. should be cleaned and all materials put away). Noise levels should be kept to a minimum when in animal rooms. The animal rooms and lab space are not only shared with other classes, but with researchers currently conducting experiments. Please be kind and courteous to others in the lab class and others working in the lab facilities.

Attendance Policy

Attendance at all scheduled classes is mandatory. Any unexcused absence will result in a loss of 50% of the total points for the lab report associated with that class period in addition to a 10 point deduction from your proficiency grade. Because we depend upon class discussion to clarify material and experimental protocols and because our understanding benefits from full consideration of many viewpoints, absences detract from each student’s educational experience. Students must inform the instructor promptly of the reason for any absence. Furthermore, we will be performing a number of experiments which will require a combined effort from every member of the class. Therefore absences can impede the progress of the entire class. It will be crucial to share knowledge, compare lab notes and exchange data on a regular basis. Lastly, it is important to ensure that everyone is performing a lab procedure in the exact same manner. This greatly facilitates troubleshooting and is only possible when all students are present.

Excused absences are allowed for documented medical or family emergencies. A note from the Office of Undergraduate Studies is required in the event of an absence due to a death in your immediate family. A note from the Office of Undergraduate Studies, your physician or from campus health services office is required in the event of an absence due to illness. Student athletes must notify me in advance of absences due to an away game and must provide me
with a note from the coach. Absence due to a class related field trip must be arranged in advance via a note from the course instructor. Students are accountable for work missed due to an excused absence.

**Accommodation for Learning and Physical Disabilities:** If you have been diagnosed with a recognized learning disorder (e.g. attention deficit disorder) or a physical disability (e.g. hearing loss or visual impairment) that impairs your academic performance, I will do my best to accommodate your specific needs. However no such accommodation will be made unless you have provided me with your SNAP-issued professor notification letter (PNL). Please provide this at the beginning of the semester. It must presented at least one week before an exam for any appropriate accommodations to be made.

**Academic Dishonesty:** Cheating or plagiarism will not be tolerated and will result in a zero grade for an exam. If I suspect you are in violation of the College’s honor code you will be reported. Please refer to the Undergraduate Catalog for the College’s policy on academic dishonesty ([www.cofc.edu/about/handbook/pdf](http://www.cofc.edu/about/handbook/pdf)). You are responsible for knowing which actions are academically dishonest. A grade of XF: failure due to academic dishonesty, has been introduced to the College of Charleston grading system this Fall semester.

**Use of Animals in Physiological Research:**
This course includes laboratory exercises which employ behavioral observation and manipulation with small laboratory animals. All procedures are conducted under the direct supervision of a trained faculty supervisor. A campus committee exists to review the care and use of animals at the College of Charleston, and the vivarium is routinely inspected to ensure compliance with current standards for the ethical use of animals in research. A copy of these standards (developed by the Society for Neuroscience) is included with the syllabus. All students that participate in the lab will be required to sign a statement indicating that they agree to adhere to these guidelines.

Mistreatment or neglect (e.g. failure to report an injury or illness to the instructor for appropriate care) of your laboratory animal will be grounds for dismissal from the course and a failing grade.

If you have strong reservations about the use of animals in research and do not feel that you can participate in the laboratory exercises planned for the semester you should make an appointment to speak with the instructor during the first week of class.
Statement from the Society for Neuroscience:

**Policies on the Use of Animals and Humans in Neuroscience Research**

**Introduction**

The Society for Neuroscience, as a professional society for basic and clinical researchers in neuroscience, endorses and supports the appropriate and responsible use of animals as experimental subjects. Knowledge generated by neuroscience research on animals has led to important advances in the understanding of diseases and disorders that affect the nervous system and in the development of better treatments that reduce suffering in humans and animals. This knowledge also makes a critical contribution to our understanding of ourselves, the complexities of our brains and what makes us human. Continued progress in understanding how the brain works and further advances in treating and curing disorders of the nervous system require investigation of complex functions at all levels in the living nervous system. Because no adequate alternatives exist, much of this research must be done on animal subjects. The Society takes the position that neuroscientists have an obligation to contribute to this progress through responsible and humane research on animals.

Several functions of the Society are related to the use of animals in research. A number of these involve decisions about research conducted by members of the Society, including the scheduling of scientific presentations at the Annual Meeting, the review and publication of original research papers in *The Journal of Neuroscience* and the defense of members whose ethical use of animals in research is questioned by animal rights activists. The Society's support for the research of individual members defines a relationship between the Society and its members. The purpose of this document is to outline the policy that guides that relationship. Compliance with the following policy will be an important factor in determining the suitability of research for presentation at the Annual Meeting or for publication in *The Journal of Neuroscience* and in situations where the Society is asked to provide public and active support for a member whose use of animals in research has been questioned.

The responsibility for implementing the policy in each of these areas rests with the relevant administrative body (Program Committee, Publications Committee, Editorial Board and Committee on Animals in Research, respectively) in consultation with Council.

**Policy on the Use of Animals in Neuroscience Research**

Neuroscience research uses complicated, often invasive methods, each of which is associated with different problems, risks and specific technical considerations. An experimental method that would be deemed inappropriate for one kind of research may be the method of choice for another kind of research. It is, therefore, impossible for the Society to define specific policies and procedures for the care and use of all research animals and for the design and conduct of every neuroscience experiment.

The U.S. Public Health Service's Policy on Humane Care and Use of Laboratory Animals (PHS policy) and the *Guide for the Care and Use of Laboratory Animals* (the Guide) describe general policies and procedures designed to ensure the humane and appropriate use of live vertebrate animals in all forms of biomedical research. The Society finds the policies and procedures set forth in the PHS policy and the Guide to be both necessary and sufficient to ensure a high standard of animal care and use and adopts them as its official Policy on the Use of Animals in Neuroscience Research (Society policy). All Society members are expected to conduct their animal research in compliance with this policy. Members are required to verify that they have
done so when submitting abstracts for presentation at the Annual Meeting or manuscripts for publication in The Journal of Neuroscience. Adherence to the Society policy is also an important step toward receiving help from the Society in responding to questions about a member's use of animals in research. A complete description on what to do if your research is questioned is included in this handbook. Also, a complete description of SFN's policy and procedures for defending members whose research comes under attack can be obtained by contacting the Society's Central Office.

Local Committee Review

An important element of the Society's policy is the establishment of a local committee that is charged with reviewing and approving all proposed animal care and use procedures. In addition to scientists experienced in research involving animals and a veterinarian, the membership of this local committee should include a person who is not affiliated with the member's institution in any other way. In reviewing a proposed use of animals, the committee should evaluate the adequacy of institutional policies, animal husbandry, veterinary care and the physical plant. The committee should pay specific attention to proposed procedures for animal procurement, quarantine and stabilization, separation by species, disease diagnosis and treatment, anesthesia and analgesia, surgery and postsurgical care, and euthanasia. The review committee also should ensure that procedures involving live vertebrate animals are designed and performed with due consideration of their relevance to human or animal health, the advancement of knowledge or the good of society. This review and approval of a member's use of live vertebrate animals in research by a local committee is an essential component of the Society policy. For assistance in developing appropriate animal care and use procedures and establishing a local review committee, call the Society and consult the documents recommended at the end of this section.

Other Laws, Regulations and Policies

In addition to complying with the policy described above, Society members who reside in North America must also adhere to all relevant national, state or local laws and/or regulations that govern the use of animals in neuroscience research. Thus, U.S. members must observe the U.S. Animal Welfare Act (as amended in 1985) and its implementing regulations from the U.S. Department of Agriculture.

Recommended References


**General Principles**

The following principles, based largely on the PHS Policy on Humane Care and Use of Laboratory Animals, are a useful guide to designing and implementing experimental procedures involving laboratory animals.

- Animals selected for a procedure should be of an appropriate species and quality and the minimum number required to obtain valid results.
- Proper use of animals, including the avoidance or minimization of discomfort, distress and pain, is imperative.
- Procedures with animals that may cause more than momentary or slight pain or distress should be performed with appropriate sedation, analgesia or anesthesia. Surgical or other painful procedures should not be performed on unanesthetized animals paralyzed by chemical agents.
- Postoperative care of animals should minimize discomfort and pain and, in any case, should be equivalent to accepted practices in schools of veterinary medicine.
- Animals that would otherwise suffer severe or chronic pain or distress that cannot be relieved should be painlessly killed at the end of the procedure or, if appropriate, during the procedure. If the study requires the death of the animal, the animal must be killed in a humane manner.
- Living conditions should be appropriate for the species and contribute to the animals' well-being. Normally, the housing, feeding and care of all animals used for biomedical purposes must be directed by a veterinarian or other scientist trained and experienced in the proper care, handling and use of the species being maintained or studied. In any case, appropriate veterinary care should be provided.
- Exceptions to these principles require careful consideration and should only be made by an appropriate review group such as an institutional animal care and use committee.
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Psychology

2. Course Number and Title: *Psyc 466* Advanced Sensation and Perception with Lab
   Number of Credits: 3   Total hrs/week: 3 hours per week
   Lecture: ☒  Lab: ☐  Recitation: ☐  Seminar: ☐

For Independent study courses:
   Research: ☐  Field experience: ☐  
   Clinical Practice: ☐  Internship: ☐  
   Practicum: ☐  Independent Course Work: ☐

3. Semester and year when course will first be offered:
   Spring 2010

4. Catalog Description (please limit to 50 words):
   This capstone course provides an in-depth examination of various theories in the area of sensation and perception. Additionally, students will conduct research using methods common in the field. Examples of topics covered in this course include psychophysics and its application to the assessment of visual and tactile modalities.

5. Check if appropriate: Humanities: ☐ Social Science: ☒ (meets minimum degree requirements)
   Check if appropriate: ☐
   This course will be cross listed with: ______
   Rationale for cross listing: ______
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   *Psyc 103, Psyc 211, Psyc 220, Psyc 366, and Junior or Senior status. Students may take Psyc 250 in lieu of Psyc 211 and 220.*

6. Rationale/justification for course (consider the following issues):
   a) What are the goals and objectives of the course?
   This course is envisioned as a capstone class whereby students will be provided in-depth instruction in sensation and perception research. Further, students will be asked to apply this knowledge by conducting research in this domain area. By including the content with the experiential

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

learning component, we hope to provide students with the proper context to understand the literature that they are reviewing as well as the empirical procedures used to test the theories presented in the literature.

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

This course will facilitate an in-depth understanding of an important topical area of psychology. The research training that students receive will enhance their empirical skills, their knowledge of statistics as well as their writing skills.

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

This course will serve as a capstone experience. It will only be open to advanced students (i.e., students with junior or senior status) who have completed the prerequisite classes. Therefore, this course will support the end of the psychology major.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

Given the prerequisites for this course, it is highly unlikely non-majors will enroll in this course.

8. a) 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

b) Please explain overlap with any existing courses.

This course will eventually replace Psyc 366. The rationale for this change is discussed in the cover letter which accompanied this proposal.

9. Method of teaching:

This class will be restricted in enrollment to 12 students. As such, this class will be taught with a combination of pedagogical methods, including formal lecture, seminar discussion, and laboratory applications.

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

The addition of this course should not affect the enrollment of courses in other departments. This class is being proposed as a replacement of the current Sensation and Perception Lab (Psyc 366) for the reasons identified in the memo attached to this proposal. Over the course of the next several years the department will offer fewer sections of Psyc 366 and more sections of the new proposed course. We expect Psyc 366 to be offered for
Proposal for a New Course

the last time during the Fall 2013 semester. After this semester, we will formally delete Psyc 366 from the Psychology Department's course offerings.

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

In terms of the current course catalog, no staffing shifts are expected because the same number of classes will be taught. Under the current catalogue, all Psychology majors are required to take a lab course and under the new requirements, all Psychology majors will be required to take a capstone course. Additionally, Psyc 366 is restricted to 12 students and the new course being proposed will have the same restriction in enrollment. As a result, a status quo will be maintained in terms of staffing requirements.

c) Frequency of offering:

each fall: ☐
each spring: ☐
every two years: ☐
other ☑ (Explain): At least once during each regular school year. Sections also may be offered in the summer depending upon demand.

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

a) Staff:
None

b) Budget:
None

c) Library:
None

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

See attached

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☑ yes ☐ no

b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

Students entering the College during the Fall of 2009 or later will be required to
Proposal for a New Course

take a capstone course. See the attached Change of Degree Requirements form for a complete listing of the changes to the Psychology major degree requirements.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

14. Signature of Department Chair or Program Director:

[Signature]

Date: 10/31/08

15. Signature of Dean of School:

[Signature]

Date: 11/27/08

16. Signature of Provost:

[Signature]

Date: 11/20/2008

17. Signature of Business Affairs Official

[Signature]

Date: 

18. Signature of Curriculum Committee Chair

[Signature]

Date: 12/11/28

19. Signature of Faculty Senate Secretary:

[Signature]

Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
SYLLABUS
ADVANCED SENSATION AND PERCEPTION WITH LABORATORY
PSYC 466
FALL 2010

Day/time: Wednesday 12:00-2:30
Location: SCIC 133
Prerequisites: PSYC 103, 211, 220, 313
Junior/Senior Status

Dr. Garrett W. Milliken
Office: 65 Coming St., Room 211
Office hours: 8:20-9MW; 9-10:30T
or by appointment
Phone: 953-5443
E mail: millikeng@cofc.edu

OVERVIEW & COURSE OBJECTIVES: This course is designed to expand the content base acquired through
PSYC 313, Sensation & Perception and provide research experience in the area of sensation and perception.
Each student will design experiments, collect data, and write research reports in APA format. By the end of this
course, students should be able to:

- Understand the ethical issues related to science and experimentation
- Learn and demonstrate APA writing style
- Understand research methods used to quantify sensory events
- Apply quantitative models to sensory and perceptual data (Psychophysics & Scaling)
- Be able to conceptualize a research plan
- Be able to collect analyze, and report the results of sensation and perception experiments
- Learn presentation skills by presenting research proposals and participating in a research forum

TEXTBOOKS/RESOURCES:


Power Point Tutorial
http://www.cof.orst.edu/net/software/present/powerpnt/ppguide.sht

http://www.mhhe.com/socscience/psychology/runyon/spss/spss.html (READING E)

=>Readings will also be available through electronic reserve via the library web site (password: s&p).
You will need to read independently and extensively in psychology journals.
EVALUATION: Grades will be assigned based on a straight scale: A = 93-100, A- = 90-92.9, B+ = 86-89.9, B = 83-85.9, B- = 80-82.9, C+ = 76-79.9, C = 73-75.9, C- = 70-72.9, D+ = 66-69.9, D = 63-65.9, D- = 60-62.9, F = 0-59.9. Course grades will be averaged from the following components as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Two Lab Reports</td>
<td>60%</td>
</tr>
<tr>
<td>Take-home Quizzes</td>
<td>10%</td>
</tr>
<tr>
<td>Proposals/Outlines/Intro</td>
<td>16%</td>
</tr>
<tr>
<td>Scientific Presentations</td>
<td>10%</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>4%</td>
</tr>
<tr>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

All assignments are due on the dates specified. **No late papers will be accepted.**

**Attendance and Participation Policy**
Students are required to attend and participate fully in all classes. However, if a student is absent from class, s/he is still responsible for all content presented during the missed class period. **If the absence occurs on a project planning day or a data analysis day, then all work must be made up individually.** If a student misses more than 2 classes, the professor has the option of dropping that student from the course. Finally, points will be awarded for attendance and participation. To receive these 4 percentage points you must be in class on time and you must participate in classroom discussion.

**Quizzes**
There will be two quizzes for this course. The student is strongly encouraged to take each exam when it is given. If you miss an exam, you will need to provide a valid excuse documenting your absence.

**Empirical Papers**
In this class you will be required to complete two complete APA style manuscripts based on each of the studies that you will conduct. Although the projects often are a collaborative effort, each student is responsible for submitting her/his own empirical paper. The paper must be written according to APA publication guidelines. Each of the two papers is worth **30 percentage points.**

**Proposals/Outlines/Introductions**
You will receive credit for participating in the draft process that leads to culmination of your manuscript. We will also provide you an opportunity to present your proposal for the second experiment using a Powerpoint presentation. **Take advantage of these opportunities!**

**Scientific Presentations**
You will be required to present your research proposal using a Power Point presentation. You will also present the results of your final experiment during the Psychology Research Poster Forum.

**Extra-credit**
You are **required** to visit the Writing Lab to obtain feedback on your first APA paper assignment. However, for the second paper you may visit the lab to earn extra-credit points. Specifically, you will receive 2 extra-credit points for this visit. You may also receive 1 extra credit point for turning in your CV after Thanksgiving.

**Academic Honesty**
Cheating will not be tolerated. In this course you are encouraged to work together, but all quizzes and lab reports must be your own. The policies established in the **Student Handbook: Guide to Civil and Honorable Conduct** will serve as guidelines for dealing with dishonesty. Please review the Honor Code and give close attention to the sections on cheating and plagiarism.
**SENSATION & PERCEPTION LABORATORY**

*These dates are tentative and may be subject to change by the instructor.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>8/27</td>
<td>Introduction to Ethics in Research</td>
<td>(READING A): pp. 348-356 and pp. 387-396</td>
</tr>
<tr>
<td>9/3</td>
<td>Take-home Quiz 1 Due</td>
<td>(READING A) (Chapters 1-3)</td>
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<tr>
<td></td>
<td>APA Writing Style</td>
<td>(READING B): Chapters 1-2</td>
</tr>
<tr>
<td>9/10</td>
<td>Take-home Quiz 2 Due/ Library Assignment Due</td>
<td>(READING D): Chapters 1-3</td>
</tr>
<tr>
<td></td>
<td>Literature Review/Introduction</td>
<td>(READING A) (Chapters 4 &amp; 5)</td>
</tr>
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<td></td>
<td></td>
<td>Electronic Reserve: Library</td>
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<tr>
<td></td>
<td></td>
<td>(READING C): Preface, Chapters 1-4</td>
</tr>
<tr>
<td>9/17</td>
<td>Introduction &amp; Reference Section for Experiment 1Due</td>
<td>(READING D): Ch4-6</td>
</tr>
<tr>
<td></td>
<td>Collect Data for Experiment 1/ Research Design</td>
<td>(READING B): Ch3-4</td>
</tr>
<tr>
<td>9/24</td>
<td>Introduction, Methods &amp; Reference Section for First Experiment Due</td>
<td>(READING C): Ch1-3, Lesson 29</td>
</tr>
<tr>
<td></td>
<td>Collect Data for Experiment 1</td>
<td>(READING E): Repeated Measures Designs</td>
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<tr>
<td>10/1</td>
<td>Data Analysis for Experiment 1/Graphing Data</td>
<td></td>
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<tr>
<td></td>
<td><strong>BEGIN RESEARCH FOR EXPERIMENT 2</strong></td>
<td>(READING B): CH9</td>
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<td></td>
<td>(READING C): Unit 4a and 4b</td>
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<td></td>
<td></td>
<td>Peer-reviewed library journals</td>
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<td>EXPERIMENT 1 WRITE-UP DUE</td>
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<tr>
<td></td>
<td></td>
<td>Power Point Tutorial</td>
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<tr>
<td>10/15</td>
<td>Experiment 2 Proposal Outline Due</td>
<td>Electronic Reserve: Library</td>
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<tr>
<td></td>
<td>Make Powerpoint presentation to class</td>
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<tr>
<td>10/22</td>
<td>Experiment 2 Intro and Reference Section Due</td>
<td>(LIBRARY/RESEARCH)</td>
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<tr>
<td></td>
<td>Pilot Data Collection for Experiment 2</td>
<td></td>
</tr>
<tr>
<td>10/29</td>
<td>Collect Data for experiment 2</td>
<td>(READING B: Ch 11-12)</td>
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<tr>
<td>11/5</td>
<td>EXPERIMENT 2 Intro/Methods/Reference Section Due</td>
<td>(READING C): Lesson 25</td>
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<tr>
<td></td>
<td>Data analyses for Experiment 2.</td>
<td></td>
</tr>
<tr>
<td>11/12</td>
<td>GRAPHING AND PRESENTING DATA</td>
<td></td>
</tr>
<tr>
<td></td>
<td>How to make a CV</td>
<td></td>
</tr>
<tr>
<td>11/26</td>
<td>Happy Thanksgiving!</td>
<td></td>
</tr>
<tr>
<td>12/3</td>
<td>PSYCHOLOGY RESEARCH POSTER FORUM (POSTER DUE)</td>
<td></td>
</tr>
<tr>
<td>12/8</td>
<td>EXPERIMENT 2 WRITE-UP DUE (TURN IT IN BY NOON)***</td>
<td></td>
</tr>
</tbody>
</table>

**Note:** In addition to regular class attendance, it is imperative that you maintain contact with me on a regular and frequent basis. This is because I will provide written feedback on drafts of most assignments in a timely and regular manner. Be assured that I will be available to answer questions if class is not meeting or by appointment. Please take advantage of the feedback opportunities that I give you during the course of the semester.
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Psychology

2. Course Number and Title: Psyc 468 Advanced Cognitive Psychology with Lab
   Number of Credits: 3   Total hrs/week: 3 hours per week
   Lecture: ☑ Lab: ☐ Recitation: ☐ Seminar: ☐

For Independent study courses:
   Research: ☐ Field experience: ☐
   Clinical Practice: ☐ Internship: ☐
   Practicum: ☐ Independent Course Work: ☐

3. Semester and year when course will first be offered: Spring 2010

4. Catalog Description (please limit to 50 words):
   This capstone course provides an in-depth examination of various theories and practices in the area of cognitive psychology. Additionally, students will conduct research using methods common in the field. Examples of topics covered in this course include: Attention, pattern recognition, memory processes, and language comprehension.

5. Check if appropriate: Humanities: ☐ Social Science: ☑ (meets minimum degree requirements)
   Check if appropriate: ☐
   This course will be cross listed with: 
   Rationale for cross listing: 
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   Psyc 103, Psyc 211, Psyc 220, Psyc 215, and Junior or Senior status. Students may take Psyc 250 in lieu of Psyc 211 and 220.

6. Rationale/justification for course (consider the following issues):
   a) What are the goals and objectives of the course?
      This course is envisioned as a capstone class whereby students will be provided in-depth instruction in cognitive psychology. Further, students will be asked to apply this knowledge by conducting research in this domain area. By including the content with the experiential learning

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

component, we hope to provide students with the proper context to understand the literature that they are reviewing as well as the empirical procedures used to test the theories presented in the literature.

b) How does the course support the mission statement of the department and the organizing principles of the major?
This course will facilitate an in-depth understanding of an important topical area of psychology. The research training that students receive will enhance their empirical skills, their knowledge of statistics as well as their writing skills.

7. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
This course will serve as a capstone experience. It will only be open to advanced students (i.e., students with junior or senior status) who have completed the prerequisite classes. Therefore, this course will support the end of the psychology major.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:
Given the prerequisites for this course, it is highly unlikely non-majors will enroll in this course.

8. a) 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

b) Please explain overlap with any existing courses.
This course will eventually replace Psyc 368. The rationale for this change is discussed in the cover letter which accompanied this proposal.

9. Method of teaching:
This class will be restricted in enrollment to 12 students. As such, this class will be taught with a combination of pedagogical methods, including formal lecture, seminar discussion, and laboratory applications.

10. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
The addition of this course should not affect the enrollment of courses in other departments. This class is being proposed as a replacement of the current Cognitive Laboratory class (Psyc 368) for the reasons identified in the memo attached to this proposal. Over the course of the next several years the department will offer fewer sections of Psyc 368 and more sections of the new proposed course. We expect Psyc 368 to be offered for

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course
the last time during the Fall 2013 semester. After this semester, we will formally delete Psyc 368 from the Psychology Department's course offerings.

b) Address potential shifts in staffing of the department as it relates to the offering of this course:
In terms of the current course catalog, no staffing shifts are expected because the same number of classes will be taught. Under the current catalogue, all Psychology majors are required to take a lab course and under the new requirements, all Psychology majors will be required to take a capstone course. Additionally, Psyc 368 is restricted to 12 students and the new course being proposed will have the same restriction in enrollment. As a result, a status quo will be maintained in terms of staffing requirements.

c) Frequency of offering:
   each fall: ☒ each spring: ☐
   every two years: ☐ every three years: ☐
   other ☒(Explain): Sections may be offered in the summer depending upon demand.

11. Requirements for additional resources made necessary by this course:
   a) Staff:
      None
   b) Budget:
      None
   c) Library:
      None

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

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☒ yes ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      Students entering the College during the Fall of 2009 or later will be required to take a capstone course. See the attached Change of Degree Requirements form

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

for a complete listing of the changes to the Psychology major degree requirements.
Proposal for a New Course

14. Signature of Department Chair or Program Director:
   
   [Signature]

   Date: 10/31/08

15. Signature of Dean of School:
   
   [Signature]

   Date: 11/15/08

16. Signature of Provost:
   
   [Signature]

   Date: 11/20/2008

17. Signature of Business Affairs Official
   
   [Signature]

   Date:

18. Signature of Curriculum Committee Chair
   
   [Signature]

   Date: 11/1/08

19. Signature of Faculty Senate Secretary:
   
   [Signature]

   Date Approved by Senate:

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Advanced Cognitive Psychology with Lab
(Psyc 468)
Spring 2010

Instructor: Cynthia May, Ph.D.
Office location: 55 Coming, room 103
E-mail: mayc@cofc.edu
Phone: 953-6735
Office Hours: T and Th 1-2:30

Required Readings:


Cognitive Lab Manual (Reading D)

Prerequisites: Psyc 103 (or equivalent), Psyc 211 (Statistics), Psyc 220 (Research Methods), Psyc 215 (Cognitive Psychology), and Junior or Senior status

Course Description and Goals: This course will expose you to an in-depth analysis of two important areas of study within cognitive psychology: Attention Processes and Language Comprehension. In addition, you will gain experience in conducting research in these topical areas of cognitive psychology. Regarding this research experience, emphasis will be placed on research design, collection of data, data analysis, empirical report writing, and oral presentation of empirical findings.
Course Outline

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>READINGS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Review of Research Design and Statistics</td>
<td>Reading D</td>
</tr>
<tr>
<td>2</td>
<td>Attention: Neuroscience perspective</td>
<td>Reading A</td>
</tr>
<tr>
<td>3</td>
<td>Attention: Visual development</td>
<td>Reading A</td>
</tr>
<tr>
<td>4</td>
<td>Ethical Standards in Experimentation &amp; Strategies for Literature Review</td>
<td>Reading D</td>
</tr>
<tr>
<td>5</td>
<td><strong>Exam 1 &amp; Experimental Study Proposal:</strong> Attention Processes</td>
<td>Reading D</td>
</tr>
<tr>
<td>6</td>
<td>Data Collection</td>
<td>Reading C, Ch. 1-5</td>
</tr>
<tr>
<td>7</td>
<td>Statistics, Data Analysis, and APA Style</td>
<td>Reading B</td>
</tr>
<tr>
<td>8</td>
<td>Language Comprehension</td>
<td>Reading B</td>
</tr>
<tr>
<td>9</td>
<td>Language Comprehension and Aging</td>
<td>Reading B</td>
</tr>
<tr>
<td>10</td>
<td><strong>Exam 2 &amp; Experimental Study Proposal:</strong> Language Comprehension</td>
<td>Reading B</td>
</tr>
<tr>
<td>11</td>
<td>Experimental Study Proposal</td>
<td>Reading C, Ch. 1-5</td>
</tr>
<tr>
<td>12</td>
<td>Data Collection</td>
<td>Reading C, Ch. 1-5</td>
</tr>
<tr>
<td>13</td>
<td>Data Collection</td>
<td>Reading C, Ch. 1-5</td>
</tr>
<tr>
<td>14</td>
<td>Experimental Study: Data Analysis &amp; PowerPoint Review</td>
<td>Reading C, Ch. 1-5</td>
</tr>
<tr>
<td>15</td>
<td><strong>Presentations</strong></td>
<td>Reading C, Ch. 1-5</td>
</tr>
</tbody>
</table>

**REQUIREMENTS AND GRADING**

**Attendance and Participation Policy**

Students are expected to come to, and participate fully in, all classes. However, if a student is absent from class s/he is still responsible for all content presented during the missed class period. **If the absence occurs on a project planning day or a data analysis day, then all work must be made up individually.** If a student misses more than 2 classes, the professor has the option of dropping that student from the course. Finally, points will be awarded for attendance and participation. To receive these points you must be in class on time (9:00 a.m.) and you must participate in classroom discussion.

**Cognitive Psychology Experimental Projects and APA style papers**

You will be asked to complete two projects throughout the semester. You will be allowed to work with others on these projects. Project descriptions will be handed out in class. These descriptions will
give detailed instructions on how to complete each project. Each project is worth 15 points for a total of 30 points possible.

Additionally, in this class you will be required to provide a written summary for each of the two studies that you will conduct. Although the projects often are a collaborative effort, each student is responsible for submitting her/his own empirical paper summarizing the work that was conducted. The paper must be written according to APA publication guidelines. Each of the two papers is worth 40 points.

Exams

There will be two examinations for this course. Each exam may be comprised of multiple choice, matching, and essay items and will be worth 30 points. The student is strongly encouraged to take each exam when it is given. If you miss an exam, you will need to provide a valid excuse documenting your absence. All make-up exams will be done outside of class and only one exam can be made up.

Scientific Presentation Skills

You will be learning a variety of new skills in this class. During this semester I would like to focus on learning how to present scientific information through either a poster presentation or a PowerPoint presentation. Specific instructions regarding this assignment will be handed out in class.

Grade Distribution

<table>
<thead>
<tr>
<th>Category</th>
<th>Weight</th>
<th>Grade</th>
<th>Range</th>
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</thead>
<tbody>
<tr>
<td>Attendance</td>
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<td>A</td>
<td>206 - 224</td>
</tr>
<tr>
<td>Projects</td>
<td>30</td>
<td>A-</td>
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<tr>
<td>Empirical Papers</td>
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<td>B+</td>
<td>196 - 200</td>
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<td>Total Points</td>
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</tr>
</tbody>
</table>
Proposal to Change a Course

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Religious Studies

2. Course Number and Title: RELS 265 Women and Religion

3. Semester and year when the course change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   **Change RELS 265 to RELS 185 (same title: Women and Religion)**

5. Justification for Change(s):

   *We are creating a new 200 level course, RELS 285 Religion and Feminism and want to make the current 265 course a 100 entry level course.*

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

   **RELS 265 is currently part of the Women's and Gender Studies interdisciplinary minor program. See attached letter.**
Proposal to Change a Course

8. Signature of Department Chair or Program Director:
   
   [signature]
   
   Date: Nov 3 2008

9. Signature of Dean of School:
   
   [signature]
   
   Date: Nov 3 2008
   
   [signature]
   
   Date: Nov 7 2008

10. Signature of Curriculum Committee Chair:
    
    [signature]
    
    Date: 11/4/08

11. Signature of Faculty Senate Secretary:
    
    [signature]
    
    Date Approved by Senate: __________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Religious Studies

2. Course Number and Title: RELS 285 Religion and Feminism
   Number of Credits: 3   Total hrs/week: 3
   Lecture: ☑  Lab:  Recitation:  Seminar:  

For Independent study courses:
   Research: ☐  Field experience:  
   Clinical Practice: ☐  Internship:  
   Practicum: ☐  Independent Course Work:  

3. Semester and year when course will first be offered:
   The course has previously been offered twice (Summer '07 and '08), as a RELS 298 Special Topics course. Upon approval, the course would be offered as RELS 285 in Spring 2010.

4. Catalog Description (please limit to 50 words):
   Students will be introduced to the feminist critique of patriarchal religion as it is applied to ritual practices, institutional organization, ethics, and the interpretation of sacred texts and religious writings.

5. Check if appropriate: Humanities: ☑  Social Science:  (meets minimum degree requirements)
   Check if appropriate:  
   This course will be cross listed with:  
   Rationale for cross listing:  
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   N/A

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

   a) What are the goals and objectives of the course?
   The primary goal is to survey feminist critical theory and feminist methodologies in the field of religious studies. The objectives are to: 1) introduce students to the history of the feminist critique of culture and its application to religion; 2) enable students to develop feminist theoretical tools of their own, 3) apply these tools to the history of religions, the
Proposal for a New Course

tools of their own. 3) apply these tools to the history of religions, the philosophy of religion and especially ethics, religious institutions and sacred texts.

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

The mission statement of the RELS department reads:
"Religious Studies at the College of Charleston is both a comparative and interdisciplinary enterprise. It serves as a bridge between various disciplines in the humanities and social sciences, particularly those of history, anthropology, sociology, psychology, philosophy, and literature, as well as various language programs. Courses explore various religions through a variety of dimensions and themes--ritual, myth, symbol, mystical experience, cognitive patterns, gender, ethnicity, identity--and they also consider the role played by political, economic, and social factors on the development of religions in their global context. Religious Studies thus provides a coherent disciplinary context where students can engage in a holistic and sustained examination of the history, diversity, and ingenuity of human belief and behavior, one of the hallmarks of a liberal arts education."

The interdisciplinary orientation of this course "serves as a bridge between various disciplines in the humanities and social sciences." The course will also examine issues of...gender, ethnicity, identity," as well as "political, economic, and social factors on the development of religions in their global context."

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

As an intermediate level course, RELS 285 will enhance the middle and end of the major. It will expand upon themes introduced in the 100 level Women and Religion course and compliment the RELS 210 course on Theories in the studies of religion. It will initiate majors into the contemporary feminist investigation of religion so that students become familiar with the methods and theories used by feminists in the academy for rendering religion intelligible. Once students acquire these critical tools they will be able to apply them in their advanced seminar courses on specific topics.

b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines:

The theoretical and critical rigor of this course makes it an ideal course in the spirit
Proposal for a New Course

of a liberal arts education. It requires a level of reading, writing and critical thinking skills easily adaptable to many disciplines in the humanities and social sciences.

One obvious reason for arguing this course supports a comprehensive liberal arts education is that credit for it may also count toward the fulfillment of the Women's and Gender Studies minor (see attached letter of support from WGST program Director). The course is also interdisciplinary in method because feminist theory can be applied in a variety of ways to the complex human activity we call “religion.” The introductory section of the course ventures into sociology and “cultural construction theory,” crucial for an understanding of the social construction of gender. The section on belief and practice ("feminist theology" in the Biblical traditions) introduces an anthropological component. In addition to religious writings, the range of literary forms and texts included in the syllabus, i.e. prose, poetry, fiction and film exposes the student to a variety of genres that demand different tools for retrieving and understanding their meanings.

Finally, the section on feminist religious ethics intersects with several disciplines. In the area of domestic violence and violence against women, sociological research will be supplemented by analyses of textual and visual evidence. In the field of psychology, the research of Lawrence Kohlberg and Carol Gilligan on moral reasoning will provide a critique of traditional patriarchal claims to women's moral inferiority.

8. a) 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.

   See attached.

b) Please explain overlap with any existing courses.

   The Religious Studies department offers a thematic course entitled "Women and Religion." It is not incumbent upon a professor of this thematic course to address feminist theory. Often the "Women and Religion" course is concerned with describing religious gender roles, i.e. "the men do this; the women do that," and with descriptions of female deities. This Religion and Feminism course is designed to be a theory and methods course that will foster a critical and reflexive awareness of how scholars' (and the student's own) presuppositions have informed the the way in which religion is understood.

9. Method of teaching:

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

Ideally, this course will incorporate both lecture and discussion models of teaching/learning. Since most students are quite unfamiliar with feminist theory and its application to religion, lectures are necessary to introduce the basic theoretical models and interpretive tools necessary for a feminist critique. Class discussion will also be a significant feature of the course.

10. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
   As a course that could count towards the General Education requirements, no other department would be adversely affected. Only one department's enrollment pattern shifts might be affected[:] the Women's and Gender Studies program. The impact on the WGST program however, would be beneficial because it expands and diversifies the WGST curriculum.

b) Address potential shifts in staffing of the department as it relates to the offering of this course:
   Staffing of the department will not be affected by the course.

c) Frequency of offering:
   - Each fall: [ ]
   - Each spring: [ ]
   - Every two years: [x]
   - Every three years: [ ]
   - Other [ ] (Explain): ________

11. Requirements for additional resources made necessary by this course:
   a) Staff: N/A
   b) Budget: N/A
   c) Library:
      The department has been steadily building the library's holdings in the field of religion and feminism and is quite adequate to fulfill students' research needs.

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

RELS 285: RELIGION AND FEMINISM (Syllabus)

Required Texts:
Women's Studies in Religion: A Multicultural Reader, Bagley and McIntosh, eds., 2006. (WSR)

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

Justice And Care: Essential Readings In Feminist Ethics, Virginia Held, Carol W
Oberbrunner, eds., 1995. (J&C)
Selected readings on ERES (or Coursepack)

Course Schedule and Reading Assignments:

Part I: The Feminist Critique of Religion and Feminist Theology

Week One: Introduction and Syllabus
"Introduction" pp. 1-13 in WSR
Selections from Hebrew Scripture, Christian Scripture, and Sts. Augustine and Aquinas (ERES)
Chapter IV, "Wisdom Power," 102-122 in WW
Poem, "For Strong Women," from Marge Piercy, The Moon is Always Female

Week Two:
"Jewish Memory from a Feminist Perspective," Judith Plaskow 39-49 (ERES
Response Paper 1: "The Church and the Second Sex," Mary Daly 105-113 in WSR
"Take My Yoke Upon You," Frances E. Wood, 128-136 WSR
Selection from Daly, Beyond God the Father

Week Three:
Response Paper 2: ** The Secret Life of Bees, Sue Monk Kidd
Film: "The Secret Life of Bees"

Week Four:
"God as Mother," Sallie McFague (ERES)
"Why Women Need the Goddess," Carol Christ 163-173 in WSR
"The Goddess as Metaphoric Image," Nelle Morton, 192-197 WSR

Part II: Feminist Biblical Hermeneutics

Week Five:
"Introduction" 1-18 WW
Selections from Bread Not Stone, E. Schussler-Fiorenza
Response Paper 4: **Chapter I "Mapping Wisdom's Terrain" WW
Poem, "Applesauce for Eve," Marge Piercy, from Mars and Her Children, 1992

Week Six:
Chapter III "Wo/men's Movements-Wisdom Struggles" in WW
"Feminist Theology: Methodology, Sources and Forms," Rosemary Radford-

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

Ruether, Sexism and God-Talk
Poem, "Dismantling the Castle," Linda McCarriston, from Eva-Mary, 1991

Week Seven:
Chapter V "Wisdom Steps" in WW
Chapter VI "Wisdom's Dance" in WW
Response Paper 5: "Chapter II, "Interpretation," Wayne Proudfoot in Religious Experience

Week Eight:
In-class presentations of feminist exegetical papers

Part II: Religion and Feminist Ethics

Week Nine:
Continue in-class presentations

Week Ten:
Selections from Kant and Nietzsche
John Stuart Mill, The Subjugation of Women, Ch.1&2
The Stages of Moral Development, Lawrence Kohlberg

Week Eleven:
"Caring as a Feminist Practice of Moral Reason," Alison Jagger J&C
"Feminism and the Ethic of Inseparability" Catherine Keller, (ERES)
"Caring," Nel Noddings J&C

Week Twelve:
"White Women's Christ and Black Women's Jesus," Jacquelyn Grant, 48-55 in WSR
"Black Women and Motherhood," Patricia Hill Collins J&C

Week Thirteen:
"Feminism: It's a Black Thing," bell hooks, from Killing Rage: Ending Racism
Response Paper #9 **Film: The Color Purple

Week Fourteen:
Response Paper #10: ***"Violence against Women in the Historical Christian West:
The Visual and Textual Evidence," Margaret Miles 113-126 WSR
"Injustice in Families, Assault and Domination," Sara Ruddick, J&C
"Toward a New Theology of Sexuality," Judith Plaskow 211-219 in WSR

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes  ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
Proposal for a New Course

14. Signature of Department Chair or Program Director: Lee Truran
   Date: Nov 3, 2008

15. Signature of Dean of School: [Signature]
   Date: Dec 8, 2008

16. Signature of Provost: Susan J. Munsen
   Date: 11-6-2008
   must be done with no new faculty (roster or
   adjunct) expenses in next 2-3 years

17. Signature of Business Affairs Official
   Date: 11-6-08
   [Signature]
   Not needed

18. Signature of Curriculum Committee Chair
   Date: 12/1/08

19. Signature of Faculty Senate Secretary:

   Date Approved by Senate: _________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Report to the Faculty Senate
Committee on the By-Laws and the Faculty/Administration Manual
College of Charleston
December 9, 2008

Committee Members: Deanna Caveny (Committee Chair), Terry Bowers (ex officio, Faculty Secretary), Bev Diamond (ex officio, Provost’s designee), Joe Kelly (ex officio, Speaker of the Faculty), Brian McGee, Tom Trimboli (ex officio, Sr. VP for Legal Affairs), and Trish Ward (Senator)

Action: Change to paragraph included in FAM VI.D.4.

Intent: Under specific circumstances, allowing external panel member position on departmental evaluation panels to be filled with two faculty members. Proposed by Richard Nunan, Chair, Advisory Committee on Tenure, Promotion, and Review, at November 11 Faculty Senate meeting.

• Original motion:

FAM VI.D.4, ¶ 3. When the department consists of five or more tenured faculty members, one tenured faculty member from outside the department shall be added to the panel. If a department is reviewing more than one candidate for tenure, promotion, or third year evaluation, the same individual from outside the department sits with departmental panel members for all cases, unless the department has six or more candidates due for panel evaluation. In such cases, a single extra-departmental panel member is still preferred, but at the discretion of the panel chair and panel, the department may appoint no more than two extra-departmental panel members to sit with the panel in different cases, with the cases divided in such a way so that a single extra-departmental panel member must serve in all cases under review for the same rank.

• Motion as revised by Committee on By-laws and the Faculty/Administration Manual

FAM VI.D.4, ¶ 3. When the department consists of five or more tenured faculty members, one tenured faculty member from outside the department shall be added to the panel. If a department is reviewing more than one candidate for tenure, promotion, or third-year evaluation, the same individual from outside the department sits with departmental panel members for all cases, unless the department has six or more candidates due for panel evaluation. In such cases, departmental members of the panel may appoint no more than two extra-departmental panel members to sit with the panel in different cases, with the cases divided such that a single extra-departmental panel member shall serve in all cases under review for the same rank.
To: College of Charleston Faculty Senate
From: Richard Nunan, Chair, President’s Advisory Committee on Tenure & Promotion
Subject: Office of Academic Affairs Draft Policy, Annual & Merit Evaluations of Faculty

At the invitation of the Speaker of the Faculty, the President’s Advisory Committee on Tenure, Promotion, and Third-Year Review has reviewed the Office of Academic Affairs’ draft language for the proposed new Section VI.E, to be inserted in the Faculty Administration Manual under the subsection title, “Procedures for Annual and Merit Evaluation of Regular Instructional and Library Faculty.” This subsection would fall under the main section governing “Evaluation of Faculty”, following a series of four sections laying out the standards and procedures governing the major evaluations of tenurable faculty, instructors, and library faculty for tenure, promotion, retention, and third-year review.

The T&P Committee has three pieces of advice to offer concerning the draft language with respect to annual and merit evaluations of faculty.

First, some concern has been expressed, both on the Committee and among the faculty at large, about potential negative consequences which the decentralization of authority concerning the development of “specific policies, criteria and standards for annual evaluation and the assignment of merit categories”, which would, under the draft policy, devolve to the level of departments and schools. The chief concern thus far has focused on the future status of teaching at the College of Charleston, as the primary mission of the faculty and the institution as a whole. Does the new policy mean that individual departments will soon be free to choose just where to place primary emphasis, with respect to raises and the quality of annual evaluations, so that the traditional ranking of teaching, research, and service might be reordered? Would departments, for example, or even entire schools, be free to make a decision under this policy to privilege research over teaching?

It’s difficult to assess the answer to this question. In favor of the view that departments could act unilaterally in this manner, there is the elimination of the past practice of weighting teaching as counting for at least 50% of the annual evaluation. Some of the comments emerging from the Office of Academic Affairs at some public faculty forums, about the virtues of such decentralization, may also have contributed to this reading.

Against this analysis, the decentralization policy itself is qualified by language in the draft proposal immediately following the expression of the decentralization policy:

“Schools and departments will develop specific policies, criteria and standards for annual evaluation and the assignment of merit categories in their units. Criteria should be clearly stated and available to all members of the department. They may vary in detail but they must be consistent with general College policies. (See Faculty/Administration Manual, Sections A, B and C.)”

[N.B.: A Roman numeral ‘VI’ should be inserted here before ‘A, B, and C’.]
Presumably, one of the College policies at issue here would be the remark, expressed twice at the outset of Subsection VI.A (on p. 94, in the preamble of Subsection A, and again at the beginning of the subordinate section on teaching effectiveness), that “Teaching is the primary responsibility of faculty at the College of Charleston.” In other words, the elimination of the weighting policy in annual evaluation practices may be irrelevant, because the issue is addressed elsewhere.

In the view of the Advisory Committee on Tenure & Promotion, it would be prudent to repeat this language expressly in Subsection VI.E, in the paragraph quoted. One possibility would be to append the following sentence to the end of the above paragraph:

“In particular, departments and schools need to be sensitive to the fact that teaching is the primary responsibility of faculty at the College of Charleston.”

Second, the T&P Committee is concerned about its own role in a mandate set forth in the paragraph immediately following the one just quoted:

“The Faculty Welfare Committee and the Advisory Committee on Tenure, Promotion and Third-Year Review will provide comments on departmental and school evaluation instruments upon their initial development. Approval of these plans by the appropriate Academic Dean and by the Provost is required before implementation. After initial adoption, any significant changes must be sent to the Faculty Welfare Committee for review/recommendations and to the Provost for approval before implementation.”

On the one hand, the Advisory Committee on Tenure & Promotion does believe that members of this committee have an important, and perhaps unique perspective to bring to bear on the various individual annual and merit evaluation policies which might be crafted by the various departments and schools in response to the decentralization plan. On the other hand, the Committee also suffers already under a very heavy workload, and does not need yet another major responsibility on its plate, as this review process would surely be, if it is to be done properly. Given the rhythms of faculty governance policy development, it is not implausible to think that the Committee would be asked to conduct many of those evaluations during a couple of spring semesters, when the Committee is either overwhelmingly busy (in January and February) or exhausted (March and April).

The Committee does not think this is a reasonable demand for the Office of Academic Affairs or the Senate to impose on the Committee itself. Consequently, the Committee suggests that the important role of T&P Committee review of these developing departmental and school evaluation policies be assigned instead to an ad hoc committee consisting entirely of former members of the President’s Advisory Committee on Tenure & Promotion. This strategy would leave the current membership of the T&P Committee free to conduct its normal business, but still preserve input from the T&P Committee perspective in the important oversight provisions governing the new evaluation policies to be developed at the local level.

Third, it has come to the T&P Committee’s attention that some faculty have been asking why we should not have one-year windows for both types of evaluation, instead of the separate three-year window of data now in use for merit evaluation. The existing policy was developed by last year’s Compensation Committee, and it seems a good one from our perspective on the T&P Committee. A three-year window on merit reflects the recognition that faculty performance patterns cannot easily be confined to a single year’s duration, especially when evaluating faculty along three distinct dimensions. We would therefore urge the retention of the three-year window for merit evaluation.
Extra-departmental panel member workload policy
In light of recent requests from two departments, the Committee recommends the following Manual policy change.
The beginning of paragraph 3 of Manual section VI.D.4 (top of p. 121 in new online version of the Manual) now reads:

Where the department consists of five or more tenured faculty members, one tenured faculty member from outside the department shall be added to the panel. If a department is reviewing more than one candidate for tenure, promotion, or third year, the same individual from outside the department sits with departmental panel members for all cases.
The Committee proposes the following modification of this language, to go into effect in the 2009-10 Manual and evaluation cycle:
When the department consists of five or more tenured faculty members, one tenured faculty member from outside the department shall be added to the panel. If a department is reviewing more than one candidate for tenure, promotion, or third-year evaluation, the same individual from outside the department sits with departmental panel members for all cases, unless the department has six or more candidates due for panel evaluation. In such cases, a single extra-departmental panel member is still preferred, but at the discretion of the panel chair and panel, the department may appoint no more than two extra-departmental panel members to sit with the panel in different cases, with the cases divided in such a way so that a single extra-departmental panel member must serve in all cases under review for the same rank.

Rationale:
Large departments occasionally have large numbers of candidates to evaluate. When this happens, it is desirable, of course, to have the same extra-departmental panel member serve for all cases, in order to help insure procedural consistency. But it is not always easy to recruit candidates for this important responsibility when there are large numbers of cases. In that event, it seems prudent to have a specific policy governing alternate arrangements, and to permit such arrangements in the first place. (The existing Manual language does not appear to sanction any alternative measures. At any rate, it does not address them.) The approach offered here is intended to insure that, when this option is exercised, the division will be such that no pair of candidates subject to the same type of evaluation will be assessed by panels with distinct extra-departmental members. It is also intended to be flexible enough to allow divisions along lines which split the load for each extra-departmental panel member as equitably as practically feasible.
From: Terence Bowers, Faculty Secretary  
To: Faculty  

The Faculty Senate meets Tuesday, 11 November 2008 at 5 P.M. in room 115 of the Beatty Center (Wachovia Auditorium).

**Agenda**

1. Call to Order

2. Approval of Minutes of 10-07-08 Faculty Senate meeting (posted on the Faculty Senate Web site: http://www.cofc.edu/~senate)

3. Reports
   - The Provost
   - The Speaker
   - Deanna Caveny, chair of the Committee on By-Laws and Fac./Admin. Manual

4. Unfinished Business
   - Motion to amend the duties of the Academic Planning Committee

5. New Business
   - Advisory Committee on Tenure, Promotion, and Third-Year Review
     --Proposal concerning the policy on departmental T & P panels
   - Resolution Regarding the Illegal Immigration and Reform Act
   - Faculty Curriculum Committee
   - Faculty Committee on Graduate Education, Continuing Education, and Special Programs

6. Constituents’ Concerns

7. Adjournment

A reception hosted by SGA will be held in the courtyard of the President’s house immediately after the meeting. All senators are invited.
Motion to amend the duties of the Academic Planning Committee

Current Motion: Revise Faculty By-laws to remove general education oversight from Academic Planning Committee

Duties: To consider and recommend long-range academic programs and goals for the College, including general education programs. To this end, the committee shall …

Original Motion: Revise Faculty By-Laws to change the duties of the Academic Planning Committee. (The original motion was proposed by Hugh Wilder at 1-Apr-08 Faculty Senate meeting devoted to general education proposals.)

Revise the Faculty By-Laws, Art. IV, Sect. 2.B.1.b as follows:

Duties: To consider and recommend long-range academic programs and goals for the College. [DELETE THE NEXT PHRASE IN THE ORIGINAL: “INCLUDING GENERAL EDUCATION PROGRAMS.” THE TEXT OF THE SECTION WILL THEN CONTINUE WITH NO CHANGES.]
Advisory Committee on Tenure, Promotion, and Third-Year Review

A proposal to change the extra-departmental panel member workload policy with respect to departmental T&P panels

In light of recent requests from two departments, the Committee recommends the following Manual policy change.

The beginning of paragraph 3 of Manual section M.4 now reads:

When the department consists of five or more tenured faculty members, one tenured faculty member from outside the department shall be added to the panel. If a department is reviewing more than one candidate for tenure, promotion, or third year evaluation, the same individual from outside the department sits with departmental panel members for all cases.

The Committee proposes the following modification of this language, to go into effect in the 2009-10 Manual and evaluation cycle:

When the department consists of five or more tenured faculty members, one tenured faculty member from outside the department shall be added to the panel. If a department is reviewing more than one candidate for tenure, promotion, or third year, the same individual from outside the department sits with departmental panel members for all cases, unless the department has six or more candidates due for panel evaluation. In such cases, a single extra-departmental panel member is still preferred, but at the discretion of the panel chair and panel, the department may appoint no more than two extra-departmental panel members to sit with the panel in different cases, with the cases divided in such a way so that a single extra-departmental panel member must serve in all cases under review for the same rank.

Rationale:
Large departments occasionally have large numbers of candidates to evaluate. When this happens, it is desirable, of course, to have the same extra-departmental panel member serve for all cases, in order to help insure procedural consistency. But it is not always easy to recruit candidates for this important responsibility when there are large numbers of cases. In that event, it seems prudent to have a specific policy governing alternate arrangements, and to permit such arrangements in the first place. (The existing Manual language does not appear to sanction any alternative measures. At any rate, it does not address them.) The approach offered here is intended to insure that, when this option is exercised, the division will be such that no pair of candidates subject to the same type of evaluation will be assessed by panels with distinct extra-departmental members. It is also intended to be flexible enough to allow divisions along lines which split the load for each extra-departmental panel member as equitably as practically feasible.
Resolution Regarding the Illegal Immigration and Reform Act

WHEREAS, the 2008 Illegal Immigration Reform Act (A280, R327, H4400) requires South Carolina’s public institutions of higher education to prevent illegal aliens from enrolling; and

WHEREAS, we have seen no evidence, neither statistical nor anecdotal, of illegal aliens enrolled at the College of Charleston, which renders this requirement more symbolic than material; and

WHEREAS, we know that the cost of bringing the College of Charleston into compliance with this requirement will be significant; and

WHEREAS, in these difficult economic times, the state is seeking to cut unessential expenses; and

WHEREAS, the legislature has not appropriated any money to pay for this provision of the law, and

WHEREAS, the legislature has just ordered the College to cut $4.9 million from its 2008/2009 budget, and

WHEREAS, the symbolism of this requirement, which publicizes the exclusion of a class of residents, harms the spirit of a public university; and

WHEREAS, to demand proof of citizenship of every student unnecessarily inconveniences those students and offends the liberty to which they are entitled; and

WHEREAS, if the Act were successful in excluding anyone, those likely to bear the brunt of its provisions would be the children of undocumented workers; and

WHEREAS, the children of undocumented workers are not responsible for their immigration status; and

WHEREAS, such children are likely to be poor, and the purposeful exclusion of the poor from higher education would contribute unintentionally to the perpetuation of an underclass within our borders; and

WHEREAS, symbolic gestures of exclusion are unbecoming a great people;

WE, the Faculty Senate of the College of Charleston, THEREFORE ask the President of the College of Charleston to work with the legislature for the repeal of that portion of the Illegal Immigration and Reform Act that deals with “Illegal immigrations and higher education” (Section 17).
Faculty Curriculum Committee

List of Proposals Approved by the Committee

Note: All curricular proposals along with supporting documents are posted on the Faculty Senate Web Site

Computer Science

New Minor--Computational Thinking

Change Course--CSCI 112 Communication, Technology and the Internet

Change Course--CSCI 420 Principles of Compiler Design

Change Course--CSCI 362 Software Engineering

Change Course--CSCI 320 Programming Language Concepts

Change Course--CSCI 380 User Interface Development

Change Course--CSCI 470 Principles of Artificial Intelligence

Change Course--CSCI 334 Data Mining

Change Course--CSCI 462 Software Engineering

Change Course--CSCI 332 Database Concepts

Change Course--CSCI 325 Declarative Programming Languages

Delete course--CSCI 130 Visual Basic for Applications

Discovery Informatics

Delete course--DISC 201 Introduction to Databases and Data. Mining

French

Change of Major--French and Francophile

German and Slavic Studies

New Course--RUSS 331 Business Russian

Change Minor--Russian Studies

Latin and Caribbean Studies

Change of Major--Latin and Caribbean Studies

Change of Minor--Latin and Caribbean Studies
Marketing and Chain Supply Management

Change of Major--BS International Business

Mathematics

New Course--MATH 445 Numerical Analysis

Delete course--MATH 545 Numerical Analysis I

Theatre

Change Minor--Scenography I

Change Minor--Scenography II
Faculty Committee on Graduate Education, Continuing Education, and Special Programs

(Curriculum and policy documents are posted on the Faculty Senate Web Site)

Proposal

Proposal to Change a Graduate Program: MS in accountancy

Report

The Faculty Senate met Tuesday evening (11 November 2008). Here are the highlights of the meeting. Full minutes will follow later.

--Provost Elise Jorgens announced that she is retiring at the end of the academic year (effective June 30, 2009).

--The motion to amend the duties of the Academic Planning Committee passed. The amendment will be presented to the faculty for ratification.

--The motion to change the policy on departmental T & P panels with regard to extra-departmental panel members was remanded to the Committee on the By-Laws and Faculty/Administration Manual for review.

--The Senate endorsed the resolution pertaining to the Illegal Immigration and Reform Act.

--All proposals from the Curriculum Committee passed, except two involving Latin American and Caribbean Studies (a proposal to change the major and a proposal to change the minor). Both of these proposals failed.

--The proposal from the Committee on Graduate Education, Continuing Education, and Special Programs passed.
Oct. 24, 2008

To: Faculty Senate & Committee on the By-laws & Faculty/Administration Manual
From: Richard Nunan, on behalf of President’s Advisory Committee on Tenure & Promotion
RE: A procedural recommendation concerning departmental T&P panels

Extra-departmental panel member workload policy

In light of recent requests from two departments, the Committee recommends the following Manual policy change.

The beginning of paragraph 3 of Manual section IV.D.4 (top of p. 121 in new online version of the Manual) now reads:

Where the department consists of five or more tenured faculty members, one tenured faculty member from outside the department shall be added to the panel. If a department is reviewing more than one candidate for tenure, promotion, or third year, the same individual from outside the department sits with departmental panel members for all cases.

The Committee proposes the following modification of this language, to go into effect in the 2009-10 Manual and evaluation cycle:

When the department consists of five or more tenured faculty members, one tenured faculty member from outside the department shall be added to the panel. If a department is reviewing more than one candidate for tenure, promotion, or third-year evaluation, the same individual from outside the department sits with departmental panel members for all cases, unless the department has six or more candidates due for panel evaluation. In such cases, a single extra-departmental panel member is still preferred, but at the discretion of the panel chair and panel, the department may appoint no more than two extra-departmental panel members to sit with the panel in different cases, with the cases divided in such a way so that a single extra-departmental panel member must serve in all cases under review for the same rank.

Rationale:

Large departments occasionally have large numbers of candidates to evaluate. When this happens, it is desirable, of course, to have the same extra-departmental panel member serve for all cases, in order to help insure procedural consistency. But it is not always easy to recruit candidates for this important responsibility when there are large numbers of cases. In that event, it seems prudent to have a specific policy governing alternate arrangements, and to permit such arrangements in the first place. (The existing Manual language does not appear to sanction any alternative measures. At any rate, it does not address them.) The approach offered here is intended to insure that, when this option is exercised, the division will be such that no pair of candidates subject to the same type of evaluation will be assessed by panels with distinct extra-departmental members. It is also intended to be flexible enough to allow divisions along lines which split the load for each extra-departmental panel member as equitably as practically feasible.
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Computer Science**

2. Course Number and Title: **CSCI 112 Communications Technology and the Internet**

3. Semester and year when the course change(s) will go into effect: **Spring 2009**

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

    **Prerequisites = NONE**

5. Justification for Change(s):

    **Prerequisite change: Students are far more computer literate in 2008 and ready to study this subject matter directly from high school.**

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☑ yes  ☐ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      n/a

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.
   **NO**

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

8. Signature of Department Chair or Program Director:

\[\text{Signature} \]

Date: \[01-8-08\]

9. Signature of Dean of School:

\[\text{Signature} \]

Date: \[\text{Sept. 11, 2008}\]

10. Signature of Curriculum Committee Chair:

\[\text{Signature} \]

Date: \[10/22/08\]

11. Signature of Faculty Senate Secretary:

\[\text{Signature} \]

Date Approved by Senate: \[\text{ }\]

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change a Course

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Computer Science**

2. Course Number and Title: **CSCI 320 Programming Language Concepts**

3. Semester and year when the course change(s) will go into effect: **Spring 2009**

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   **Change current prerequisite of**
   
   “CSCI 230 and MATH 207”
   
   to
   
   “CSCI 221 and MATH 207”

5. Justification for Change(s):

   *This change is the result of two developments. Spring 2007 approvals of course changes shifted topics from CSCI 230 Data Structures and Algorithms to CSCI 221 Computer Programming II. Consequently students with CSCI 221 satisfy the prerequisite requirements for CSCI 320.*

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes  ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

      **NA**

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

   **NO**

(Form was approved by FCC on 9/1/08 and replaces all others.)
8. Signature of Department Chair or Program Director:

Christopher W. Stev

Date: 9-14-08

9. Signature of Dean of School:

George J. Pohley

Date: Sept. 22, 2008

10. Signature of Curriculum Committee Chair:

Date: 9/3/08

11. Signature of Faculty Senate Secretary:

Date Approved by Senate: _____________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
NOTE: All gray text boxes must be completed (even if you just put N/A into them),
otherwise the committee must consider the form incomplete.

1. Department: **Computer Science**

2. Course Number and Title: **CSCI 325 Declarative Programming Languages**

3. Semester and year when the course change(s) will go into effect: **Spring 2009**

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled
   by this form” in Guidelines for Planning to Change a Course, then a New Course
   form must be completed):
   
   **Change current prerequisite of**
   
   “CSCI 230 and MATH 207”
   
   to
   
   “CSCI 221 and MATH 207”
   
5. Justification for Change(s):

   **This change is the result of two developments. Spring 2007 approvals of
   course changes shifted topics from CSCI 230 Data Structures and Algorithms
   to CSCI 221 Computer Programming II. Consequently students with CSCI 221
   satisfy the prerequisite requirements for CSCI 325.**

6. Is this course to be added to the Degree Requirements of a Major, Minor,
   Concentration or List of Approved Electives?
   a) ☐ yes ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of
      the major, minor, concentration and/or list of approved electives here:
      
      NA

7. Is the course part of any other degree or program? If so, what department? A letter of
   support will be required from the affected department.
   
   **NO**

(Form was approved by FCC on 9/1/08 and replaces all others.)
8. Signature of Department Chair or Program Director:

__________________________
Christopher W. Stein

Date: 07/19/08

9. Signature of Dean of School:

__________________________
George J. Podany

Date: 09/22/2008

10. Signature of Curriculum Committee Chair:

__________________________

Date: 10/23/2008

11. Signature of Faculty Senate Secretary:

__________________________

Date Approved by Senate: __________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Computer Science**

2. Course Number and Title: **CSCI 332 Database Concepts**

3. Semester and year when the course change(s) will go into effect: **Spring 2009**

4. Change(s) Desired (Note: if more than 2 items listed under "Typical changes handled by this form" in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   **Change current prerequisite of "CSCI 230 and MATH 207" to "CSCI 221 and MATH 207"**

5. Justification for Change(s):

   **This change is the result of two developments. Spring 2007 approvals of course changes shifted topics from CSCI 230 Data Structures and Algorithms to CSCI 221 Computer Programming II. Consequently students with CSCI 221 satisfy the prerequisite requirements for CSCI 332.**

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
   
   **NA**

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.
   **NO**

(Form was approved by FCC on 9/1/08 and replaces all others.)
8. Signature of Department Chair or Program Director:

[Signature]
Date: 9/14/08

9. Signature of Dean of School:

[Signature]
Date: Sept. 22, 2008

10. Signature of Curriculum Committee Chair:

[Signature]
Date: 10/23/08

11. Signature of Faculty Senate Secretary:

[Signature]

Date Approved by Senate: ______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: Computer Science

2. Course Number and Title: CSCI 334 Data Mining

3. Semester and year when the course change(s) will go into effect: Spring 2009

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Change current prerequisite of
   "CSCI 230 and MATH 207"
   to
   "CSCI 221, MATH 207 and MATH 250"

5. Justification for Change(s):

   Three developments justify these changes. 1) Spring 2007 approvals of course changes shifted critical topics from CSCI 230 Data Structures and Algorithms to CSCI 221 Computer Programming II. 2) consequently the earlier maturation of CSCI 221 students helps satisfy the requirements for CSCI 334. 3) an increased need for knowledge of statistical methods warrants the addition of MATH 250 Statistical Methods I.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
a) ☐ yes  ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

      NA

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

      NO
8. Signature of Department Chair or Program Director:

[Signature]

Date: 9-14-08

9. Signature of Dean of School:

[Signature]

Date: Sept. 23, 2008

10. Signature of Curriculum Committee Chair:

[Signature]

Date: 12/23/08

11. Signature of Faculty Senate Secretary:

[Signature]

Date Approved by Senate: ___________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Computer Science**

2. Course Number and Title: **CSCI 362 Software Engineering**

3. Semester and year when the course change(s) will go into effect: **Spring 2009**

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   **Change current prerequisite of**
   **"CSCI 230 and MATH 207"**
   **to**
   **"CSCI 221 and MATH 207"**

5. Justification for Change(s):

   **This change is the result of two developments. Spring 2007 approvals of course changes shifted topics from CSCI 230 Data Structures and Algorithms to CSCI 221 Computer Programming II. Consequently students with CSCI 221 satisfy the prerequisite requirements for CSCI 362.**

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) □ yes  ❌ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      **NA**

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.
   **NO**

(Form was approved by FCC on 9/1/08 and replaces all others.)
8. Signature of Department Chair or Program Director:

[Signature]

Date: 9-19-08

9. Signature of Dean of School:

[Signature]

Date: Sep 22, 2008

10. Signature of Curriculum Committee Chair:

[Signature]

Date: 10/23/08

11. Signature of Faculty Senate Secretary:

[Signature]

Date Approved by Senate: ______________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Computer Science**

2. Course Number and Title: **CSCI 380 User Interface Development**

3. Semester and year when the course change(s) will go into effect: **Spring 2009**

4. Change(s) Desired **(Note:** if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):
   
   **Change current prerequisite of**
   
   "CSCI 230 and MATH 207 or permission of the instructor"
   
   to
   
   "CSCI 221 and MATH 207 or permission of the instructor"

5. Justification for Change(s):

   **This change is the result of two developments. Spring 2007 approvals of course changes shifted topics from CSCI 230 Data Structures and Algorithms to CSCI 221 Computer Programming II. Consequently students with CSCI 221 satisfy the prerequisite requirements for CSCI 380.**

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   
   a) □ yes  ❌ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

   **NA**

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.

   **NO**

(Form was approved by FCC on 9/1/08 and replaces all others.)
8. Signature of Department Chair or Program Director:

Christy W. Sloan

Date: 9-19-08

9. Signature of Dean of School:

Date: Apr. 22, 2008

10. Signature of Curriculum Committee Chair:

Date: 10/23/08

11. Signature of Faculty Senate Secretary:

Date Approved by Senate: ____________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Computer Science**

2. Course Number and Title: **CSCI 420 Principles of Compiler Design**

3. Semester and year when the course change(s) will go into effect: **Spring 2009**

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Change current prerequisite of
   "CSCI 320 and MATH 307"
   to
   "CSCI 230, CSCI 320 and MATH 307"

5. Justification for Change(s):

   **This course has direct dependencies on topics taught in CSCI 230 Data Structures and Algorithms. If the proposed change to the prerequisites for CSCI 320 Programming Language Concepts is approved (dropping CSCI 230 as a prerequisite for CSCI 320), then CSCI 230 must be explicitly listed as a prerequisite for this course.**

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes  ☒ no
   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here: **NA**

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.
   **NO**

(Form was approved by FCC on 9/1/08 and replaces all others.)
8. Signature of Department Chair or Program Director:

Christy M. Stein

Date: 9-19-08

9. Signature of Dean of School:

George A. Robinson

Date: Sept. 22, 2008

10. Signature of Curriculum Committee Chair:

R.D.

Date: 10/23/08

11. Signature of Faculty Senate Secretary:


Date Approved by Senate: ________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal to Change a Course

**NOTE**: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Computer Science**

2. Course Number and Title: **CSCI 462 Software Engineering**

3. Semester and year when the course change(s) will go into effect: **Spring 2009**

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   **Change current prerequisite of “CSCI 360 or CSCI 362” to “CSCI 230 and either CSCI 360 or CSCI 362”**

5. Justification for Change(s):

   **This course has direct dependencies on topics taught in CSCI 230 Data Structures and Algorithms. If the proposed change to the prerequisites for CSCI 360 Software Architecture and Design is approved (dropping CSCI 230 as a prerequisite for CSCI 360), then CSCI 230 must be explicitly listed as a prerequisite for this course.**

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) [ ] yes  [x] no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:
      **NA**

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.
   **NO**

(Form was approved by FCC on 9/1/08 and replaces all others.)
8. Signature of Department Chair or Program Director:

__________________________

Date: 07-09-08

9. Signature of Dean of School:

__________________________

Date: Apr 22, 2008

10. Signature of Curriculum Committee Chair:

__________________________

Date: 10/23/08

11. Signature of Faculty Senate Secretary:

__________________________

Date Approved by Senate: _________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal to Change a Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Computer Science**

2. Course Number and Title: **CSCI 470 Principles of Artificial Intelligence**

3. Semester and year when the course change(s) will go into effect: **Spring 2009**

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   Change current prerequisites of "CSCI 320 and MATH 307" to "CSCI 230 and MATH 307"

5. Justification for Change(s):

   **CSCI 470 has direct dependencies on topics taught in CSCI 230 Data Structures and Algorithms. If the proposed change to the prerequisites for CSCI 320 Programming Language Concepts is approved (dropping CSCI 230 as a prerequisite for CSCI 320), then CSCI 230 must be explicitly listed as a prerequisite for this course. CSCI 320 is being dropped to accommodate Discovery Informatics majors.**

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) ☐ yes  ☒ no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here: **NA**

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department.
   **NO**

(Form was approved by FCC on 9/1/08 and replaces all others.)
8. Signature of Department Chair or Program Director:

[Signature]

Date: 9-19-08

9. Signature of Dean of School:

[Signature]

Date: Sept 22, 2008

10. Signature of Curriculum Committee Chair:

[Signature]

Date: 9-23-08

11. Signature of Faculty Senate Secretary:

[Signature]

Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal to Change Degree Requirements for a Minor/Concentration

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department(s) or School(s): German and Slavic Studies

2. Name of the Minor/Concentration: Russian Studies

3. Semester and year in which degree change(s) will go into effect: Spring 2009

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):

   After the new course is approved, the change listed below to be made in the Catalog Description of the minor:

   New required Courses:

   Under electives:
   Add RUSS 331 Business Russian

5. Justification for Change(s):

   One course represents an expansion of the program to meet the needs and changing requirements of students.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

6. Signature of Department Chair or Program Director: [Signature]
   Date: 10/2/08

7. Signature of Dean of School: [Signature]
   Date: 10/7/08

8. Signature of Provost: [Signature]
   Date: 10/7/2008

9. Signature of Curriculum Committee Chair: [Signature]
   Date: 10/30/08

10. Signature of Faculty Senate Secretary: _____________________________
    Date Approved by Senate: _____________________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/22/08 and replaces all others.)
College of Charleston
Summer 2009 Study Abroad
Program
Russia

Program Directors:
Dr. Svetlana Oves, Dept of German & Slavic Languages
E-mail: owenssg@cofc.edu
Prof. Raisa Gomer, Coord. of Russian Program
E-mail: gomerr@cofc.edu

Dates of Program:
Maymester 2009

Program Fee:
$4,490
(fee is estimated and does not include tuition)

Courses Offered:
(students enroll in both courses)
RUSS 102: Elementary Russian
RUSS 202: Intermediate Russian
LTRS 210: 19th Century Russian Literature in Translation

See reverse side for more information
September 29, 2008

Professor Gomer  
Russian Studies  
College of Charleston  
66 George Street  
Charleston, SC

Dear Professor Gomer,

I am delighted to support the course titled *Russian for Business* as a permanent offering for the Russian Studies minor at the College of Charleston.

Russian studies as well as the Russian language have the potential of getting a great deal of attention from our students especially the ones that will be majoring in International Business. Many students who are considering the major ask what language or countries have the greatest potential. I always cite Russia as the second best after China.

We look forward to working with you and your colleagues in the future including assisting in the development of future study abroad opportunities.

Sincerely,

David Desplaces, Ph.D.  
International Business Program Director
October 6, 2008.

Dear Dr. Owens,

The department of French and Francophone Studies supports the creation of RUSS 331. We believe it is an important course that will tap into students' interest in Russian affairs, especially in how business is conducted in Russia. It is also a course that will attract more students to the Russian program.

As the director of Languages and International Business program, I am delighted to see this course proposed as it will address questions I receive from students wanting to choose Russian with business content for their minor. The course will meet the requirements of a minor in Language and International Business and will also serve as a minor for an International Business major.

Regards,

Godwin Okebaram Uwah, Chair
Department of French and International Business &
Director, Language and International Business program
<table>
<thead>
<tr>
<th><strong>Course sessions</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Office</strong></td>
<td>J C Long Room 428</td>
</tr>
<tr>
<td><strong>E-mail address</strong></td>
<td><a href="mailto:owenssg@cofc.edu">owenssg@cofc.edu</a></td>
</tr>
<tr>
<td><strong>Phone</strong></td>
<td>Office: (843) 953-1995</td>
</tr>
<tr>
<td><strong>Office hours</strong></td>
<td>by appointment</td>
</tr>
<tr>
<td><strong>Russian Language</strong></td>
<td><a href="http://lcwa.cofc.edu/russian">http://lcwa.cofc.edu/russian</a></td>
</tr>
<tr>
<td><strong>Russian Studies Minor</strong></td>
<td><a href="http://lcwa.cofc.edu/russian/minor.html">http://lcwa.cofc.edu/russian/minor.html</a></td>
</tr>
</tbody>
</table>

**Language lab**
The Language Lab is located in room 225 of the ECTR. You will have to use the computer to work with the dialogues. I recommend at least one hour a week. The College Skills lab is located on the first floor of the new Addlestone library. It is available to all students who would like tutoring. It is free to all C of C students. For more information, go to www.cofc.edu/~csl

**Course goals**
Mastering the form and content of practical business communication with Russian businesses.

**TEXTBOOK**

**Contemporary Business Russian**  
Ksenia V. Muratova, Mary E. Theis & Andrew Felkay 1997  

**Course structure**
Instructional methods consist of lectures, in-class discussions, case studies.

**Course description**
The course is aimed at all students of Russian who are interested in doing business in Russia and for all students who seek an up-to-date, structured approach to more advanced levels of discourse. The course provides the linguistic tools for performing many typical business functions in actual business contexts with a focus on Russian business language, enhanced by cultural material and selected readings along with student presentations; social/political/cultural issues as they differ in Russia will also be examined. Readings and discussions are in Russian.

Business Communication and Vocabulary  
Oral communication and comprehension of the contemporary Russian business world. Topics of study include economics, international trade, and a lexicon of entrepreneurship.

Documents  
Analysis and preparation of documents including actual commercial documents, basic business letters, contracts, and banking documents; visa application, custom declaration, opening a bank account, drawing up contracts, etc.

Texts accompanied by questions based on readings, and written assignments to develop proficiency in reading and writing.
**Dialogues** are practical and business-oriented.

*Grammar:* prepares student to understand the language of business through a variety of complex sentence structures necessary for business and many other types of communication.

*Oral Presentations* contain business-related topics, including relevant economic, cultural, social and political issues. They are aimed at creating an awareness of the Russian business environment and highlighting cultural differences that can lead to misunderstandings: gender relations, attitudes toward jobs and colleagues. Five to ten minute presentation on a topic. Oral presentation is prepared by a student or a group of students for each lesson.

*Compositions* (5-19 complex sentences) will be based on some proverbs that Russians are so fond of using.

<table>
<thead>
<tr>
<th>Final Paper</th>
<th>Points- 100 Length: Minimum 2 pages single-spaced.</th>
<th>Layout: This is a business document. Include cover sheet, text, maps or visual aids as needed. The international business country profile is intended as a business brief for an executive to read en route to Russia. Examples are: Business customs, major export/imports, demographics, geography, (weather, climate, leisure activities, time changes, foreign exchange info, etc). Your assignment is to write a minimum a two page brief on the country of Russia. Include information you think your boss needs to know. There are many websites on international business. Here are a few: The CIA World Fact Book, Country Commercial Guides, MSU CIBER, United Nations Social Indicators, Web of Culture. Or go to <a href="http://trade.gov/index.asp">http://trade.gov/index.asp</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Attendance policy</td>
<td>You are expected to attend all classes. Your participation in every class is important. Your grade will be reduced if you miss more than 1 class. You will be dropped from the class if you miss more than 2 classes without an excuse from the undergraduate Dean. You will earn Extra Credit if you do not miss any classes. You are responsible for all materials covered in class and all outside assignments.</td>
<td></td>
</tr>
<tr>
<td>Extra Credit</td>
<td>Don’t miss any classes (see above)! Follow events in Russian politics, culture, etc., and discuss them in class.</td>
<td></td>
</tr>
<tr>
<td>Preparation for class</td>
<td>You will be asked to do a lot of reading and writing at home. Please come prepared. You are responsible for studying the vocabulary on your own, and also for preparing (in Russian) any questions you may have.</td>
<td></td>
</tr>
<tr>
<td>Final exam</td>
<td>There will be a final exam in the form of interview. There are no exemptions from the exam. The exam covers the entire semester’s work.</td>
<td></td>
</tr>
<tr>
<td>Final exam date</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Course evaluation:** Students will be evaluated on their ability to read, write, speak and critically think about Russian business issues. Class participation in discussion and case studies is necessary. Your grade for the course is determined by the following:

1. Two Power Point “Awareness” Presentation 5 points each 10%
2. Classroom discussion 2 points each class 20%
3. 10 Vocabulary quizzes 1.5 points each 15%
4. 10 Grammar Quizzes (written form) 1.5 points each 15%
5. 10 Case Studies through Phrases: 1.5 points each 15%
6. Final Exam: Interview 25%

<table>
<thead>
<tr>
<th>Grading Scale</th>
<th>A  93 – 100</th>
<th>C  73 – 76</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A- 92 – 90</td>
<td>C- 70 – 72</td>
</tr>
<tr>
<td></td>
<td>B+ 89 – 87</td>
<td>D+ 68 – 69</td>
</tr>
<tr>
<td></td>
<td>B  86 – 83</td>
<td>D  66 – 67</td>
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<td>B- 80 – 82</td>
<td>D- 61 – 65</td>
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<td>C+ 77 – 79</td>
<td>F  &lt;61</td>
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</table>

**Honor Code**

I enforce without exception the College of Charleston’s Honor System and Classroom Code of Conduct as provided in the Student Handbook. By choosing to enroll in this course, you indicate that you understand the Honor Code and are going to abide by it. If you are not certain about the definition of plagiarism, ask me. Any student found in violation of the Honor Code will automatically receive an “F” for this course regardless of previous performance.

---

**The Syllabus is subject to change as dictated by special circumstances.**

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**CONTEMPORARY BUSINESS RUSSIAN**

<table>
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<tr>
<th>DATE</th>
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<th>HOMEWORK</th>
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<td>Document: Визовая анкета</td>
<td>Ex. 4. 5 p.8</td>
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<td>Document: Таможенная декларация</td>
<td>Prepare Reading : Интервью с основателем Инкомбанка</td>
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<td>Dialogue: В аэропорту</td>
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<td>Vocabulary</td>
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<td>Reading : Интервью с основателем Инкомбанка</td>
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<td></td>
<td>Explain a joke</td>
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M19 Martin Luther King holiday observed
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<tr>
<th>Date</th>
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<th>Reading</th>
<th>Vocabulary</th>
<th>Language Lab</th>
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<td>Reading: Review</td>
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<td>Vocabulary</td>
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<td><strong>LESSON 2</strong>&lt;br&gt;Historical Awareness: The Most Famous Events of Russian History. XX Century.&lt;br&gt;Power Point Presentation&lt;br&gt;Dialogue 1: В машине&lt;br&gt;Document: Пропуск для гостиницы</td>
<td>Language Lab: В машине Effective Business Communication: Complex Sentences with the Relative Pronoun, Который&lt;br&gt;Explain a joke</td>
<td>Effective Business Communication: Complex Sentences with the Relative Pronoun, Который</td>
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<td><strong>LESSON 3</strong>&lt;br&gt;Cultural Awareness: Gender Relations in Russia&lt;br&gt;Dialogue 1: В номере&lt;br&gt;Effective Business Communication: Adjectival Participles: Present Active Adjectival Participles, Past Active Adjectival Participles</td>
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<td>11 W 18</td>
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<td>LESSON 5  &lt;br&gt;Informational Awareness: Russian Web.  &lt;br&gt;/Power Point Presentation  &lt;br&gt;Заявление на открытие текущего валютного счета  &lt;br&gt;Dialogue: В банке 1</td>
<td>Vocabulary  &lt;br&gt;Document: Депозитный договор</td>
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<td>13 W 25</td>
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<td>Effective Business Communication: Use of Present and Past Adverbial Participles  &lt;br&gt;Document: Доверенность  &lt;br&gt;Reading: Лизинг  &lt;br&gt;Review</td>
<td>Language Lab: В банке 2  &lt;br&gt;Vocabulary Reading 2: Деловые люди  &lt;br&gt;Write a short composition based on a proverb</td>
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<td>Vocabulary  &lt;br&gt;Language Lab: Приглашение в ресторан  &lt;br&gt;Reading 1: Институт Катона</td>
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<td>Vocabulary  &lt;br&gt;Effective Business Communication: Expressing Purpose in Simple and Complex Sentences  &lt;br&gt;Reading 2: Кайманы Арго Федриго  &lt;br&gt;Write a short composition based on a proverb</td>
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| 16 M 16 | Reading 2: Кайманы Арго Федриго | Vocabulary  
Language Lab: Выбор ресторана  
Effective Business Communication: Expressing Cause and Effect in Simple Business Sentences  
Reading 1: Эрифан Хауб  
Explain a joke  
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| 19 W 25 | **LESSON 8**  
Informational Awareness: Russian Media / Power Point Presentation  
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Effective Business Communication: Expressing Time in Simple and Complex Sentences | Vocabulary  
Language Lab: В ресторане  
Document: Меню  
Effective Business Communication: Expressing Time in Simple and Complex Sentences  
Reading 1: Андрей Чанов  |
| 20 M 30 | Effective Business Communication: Complex sentences with Subordinate Clauses that Express Time.  
Reading 1: Андрей Чанов.  
Explain a joke | Vocabulary  
Effective Business Communication: Complex sentences with Subordinate Clauses that Express Time.  
Reading 2: Молодые российские бизнесмены будут стажироваться в США  
Write a short composition based on a proverb  |
| Apr. W 1 | Reading 2: Молодые российские бизнесмены будут стажироваться в США  
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Language Lab: Разговор по телефону  
Reading 1: Где делать бизнес? Некоторые перспективные города России  |
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<tr>
<th>Date</th>
<th>Day</th>
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<th>Notes</th>
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</table>
| 22   | M  6 | Effective Business Communication:  
*Expressing Place in Complex Sentences*
Explain a joke  
Reading 1: Где делать бизнес?  
Некоторые перспективные города России | Vocabulary  
Effective Business Communication:  
*Expressing Place in Complex Sentences*
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| 23   | W  8 | Reading 2: Деловые письма  
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Город России для бизнеса |
| 24   | M  13 | Oral presentation:  
Город России для бизнеса  
**LESSON 10**  
Present and Future Development  
Awareness: Successful investments and Perspectives of Russian Business  
Resume  
Dialogue: Заключительные переговоры | Vocabulary  
Language Lab: Заключительные переговоры  
Reading: Из истории Российского предпринимательства |
| 25   | W  15 | Effective Business Communication:  
*Explanations in Complex Sentences*
Reading 1: Из истории Российского предпринимательства  
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*Explanations in Complex Sentences*
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| 26   | M  20 | Reading 2: Деловые письма  
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Resume | Vocabulary  
Write Resume |
| 27   | W  22 | Get ready for the job Interview | Get ready for the job interview.  
Questions for the Interview |
| 28   | M  27 | **The International Country Profile**  
due in written form  
Get ready for the Job Interview (Exam) | Study for the  
Get ready for the Job Interview (Exam) |

**FINAL EXAM:**  
INTERVIEW « COUNTRY PROFILE »

**Required Reading:** Global Business Today by Charles Hill, 3rd edition.  
Published by McGraw-Hill. Required reading online: Journals: The Russia Business Journal Monthly  
Magazine, the Mid-Atlantic-Russia Business Council, the Moscow Times.com  
Required Websites:
<table>
<thead>
<tr>
<th>Lesson</th>
<th>Title</th>
<th>Date</th>
<th>Students</th>
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<tbody>
<tr>
<td>1.</td>
<td><strong>LESSON 1</strong> Ethnographical Awareness: Russian Federation / Power Point Presentation</td>
<td>Jan. 12</td>
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<td>2.</td>
<td><strong>LESSON 2</strong> Historical Awareness: The Most Famous Events of Russian History. XX Century / Power Point Presentation</td>
<td>Jan. 21</td>
<td>1.</td>
</tr>
<tr>
<td>3.</td>
<td><strong>LESSON 3</strong> Cultural Awareness: Gender Relations in Russia</td>
<td>Feb. 2</td>
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<tr>
<td>4.</td>
<td><strong>LESSON 4</strong> Political Awareness: Persons of Consequences in Russia / Power Point Presentation</td>
<td>Feb. 9</td>
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<td>5.</td>
<td><strong>LESSON 5</strong> Informational Awareness: Russian Web. / Power Point Presentation</td>
<td>Feb. 18</td>
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<tr>
<td>6.</td>
<td><strong>LESSON 6</strong> Cross-Cultural Awareness: Paralinguistic Differences and Behavior Patterns / Power Point Presentation</td>
<td>March 8</td>
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<td>7.</td>
<td><strong>LESSON 7</strong> Social and Economic Issues Awareness: Russian Oligarchs, corruption and the underground economy, the investment climate / Power Point Presentation</td>
<td>March 16</td>
<td>1.</td>
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<td>8.</td>
<td><strong>LESSON 8</strong> Informational Awareness: Russian Media / Power Point Presentation</td>
<td>March 25</td>
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<td>9.</td>
<td><strong>LESSON 9</strong> Etiquette Awareness: Telephone Conversation Patterns / Power Point Presentation</td>
<td>April 1</td>
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<td>10.</td>
<td><strong>LESSON 10</strong> Present and Future Development Awareness: Successful investments and Perspectives of Russian Business</td>
<td>April 13</td>
<td>1.</td>
</tr>
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</table>
ORAL PRESENTATION GRADING SCALE

Grammar – 40 points total

↓ (40) Very few or no errors for the targeted grammatical structures and concepts/topic; very good control of patterns, no weakness that causes misunderstanding.

↓ (35) Occasional errors of the targeted grammatical structures showing imperfect control of some patterns, but no weakness that causes misunderstanding.

↓ (30) Frequent errors of targeted grammatical structures showing some major patterns uncontrolled and causing occasional misunderstanding.

↓ (27) Constant errors showing control of very few targeted grammatical structures and frequently causing misunderstanding.

↓ (25) Grammar almost entirely inaccurate for the concepts/topic and frequently causing misunderstanding.

Vocabulary – 30 points total

↓ (30) Vocabulary is broad and precise. Extensive use of targeted vocabulary studied in class. Words appropriate for concepts/topic. Little or no evidence of English interference.

↓ (25) Vocabulary lacks variety but is accurate. Adequate use of targeted vocabulary. Words usually appropriate for concepts/topic. Meaning mostly clear but some evidence of English interference.

↓ (23) Vocabulary very limited, with overuse of imprecise or vague terms. Words sometimes inappropriate for the concepts/topic. Meaning often confused and English interference evident.

↓ (20) Vocabulary extremely limited and inaccurate. Words often inappropriate for concepts/topic. English interference frequent; or not enough vocabulary to evaluate.

Fluency – 30 points total

↓ (30) Speech is effortless and smooth, with very few instances of unevenness caused by rephrasing or searching for words. Equal participation in the conversation by the speaker.

↓ (25) Speech is occasionally hesitant, with some unevenness caused by rephrasing and searching for words. Slightly less participation in the conversation.

↓ (23) Speech is frequently hesitant and uneven. Some sentences may be left uncompleted. Much less participation in the conversation than the other student(s).

↓ (20) Speech is very slow and fragmentary. Many sentences are left uncompleted. Almost no participation in the conversation.
Proposal to Change Degree Requirements for a Minor/Concentration

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department(s) or School(s): **Theatre**

2. Name of the Minor/Concentration: **Scenography I**

3. Semester and year in which degree change(s) will go into effect: **Spring 2009**

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   - **Change name of concentration (currently Scenography I) to Costume Design and Technology.**

5. Justification for Change(s):
   - **After completing the accreditation process with the National Association of Schools of Theatre it was recommended that the names of our technical oriented concentrations be changed to be more consistent between concentration title and content.**

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

6. Signature of Department Chair or Program Director: 
   
   Date: Oct. 7, 2008

7. Signature of Dean of School: 
   
   Date: 10/2/08

8. Signature of Provost: 
   
   Date: 10-5-2008

9. Signature of Curriculum Committee Chair: 
   
   Date: 10/30/08

10. Signature of Faculty Senate Secretary: 

    Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department(s) or School(s): **Theatre**

2. Name of the Minor/Concentration: **Scenography II**

3. Semester and year in which degree change(s) will go into effect: **Spring 2009**

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   
   Change name of concentration (currently Scenography II) to Scenic/Lighting Design and Technology.

5. Justification for Change(s):

   After completing the accreditation process with the National Association of Schools of Theatre it was recommended that the names of our technical oriented concentrations be changed to be more consistent between concentration title and content.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

6. Signature of Department Chair or Program Director: [Signature]
   Date: Oct 2, 2008

7. Signature of Dean of School: [Signature]
   Date: 10/12/08

8. Signature of Provost: [Signature]
   Date: 10-5-2008

9. Signature of Curriculum Committee Chair: 
   Date: 

10. Signature of Faculty Senate Secretary: 
    Date Approved by Senate: 

    Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/22/08 and replaces all others.)
Curriculum Committee
Proposal to Change Degree Requirements
For the Major

1. Department: Marketing and Supply Chain Management

2. Degree: BS in International Business

3. Semester and year in which degree change(s) will go into effect: Fall 2009

4. Change(s) Desired: We are seeking the following changes to the major:
   a. Add Study Abroad experience as part of IB major graduation requirement
   b. Remove MGMT 322 (International Business) as option for required International Business elective

5. Justification for Change(s):
   a. Add Study Abroad experience as part of International Business major graduation requirement: One of the School of Business and Economics' learning goals is to develop a student's global perspective. Therefore, all School of Business and Economics' students are exposed to global business practices in current core general business courses like MGMT 301 (Management and Organizational Behavior), FINC 303 (Business Finance), MKTG 302 (Marketing Concepts), and ECON 200 (Principles of Microeconomics)/201 (Principles of Macroeconomics). The International Business faculty feels strongly that if a student shall graduate with a degree in International Business from the College of Charleston he/she should have traveled once overseas as part of their studies. Furthermore, the International Business faculty unanimously agree that any study abroad requirement for the International Business major must at a minimum be four weeks in length in the foreign country(ies).

The College of Charleston offers many options for students wishing to study abroad. Study abroad programs must be approved by the Center for International Education with courses being approved by the respective departments. There are four types of programs offered by the College of Charleston. The most desirable offerings are semester long programs in Santiago, Chile; La Rochelle, France; Buenos Aires, Argentina; Havana, Cuba; and Trujillo, Spain. It also offers summer programs taught by CoFC faculty that are at a minimum four weeks in length in Austria, Germany, Italy, France, Peru, Spain and Turkey. The College also has bi-lateral program agreements with universities in Argentina, Austria, Australia, The Bahamas, Brazil, Chile, Costa Rica, Denmark, France, Germany, Italy, Japan, Mexico, New Zealand, The Netherlands, Spain, Sweden, Thailand, and the UK. Lastly, students have the options to enroll in a program offered by a study abroad program provider or by another university. All courses taken by students must be approved prior to departure by their respective schools/departments.

(Form was approved by FCC on 4/18/06 and replaces all others.)
Program fees for CofC sponsored international experience courses range in prices. A tuition exchange and normal living expenses reflect the normal cost of education at the College of Charleston. For example, the La Rochelle program costs $4900, which includes airfare, housing with breakfast and dinner, insurance and excursions for a full semester (tuition is charged at the normal CofC rate). Since scholarships are currently available through the Office of International Education for up to $1,500 per student (determined based on needs), it is our belief that this new requirement would not be a significant imposition for our students and would significantly strengthen the marketability of our graduates as we prepare them to compete in the market place.

If approved, the catalogue should read: “The international business degree program requires a study abroad experience. Study abroad experience is defined as any approved study abroad course or program, within or outside of the major’s courses, which takes place in a foreign country(ies) that is at a minimum four weeks in length.”

b. Removal of MGMT 322 (International Business) as option for required International Business elective: This course is a survey course beneficial for most of our undergraduate students as it provides an overview about international business practices. However each of the topics covered in MGMT 322 (International Business) are covered in more depth in the core International Business courses (MKTG 326 – International Marketing, FINC 382 – International Financial Markets, MGMT 325 – International Management, MGMT 409 – Global Strategic Management). Students have reported redundancy and significant overlaps of course content between MGMT 322 (International Business) and International Business core courses like MKTG326 (International Marketing), FIN 382 (International Financial Markets), MGMT 325 (International Management) and MGMT 409 (Global Strategic Management).

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair  
or Program Director: 
   \[Signature\]  
   Date: 4-18-08

7. Signature of Dean of School:  
   \[Signature\]  
   Date: 4-18-08

8. Signature of Provost:  
   \[Signature\]  
   Date: 9/22/2008

9. Signature of Curriculum Committee Chair:  
   \[Signature\]  
   Date: 10/3/08

10. Signature of Budget Committee Chair:  
    Date:

11. Signature of Planning Committee Chair:  
    Date:

12. Signature of Faculty Senate Secretary:  
    Date Approved by Senate:

13. Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the change will be sent by the Registrar to:
   1. Department Chair or Program Director
   2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
   3. College Relations (addition to Undergraduate Catalog)
   4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
   5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Proposal to Change Degree Requirements For the Major

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **French and Francophone Studies**

2. Degree: **B.A. French and Francophone Studies**

3. Semester and year in which degree change(s) will go into effect: **Fall 2009**

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   A. Require French majors to take THREE 400 level courses
   B. Add:
      FREN 495: Capstone Seminar (required of all majors)
   C. Change description of Major (to be made under "Core Courses" in item 3 of the catalog description for the Major):
      1) Substitute with: "Students can now take any combination of THREE courses."
      2) Delete: "At least two of these courses must be in a century...category and/or genre category"

5. Justification for Change(s):
   We have changed our name and our focus to French and Francophone Studies instead of just French. In order to insure that our students have a broader, Francophone-based course of study, we have deleted two of our course 300-level courses and created two Francophone courses and also created a capstone course.
Proposal to Change Degree Requirements For the Major

6. Signature of Department Chair (s) or Program Director(s):

[Signature]
Date: 9-25-08

7. Signature of Dean(s) of School:

[Signature] (cm)
Date: 9-24-08

8. Signature of Provost:

[Signature]
Date: 10/7/2008

9. Signature of Curriculum Committee Chair:

[Signature]
Date: 10/30/08

10. Signature of Budget Committee Chair:

[Signature]
Date: 

11. Signature of Planning Committee Chair:

[Signature]
Date: 

12. Signature of Faculty Senate Secretary:

[Signature]
Date approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal to Change Degree Requirements For the Major

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Latin American and Caribbean Studies (LACS)**

2. Degree: **A.B., B.A. Latin American and Caribbean Studies**

3. Semester and year in which degree change(s) will go into effect: **Fall 2009**

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):

   A. Change requirement for double major in non-inter-disciplinary major to minor in non-interdisciplinary minor

   B. Reduce the number of credit hours that can be double counted in any one discipline for the major from 12 to 9

   C. Require LACS majors to take six semesters (or the equivalent) of language study in Spanish, Portuguese or French. Students may take six semesters in one language or four semesters in one and two in the other (students currently are required only to fulfill their language requirement in Spanish or Portuguese)

   D. Add:
      FREN 320 A Survey of Francophone Literature
      FREN326 A Survey of Francophone Civilization
      To LACS major courses under "Electives"

   E. Move:
      ANTH 325 Peoples and Cultures of Latin America
      ANTH 327 Peoples and Cultures of the Caribbean
      From CORE II to CORE I

   F. Move:
      ARTH 205 Pre-Columbian Art and Culture
      From electives to CORE II

   G. Require all LACS majors to earn a minimum of 6 semester hours in a semester or summer study abroad or internship abroad program approved by the LACS faculty. (with the provision for an alternative or exemption on the basis of special circumstances)

5. Justification for Change(s):
   The rationale for the double major was to insure that students receive a grounding in a discipline and requiring that students minor will continue to insure that this is the case while allowing them to fulfill the additional requirements. The reduction in double counted hours

   (Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change Degree Requirements For the Major

makes the overlap of disciplinary courses the same as the LACS minor.

LACS faculty are proposing to add the language and study abroad requirements to strengthen the major. A greater degree of proficiency in languages and familiarity with cultures are seen by LACS faculty as the two most crucial needs of students studying this region.

The faculty has added French to the languages choices because it is a significant language of the Americas. It is one of the four official languages of the Organization of American States. Inclusion of French recognizes students who want to pursue the major with an interest in the French Caribbean.

FREN 320 and 326 contains 1/3 content on the French Caribbean, a focus of the LACS program.

LACS faculty have determined that ANTH 325 and 327 more appropriately belong in the CORE I requirement. ARTH 205 covers much of the same ground as ANTH 266 which is unlikely to be offered again.
Proposal to Change Degree Requirements For the Major

6. Signature of Department Chair (s) or Program Director(s): 
   [Signature]  Date: 9/27/08

7. Signature of Dean(s) of School: 
   [Signature]  Date: 9/22/08

8. Signature of Provost:  
   [Signature]  Date: 9/23/2008

9. Signature of Curriculum Committee Chair: 
   [Signature]  Date: 

10. Signature of Budget Committee Chair: 
    [Signature]  Date: 

11. Signature of Planning Committee Chair: 
    [Signature]  Date: 

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

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Change Degree Requirements for a Minor/Concentration

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department(s) or School(s): Latin American and Caribbean Studies

2. Name of the Minor/Concentration: Latin American and Caribbean Studies

3. Semester and year in which degree change(s) will go into effect: Fall 2009

4. Change(s) Desired (Note: if the change includes deleting courses from the inventory, a Delete Course form must also be completed for each course, the Curriculum Committee does not assume the responsibility to delete the course):
   
   **Add:**
   
   FREN 320 A Survey of Francophone Literature
   
   FREN 326 A Survey of Francophone Civilization

   **To LACS minor courses under “Electives”**

5. Justification for Change(s):
   
   FREN 320 and 326 contains 1/3 content on the French Caribbean, a focus of the LACS program.
Proposal to Change Degree Requirements for a Minor/Concentration

6. Signature of Department Chair or Program Director:

[Signature]
Date: [Date]

7. Signature of Dean of School:

[Signature]
Date: 9/22/08

8. Signature of Provost:

[Signature]
Date: 9/23/2008

9. Signature of Business Affairs Official:

[Signature]
Date: Not needed

10. Signature of Curriculum Committee Chair:

[Signature]
Date: 10/30/08

11. Signature of Faculty Senate Secretary:

[Signature]
Date Approved by Senate: ______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.

(Form was approved by FCC on 9/1/08 and replaces all others.)
Curriculum Committee
Proposal to Delete a Course

1. Department: **Computer Science**

2. Course Number and Title: **CSCI 130 Visual Basic for Applications**

3. Course will be deleted effective: **Fall 2008**

4. Justification for Deleting the Course: **Course was last offered in Fall 2006. The DISC minor has dropped this course as a requirement.**

6. Signature of Department Chair

   or Program Director:
   Date: __2/21/08__

7. Signature of Dean of School:

   Date: __2/29/08__

8. Signature of Provost:

   Date: __3/12/2008__

9. Signature of Curriculum Committee Chair:

   Date: __3/12/08__

10. Signature of Faculty Senate Secretary:

    Date: __3/12/08__

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the deletion will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
Proposal to Delete a Course

**NOTE:** All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **Computer Science**

2. Course Number and Title: **DISC 201**

3. When will Course Deletion become effective? **Spring 2009**

4. Justification for Deleting the Course: **Course has never been offered due to low demand. The DI minor has been changed to remove this course as a requirement.**

5. Is the course part of any other degree or Program? If so, what department? A letter of support for the deletion and a Change of Major/Minor form will be required from the affected department. **No**

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal to Delete a Course

6. Signature of Department Chair or Program Director:
   
   [Signature]
   
   Date: 9-25-08

7. Signature of Dean of School:
   
   [Signature]
   
   Date: Sept. 29, 2008

8. Signature of Provost:
   
   [Signature]
   
   Date: Oct. 5, 2008

9. Signature of Curriculum Committee Chair:
   
   [Signature]
   
   Date: 10/23/08

10. Signature of Faculty Senate Secretary:
    
    Date: _______________________

    Date Approved by Senate: _______________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Proposal to Change a Course

1. Department: **MATHEMATICS**

2. Course Number and Title: **MATH 545 Numerical Analysis 1**

3. Semester and year when the course change(s) will go into effect: **Spring 2009**

4. Change(s) Desired (Note: if more than 2 items listed under “Typical changes handled by this form” in Guidelines for Planning to Change a Course, then a New Course form must be completed):

   1. Delete from Undergraduate Catalog, making it a graduate course only, contingent on the addition of MATH 445.
   2. Modify catalog description as in attachment MATH545-proposal.

5. Justification for Change(s):

   1. If MATH 445 is added, there will be no normal need for undergraduates to take the similar course MATH 545. They could still take it with permission in special cases.
   2. The strict prerequisites of undergraduate courses are inappropriate for a graduate courses; slight topic changes are justified in the above mentioned document.

6. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?
   a) yes    no

   b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

7. Is the course part of any other degree or program? If so, what department? A letter of support will be required from the affected department. **Yes.**

   *Its role in the Mathematics M.S program would be unaffected by this change.*

   *Its current role in the Actuarial Studies Track of the Math Major would be replaced by MATH 445, though with completion of MATH 545 still acceptable.*
8. Signature of Department Chair or Program Director:

[Signature]
Date: 10-21-08

9. Signature of Dean of School:

[Signature]
Date: 

10. Signature of Curriculum Committee Chair:

[Signature]
Date: 10/30/08

11. Signature of Faculty Senate Secretary:

[Signature]
Date: 

Date approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Curriculum Committee
Proposal for a New Course

1. Department: **Mathematics**

2. Course Number and Title: **MATH 445 Numerical Analysis**
   
   Number of Credits: **3**     Total hrs/week: **3**

   Lecture: **3** (Lab: 0 Recitation: 0 Seminar: 0)

3. Semester and year when course will first be offered: **Spring 2009**

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

   This course is a study of numerical methods and analysis of their accuracy, stability, and speed. Topics include root-finding, numerical solution of simultaneous linear equations and systems of non-linear equations, approximation of functions, and numerical solution of ordinary differential equations.

5. Prerequisites:

   MATH 203 and 323, and either MATH 246 or permission of the instructor.

6. Rationale/justification for course
   (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?

   In brief, the answer to each question is "as for the current course MATH 545", because this course would replace the existing listing of MATH 545 in the undergraduate catalog, with MATH 545 continuing as a graduate course only.

   The change will allow scheduling the two course MATH 445 and MATH 545 separately, though they could also share lectures in some years.

   At the same time, the course description and proposed prerequisites are slightly different, to allow students to take this course without having previously taken MATH245 (Numerical Methods and Scientific Computing).
7. (a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?

As now with MATH 545, it enhances the end of the major, in particular the Actuarial and Applied Mathematics tracks: it will replace MATH 545 as one of two ways to satisfy one requirements of the Actuarial track.

7. (b) N/A.

8. (a) Are other departments affected by this course? No.

8. (b) Please explain overlap with any existing courses. As indicated above, it would replace MATH545 in the undergraduate catalog. Also, a few topics overlap with ones in MATH 245, but would be dealt with at a higher level.

9. Method of teaching: lecture, with some computer programming work in a computer equipped classroom.

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course: No enrollment shifts are expected, as it would simply replace a very similar existing course.

10. (b) Address potential shifts in staffing of the department as it relates to the offering of this course: None are expected, unless high enrollments for both MATH445 and MATH545 lead to their being taught separately. The record suggests that this would happen only rarely: it might have happened once in the last ten years if there had been distinct courses MATH 445 and MATH 545 instead of a single course MATH 545 shared by graduate and undergraduate students.

10. (c) Frequency of offering: Spring of odd numbered years, as currently with MATH 545.

11. Requirements for additional resources made necessary by this course: None: see above.

12. A proposed syllabus is included, along with the most recent syllabus for MATH 545 for comparison.
Approval Signatures

Department Chair: [Signature] Date: 10-21-2008

Dean of School: [Signature] Date: October 21, 2008

Provost: [Signature] Date: 10/27/2008

Business Affairs Official: __________________________ Date: __________

Curriculum Committee Chair: ______________________ Date: __________

Faculty Senate Secretary: __________________________ Date: __________

Date Approved by Senate: __________
Proposal for a New Course

NOTE: All gray text boxes must be completed (even if you just put N/A into them), otherwise the committee must consider the form incomplete.

1. Department: **German and Slavic Studies**

2. Course Number and Title: **Russ 331 Business Russian**
   Number of Credits: 3
   Total hrs/week: 3
   Lecture: [ ] Lab: [ ] Recitation: [ ] Seminar: [x]

For Independent study courses:
   Research: [ ]
   Field experience: [ ]
   Clinical Practice: [ ] Internship: [ ]
   Practicum: [ ] Independent Course Work: [ ]

3. Semester and year when course will first be offered:
   **Spring 2009**

4. Catalog Description (please limit to 50 words):
   *A course to develop communicative skills for doing business in a Russian-speaking environment; it provides the linguistic tools for performing typical business functions in actual business contexts. Focus is on practical applications of Russian to business including individual and group projects on awareness of social, political, cultural issues, as they differ in Russia, enhanced by selected readings, written documents, simulated real-life situations. Readings and discussions are in Russian.*

5. Check if appropriate: Humanities: [ ] Social Science: [ ] (meets minimum degree requirements)

   Check if appropriate: [ ]
   This course will be cross listed with: ______
   Rationale for cross listing: ______
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions):
   **RUSS 202 or the permission of the instructor.**

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

   a) What are the goals and objectives of the course?
   *Mastering the form and content of practical business communication in Russian and understanding business culture in Russia.*

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

b) How does the course support the mission statement of the department and the organizing principles of the major?
   The course enhances the content courses in Russian Studies minor and supports ongoing development of students' linguistic skills in the target language, as well as provides students with contemporary applications of the business language in the discourse.

7. a) For courses in the major, how does the course enhance the beginning, middle, or end of the major?
   To count towards the requirements in the minor in Russian Studies. See letter of support.

b) 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 Art tradition of cross-cultural awareness by providing in-depth study of a major field (language and culture). As an elective for the Russian Studies minor it complements the tandem fields of Business.

8. a) 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.
   Business Department. See letter of support.

b) Please explain overlap with any existing courses.
   None

9. Method of teaching:
   Instructional methods consist of lectures, in-class discussions, case studies

10. a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course:
   N/a; the course is aimed at students interested in doing business in Russia, who have attained basic proficiency in the language, and need an up-to-date, structured approach to more advanced levels of discourse. It will be offered as a 300-level course along with 313, 314, 390.

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: ☐

(Form was approved by FCC on 9/1/08 and replaces all others.)
Proposal for a New Course

every two years: □ every three years: □
other ☒(Explain): as needed

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

a) Staff: none

b) Budget: none

c) Library: none

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

attached

13. Is this course to be added to the Degree Requirements of a Major, Minor, Concentration or List of Approved Electives?

a) ☒ yes □ no

b) If yes, complete the Change Degree Requirements form(s) and list the name(s) of the major, minor, concentration and/or list of approved electives here:

   Russian Studies Minor (Interdisciplinary Minor)
Proposal for a New Course

14. Signature of Department Chair or Program Director: [Signature]
   Date: 10-03-08

15. Signature of Dean of School: [Signature]
   Date: 10/7/08

16. Signature of Provost: [Signature]
   Date: 10/7/2008

17. Signature of Business Affairs Official: [Signature]
    Date: ______________

18. Signature of Curriculum Committee Chair: [Signature]
    Date: 10/3/08

19. Signature of Faculty Senate Secretary: [Signature]
    Date Approved by Senate: ______________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. After implementation, information concerning the passed course and program changes will be provided by the Registrar to all faculty and staff on campus.
Curriculum Committee
Proposal for a New Minor or Concentration

1. Department:  **Department of Computer Science**

2. Check one:  _X_ minor ; ___ concentration

3. Name of Minor/Concentration:  **Computational Thinking**

4. Desired acronym:  **COMP**

5. Total number of hours required for completion of minor/concentration:  **18**

6. Semester and year in which new minor/concentration will go into effect:  **Spring 2009**

7. Justification for offering the minor/concentration (consider the following):

   (a) What are the goals and objectives of the minor/concentration?

   **Goal:** The minor in Computational Thinking is designed for students interested in computing who do not wish to minor or major in computer science. Such students' transcripts will reflect their ability to use computation effectively as a tool for production and creation in a world driven by information and technology.

   **Objectives:** The minor provides non-computer science majors a fundamental understanding of (1) problem solving using algorithmic thinking, (2) software development up to an intermediate level, and (3) the utility of software applications and production and creation tools.

   (b) How does the minor/concentration support the mission statement of the department?

   **The second department goal (out of four) states:**
   - To serve the needs and interests of a broad spectrum of students, especially non-majors, who see the use of computers as important in their personal or professional development;

   **This minor is designed to achieve this goal.**

   (c) How does the minor/concentration support the liberal arts tradition of the College, including linkages with other disciplines?

   (Form was approved by FCC on 04/18/06 and replaces all others.)
As stated on the College’s website, “In the great liberal arts tradition, a College of Charleston education focuses on discovery and personal growth, as well as preparing for life, work and service in our society.” The Minor in Computational Thinking supports this tradition by allowing students to experience a broader range of computer science courses that will promote their ability to communicate, perform and excel in life after graduation.

(d) Are other departments affected by this minor/concentration? (Please attach letters of support from the chairs of each affected department indicating that the department has discussed the proposal and supports it.)

No other department is affected by the requirements of this minor.

8. Address potential shifts:

(a) Address potential enrollment pattern shifts in the department or college-wide as related to the offering of this minor/concentration.

Many College of Charleston students already register for multiple sections of computer science 100-level courses. Thus no increase will likely be seen in those courses. This minor may increase the number of students who enroll in our 200-level computer science courses. It is not believed that this will have a significant impact on college-wide enrollments.

(b) Address potential shifts in staffing of the department as related to the offering of this minor/concentration.

Although, enrollments in CSCI 2++ level courses may increase, it is not expected that this will result in any changes in staffing.

9. Requirements for additional resources made necessary by this minor/concentration.

(a) Staff: none

(b) Budget: none

(c) Library: none

(Note: Minors/concentrations requiring extensive additional resources will need extensive justification.)

10. Attach a list of courses and requirements for completion of this minor/concentration (including their prerequisites). Provide any relevant additional information, for example

(Form was approved by FCC on 04/18/06 and replaces all others.)
include a typical schedule for a student to complete this minor.

Minor Requirements:
Students must take a minimum of 18 hours in computer science excluding CSCI 110 Computer Fluency, with 9 hours at or above the 200 level. Students may select courses that best configure the minor to their major. At least 9 hours in the minor at the 200 level or above must be earned at the College of Charleston.

The current CSCI courses from which students will select courses are given in the lists below. All courses available to students in the minor develop both a theoretical underpinning and application skill set.

100-level courses (at most 9 hours from this set are required for to the minor):
   CSCI 112 Communications Technology and the Internet
   CSCI 114 Electronic Publishing and Design
   CSCI 120 Building Virtual Worlds
   CSCI 180 Computers, Music and Art
   CSCI 199 Special Topics in Computing
   (Note: CSCI 116 and CSCI 130 are no longer offered and are in the process of being deleted from the Catalog.)

200-level courses and above (at least 9 hours from this set are required for the minor):
   CSCI 210 Game Programming
   CSCI 220 Computer Programming I
   CSCI 222 Computer Programming I Laboratory
   CSCI 221 Computer Programming II
   CSCI 230 Data Structures and Algorithms
   CSCI 250 Introduction to Computer Organization and Assembly Language Programming
   CSCI 299 Special Topics in Computer Science
See Undergraduate Catalog for 300 and 400 level CSCI courses. It is unlikely that students will elect to take many 300- or 400-level CSCI courses.

(Form was approved by FCC on 04/18/06 and replaces all others.)
Example schedules for a student wishing to complete this minor:

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<th>Course</th>
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<th>Course</th>
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<td>CSCI 221</td>
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<td>CSCI 250</td>
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<td>MATH 207*</td>
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<td>MATH 207</td>
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</tbody>
</table>

*MATH 207 is listed because it is a corequisite for CSCI 221.

(Form was approved by FCC on 04/18/06 and replaces all others.)
The Graduate School – College of Charleston
Faculty Committee on Graduate and Continuing Education
Proposal to Change a Graduate Program

1. Department: Teacher Education

2. Graduate Program: MAT in Special Education

3. Program Change(s) will go into effect: Fall 2009

4. Change(s) Desired:
   Present Requirement: 37 hours
   Requirement Change:
   43 – 46 hours
   Delete EDFS 774 Language Development and Language Disorders
   Delete the field course as a separate course (EDFS 738, 748, 758) and integrate fieldwork into current coursework.
   Addition to program of study:
   EDFS 654 Human Growth and Development (3) if not taken as an Undergraduate within the past 3 years.
   Prerequisite:
   Undergraduate courses in the liberal arts, including human growth and development or educational psychology or similar course.

   (Current and revised programs of study are attached.)

5. Justification for changes:

   The MAT Program in Special Education needs to be more competitive in the state and region as other programs have opened (site based and online). Other universities offer similar programs of study in a range of 27 hours to 60 hours, from 20 months to five years in length. Of 20 programs surveyed, 10 required between 36 and 39 hours and two required fewer.

   The suspension of the MEd Program in Special Education last year has impacted course enrollments in the disability characteristics and procedures courses, so we must increase MAT overall enrollments (from the current cadre of 12 to about 18-21) to achieve specialty course enrollments.

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(Form approved by FCGCE on April, 2001 and replaces all others)
The language disability course was a nice addition to the program of study but has been disconnected from the program, because it requires an adjunct with speech/language expertise, and is not an essential component for an accredited program of study in special education.

The individual field courses always drew the attention of the administration because of their seemingly low enrollments (although they met in the seminar together and were supervised by one professor). The state has reduced the total hours required of MAT students to 75 hours prior to clinical practice (down from 100). We currently implement a lot of fieldwork components in the other coursework and can embed the required field hours within those courses. Program faculty teaching MAT coursework in a given semester will do the required supervision. The Office of Student Services and Certification will continue to make school placements in consultation with program faculty.

We required students to take Human Growth and Development if they had not had an equivalent course in the past three years. We want to broaden the wording to include other similar coursework and a longer period in the review of undergraduate transcripts.

The sequence of study will change from four semesters and a summer to three semesters and a summer. Most MAT candidates will be enrolled in clinical practice in the fall, balancing our placement needs and faculty supervision that has gotten too heavy in the spring. Students who want to enroll part time can enroll in six hours a semester and be successful in five or six semesters.

6. Signature of Program Director: Andrew H. Lewis  Date: 9-24-08
7. Date approved by the Department: Sept 19, 2008
8. Signature of Department Chair: Metka Ban Asku  Date: 9-24-08
9. Signature of School Dean: Tara Wel Clark  Date: 9-24-08
10. Signature of Provost: Susan J. Morrison  Date: 10-13-2008

RETURN FORM TO THE GRADUATE SCHOOL OFFICE FOR FURTHER PROCESSING

11. Signature of Chair of the Faculty Committee on Graduate and Continuing Education.  

12. Signature of Chair of Graduate Council: Thompson  Date: 11/21/08

13. Signature of the Faculty Secretary:  Date: 

*IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH*  
(Form approved by FCGCE on April, 2001 and replaces all others)
Current MAT Program of Study in Special Education
(LD, ED, or MD options)

SUMMER SEMESTER
EDFS 654 Human Growth and Development*
(* If not taken as an undergraduate within the past 3 years)

FALL SEMESTER (YEAR ONE)
EDFS 635 Educational Research
EDFS 710 Introduction to Exceptional Children and Youth
EDFS 714 Introduction to Curriculum and Instruction in Special Education

SPRING SEMESTER (YEAR ONE)
EDFS 720 Educational Assessment of Students with Disabilities
EDFS 724 Reading and Language Arts Instruction for Students with Disabilities
EDFS 730 or 740 or 750 Characteristics of ED, LD, or MD

SUMMER SEMESTER (YEAR ONE)
EDFS 687 or 717 Technology for Teachers (depending on tech skill levels)
EDFS 774 Language Disorders and Interventions

FALL SEMESTER (YEAR TWO)
EDFS 725 Classroom and Behavior Management
EDFS 731 or 741 or 751 Educational Procedures
EDFS 738 or 748 or 758 MAT Field Experience

SPRING SEMESTER (YEAR TWO)
EDFS 797 Clinical Practice (internship) (9 hrs)
EDFS 500 Nonviolent Crisis Intervention (1 hr)

43-46 hours

*Field 10 hrs in 710, 15 hrs in 720, 75 hrs in 738/748/758

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(Form approved by FCGCE on April, 2001 and replaces all others)
Proposed Revised Program of Study

FALL SEMESTER (12 hours)
EDFS 635 Educational Research
EDFS 710 Introduction to Exceptional Children and Youth+
EDFS 714 Introduction to Curriculum & Instruction in Special Education*, +
EDFS 730 or 740 or 750 Characteristics of ED, LD, or MD**, +

+25 field hours connected to these courses

SPRING SEMESTER (12 hours)
EDFS 720 Educational Assessment of Students with Disabilities+
EDFS 724 Reading and Language Arts Instruction Students with Disabilities+
EDFS 731 or 741 or 751 Educational Procedures*, **, +
EDFS 687 Technology for Teachers or 717 Technology for Special Educators (depending on tech skill levels)

+50 field hours connected to these courses

SUMMER SEMESTER (3 hours)
EDFS 725 Classroom and Behavior Management

FALL SEMESTER (10 hours)
EDFS 797 Clinical Practice* (internship) (9 hrs)
EDFS 500 Nonviolent Crisis Intervention (1 hr)

*lead courses for portfolios
**lead courses for PRAXIS review

+Field work: Office of Student Services and Certification (SOEHHP) makes field placements (one in fall, one in spring for each candidate prior to clinical practice) in coordination with the MAT program director and special education program faculty. Each faculty member teaching an MAT course in a given semester assists with field supervision.

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(From approved by FCGCE on April, 2001 and replaces all others)
Faculty Committee on Graduate and Continuing Education
Proposal to Change a Graduate Course

Department: English
Graduate Program: M.A.

Will this course be cross-listed with an undergraduate or other graduate course? □ YES  X NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course change(s) will go into effect: Spring 2009

Change(s) desired: Change catalog description of ENGL 702: Internship, from “100-300 hours of work” to “at least 40 hours of work per credit hour.” New description will read as follows:
A supervised field experience in which the student observes and participates in a professional occupation related to the English degree, such as publishing, technical writing, or teaching. The internship will consist of 100-300 hours of work at least 40 hours of work per credit hour and completion of a formal report. Permission of the graduate director is required. Graded on a satisfactory/unsatisfactory basis.

Justification for change(s): 40 hours of work per credit hour is the college-wide standard for internships. COMM 795, for instance, “requires 120 or more hours of work” for 3 hours of course credit. The 100-300 hours currently required was a mistake to begin with and does not reflect actual department practice.

Signature of Program Director: Susan Farrell Date: 10/09/08
Date approved by the Department: August 26, 2008
Signature of Department Chair: [Signature] Date: 10/09/08
Signature of Schools’ Dean: [Signature] Date: 10/13/08

Return form to the Graduate School Office for Further Processing
Signature of Chair of the Faculty Committee on Graduate and Continuing Education
Date: 11-5-2008
Signature of Chair of Grad Council: Amy Thompson McCandles Date: 11/21/08
Signature of the Faculty Secretary: [Signature] Date: [Signature]

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Department: EDMG 657
Graduate Program: Joint MAT in Middle Grades Education with The Citadel

Course Number & Title: Teaching Writing in the Middle Grades

Total hours/week: 3
Number of Credits Lectures: 3 Lab: 

Will this course be cross-listed with an undergraduate or other graduate course? □ YES □ NO

If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course will first be offered Spring 2010

Catalog description (Please limit to 50 words):
This course will be framed from a 21st Century literacies perspectives and will address the teaching of writing theories, research and pedagogies represented in best practice models of teaching and assessing writing in middle grades. Students will learn about teaching writing through engaging in their own writing/design processes using print and non-print texts to study writing processes.

Prerequisites (or other restrictions)

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

a. What are the goals and objectives of the course?

This course will provide Masters in Teaching in Middle Grades teacher candidates with strategies for teaching writing to adolescents from diverse backgrounds. This course will present students with modeling and engage them in practice of teaching strategies that address the national literacy standards related to the teaching of writing recognized by the International Reading Association (IRA), the National Council of Teachers of English (NCTE), the National Middle School Association (NMSA) and the National Council for Accreditation of Teacher Educators (NCATE).

b. How does the course support the mission statement of the department and the organizing principles of the graduate program?

If more space is needed for any section, please attach additional sheets to this form.
Like all teacher preparation courses in the School of Education, Health, and Human Performance (EHHP), this course will be guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency which are at the heart of the EHHP Conceptual Framework: 1) Understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course; they help you develop the knowledge, skills, and dispositions necessary to become an effective teacher of writing.

This course also supports the organizing principles of the graduate program in that it will provide specialized knowledge and training for middle school teachers candidates, an area that is in need in the Lowcountry. This course will be an intensive course in the teaching of writing with a focus on providing comprehensive, equitable writing instruction for adolescents from diverse cultural backgrounds.

Are other departments affected by this course? □ YES  X□ NO

(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? X□ YES  □ NO   If yes, at what institution? The Citadel

Method of teaching:

This course will include modeling of teaching strategies by the course instructor presented in combination with the instructor’s facilitation of students’ guided practice. This course will also include large and small group discussions of relevant reading, viewing, and listening material and will include extensive opportunities for students to receive individual written feedback on course projects.

If more space is needed for any section, please attach additional sheets to this form.
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course.

This is a new required course for a new Joint MAT in Elementary Education program.

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

None. There are already qualified literacy faculty members available in TEDU to teach this course.

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

a. Staff

b. Budget

c. Library

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: Andrew H. Keiner Date: 9-14-08

Signature of Department Chair: Nola Van Deur Date: 9-24-08

Additional Chair’s Signature*: __________________________ Date: __________________________

Signature of Schools’ Dean: Thomas C. White Date: 10-9-08

Additional Schools’ Dean Signature*: __________________________ Date: __________________________

Signature of the Provost: Susan J. Morrison Date: 10-13-2008

Signature of Budget Director**: __________________________ Date: __________________________

*For interdisciplinary courses. **Business Affairs Office

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education

Date: 11-5-2008

Signature of Chair of Grad Council: Amy Thompson McClen Date: 11-21-08

If more space is needed for any section, please attach additional sheets to this form.

November 2007
**College of Charleston**  
**School of Education, Health, and Human Performance**  
**Course Syllabus**

<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Teaching Writing in the Middle Grades (5-8)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Prefix and Number:</strong></td>
<td>Department of Teacher Education EDMG 657</td>
</tr>
<tr>
<td><strong>Course Term:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Credit Hours:</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Course Description:</strong></td>
<td>This course addresses the theories, research and pedagogies significant to teaching writing in middle grades. Teacher candidates will engage in their own writing/design processes. This course draws from 21st century literacies perspective that recognizes the relationship between sociocultural identities (e.g. age, gender, race, social class, language, (dis)abilities) and multiliteracies practices.</td>
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<tr>
<td><strong>Course Text/Materials:</strong></td>
<td>Required:</td>
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<tr>
<td></td>
<td>Selection of one of each of the following groups of books for book club reading:</td>
</tr>
<tr>
<td></td>
<td><strong>Gender and Writing:</strong></td>
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<td></td>
<td><strong>Writing Craft:</strong></td>
</tr>
</tbody>
</table>
Elements of Teacher Competency:

All teacher preparation programs in the School of Education, Health, and Human Performance (EHHP) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher Competency which are at the heart of the EHHP Conceptual Framework: 1) **Understanding and valuing the learner**, 2) **knowing what and how to teach and assess and how to create an environment in which learning occurs**, and 3) **understanding themselves as professionals**. These three competencies underlie all learning and assessment in this course; they help you develop the knowledge, skills, and dispositions necessary to become an effective teacher.

Course Objectives (These objectives are directly related to the national literacy standards constructed by The National Council of Teacher of English (NCTE) and the International Reading Association (IRA) and adopted by the National Middle School Association (NMSA) and the National Council of Accreditation of Teacher Education (NCATE):

1. Understand that adolescents adjust their use of spoken, written, and visual language (e.g., conventions, style, vocabulary) to communicate effectively with a variety of audiences and for different purposes.

2. Be able to implement a wide range of teaching strategies so that adolescents will use different writing process elements appropriately to communicate with different audiences for a variety of purposes.

3. Model inquiry teaching practices that address language structure, language conventions (e.g., spelling and punctuation), media techniques, figurative language, and genre in order to facilitate adolescents' abilities to create, critique, and discuss print and non-print texts.

4. Model how adolescents conduct research on issues and interests by generating ideas and questions, and by posing problems. Demonstrate for adolescents how to gather, evaluate, and synthesize data from a variety of sources (e.g., print and non-print texts, artifacts, people) to communicate their discoveries in ways that suit their purpose and audience.

5. Model how to use a variety of technological and information resources (e.g., libraries, databases, computer networks, video) to gather and synthesize information and to create and communicate knowledge.

6. Recognize an understanding of and respect for diversity in language use, patterns, and dialects across cultures, ethnic groups, geographic regions, and social roles.

7. Learn strategies for teaching adolescents whose first language is not English to make use of their first language to develop competency in the English language arts and to develop understanding of content across the curriculum.
8. Reflect upon ways to create classroom writing environments where adolescents participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.

9. Understand that adolescents use spoken, written, and visual language to accomplish their own purposes (e.g., for learning, enjoyment, persuasion, and the exchange of information).

10. Learn how to individualize and modify instruction so as to include children with disabilities in the areas of communication and writing.

<table>
<thead>
<tr>
<th>Description of Projects/Assignments:</th>
<th>I. Writing Process Project</th>
</tr>
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<tbody>
<tr>
<td>Students will participate in an in-class writing workshop where they keep a writer’s notebook, choose a topic to write about from their notebooks, draft in the genre (e.g. memoir, picture book, digital story, poetry, etc.) of their choice, and then revise edit and publish their writing projects. This project will also require that students select and demonstrate evidence of using an adolescent mentor text (e.g. adolescent literature, music, television, movie, etc.) to scaffold their writing.</td>
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</tbody>
</table>

II. Adolescent Writing Case Study
Students will conduct case study of an adolescent’s writing practices. This case study will include a number of literacy assessments of the writer’s processes, practices, and products. These assessments will be implemented in conjunction with course content throughout the semester (e.g. writing practices inventory, writing conference, Six Traits rubric, observations, retrospective writing process interview, etc.). Then, drawing upon what they observed in their assessments, students will construct an instructional plan including teaching strategies they would recommend to scaffold their case study student’s writing development.

III. New Literacies Genre Writing/Design Unit Plan
Students will plan a 3-4 week writing/design unit plan that draws upon adolescents’ engagement with popular culture and digital literacies and explores a genre that represents new literacies (e.g. digital storytelling, blogging, etc.)

IV. Midterm Exam
The midterm exam will include short answer and essay questions that will require students to synthesize and apply material presented in class meetings and course readings.
VI. Book Club Digital Story
Students will participate in a book club where they engage in reading and discussion of texts about teaching writing. Students will need to prepare for their book club meetings through reading their selected texts, recording their responses (e.g. questions, critique, connections, etc.), engaging in discussions with their book club peers, and then designing a digital story that demonstrates their understanding of the main issues presented in one of the texts.

V. Attendance, preparedness and participation
Literacy and teaching are a social process. Students will be expected to come to each class prepared (having read and reflected upon assigned readings and completed designated assignments) and actively participated in class through sharing their reflections and responding to and building upon their peers’ ideas.

Evaluation Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
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<tr>
<td>B+</td>
<td>88-92</td>
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<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>C+</td>
<td>78-82</td>
</tr>
<tr>
<td>C</td>
<td>74-77</td>
</tr>
<tr>
<td>F</td>
<td>&lt;74</td>
</tr>
</tbody>
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Evaluation Criteria:

General information about grading:

** Late submissions of assignments are unacceptable under normal circumstances. Each late submission will have an automatic point deduction by week equivalent to the loss of one letter grade.

** Written assignments (both weekly reflections and the research report) are final products that will be graded on both what is written (clarity, depth, insight) and how it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, neatness, and adherence to assignment guidelines will affect your grade. As an educator, high levels of competence not only in verbal but also in written communication with parents, administrators, and other educators are expected. Please use the resources around you to proofread and to edit your work. The Writing Lab (located in the Education Center Room
| Resource Reading List: | **Handbook of literacy and technology: Transformations in a post-typographic world**  
**Handbook of research on teaching literacy through the communicative and visual arts**  
**Journal of Adolescent and Adult Literacy**  
**Voices from the Middle**  
**Journal of Literacy Research**  
**Language Arts**  
**Literacy: An international handbook**  
**Middle School Journal**  
**Reading Online (www.readingonline.org)**  
**Reading Research Quarterly**  
**Reading Teacher**  
**Research in the Teaching of English**  
**Reconceptualizing the literacies in adolescents’ lives**  
**Grammar in Context**  
**Journal of Learning Disabilities**  
**Intervention in School and Clinic** |
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<tr>
<td>Attendance Policies:</td>
<td>Class attendance is expected. Students are responsible for all content and assignments for each class. Students arriving to class 10 or more minutes late will be considered absent. Leaving class prior to dismissal is considered an absence as well. Two absences will be allowed; however, assignments submitted after class if you are absent will be considered late. Upon a third absence, the student will be withdrawn from the course with the grade of WA. WA becomes an F on a transcript. If a student exceeds allowable absences due to extenuating circumstances beyond the student's control, a panel of professors from that semester will review the circumstances and make a final decision.</td>
</tr>
</tbody>
</table>
| Course Calendar | Week 1: Introductions, Course Syllabus, Relationship Between Literacy and Sociocultural Identities  
Week 2: Writing, Spelling and Language Development  
Week 3: Teaching of Writing Theories (e.g. Skills-Based, Expressivist, Sociocultural, Four Resources, Critical/Writing for Social Action)  
Week 4: Writing/Design Process: Engaging in Your Own Writing/Design Processes- Keeping a Writer's
Notebook

Week 5: Writing /Design Process: Planning a Writing Project; Writing with Mentor Texts: Using Print (e.g. adolescent literature, feature articles, etc.) and Non-Print (e.g. popular culture movies, television, music, etc.) Texts to Learn About Genre, Structure, Craft, and Language Systems

Week 6: Writing/Design Process: Revising and Publishing; Writing Workshop Structures (e.g. minilessons, individualized writing conferences, share, etc.) and Building a Writing Community

Week 7: Midterm

Week 8: Genre and Structure Inquiry Units of Study

Week 9: Writing/Design in the 21st Century: Constructing Multimodal Text Unit Plans (e.g. Blogs, Digital Stories, etc)

Week 10: Adolescent Case Studies: Assessing Writing in the Middle Grades

Week 11: Teaching Writing with Diverse Students: Gender, Race and Social Class

Week 12: Teaching Writing with Diverse Students: English Language Learners

Week 13: Teaching Writing with Diverse Students: Youth with (Dis)Abilities

Week 14: Teaching Grammar in Context; Word Study: Vocabulary and Spelling
The Graduate School – College of Charleston

Proposal for New Certificate Program

Title: Certificate in Special Education

1. Educational objectives of the program

The Certificate in Special Education is designed as a concentration of six courses (18 graduate hours) typically required by the state of South Carolina for an add-on credential in one or two areas of special education to teaching licenses (see attached). The concentrations for this certificate include learning disabilities, emotional disabilities, mental disabilities, and multigeneric disabilities. General and special education teachers are eligible for admission to this certificate program. Each teacher’s program of study is determined by the program director or faculty advisor using the written results of the “file evaluation for adding a certificate area” from the SC Office of Educator Certification and the teacher’s professional goals.

The state’s Educator Certification Manual has indicated for several years that teacher education programs will eventually take on the responsibility for add-on certification through State Board of Education approved programs (see attached, page 27). We anticipate that this certificate program will be approved as such a program and the stringent course lists in the Educator Certification Manual could be modified in the future to be experience and performance-based within this certificate.

Teachers seeking add-on credentials also may be seeking credential advancement from the state in a concentrated area. Teachers with bachelor’s degrees can seek the plus 18 advancement and teachers with master’s degrees can seek the plus 30 advancement. This certificate program can provide a specialized concentration for both levels.

Program Objectives:

a. To provide a concentrated program of study at the graduate level in mild to moderate disabilities (learning disabilities, emotional disabilities, mental disabilities, or multigeneric special education) for the purpose of adding additional areas of certification.

b. To provide special and general education teachers with a focused program of study for the purpose of credential advancement.

c. To contribute to the credentialing of additional special educators in the Lowcountry, to ease the workforce vacancy situation.

d. To provide current and research-based educational experiences in specific disability areas for general educators who have responsibility for the education of students with mild to moderate disabilities within their classrooms.
2. Proposed course sequence associated with the certificate, including titles and course descriptions both for existing courses and any new courses that may be developed

18-hour Certificate with Existing Courses

1. **EDFS 710 Introduction to Exceptional Children and Youth (3)**
   An introductory course designed for general and special educators. An interdisciplinary approach to the study of the learning and behavioral characteristics of exceptional children and youth. Includes causes, identification, educational and community programs and provisions. Observations required (10 hours). (fall and summer)

2. **EDFS 720 Educational Assessment of Students with Disabilities (3)**
   A study of the selection, administration, and interpretation of formal standardized educational measures. Includes the application of assessment information to individualized education programs for exceptional children and youth. (fall and spring) Prerequisite: EDFS 710 or equivalent or permission of the instructor. Fieldwork required (approximately 20 hours).

3. **EDFS 724 Reading and Language Arts Instruction for Students with Disabilities (3)**
   This course is an in-depth study of research-based methodologies for reading and written expression assessment and instruction for K–12 students with emotional, learning or mental disabilities. The course will focus on developmental, corrective and strategic approaches and requires students to demonstrate competence in planning individualized reading and written language programs. (spring) Prerequisite: EDFS 710 or equivalent introduction to disabilities; EDFS 714 or other introductory curriculum and instruction course.

4. **EDFS 725 Classroom and Behavior Management (3)**
   A study of a variety of management systems with focus on specific techniques and their application in the classroom. (fall, spring, and summer)

5. **One Characteristics Course (3)**

6. **One Methods Course in the same area (3)**

   Teachers who have had up to four of these courses credited by the Office of Educator Certification may substitute electives*** by consultation with program faculty/advisor and with approval of the program director.

*Characteristics Courses

EDFS 730 CHARACTERISTICS OF INDIVIDUALS WITH EMOTIONAL DISABILITIES (3)
An in-depth study of the unique learning and behavioral characteristics of children and youth with
emotional disabilities. Includes theory and practice related to identification and educational community programs and provisions for this exceptionality. (spring)

EDFS 740 CHARACTERISTICS OF STUDENTS WITH LEARNING DISABILITIES (3)  
An in-depth study of the unique learning and behavioral characteristics of children and youth. Includes theory and practice related to identification and educational and community programs, and provisions for this exceptionality with learning disabilities. (spring)

EDFS 750 CHARACTERISTICS OF INDIVIDUALS WITH MENTAL DISABILITIES (3)  
An in-depth study of the unique learning and behavioral characteristics of children and youth with mental disabilities. Includes theory and practice related to identification and educational and community programs, and provisions for this exceptionality. (spring)

**Methods Courses**

EDFS 731 EDUCATIONAL PROCEDURES FOR INDIVIDUALS WITH EMOTIONAL DISABILITIES (3)  
An in-depth study of educational procedures used to teach children and youth with emotional disabilities. Includes teaching procedures, development and use of materials and individual and classroom management techniques. (fall)

EDFS 741 EDUCATIONAL PROCEDURES FOR STUDENTS WITH LEARNING DISABILITIES (3)  
An in-depth study of educational procedures used to teach children and youth with learning disabilities. Includes teaching procedures, development and use of materials, and classroom management techniques. (fall)

EDFS 751 EDUCATIONAL PROCEDURES FOR INDIVIDUALS WITH MENTAL DISABILITIES (3)  
An in-depth study of educational procedures used to teach children and youth with mental disabilities. Includes teaching procedures, development and use of materials, and classroom management techniques. (fall)

***Electives (graduate-level courses)***

EDFS 795 Independent Study in Special Education (3)

Field Experience in LD, ED, or MD

_A supervised field experience requiring a minimum of 50 hours of direct contact with children and youth with disabilities. The independent study contract will indicate required assignments, based on individual teacher needs. This independent study is supervised by a special education faculty member and a cooperating (fully-certified) special education teacher in the public schools. (fall and spring)_
EDFS 711 EDUCATIONAL PROCEDURES FOR EXCEPTIONAL CHILDREN IN THE REGULAR CLASSROOM (3)
A course designed for general education teachers, both elementary and secondary. Educational strategies to meet the challenges of students, including those with disabilities, who require additional attention in the regular classroom. Emphasis is on individualization of instruction. (summer)

EDFS 712 TRANSITIONAL PROGRAMMING FOR EXCEPTIONAL CHILDREN AND YOUTH (3)
Designed for general and special educators, this course focuses on transition issues affecting exceptional children and youth. Educators acquire the knowledge and skills to plan and implement appropriate transition services, including career and vocational education. Procedures to facilitate student career decision making are covered. (summer)

EDFS 714 INTRODUCTION TO CURRICULUM AND INSTRUCTION IN SPECIAL EDUCATION (3)
This course is designed to provide students with knowledge and skills related to research-based, validated “best” practices for determining curriculum and implementing instruction for students with mild and moderate disabilities. The course focuses on three major models of instruction: explicit instruction, direct instruction and strategy instruction. (fall)

EDFS 717 TECHNOLOGY APPLICATIONS IN SPECIAL AND REMEDIAL EDUCATION (3)
Instruction in the use of technology and augmentative equipment with students who have special needs. Includes use of adaptive devices for individuals with disabilities, use and evaluation of a variety of applicable software and management software for special and remedial teachers.

EDFS 670 PRINCIPLES AND STRATEGIES FOR TEACHING ENGLISH TO SPEAKERS OF OTHER LANGUAGES (ESOL) (K-12) (3)
A survey course intended to provide pre-K through grade 12 educators with knowledge of the principles, underlying methodologies, and techniques for promoting acquisition of a second language through academic content. The main focus is to demonstrate a variety of instructional strategies that can benefit all students in a multicultural classroom.

Others with the approval of the program director. With changing student demographics, there may be a need in the future to add coursework in autism, severe disabilities, and early childhood programs within this certificate.

3. The proposed course sequences associated with the certificate will meet the stated educational objectives.

The course sequence within this certificate program will allow both general education teachers (adding on a special education area) and special education teachers (expanding their areas within special education) to take concentrated coursework as required by the state for additional teaching credentials.

EDFS 710 is a prerequisite for the other coursework and provides a current overview of
exceptionalities, issues in the field, and state and federal regulations and procedures under the Individuals with Disabilities Education Improvement Act of 2004 (and subsequent revisions).

The characteristics courses are in-depth studies of current research into the etiology of the specific disability, manifestations in PreK to grade 12 school and community settings, and the impact of the disability on learning.

The methods courses present research-based interventions in regular and special education settings and require participants to implement interventions with students in the disability area. The reading and language arts course, also a methods course, examines specific approaches for reading and writing assessment and instruction.

The educational assessment course requires teachers to conduct formal and informal educational assessments on a student with a specific disability to determine educational needs. This course follows up the introductory course with more specific skills in the development of individualized education programs.

4. A statement of the need for the proposed program and the basis for such a need, supported by either externally or internally derived data.

Nationally the employment needs for special education teachers is expected to grow 15% through 2016 (U. S. Bureau of Labor Statistics, 2008), from 459,000 positions to 530,000. A portion of this increase is due to retirements and leaving the field and a portion is due to the increasing student enrollments, especially in the South and West.

Our graduate programs in special education at the College of Charleston have served adult students through Project CREATE (federal funds for special education teacher training) that we could not count in our program enrollments in the past. Some of these students, those with current teaching licenses, would qualify for this certificate program.

Each year the five local school districts lose between 15 and 80 special educators to relocation and retirement, and create new special education programs for increasing PreK-grade 12 student enrollments. This certificate program who help address the need for fully-licensed special education teachers in this region and allow current teachers to add credentials.

5. Names of the faculty associated with or contributing to the certificate program, either by teaching one or more of the courses associated with the program or participating in the design of the course sequence. Adjunct faculty associated with the program should also include up-to-date curriculum vitae.

Michael Skinner (Professor) assessment, learning disabilities, and behavior management
Susan Gurganus (Professor) learning disabilities, introduction
Bonnie McCarty Springer (Associate Professor) emotional disabilities and behavior management
Denis Keyes (Associate Professor) mental disabilities and assessment
Mary Provost (Assistant Professor) reading and mental disabilities
Maria Manning (Assistant Professor) exceptional child introduction and emotional disabilities
Angela Cozart (Associate Professor) ESOL coursework
Robert Perkins (Associate Professor) special education technology
Many other faculty members in the Department of Teacher Education are also qualified to teach one or more courses in this certificate program
6. Name and curriculum vitae of the faculty member who will be designated as the coordinator of the program, for purposes of communication with the Graduate School.

The coordinator of this certification program will be the same individual who coordinates the MAT in Special Education program, currently Dr. Andrew Lewis.

7. Other

   a. The proposed certificate program contains no new courses, no new faculty, no additional costs, but has different admissions requirements from the MAT in special education.

      Admissions requirements for the *Certificate in Special Education*:

      1. Program application (includes professional goals).

      2. Current teaching certificate.

      3. Graduate transcripts (if any). Students will not receive credit for taking equivalent coursework at the graduate level at other institutions. In some cases coursework may transfer.

      4. Written results of the “file evaluation for adding a certificate area” from the SC Office of Educator Certification.

   b. Up to 6 hours of transfer credit may be applied to this certificate program, from CEC/NCATE accredited teacher education programs.

   c. Certificate completion requires 18 hours in the approved program of study with a minimum 3.0 GPA. Completion within six years is expected.

   d. Program participants who receive more than one grade below C+ will be dismissed from the program.

   e. All academic policies of the Graduate School apply (as specified in the current catalog at the time of admission).
SIGNATURES

1. Signature of Program Director: Andrew H. Lewis  Date: 9-24-08

2. Date approved by the Department: Neta Van Achter 9-18-08 9-24-08

3. Signature of Department Chair: Neta Van Achter  Date: 

4. Signature of School Dean: Fran Welch  Date: 9-24-08

5. Signature of Provost: Susan J. Morrison  Date: 10-13-2008

RETURN FORM TO THE GRADUATE SCHOOL OFFICE FOR FURTHER PROCESSING

6. Signature of Chair of the Faculty Committee on Graduate and Continuing Education.  
   H. L. R. Tierney  Date: 11-5-2008

7. Signature of Chair of Graduate Council: Dr. Thompson McCandless  Date: 11-21-08

8. Signature of the Faculty Secretary:  Date: ___
I. GENERAL INFORMATION

(A) Effective July 1, 2009, individuals who desire to add areas of certification to an existing certificate must complete a State Board of Education approved program and present a passing score on the appropriate content-area examination in the specific subject field. Until that time, the following add-on certification requirements are in effect.

(B) In the event that the State Board of Education should eliminate, revise or adopt new certification areas, currently certified individuals who are affected may retain the areas of certification for which they previously qualified. However, the State Board of Education may require previously certified individuals to upgrade their certification by completing the new requirements within a specified period of time.

(C) The following designations apply to the grade spans for teacher certification in South Carolina, effective September 1, 2005.

CERTIFICATION GRADE SPANS
   early childhood = pre-Kindergarten–grade 3
   elementary = grades 2–6
   middle level = grades 5–8
   secondary = grades 9–12

The areas of art, music, physical education, English for Speakers of Other Languages (ESOL), foreign languages, theater, and exceptional children education (all categories) have a pre-Kindergarten (pre-K)–12 grade span.

(D) Instructional areas may not be added to certificates in guidance, media specialist, or school psychologist unless the applicant has completed a teacher education program designed and approved for initial certification purposes.

(E) Certification is divided into four sections: regular program, exceptional children education, career and technology education, and other types of specialized certification.

II. REGULAR PROGRAM ADD-ON CERTIFICATION REQUIREMENTS

The following areas are included:

(A) Art
(B) Driver Education
(C) Early Childhood Education
(D) Elementary Education
(E) English
(F) English for Speakers of Other Languages (ESOL)
(G) Foreign Languages
(4) **Specialized preparation**

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<thead>
<tr>
<th>Activity</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acting</td>
<td>3</td>
</tr>
<tr>
<td>Technical Theater (including stagecraft, lighting, costuming, makeup)</td>
<td>6</td>
</tr>
<tr>
<td>Directing</td>
<td>3</td>
</tr>
<tr>
<td>Dramatic Literature</td>
<td>6</td>
</tr>
<tr>
<td>History of the Theater</td>
<td>3</td>
</tr>
<tr>
<td>Creative Drama</td>
<td>3</td>
</tr>
<tr>
<td>Theater arts elective</td>
<td>3</td>
</tr>
</tbody>
</table>

*In meeting the above requirements, the applicant with training or experience in the professional theater may offer the following substitutions for the courses listed:

(a) At least three (3) months full-time or twelve (12) months part-time acting training in a non-degree-granting professional acting school (provided that the school employs at least three different teachers) may be substituted for the acting course.

(b) At least six (6) months of full-time employment in technical theater may be substituted for technical theater courses.

(c) Experience as director of at least five (5) full-length plays produced for a paying audience may be substituted for the directing course.

III. **EXCEPTIONAL CHILDREN ADD-ON CERTIFICATION**

The following areas are included:

(A) Education of Deaf and Hard of Hearing
(B) Emotional Disabilities
(C) Learning Disabilities
(D) Mental Disabilities
(E) Multicategorical Special Education
(F) Severe Disabilities
(G) Speech Language Therapist
(H) Visual Impairment

(A) **EDUCATION OF DEAF AND HARD OF HEARING**

(1) Bachelor’s degree

(2) Temporary, initial, or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

(3) Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education
(4) Specialized preparation

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Exceptional Learners/Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Teaching of Reading</td>
<td>3</td>
</tr>
<tr>
<td>Methods/Procedures for Teaching Speech Reading</td>
<td>3</td>
</tr>
<tr>
<td>Psychology of Hearing Impaired</td>
<td>3</td>
</tr>
<tr>
<td>Teaching of Language to Students with Hearing Impairment</td>
<td>3</td>
</tr>
</tbody>
</table>

Two electives from the following courses 6

- Educational Assessment
- Anatomy of the Auditory and Speech Mechanism
- History of Education and Guidance for the Hearing Impaired
- Audiology, Hearing Aids, and Auditory Training
- Methods of Teaching Elementary School Subjects
- Principles of Speech Correction
- Physical Education and Recreation for the Exceptional Child
- Nature of Emotional Disabilities
- Nature of Learning Disabilities
- Remedial Reading
- Practicum in Instruction of the Exceptional Child
- Introduction to Rehabilitation and Community Services
- Educational Psychology

(B) EMOTIONAL DISABILITIES

(1) Bachelor’s degree

(2) Temporary, initial, or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

(3) Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

(4) Specialized preparation

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<td>3</td>
</tr>
<tr>
<td>Characteristics of Emotional Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Methods/Procedures for Emotional Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>Teaching Reading in General and Special Education</td>
<td>3</td>
</tr>
<tr>
<td>Assessment of Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>Practicum in Instruction for Students with Emotional Disabilities*</td>
<td>3</td>
</tr>
</tbody>
</table>

*Practicum may be waived based on two years’ experience teaching emotional disabilities

(C) LEARNING DISABILITIES

(1) Bachelor’s degree
(2) Temporary, initial, or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

(3) Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

(4) Specialized preparation

<table>
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</tr>
<tr>
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<td>3</td>
</tr>
<tr>
<td>Practicum in Instruction for Students with Learning Disabilities*</td>
<td>3</td>
</tr>
</tbody>
</table>

*Practicum may be waived based on two years' experience teaching learning disabilities.

(D) MENTAL DISABILITIES

(1) Bachelor's degree

(2) Temporary, initial, or professional certificate at the early childhood, elementary, middle, secondary, or pre-K–12 level

(3) Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

(4) Specialized preparation

<table>
<thead>
<tr>
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<tbody>
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</tr>
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</tr>
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<tr>
<td>Assessment of Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>Practicum in Instruction for Students with Mental Disabilities*</td>
<td>3</td>
</tr>
</tbody>
</table>

*Practicum may be waived based on two years' experience teaching mental disabilities.

(E) MULTICATEGORICAL SPECIAL EDUCATION

This area allows teachers to serve learners with mild to moderate disabilities, which include autism, emotional disabilities, learning disabilities, mental disabilities, and traumatic brain injury.

(1) Bachelor's degree
(2) Temporary, initial, or professional certificate in either mental disabilities, emotional disabilities, or learning disabilities

(3) Minimum qualifying score(s) on the content-area examination(s) required by the State Board of Education

(4) Specialized preparation

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Exceptional Learners/Special</td>
<td>3</td>
</tr>
<tr>
<td>Education</td>
<td></td>
</tr>
<tr>
<td>Characteristics of Learning Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Characteristics of Mental Disabilities</td>
<td>3</td>
</tr>
<tr>
<td>Characteristics of Emotional Disabilities</td>
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</tr>
<tr>
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<td>3</td>
</tr>
<tr>
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<td>3</td>
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<tr>
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<td>3</td>
</tr>
<tr>
<td>Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>Assessment of Exceptional Learners</td>
<td>3</td>
</tr>
<tr>
<td>Practicum in Instruction for Students with</td>
<td>6</td>
</tr>
<tr>
<td>Emotional Disabilities, and/or, Learning</td>
<td></td>
</tr>
<tr>
<td>Disabilities, and/or Mental Disabilities</td>
<td></td>
</tr>
</tbody>
</table>

OR

(5) If certified in one area (mental disabilities, emotional disabilities or learning disabilities) coursework is required in each of the two areas other than the teacher’s certification area.

<table>
<thead>
<tr>
<th>Course</th>
<th>Semester Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characteristics</td>
<td>3</td>
</tr>
<tr>
<td>Methods in Procedures</td>
<td>3</td>
</tr>
<tr>
<td>Practicum*</td>
<td>3</td>
</tr>
</tbody>
</table>

OR

(6) If certified in two areas (mental disabilities, emotional disabilities or learning disabilities) coursework is required in the one remaining certification area.

<table>
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<tr>
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</tr>
<tr>
<td>Practicum*</td>
<td>3</td>
</tr>
</tbody>
</table>

*Practicum (three semester hours) may be waived based on two years’ experience teaching mental, emotional or learning disabilities, as appropriate.

(F) SEVERE DISABILITIES

This area allows teachers to serve learners with moderate to severe cognitive disabilities, which include mental disabilities, multiple disabilities, orthopedic impairment, autism, traumatic brain injury, and other health impairments.
The Graduate School – College of Charleston
Faculty Committee on Graduate and Continuing Education
Proposal to Change a Graduate Program

1. Department: ACES

2. Graduate Program: MS ACCY

3. Program Change(s) will go into effect: May 2009

4. Change(s) Desired:
   Present Requirement: Requirement Change:
   
   See Attached

5. Justification for change:
   See Attached

6. Signature of Program Director: Date: 6-2-08

7. Date approved by the Department: 6-7-08

8. Signature of Department Chair: Date: 9-2-08

9. Signature of School Dean: Date: 9-15-08

10. Signature of Provost: Date: 9-16-08

RETURN FORM TO THE GRADUATE SCHOOL OFFICE FOR FURTHER PROCESSING

11. Signature of Chair of the Faculty Committee on Graduate and Continuing Education. Date: 10/8/08

12. Signature of Chair of Graduate Council: Date: 10/30/08

13. Signature of the Faculty Secretary: Date:

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(From approved by FCGCE on April, 2001 and replaces all others)
**Present Requirement:**

2 *Required courses, 4 Electives + 4 Track courses = 10 total classes for MS ACCY*

3 *Tracks as follows:*

- Accounting Information Systems – ACCT 551+552+555+556
- Financial Reporting and Auditing – ACCT 507+509+510+531
- Generalist – ANY 4 500-level ACCT classes

**Proposed Change**

2 *Required courses, 4 Electives + 4 Track courses = 10 total classes for MS ACCY*

4 *Tracks as follows:*

- Accounting Information Systems – ACCT 551+552+555+556
- Financial Reporting and Auditing – ACCT 507+509+510+531
- Generalist – ANY 4 500-level ACCT classes
- **Taxation – ACCT 540+542+543+545**

**Justification for Change:**

While many of our students ultimately choose the default “Generalist” Track, the 4-course tracks we offer help us market ourselves more effectively to students who see themselves as specializing in one of these 3 fields (Auditing, Systems or Tax) before applying to our program. The accounting profession tends to categorize new hires in one of these 3 specialty are so we feel like the 3 tracks, in addition to the Generalist Track, will align our program well with both the firms who primarily hire our graduates and potential applicants.

This change is the final step in our 3 year restructuring plan which involved the introduction of 10 new courses, deletion of over a dozen courses and development of tracks for the first time in our program’s history. The plan seems to be working as both the quality and quantity of our students has never been better. We have every reason to believe that this trend will continue as long as we continue to assess and re-assess our program’s effectiveness within an ever-changing professional environment.
Policies and Procedures for Graduate Certificate Programs

Graduate School of the College of Charleston, SC Policy on Graduate Certificate Programs

Accepted by the Graduate Council, March 20, 1998
Accepted by the Faculty Committee on Graduate and Continuing Education, April 9, 1998
Accepted by the Senate, April 21, 1998
Revised October 30, 2007
Accepted by the Faculty Committee on Graduate and Continuing Education, November 7, 2007
Accepted by the Graduate Council November 30, 2007
Accepted by the Faculty Senate, January 22, 2008
Revised April 16, 2008 and October 8, 2008
Accepted by the Faculty Committee on Graduate and Continuing Education, October 8, 2008
Accepted by the Graduate Council October 24, 2008

a. Introduction

Graduate certificate programs may be created within the structure of the Graduate School. Students may be awarded these certificates upon completion of a well-defined program of coursework. The graduate certificate is not defined as a degree by the Graduate School, rather, it is a focused collection of courses that, when completed, affords the student some record of coherent academic accomplishment in a given discipline or set of related disciplines. Moreover, the graduate certificate is not viewed as a guaranteed means of entry into a graduate degree program. While the courses comprising a graduate certificate may be used as evidence in support of a student’s application for admission to a graduate degree program, the certificate itself is not considered to be a prerequisite. The didactic material encompassed within a graduate certificate program may represent a more practice-oriented subset of an existing graduate discipline. The title of any graduate certificate program may or may not contain the word certificate, depending on the tradition in the discipline proposing the program.

b. Process of Approval for New Graduate Certificate Programs

Proposals for new graduate certificate programs are created and submitted by constituent graduate faculty. They must be accompanied by endorsement from the department heads and deans of the schools in which the contributing coursework is housed, as well as from those academic units whose students or programs could be impacted by the creation of the new graduate certificate. New graduate certificate programs in areas where joint graduate programs are conducted with other universities will normally be endorsed by the collaborating departments at the other institution. The Graduate Council considers all graduate certificate program proposals for academic merit. Those meeting the criteria set forth by the Graduate School are then recommended to the Faculty Senate and the Provost for approval. Upon approval of a graduate certificate program, the constituent graduate faculty must contact the Director of Graduate Admissions to develop an Internal Announcement of Approval. This document outlines the major acronym, requirement rules, IPEDS code, and other details that are necessary for input into SIS. It also provides the timeline for addition of the certificate program to the on-line application process.

c. Criteria for Approval

The overarching principles applied to the assessment of the academic quality of proposals for new graduate certificate programs include
1. The proposed sequence of coursework must offer a clear and appropriate educational objective at the post-baccalaureate level.

2. The proposed program will achieve its educational objective in an efficient and well-defined manner.

3. A demonstrated need for such a program must exist. This provision may be defined in terms of either external markets (i.e., external demand for the skills associated with such a certificate) or internal academic needs (i.e., the need for a critical mass of students in a given discipline).

4. The number of graduate credits may not be fewer than 12 and no more than 18 credits.

d. Student Eligibility and Admission Criteria

The prerequisites and general criteria of eligibility for admission to any graduate certificate program include:

1. An earned baccalaureate degree or its equivalent from an accredited college or university is required.

2. Each program sets the minimum grade point average, minimum TOEFL scores, standardized test scores, whether or not certificate courses may be counted towards the related master's degree program, and other similar criteria as part of the application. Greater flexibility than that found in graduate degree admission requirements is intentionally built into graduate certificate programs so that the needs of the target student population may be met, if it is appropriate to do so.

3. A maximum of 6 credit hours towards any certificate program may be accepted as transfer credit.

4. Graduate students who are currently enrolled in a graduate program of study leading to a degree, and who wish to pursue a simultaneous graduate certificate within the Graduate School must apply to the certificate program before the last semester of their degree program. The Dean of the Graduate School, upon request by the certificate program coordinator, may grant exceptions to this policy. The application fee will be waived by the Graduate School for currently enrolled students.

5. Certificate-seeking graduate students who are not currently enrolled in a master's program will be admitted into a separate classification within the Graduate School, as "Certificate Graduate" students, as defined by the Graduate Council. This separate classification will permit keeping of University-wide statistical and enrollment data for certificate programs, and will allow inclusion of such efforts in the annual reports and academic planning. The Graduate School will note successful completion of a certificate program on the student's transcript upon completion.

N.B.: The rationale for requiring formal enrollment in graduate certificate programs is based on the need for proper allocation of instructional resources and the desire to afford the certificate students equal access to the desired graduate courses. Departments and programs are better able to plan offerings of the appropriate graduate courses if they are aware of the upcoming demand for such courses. This demand can best be gauged by knowledge of the number of students in the program. By registering as graduate students,
the certificate-seeking students will have timely access to graduate courses offered by departments and schools.

6. Students currently in a certificate program who wish to change their status to degree-seeking must apply to their program of choice. If they are currently-enrolled certificate students at the time of their application, they may request an application fee waiver based on their status as a current student. Materials required by the certificate application process may be included in the master's application package; the certificate student must supply any additional materials required by the degree-seeking program.

7. Graduate alumni interested in obtaining a certificate that includes components of their master's program should contact their program director for specifics.

8. Students pursuing a graduate certificate will be required to meet the same academic requirements as those defined for degree-seeking students.

9. A Certificate Graduate student may enroll on either a part-time or a full-time basis, as determined by the certificate program coordinator. Students enrolled on a full-time basis will have access to many of the same campus services as other full-time graduate students.

10. Master's certificate students will not be eligible for federal financial aid, internal scholarships or internal grant support. There are private or alternative options. Information is available in the financial aid office.

**e. Certificate Program Review**

All graduate certificate programs will be reviewed within the course of regular graduate program assessment and review, as defined by the Graduate Council.

**f. Application Procedure for a New Certificate Program**

For consideration by the Graduate School, proposed new graduate certificate programs must contain the following information:

1. A statement of the educational objectives of the program;

2. A statement of the proposed course sequence associated with the certificate, including titles and course descriptions both for existing courses and any new courses that may be developed;

3. A statement of how the proposed course sequences associated with the certificate will meet the stated educational objectives;

4. A statement of the need for the proposed program and the basis for such a need, supported by either externally or internally derived data;

5. The names of the faculty associated with or contributing to the certificate program, either by teaching one or more of the courses associated with the program or
participating in the design of the course sequence. Adjunct faculty associated with the program should also include up-to-date curriculum vitae;

6. The name and curriculum vita of the faculty member who will be designated as the coordinator of the program, for purposes of communication with the Graduate School.

7. If the proposed graduate certificate program contains no new courses, no new faculty, no additional costs, and maintains the admissions and academic standing requirements of a related degree program, the proposal will be given expedited review in the approval process.
Section b. Process of Approval for New Graduate Certificate Programs was revised by additions:

“Those meeting the criteria …. recommended to the Faculty Senate and the Provost …” Faculty Senate added to clarify the process (October 8 revision)

“Upon approval of a graduate certificate program …… the timeline for addition of the certificate program to the on-line application process” (October 7 revision)

Section d. Student Eligibility and Admissions Criteria was reorganized and renumbered as well as edited as noted:

Additions:

d.6. “Students currently in a certificate program …… any additional materials required by the degree-seeking program” (April 16 revision) and changed to item d.6. from item d.5. (October 7 revision)

d.7. “Graduate alumni interested … program director for specifics” (October 7 revision)

Changes:

d.3. “A maximum of 6 credit hours …. accepted as transfer credit” was moved from d.5. and renumbered as d.3. (October 7 revision)

d.4. “must inform the certificate program coordinator and the Graduate School Office of their intent to seek the graduate certificate. No other application is necessary” was changed to read

“must apply to the certificate program before the last semester of their degree program. The Dean of the Graduate School, upon request by the certificate program coordinator, may grant exceptions to this policy. The application fee will be waived by the Graduate School for currently enrolled students. (October 7 revision)

d.8. not changed, but renumbered d.8. from d.6. (October 7 revision)

d.9. not changed, however the paragraph was given a section number (October 7 revision)

d.10. “They also may be considered for merit-based financial aid by the department or program, as well as for need-based financial aid by the Financial Aid Office, but at a reduced priority compared to degree-seeking students” was numbered as d.10. and changed to

“Master’s certificate students will not be eligible for federal financial aid, internal scholarships, or internal grant support. There are private or alternative options. Information is available in the financial aid office”. (October 7 revision)

N.B. “The rationale for requiring formal enrollment ….. timely access to graduate courses offered by departments and schools” was moved from the end of section d to the space under section d.5. (October 7 revision)

Deletions:

d.5. “Students who are currently enrolled in the Graduate School and who wish to pursue approved graduate certificate programs must apply for admission to such programs before one-half of the required credits are completed” was deleted (October 7 revision)
Motion to amend the duties of the Academic Planning Committee

Current Motion: Revise Faculty By-laws to remove general education oversight from Academic Planning Committee

   Duties: To consider and recommend long-range academic programs and goals for the College, including general education programs. To this end, the committee shall …

Original Motion: Revise Faculty By-Laws to change the duties of the Academic Planning Committee. (The original motion was proposed by Hugh Wilder at 1-Apr-08 Faculty Senate meeting devoted to general education proposals.)

   Revise the Faculty By-Laws, Art. IV, Sect. 2.B.1.b as follows:

   Duties: To consider and recommend long-range academic programs and goals for the College. [DELETE THE NEXT PHRASE IN THE ORIGINAL: “INCLUDING GENERAL EDUCATION PROGRAMS.” THE TEXT OF THE SECTION WILL THEN CONTINUE WITH NO CHANGES.]
Resolution Regarding the Illegal Immigration and Reform Act

WHEREAS, the 2008 Illegal Immigration Reform Act (A280, R327, H4400) requires South Carolina’s public institutions of higher education to prevent illegal aliens from enrolling; and

WHEREAS, we have seen no evidence, neither statistical nor anecdotal, of illegal aliens enrolled at the College of Charleston, which renders this requirement more symbolic than material; and

WHEREAS, we know that the cost of bringing the College of Charleston into compliance with this requirement will be significant; and

WHEREAS, in these difficult economic times, the state is seeking to cut unessential expenses; and

WHEREAS, the legislature has not appropriated any money to pay for this provision of the law, and

WHEREAS, the legislature has just ordered the College to cut $4.9 million from its 2008/2009 budget, and

WHEREAS, the symbolism of this requirement, which publicizes the exclusion of a class of residents, harms the spirit of a public university; and

WHEREAS, to demand proof of citizenship of every student unnecessarily inconveniences those students and offends the liberty to which they are entitled; and

WHEREAS, if the Act were successful in excluding anyone, those likely to bear the brunt of its provisions would be the children of undocumented workers; and

WHEREAS, the children of undocumented workers are not responsible for their immigration status; and

WHEREAS, such children are likely to be poor, and the purposeful exclusion of the poor from higher education would contribute unintentionally to the perpetuation of an underclass within our borders; and

WHEREAS, symbolic gestures of exclusion are unbecoming a great people;

WE, the Faculty Senate of the College of Charleston, THEREFORE ask the President of the College of Charleston to work with the legislature for the repeal of that portion of the Illegal Immigration and Reform Act that deals with “Illegal immigrations and higher education” (Section 17).
From: Terence Bowers, Faculty Secretary
To: Faculty

The Faculty Senate meets Tuesday, 7 October 2008 at 5 pm in room 115 of the Beatty Center (Wachovia Auditorium).

Agenda

1. Call to Order

2. Approval of Minutes: Spring 2008 Gen-Ed meetings and 9-9-08 regular meeting (posted on the Faculty Senate Web site: http://www.cofc.edu/~senate)

3. Reports
   - The Provost
   - The Speaker
   - Alex Modly, SGA
   - Mike Haskins, Executive VP of External Relations
   - Deanna Caveny, chair of the Committee on By-Laws and Fac./Admin. Manual

4. Unfinished Business
   - Motion to amend language on the composition of the Gen-Ed Committee

5. New Business
   - Faculty Curriculum Committee
   - Faculty Committee on Graduate Education, Continuing Education, and Special Programs

6. Constituents’ Concerns

7. Adjournment
Proposal for Formation of a Standing Committee on General Education
Amendment to Faculty By-Laws, Art. IV, Sect. 3.
Drafted by Michael Phillips

Insert a new Standing College Committee, the Committee on General Education.

1) Composition: Seven regular faculty shall be elected to serve on the Committee. Each academic school shall be represented on the Committee. The Committee shall have one voting student member selected by the Student Government Association. Committee members shall serve a term of one year and may, if re-elected, serve as many as three consecutive terms. The Associate Vice President for the Academic Experience (or other administrator designated by the Provost) and, the Director of Assessment (or other administrator designated by the Provost), and one representative from the library faculty are ex officio, non-voting members.

Rationale: Despite the failure of the Gen-Ed curriculum proposal in spring 2008, the Gen-Ed goals approved by the senate in 2006 remain in effect and are being mapped onto our current Ged-Ed requirements for the purpose of SACS accreditation. (See Senate Highlights, April 1, 2008.) These goals must be reinforced and further supported by our library collections. Building, organizing, and maintaining library collections are core activities of any academic library faculty, and in order to perform these activities in the most responsive manner to support general education and any changes to that curriculum, a librarian should be a member of this committee. Additionally the instructional efforts of our library faculty are closely allied to Gen-Ed goal a.i, "gathering and using information."
Faculty Curriculum Committee
Proposals Approved by the Committee

Computer Science
1. New Course—CSCI 392 Seminar on Computing and Society
   • Change Major; add CSCI 392 as a requirement
2. Change Major Change math requirements
3. Delete course—CSCI 116  Data Organization and Management
4. New Minor—Applied Computing (postponed until November’s meeting)
5. Change Minor Computer Science

Germanic and Slavic Studies
• New Course—RUSS 390 Special Topics

Management & Entrepreneurship
• New Minor Leadership, Change and Social Responsibility (Pending Budget Committee and Academic Planning Committee approval)

Philosophy
• Delete course—PHIL 204  Mind and Machines

Theater
• Change Course—THTR 146  Intermediate Tap
• Change Course—THTR 207  Drafting and Rendering for the Theatre
• Change Course—THTR 332  Dance Choreography
• Change Course—THTR 338  Dance Ensemble
Committee on Graduate Education, Continuing Education and Special Programs

New Course Proposals and Changes for the Faculty Senate October 7th Meeting

Proposal for a New Graduate Program – M Ed in Teaching, Learning and Advocacy

Proposals for a New Graduate Course – M Ed in Teaching, Learning and Advocacy
- MTLA XXX – Class, Race, and Gender in Education
- MTLA XXX – Critical Issues in Contemporary Education
- MTLA XXX – Family and Community Involvement
- MTLA XXX – Identifying and Sustaining Effective Learning Communities
- MTLA XXX – Literacy Development of Early Learners
- MTLA XXX – Teacher As a Member of the Professional Community
- MTLA XXX – Teachers As Advocates for Children & Youth

Proposals to Change a Graduate Course – M Ed in Teaching, Learning and Advocacy
- EDEE 667 – Curriculum Theory and Application (Title and Course Description Change)
- EDEE 678 – Methods and Materials in Reading Instruction (Title and Course Description Change)
- EDFS 672 – Linguistic/Cultural Diversity in Education (Course Description Change)
- EDFS 702 – Research and Development Project (Course Credit Hour Change)
- EDFS 705 – Evaluation of Developmental Field Based Experience (Title and Description Change)
- EDFS 711 – Educational Procedures for Exceptional Children in the Regular Classroom (Title and Description Change)

Proposal for a New Graduate Course – MAT in Performing Arts
- EDFS 794 – Clinical Practice in Music, Theater or Dance Education

Proposal for a New Graduate Course – M Ed in Languages
- LALE 700 – Thesis or Action Research

Proposals for a New Graduate Course – MS in Mathematics
- MATH 550 – Linear Models
- MATH 589 – Special Topics in Probability and Statistics

Proposals to Change a Graduate Program – Certificate in Statistics (Requirements Change)
Senate Highlights Oct. 2, 2008

--The motion to amend language on the composition of the Gen-Ed Committee failed.

--All curriculum proposals, both at the undergraduate and graduate levels, were approved, with the exception of the proposal to create a new minor in applied computing, which was withdrawn from the agenda prior to the meeting.
Proposal for Formation of a Standing Committee on General Education
Amendment to Faculty By-Laws, Art. IV, Sect. 3.
Drafted by Michael Phillips

Insert a new Standing College Committee, the Committee on General Education.

1) Composition: Seven regular faculty shall be elected to serve on the Committee. Each academic school shall be represented on the Committee. The Committee shall have one voting student member selected by the Student Government Association. Committee members shall serve a term of one year and may, if re-elected, serve as many as three consecutive terms. The Associate Vice President for the Academic Experience (or other administrator designated by the Provost) and the Director of Assessment (or other administrator designated by the Provost), and one representative from the library faculty are ex officio, non-voting members.

Rationale: Despite the failure of the Gen-Ed curriculum proposal in spring 2008, the Gen-Ed goals approved by the senate in 2006 remain in effect and are being mapped onto our current Ged-Ed requirements for the purpose of SACS accreditation. (See Senate Highlights, April 1, 2008.) These goals must be reinforced and further supported by our library collections. Building, organizing, and maintaining library collections are core activities of any academic library faculty, and in order to perform these activities in the most responsive manner to support general education and any changes to that curriculum, a librarian should be a member of this committee. Additionally the instructional efforts of our library faculty are closely allied to Gen-Ed goal a.i, "gathering and using information."
Committee on the By-laws and the Faculty-Administration Manual
MEETING HIGHLIGHTS
7 College Way, Room 201
1:30 pm, Wednesday, September 17, 2008

Committee:  Terry Bowers (Faculty Secretary, *ex officio*), Deanna Caveny (Chair), Bev Diamond (*ex officio*, Provost’s designee), Joe Kelly (Speaker of the Faculty, *ex officio*), Brian McGee, Tom Trimboli (Senior VP, Legal Affairs, *ex officio*), Trisha Ward

Present:  Sherrye Carradine (attending for Tom Trimboli, *ex officio*), Deanna Caveny (Chair), Bev Diamond (*ex officio*, Provost’s designee), Brian McGee, Trisha Ward

Note:  By-laws and FAM changes discussed here are denoted in the usual way, by strikethrough and underline to indicate stricken items and additions, respectively.

• These are only highlights!  At [www.cofc.edu/~senate/FAMcommittee.html](http://www.cofc.edu/~senate/FAMcommittee.html), you will find meeting agendas, full minutes, and (eventually) a “status sheet” which will list all by-laws and other FAM changes, along with their “status” in the approval/inclusion process.

• 2008-09 FAM to be posted week of Sept 29!  Sorry for the delay.

• For inclusion in the FAM, material should be “of enduring significance”.  Generally, only purposes and policies will pass this test, although some important procedures will as well.  When there are significant procedural guidelines that aren’t included in the manual, they will be posted on the Academic Affairs (AA) website and a reference to AA will be included in the FAM.

• FAM changes
  
  o Insertion:  FAM III.E, Courtesy Appointments
  
  o Insertion:  FAM V.J, Modified Duties.  Stub language only, referring readers to Academic Affairs (AA) web site.
  
  o FAM VI.D.12 on Tenure, Promotion, and Third-year Review.  Clean-up regarding deadline for President’s recommendation.
  
  o FAM VI.E, Procedures for the Annual Evaluation of Instructional and Library Faculty, and VI.F, Merit Evaluation
    
    ▪ Statements on annual evaluation and merit evaluation have been added to the FAM.
    
    Procedures for annual evaluation of instructional and library faculty are determined by the Provost, in consultation with the
relevant Deans, Department Chairs, and Program Directors. As approved by the Provost, procedures may vary in accordance with the needs of the individual schools, departments, and/or programs of the faculty members undergoing evaluation.

The Provost may direct that merit evaluations be conducted for members of the instructional and library faculty. Such merit evaluations are separate and independent from the annual evaluation process but will rely in part on the evidence supplied by the annual evaluations for those faculty colleagues undergoing merit evaluation. As approved by the Provost, procedures may vary in accordance with the needs of the individual schools, departments, and/or programs of the faculty members undergoing evaluation.

- More detailed procedures on both are being developed by Academic Affairs, in consultation with the Academic Council, department chairs, and the chairs of key faculty and senate committee, for inclusion (in whole or part) in the 2009-10 FAM.

  o FAM VI.H, Post-tenure Review: The complete post-tenure memo was inserted in the FAM.

  o FAM X.A.6, Sabbaticals

   - Two additions have been made to the sabbatical policy with concurrence of Faculty Welfare and the Academic Council.

     - Normally, a faculty member on sabbatical leave will relinquish all administrative duties (and associate stipends) in which he or she might otherwise be engaged.

     - Each faculty member accepting a leave must sign a written statement obligating him or her to continue to serve for at least one (1) year after expiration of the term of the leave, unless this requirement is waived by the Provost.

   - The following changes were made to clear up an ambiguity and an inconsistency between the FAM and the AA website document. They were deemed by us to be “barely non-substantive”.

     - All regular faculty may apply in the fall of their sixth year of successive full-time service at the College of Charleston for a sabbatical leave to commence during the following year.
- A non-substantive change was made.

- By-laws changes
  - 3 passed by Senate awaiting ratification
  - The Senate was presented an amendment to include one representative from the library faculty as an *ex officio* member of the new Committee on General Education. The Committee on the By-laws and the Faculty/Administration Manual will report back at the next Senate meeting, recommending that the Faculty Senate hear the amendment.
Curriculum Committee
Proposal to Change Degree Requirements
For the Major

1. Department: CSCI

2. Degree: BS in Computer Science

3. Semester and year in which degree change(s) will go into effect: Spring 2009

4. Change(s) Desired:

   Make CSCI 392, "Seminar", a required course

5. Justification for Change(s):

   A Goal of the department and College is to maintain the ABET-accredited BS program in Computer Science. The 2008-2010 list of program outcomes within the "Criteria for Accrediting Computing Programs" states that the following outcomes should be addressed:

   I. An understanding of professional, ethical, legal, security, and social issues and responsibilities

   II. An ability to communicate effectively with a range of audiences

   III. An ability to analyze the local and global impact of computing on individuals, organizations, and society

   IV. Recognition of the need for and an ability to engage in continuing professional development

   Our current curriculum addresses some of these outcomes, but the department feels that a comprehensive coverage of these topics is best satisfied with a Junior Seminar that develops these topics further.

   Therefore addition of the three-credit-hour seminar course will increase the number of required credit hours in the BS CSCI major from 40 hours to 43 hours.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair

[Signature]

Date: 3/3/08

7. Signature of Dean of School:

[Signature]

Date: 3/5/08

8. Signature of Provost:

[Signature]

Date: 3/5/2008

9. Signature of Curriculum Committee Chair:

[Signature]

Date: 3/5/08

10. Signature of Budget Committee Chair:

Date:

11. Signature of Planning Committee Chair:

Date:

12. Signature of Faculty Senate Secretary:

Date Approved by Senate:

13. Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the change will be sent by the Registrar to:
   1. Department Chair or Program Director
   2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
   3. College Relations (addition to Undergraduate Catalog)
   4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
   5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change Degree Requirements
For the Major

1. Department: CSCI

2. Degree: BS in Computer Science

3. Semester and year in which degree change(s) will go into effect: Spring 2009

4. Change(s) Desired:

   Change the current list of required MATH courses
   FROM:
   MATH 120, 220, 207, 250, and 307
   TO:
   MATH 120, 207, 250, 307 AND one other MATH course from the
   following list:
   MATH 220, 203, 245, 260, 355, and 440

5. Justification for Change(s):

   Concerning requisite MATHEMATICAL course work, the ABET 2008-
   2010 "Criteria for Accrediting Computing Programs" states:

   "At least one half year that must include discrete mathematics.
   The additional mathematics might consist of courses in areas
   such as calculus, linear algebra, numerical methods,
   probability, statistics, number theory, geometry, or symbolic
   logic."

   The proposed change would satisfy the ABET requirements (thus
   providing an adequate foundation in mathematics) while allowing
   students some choice of an (additional) mathematics course that
   best compliments their interests.

   Enrollments in MATH 220 will likely decrease, but the total
   enrollments by BS CSCI majors in math will remain the same, just
   spread out over a set of courses.

   (Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair

or Program Director: Christopher W. Stern
Date: 3/3/08

7. Signature of Dean of School
Date: 3/15/08

8. Signature of Provost: Susan J. Morrison
Date: 3/15/2008

9. Signature of Curriculum Committee Chair:
Date: 3/15/08

10. Signature of Budget Committee Chair:
Date: 

11. Signature of Planning Committee Chair:
Date: 

12. Signature of Faculty Senate Secretary:
Date Approved by Senate: 

13. Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the change will be sent by the Registrar to:
   1. Department Chair or Program Director
   2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
   3. College Relations (addition to Undergraduate Catalog)
   4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
   5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
To Whom It May Concern:

The Department of Mathematics supports the Department of Computer Science’s proposal to change the requirement for the BS in Computer Science concerning the mathematical course work. I’ve looked over the proposal and shared it with the faculty in my department.

Please feel free to contact me if you have questions.

Sincerely yours,

Robert Mignone, Chair
Department of Mathematics
Curriculum Committee
Proposal to Change Degree Requirements
for a Minor/Concentration

Department(s) or School(s): Department of Computer Science

1. Name of the Minor/Concentration: Computer Science

2. Semester and year in which degree change(s) will go into effect: Spring 2009

3. Change(s) Desired:
   Proposed minor: 19 hours
   One course from these three: CSCI 120, CSCI 180, CSCI 210;
   CSCI 220,
   CSCI 222,
   CSCI 221,
   CSCI 230,
   and 6 additional hours picked from CSCI 250 or CSCI courses numbered 300 or higher.

   Changes from current minor:
   Add introductory CSCI course and options for greater adaptation to students' major.
   Drop MATH 120 requirement. Drop CSCI 250, CSCI 320, and CSCI 340 requirements.

4. Justification for Change(s):
   These recommended changes make the minor more accessible to a larger number of students allowing them opportunities to select courses of their interest while no longer requiring courses that are unnecessary for a general background in computer science.

   The calculus requirement, as it is not needed to establish a proficiency for this minor in computer science, has been removed. The MATH 207 requirement is still present as this course is a pre-/co-requisite for CSCI 221. In following the precedence set by other science disciplines, this hidden mathematics requirement will no longer be listed in the minor for computer science.

   By adding an introductory computer science class to the list of required courses and dropping CSCI 250, CSCI 320 and CSCI 340 from the list of required classes, we open the door for more students who discover an interest for the discipline late in their college career to be able to obtain a degree. Ultimately this change means that students receiving a minor will be permitted to take one less upper-level computer science course than current minors in computer science. Future CS minors, will be able to select the upper-level courses that appeal most to them and can best complement their chosen major.

(Form was approved by FCC on 4/18/06 and replaces all others.)
5. Signature of Department Chair

or Program Director: ___________________________ Date: __3/3/08

6. Signature of Dean of School: ____________________ Date: __3/4/08

7. Signature of Provost: __________________________ Date: __3-10-2008

8. Signature of Business Affairs Official: ________ Date: __3-11-08

9. Signature of Curriculum Committee Chair: _______ Date: __9-27-08

10. Signature of Faculty Senate Secretary: __________ Date Approved by Senate: __________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information will be sent by the Registrar to:

1. Department Chair

2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change Degree Requirements
For the Major

1. Department: CSCI

2. Degree: BS in Computer Science

3. Semester and year in which degree change(s) will go into effect: Spring 2009

4. Change(s) Desired:

   Make CSCI 392, "Seminar", a required course

5. Justification for Change(s):

   A Goal of the department and College is to maintain the ABET-accredited BS program in Computer Science. The 2008-2010 list of program outcomes within the "Criteria for Accrediting Computing Programs" states that the following outcomes should be addressed:

   I. An understanding of professional, ethical, legal, security, and social issues and responsibilities

   II. An ability to communicate effectively with a range of audiences

   III. An ability to analyze the local and global impact of computing on individuals, organizations, and society

   IV. Recognition of the need for and an ability to engage in continuing professional development

   Our current curriculum addresses some of these outcomes, but the department feels that a comprehensive coverage of these topics is best satisfied with a Junior Seminar that develops these topics further.

   Therefore addition of the three-credit-hour seminar course will increase the number of required credit hours in the BS CSCI major from 40 hours to 43 hours.

   (Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair
   
   or Program Director: _______________________
   Date: 3/3/08

7. Signature of Dean of School: _______________________
   Date: 3/5/08

8. Signature of Provost: _______________________
   Date: 3/5/2008

9. Signature of Curriculum Committee Chair: _______________________
   Date: 3/4/08

10. Signature of Budget Committee Chair: _______________________
    Date: __________

11. Signature of Planning Committee Chair: _______________________
    Date: __________

12. Signature of Faculty Senate Secretary: _______________________
    Date Approved by Senate: __________

13. Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the change will be sent by the Registrar to:
   1. Department Chair or Program Director
   2. Business Affairs Office (establishe course fee structure in SIS, referral to Board for necessary approval)
   3. College Relations (addition to Undergraduate Catalog)
   4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
   5. Undergraduate Studies (SNAP, ONCOURSE)

   (Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change a Course

1. Department: Theatre

2. Course Number and Title: THTR 146 Intermediate Tap

3. Semester and year when the course change(s) will go into effect: Spring 2009

4. Change(s) Desired: Delete prerequisite requirement of THTR 185; THTR 145 should remain a prerequisite for this course.

5. Justification for Change(s): Knowledge and skills acquired in beginning ballet are not necessary for successful performance in an intermediate tap course. In addition, having two prerequisites for this course prohibits many students from being able to take this class.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: [Signature]
   Date: 3/1/2008

7. Signature of Dean of School: [Signature]
   Date: 2/10/08

8. Signature of Business Affairs Official: [Signature]
   Date: 3/1/08

9. Signature of Curriculum Committee Chair: [Signature]
   Date: 9/25/08

10. Signature of Faculty Senate Secretary: [Signature]
    Date Approved by Senate: [Signature]

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change a Course

1. Department: Theatre

2. Course Number and Title: THTR 207 - Drafting and Rendering for the Theatre

3. Semester and year when the course change(s) will go into effect: Spring 2009

4. Change(s) Desired: Change the pre-requisite for the class from THTR 209-Stagecraft I, to THTR 209-Stagecraft I or THTR 240-Costume I.

5. Justification for Change(s): This change is an attempt to rectify an oversight made two years ago when the pre-requisite was added to the class. With this change a student concentrating in either the Scenography I or the Scenography II Theatre track would be able to take the required THTR 207 class without having pre-requisites outside of the track they are concentrating in.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: 
   Date: Mar 3, 2008

7. Signature of Dean of School: 
   Date: 3/10/08

8. Signature of Business Affairs Official: 
   Date: 3/10/08

9. Signature of Curriculum Committee Chair: 
   Date: 9/25/08

10. Signature of Faculty Senate Secretary: 
    Date Approved by Senate:

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change a Course

1. Department: Theatre

2. Course Number and Title: THTR 332 Dance Choreography

3. Semester and year when the course change(s) will go into effect: Spring 2009

4. Change(s) Desired: Change prerequisites from "THTR/PEHD 186 or 138" to "THTR/PEHD 185 & 137".

5. Justification for Change(s): Since dance choreography is taught utilizing the genres of both ballet and modern dance, it is necessary for students in this class to have had prior training in both content areas. Changing the prerequisites to include a basic understanding of ballet and modern is more reflective of course content than achieving an intermediate level in only ballet OR modern.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: 
   Date: Mar 3, 2008

7. Signature of Dean of School: 
   Date: 3/10/08

8. Signature of Business Affairs Official: 
   Date: 3/10/08

9. Signature of Curriculum Committee Chair: 
   Date: 9/25/08

10. Signature of Faculty Senate Secretary: 
    Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Change a Course

1. Department: Theatre

2. Course Number and Title: THTR 338 Dance Ensemble

3. Semester and year when the course change(s) will go into effect: Spring 2009

4. Change(s) Desired: Change prerequisites from "THTR/PEHD 137-138 or THTR/PEHD 185-186" to "THTR 332".

5. Justification for Change(s): Dance ensemble provides students the opportunity to choreograph for a performance venue. It is therefore necessary that students enrolled in the course have prior training and knowledge of the creative dance-making process. This course will still demand technical proficiency since the prerequisites for THTR 332 include ballet and modern dance technique. Changing the prerequisites for THTR 338 will help to ensure that students who may otherwise be unprepared for the rigors of the class have a greater understanding of the creative and physical requirements in this course.

(Form was approved by FCC on 4/18/06 and replaces all others.)
6. Signature of Department Chair or Program Director: 
   
   Date: March 3, 2008

7. Signature of Dean of School: 
   
   Date: 2/10/08

8. Signature of Business Affairs Official: 
   
   Date: 3/10/08

9. Signature of Curriculum Committee Chair: 
   
   Date: 4/25/08

10. Signature of Faculty Senate Secretary: 
    
    Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar.

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 4/18/06 and replaces all others.)
Curriculum Committee
Proposal to Delete a Course

1. Department: Computer Science

2. Course Number and Title: CSCI 116 Data Organization and Management

3. Course will be deleted effective: Fall 2008

4. Justification for Deleting the Course: Course was last offered in fall of 2007. No program depends on this course.

6. Signature of Department Chair
   
   or Program Director: 
   Date: 2/21/08

7. Signature of Dean of School: 
   Date: 2/23/08

8. Signature of Provost: 
   Date: 3/12/2008

9. Signature of Curriculum Committee Chair: 
   Date: 3/13/08

10. Signature of Faculty Senate Secretary: 
    Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the deletion will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (estabishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
Curriculum Committee
Proposal to Delete a Course

1. Department: **Computer Science**

2. Course Number and Title: **CSCI 130 Visual Basic for Applications**

3. Course will be deleted effective: **Fall 2008**

4. Justification for Deleting the Course: **Course was last offered in Fall 2006. The DISC minor has dropped this course as a requirement.**

6. Signature of Department Chair
   
   [Signature]

   or Program Director:

   Date: 2/21/08

7. Signature of Dean of School:

   [Signature]

   Date: 2/29/08

8. Signature of Provost:

   [Signature]

   Date: 3/12/08

9. Signature of Curriculum Committee Chair:

   Date: 

10. Signature of Faculty Senate Secretary:

    Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the deletion will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
Curriculum Committee
Proposal to Delete a Course

1. Department: **Computer Science**

2. Course Number and Title: **DISC 201 Introduction to Databases and Data Mining**

3. Course will be deleted effective: **Fall 2008**

4. Justification for Deleting the Course: **Course has never been offered due to low demand. The DI minor has been changed to remove this course as a requirement.**

6. Signature of Department Chair

   [Signature]

   Date: _2/21/08_

7. Signature of Dean of School:

   [Signature]

   Date: _2/29/08_

8. Signature of Provost:

   [Signature]

   Date: _3/10/08_

9. Signature of Curriculum Committee Chair: ________________

    Date: ________________

10. Signature of Faculty Senate Secretary: ________________

    Date Approved by Senate: ________________

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the deletion will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
Curriculum Committee
Proposal to Delete a Course

1. Department: Philosophy

2. Course Number and Title: Philosophy 204, Mind and Machines

3. Course will be deleted effective: Fall 2008

4. Justification for Deleting the Course: It is increasingly less common for intermediate and lower-level courses in the philosophy of mind to focus on the highly technical, relatively narrow issues that PHIL 204 emphasizes. Many students would prefer a broader introduction to issues in the philosophy of mind than PHIL 204. As we explain in a separate proposal (approved by the Curriculum Committee and Senate, April 2008), we are creating a new course in philosophy and the cognitive sciences. A few of the topics of PHIL 204 will be folded into the new course. We believe that the student audience interested in philosophy of mind would be better served by a different intermediate course. Furthermore, these students will be probably be more prepared for advanced study of issues in philosophy of mind. (Note: this proposal to delete PHIL 204 was originally submitted with a package of other curricular changes in Spring 2008, but the signed version was misplaced.)

6. Signature of Department Chair or Program Director: 
   Date: 9/7/08

7. Signature of Dean of School: 
   Date: 9/8/08

8. Signature of Provost: 
   Date: 9/8/2008

9. Signature of Curriculum Committee Chair: 
   Date: 9/25/08

10. Signature of Faculty Senate Secretary: 
    Date Approved by Senate:

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information about the deletion will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)

(Form was approved by FCC on 04/18/06 and replaces all others.)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
Curriculum Committee
Proposal for a New Course

1. Department: CSCI

2. Course Number and Title: CSCI 392 Seminar on Computing and Society
   Number of Credits: 3  Total hrs/week: 3
   Lecture: 2  Lab: ________  Recitation: ________
   Seminar: 1

   For Independent study courses: N/A
   Research: ________  Field experience: ________
   Clinical Practice: ________  Internship: ________
   Practicum: ________  Independent Course Work: ________

3. Semester and year when course will first be offered:
   Spring 2009

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

   A seminar course to prepare majors for careers in CS by discussing and studying professional, ethical, legal, and social issues and responsibilities in computing. Local and global impact of computing on individuals, organizations, and society will also be addressed. Oral presentations and written work will be required.

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

   Check if appropriate:
   This course will be cross listed with: ________________

   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

5. Prerequisites (or other restrictions): CSCI 221

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

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

   1. An understanding of professional, ethical, legal, security, and social issues and responsibilities
   2. An ability to communicate effectively with a range of audiences

   (Form was approved by FCC on 04/18/06 and replaces all others.)
3. An ability to analyze the local and global impact of computing on individuals, organizations, and society
4. A Recognition of the need for and an ability to engage in continuing professional development

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

A goal of the department and College is to maintain a current and ABET-accredited BS CSCI program. The 2008-2010 list of program outcomes within the "Criteria for Accrediting Computing Programs" states that the outcomes listed above (in goals and objectives) be addressed. Our current curriculum addresses some of these outcomes, but the department feels that a comprehensive coverage of these topics is best satisfied with a Junior Seminar.

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

This course enhances the middle of the major by teaching our students that "with great power there must also come great responsibility". Our graduates will potentially work with critical data (financial, personal, military, etc.) that must be handled professionally, ethically and securely. It is important to instill a sense of professional responsibility and accountability as well as an awareness of the impact their "wielding" of technology can have on individuals, organizations, and society in general.

Students in all majors requiring CSCI 221 Computer Programming II are eligible and encouraged to take this seminar course.

(b) For courses used by non-majors, how does the course support the liberal arts tradition including linkages with other disciplines: N/A

8. (a) 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

(b) Please explain overlap with any existing courses. Written and oral communication development will continue in this course after being developed in earlier coursework.

9. Method of teaching:
Lectures, readings and seminar discussions.

(Form was approved by FCC on 04/18/06 and replaces all others.)
10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course: None

(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: X  each spring: ___
   every two years: ___  every three years: ___
   other (Explain): ___

11. Requirements for additional resources made necessary by this course:
   (a) Staff: NONE
   (b) Budget: NONE
   (c) Library: NONE

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

(Form was approved by FCC on 04/18/06 and replaces all others.)
13. Signature of Department Chair

or Program Director: [Signature]
Date: 3/3/08

14. Signature of Dean of School: [Signature]
Date: 3/05/08

15. Signature of Provost: [Signature]
Date: 3/17/08

16. Signature of Business Affairs Official: [Signature]
Date: 3/11/08

17. Signature of Curriculum Committee Chair: [Signature]
Date: 3/05/08

18. Signature of Faculty Senate Secretary: [Signature]
Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
CSCI 392, Seminar  
Fall 2008

Description
A seminar course to prepare majors for careers in CS by discussing and studying professional, ethical, legal, and social issues and responsibilities. Local and global impact of computing on individuals, organizations, and society will be addressed. Oral presentations and written work will be required.

Prerequisites
Completion of CSCI 221

Grading Procedure and Scale

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Grade</th>
</tr>
</thead>
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<tr>
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<td>65-69</td>
<td>D</td>
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<tr>
<td>0-64</td>
<td>F</td>
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</table>

Resources
Readings in CyberEthics, Richard A. Spinello and Herman T. Tavani, Jones and Bartlett, 2001.
Ethics for the Information Age, Michael J. Quinn, Addison-Wesley, 2004.
Cyberethics: Morality and Law in Cyberspace, Richard Spinello, Jones and Bartlett, 2000.

Course Policies

- **Noisy portable electronic device policy**: Before entering class, turn off all cellphones, pagers, and other electronic devices that may interrupt the class with noise.

- **Attendance policy**: You are expected to attend every class. Attendance is critical to your success in this course. While most information will be available either on-line or in the textbook, some information may only be presented during class discussion. You are responsible for all information and announcements (including test times, assignment due dates, etc.) given in class.

- **Submission policy**: A lab assignment must be submitted electronically using the submit executable program available on stono and its clients.

- **Lateness policy**: A lab assignment must be submitted *at or prior to the beginning of class* on the due date scheduled by the instructor. The submit executable will automatically reject any submissions made after the due date and time.

- **Makeup policy**: No makeup tests or quizzes will be given. If a student presents a written excuse from the Undergraduate Dean’s Office for a missed test (or quiz), then the following test (possibly the final exam) score will count additionally for this missed exam (or quiz, respectively). A score of zero will be recorded for any other missed test or quiz.

- **Plagiarism policy**: On all assignments, you are expected to *do your own work!*
• **E-mail policy:** The best way to contact me “off hours” is via e-mail. Please expect a reasonable 1-day turnaround time for any e-mail inquiries (2-days if sent just prior to or on the weekend). Also, often times students e-mail me questions concerning “bugs” in their program. It is important to note that it can be very difficult for me to help you debug a lab using e-mail: turnaround times are too slow and interaction possibilities are limited. For this reason I will make an attempt to help debug your lab via e-mail, but don’t be disappointed or surprised if we eventually need to meet face-to-face to figure things out.

• **Special Needs** Any student who, because of a disability, may require special arrangements in order to meet course requirements should contact me as soon as possible to make necessary arrangements. The instructor will require a Professor Notification Letter (PNL).

**Topics**

1. History of computing
2. Social context of computing
3. Methods and tools of analysis
4. Professional and ethical responsibilities
5. Risks and liabilities of computer-based systems
6. Intellectual property
7. Privacy and civil liberties
8. Computer crime
9. Economic issues in computing
10. Philosophical frameworks
Curriculum Committee
Proposal for a New Course

1. Department: German and Slavic Studies

2. Course Number and Title: RUSS 390 Special Topics
   Number of Credits: ___3___ Total hrs/week: ___

   Lecture: ______ Lab: ______ Recitation: ______
   Seminar: x______

   For Independent study courses:
   Research: ______ Field experience: ______
   Clinical Practice: ______ Internship: ______
   Practicum: ______ Independent Course Work: ______

3. Semester and year when course will first be offered:
   Summer 2008

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

   Intensive study of a particular subject or theme (specific topics will be listed in the Schedule of Courses when offered; e.g. Russian Women Poets).

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

   Check if appropriate:
   This course will be cross listed with: _________
   Rationale for cross listing:
   Please attach letters of support from the chairs of each department indicating that the department has discussed the proposal and supports it.

   To count towards the requirements in the Minor in Russian Studies and the Interdisciplinary Minor in Comparative Literature. See letter of support from the director, Terry Bowers.

(Form was approved by FCC on 04/18/06 and replaces all others.)
5. Prerequisites (or other restrictions):
   RUSS 313 or RUSS 314, 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 course is designed to provide students with in-depth study of a particular
   theme or topic in Russian literature in Russian. Students will develop reading, writing, and
   spoken skills in the language.

   (b) How does the course support the mission statement of the
   department and the organizing principles of the major?
   At present, Russian Studies in only a minor. This course enhances the content
   courses in the field and supports the ongoing development of students' linguistic skills in
   the target language, as well as developing an appreciation of the literary expression of
   Russian culture.

7. (a) For courses in the major, how does the course enhance the
   beginning, middle, or end of the major?
   n/a

   (b) 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 providing in-depth study of a major field
   (literature). As an elective for the Russian Studies minor, it complements the tandem fields
   of Political Science and History which form the core of the minor program.

8. (a) 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.

   (b) Please explain overlap with any existing courses.
   This course has actually been taught since 1997-98 on a need-based schedule. Originally
   the designation was LANG 390, but the new head of the then-Division of Languages
   changed this to reflect each language (hence, for the Russian program, it went from LANG
   390 to RUSS 390). We have been unable to locate any documents that this change ever
   went through either the Faculty Curriculum Committee or the Faculty Senate. See attached
   emails from Frank Morris and Darryl Phillips, chairs of the former department of Classics,

   (Form was approved by FCC on 04/18/06 and replaces all others.)
German, Italian, Japanese and Russian.

9. Method of teaching: Lecture and class discussion

10. (a) Address potential enrollment pattern shifts in the department or college-wide related to the offering of this course: None; in the past, this course has been offered to students with intermediate skills in Russian who want to explore Russian literature and culture as well as expand their skills in the language.

(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 three years: ___
   other (Explain): as needed

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

   (a) Staff: none

   (b) Budget: none

   (c) Library: none

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

(Form was approved by FCC on 04/18/06 and replaces all others.)
13. Signature of Department Chair or Program Director: 
   Date: 3-12-08

14. Signature of Dean of School: 
   Date: 3/12/08

15. Signature of Provost: 
   Date: 3/14/08

16. Signature of Business Affairs Official: 
   Date: 3/22/08

17. Signature of Curriculum Committee Chair: 
   Date: 4/25/08

18. Signature of Faculty Senate Secretary: 
   Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar

Information about the new course will be sent by the Registrar to:

1. Department Chair
2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)
3. College Relations (addition to Undergraduate Catalog)
4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)
5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
12 March 2008

Dear Colleagues and Members of the Curriculum Committee,

I am happy to support the addition of the courses RUSS 290 and RUSS 390. These are important courses that need to be officially established. They are also courses that would count toward the Minor in Comparative Literature. These proposals have my full support.

Sincerely,

Terence Bowers
Professor of English
Director of the Comparative Literature Minor
March 12, 2008

Professor Nancy Nenno
College of Charleston

Dear Professor Nenno,

I write in support of the request made by the Department of German and Slavic Studies to establish the courses RUSS 290 and RUSS 390.

RUSS 290 and RUSS 390 would continue to earn Humanities credit in the General Education curriculum.

Sincerely,

Cynthia Lowenthal
Dean, Humanities and Social Sciences
COLLEGE OF CHARLESTON
LANGUAGE DIVISION

Russian Studies Program

Russ 390 001

Special Topics

M. Bulgakov, Life and works. The Novel Master and Margarita

Course Syllabus
Instructor Raisa Gomer

Fall 2000
<table>
<thead>
<tr>
<th>Course session</th>
<th>T, Th. 3:00 - 4:15 PM  ECTR 112</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office</td>
<td>ECTR room 211 - A</td>
</tr>
<tr>
<td>Phone</td>
<td>Office: (843) 953-5776</td>
</tr>
<tr>
<td>Office hours</td>
<td>MWF 12:00-1:00 PM</td>
</tr>
<tr>
<td></td>
<td>T 12:15- 1:30  or by appointment</td>
</tr>
<tr>
<td>E-mail</td>
<td><a href="mailto:GomerR@CofC.Edu">GomerR@CofC.Edu</a></td>
</tr>
<tr>
<td>Russian Language</td>
<td><a href="http://www.cofc.edu/~spanish/russian.html">http://www.cofc.edu/~spanish/russian.html</a></td>
</tr>
<tr>
<td>Russian Studies Program</td>
<td><a href="http://www.cofc.edu/~russian/studies.html">http://www.cofc.edu/~russian/studies.html</a></td>
</tr>
<tr>
<td>Text books</td>
<td>Works by M. Bulgakov, articles and handouts, and selected films.</td>
</tr>
<tr>
<td>Course description</td>
<td>This course is designed to introduce students to the main works of one of the major Russian writers in 20th century M. Bulgakov. Discussion of the works will be enhanced by cultural material and selected movies.</td>
</tr>
<tr>
<td>Expectations</td>
<td>1. Readings from the text should be completed before coming to class so that you can participate in the discussion (possible quiz also). Since part of your grade will be determined by your class participation, if you miss a class for some unexpected reason, you should hand in a short summary (no more than a typed page) of the materials that was to have been read for the missed class.</td>
</tr>
<tr>
<td></td>
<td>2. Three compositions on Bulgakov works studied in class, 2-3 pages.</td>
</tr>
<tr>
<td></td>
<td>3. Oral presentation on class topic.</td>
</tr>
<tr>
<td></td>
<td>4. Film Review.</td>
</tr>
<tr>
<td>Grading Scale</td>
<td>A 90 - 100</td>
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<tr>
<td></td>
<td>B+ 85 - 89</td>
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<td>B 80 - 84</td>
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<td>D 64 - 69</td>
</tr>
<tr>
<td></td>
<td>F &lt; 64</td>
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</tbody>
</table>

Fall 2000
Grading Policy
Your grade for the course is determined by the following:

1. Three compositions Oct.03, Oct.19, Nov.21 60%
2. Final exam 20%
3. Assignments and participation 20%

Attendance policy
You are expected to attend all classes. You are responsible for all materials covered in class and all outside assignments.

Final exam
There will be a three-hour written final exam. There are no exemptions from the exam. The exam covers the entire semester's work.

Final exam date Dec. 09, Saturday 4:00 – 7:00 PM

*The Syllabus is subject to change as dictated by special circumstances.*

<table>
<thead>
<tr>
<th>№</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.</td>
<td>T.</td>
<td>Sep.05</td>
<td>Trends and movements in Russian Poetry at the beginning of the 20th century.</td>
</tr>
<tr>
<td>6.</td>
<td>Th.</td>
<td>Sep.07</td>
<td>Discussion of a &quot;big turn of revolution&quot; in philosophical novels in 1930’s.</td>
</tr>
<tr>
<td>7.</td>
<td>T.</td>
<td>Sep.12</td>
<td>Life of M. Bulgakov, significance of his works for Russian Literature.</td>
</tr>
<tr>
<td>8.</td>
<td>Th.</td>
<td>Sep.14</td>
<td>Early works by M. Bulgakov.</td>
</tr>
<tr>
<td>10.</td>
<td>Th.</td>
<td>Sep.21</td>
<td>Discussion the tragedy of White Guard in the novel White Guard. (1926)</td>
</tr>
<tr>
<td>11.</td>
<td>T.</td>
<td>Sep.26</td>
<td>Triumphal play The Days of the Turbins. (1926)</td>
</tr>
<tr>
<td>12.</td>
<td>Th.</td>
<td>Sep.28</td>
<td>Modern reading of the play. Film The Days of the Turbins.</td>
</tr>
<tr>
<td>13.</td>
<td>T.</td>
<td>Oct.03</td>
<td>Test 1. Composition on one of the early works by M. Bulgakov.</td>
</tr>
<tr>
<td>14.</td>
<td>Th.</td>
<td>Oct.05</td>
<td>Satirical plays Zoika's Apartment (1927) and The Crimson Island (1927)</td>
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<tr>
<td>15.</td>
<td>T.</td>
<td>Oct.10</td>
<td>Satirical plays Zoika's Apartment (1927) and The Crimson Island (1927)</td>
</tr>
<tr>
<td>16.</td>
<td>Th.</td>
<td>Oct.12</td>
<td>Discussion of the ethical problems raised in the country after the Revolution in 1917 in novella Heart of a Dog (1927)</td>
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</table>

Fall 2000
<table>
<thead>
<tr>
<th>Week</th>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>17.</td>
<td>T.</td>
<td>Oct.17</td>
<td>Discussion of the ethical problems raised in the country after the Revolution in 1917 in novella <em>Heart of a Dog</em> (1927)</td>
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<tr>
<td>18.</td>
<td>Th.</td>
<td>Oct.19</td>
<td>Test 2. Composition on one of the works written by M. Bulgakov in 1930s.</td>
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<tr>
<td>19.</td>
<td>T.</td>
<td>Oct.24</td>
<td>Creation of the novel <em>Master and Margarita. Manuscripts don't burn</em></td>
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<tr>
<td>21.</td>
<td>T.</td>
<td>Oct.31</td>
<td>Discussion of satire and realism, art and religion, history and contemporary social values in the novel.</td>
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<tr>
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<td></td>
<td>04-07</td>
<td>Fall break</td>
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<tr>
<td>23.</td>
<td>T.</td>
<td>Nov.09</td>
<td>Soviet Reality as one of the main them in the novel. Satirizing the greed and corruption of Stalin's Soviet Union.</td>
</tr>
<tr>
<td>25.</td>
<td>T.</td>
<td>Nov.16</td>
<td>Discussion of the main characters in the novel.</td>
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<tr>
<td></td>
<td></td>
<td>23-26</td>
<td>Thanksgiving break.</td>
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<tr>
<td>27.</td>
<td>T.</td>
<td>Nov.28</td>
<td>Importance of returning to Russian Literature the masterpiece of M. Bulgakov.</td>
</tr>
<tr>
<td>28.</td>
<td>Th.</td>
<td>Nov.30</td>
<td>Conclusion</td>
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<tr>
<td>Sat.</td>
<td>Dec. 09</td>
<td>Final exam 4:00 – 7:00 PM</td>
<td></td>
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</tbody>
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**Fall 2000**
Subject: RE: 290 and 390 courses  
Date: Wednesday, December 5, 2007 11:54 PM  
From: Morris, James F. <MorrisJ@cofc.edu>  
To: "Phillips, Darryl A." <PhillipsD@cofc.edu>, "Nenno, Nancy P." <NennoN@cofc.edu>  
Conversation: 290 and 390 courses

Nancy,

Darryl is right. Before Rick arrived there were a number of generic courses listed at the beginning of the Languages section of the catalog. Rick took them and listed them under each language without going through the curriculum committee.

Regards,

Frank

From: Phillips, Darryl A.  
Sent: Wed 12/5/2007 1:57 PM  
To: Nenno, Nancy P.  
Cc: Morris, James F.  
Subject: 290 and 390 courses

Dear Nancy,

Apparently, the mess with 290 and 390 courses in languages was Rick Rickerson’s contribution. See below and attached the information that I had about our GREK courses. I believe the same situation applies to Russian -- I know that it did with Japanese as I had helped Yoshiki several weeks ago.

- Darryl

Dear Darryl and Frank,

I am requesting your help in sorting out how RUSS 390 got onto the books without going through the Curriculum Committee. We have been working with Bronwyn and Bertie to try to find a record of this course since we need a course description for the catalog. I wondered if either of you might have documentation that we can use.
Many thanks in advance,

Nancy

Darryl A. Phillips
Associate Professor of Classics
Chair, Department of Classics
College of Charleston
(843) 953-8205
phillipsd@cofc.edu
www.cofc.edu/~phillips <http://www.cofc.edu/~phillips>

For the GREK 290 and GREK 390 courses, we don't have on file any of the original curriculum forms related to these courses. We have done some investigating into back issues of the catalog, however, and have found that the courses first appeared in the 1998-1999 catalog (I've attached a copy of the section in pdf). In the previous year (1997-1998), they had been listed under the heading "languages" with a general description that applied to all of the foreign languages. I have copied the relevant section of that catalog as well.
# DEPARTMENT OF GERMAN AND SLAVIC STUDIES

**RUSS 390 History**

<table>
<thead>
<tr>
<th>YEAR</th>
<th>SEMTR</th>
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<td>1998</td>
<td>004</td>
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<td>ST: 19TH CENT ROMANTICISM</td>
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<td>007</td>
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<td>2000</td>
<td>007</td>
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<td>ST:MIKHAIL BULGATOV LIFE &amp; WORKS</td>
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<td>017</td>
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<td>021</td>
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<td>RUSSIAN FILM STUDY</td>
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<td>027</td>
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<td>041</td>
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<td>RUSSIAN LITERATURE ON THE SCREEN</td>
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<td>ADVANCED RUSSIAN</td>
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<td>2005</td>
<td>051</td>
<td>001</td>
<td>LIFE &amp; WORKS BY M. BULGAkov</td>
<td>Gomer R</td>
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<tr>
<td>2005</td>
<td>057</td>
<td>090</td>
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<td>Gomer R</td>
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<td>071</td>
<td>001</td>
<td>INDEP ST: &quot;MASTER AND MARGARITA&quot;</td>
<td>Gomer R</td>
</tr>
<tr>
<td>2007</td>
<td>071</td>
<td>002</td>
<td>INDEP STUDY: ADVANCED GRAMMAR</td>
<td>Gomer R</td>
</tr>
<tr>
<td>2007</td>
<td>072</td>
<td>001</td>
<td>INDEP STUDY: ADVANCED GRAMMAR</td>
<td>Gomer R</td>
</tr>
</tbody>
</table>

## RUSS 390 Enrollment History

![Bar Chart of RUSS 390 Enrollment History](chart.png)
Curriculum Committee
Proposal for a New Minor or Concentration

1. Department: Department of Computer Science

2. Check one: _X_ minor ; ___ concentration

3. Name of Minor/Concentration: Applied Computing

4. Desired acronym: COMP

5. Total number of hours required for completion of minor/concentration: 18

6. Semester and year in which new minor/concentration will go into effect: Spring 2009

7. Justification for offering the minor/concentration (consider the following):

   (a) What are the goals and objectives of the minor/concentration?

   Goal: The minor in Applied Computing is designed for students interested in computing who do not wish to minor or major in computer science. Such students' transcripts will reflect their ability to use computers effectively as a tool for production and creation a world driven by information and technology.

   Objectives: The minor provides non-computer science majors a fundamental understanding of (1) the utility of software applications and production and creation tools, (2) with problem solving using algorithmic thinking, and (3) with software application development up to an intermediate level.

   (b) How does the minor/concentration support the mission statement of the department?

   The second department goal (out of four) states:

   • To serve the needs and interests of a broad spectrum of students, especially non-majors, who see the use of computers as important in their personal or professional development;

   This minor is designed to achieve this goal.

   (c) How does the minor/concentration support the liberal arts tradition of the College, including linkages with other disciplines?

   As stated on the College's website, “In the great liberal arts tradition, a College of Charleston education focuses on discovery and personal growth, as well as

   (Form was approved by FCC on 04/18/06 and replaces all others.)
preparing for life, work and service in our society." The Minor in Computing supports this tradition by allowing students to experience a broader range of computer courses that will promote their ability to communicate, perform and excel in life after graduation.

(d) Are other departments affected by this minor/concentration? (Please attach letters of support from the chairs of each affected department indicating that the department has discussed the proposal and supports it.)

No other department is affected by the requirements of this minor.

8. Address potential shifts:

(a) Address potential enrollment pattern shifts in the department or college-wide as related to the offering of this minor/concentration.

Many College of Charleston students already register for multiple sections of Computer Science 100-level courses. Thus no increase will likely be seen in those courses. This minor may increase the number of students who enroll in our 200-level Computer Science courses. It is not believed that this will have a significant impact on college-wide enrollments.

(b) Address potential shifts in staffing of the department as related to the offering of this minor/concentration.

Although, enrollments in CSCI 2++ level courses may increase, it is not expected that this will result in any changes in staffing.

9. Requirements for additional resources made necessary by this minor/concentration.

(a) Staff: none

(b) Budget: none

(c) Library: none

(Note: Minors/concentrations requiring extensive additional resources will need extensive justification.)

10. Attach a list of courses and requirements for completion of this minor/concentration (including their prerequisites). Provide any relevant additional information, for example include a typical schedule for a student to complete this minor.

(Form was approved by FCC on 04/18/06 and replaces all others.)
Minor Requirements:
Students must take a minimum of 18 hours in computer science excluding CSCI 110 Computer Fluency, with 9 hours of those hours at or above the 200 level. Students may select courses that best configure the minor to their major. At least 9 hours in the minor at the 200-level or above must be earned at the College of Charleston.

The current CSCI courses from which students will select courses are given in the lists below. All courses available to students in the minor develop both a theoretical underpinning and application skill set:

100-level (at most 9 hours from this set are required for the minor):
- CSCI 112 Communications Technology and the Internet
- CSCI 114 Electronic Publishing and Design
- CSCI 120 Building Virtual Worlds
- CSCI 180 Computers, Music and Art
- CSCI 199 Special Topics in Computing
  (Note: CSCI 116 and CSCI 130 are no longer offered and are in the process of being deleted from the Catalog.)

200-level and above (at least 9 hours from this set are required for the minor):
- CSCI 210 Game Programming
- CSCI 220 Computer Programming I
- CSCI 222 Computer Programming I Laboratory
- CSCI 221 Computer Programming II
- CSCI 230 Data Structures and Algorithms
- CSCI 250 Introduction to Computer Organization and Assembly Language Programming
- CSCI 299 Special Topics in Computer Science

See Undergraduate Catalog for 300 and 400 level CSCI courses. It is unlikely that students will elect to take many 300- or 400-level CSCI courses.

(Form was approved by FCC on 04/18/06 and replaces all others.)
Example schedules for a student wishing to complete this minor:

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>CSCI 114</td>
<td>Fall</td>
<td>CSCI 112</td>
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<tr>
<td>Spring</td>
<td>CSCI 112</td>
<td>Spring</td>
<td>CSCI 114</td>
</tr>
<tr>
<td>Fall</td>
<td>CSCI 120</td>
<td>Fall</td>
<td>CSCI 120</td>
</tr>
<tr>
<td>Spring</td>
<td>CSCI 220/222</td>
<td>Spring</td>
<td>CSCI 210</td>
</tr>
<tr>
<td>Fall</td>
<td>CSCI 250</td>
<td>Fall</td>
<td>CSCI 220/222</td>
</tr>
<tr>
<td>Spring</td>
<td>CSCI 221</td>
<td>Spring</td>
<td>CSCI 250</td>
</tr>
<tr>
<td></td>
<td>MATH 207*</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course</th>
<th>Semester</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>CSCI 112</td>
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</tr>
<tr>
<td>Spring</td>
<td>CSCI 114</td>
<td>Spring</td>
<td>CSCI 221</td>
</tr>
<tr>
<td>Fall</td>
<td>CSCI 210</td>
<td>Fall</td>
<td>CSCI 230</td>
</tr>
<tr>
<td>Spring</td>
<td>CSCI 220/222</td>
<td>Spring</td>
<td>CSCI 250</td>
</tr>
<tr>
<td>Fall</td>
<td>CSCI 250</td>
<td>Spring</td>
<td>CSCI 320</td>
</tr>
<tr>
<td>Spring</td>
<td>CSCI 221</td>
<td>Fall</td>
<td>CSCI 112</td>
</tr>
<tr>
<td></td>
<td>MATH 207</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*MATH 207 is listed because it is a corequisite for CSCI 221.

(Form was approved by FCC on 04/18/06 and replaces all others.)
11. Signature of Department Chair or Program Director:  

   Christopher W. Siddow  
   Date: 3/3/08

12. Signature of Dean of School:  

   Moore E. Goo  
   Date: 3/06/08

13. Signature of Provost:  

   SueAnn Manfress  
   Date: 3/11/08

14. Signature of Business Affairs Official:  

15. Signature of Curriculum Committee Chair:  

   3/15/08

16. Signature of Budget Committee Chair:  

   Date:

17. Signature of Planning Committee Chair:  

   Date:

18. Signature of Faculty Senate Secretary:  

   Date Approved by Senate:

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information will be sent by the Registrar to:

1. Department Chair

2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)

3. College Relations (addition to Undergraduate Catalog)

4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)

5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
Curriculum Committee
Proposal for a New Minor or Concentration

1. Department: Management & Entrepreneurship

2. Check one: X minor; ___ concentration

3. Name of Minor/Concentration: Leadership, Change and Social Responsibility

4. Desired acronym: LCSR

5. Total number of hours required for completion of minor/concentration: 18

6. Semester and year in which new minor/concentration will go into effect: Fall 2009

7. Justification for offering the minor/concentration (consider the following):

   (a) What are the goals and objectives of the minor/concentration?

   There are four central learning goals associated with enrollment in the leadership minor:
   1. To enhance the students' knowledge of leadership theory and research
   2. To help students recognize opportunities and limitations faced by individuals leading organizations or groups
   3. To study examples of different styles of leaders, and to understand how these styles influence individual and group performance
   4. To consider how leadership theories and examples can be used to develop and improve personal leadership attributes

   (b) How does the minor/concentration support the mission statement of the department?

   The mission of the Department of Management and Entrepreneurship is to educate and train students to become leaders and managers and to be a major catalyst in the processes that make the Charleston region a vibrant economy based on knowledge, innovation, and technology.

   Multiple disciplines are recognizing the importance of developing management and leadership skills. Multiple disciplines are also recognizing the importance of understanding leadership and influence tactics from a follower's perspective. The minor answers the call to give students across disciplines the chance to focus on learning concepts related to becoming leaders and change agents in their organizations while also concentrating on a commitment to behave in a socially responsible manner. The minor completely supports the mission of the Department of Management and Entrepreneurship by enhancing the leadership talents of students who will be the future leaders of the

(Form was approved by FCC on 04/18/06 and replaces all others.)
organizations of the lowcountry and the region. Importantly, the goal of the minor is to help students become better leaders not only through understanding the theories pertaining to leadership and serving as change agents, but also focusing on understanding the theories that are related to motivation and performance. The knowledge and skills acquired during their participation in the leadership minor will benefit them as they serve as both leaders of groups and followers of others.

(c) How does the minor/concentration support the liberal arts tradition of the College, including linkages with other disciplines?

Understanding leader-follower relationships is important to individuals working in most fields. The field of leadership is not just about being able to lead and influence others. Rather, it is also about understanding influence from a follower’s perspective.

This minor continues a legacy of offering courses or programs, many interdisciplinary in nature, to non-business majors throughout campus.

Finally, those of us who teach leadership courses build on a rich legacy of research and practice in management, sociology, psychology, and even history. In some cases, faculty from other disciplines are used as experts in class. In addition, some of the faculty have degrees, mentors, and research programs that bridge several of these disciplines.

(d) Are other departments affected by this minor/concentration? (Please attach letters of support from the chairs of each affected department indicating that the department has discussed the proposal and supports it.)

It is expected that many of the students who enroll in the minor already plan to enroll in a percentage of the courses, as they have interest in this area. Thus, it should not influence class enrollment. Furthermore, as this is a minor and not a major, it should not have a direct effect on other departments. That is, students may enroll in this minor as a supplement to their majors.

8. Address potential shifts:

(a) Address potential enrollment pattern shifts in the department or college-wide as related to the offering of this minor/concentration.

Many of the courses required for the concentration are already offered as requirements or electives for Business Majors. Thus, we do not expect shifts in enrollment in the Department of Management and Entrepreneurship or in the School of Business and Economics due to individuals enrolled in one of the business majors choosing to also minor in leadership.

(Form was approved by FCC on 04/18/06 and replaces all others.)
We do expect to see a number of students with non-Business majors enroll in the minor. However, we do not expect that these numbers will be substantial. Again, we expect that students will choose to enroll in the minor in order to supplement their current coursework, and establishing a minor in Leadership, Change, and Social Responsibility will allow these students to receive credit for their coursework.

(b) Address potential shifts in staffing of the department as related to the offering of this minor/concentration.

As a concentration is already offered in this area, there will be no need for staffing changes as a result of this offering.

9. Requirements for additional resources made necessary by this minor/concentration.

(a) Staff: 0
(b) Budget: 0
(c) Library: 0

(Note: Minors/concentrations requiring extensive additional resources will need extensive justification.)

10. Attach a list of courses and requirements for completion of this minor/concentration (including their prerequisites). Provide any relevant additional information, for example include a typical schedule for a student to complete this minor.

See attached.

(Form was approved by FCC on 04/18/06 and replaces all others.)
11. Signature of Department Chair or Program Director: 
   
12. Signature of Dean of School: 
   Date: 3/19/08
   Date: 

13. Signature of Provost: 
   Date: 9/1/2008
   
14. Signature of Business Affairs Official: 
   Date: 9/5/08
   
15. Signature of Curriculum Committee Chair: 
   Date: 
   
16. Signature of Budget Committee Chair: 
   Date: 9/25/08
   
17. Signature of Planning Committee Chair: 
   Date: 

18. Signature of Faculty Senate Secretary: 
   Date Approved by Senate: 

Completed form should be sent by the Faculty Senate Secretary to the Registrar. Information will be sent by the Registrar to:

1. Department Chair

2. Business Affairs Office (establishes course fee structure in SIS, referral to Board for necessary approval)

3. College Relations (addition to Undergraduate Catalog)

4. Academic Affairs Office (Attn: Provost, c/o Beth Murphy)

5. Undergraduate Studies (SNAP, ONCOURSE)

(Form was approved by FCC on 04/18/06 and replaces all others.)
Requirements for the Minor in Leadership, Change and Social Responsibility

Required Course Work:

MGMT 301  - Management & Organizational Behavior
MGMT 345  - Leadership and Management Development

Choose 4 of the following:

MGMT 332  - Business Communications
MGMT 350  - Business, Leadership and Society
MGMT 401  - Organizational Behavior and Change
MGMT 360* - Special Topics Courses (upon approval)
MGMT 420* - Independent Study
MGMT 444* - Internship

* With no more than 3 credit hours from the following: special topics, independent study, or internships.

Proposed Schedule for taking the required and elective business courses for the minor

First semester, Junior year:

MGMT 301

Second semester, Junior year

MGMT 332  - Business Communications
AND/OR
MGMT 350  - Business, Leadership and Society
OR another pre-approved business elective from the above list in lieu of one or both of MGMT 332 or 350.

First semester, Senior year

MGMT 345 -- Leadership and Management Development (can be taken 1st or 2nd semester of Senior year)

MGMT 401  - Organizational Behavior and Change

Second semester, Senior year

MGMT 345 - Leadership and Management Development (can be taken 1st or 2nd semester of Senior year)

MGMT 401  - Organizational Behavior and Change
OR
MGMT 360 - Approved Special Topics,
OR
MGMT 420 - Independent Study
OR
MGMT 444 - Internship

(Form was approved by FCC on 04/18/06 and replaces all others.)
Faculty Committee on Graduate and Continuing Education

Proposal to Change a Graduate Course

Department: EDFS (EDFS 672: Linguistic/Cultural Diversity in Education)
Graduate Program: Master of Education in Teaching, Learning and Advocacy

Will this course be cross-listed with an undergraduate or other graduate course? □ YES □ NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course change(s) will go into effect: Fall 2009

Change(s) desired: Change course description to include a linguistic component which has two foci: language theory and student personal language development

Existing Description: This survey course provides pre-K through grade 12 educators with an understanding of the issues affecting linguistically and culturally diverse learners in American schools. Topics include: history of ESOL and bilingual education, cultural and learning style preferences, cultural influences in curriculum and materials, legal issues and assessment, etc.

Proposed Description: This course provides pre-K-12 educators with an understanding of issues affecting linguistically and culturally diverse learners. Topics include analysis of language and its development in diverse settings, history of bilingual education, cultural/learning style preferences, cultural influences in curriculum and materials, legal issues related to serving limited English proficient learners, ESOL program development, and home-school collaboration.

Justification for change(s) The change in description reflects faculty realization of the importance of these elements in the course especially in light of the focus of the new degree.

Signature of Program Director: Meta Vandiver Date: 2-8-08
Date approved by the Department: 2-6-08
Signature of Department Chair: Frank Catlett Date: 2-6-08
Signature of Schools' Dean: Frances C. Wilks Date: 2-6-08

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education
H. L. Turner Date: 9-3-2008
Signature of Chair of Grad Council: Marjory Thompson McCandless Date: 9-22-08
Signature of the Faculty Secretary: __________________________ Date: __________________________
EDFS 672 : Linguistic/Cultural Diversity in Education

Credit: 3 Graduate Hours – College of Charleston


Course Description:
This is a survey course intended to provide pre-K through grade 12 educators with an understanding of the issues affecting linguistically and culturally diverse learners in schools in the USA. Topics include an analysis of language and language development in diverse settings, a brief history of bilingual education, cultural and learning style preferences, cultural influences in curriculum and materials, the legal issues related to serving limited English proficient learners, approaches to ESOL program development, culturally appropriate assessment strategies and home-school collaboration.

Course Goals: To help students
- Familiarize themselves and come to an appreciation of different cultures and the role culture plays in the ESOL classroom.
- Understand the role of linguistics in learning English for native and non-native speakers.

Course Objectives:
Upon completion of this course, students will be able to:

<table>
<thead>
<tr>
<th>Objective:</th>
<th>School of Education Standards (SOE)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Distinguish cultural bias in teaching materials and tests</td>
<td>VI*</td>
</tr>
<tr>
<td>• Demonstrate an understanding of various aspects of culture and communication and the interrelationships among culture, language and communication.</td>
<td>I &amp; 11</td>
</tr>
<tr>
<td>• Define and defend personal and class definitions of language</td>
<td>I &amp; II</td>
</tr>
<tr>
<td>• Compare and Critique the models of language acquisition as well as the many theories concerning language development</td>
<td>I &amp; II</td>
</tr>
<tr>
<td>• Explore the impact of family and community upon language development and implement ways to include families and local communities within the classroom.</td>
<td>V</td>
</tr>
<tr>
<td>• Describe how language instruction should be aligned with the patterns of child growth and development</td>
<td>I</td>
</tr>
<tr>
<td>• Demonstrate familiarity with cross-cultural differences in the areas of appropriate social behavior, school behavior, gender roles, religion and non-verbal communication</td>
<td>I, VII</td>
</tr>
<tr>
<td>• Demonstrate an understanding of different barriers to effective intercultural communication and factors in cross-cultural</td>
<td>I, III</td>
</tr>
</tbody>
</table>
### Course Requirements and Activities

1. **Cultural Self-Awareness Study** - Becoming a teacher begins with an understanding of self. We begin with a cultural perspective. There is a direct correlation between the beliefs and attitudes teachers hold and teacher behavior in the classroom. The purpose of this self-assessment is to begin to identify and understand your cultural elements and how they have contributed to your educational experience and your beliefs and attitudes regarding education. Using the example in the Gollnick and Chinn article, identify your micro-culture elements, drawing a chart such as shown in the article. Then describe some of your values and consider from where they might have come. From a cultural perspective, what has influenced you? What has influenced the way you think about school, learning, working, your purpose in life? Be specific. For example, what is the value in your family about education, honesty, family, foreigners, race, ethnicity? Comment on any changes you think you’ve made in the values passed on to you by the previous generation.

In addition, this paper must include a **language component**. Language and story are central to culture, community, family, and personal lives. Therefore, in this cultural awareness study you must document the significant role both these elements have played in shaping your life through family, community, and culture. As part of this project you must select a children’s book that is representative of your family culture and present it to the class during our discussion of dialect and culture. Overall the paper should be 8-9 pages (excluding cover and reference list pages) with half devoted to the language component. You must include a cover page with numbered pages and reference list (if any are used).

*Assessment Criteria for the Cultural self-awareness Study*

- Length: 8-9 pages. (Instructor will stop reading at the end of the 9th page.)
- The micro-cultural elements of the student’s culture have been identified using the example in Gollnick and Chinn as a model.
- Using the elements identified, the paper presents the student’s culture story.
• The student was able to relate cultural elements to the way he/she thinks about school, learning, working and/or the purpose of life.

• The paper is clearly and concisely written.

• The paper shows evidence of searching, questioning, and thinking.

• Students will also condense information into a one-page summary to be posted on WebCT group section.

2. Cultural Presentation - Each student will work with a group that will select a different culture/ethnicity with at least a modest representation in South Carolina. The presentation will address family structure, values, religion, non-verbal communication, learning strategies, hierarchy, political status, view of teachers and education, etc. The purpose of this presentation is to help the presenter and others in the class gather information about how best to teach children from other cultures. Visuals and handouts must be included. Students may include music, manipulatives, activities or any component that will make their presentation more professional. See end of syllabus for rubric.

• Assessment Criteria for the Cultural Presentation

  • The presentation addresses family structure, values, religion, non-verbal communication, learning strategies, hierarchy, political status, view of teachers and education, etc.

  • Information presented is relevant to teachers.

  • Presentation is lively and informative.

  • Presentation includes visuals and handouts.

3. Research Paper - Possible topics:

- stereotypes
- multi-cultural education
- bilingual education
- non-verbal communication
- assessment and cultural bias
- writing/speaking/listening
- ethnicity
- social identify
- socio-linguistics
- key researchers
- phonology
- grammar
- values
- immigration
- race
- gender
- syntax
- applied linguistics

If you are writing about culture, make a connection between your content and ESOL students. If you are writing about linguistics, focus on English Language Learners.

• Assessment Criteria for Research Paper

• 8-9 pages double spaced (no more, no less)
• APA style (Log on to the APA website for guidelines.)
• Must demonstrate relevancy to English Language Learners
• must use literature to support arguments. You must use information from peer reviewed articles.
• Include a reference list of cited articles.
• Students will post a one-page summary on WebCT group section.

4. Language Development Theorist Presentation
In groups students will research each of the major theorists with regard to language development. Each group will produce a short paper outlining the major points that the theorist made regarding language development. They will also produce media and class handouts. Theorists to be included are Piaget, Vygotsky, Bruner, Halliday, Heath, Chomsky, Skinner, and Goodman. A grading rubric will be provided prior to writing this project.

6. Interview - Each student will interview a non-native English speaker or someone who does not consider him/herself from the American mainstream. You may interview a child or an adult. Discuss the following: experiences in school, hurdles to learning English, view of American culture, etc. Expect to interview the participant for at least half an hour to get all the information you need. Students will present findings to class.

*Assessment Criteria for Interview*

- 2-3 pages
- APA style
- Include the following:
  - Age of interviewee
  - Sex
  - Home language
  - Place of origin
  - Grade level if in school
  - Highest grade of education if an adult
  - Your educated guess as to their socio-economic status here and in their place of origin
  - Their experiences in school
  - Their hurdles to learning English
  - Their view of American culture and schools
  - Their story of coming to America
  - Include what they think is important, not just what you think is important.

- Must include a reflective piece on the lessons that you have learned from this individual. You must state how this interview influences your teaching of English Language Learners/ESOLs and their families.

*Students will summarize information and post on WebCT.*

7. Participation - All students are expected to have read the material before commenting on WebCT. All are expected to participate and share their knowledge. Instructor will pose questions based on readings in textbook and student postings. Additional readings may be added as class progresses. Not logging on for any particular week will be counted as an absence.

<table>
<thead>
<tr>
<th>Grading:</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Cultural Self-Awareness Study.</td>
<td>100 pts</td>
</tr>
<tr>
<td>Cultural Self-Awareness Study One-Page Summary</td>
<td>10 pts</td>
</tr>
<tr>
<td>Cultural Presentation (Final)</td>
<td>100 pts</td>
</tr>
<tr>
<td>Research Paper.</td>
<td>50 pts</td>
</tr>
<tr>
<td>Research Paper One-Page Summary</td>
<td>20 pts</td>
</tr>
<tr>
<td>Quizzes</td>
<td>90 pts (one quiz per lecture, 5 pts. each)</td>
</tr>
<tr>
<td>Language Theorist Presentation</td>
<td>50 pts</td>
</tr>
<tr>
<td>Participation</td>
<td>20 pts</td>
</tr>
<tr>
<td>--------------</td>
<td>-------</td>
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<tr>
<td>Interview</td>
<td>30 pts</td>
</tr>
</tbody>
</table>

Please keep a running average of your grades and read the School of Education grading policy found at the end of this syllabus.

**Schedule**

Lectures and Quizzes will remain available for two weeks. Quizzes will not be made available after their two week appearance on WebCT.

**Week 1**

**Introductions**
- Syllabus Review
- Netiquette
- Video WebCT Tutorial. Inquiry into the nature of language and the systems involved. What is language—the components, characteristics, universal origins.

**Goal:** Log on and demonstrate knowledge of threaded discussions.

**Address Prompt:** Many people say America’s diversity is its strength. How is that so? Others say it is also America’s weakness. How is that so? Is it possible both statements are correct? If so, how?

Make sure you have logged on and addressed the prompt.

**Week 2**

**What is language (continued), language acquisition and theories of development. Lecture: Culture I: What Is It? Introduction (I) plus quiz* (Spanish)**

**Week 3**

**Culture Self-Awareness Study** (Send as attachment)

Readings will be posted on WebCT

**Lecture: Culture II (Vietnamese) plus quiz and High Context and Low-Context Cultures (German) plus quiz**

**Language, family, community and culture**

**Week 4**

**Culture Self-Awareness Summary** (Post on threaded discussion for class to view.)

Language development prior to school & language functions.

**Intercultural Communication (French) plus quiz**

**Week 5**

**Literacy in kindergarten: Emergent literacy analysis. Readings will be posted on WebCT. Getting to Know Another Culture I (Polish) plus quiz**

**Week 6**

**Interview Due**

Getting to Know Another Culture-II (Swedish) plus quiz

Getting to Know Another Culture-III (Dutch) plus quiz

Getting to Know Another Culture-IV (Romanian) plus quiz

**Week 7**

**Language Assessment. Relating assessment to child language. Home school language connections.**

**Lectures: The Nonverbal Language in Intercultural Communication—Lecture I (Arabic) plus quiz**

**The Nonverbal Language in Intercultural Communication—Lecture II (Russian) plus quiz**

**Week 8**

**Language in primary/elementary classes.**
Lecture: Intercultural Communication and the Role of Interpreters (Portuguese) plus quiz

Week 9
Elementary language Literacy strategies
Readings will be posted on WebCT.
Lecture(s): Communicating with Non-English Speaking Parents (Armenian) plus quiz and Communicating with Non-English Speaking Parents: Written Communication (Tagalog) plus quiz

Week 10
Middle school language and strategies
Lecture(s): Culture Shock (Hebrew) plus quiz
Race: What Is It? (Hawaiian) plus quiz

Week 11
Due: Research Paper
Lecture(s): Stereotypes, Bias, and Prejudice (Swahili) plus quiz
Racism (Norwegian) plus quiz
Dialect and English Language Learners in Schools and society & code switching

Week 12
Due: Research Paper Summary on WebCT
Lecture: Closet Racism: What Is it? (Italian) plus quiz

Week 13
Lecture: White Privilege (Ukrainian) plus quiz

Week 14
Final – Cultural and Language theorists presentation

Student Expectations:
- Students are expected to follow School of Education, Health and Human Performance policies and procedures as well as to:
- Attend all classes. Students who miss more than one class (don’t log on for a whole week) will be withdrawn from the course.
- Actively participate and contribute during whole-class discussions and in cooperative groups.
- Check your email messages.
- Submit assignments on announced due dates. If you send an assignment as an attachment, keep the message in your computer. Do not delete it. If for some reason your message is lost or does not arrive on time, that message is the only proof you have that you actually sent the attachment.
- Follow all directions for assignments: word processed, neat, and free from spelling, mechanical, and usage errors.
- Late work will be accepted; one letter grade will be deducted for each day the work is late. Example, if a paper is due on Saturday and the professor receives it on Monday, the assignment will be dropped two letter grades.
Cultural Presentation Rubric

Group Member Names

1. Content .................................................................................................................. 10 Pts
   The following are addressed: family structure, values, religion, non-verbal communication, learning strategies, hierarchy, political status, view of teachers and education, etc.

2. Preparedness ........................................................................................................ 10 pts.
   Students know their cues and parts and are working like a team, not like individuals who happen to be making a presentation.

3. Relevancy ............................................................................................................. 10 pts.
   What does this information have to do with English Language Learners?

4. Handouts ............................................................................................................. 10 pts.
   You will not have time to present all your information in 15 minutes, so your handouts are important. You must present the instructor with a hard copy of the handouts at time of presentation, but in order to save paper, you may post your handouts on WebCT. Posted handouts must be posted by time of presentation in order to receive credit.

5. Timing .................................................................................................................. 5 pts.
   You will have 15 minutes to make your presentation, with a four-minute window of error for which you will receive no penalties. In other words, you may have a presentation that is 13-17 minutes long. You will have points taken off your presentation if you fall below 13 minutes or go over 17.

6. Professionalism ..................................................................................................... 5 pts.
   Overall quality performance, handouts, manipulates, video clips, etc.

(Print this page. Include the names of all the members of your group and give a copy to the instructor on the day of the presentation when you come to class.)
<table>
<thead>
<tr>
<th>Area of Performance</th>
<th>Target 9-10</th>
<th>Acceptable 7-8</th>
<th>Needs Improvement 5-6</th>
<th>Unacceptable 3-4</th>
<th>Your Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accuracy of Content</td>
<td>All major points of the work are targeted. Accurate focus.</td>
<td>Major points of the theorist's work are targeted. Focus is accurate.</td>
<td>Some major points of the theorist's work are targeted. Focus is ambiguous.</td>
<td>Few major points are targeted. Focus is unclear.</td>
<td></td>
</tr>
<tr>
<td>Clarity of Explanations</td>
<td>Explanations are clear. Accurate identification of the contribution to language study.</td>
<td>Some explanations are unclear. Identification of the contribution to language study is clear.</td>
<td>Explanations need clarification. Identification of the contribution to language study is ambiguous.</td>
<td>Explanations are not clear. Inaccurate identification of the contribution to language study</td>
<td></td>
</tr>
<tr>
<td>Research and Sources</td>
<td>More than 10 sources. Includes online journals, professional websites, scholarly journals and books. APA format is accurate</td>
<td>At least 10 sources. Includes online references and websites, hard copy journals and magazines, and books. APA format followed</td>
<td>Less than 10 sources. Includes websites, magazines and books. Problems with APA format</td>
<td>Less than 7 sources. No electronic sources. Includes books. Problems with APA format</td>
<td></td>
</tr>
<tr>
<td>Presentation</td>
<td>All points are made clearly. All group members participate. Appropriate use of media/technology.</td>
<td>Many points are made clearly. Most group members participate. Some use of media/technology.</td>
<td>Some points are made clearly. Some group members participate. Little use of media/technology.</td>
<td>Few points are clearly made. Only one or two members participate. No use of media/technology.</td>
<td></td>
</tr>
<tr>
<td>Group Contribution</td>
<td>Contributed equally to the research, paper, and presentation.</td>
<td>Made a major contribution but only in one or two areas.</td>
<td>Made contributions but were not equal to the other group members.</td>
<td>Made few contributions to the group.</td>
<td></td>
</tr>
</tbody>
</table>

**College of Charleston**

School of Education, Health and Human Performance
Charleston, South Carolina 29424

The mission of the School of Education, Health and Human Performance at the College of Charleston is the development of educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex world. In pursuit of this mission, faculty and students will demonstrate:
intellectual curiosity and rigor;  
reflective, research-based practice;  
collaboration and consensus building;  
field-oriented service and community outreach;  
and cultural sensitivity and understanding.

TEACHING AND LEARNING STANDARDS

**Standard I:**  
Evidence theoretical and practical understanding of the ways learners develop.

**Standard II:**  
Demonstrate understanding and application of the critical attributes and pedagogy of the major content area.

**Standard III:**  
Evidence a variety of strategies that optimize student learning.

**Standard IV:**  
Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession.

**Standard V:**  
Communicate effectively with students, parents, colleagues and the community.

**Standard VI:**  
Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning.

**Standard VII:**  
Show an understanding of the culture and organization of schools and school systems and their connections to the larger society.
POLICIES AND PROCEDURES FOR COURSES
IN THE SCHOOL OF EDUCATION, HEALTH AND HUMAN PERFORMANCE*

1. GRADING SCALE:

<table>
<thead>
<tr>
<th>Letter Grades</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>0-69%</td>
<td>0.0</td>
<td>Unacceptable</td>
</tr>
</tbody>
</table>

** A grade of 73 or below is considered a failing grade for all Graduate courses.

2. PROFESSIONAL BEHAVIOR/DISPOSITIONS: Students are responsible for all content and assignments for each class. They will be expected to demonstrate professionalism by demonstrating the following dispositions:
   - The belief that all students can learn.
   - Value and respect for difference.
   - Value of positive human interaction.
   - Intellectual curiosity and willingness to learn new knowledge.
   - A commitment to inquiry, reflection and self-assessment.
   - Value of responsible, collaborative, and cooperative work.
   - Sensitivity to community and cultural context.
   - Responsible and ethical practice.

3. ATTENDANCE: Class attendance and punctuality are expected professional behaviors. Specific attendance requirements for each course are outlined in the syllabus. A student may be dropped from a course for excessive absences, based on the class attendance requirements specified in the syllabus.

4. MAKE-UP EXAMINATIONS AND QUIZZES: If a quiz or examination (other than the final examination) was missed for a legitimate reason, as determined by the professor, the professor has the discretion to administer a make-up examination. 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.

5. DUE DATES: Due dates for course assignments, as well as scheduled quizzes and assignments, are listed in the course calendar or are announced in class. Consequences related to late materials are determined by the professor.

6. FINALS: The final for each course (which may be in the form of an examination, performance, or project) will only take place during the period scheduled for the final for that course. (Students who have more than two finals scheduled on the same day may arrange for an alternate time for one final through the Office of the Undergraduate Dean).

7. RESEARCH PAPERS: Papers will be typed (word processed) using the style of the Publication Manual of the American Psychological Association (Fifth Edition, 2001).

*Applies to all EDEE and EDFS courses and all PEHD teacher concentration courses above the 200 level.

Revised 2/7/03
Faculty Committee on Graduate and Continuing Education

Proposal to Change a Graduate Course

Department: EDEE (EDEE 678 Methods and Materials in Reading Instruction)
Graduate Program: Master of Education in Teaching, Learning and Advocacy

Will this course be cross-listed with an undergraduate or other graduate course? □ YES □ NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course change(s) will go into effect: Spring 2009
Change(s) desired: Change name to: Success in Literacy for Older Readers
Existing Description: An in-depth examination of the relationship between reading methods, reading materials and the thinking processes which elementary students use to construct knowledge.

Proposed description: Examination of all processes involved in literacy, speaking, listening, reading, writing, viewing and thinking. Specifically, this course is designed to push your thinking to analyze critically how older learners, Grades 3-12, are and become "literate" in traditional and non-traditional educational settings. The course views literacy as a life-long process.

Justification for change(s) The change in description and title reflect a focus on the needs of older readers and issues in teaching them. This course provides age appropriate emphasis for teachers of upper elementary through high school students.

Signature of Program Director: Linda H. Fithams Date: 2/8/08
Date approved by the Department: 2/6/08
Signature of Department Chair: Linda H. Fithams Date: 2/8/08
Signature of Schools' Dean: Ma Welch Date: 2/8/08

If more space is needed for any section, please attach additional sheets to this form.

November 2007

Page 1 of 1
<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Success in Literacy for Older Readers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Prefix and Number:</strong></td>
<td>EDEE 678</td>
</tr>
<tr>
<td><strong>Course Term:</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Credit Hours:</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Course Description:</strong></td>
<td>Examination of all processes involved in literacy, speaking, listening, reading, writing, viewing and thinking. Specifically, this course is designed to push your thinking to analyze critically how older learners are and become &quot;literate&quot; in traditional and non-traditional educational settings. The course views literacy as a life-long process.</td>
</tr>
</tbody>
</table>
Additional readings from a variety of sources. |
| **Course Objectives:**      | All teacher preparation programs in the School of Education, Health, and Human Performance (EHHP) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher competency which are at the heart of the EHHP Conceptual Framework: 1) Understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course; they help you develop the knowledge, skills, and dispositions necessary to become an effective teacher. |

**Understanding and Valuing the Learner**

1. Demonstrate a thorough knowledge of the developmental process of literacy and all the factors involved in it (NCATE 1, 2b & 3a-e; NAEYC/EC 1, 4, 4a-c; EHHP Standard II).

2. Demonstrate a thorough knowledge of the lexicon, syntax, history, varieties, literature, and processes of the English
language/Language Arts (NCATE 2b & 3a-e; NAEYC/EC 4 & 4a-c; EHHP Standard II).

3. Demonstrate knowledge and understanding of first and second language development to design effective literacy programs and strategies that build on students' strengths, skills and backgrounds and are effective (NCATE 1, 2b & 3a-e; NAEYC/EC 1, 4 & 4a-c; EHHP Standard I, II, III).

4. Design assessments to determine the level of students' competence in their understanding and use of language and to use the results of such assessments to design instruction (NCATE 4 & 3 a-e; NAEYC/EC 3 & 4a-4b; EHHP Standard VI).

5. Demonstrate an understanding of the different preconceptions, miscue patterns, and misconceptions that a student may exhibit and how these should be addressed instructionally.

Knowing what and how to teach and assess and how to create an environment in which learning occurs

1. Demonstrate an ability to use effective instructional strategies, technologies, and varied language activities (including the use of children's literature) to help students become strategic readers and respond to what they have read (NCATE 2b & 3a-e; NAEYC/EC 4 & 4 a-c; EHHP Standard III).

2. Demonstrate knowledge of all major approaches to reading and an ability to teach students using a balanced reading program that includes emphasis on the use of vocabulary, comprehension phonemic relationships, context, and a variety of sources text that has meaning for the students (NCATE 2b & 3a-e; NAEYC/EC 4b & 4a-c; EHHP Standard).

3. Demonstrate the ability to organize and manage a classroom climate within which all students have the desire to learn and to engage in a variety of emergent and early literacy experiences (NCATE 3a-e & 5b, 5d; NAEYC/EC 4a-c & 5, 2; SOE Standard III & VI).

Understanding yourself as a professional

1. Model effective use of the English language (NCATE 2b; NAEYC/EC 4b; SOE Standard V.)
2. Demonstrate the ability to communicate with, guide, and assist parents in fostering early and continued growth in literacy (NCATE 5b & 5c; NAEYC/EC 5 & 2; SOE Standard V).

3. Evaluate self-perceptions about issues in teaching and learning (NCATE 5; NAEYC/EC; SOE Standards I, IV, V, VI, VII).

4. Collaborate and cooperate with other course participants in class and in the evaluation of course projects (NCATE 5; NAEYC/EC 5; SOE Standards I, II, III, IV).

5. Use technology to optimize instruction (NCATE 5; NAEYC/EC; SOE I, II III, V).

<table>
<thead>
<tr>
<th>Description of Projects/Assignments:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Participation &amp; Reading Reaction/Reflection Journal</strong></td>
</tr>
<tr>
<td>Part of our weekly class discussions will be based upon textbook and outside chapter readings. It is expected that you will come to class prepared to discuss the material read for the day. One point a week will be earned for this area of the class based on two criteria: (1) class participation during discussions and activities, (2) weekly submission of a one-page, single-spaced typed reflection of the week's readings. Please note that reflection papers are NOT summaries of the readings. You may connect the readings to your prior knowledge and experience and/or to prior readings. You may critique the readings for the day, giving substantiating evidence for your critique. You may connect the readings to practical teaching experiences or to considerations for classroom implementation. Whatever you choose to write, you must make sure that your writing includes connections to the topics covered for the class that day and that your reflection demonstrated your critical reading and your writing abilities. These papers will be graded on both form and content (see below for further explanation about writing expectations in this class). You will leave your reflection at the end of each class period for grading. These will be returned to you during the following class period.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Child-Study Research Report</th>
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</thead>
<tbody>
<tr>
<td>The research report is a cumulative project that consists of several components. To receive high marks, it is imperative</td>
</tr>
</tbody>
</table>
that you stay abreast of all four components throughout the course. In this written report, you will need to demonstrate (1) knowledge of the practical components of reading across contexts, (2) the relation between practical components, research, and theories related to topics of reading instruction and materials, (3) abilities to meet students’ reading needs using appropriate materials, and (4) professionalism regarding ethical issues surrounding students’ needs.

The report will cover the school, community, personal, and other literacy practices of a particular elementary or middle school child (chosen from grade 2-8) who has been described with some school-based reading difficulty (e.g., learning disability, lack of motivation, reading problems, not-challenged, language difficulties, etc.). On or before the midterm exam October 10, you need to secure permission to interview a child about his/her literacy life. Specifically, the interview should include aspects of the child’s school, personal, and community literacy practices. Over the course of the semester, you will develop an 8-10 page paper based upon the interview(s) you conduct. (See attached outline for report requirements). You must use theory, research, and practice as discussed in this class and in outside reading to identify the child’s literacy strengths/weaknesses, to explore the similarities and mismatches between the kinds of literacies the child uses in different contexts of his/her life, to discuss a plan to assist teachers and parents in improving the child’s literacy life and learning, and to make specific recommendations for the inclusion of materials to benefit the child’s literacy progress.

You must include at least 10 citations in your paper. References may be taken from class readings and drawn from other journal articles or book chapters. Besides the texts included in this course, a list of approved journals, handbooks, and applicable edited books is noted below for you use. ** Please note that ERIC documents are not acceptable as references.**

Your research report should be written in a formal style as if you are preparing it for other adults to read (fellow teachers, administrators, parents, academics). Technical language should be used but well explained, and all formatting of references should adhere to APA guidelines (5th edition). The paper is due November 21.
## Midterm and Final Examinations

The midterm and the final exam will include short answer and essay components. The midterm will cover course information up to and including the exam date. The final exam will cover all information included in the course. Both exams will require that you make connections between and among the personal, practical, and professional realms of learning and experience addressed in readings and discussions.

### Evaluation Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>B++</td>
<td>88-92</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>C+++</td>
<td>78-82</td>
</tr>
<tr>
<td>C</td>
<td>74-77</td>
</tr>
<tr>
<td>F</td>
<td>&lt;74</td>
</tr>
</tbody>
</table>

### Evaluation Criteria:

**General information about grading:**

** Late submissions of assignments are unacceptable under normal circumstances. Each late submission will have an automatic point deduction by week equivalent to the loss of one letter grade.

** Written assignments (both weekly reflections and the research report) are final products that will be graded on both what is written (clarity, depth, insight) and how it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, neatness, and adherence to assignment guidelines will affect your grade. As an educator, high levels of competence not only in verbal but also in written communication with parents, administrators, and other educators are expected. Please use the resources around you to proofread and to edit your work. The Writing Lab (located in the Education Center Room 216) provides free, individualized help on all parts of the writing process.

### Resource Reading List:

- English Education
- *Handbook of literacy and technology: Transformations in a post-typographic world*
- *Handbook of research on teaching literacy through the communicative and visual arts*
- *Handbook of Reading Research*
<table>
<thead>
<tr>
<th>Attendance Policies:</th>
<th>Class attendance is crucial for a full understanding of course material because many of the topics and content will be taught and communicated by way of class demonstrations, class activities, and class discussions. Therefore, it is important that you attend class and that you come to class prepared. Furthermore, you need not only to be present, but also to participate in class discussions and activities. A student arriving to class fifteen or more minutes late will be counted absent. Students will be dropped from class for excessive absences. One's final grade will be lowered by ten percent for each absence after having missed one class meeting.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special consideration/agreements:</td>
<td>TBA</td>
</tr>
<tr>
<td>Honor System:</td>
<td>The Honor Code of the College of Charleston specifically forbids: <strong>Lying:</strong> knowingly furnishing false information, orally or in writing, including but not limited to deceit or efforts to deceive relating to academic work, to information legitimately sought by an official or employee of the College, and to testimony before individuals authorized to inquire or investigate conduct; lying also includes the fraudulent use of identification cards. <strong>Cheating:</strong> the actual giving or receiving of unauthorized, dishonest assistance that might give one student an unfair advantage over another in the performance of any assigned, graded academic work, inside or outside of the classroom, and by any means whatsoever, including but not limited to fraud, duress, deception, theft, talking, making signs, gestures, copying, electronic messaging, photography, unauthorized reuse of previously graded work, unauthorized</td>
</tr>
</tbody>
</table>
dual submission, unauthorized collaboration and unauthorized use or possession of study aids, memoranda, books, data, or other information. The term cheating includes engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

**Attempted cheating:** a willful act designed to accomplish cheating, but falling short of that goal.

**Stealing:** the unauthorized taking or appropriating of property from the College or from another member of the college community. Note also that stealing includes unauthorized copying of and unauthorized access to computer software.

**Attempted stealing:** a willful act designed to accomplish stealing, but falling short of that goal.

**Plagiarism:**
The verbatim repetition, without acknowledgement, of the writings of another author. All significant phrases, clauses, or passages, taken directly from source material must be enclosed in quotation marks and acknowledged either in the text itself or in footnotes/endnotes. Borrowing without acknowledging the source. Paraphrasing the thoughts of another writer without acknowledgement. Allowing any other person or organization to prepare work which one then submits as his/her own.

---

**Course Calendar:**

*List the dates, specific topics and assignments for each course meeting. This section should be specific enough to show the course content.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
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</thead>
<tbody>
<tr>
<td>*</td>
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</tbody>
</table>

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***In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to "reasonable accommodations." Please notify the instructor during the first week of class of any accommodations needed for the course.***
Proposal to Change a Graduate Course

Department: EDEE (EDEE 667 Curriculum Design)  
Graduate Program: Master of Education in Teaching, Learning and Advocacy

Will this course be cross-listed with an undergraduate or other graduate course?  □ YES  X NO  
*If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.*

Course change(s) will go into effect: Spring 2009

Change(s) desired:

1. Change in course description to reflect demands of a PreK – 12 curricular focus  
   Existing Description: An analysis of the relationship between the written curriculum, instructional models and the ways in which learners construct knowledge.  
   Proposed Description: This course will expand the candidate’s understanding of theories, issues, and practices of curriculum development. The course will examine the history of curriculum development in the United States and will identify educational, political, and social forces that have shaped curriculum. Students will identify reoccurring themes, major leaders in curriculum, and will gain an understanding of how curriculum is developed from the classroom to the national level. By examining their own understanding of curriculum, they will begin to conceptualize potential capstone projects.

2. Change in title to Curriculum Theory and Application  
   Justification for change(s) Changes are requested to better fit the requirements of a new M.Ed. program

Signature of Program Director:  
Date: 2/8/08

Date approved by the Department: 2/6/08

Signature of Department Chair:  
Date: 2/8/08

Signature of Schools’ Dean:  
Date: 2/8/08

If more space is needed for any section, please attach additional sheets to this form.
College of Charleston  
School of Education, Health, and Human Performance  
Course Syllabi

<table>
<thead>
<tr>
<th><strong>Course Name:</strong></th>
<th>Curriculum Design</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Course Prefix and Number:</strong></td>
<td>EDEE 667</td>
</tr>
<tr>
<td><strong>Course Term:</strong></td>
<td>TBA</td>
</tr>
<tr>
<td><strong>Credit Hours:</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Course Description:</strong></td>
<td>This course will expand the candidate’s understanding of theories, issues, and practices of curriculum development. The course will examine the history of curriculum development in the United States and will identify educational, political, and social forces that have shaped curriculum. Students will identify reoccurring themes, major leaders in curriculum, and will gain an understanding of how curriculum is developed from the classroom to the national level. By examining their own understanding of curriculum, they will begin to conceptualize potential capstone projects.</td>
</tr>
</tbody>
</table>


<table>
<thead>
<tr>
<th><strong>Course Objectives:</strong></th>
<th>Upon successful completion of the course, students should be able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. Discuss major themes in curriculum development in the United States; (SOE Standards 2 and 7; ETC 1, 2, and 3)</td>
</tr>
<tr>
<td></td>
<td>2. Discuss the major philosophical forces that underpin curriculum, and to identify his or her personal philosophy of curriculum development; (SOE Standards 1, 2, and 7; ETC 1, 2, and 3)</td>
</tr>
<tr>
<td></td>
<td>3. Identify significant curriculum leaders and discuss the impact each had on education in the United States; (SOE Standards 2 and 7; ETD 1, 2 and 3)</td>
</tr>
<tr>
<td></td>
<td>4. Develop an understanding of the content and the processes needed for curriculum development and implementation, with an understanding of the relationships between and among the disciplines; (SOE Standards 1, 2, 3, 6, and 7; ETC 1 and 2)</td>
</tr>
<tr>
<td></td>
<td>5. Develop an understanding of different types of evaluation and the role each one plays in the evaluation</td>
</tr>
</tbody>
</table>
of an instructional program; (SOE Standards 1, 2, 3, and 6; ETC 1 and 2)
6. Develop an understanding of current issues in the field of curriculum and relate them to political, economic, and historical forces; (SOE Standards 2, 4, and 7; ETC 1, 2 and 3)
7. Identify effective curriculum development models from the classroom to the national level. (SOE Standards 1, 2, 3, 4, 5, 6, 7; ETC 1, 2 and 3)

**Course Requirements and Description of Projects/Assignments:**

1. Students will read the textbook and will come to class prepared to discuss the questions at the end of each chapter as well as any of their own that are related to the issues presented in the text. Discussions should be thoughtful and should integrate current issues with ones discussed in each chapter.

2. A midterm and a final exam will be administered. Each will be in an essay format and will require students to synthesize and apply their learning.

3. A typed two page summary of a research article on a hot topic in the field of curriculum due the middle of the semester. The summary will include a one to two paragraph analysis of why this is a hot topic from an historical, economic, political, and/or social perspective.

4. A typed research paper on a person who has made a significant impact on the field of curriculum is due on late in the semester. The 7-9 page paper should include details to support his/her contributions and should address relevance to education today. The paper must incorporate a minimum of 6 credible sources (do not include textbooks) and must be typed in APA style.

**Evaluation Scale:**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>B+</td>
<td>88-92</td>
</tr>
<tr>
<td>B</td>
<td>83-87</td>
</tr>
<tr>
<td>C</td>
<td>74-77</td>
</tr>
<tr>
<td>F</td>
<td>&lt;74</td>
</tr>
</tbody>
</table>

**Evaluation Criteria:**

<table>
<thead>
<tr>
<th>Category</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>10</td>
</tr>
<tr>
<td>Midterm</td>
<td>20</td>
</tr>
<tr>
<td>Final</td>
<td>30</td>
</tr>
<tr>
<td>Summary</td>
<td>20</td>
</tr>
<tr>
<td>Research Paper</td>
<td>20</td>
</tr>
</tbody>
</table>

**Attendance Policies:**

*For a grade to be awarded, students must attend at least 85%*
of the class hours. Students may be withdrawn by the instructor for absences that exceed this limit.

Honor System:
The Honor Code of the College of Charleston specifically forbids:

**Lying:** knowingly furnishing false information, orally or in writing, including but not limited to
deceit or efforts to deceive relating to academic work, to information legitimately sought by an
official or employee of the College, and to testimony before individuals authorized to inquire or investigate conduct; lying also includes the fraudulent use of identification cards.

**Cheating:** the actual giving or receiving of unauthorized, dishonest assistance that might give one
student an unfair advantage over another in the performance of any assigned, graded academic work, inside or outside of the classroom, and by any means whatsoever, including but not limited to fraud, duress, deception, theft, talking, making signs, gestures, copying, electronic messaging, photography, unauthorized reuse of previously graded work, unauthorized dual submission, unauthorized collaboration and unauthorized use or possession of study aids, memoranda, books, data, or other information. The term cheating includes engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

**Attempted cheating:** a willful act designed to accomplish cheating, but falling short of that goal.

**Stealing:** the unauthorized taking or appropriating of property from the College or from another member of the college community. Note also that stealing includes...
unauthorized copying of and unauthorized access to computer software.
Attempted stealing: a willful act designed to accomplish stealing, but failing short of that goal.

**Plagiarism:**
The verbatim repetition, without acknowledgement, of the writings of another author. All significant phrases, clauses, or passages, taken directly from source material must be enclosed in quotation marks and acknowledged either in the text itself or in footnotes/endnotes. Borrowing without acknowledging the source. Paraphrasing the thoughts of another writer without acknowledgement. Allowing any other person or organization to prepare work which one then submits as his/her own.

---

**Course Calendar:**

*List the dates, specific topics and assignments for each course meeting. This section should be specific enough to show the course content.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
<td>*</td>
<td>*</td>
</tr>
</tbody>
</table>

***In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to "reasonable accommodations." Please notify the instructor during the first week of class of any accommodations needed for the course."
Proposal to Change a Graduate Course

Department: EDFS (EDFS 702: Research and Development Project)
Graduate Program: Master of Education in Teaching, Learning and Advocacy

Will this course be cross-listed with an undergraduate or other graduate course? □ YES □ NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course change(s) will go into effect: Fall 2009

Change(s) desired: Course hours be listed as 3, not 3-6; no other changes

Justification for change(s) Only 3 hours of credit will be given for this capstone project.

Signature of Program Director: [Signature] Date: 2-8-08
Date approved by the Department: 2-6-08
Signature of Department Chair: [Signature] Date: 2-6-08
Signature of Schools' Dean: [Signature] Date: 2-6-08

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education
Date: 9-3-2008
Signature of Chair of Grad Council
Date: 9-22-2008
Signature of the Faculty Secretary:
Date:

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Course Name: Research and Development Project (3)

Course Prefix and Number: EDFS 702
Course Term: 3
Credit Hours: 3
Course Prerequisites: Successful completion of EDFS 635 and 24 earned degree hours
Course Description: This course will guide and assist candidates in designing, implementing, and presenting their capstone projects. Candidates will complete in-depth study of an individually chosen topic under the guidance of the student’s advisor, the course instructor for review by a public presentation.

Course Text/Materials: Individualized texts and readings will be determined by candidate’s projects and their level of research development.

Course Objectives: The capstone project is meant to provide each MTLA graduate student with the experience of identifying a critical issue/need (pedagogical, curricular) or research question in education and formally proposing a project plan for addressing this need/question. The process of formally proposing a project will help successfully plan and implement the project and will be very much akin to that which they will experience in professional life as leaders in education within their community, school system, school district, state and/or region.

Course Requirements: Candidates will complete their approved capstone project and present the results at a professional meeting, teacher workshop and/or session of capstone presentations attended by graduate faculty and other interested parties.

Evaluation Scale:
The grading of the course will be as follows:

<table>
<thead>
<tr>
<th>Evaluation Criteria</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal complete by drop/add date</td>
<td>20%</td>
</tr>
<tr>
<td>Project completed and approved by advisor and committee</td>
<td>60%</td>
</tr>
<tr>
<td>Project results publically presented</td>
<td>10%</td>
</tr>
<tr>
<td>Participates in a collaborative, supportive manner in capstone class</td>
<td>10%</td>
</tr>
</tbody>
</table>

Class Activities: This course is structured to meet as a whole five times during the semester, and in small groups and individually with the instructor for the remainder of the classes.

If more space is needed for any section, please attach additional sheets to this form.

November 2007
1. Capstone Proposal Guidelines

Prior to formally writing the capstone proposal, each student must form a Capstone Committee of three (3) members that includes two (2) members of the MTLA graduate program faculty. Two of these members must be from the School of Education, Health and Human Performance. If applicable, the third member must be a full-time staff member from the project/program host institution who is familiar with the topic of study.

The formal project proposal should contain the following sections:

**Cover page**, which includes a descriptive project title, the author's name, and contact information, and a place for the project advisor, co-advisor and the program director's signature/date of approval of the proposal.

**Abstract** – This is a concise statement (500 words) that summarizes the goals and objectives for the project, the project’s intellectual merit, the population affected by the project, and the anticipated outcomes.

**Introduction** – In this section the student should address the intellectual merit of the project. This discussion should include the aspect/problem/issue in education that is the focus of the project, and what is the need for reform or change or research. How can your project make a difference? The community (public, families, teachers and/or students) impacted by the project, and if applicable, the need for research/change/reform among this population. Again, how might your project make a difference? The evidence that reform/change or research into the proposed area is needed. This part of the introduction should provide a brief (1-2 pages) review of the pertinent literature.

**Project Goals and Objectives** – In this section of the capstone proposal the student should address: The overarching goals for the project; The incremental objectives that will be met along the way to achieve these goals; A description of the project plan and how the project goals and objectives will be met; A project timetable for completion of each aspect (incremental objective) of the project; How the project relates to, and/or goes beyond or enhances/extends the South Carolina curriculum standards if applicable.

**Anticipated Outcomes**

What will be the anticipated product (curriculum, teaching resources, research, etc.) of your capstone project? How will you know if the product has met your capstone project's goals? How will your product or research findings be disseminated to the education professionals, families and communities impacted by your project?

**Literature Cited**

A literature cited section must be included. All literature should be cited using APA style formatting and should include parenthetical citations.

2. Peer Reviews: Students will share their proposals with class members. They will review, edit, and critique each other’s work.

3. Individualized Meetings: Students will have individual or group
appointments, either in person or on the phone, with the instructor in the weeks the whole group does not meet.

4. **Project Completion**: Students will complete their project.

5. **Project Presentation**: Students will prepare a professional presentation of their project. This will include both an oral and visual component.

**Evaluation Criteria:**

Grades are figured in the SEHHP as follows:

- A = 93-100
- B+ = 88-92
- B = 83-87
- C+ = 78-82
- C = 77-74
- F = <74

**Attendance Policies:**

*Attendance is governed by the EHHP's policy. For a grade to be awarded, students must attend at least 85% of the class hours. Students may be withdrawn by the instructor for absences that exceed this limit.*

---

**Tentative Course Calendar**

<table>
<thead>
<tr>
<th>Date</th>
<th>Meeting Type</th>
<th>Topic(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Whole Group</td>
<td>Proposal requirements; guidelines; research questions; time-lines</td>
</tr>
<tr>
<td>Week 2</td>
<td>Small groups depending on topics</td>
<td></td>
</tr>
<tr>
<td>Week 3</td>
<td>Whole Group</td>
<td>Peer and Instructor proposal review and edit</td>
</tr>
<tr>
<td>Week 4</td>
<td>Individualized instruction</td>
<td>Proposals Completed, signed and given to instructor</td>
</tr>
<tr>
<td>Week 5</td>
<td>*Individualized instruction</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>*Individualized instruction</td>
<td></td>
</tr>
<tr>
<td>Week 7</td>
<td>*Individualized instruction</td>
<td></td>
</tr>
<tr>
<td>Week 8</td>
<td>*Individualized instruction</td>
<td></td>
</tr>
<tr>
<td>Week 9</td>
<td>Whole Group</td>
<td>Proposal status and review; presentation formats; power points; presentation boards; dissemination of results to appropriate constituents</td>
</tr>
<tr>
<td>Week 10</td>
<td>*Individualized instruction</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>*Individualized instruction</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>*Individualized instruction</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>*Individualized instruction</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Individualized instruction</td>
<td>Projects complete</td>
</tr>
<tr>
<td>Week 15</td>
<td>Whole Group</td>
<td>Presentation practice</td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td>-----------------------</td>
</tr>
</tbody>
</table>

* Instructor reserves the right to require whole group or small group meeting as need indicates. One week notice will be given.

***In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed for the course.
Proposal to Change a Graduate Course

Department: EDFS (EDFS 705: Evaluation of Developmental Field Based Experience)
Graduate Program: M.Ed. in Teaching, Learning and Advocacy

Will this course be cross-listed with an undergraduate or other graduate course? ☐ YES ☐ NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course change(s) will go into effect: May Evening 2010

Change(s) desired:

Title: From- Evaluation of Developmental Field Based Experience. To - Reflective Practice and Professional Development

Catalog description: This course is an intensive study of the process of developing a framework for guiding graduate study within the context of a public school classroom environment. Focus is on developing a professional portfolio in progress that integrates personal questions about classroom practice and student learning with professional teaching standards and educational research in the areas of portfolio assessment, teacher as researcher, and teacher as reflective practitioner.

Proposed Description: This course, an intensive study of how professional frameworks guide educators' professional development, focuses on knowledge and skills linking ongoing reflective practice to improve pedagogy, student outcomes and professionalism. Educational research in the areas of portfolio assessment, teacher as researcher, and teacher as reflective practitioner is emphasized.

Justification for change(s)

The title change more clearly communicates the courses intent to the audience. The catalog description better reflects the main elements of the course and removes the linkage to the required capstone in the dissolved M.Ed. program in special education. The description more clearly articulates the original intent of the course to meet the needs of all educators.

Signature of Program Director: ___________________________ Date: 2-8-08
Date approved by the Department: ___________________________ Date: 2-6-08
Signature of Department Chair: ___________________________ Date: 2-6-08
Signature of Schools' Dean: ___________________________ Date: 2-6-08

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education

Date: 9-3-2008

Signature of Chair of Grad Council: ___________________________ Date: 9/22/08
Signature of the Faculty Secretary: ___________________________ Date: ___________________________
EDFS 705
Reflective Practice and Professional Development

Instructor: xxxxxx
Credit Hours: 3 graduate credit hours

Texts:
Sagor, R. (2000). Guiding school improvement with action research. Association for Curriculum and Development

Required Readings Six selected articles.

Course Description: This course is an intensive study of the process of developing a framework for guiding professional development of practicing educators within the context of a public school classroom environment which includes development of knowledge and skills to support ongoing application of reflective practice to improve pedagogy, student outcomes and professionalism. Focus is on the integration of personal questions about classroom practice and student learning with professional teaching standards (NCLB and others) and educational research in the areas of portfolio assessment, teacher as researcher, and teacher as reflective practitioner.

Course Objectives: By the end of the course, the student will:

<table>
<thead>
<tr>
<th>Objective</th>
<th>SOE Standard (SOES) and SOE Dispositions (SOED)</th>
<th>Measured by</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate understanding of the purpose and content of professional teaching standards as a framework for analysis of professional practice and development.</td>
<td>SOES II, VI SOED 8</td>
<td>Professional Reading Analysis 1,2,3 Standards Analysis</td>
</tr>
<tr>
<td>2. Discuss the professional literature as it relates to the use of portfolios in professional development in order to synthesize a personal understanding of how the portfolio will be used to evaluate one’s own professional practice.</td>
<td>SOES II, SOED 5, 4</td>
<td>Professional Reading Analysis 1,2,3</td>
</tr>
<tr>
<td>3. Evaluate one’s practice based on standards and establish measurable goals for professional growth and development integrating development of professional skills and demonstrated impact on students.</td>
<td>SOES II, VI SOED 4,5</td>
<td>Standards Analysis Guiding Questions Professional Goals and Evaluation plan.</td>
</tr>
<tr>
<td>4. Analyze and Evaluate the professional literature related to the purposes of reflection, and the developmental stages of reflective practice</td>
<td>SOES VI</td>
<td>Professional Reading Analysis Final Exam</td>
</tr>
</tbody>
</table>
5. Discuss the elements, requirements and purposes of Action Research as a tool for professional development.  SOES II  Professional Reading Analysis 1,2,3
6. Compare the elements of portfolio development, reflective practice and action research and articulate the relationships between the three.  SOES II  SOED 5,4  Professional Reading Analysis 1,2,3  Final Exam
7. Demonstrate use of the professional writing process in drafting, analyzing, editing and revising reflective professional essays.  SOED 8  Descriptive, Reflective and Analytical Essays

Learning Activities and Assignments

1. Professional Readings with Oral Summary and Analysis (90 points)

Students will each read, summarize, and present six journal articles related to the research base for the course. Summary outlines will be prepared for distribution to classmates. Oral presentation must be DIFFERENT from the outline, incorporating the content but not just reading your handout. Subsequent discussion of articles will group members will result in your ability to analyze and synthesize an understanding of each issue.

2. “Burning Questions” (included in final grading of capstone completion plan)

Each student will create a bank of questions about areas of professional practice that impact student learning. These questions will be tied to professional standards and will include possible ways to “study”, “answer”, “document” etc the field based response to the questions during Master’s study. (included in Capstone Completion Plan)

3. Standards Analysis (30 points)

Students will investigate and analyze the content of one set of professional standards used in the teaching profession. The student will assess their competency in relation to the set of standards which guide the content of their profession, their professional goals or selected area of graduate study.

7. Self-assessments (20 points)

Students will complete self-assessment activities for inclusion for use in the development of their burning questions, reflective essays and capstone completion plan.

8. Capstone Completion Plan. (50 points)

Students will write a plan for the completion of their capstone project. The plan will incorporate guiding or burning questions, the research base to build, the standards that guide the project, and the selected capstone. The written description must demonstrate how the student will incorporate the elements of teacher reflection, evidence collection, assessment and elements of action research.

9. Final Exam. (90 points)

Students will complete a written final examination addressing the use of professional terminology in relation to professional development incorporating portfolios, reflection practice and action research.

10. Class Attendance and Participation in class activities (10 points)

Grading

Demonstration of formative work on the portfolio combined with the final portfolio presentation will make up 50 percent of your grade. Each of the other assignments will be weighted equally and will make up the other 50 percent of your grade. It is expected that all students in this class will work to
make a grade in the A-B range. C range work will be considered at risk for successful completion of the master's program.

10 points  In class Writing: Reflections and Essays
50 points  Out of class Reflective Essays
90 points  Article Outlines/Presentations
50 points  Standards, Dispositions and other Self Assessments
50 points  Capstone Completion Plan
90 points  Final Examination
10 points  Class Attendance and participation

The college/university grading scale will be used.

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
<td>4.0 superior</td>
</tr>
<tr>
<td>B+</td>
<td>88 - 92</td>
<td>3.5 very good</td>
</tr>
<tr>
<td>B</td>
<td>83 - 87</td>
<td>3.0 good</td>
</tr>
<tr>
<td>C+</td>
<td>78 - 82</td>
<td>2.5 fair</td>
</tr>
<tr>
<td>C</td>
<td>74 - 77</td>
<td>2.0 acceptable</td>
</tr>
</tbody>
</table>

For degree seeking candidates in the ___________ program Performance data will be collected. In this course, these data will be collected from __________ of the requirements listed above. These data will be reported to our accreditation organization, the ____________, in aggregate form only.

Projected Class Schedule (Instructor reserves the right to modify as needed)

<table>
<thead>
<tr>
<th>Class Date</th>
<th>Topic</th>
<th>Readings and Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1 May 15 5:30-7:00</td>
<td>Mapping our Collective Journey: Professional Development in Action Reflection, Portfolios and Action Research</td>
<td>Enhancing Professional Practice p. 1-28 What it means to me to be a master teacher...</td>
</tr>
<tr>
<td>May 17 5:30-8:30</td>
<td>Making the Connection: Linking Standards and Dispositions with Practice</td>
<td>Enhanced Professional Practice. 39-50 Assigned Set of Professional Standards and associated website</td>
</tr>
<tr>
<td>Week 2 May 22</td>
<td>Standards and Dispositions: Vehicles for Professional Development</td>
<td>Standards Self Assessment, Dispositions Assessments, and Discussion Due at Thursday's class</td>
</tr>
<tr>
<td>May 24 5:30-8:30</td>
<td>The Portfolio as an Assessment Tool for Professional Practice</td>
<td>Discussion of Your Program's conceptual Framework and Related Standards Professional Readings provided in class.</td>
</tr>
<tr>
<td>Week 3 May 29 5:30-7:00</td>
<td>Purposes of Professional Portfolios and how they are used in professional development</td>
<td>Professional Readings Article Analysis Due: Portfolios</td>
</tr>
<tr>
<td>Can we meet earlier?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>May 31 5:30-8:30</td>
<td>The tools of Reflection: Writing Descriptively</td>
<td>Bring in an artifact: Practice with descriptive writing</td>
</tr>
<tr>
<td>Week 4 June 5 5:30-8:30</td>
<td>Teacher as Reflective Practitioner</td>
<td>Your Burning Questions</td>
</tr>
<tr>
<td>Date</td>
<td>Time</td>
<td>Topic</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>----------------------------------------------------------------------</td>
</tr>
<tr>
<td>June 7</td>
<td>5:30-8:30</td>
<td>Teacher as Reflective Practitioner</td>
</tr>
<tr>
<td>Week 5</td>
<td>June 12</td>
<td>Teacher as Researcher: Investigating Questions that Inform your Practice and Reflect your passion Writing Analytically</td>
</tr>
<tr>
<td>June 14</td>
<td>5:30-8:30</td>
<td>Action Research: a tool for Studying your Practice</td>
</tr>
<tr>
<td>Week 6</td>
<td>June 19</td>
<td>Making the link between Action Research and Reflective Practice</td>
</tr>
<tr>
<td>June 21</td>
<td></td>
<td>Developing Your Capstone Completion Plan</td>
</tr>
<tr>
<td>Week 7</td>
<td>June 26</td>
<td>Review for the final Presentation of Capstone Completion Plans</td>
</tr>
<tr>
<td>Final EXAM</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Proposal to Change a Graduate Course

Department: EDFS (EDFS 711: Educational Procedures for Exceptional Children in the Regular Classroom)
Graduate Program: Master of Education in Teaching, Learning and Advocacy

Will this course be cross-listed with an undergraduate or other graduate course?  □ YES  □ NO

If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course change(s) will go into effect: Summer 1 2009
Change(s) desired: Change course name to: Differentiating Instruction to Meet the Needs of Diverse Learners

Existing Description: A course designed for general education teachers, both elementary and secondary. Educational strategies to meet the challenges of students, including those with disabilities, who require additional attention in the regular classroom. Emphasis is on individualization of instruction.

Proposed Description: This course is designed for general and special educators to meet the needs of students in inclusive classrooms (preK-12). Teachers learn how to differentiate instruction to meet the needs of students who are performing in ranges from gifted to significantly below average. This course, strategies for all learners, and examines the over and under identification of racial and ethnic minorities in special and gifted education programs.

Justification for change(s) The change in name and description more accurately describes the course content in relationship to the new degree.

Signature of Program Director: [Signature] Date: 2-8-08
Date approved by the Department: 2-6-08
Signature of Department Chair: [Signature] Date: 2/4/08
Signature of Schools' Dean: [Signature] Date: 2-6-08

Return form to the Graduate School Office for Further Processing.

Signature of Chair of the Faculty Committee on Graduate and Continuing Education
[Signature] Date: 9-3-2008
Signature of Chair of Grad Council: [Signature] Date: 9/22/08
Signature of the Faculty Secretary: ______________________________ Date: __________________

If more space is needed for any section, please attach additional sheets to this form.

November 2007
College of Charleston  
School of Education, Health, and Human Performance  
Course Syllabi

| Course Name: | Current Course Title: EDFS 711 Educational Procedures for Exceptional Children in the Regular Classroom  
Proposed New Course Title: EDFS 711 - Differentiating Instruction to Meet the Needs of Diverse Learners |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number:</td>
<td>EDFS 711</td>
</tr>
<tr>
<td>Course Term:</td>
<td>Fall, Spring or Summer term – based on enrollment numbers in program (primary and secondary sections of the course may be developed later depending on student interest in the program)</td>
</tr>
<tr>
<td>Credit Hours:</td>
<td>3 graduate credit hours</td>
</tr>
<tr>
<td>Course Description:</td>
<td>This course is designed to address the needs of general and special educators attempting to meet the needs of students in inclusive classrooms (preK-12). Graduate students will learn how to differentiate instruction to meet the needs of students who are performing in ranges from gifted, above average, average, below average, and significantly below average in the general classroom setting. Models of co-teaching and evidence-based practices for meeting the needs of students with and without disabilities will be explored. Specifically, this course is designed to provide teachers with strategies to meet the needs of all learners. Finally, this course will examine the over and under identification of racial and ethnic minorities in special and gifted education programs.</td>
</tr>
</tbody>
</table>
Outside Readings:  
Articles as assigned by instructor  

Excerpts from:  
| Course Objectives: | 1. Demonstrate the ability to remember, understand and apply knowledge of students with varying cognitive & learning abilities to classroom instruction (includes ability to recognize potential special needs [strengths/deficits] of students and the process for accessing services in |
2. Demonstrate the ability to remember, understand and apply knowledge of students with & without disabilities served in inclusive classroom environments—unit standards I; CEC standards 1, 2, & 3
3. Identify the historical and philosophical basis for individualized education for all learners and inclusion of students with special learning needs. Compare the concepts of mainstreaming, inclusion, and least restrictive environment (LRE)—unit standards I, III; CEC standard 1
4. Remember and understand (includes the ability to identify and describe) laws and services for students with special needs with an emphasis on the Individuals with Disabilities Act (IDEA) and its amendments—unit standard II; CEC standard 1
5. Analyze and evaluate current co-teaching practices in public school systems (includes demonstrating an understanding of collaborative strategies necessary to enhance working relationships with professionals and families facilitating successful inclusion practices)—unit standards I & VI; CEC standards 1, 5 & 6
6. Demonstrate an understanding of the procedures necessary for successful inclusion & differentiation of instruction for students with & without special needs (includes an analysis of educational strategies designed to meet the needs of diverse learners)—unit standards I, II, III, IV, V, VI, VII; CEC standards 1, 2, 3, 4, 5, 6, 7, 8, 9 & 10
7. Analyze and evaluate an educational setting “designed” to meet the needs of students served in inclusive classrooms—unit standards I, II, III, VI; CEC standards 1, 2, 3, 4, 5, 6, 7, 8, 9 & 10
8. Create a plan for implementing inclusion and differentiated instruction to meet the needs of all students served in a selected preK-12 classroom (include resources and agencies that may need to be addressed for implementing plan of instruction)—unit standards I, II, III, IV, V, VI, VII; CEC standards
9. Demonstrate an understanding of the impact of inclusive practices on individuals with and without disabilities (including parent/family perceptions); Discuss/describe the influence of culture and language on students served in inclusive environments—unit standards I, V; CEC standards 1, 2, 3, 4, 5, 6, 7, 8, 9 & 10
10. Remember and understand (as shown by describing) the impact of over and under identification of racial and ethnic minorities in special and gifted educational programs—unit standard VI; CEC standards 1, 2, 3, 5, 6, 8 & 9
11. Describe principles of effective inclusion and universal design for learning (UDL)—unit standards I, II, VII; CEC standards 1, 3& 4
12. Demonstrate proficiency with technology as it relates to web-based discussions, writing, and presentations—unit standard V; CEC standard 7.

<table>
<thead>
<tr>
<th>Course Requirements:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstration of School of Education Dispositions</td>
<td></td>
</tr>
<tr>
<td>2. Completion of all assigned readings,</td>
<td></td>
</tr>
<tr>
<td>3. Completion of all assignments, projects, and field experience hours.</td>
<td></td>
</tr>
<tr>
<td>4. Demonstrate proficiency with technology (WebCT, PowerPoint, etc.)</td>
<td></td>
</tr>
</tbody>
</table>
Description of Projects/Assignments:

Learning Activities and Associated Point Values:

WebCT-based discussions of readings
100
Observation and evaluation of inclusion site (possibly video-based)
25
Case study analysis and research paper of instructional practices in inclusion (presentation)
75
Instructional plan of action in co-teaching/differentiation (presentation)
100
Parent interview concerning inclusive practices (presentation)
50
Teacher(s) interview concerning inclusive practices (presentation)
50
Content area tests (2 @ 25 points each)
50
Total points possible
450

Learning Activity Description:

1. WebCT-based discussions of readings: Each student will read assigned readings and post answers to questions (as assigned). After posting his/her responses, students will begin a discussion with a peer and/or the instructor as to the content addressed in one question.

2. Observation and evaluation of inclusion site (possibly video-based): Each student will either directly observe and evaluate an inclusion site in a K-12 setting or view a video depicting inclusion. He/she will note teacher and student behaviors during the observation and document his/her impressions of inclusive practices depicted.

3. Case study analysis and research paper of instructional practices in inclusion (presentation): Each student will read a case study and conduct research an area of instruction (reading, math, behavior, content area, fine arts, organizational skills, etc.) and then write a paper describing the case study and research-based practices supported by evidence (data) meeting the needs of students served in inclusive classrooms. After writing this paper, students will share their papers with peers demonstrating proficiency with technology.

4. Instructional plan of action in co-teaching/differentiation (presentation): Each student will create an instruction plan for implementing co-teaching/differentiated instruction for students served in inclusive classrooms. The plan will include: time needed for collaboration, resources necessary (including administrator support), instructional techniques, grouping for instruction, assessment ideas, universal design for instruction, AND how each teacher will incorporate their plan into future instructional practices. After developing instructional plans, each
student will present his/her plan to the class demonstrating proficiency with technology.

5. Parent interview concerning inclusive practices (presentation): Each student will contact a parent of a student with or without a special need and conduct an interview of his/her perception of inclusive practices currently in place in K-12 classrooms. After completing the interview, students will share their results with the class in a manner that demonstrates proficiency with technology.

6. Teacher(s) interview concerning inclusive practices (presentation): Each student will contact a teacher working in a K-12 classroom and interview him/her concerning his/her perception of inclusive practices currently in place in K-12 classrooms. After completing the interview, students will share their results with the class in a manner that demonstrates proficiency with technology.

7. Content area tests (2 @ 25 points each): Two tests will be given during the course. The tests will be application type questions, multiple choice, short answer and/or essay based on case studies in inclusion.

| Evaluation Scale: | The School of Education, Health and Human Performance Grading Scale for Graduate Students will be used in this course.
|                  | A= 93-100
|                  | B+= 88-92
|                  | B = 83-87
|                  | C+ = 78-82
| Evaluation Criteria: | Expectations and Requirements:
|                    | Policies and procedures from the College of Charleston, School of Education, Health and Human Performance will be in effect for this course. As a graduate student, you are expected to be prepared to participate in class discussions and activities. Attendance is essential for successful completion of this course. In event of an absence, you are responsible for material missed. If you miss a class, you should contact the instructor for direction.
|                    | Assignments should be turned into the instructor by the due date unless other arrangements have been made with the instructor prior to this date. If an assignment is turned in late, it will be at the instructor’s discretion whether or not to accept the assignment.
|                    | Assignment rubrics will be developed and/or revised prior to the first course meeting each semester and distributed to students during the first course meeting.


Savage, R. (2006, July—September). Effective early reading instruction and
inclusion:


<table>
<thead>
<tr>
<th>Attendance Policies:</th>
<th>For a grade to be awarded, students must attend at least 85% of the class hours. Students may be withdrawn by the instructor for absences that exceed this limit.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special consideration/agreements:</td>
<td>Students with identified disabilities and found eligible for accommodations through the College of Charleston SNAP office will receive designated accommodations.</td>
</tr>
<tr>
<td>Honor System:</td>
<td>The Honor Code System applied by the College of Charleston will be in effect for this course.</td>
</tr>
<tr>
<td>Performance Data:</td>
<td><em>This section may or may not be needed for individual programs. It can also be adjusted for individual program needs. Performance data will be collected on candidates enrolled in the undergraduate/graduate special education programs using rubrics. These data will be collected from assignments (specify assignments) to demonstrate competence. These data will be reported to our accreditation organization in aggregate form only.</em></td>
</tr>
</tbody>
</table>

**Course Calendar:**

*This course will be taught in Summer 1 – 2008. The following schedule depicts the schedule for this semester.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| June 3 | Face-to-face meeting  
Overview of syllabus, rubrics and course format (WebCT training) | Read for 6-4-08 chapter 1 |
| June 4 | Online discussion  
Understanding Inclusion & Models of Co-teaching | Read for 6-5-08 chapter 2 |
| June 5 | Online discussion  
Understanding the diverse educational strengths and challenges students with disabilities | Read for 6-6-08 chapter 3 |
<p>| June 6 | Face-to-face meeting | Read for 6-9-08 chapter 4 |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Activity Description</th>
<th>Assignment/Reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>June 9</td>
<td>Face-to-face meeting Presentations of Parent Interview Creating collaborative relationships and fostering communication</td>
<td>Read for 6-10-08 chapter 5</td>
</tr>
<tr>
<td>June 10</td>
<td>Online discussion Creating an environment that fosters acceptance and friendship (includes methods for reducing stereotyping and discrimination)</td>
<td>Read for 6-11-08 chapter 6</td>
</tr>
<tr>
<td>June 11</td>
<td>Online discussion Creating successful transitions to inclusive settings (includes successful transition to and from inclusive settings as well as school to career paths)</td>
<td>Read for 6-12-08 chapter 7</td>
</tr>
<tr>
<td>June 12</td>
<td>Online discussion Creating a classroom environment that promotes positive behavior</td>
<td>Prepare Presentations of Teacher Interview for 6-13</td>
</tr>
<tr>
<td>June 13</td>
<td>Face-to-face meeting Presentations of Teacher Interview 6-13 Supporting positive behavior (includes functional behavior assessment component) continued…</td>
<td>Read for 6-17-08 chapter 8 Review for test #1 on 6-16-08</td>
</tr>
<tr>
<td>June 16</td>
<td>Face-to-face meeting Test #1 Differentiating instruction for diverse learners</td>
<td>See above for 6-17-08 reading</td>
</tr>
<tr>
<td>June 17</td>
<td>Online discussion Differentiating instruction for diverse learners</td>
<td>Read for 6-18-08 chapter 9</td>
</tr>
<tr>
<td>June 18</td>
<td>Online discussion Differentiating large and small group instruction</td>
<td>Read for 6-19-08 chapter 10</td>
</tr>
<tr>
<td>June 19</td>
<td>Online discussion Differentiating reading, writing and spelling instruction</td>
<td>Read outside reading for 6-20-08</td>
</tr>
<tr>
<td>June 20</td>
<td>Face-to-face meeting Differentiating ELA instruction</td>
<td>Prepare Presentations of Research Paper For 6-23</td>
</tr>
<tr>
<td>June 23</td>
<td>Face-to-face meeting Presentations of Research Paper 6-23 Differentiating ELA instruction</td>
<td>Read for 6-24-08 chapter 11</td>
</tr>
<tr>
<td>June 24</td>
<td>Online discussion Differentiating math, science, and social studies instruction</td>
<td>Read outside reading for 6-25-08</td>
</tr>
<tr>
<td>June 25</td>
<td>Online discussion Differentiating math, science, and social studies instruction</td>
<td>Read for 6-26-08 chapter 12</td>
</tr>
<tr>
<td>June 26</td>
<td>Online discussion Evaluating student progress and the effectiveness of your inclusion program (includes assessment of strategies used to enhance successful learning for)</td>
<td>Read outside reading for 6-27-08 Prepare Presentations of Instruction Plan for 6-27</td>
</tr>
<tr>
<td>Date</td>
<td>Event Description</td>
<td>Notes</td>
</tr>
<tr>
<td>-----------</td>
<td>------------------------------------------</td>
<td>--------------------------------------</td>
</tr>
<tr>
<td>June 27</td>
<td>Face-to-face meeting</td>
<td>Read outside reading for 6-30-08</td>
</tr>
<tr>
<td></td>
<td>Presentations of Instructional Plan 6-27</td>
<td></td>
</tr>
<tr>
<td>June 30</td>
<td>Online discussion</td>
<td>Review for test #2 on 7-1-08</td>
</tr>
<tr>
<td></td>
<td>Models of Co-teaching—reviewed</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Review for test #2</td>
<td></td>
</tr>
<tr>
<td>July 1</td>
<td>Face-to-face meeting</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wrap-up &amp; debrief</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Test #2</td>
<td></td>
</tr>
</tbody>
</table>

***In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed for the course.***
To Whom It May Concern:

The Department of Mathematics supports the Department of Computer Science’s proposal to change the requirement for the BS in Computer Science concerning the mathematical course work. I’ve looked over the proposal and shared it with the faculty in my department.

Please feel free to contact me if you have questions.

Sincerely yours,

Robert Mignone, Chair
Department of Mathematics
Department: School of Education, Health and Human Performance
Graduate Program: Master of Education in Teaching, Learning and Advocacy

Course Number & Title: MTLA XXX Critical Issues in Contemporary Education
Total hours/week: 3
Number of Credits: 3 Lectures: yes Lab: no

Will this course be cross-listed with an undergraduate or other graduate course? □ YES X NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course will first be offered fall 2009

Catalog description (Please limit to 50 words):
This course explores issues impacting children and youth, comparing those from urban, suburban, and rural settings. It introduces candidates to critical theory as a lens through which they can evaluate current school policies and practices.

Prerequisites (or other restrictions) Admission to graduate program

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

a. What are the goals and objectives of the course?
Upon successful completion of the course, the student will:

1. demonstrate professional knowledge about current research, trends, and issues related to current school policies and practices comparing those from urban, rural and suburban settings.

2. apply professional knowledge of race, gender and class to critical issues using skills of inquiry, synthesis, and analysis.

3. use comprehension of the course content as a vehicle for critical thinking, reasoning, and effective argument

4. discuss orally and in written form some of the most significant issues in current school policies and practices and their application to students in the public schools.

5. student will become informed in legal, instructional, social, and organizational issues as a result of the activities in class.

b. How does the course support the mission statement of the department and the organizing principles of the graduate program?

If more space is needed for any section, please attach additional sheets to this form.

November 2007
This course supports the mission of the SOE as it addresses a diverse and complex community of learners, by understanding and valuing the learner, taking a critical look at school environments (urban, rural and suburban schools), and engaging in reflective inquiry regarding the teacher’s role as a professional.

Are other departments affected by this course?  □ YES  X NO
(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program?  □ YES  X NO  If yes, at what institution?

Method of teaching:
Seminar

If more space is needed for any section, please attach additional sheets to this form.
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course.

   None – see attached CHE Program Planning Summary

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

   None – see attached CHE Program Planning Summary

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

Minimal – see attached CHE Program Planning Summary

   a. Staff

   b. Budget

   c. Library

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: Mike V. Buckley Date: 2-8-08

Signature of Department Chair: [Signature] Date: 3/1/08

Additional Chair’s Signature*: [Signature] Date: 3/7/08

Signature of Schools’ Dean: [Signature] Date: 2-6-08

Additional Schools’ Dean Signature*: [Signature] Date: [Signature] Date: [Signature]

Signature of the Provost: Beverly Drainard Date: 4/1/08

Signature of Budget Director**: [Signature] Date: 4-5-08

*For interdisciplinary courses. **Business Affairs Office

Signature of Chair of the Faculty Committee on Graduate and Continuing Education [Signature] Date: 5-6-08

Signature of Chair of Grad Council: Amy Shannon McCandless Date: 9/12/08

Signature of the Faculty Secretary: [Signature] Date: [Signature]

If more space is needed for any section, please attach additional sheets to this form.

November 2007
School of Education, Health, and Human Performance
Course Syllabus

Critical Issues in Contemporary Education
MTLA
3 (No lab)
None

Catalog Description
This course explores issues impacting children and youth, comparing those from urban, suburban, and rural settings. It introduces candidates to critical theory as a lens through which they can evaluate current school policies and practices.

How does this course support the mission statement?
This course supports the mission of the SOE as it addresses a diverse and complex community of learners, by understanding and valuing the learner, taking a critical look at school environments (urban, rural and suburban schools), and engaging in reflective inquiry regarding the teacher’s role as a professional.

Course Description
This course explores the effect of policy on the lives and learning of children and youth. It turns this understanding toward advocating for better school and classroom experiences for children and youth. Students examine their own practice as well as policies and procedures through the lens of advocacy.


If more space is needed for any section, please attach additional sheets to this form.
issues in education. Guilford, CT: MacGraw Hill.


**Course Objectives:**

Upon successful completion of the course, the student will:

1. Demonstrate knowledge about current research, trends, and issues related to current school policies and practices comparing those from urban, rural and suburban settings (ACEI III; SOE III).

2. Engage in reflective inquiry and demonstrate professional knowledge of race, gender and class as relative to critical issues (SOE VII; NAEYC I).

3. Use comprehension of the course content as a vehicle for critical thinking, reasoning, and effective argument (SOE II).

4. Discuss orally and in written form some of the most significant issues in current school policies and practices and their application to students in the public schools (SOE VII; ACEI V).

5. Students will become informed in legal, instructional, social, and organizational issues as a result of the activities in class (NAEYC Standard V; SOE IV).

**Course Requirements:**

<table>
<thead>
<tr>
<th>Class participation</th>
<th>15%</th>
</tr>
</thead>
<tbody>
<tr>
<td>3 Reflective papers</td>
<td>45%</td>
</tr>
<tr>
<td>Book critique</td>
<td>10%</td>
</tr>
<tr>
<td>Policy brief and presentation</td>
<td>15%</td>
</tr>
<tr>
<td>Final Exam</td>
<td>15%</td>
</tr>
</tbody>
</table>

**Description of Class Participation** Class participation is a vital element of this course. As candidates develop their critical thinking, analysis,

If more space is needed for any section, please attach additional sheets to this form.
Projects/Assignments: and advocacy for ideas and positions. They are expected to engage in thoughtful and respectful dialogue with classmates. They are expected to come to class with readings completed, ready to discuss.

Reflective Papers You will submit three 2-3 page typed reflection papers on current issues of your choice. Each paper should explore a policy (practice or procedure) which impacts on children or youth.

Book critique You will be provided with a list of books which address critical issues. You will choose one book and write a 4-5 page essay critiquing the book in relation to your experience working with children or youth in the Lowcountry and in light of classroom discussions.

Policy brief and presentation. In groups of 3-4 you will identify a policy, trace its roots, investigate its impact on children or youth. Each team will prepare a policy brief (5-7 pages) outlining the policy and your position on it. In addition the team will prepare a presentation to a mock school board supporting or opposing the policy.

Evaluation Scale:

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100%</td>
</tr>
<tr>
<td>B+</td>
<td>88 – 92%</td>
</tr>
<tr>
<td>B</td>
<td>83 – 87%</td>
</tr>
<tr>
<td>C+</td>
<td>78 – 82%</td>
</tr>
<tr>
<td>C</td>
<td>74 – 77%</td>
</tr>
<tr>
<td>F</td>
<td>73 and below</td>
</tr>
</tbody>
</table>

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Evaluation Criteria:

Resource Reading List:

Attendance Policies: Your presence is required in each class. If you are absent more than two times 3 points per additional unexcused absence will be deducted from your final grade average. Excused absences may be granted for: Documented Candidate illness reported by Campus Wellness Center or written notice from an off-campus health professional, Death in the family or of a close friend, Candidate hospitalized, Documented personal tragedy, Documented athletic events, and other. If you are not present when the roll is called and choose to enter class late, you are considered tardy. Being tardy two times equal one absence. Candidates will not be withdrawn for excessive absents, but will lose points as per stated above.

Special consideration/agreements: Course instructor follows the College of Charleston ADA regulations

Honor System: See the most current issue of the College of Charleston Student Handbook Academic Honor system.

Course Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td>Introduction and Syllabus</td>
</tr>
<tr>
<td>Week 2</td>
<td></td>
<td>Selection of Readings and seminar planning groups</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Learning Community Development</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Techniques for effective seminar leadership and facilitation</td>
</tr>
<tr>
<td>Week 3</td>
<td></td>
<td>Discussion of Projects</td>
</tr>
<tr>
<td>Week 4</td>
<td></td>
<td>Reflective Paper #1</td>
</tr>
</tbody>
</table>

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Week 5  Book Critique #1  
Week 6  Seminar Groups  
Week 7  Midterm Exam  
Week 8  Reflective Paper #2  
Week 9  Book Critique #2  
Week 10  Group 1 Policy Brief Presentation  
Week 11  Group 2 Policy Brief Presentation  
Week 12  Group 3 Policy Brief Presentation  
Week 13  Group 4 Policy Brief Presentation  
Reflective Paper #3  
Week 14  Book Critique #3  
Final Exam/Final Project  

***In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed for the course.  

If more space is needed for any section, please attach additional sheets to this form.  

November 2007
Department: Master of Education in Languages = departments of Hispanic Studies, French and Francophone Studies, Teacher Certification
Graduate Program: Master of Education in Languages

Course Number & Title: LALE 700 Thesis or Action Research
Total hours/week: TBA
Number of Credits: 3 Repeatable up to 6 hours.

Will this course be cross-listed with an undergraduate or other graduate course? □ YES  X NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course will first be offered: Spring 09

Catalog description (Please limit to 50 words): A Thesis or Action Research project is completed under the guidance of a graduate faculty member and defended before a graduate committee.

Prerequisites (or other restrictions): Acceptance of the research proposal by the student's project director and program director.

Rationale/Justification for course (consider the following issues): Thesis or Action Research is an option for students in the LALE program. (They may instead take 6 hours of electives.)
  a. What are the goals and objectives of the course?
     Thesis or Action Research is a culmination of the student's academic efforts at the master's level.
  b. How does the course support the mission statement of the department and the organizing principles of the graduate program?
     The College of Charleston strongly encourages student research.

Are other departments affected by this course? □ YES  X NO
(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? □ YES  X NO  If yes, at what institution?
If more space is needed for any section, please attach additional sheets to this form.
Is this course part of a joint program? □ YES ☑ NO
If yes, at what institution?
Method of teaching: The student will work closely with his/her project advisor and committee.

Faculty Committee on Graduate and Continuing Education

Proposal for a New Graduate Course
Cont'd

Expected changes
a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course. NA

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

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)
  a. Staff NA
  b. Budget NA
  c. Library NA

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Please find attached a student's Action Research proposal.

Signature of Program Director: [Signature] Date: 06/20/08
Signature of Department Chair: [Signature] Date: 6/20/08
Additional Chair's Signature*: [Signature] Date: 6/24/08
Signature of Schools' Dean: [Signature] Date: 6/25/08
Additional Schools' Dean Signature*: [Signature] Date: 7/1/08
Signature of the Provost: [Signature] Date: 7/6/2008
Signature of Budget Director**: [Signature] Date: 7/9/08

*For interdisciplinary courses. **Business Affairs Office

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Return form to the Graduate School Office for further processing.

Signature of Chair of the Faculty Committee on Graduate and Continuing Education: U. L. R. Jusimmy
Date: 9-3-2008

Signature of Chair of Grad Council: O. L. M. R. N. McCullough
Date: 9-22-08

Signature of the Faculty Secretary: __________________________
Date: __________________________
Action Research Concept Paper
Chad Everett Allan
(As of June 18, 2008)

Introduction

The instructional dynamics, curriculum standards and expectations of the second language classroom are forever changing in order to meet the expected goals of all learners in the areas of oral/aural engagement, written expression and reading competence. With these changes and improvements to instruction, certain expectations and/or previously acquired abilities in L1 can be utilized to develop and foster learning strategies for the L2 learner in the skills required for better, more complete reading comprehension. The objectives of this project will include: a review of research with learners in L1 and L2 reading comprehension, a detailed approach to better reading comprehension skills for the L2 learner, and a review of research and experimentation of students of Spanish Year 3 students reading preliminary level-appropriate literature using L1 strategies for reading comprehension.

Action Research Questions

1. Can L1 strategies, previously learned or newly introduced, be used to improve levels of comprehension for L2 readers?
2. How can the instruction and the concept of L2 reading be introduced to increase learners confidence in their abilities?
3. What methods can be used to teach L2 learners better reading comprehension skills?
4. Will students show an increase in L2 reading competence utilizing skills acquired through L1 strategies?

Methods

Two groups of like students of level 3 Spanish classes will be given a first introduction to a level-appropriate full-length short story with the expectation that they will receive a reading comprehension test following the reading. This introduction does not include expectations for the reading or intended outcomes. The groups form a convenient sample of Spanish 3 students at Bishop England High School in the fall of 2005. The experimental group will be given instruction in English on strategies (“TREE”) for L1 reading prior to the reading that are not specific to the short story. The control group will only be given the short story to read and will then be tested. Both groups will receive the same test and the scores will be compared to see if there are significant data to support the hypothesis that students who utilize L1 reading strategies “TREE” will show better reading comprehension competence in L2.

Significance of Action Research to Educational Practice

This project will show the importance of instructing learners who are new to L2 literature on how to transfer previously acquired skills for L1 reading comprehension for better reading competence and how methodology of some reading skills and strategies may be considered universal and therefore be used to shape and develop instructional plans for the modern language classroom.
ABSTRACT

L1 READING COMPREHENSION AND THE TRANSFER OF ABILITIES FOR L2 READING
A thesis submitted in partial fulfillment of the requirements for the degree

MASTER OF EDUCATION

in

SPANISH

By

CHAD EVERETT ALLAN

JUNE, 2008

At

THE GRADUATE SCHOOL OF THE COLLEGE OF CHARLESTON

The instructional dynamics, curriculum standards and expectations of the second language classroom are forever changing in order to meet the expected goals of all learners in the areas of oral/aural engagement, written expression and reading competence. With these changes and improvements to instruction, certain expectations and/or previously acquired abilities in L1 can be utilized to develop and foster learning strategies for the L2 learner in the skills required for better, more complete reading comprehension. The objectives of this project will include: a review of research with learners in L1 and L2 reading comprehension, a detailed approach to better reading comprehension skills for the L2 learner, and a review of research and experimentation of students of Spanish Year 3 students reading preliminary level-appropriate literature using L1 strategies for reading comprehension.

This project will show the importance of instructing learners who are new to L2 literature on how to transfer previously acquired skills for L1 reading comprehension for better reading competence and how methodology of some reading skills and strategies may be considered universal and therefore be used to shape and develop instructional plans for the modern language classroom.
THESIS AND ACTION RESEARCH GUIDELINES
M.Ed. in Languages Program

General regulations pertaining to the preparation of the thesis are found in the Thesis Manual: A Guide for Graduate Students. This document is available on the Graduate School’s site. The following information reflects the specific guidelines of the M.Ed. in Languages and Language Education program.

The student who chooses the thesis option will enroll in 6 hours of thesis preparation as a formal course. The thesis will be an in-depth study of a topic related to the coursework that the student has engaged in, or suggested by ancillary readings the student has done, or arrived at through discussion with the student’s thesis advisor. It is expected that the thesis will contain some original research. Students engaged in an Action Research thesis must seek the approval of the Institutional Research Board. The thesis proposal should contain an abstract, a statement of objectives and methodology, and must also address the project’s significance. The proposal must be approved by the student’s thesis director and the program director, who may also serve as a member of the committee. The student is to then identify additional faculty members who will make up the required three person committee. The thesis advisor must be a roster faculty member in the School of Languages or the School of Education. This includes Ph.D. instructors who have taught in the program and who have expertise in the student’s particular area of interest. The language of the thesis will normally be English, although in certain circumstances, for example, the case of a native speaker of Spanish or French, the student may receive permission from the committee to write in a language other than English. The student and the committee will also decide on the documentation style: MLA, LSA, etc. As required by the Graduate School Guidelines, the student will defend the thesis orally during the last semester of his/her program no later than 30 days before the end of classes. In addition, the program requirements call for the student to present his/her findings in a public forum following the defense. This oral presentation of the research will be given in English.
Department: Mathematics
Graduate Program: MS Mathematics

Course Number & Title: MATH 550: Linear Models
Total hours/week: 3
Number of Credits Lectures: 3 Lab: 0

Will this course be cross-listed with an undergraduate or other graduate course? □ YES X NO
*If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course will first be offered Fall 2010, offered even year fall or eF

Catalog description (Please limit to 50 words):
This course provides an introduction to the theory of linear models for analyzing data. Topics include analysis of variance and regression models, as well as Bayesian estimation, hypothesis testing, multiple comparisons, and experimental design models. Additional topics such as balanced incomplete block designs, testing for lack of fit, testing for independence, and variance component estimation are also treated. The approach taken is based on projections, orthogonality, and other vector space concepts.

Prerequisites (or other restrictions)
Linear Algebra (Math 203) and Statistical Methods (Math 350)

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

a. What are the goals and objectives of the course?

Teach Linear Modeling to help better prepare our Certificate in Statistics students for the working environment.

b. How does the course support the mission statement of the department and the organizing principles of the graduate program? This is a course that will help strengthen the depth and breadth of our Certificate in Statistics and in turn will make it more appealing to applicants coming from the surrounding community and their potential employers. Analysis of variance, regression models, Bayesian estimation, hypothesis testing, multiple comparisons, and experimental design are extremely useful and vital topics in the application of statistics to problems in business, environmental studies, biology, linguistics, psychology, physics, meteorology, and social studies.

Are other departments affected by this course? □ YES X NO
*Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.*

Is this course part of a joint program? □ YES X NO If yes, at what institution?

Method of teaching: Lecture, exams, homework and projects

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course: Possible slight decrease in enrollment in other math graduate courses.

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

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

   a. Staff
      One adjunct for one semester.

   b. Budget
      None

   c. Library
      None

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director:

Signature of Department Chair:

Signature of Assistant Chair’s Signature*:

Signature of Schools’ Dean:

Signature of Schools’ Dean Signature*:

Signature of Provost:

Signature of Budget Director**:

Date: 3-20-08
Date: 3-20-08
Date: 3-27-08
Date: 3-27-08
Date: 3-27-08
Date: 3-27-08

*For interdisciplinary courses.

**Business Affairs Office

Signature of Chair of the Faculty Committee on Graduate and Continuing Education:

Signature of Chair of Grad Council:

Signature of the Faculty Secretary:

Date: 5-6-08
Date: 9-22-08

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Math 550 Linear Models
Martin Jones
345 Robert Scott Small
jonesm@cofc.edu


Topics: Linear models are among the most useful and widely-used statistical tools for analyzing data. Among the different types that are commonly used are Regression models, Analysis of Variance (ANOVA), and Logistic regression models. The purpose of this course is to develop the theory of linear models from a thorough understanding of the underlying vector space ideas such as orthogonality and projections.

1 Introduction
2 Estimation
3 Testing Hypotheses
4 One-Way ANOVA
5 Multiple Comparison Techniques
6 Regression Analysis
7 Multifactor Analysis of Variance
8 Experimental Design Models
9 Analysis of Covariance

Grading

Homework (five assignments @ 20 points each) 100 points
Midterm Exam 100 points
Final Exam 100 points
Total 300 points

Final grades will be based on a ten-point scale for the percentage of the total points earned. Grades of B+ and C+ will be assigned were appropriate.

Grading scale:

A 92-100
B+ 88-91
B 80-87
C+ 77-79
C 70-76
F below 69
Department: Mathematics
Graduate Program: MS Mathematics

Course Number & Title: MATH 589: Special Topics in Probability and Statistics
Total hours/week: 3
Number of Credits Lectures: 3 Lab: 0

Will this course be cross-listed with an undergraduate or other graduate course? □ YES X NO
*If yes, please complete and attach to this proposal a Permission to Cross-List a Graduate Course form.*

Course will first be offered TBA

Catalog description (Please limit to 50 words):
This course is a one-semester introduction to an advanced topic in Probability and Statistics with generally only undergraduate mathematical prerequisites. Note: Since the course content of this course is variable, it may be repeated for credit.

Prerequisites (or other restrictions)
TBA

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

a. What are the goals and objectives of the course?
Teach Special Topics courses in Probability and Statistics to help better prepare our Certificate in Statistics students for the working environment. Topics that have been covered in the past in our Math 580: Topics in Applied Mathematics course such as Stochastic Processes or Bayesian Statistical Analysis or Time Series Analysis have applications to business, environmental studies, biology, linguistics, psychology, physics, meteorology, and social studies, but are more of a statistical nature than mathematical. When mathematicians think of applied math, they usually consider statistics to be a separate subdiscipline, and areas like Mathematical Biology or Differential Equations or Mathematical Physics or Math Modeling as applied mathematics.

b. How does the course support the mission statement of the department and the organizing principles of the graduate program? This is a course that will help strengthen the depth and breadth of our Certificate in Statistics and in turn will make it more appealing to applicants coming from the surrounding community and their potential employers.

Are other departments affected by this course? □ YES X NO
*(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)*

Is this course part of a joint program? □ YES X NO If yes, at what institution?

Method of teaching: Lecture, exams, homework and projects

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Faculty Committee on Graduate and Continuing Education

Expected changes
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

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

a. Staff: None
b. Budget: None
c. Library: None

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: Date: 3-20-08
Signature of Department Chair: Date: 3-20-08
Additional Chair's Signature*: Date:
Signature of Schools' Dean: Date: 3-27-08
Additional Schools' Dean Signature*: Date:
Signature of the Provost: Date: 3-27-08
Signature of Budget Director**: Date: 3-27-08

*For interdisciplinary courses. **Business Affairs Office

Signature of Chair of the Faculty Committee on Graduate and Continuing Education: Date: 5-10-08
Signature of Chair of Grad Council: Date: 9-22-08
Signature of the Faculty Secretary: Date:

If more space is needed for any section, please attach additional sheets to this form.

November 2007
The Math 589 syllabus will vary from semester to semester as it is a topics course. The syllabus given is an example of such a syllabus which was taken from a Math 580: Special Topics in Applied Mathematics course given a couple of years ago.

Math 580: Time Series
Professor: Martin Jones
Office: Room 213 Maybank Hall
Phone: 953-5735
E-mail: jonesm@cofc.edu

Objectives: Many data sets consist of observations collected sequentially over time. The analysis of such data presents a number of challenges that differ from that involved with data collected all at one time. The study of this branch of statistics is referred to as Time Series Analysis and the purpose of this course is to obtain a basic understanding of the theory and application of the relevant tools currently being used. Much of the work has been aided significantly by the use of computer software developed over the past decade and we will use at least one computer package during the course to help us with the development of the models used for forecasting.


Topics: After looking at some introductory examples and some of the basic problems typically encountered, we will develop the notion of stationary processes and ARMA processes used to model these. Next we will briefly consider a tool known as Spectral Analysis of time series and then develop methods for fitting ARMA models to data and using these models for forecasting future values of the process. Finally we will look at some time series that are not stationary processes and develop ARIMA models to help us analyze and forecast these. This material is contained in the first six chapters of the text.

Grading: Each week I will assign a set of homework problems to be turned in the following Tuesday. Many of these will use the statistics package MINITAB that is available in the lab and on any of the computers on campus or the time series package ITSM provided by the authors of our text. There is a relatively inexpensive student version of MINITAB that you might want to consider buying for your home computer should you plan to do any statistical analyses in the future. The homework will count for 75% of the final grade with the remaining 25% coming from a final exam on June 28. Final grades will be based on the usual ten-point scale. I will assign grades of B+ and C+ where appropriate.

Grading scale:

A    92-100
B+   88-91
B    80-87
C+   77-79
C    70-76
F    below 69
Proposal for a New Graduate Course

Department: School of Education, Health and Human Performance
Graduate Program: Master of Education in Teaching, Learning and Advocacy

Course Number & Title
MTLAXXX Class, Race, and Gender in Education

Total hours/week: 3
Number of Credits
Lectures: yes Lab: no

Will this course be cross-listed with an undergraduate or other graduate course? □ YES X NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course will first be offered fall 2009

Catalog description (Please limit to 50 words):
This course examines contemporary significance of race/ethnicity, class and gender on the educational experience. Drawing on history, sociology, anthropology, philosophy and public policy, it considers the ways public educational institutions empower individuals while reproducing social inequalities. Candidates critically examine their own educational experiences in relationship to class, race and gender.

Prerequisites (or other restrictions) Admission to graduate program

Rationale/justification for course (consider the following issues):
Central to being a master educator is an understanding of class, race/ethnicity, and gender and how it constructs and limits educational opportunities in the United States.

a. What are the goals and objectives of the course?

Candidates will identify salient issues of race, gender, and class in the contemporary preK-12 public school context.

Candidates will identify, describe, and critique issues of inequity in public schooling and schools and the social theories which correspond to the issues.

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Candidates will develop an understanding of how class, race, and gender are social constructs and how they shape opportunity.

Candidates will describe the system of privilege which exists in the United States and in the public school system.

Candidates will explain how a teacher's race, class and gender influence the decisions they make about children, instruction, and the classroom environment.

b. How does the course support the mission statement of the department and the organizing principles of the graduate program?

The course focuses on two of the three Elements of Teacher Competency: Understanding and Valuing the Learner and Understanding Self As Professional. As a masters level course, it is designed to move candidates from competency to mastery as described in the EHHP conceptual framework and assessment system. As master teachers, our graduates assume leadership positions in schools and districts. This foundational knowledge will allow them to use their positional authority to advocate for students, families, and the profession.

Are other departments affected by this course? ☐ YES ☒ NO

(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? ☐ YES ☒ NO If yes, at what institution?

Method of teaching:

Seminar
Faculty Committee on Graduate and Continuing Education

Proposal for a New Graduate Course

Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course.

None – see attached CHE Program Planning Summary

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

None – see attached CHE Program Planning Summary

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

Minimal – see attached CHE Program Planning Summary

a. Staff

b. Budget

c. Library

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: [Signature] Date: 2-8-08

Signature of Department Chair: [Signature] Date: 1-6-08

Signature of Schools’ Dean: [Signature] Date: 4-8-08

Signature of the Provost: [Signature] Date: 4-8-08

Signature of Budget Director*: [Signature] Date: 4-8-08

*For interdisciplinary courses.

**Business Affairs Office

November 2007
Signature of the Faculty Secretary: ____________________________  Date: ___________________
Course Name: Class, Race, and Gender in Education
Course Prefix and Number: MTL.Axxx
Course Term: 3
Credit Hours: none
Course Prerequisites: none
Course Description: This course examines the contemporary significance of race/ethnicity, class and gender on the educational experience of men and women in the US. Drawing on history, literature, sociology, anthropology, philosophy and public policy, it considers the ways public educational institutions empower individuals and at the same time reproduce social inequalities. As examples, we will examine issues surrounding single gender education, early childhood rearing practices, culturally relevant teaching, and feminist and critical pedagogies. This course requires candidates to critically examine their own educational experiences in relationship to privilege associated with class, race and gender. Throughout the course we will endeavor to answer the question: What are the possibilities and avenues for change?


Articles as assigned in course outline. All articles are available on electronic reserve at the library.

Course Objectives: Candidates will identify salient issues of race, gender, and class in the contemporary preK-12 public school context.

Candidates will identify, describe, and critique issues of inequity in public schooling and schools and the social theories which correspond to the issues.

Candidates will develop an understanding of how class, race, and gender are social constructs and how they shape opportunity.

Candidates will describe the system of privilege which exists in the United States and in the public school system.

Candidates will explain how a teacher's race, class and gender influence the decisions they make about children, instruction, and the classroom environment.

Course Requirements: All the materials presented in this course are required readings except where choice is given. Whether they are specifically discussed in class or not, you are
expected to use the outside readings to make your points, arguments, and recommendations in your assignments and discussion.

Description of Projects/Assignments:
Students are expected to complete all assignments to receiving passing grade in this course.

Evaluation Scale:
The grading of the course will be as follows:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class Participation</td>
<td>25%</td>
</tr>
<tr>
<td>Reflections (4)</td>
<td>1 = 10%</td>
</tr>
<tr>
<td></td>
<td>2 = 10%</td>
</tr>
<tr>
<td></td>
<td>3 = 10%</td>
</tr>
<tr>
<td></td>
<td>4 = 10%</td>
</tr>
<tr>
<td>Final paper</td>
<td>30%</td>
</tr>
<tr>
<td>Presentation</td>
<td>5%</td>
</tr>
</tbody>
</table>

Class Activities

1. Class participation

Class participation is a vital component of this course. The sharing and appreciation of people’s ideas and life experiences are essential in critical thinking and analysis. Much of the class will be interactive (as opposed to one-way lecture). You are expected therefore to come to class with readings completed and prepared to be discussers.

2. Reflections Papers (4)

You will submit four 3-4 page typed reflection papers, one after each major topic. You are to reflect on the topic in light of what you see in your institution and life. You must relate it to the readings for that period. Papers will be evaluated on their structure, thoughtfulness, insight and engagement with course material.

3. Final Paper

You will compose a 10-15 page paper that compares and contrasts the readings from the course with your experiences as a classroom teacher. A policy, practice or procedure could be examined. You might do an analysis of your school or your class, or the classroom experience of another. The paper should focus on how your experiences as a classroom teacher align or does not align with the assigned readings. These comparisons will be made through the use of an episode to describe an issue or an event from the candidates’ experiences and then utilize the readings to analysis the event or issue. A proposal for change or improvement will conclude this paper.
4. Presentation

You are responsible for a 10 minute presentation to the class about your paper and your findings.

Evaluation Criteria: Grades are figured in the SEHHP as follows:

- A = 93-100
- B+ = 88-92
- B = 83-87
- C+ = 78-82
- C = 74-77
- D = 70-73
- F = 70

Attendance Policies: Attendance is governed by the EHHP's policy. For a grade to be awarded, students must attend at least 85% of the class hours. Students may be withdrawn by the instructor for absences that exceed this limit.

Course Calendar:

List the dates, specific topics and assignments for each course meeting. This section should be specific enough to show the course content.

<table>
<thead>
<tr>
<th>Date</th>
<th>Major Topic</th>
<th>Questions</th>
<th>Reading Assignments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Institutions of Society</td>
<td>The Big Question: Why is there such a huge achievement gap?</td>
<td>Text Chapter 1</td>
</tr>
<tr>
<td>Week 2</td>
<td>Education as Cultural Transmission</td>
<td>What should be the role of schools in the US society?</td>
<td>Text Chapter 2</td>
</tr>
<tr>
<td>Week 3</td>
<td>Reflection and Critique</td>
<td>How can I look at class, race and gender in my classroom and school?</td>
<td>Grant and Zeichner. On Becoming a Reflective teacher.</td>
</tr>
<tr>
<td>Week 5</td>
<td></td>
<td>Does public school serve the capitalist society by sorting children in school for future jobs in the work place?</td>
<td>Text Chapter 4</td>
</tr>
<tr>
<td>Week 6</td>
<td></td>
<td>What inequities are present today's schools and curriculum? Do all children receive the same educational opportunities and work from the same curriculum?</td>
<td>Bowles. S. Unequal Education and Reproduction of the Social Division of Labor.</td>
</tr>
<tr>
<td>Week 7</td>
<td>Gender and Education</td>
<td>What are the contrasts and comparisons of Single-gender and Co-education?</td>
<td>Anyon. J. Social class and school knowledge.</td>
</tr>
</tbody>
</table>

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Week 8
Do boys and girls “do” school differently? What makes a difference?
American Association of University Women (2002). How girls negotiate school

Week 9
How can you become aware of your own gender bias? How do we handle issues of sexual / gender diversity?
American Association of University Women. Course-taking patterns.
Chu-Clewell, B. Breaking the barriers.
Kissen, R. Preparing Teachers for Sexual Diversity

Week 10 Race/Ethnicity and Education
What is race? What are the origins of white supremacy?
Text Chapter 5

Week 11
How is a person’s self-concept impacted by ethnic group membership? How do adolescents define their sense of belonging in school?
Faircloth, H. & Hamun J. Sense of Belonging Among High School Students Representing 4 Ethnic Groups
Stanton-Salazar, R. . Manufacturing hope and despair: The school and kin support network of U.S.- Mexican Youth
Sleeter, C. & Grant, C. Illusions of progress: Business as usual.
Text Chapter 6 & 7

Week 12
How are race and class entwined in the US?
Ward, J. Schools and the Struggle for Democracy: Themes for School Finance Policy

Week 13 Transformational Educators
Equality of Educational Opportunity
School policy and finance
Ladson-Bilings, G. Seeing Color. Seeing Culture

Week 14
Culturally Relevant Teaching

Reading List:

General
SEHHP Conceptual Framework.


Association for Supervision & Curriculum Development.

If more space is needed for any section, please attach additional sheets to this form.
Class


Gender


If more space is needed for any section, please attach additional sheets to this form.

November 2007


Race/Ethnicity


***In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed for the course.

If more space is needed for any section, please attach additional sheets to this form.

November 2007
PROPOSAL FOR A NEW GRADUATE COURSE

1. Department: Music

2. Course Number and Title: EDFS 794 Clinical Practice in Music, Theater or Dance Education

3. Number of Credits  9  
   Total hrs/week:  Lectures: 9  Lab: 

4. Will this course be cross-listed with an undergraduate or other graduate course?  ☑ YES  ☐ NO

   If yes, please complete and attach to this proposal a Permission to Cross-List a Graduate Course form.

4. Course will be first offered: spring 09

5. Catalog description (Please limit to 50 words):

This course is designed to provide candidates with extensive supervised experience in teaching students in one of the three arts disciplines: music, theater or dance, in a PK-12 public school setting. Weekly on campus seminars are required.

6. Prerequisites (or other restrictions): completion of pedagogy including procedures courses related to each discipline.

7. 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?

   After completing the clinical practice experience, students should be able to:

1. provide for the optimal growth and development of students of diverse ability and achievement levels, and economic, social, racial, gender, and ethnic differences (Standards I & III, NSAM TC 2);

2. plan activities and strategies which will provide a learning environment which is conducive to the development and/or maintenance of high self-esteem and confidence for each individual student (Standards I, II, III, & VI, NSAM TC 1);

3. design and manage a arts classroom which provides for the optimal growth and development of students of diverse ability and achievement levels, including economic, social, racial, gender, and ethnic differences (Standards I, III, & VII, NASM TC 1);

4. analyze the observed curriculum and evaluate it in terms of characteristics of students and the effectiveness of the curriculum (Standards I, II, & VII, NASM TC 2, 3);
5. implement a curriculum that is appropriate for students based on their individual characteristics and evaluate its impact on student growth and development (Standards I, II, III, & IV, NASM TC 2,3,4);

6. analyze the observed teaching and learning activities and evaluate them in terms of characteristics of students and the effectiveness of the activities (Standards I, II, III, VII; NASM TC 3,4, 5);

7. implement teaching and learning activities that are appropriate for students based on their individual characteristics and evaluate their impact on student growth and development (Standards I & III; NASM TC 3, 5, 6);

8. analyze the materials used in teaching and learning activities and evaluate them in terms of characteristics of students and the effectiveness of the materials (Standards I & III; NASM TC 4, 5);

9. use materials that are appropriate for students based on their individual characteristics and evaluate their impact on student growth and development (Standards I & III; NASM TC 2, 3, 4);

10. analyze the system of evaluation and assessment of student progress and evaluate the effectiveness of the system (Standard VI; NASM TC 6);

11. implement a system of evaluation and assessment of student progress and evaluate the effectiveness of the system (Standard VI; NASM TC 6);

12. analyze the classroom management system and evaluate it in terms of the characteristics of the students and the effectiveness of the system (Standards I, III, & VII, NASM TC 1);

13. implement a positive classroom management system based on characteristics of students and evaluate its impact on student growth and development (Standards I, III, & VII, NASM TC 1);

14. implement a system of communication and record keeping which facilitates positive interaction between the student teacher and students, cooperating teacher, other teachers, support personnel, and parents/care givers (Standards IV & V, NASM TC 1);

15. design, administer, score, and evaluate results of informal diagnostic instruments to determine student abilities and needs in major areas of instruction (Standard VI; NASM TC 3,6);

17. engage in self-reflection and self-evaluation for the purpose of professional development and problem solving (Standard IV)
18. Use effective collaboration strategies and communication skills in working with supervising teachers and other school personnel, including regular education teachers (Standards IV & V)

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

The course is the culmination of each candidate’s program of study. This course is part of an interdisciplinary program. However, its main purpose of refining teacher competence is aligned with the mission of the TED department. Therefore, it will not be cross listed with music. The mission of the TED department includes assurance of the preparation of highly qualified teachers. Requirements of this course align with national and state requirements for exemplary arts education practice and allow candidates to fulfill the licensing requirements for the South Carolina State Department of Education. Thus, this course is the final gateway for the graduate student to enter the community and public school setting as a highly qualified professional.

8. 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 ☒ NO

9. Is this course part of a joint program? ☐ YES ☒ NO If Yes, at what institution?

10. Method of teaching:

Professor lecture and presentations, demonstration, in-class peer teaching, and forty hours of field observation and teaching (observing actual school classrooms on site).

11. Expected changes:

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

This course will not affect enrollment in any other courses in the Department or University. Enrollment will initially be between 5-10 students as the new degree goes into effect.

(c) 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)

No potential shifts in staffing of the departments will occur.

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

(a) Staff: The hiring of an adjunct was approved in the budget for the new program submitted to and approved by the faculty Senate. After the program is in existence for two years, one additional roster faculty member will be hired to share in the teaching responsibilities for the MAT program. Because a field experience is linked to the course requirements, the course instructor must be qualified to supervise the secondary choral music education student in field situations.

(b) Budget: none

(c) Library: none

(Note: Course requiring additional resources will need special justification.)

13. Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal (a syllabus is mandatory).
Proposal for a New Graduate Course

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: [Signature]
Signature of Department Chair: [Signature]
Additional Chair's Signature*: [Signature]
Signature of Schools' Dean: [Signature]
Additional Schools' Dean Signature*: [Signature]
Signature of the Provost: [Signature]
Signature of Budget Director**: [Signature]

Date: 8/18/08
Date: 8/19/08
Date: 8/27/08
Date: 8/19/08
Date: 8/27/08
Date: 8/27/08

*For interdisciplinary courses.

**Business Affairs Office

Signature of Chair of the Faculty Committee on Graduate and Continuing Education

[Signature]
Date: 9/3/2008

Signature of Chair of Grad Council: [Signature]
Date: 9/22/08

Signature of the Faculty Secretary: [Signature]
Date: 

If more space is needed for any section, please attach additional sheets to this form.

November 2007
EDFS 794: Clinical Practice in Performing Arts Education
9 graduate credits
Capstone Requirement for the MAT in Performing Arts: Choral Music Concentration

Instructor: TBD
Office Hours: TBD
Place: TBD

Course Description

This course is designed to provide teacher candidates with extensive supervised experience in teaching pre-K-12 students in general music and/or choral music, theater or dance programs. Each student will be placed in a classroom setting commensurate with his or her emphasis within performing arts education. Weekly on-campus seminars are also required.

Prerequisites

Demonstration of musical skills in performance and piano. Completion of all pedagogical courses related to the arts discipline.

Course Objectives

After completing the clinical practice experience, students should be able to:

1. provide for the optimal growth and development of students of diverse ability and achievement levels, and economic, social, racial, gender, and ethnic differences (Standards I & III, NSAM TC 2);

2. plan activities and strategies which will provide a learning environment which is conducive to the development and/or maintenance of high self-esteem and confidence for each individual student (Standards I, II, III, & VI, NSAM TC 1);

3. design and manage an arts classroom that provides for the optimal growth and development of students of diverse ability and achievement levels, including economic, social, racial, gender, and ethnic differences (Standards I, III, & VII, NASM TC 1);

4. analyze the observed curriculum and evaluate it in terms of characteristics of students and the effectiveness of the curriculum (Standards I, II, & VII, NASM TC 2, 3);
5. implement a curriculum that is appropriate for students based on their individual characteristics and evaluate its impact on student growth and development (Standards I, II, III, & IV, NASM TC 2,3,4);

6. analyze the observed teaching and learning activities and evaluate them in terms of characteristics of students and the effectiveness of the activities (Standards I, II, III, VII; NASM TC 3,4, 5);

7. implement teaching and learning activities that are appropriate for students based on their individual characteristics and evaluate their impact on student growth and development (Standards I & III; NASM TC 3, 5, 6);

8. analyze the materials used in teaching and learning activities and evaluate them in terms of characteristics of students and the effectiveness of the materials (Standards I & III; NASM TC 4, 5);

9. use materials that are appropriate for students based on their individual characteristics and evaluate their impact on student growth and development (Standards I & III; NASM TC 2, 3, 4);

10. analyze the system of evaluation and assessment of student progress and evaluate the effectiveness of the system (Standard VI; NASM TC 6);

11. implement a system of evaluation and assessment of student progress and evaluate the effectiveness of the system (Standard VI; NASM TC 6);

12. analyze the classroom management system and evaluate it in terms of the characteristics of the students and the effectiveness of the system (Standards I, III, & VII, NASM TC 1);

13. implement a positive classroom management system based on characteristics of students and evaluate its impact on student growth and development (Standards I, III, & VII, NASM TC 1);

14. implement a system of communication and record keeping which facilitates positive interaction between the student teacher and students, cooperating teacher, other teachers, support personnel, and parents/care givers (Standards IV & V, NASM TC 1);

15. design, administer, score, and evaluate results of informal diagnostic instruments to determine student abilities and needs in major areas of instruction (Standard VI; NASM TC 3,6);
17. engage in self-reflection and self-evaluation for the purpose of professional development and problem solving (Standard IV)
18. use effective collaboration strategies and communication skills in working with supervising teachers and other school personnel, including regular education teachers (Standards IV & V)

Requirements
1. Review Clinical Practice Handbook and discuss with your cooperating teacher.
2. Schedule fingerprinting and TB test and give results to course instructor.
3. Attend weekly seminars with your College supervisor.
4. Complete 14 weeks of in-school work, including 4 to 6 seeks of full-time teaching and daily lesson planning for all instruction.
5. Successfully complete ADEPT requirements (see attachment and Clinical Practice Handbook).
6. Develop a teaching portfolio that includes your philosophy of music education, long-range plan, classroom management plan, resume, and other professional work samples.
7. Submit the packet of evaluations at the end of the semester.
8. Organize a clinical practice notebook (three-ring binder) that should include the following dividers:
   a. lesson plans (with a brief reflection on the back)
   b. long range plans
   c. ADEPT feedback from college supervisor
   d. ADEPT log reflecting professional development activities
   c. evaluation forms
   d. certification forms to be completed at the end of the semester
   e. observe & record log

Sources of Evidence for Grade in Clinical Practice

Students receive a "pass" or "fail" for their clinical practice experience. This determination is based on multiple factors, including: (1) evaluations completed by the cooperating teacher and college supervisor; (2) formal observations made by the cooperating teacher and college supervisor; (3) evidence of planning, assessment, meeting student needs, classroom management, preparation of materials, communication, and professional growth as documented through the ADEPT process; (4) the quality of their professional portfolio; and (5) attendance and participation in seminars.
Additional Information

1. Make sure that you establish times for frequent (i.e., daily, if possible) conferences with you cooperating teacher.
2. Contact the school, cooperating teacher, and your college supervisor if you will be absent. Absences must be made up.
3. Follow your school district's break schedule. You do not observe College breaks unless they happen to coincide with those of the school district.
4. Comply with district, state, and federal laws and regulations related to the education of students with disabilities.
5. Adhere to the School of Education code of conduct for practicum work and the NASM, NAST or NASD code of ethics in all practices related to clinical practice.
6. Work cooperatively with administration, teacher, and assistant. Remember that you are a guest teacher in this classroom and school. Dress professionally and conduct yourself in a professional manner. Be on time and stay at least as late as the teacher stays. Assist with completion of paperwork tasks (grading, reporting, IEPs, etc.). Learn about both short range (unit) and long range (annual) planning. Attend professional development activities, conferences, PTA meetings, etc. Be creative; use technology to your and your students' advantage.
7. Keep a resource file of anything and everything which will benefit you when you have your own classroom and students.
8. Take all of this very seriously .... but, laugh frequently.

Required Professional Portfolio

All M.A.T. on the Performing Arts students are required to complete an individual professional portfolio during the teacher education program. The portfolio is developed through the teacher education program, and is completed during the clinical practice experience. The portfolio is one means of assessment and demonstrates the growth of the future arts educator during the teacher preparation experience. Portfolios are evaluated as acceptable or unacceptable.

What Clinical Practice Interns Need to Know About Portfolios

1. The purpose of the portfolio.
2. What must be included and what is optional.
3. How the portfolio should be organized.
4. Effective use of the portfolio when applying and interviewing for teaching positions.
5. Effective use of the portfolio during the first and second years of teaching.
6. Relationship between the portfolio and the ADEPT performance dimensions.
Required Portfolio Components & Relationship to ADEPT competencies

1. Resume (ADEPT 10)
2. Philosophy of Education (ADEPT 4)
3. Classroom Management System (ADEPT 4, 8, & 9)
4. Long Range Plans (ADEPT 1)
5. Unit work sample (ADEPT 5, 6, & 7)
   a. sample of assessment tools (ADEPT 3)
   b. lesson plans (ADEPT 2)
6. Performance plan, assessment and reflection (ADEPT 5, 6, & 7)
7. Statement of Professional Goals and Plan for Next Five Years (ADEPT 10)

Course Schedule

Week 1  All day orientation seminar
Week 2  no seminar-go to staff development in your schools
Week 3  Long Range Planning
Week 4  Long Range Planning
Week 5  Program management: Scheduling etc
Week 6  Lesson Planning-real life challenges
Week 7  Classroom Management
Week 8  Unit Work Sample
Week 9  The job search
Week 10  Interviewing
Week 11  The Professional Portfolio
Week 12  The Professional Portfolio
Week 13  closing conferences
Week 14  Transition to the Profession conference

Grading

Clinical Practice is a Pass/Fail experience. Demonstration of "meets competency" on all ADEPT competencies and satisfactory completion of professional portfolio are required for a Passing grade.
August 25, 2008

Dear Graduate School-

The course, EDFS 794 Clinical Practice in Performing Arts Education has the permission of music department to be offered as an EDFS course only. It clearly aligns with the mission of Department of Teacher Education and the School of Education. The Office coordinating clinical practice placements is in the School of Education. It also makes the most administrative sense of this Clinical Practice course to be handled through the TED department and the School of Education;

Sincerely,

[Signature]

Steve Rosenberg, Chairperson
Department of Music
Proposal for a New Graduate Course

Department: School of Education, Health and Human Performance
Graduate Program: Master of Education in Teaching, Learning and Advocacy

Course Number & Title: MTLA XXX Family and Community Involvement

Total hours/week: 3
Number of Credits:

Lectures: yes Lab: no

Will this course be cross-listed with an undergraduate or other graduate course? □ YES X NO

If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course will first be offered spring 2009

Catalog description (Please limit to 50 words):

This course is designed to help advanced level candidates better understand the benefits of school, family, and community involvement. Candidates examine settings where this involvement positively impacts student learning, and design and implement a variety of involvement strategies.

Prerequisites (or other restrictions) Admission to graduate program

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

a. What are the goals and objectives of the course?

1. In a research paper, describe an environment for family and community partnerships, relationships between students, parents, and teacher involvement, possible and probable outcomes and effective strategies

2. Through class discussion of readings, interviews, and observations, articulate the concepts of community building and the use of effective communication skills to establish and maintain respectful, productive, and reciprocal relationships with family and community members

3. Through class discussion, participation, and readings, use knowledge about change and the ways prior learning, differing experiences, and diverse family and cultural backgrounds influence student learning

4. Through course reading and analysis of electronic and print media reports involving the influence of governance bodies on schools, families and communities, demonstrate how school, district, state and federal governance structures impact current educational issues

5. Through readings, interviews, and historical analyses, and other research, synthesize knowledge to ascertain successful and unsuccessful family involvement strategies

If more space is needed for any section, please attach additional sheets to this form.

November 2007
b. How does the course support the mission statement of the department and the organizing principles of the graduate program?

This course supports the mission of the SOE as it helps students better understand and value students and their families (Element of Teacher Competency 1) and grow as professionals (Element of Teacher Competency 3).

Are other departments affected by this course? □ YES       X NO
(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? □ YES       X NO
If yes, at what institution?

Method of teaching:

Seminar

If more space is needed for any section, please attach additional sheets to this form.
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course.

   None – see attached CHE Program Planning Summary

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

   None – see attached CHE Program Planning Summary

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

Minimal – see attached CHE Program Planning Summary

a. Staff

b. Budget

c. Library

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. **A syllabus is mandatory.**

Signature of Program Director: [Signature]
Date: 2/8/08

Signature of Department Chair: [Signature]
Date: 2/8/08

Additional Chair’s Signature*: [Signature]
Date: 2/16/08

Signature of Schools’ Dean: [Signature]
Date: 2/7/08

Additional Schools’ Dean Signature*: [Signature]
Date: 4/8/08

Signature of the Provost: [Signature]
Date: 4/8/08

Signature of Budget Director**: [Signature]
Date: 

*For interdisciplinary courses.

**Business Affairs Office

Signature of Chair of the Faculty Committee on Graduate and Continuing Education: [Signature]
Date: 5-6-08

Signature of Chair of Grad Council: [Signature]
Date: 9/22/08

Signature of the Faculty Secretary: [Signature]
Date: 

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Family and Community Involvement

College of Charleston
Three (3) Credits

Course Description: This course is designed to help advanced level candidates better understand the benefits of school, family, and community involvement, examine settings where this involvement positively impacts student learning, and design and implement a variety of involvement strategies.


A coursepack made up of readings from Joyce Epstein, Michael Fullan, Thomas Sergiovanni, Carl Glickman, Ruby Payne, Eugenia Hepworth Berger, and others.

Course Outcomes: All teacher preparation programs in the School of Education are guided by a commitment to Making the Teaching and Learning Connection. Teachers who make the teaching and learning connection:

1. understand and value the learner;

2. know what and how to teach and assess and how to create an environment in which learning occurs, and

3. understand themselves as professionals.

These three elements of teacher competency are at the heart of the School of Education conceptual framework and guide what you will learn and how your learning will be assessed. Each course provides opportunities for you to develop the knowledge, skills and dispositions needed to become an effective teacher.

Dispositions:

- belief that all students can learn
- value and respect for individual differences
- value of positive human interactions
- exhibition and encouragement of intellectual curiosity, enthusiasm about learning, and willingness to learn new ideas
- dedication to inquiry, reflection, and self-assessment
- value collaborative and cooperative work
- sensitivity toward community and cultural contexts
- engagement in responsible and ethical practice
- development of professional mastery over time

If more space is needed for any section, please attach additional sheets to this form.
Objectives and Related Requirements:

1. In a research paper, describe an environment for family and community partnerships, relationships between students, parents, and teacher involvement, possible and probable outcomes and effective strategies (SOE V; ETC 1, 3; NAEYC 2, 4a, 4c; ACEI V; NMSA VI; NBPTS/MC I, IV).

2. Through class discussion of readings, interviews, and observations, articulate the concepts of community building and the use of effective communication skills to establish and maintain respectful, productive, and reciprocal relationships with family and community members (SOE V; ETC 1, 2, 3; NAEYC 2, 4a, 5; ACEI V; NMSA VI; NBPTS I; NBPTS/MC III).

3. Through class discussion, participation, and readings, use knowledge about change and the ways prior learning, differing experiences, and diverse family and cultural backgrounds influence student learning (SOE I; ETC 1, 2, 3; NAEYC 1, 2, 4b, 5; ACEI V; NMSA I, II, VI; NBPTS I; NBPTS/MC I, IV).

4. Through course reading and analysis of electronic and print media reports involving the influence of governance bodies on schools, families and communities, demonstrate how school, district, state and federal governance structures impact current educational issues (SOE VII; ETC 3; NAEYC 1, 2, 5; ACEI V; NMSA VII; NBPTS V).

5. Through readings, interviews, and historical analyses, and other research, synthesize knowledge to ascertain successful and unsuccessful family involvement strategies (SOE IV, V; ETC 3; NAEYC 2, 3, 4a, 4b, 4c, 4d; ACEI V; NMSA VI, VII; NBPTS I; NBPTS/MC I, IV).

Note:

SOE- School of Education Standards
ETC- Elements of Teacher Competency
NAEYC- National Association for the Education of Young Children
NBPTS- National Board of Professional Teaching Standards

If more space is needed for any section, please attach additional sheets to this form.
NBPTS/MC- NBPTS/Middle Childhood

NMSA- National Middle School Association

**Evaluation Scale:**
- A = 93-100
- B+ = 88-92
- B = 83-87
- C+ = 78-82
- C = 74-77

**Evaluation Criteria:** See rubrics for each assignment.

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**Family and Community Involvement Calendar**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introductions, overview of course and discussion of syllabus</td>
</tr>
<tr>
<td>Week 2</td>
<td>Overview of research related to family and community involvement</td>
</tr>
<tr>
<td>Week 3</td>
<td>Epstein's six modes of family/community involvement</td>
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<tr>
<td>Week 4</td>
<td>Concepts of community building and the effective use of school/home/community communication</td>
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<tr>
<td>Week 5</td>
<td>The impact of diverse family and cultural backgrounds on the roles and involvement of family and community in schools</td>
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<tr>
<td>Week 6</td>
<td>Payne's research related to, and suggested strategies for, educators in schools with high poverty levels among families</td>
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<tr>
<td>Week 7</td>
<td>Principles and techniques of classroom/school action research</td>
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</tbody>
</table>

*If more space is needed for any section, please attach additional sheets to this form.*

November 2007
<table>
<thead>
<tr>
<th>Week 8</th>
<th>Service learning as a method of involving educators, students, families, and communities in mutually beneficial projects</th>
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</thead>
<tbody>
<tr>
<td>Week 9</td>
<td>Role-plays of family/community involvement scenarios with class critiques and discussion</td>
</tr>
<tr>
<td>Week 10</td>
<td>Ways in which school, district, state and federal governance structures impact educational issues and, in particular, school and family/community relationships</td>
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<tr>
<td>Week 11</td>
<td>How the concept of change within educational settings is influenced by families and communities; how change influences family and community involvement</td>
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<tr>
<td>Week 12</td>
<td>Reports of both successful and unsuccessful strategies attempted in local schools to involve families and communities</td>
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<tr>
<td>Week 13</td>
<td>Sharing of family/community involvement logs and analysis of possible solutions to current family/community challenges; formulation of plans to positively impact current efforts</td>
</tr>
<tr>
<td>Week 14</td>
<td>Looking back at the weekly reports of education-related current events in order to gain perspective over time concerning the influences at play in the involvement of families and communities in public schools</td>
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</tbody>
</table>

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Proposal for a New Graduate Course

Department: School of Education, Health and Human Performance
Graduate Program: Master of Education in Teaching, Learning and Advocacy

Course Number & Title: MT LE XXX, Identifying and Sustaining Effective Learning Communities
Total hours/week: 3
Number of Credits: 3 Lectures: yes, Lab: no

Will this course be cross-listed with an undergraduate or other graduate course? □ YES  X NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course will first be offered: fall 2009

Catalog description (Please limit to 50 words):
Candidates identify characteristics of effective learning communities. They explore and critique classroom environments, teacher philosophy, and pedagogy in relation to the students they teach. They create a plan to sustain such a community in their practice.

Prerequisites (or other restrictions) Admission to graduate program. Class, Race, and Gender in Education strongly recommended as a prerequisite.

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

a. What are the goals and objectives of the course?

1. Make decisions regarding the learning community based on:
   - A research-based philosophy of management,
   - Knowledge of students’ basic psychological needs,
   - Developmentally appropriate practice,
   - An understanding of strategies for developing collaborative learning communities,
   - Thoughtful development of classroom organization and routines, and
   - Research-based strategies for evaluating and correcting unproductive behavior.

2. Design physical environments that support curriculum and individual needs and interests of children.

3. Describe and plan for learning environments that promote:
   - Diversity,
   - Communication,
   - Mutual respect,
   - Collaboration and cooperation, and
   - Family and community involvement.

4. Develop a research-based classroom management approach that is

   If more space is needed for any section, please attach additional sheets to this form.

November 2007
preventative, supportive, and corrective by:

- Discussing management issues relative to positive educational change
- Analyzing student, teacher, and environmental variables in relation to relevant management strategies.
- Discussing and understanding effective management for the individual classroom in the context of the total school and community.

5. Develop an effective filing and record keeping system by providing professional assistance to other teachers in classroom situations.

6. Analyze and evaluate classroom plans and approaches
7. Discuss strategies that develop, encourage, and prepare students to live in a multi-class, multi-ethnic, multi-cultural, and multi-national world by providing the necessary training to:
   - Parents
   - Teachers
   - Additional school staff
8. Improve instruction and conduct by:
   a. Using the appropriate behavioral and cognitive strategies (SOE III)
   b. Discussing the principles and procedures of applied behavior analysis in motivating and instructing students and managing behavior. (SOE III, CEC I.3)
   c. Discussing the use of social skills, peer mediation, conflict resolution among other approaches to assist with managing behaviors in various instructional environments.

b. How does the course support the mission statement of the department and the organizing principles of the graduate program?

The course focuses primarily on one of the three Elements of Teacher Competency: Knowing What and How to Teach and Assess and How to Create an Environment in which Learning Occurs.. As a masters level course, it is designed to move candidates from competency to mastery as described in the EHHP conceptual framework and assessment system. As master teachers, our graduates assume leadership positions in schools and districts and use their positional authority to improve students’ learning environments.

Are other departments affected by this course? □ YES X NO
(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? □ YES X NO If yes, at what institution?

Method of teaching:

Seminar

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course.
   None – see attached CHE Program Planning Summary

b. Address potential shifts in staffing of the departments as it relates to the offering of this course.
   None – see attached CHE Program Planning Summary

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

Minimal – see attached CHE Program Planning Summary

a. Staff

b. Budget

c. Library

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director:           Date: 2/8/08
Mitra Vanucci

Signature of Department Chair:          Date: 2/6/08
Dr. Jeff Coeart

Additional Chair’s Signature*:          Date: 2/7/08
Fadya H. Shehata

Signature of Schools’ Dean:            Date: 2/6/08
James L. Welch

Additional Schools’ Dean Signature*:    Date: 4/8/08

Signature of the Provost:              Date: 4/8/08
Benjamin Diamond

Signature of Budget Director**:         Date: 4/8/08
**Business Affairs Office

*For interdisciplinary courses.

If more space is needed for any section, please attach additional sheets to this form.
Signature of the Faculty Secretary: ____________________________  Date: __________________
<table>
<thead>
<tr>
<th>Course Name:</th>
<th>Identifying and Sustaining Effective Learning Communities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course Prefix and Number:</td>
<td>MTLA</td>
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<tr>
<td>Course Term:</td>
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<tr>
<td>Credit Hours:</td>
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<tr>
<td>Meeting Time and Place:</td>
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<td>Instructor’s Name:</td>
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<td>Office Hours:</td>
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<td>Office phone/Fax/Email:</td>
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<tr>
<td>Course Prerequisites:</td>
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<tr>
<td>Course Description:</td>
<td>This course examines the interaction of classroom environment and teacher pedagogy as it relates to successful learners. This course will address issues central to creating a supportive environment, with particular attention to diversity and the situational needs of learners in grades K-12. Students will be asked to explore topics related to creating an effective learning community for all learners in an inclusive classroom. This course will also examine alternative assessment as it relates to teacher effectiveness and inclusive classroom communities.</td>
</tr>
</tbody>
</table>

**Course Text/Materials:**


A copy pack will be made available that will contain book chapters and articles that would include, but not be limited to:

- Bondy, E. & Ross, D.D. Creating environments of success and resilience. Urban education, 42(4), pp. 326-


**Course Objectives:**

5. Make decisions regarding the learning community based on:
   - A research-based philosophy of management,
   - Knowledge of students’ basic psychological needs,
   - Developmentally appropriate practice,
   - An understanding of strategies for developing collaborative learning communities,
   - Thoughtful development of classroom organization and routines, and
   - Research-based strategies for evaluating and correcting unproductive behavior.
   (SOE I, III, V, VII; NCATE 1, 3B, 3C, 3D, 3E; NMSA 8.D5, D6; NAEYC 1,4,4A; ACEI)

6. Design physical environments that support curriculum and individual needs and interests of children. (SOE I, II, III, VI; NCATE 1,3A, 3B, 3C, 3D, 3E; NMSA K3, 1.P3, 1.P8; NAEYC 1, 3, 4, 4A, 4b, 4C; ACEI)

7. Describe and plan for learning environments that promote:
   - Diversity,
   - Communication,
   - Mutual respect,
   - Collaboration and cooperation, and
   - Family and community involvement.
   (SOE I, II, V, VII; NCATE 1,2I, 3A, 3B, 3E, 5C; NMSA 8.P2, 1.P10;
   NAEYC 1, 2, 4, 4A, 4B; ACEI)

8. Develop a research-based classroom management approach that is preventative, supportive, and corrective by: (SOE I, II, V; NCATE 1, 3B, 3D,
   3E, 5C; NMSA 1.P7; NAETC 1, 2, 3, 4)
   - Discussing management issues relative to positive educational change
   - Analyzing student, teacher, and environmental variables in relation to relevant management strategies.

If more space is needed for any section, please attach additional sheets to this form.
• Discussing and understanding effective management for the individual classroom in the context of the total school and community.

5. Develop an effective filing and record keeping system by providing professional assistance to other teachers in classroom situations. (SOE I, VI; NCATE 1, 3B, 3E, 4, 5B, 5C, 5D; NMSA 2.P3; NAEYC 1, 2, 3, 4, 5)

6. Analyze and evaluate classroom plans and approaches (SOE I, II, V; NCATE/ACEI 1, 3B, 3D, 3E, 5C)

7. Discuss strategies that develop, encourage, and prepare students to live in a multi-class, multi-ethnic, multi-cultural, and multi-national world by providing the necessary training to (SOE III, IV, VII, CEC I.1, I.4):
   • Parents
   • Teachers
   • Additional school staff

9. Improve instruction and conduct by:
   a. Using the appropriate behavioral and cognitive strategies (SOE III)
   b. Discussing the principles and procedures of applied behavior analysis in motivating and instructing students and managing behavior. (SOE III, CEC I.3)
   c. Discussing the use of social skills, peer mediation, conflict resolution among other approaches to assist with managing behaviors in various instructional environments. (SOE I, II, III, IV, V, VI, VII, CEC II.1, II.4, II.7)

Course Requirements:

<table>
<thead>
<tr>
<th>Description of Projects/Assignments:</th>
<th>In-class Course Activities:</th>
</tr>
</thead>
</table>

Course will be divided into two parts-Learning Environments and Alternative Assessment to Support an Inclusive Learning Community

Part 1-Learning Environments.

Readings-

Class meetings during this part of the course will focus on:

If more space is needed for any section, please attach additional sheets to this form.
1. Identifying the needs of students
   (Academic, Developmental, Social, Emotional, Psychological)
2. Creating positive peer relationships and bullying
3. Working with Families
4. Establishing a classroom community
5. Establishing rules, routines and procedures
6. Teacher Effectiveness
7. Specific management Techniques (i.e. Anger Management, Positive Behavior Support, Conflict Resolution, Peer Mediation)
8. Case studies on classroom management techniques

Class activities will include, but are not limited to:
Collaborative learning
Discussion
Reflection on field experiences
Creating a classroom contract
Response to case studies with particular attention to problem-solving

Part 2-Alternative Assessment and the Learning Environment
Readings-Popham plus course pack materials

Class meetings during this part of the course will focus on:
1. Alternative assessments
2. Using assessment to build community (e.g. looking at democratic classrooms and the Constitution to support social studies standards)
3. Appropriate assessments for diverse classrooms

Class activities will include, but are not limited to:
Evaluating various forms of assessment
Matching appropriate assessments to learning goals

Out-of-class assignments:

Readings

Students will be expected to stay current with classroom readings throughout the semester.

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Philosophy of Management

Students will be asked to write a statement of management philosophy that will include their beliefs about education, student needs, the purpose of schooling, and researched management options. Chapters 1 and 2 from Jones and Jones will help inform this philosophy. This is part one of the effective learning community plan. This philosophy is due early in the semester and is worth 10 points. The student should expect to reflect on how this philosophy has changed and how it will change. It will be turned in at the beginning of each class. It will be revised throughout the rest of the semester and turned in with part 2 of the plan. Even as an early draft, this assignment should be well thought-out. I would expect this to be 3-5 pages.

Sustaining an Effective Learning Community Plan

Students will develop a behavior management plan that addresses a diverse/inclusive k-12 classroom. Topics to be addressed are:

1. Understanding students’ needs
2. Establishing positive teacher-student relationships
3. Establishing positive peer relationships
4. Working with families
5. Developing classroom standards, expectations, and goals
6. Motivating students to learn

In this plan, students will include age appropriate strategies that could be used in the classroom. Students will be asked to specifically address cultural, ethnic, racial, linguistic, and academic diversity in the plan.

Research and Analysis Project (2 parts)

1. Students will choose a specific management technique (anger management, peer mediation, conflict resolution, etc) and research its philosophical and

If more space is needed for any section, please attach additional sheets to this form.
pedagogical underpinnings along with practical classroom application for grades k-12. Students will then write a 10-15 page paper about their topic (APA style is expected).

2. Students will create a 25 minute workshop/lesson to teacher their peers about their management technique.

This research paper has four distinct parts:

1. A review of the literature related to the topic (10-15 scholarly works)
2. An analysis of the philosophical assumptions underlying the topic
3. An analysis of the impact this approach has on learners (their needs, their problem solving abilities, etc.)
4. Ideas for practical application in the classroom

The presentation should include, but is not limited to:

1. Background/theoretical foundation of topic
2. Application for the classroom
3. Effect on student learning/classroom community

Students are encouraged to create lessons/workshops that allow for participation.

Final: Alternative Assessment

You have researched various forms of assessment throughout the semester. You final for the course will have two parts:

1. Design an alternative assessment that would allow for the learning of diverse students to be measured effectively. Think about learning goals, outcomes, time and objectivity/subjectivity of assessment. Describe and create the assessment as you would for your classroom
2. Evaluate your work for the semester in this class and give yourself a grade based on your assessment. Be sure to include work samples to support your grade and any other relevant evidence for your assessment.

Evaluation Scale:

If more space is needed for any section, please attach additional sheets to this form.

November 2007
<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Percentage Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100%</td>
<td>B+</td>
</tr>
<tr>
<td>88-92%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>83-87%</td>
<td></td>
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<tr>
<td>C+</td>
<td>78-82%</td>
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<tr>
<td>C</td>
<td>74-77%</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>73 and below</td>
<td></td>
</tr>
</tbody>
</table>

**Evaluation Criteria:**

**Quality Criteria:**

Each task will have an assignment sheet that will include a grading section that will be attached to your final assignment when the student turns in the work. It is imperative that students look at the assignment sheet and use it as a guide for completion of the task. It includes key quality information that you will be held accountable for.

You are expected to turn in original work. An academic honesty statement will be a part of all assignments sheets.

**Criteria for Turning in Assignments:**

Due dates are clearly indicated on the course calendar. All assignments are due on the scheduled day by the time class begins. There are no exceptions!

All assignments are to be turned in at the beginning of class in the appropriate medium (hardcopy, technology-based, etc)

Always save back ups of your assignments, as computer problems are not an excuse for late assignments. Do not put off your assignments to the last minute. If you follow these suggestions, you will not be faced with a late assignment and a zero.

Late work will be accepted, with a 5% penalty for each day it is late, with a maximum of 50% being taken off for late work.

All assignments are vital to the completion of the course. Failure to turn in an assignment will result in an incomplete until the work is turned in and a course grade can

If more space is needed for any section, please attach additional sheets to this form.
be given.

Resource Reading List:

*Taking Sides: Clashing Views on Controversial Issues in Classroom Management* by R.G. Harrington & L. Holub
*Cases in Behavior Management* by S. Danforth & J.R. Boyle

Attendance Policies:

Attendance is extremely important. You are responsible for all content and assignments for each class. This is a 3-hour class. When you miss one class, it is like missing a whole week of one-hour classes. **It is not recommended that you miss class.**

More than 1 absence will result in your grade being docked one full letter. More than 2 absences will result in a WA/F. This means that even one absence has a negative impact on your learning.

More than two (2) absences will result in WA/F.

1. If you are tardy three times, (i.e. arrival 10 minutes after class starts) it will equal one absence.
2. Arrival more than 10 minutes after class starts equals an absence.
3. **Arrival more than 10 minutes after break ends equals one tardy.**
4. Leaving before class ends equals an absence.

Special consideration/agreements:

**ADA ACCOMMODATIONS:** In compliance with the Americans with Disabilities Act (ADA), all qualified students are entitled to “reasonable accommodations.” The instructor must be notified during the first week of class of any accommodations needed.

Performance Data

Performance data will be collected on candidates enrolled in the undergraduate program using rubrics. These data will be collected from assignments to demonstrate competence. These data will be reported to our accreditation organization in aggregate form only.

Honor System:

All courses in the School of Education are conducted under the Honor Code of the College of Charleston. The Honor Code specifically forbids lying, cheating, attempted cheating,

If more space is needed for any section, please attach additional sheets to this form.
stealing, attempted stealing and plagiarism. Students at the College are bound by honor and by their acceptance of admission to the College to abide by the Code and to report violations. As members of the College community, students are expected to evidence a high standard of personal conduct and to respect the rights of other students, faculty, staff members, community neighbors, and visitors on campus. Students are also expected to adhere to all federal, state, and local laws. Faculty members are required to report violations of the Honor Code or Code of Conduct to the Office of Student Affairs. Conviction of an Honor Code violation in a class will result in the grade of "XF" for the course.

Course Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
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<tbody>
<tr>
<td>Weeks 1-7</td>
<td>Creating an Effective Learning Community</td>
<td>Focus will be on creating an effective and practical classroom plan that reflects current research.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading will be from the Jones and Jones text.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assignments for this section will include:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Educational Autobiography</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Philosophy of Management</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Effective Learning Community Plan</td>
</tr>
</tbody>
</table>

If more space is needed for any section, please attach additional sheets to this form.
Weeks 8-11  Effective Learning Community Techniques (student-led class meetings)

Students will be conducting class during this four week segment. Focus will be on research projects that address specific classroom techniques for k-12 classroom teachers.

Weeks 12-14  Alternative Assessments and the Learning Environment

Focus will be on how alternative forms of assessment can be used to meet student needs and effectively evaluate student learning. Special attention will be paid on using alternative assessments to meet the needs of special needs and ESL students.

Readings will be from the Popham book and course pack (articles on assessment will be selected at the beginning of each semester to ensure current research).

Final Exam

***In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.” Please notify the instructor during the first week of class of any accommodations needed for the course.

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Proposal for a New Graduate Course

Department: School of Education, Health and Human Performance
Graduate Program: Master of Education in Teaching, Learning and Advocacy

Course Number & Title MTLA XXX Literacy Development of Early Learners
Total hours/week: 3
Number of Credits: Lectures: yes Lab: no

Will this course be cross-listed with an undergraduate or other graduate course? □ YES  ❏ NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.
Course will first be offered spring 2009

Catalog description (Please limit to 50 words):
This course extends students' understanding of the fundamentals of literacy, including reading, writing, listening, speaking, and viewing. As teachers of young children (PK-3rd), students explore traditional and expanded notions of text. The course emphasizes the literacy process, factors affecting that process, and principles and skills involved in development of literacies.
Prerequisites (or other restrictions) Admission to graduate program

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

a. What are the goals and objectives of the course?
1. Demonstrate a thorough knowledge of the developmental processes of literacies and all the factors involved in those processes
2. Demonstrate a thorough knowledge of the lexicon, syntax, history, varieties, literature, and processes of literacy education
3. Demonstrate knowledge and understanding of emergent literacy through in-depth study of literacy stages to design effective literacy programs and strategies that build on students' strengths, skills and backgrounds and are effective
4. Design assessments to determine the level of students' competence in their understanding and use of language and to use the results of such assessments to design instruction.
5. Demonstrate an understanding of the different preconceptions, miscue patterns, and misconceptions that a student may exhibit and how these should be addressed instructionally.
6. Demonstrate a thorough knowledge of the developmental process of emergent literacy and all the factors involved in it

If more space is needed for any section, please attach additional sheets to this form.

November 2007
8. Demonstrate a thorough knowledge of the lexicon, syntax, history, varieties, literature, and processes of the English language/Language Arts
9. Demonstrate knowledge of all major approaches to reading and an ability to teach students using a balanced reading program that includes emphasis on the use of phonemic relationships, context, and text that has meaning for the students
10. Design formative and summative assessments to determine the level of students' competence in their understanding and use of language and use the results of such assessments to design beginning instruction
11. Demonstrate the ability to organize and manage a classroom climate within which all students have the desire to learn and to engage in emergent and early literacy
12. Model effective use of the English language
13. Demonstrate the ability to communicate with, guide, and assist parents in fostering early and continued growth in literacy
14. Evaluate self-perceptions about issues in teaching and learning
15. Collaborate and cooperate with other course participants in class and in the evaluation of course projects
16. Use technology to optimize instruction

b. How does the course support the mission statement of the department and the organizing principles of the graduate program?

This course supports the mission of the SOE as it helps students better understand and value students (Element of Teacher Competency 1) and to increase their understanding of what and how to teach and assess (Element of Teacher Competency 2)

Are other departments affected by this course? □ YES   X NO
(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? □ YES   X NO
If yes, at what institution?

Method of teaching:
Seminar

If more space is needed for any section, please attach additional sheets to this form.
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course.

None – see attached CHE Program Planning Summary

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

None – see attached CHE Program Planning Summary

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

Minimal – see attached CHE Program Planning Summary

a. Staff

b. Budget

c. Library

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: [Signature]
Date: 2/8/08

Signature of Department Chair: [Signature]
Date: 2/5/08

Additional Chair’s Signature*: [Signature]
Date: 2/7/08

Signature of Schools’ Dean: [Signature]
Date: 2/7/08

Additional Schools’ Dean Signature*: [Signature]
Date: 4/8/08

Signature of the Provost: [Signature]
Date: 4/5/08

Signature of Budget Director**: [Signature]
Date: 4/5/08

*For interdisciplinary courses.

**Business Affairs Office

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Course Name: Literacy Development of Early Learners

Course Prefix and Number: MLTA XXX

Course Term: 3

Credit Hours: This course extends students' understanding of the fundamentals of literacy, including reading, writing, listening, speaking, and viewing. As teachers of young children (PK-3rd grade), students explore traditional and expanded notions of text. The course emphasizes the literacy process, factors affecting that process, and the principles and skills involved in the development of literacies within young children.


Additional readings from a variety of sources.

Course Objectives: All teacher preparation programs in the School of Education, Health, and Human Performance (EHHP) are guided by a commitment to Making the Teaching Learning Connection through three Elements of Teacher competency which are at the heart of the EHHP Conceptual Framework: 1) Understanding and valuing the learner, 2) knowing what and how to teach and assess and how to create an environment in which learning occurs, and 3) understanding themselves as professionals. These three competencies underlie all learning and assessment in this course, they help you develop the knowledge, skills, and dispositions necessary to become an effective

If more space is needed for any section, please attach additional sheets to this form.
teacher.

Understanding and Valuing the Learner

1. Demonstrate a thorough knowledge of the developmental processes of literacies and all the factors involved in those processes (NCATE 1, 2b & 3a-e; NAEYC/EC 1, 4, 4a-c; EHHP Standard II).

2. Demonstrate a thorough knowledge of the lexicon, syntax, history, varieties, literature, and processes of literacy education (NCATE 2b & 3a-e; NAEYC/EC 4 & 4a-c; EHHP Standard II).

3. Demonstrate knowledge and understanding of emergently literacy through in-depth study of literacy stages to design effective literacy programs and strategies that build on students' strengths, skills and backgrounds and are effective (NCATE 1, 2b & 3a-e; NAEYC/EC 1, 4 & 4a-c; EHHP Standard I, II, III).

4. Design assessments to determine the level of students' competence in their understanding and use of language and to use the results of such assessments to design instruction (NCATE 4 & 3 a-e; NAEYC/EC 3 & 4a-4b; EHHP Standard VI).

5. Demonstrate an understanding of the different preconceptions, misconceptions, and misconceptions that a student may exhibit and how these should be addressed instructionally.

Knowing what and how to teach and assess and how to create an environment in which learning occurs

1. Demonstrate a thorough knowledge of the developmental process of emergent literacy and all the factors involved in it (NCATE 1, 2b & 3a-e; NAEYC/EC 1, 4, 4a-c; SOE Standard II).
2. Demonstrate an ability to use effective instructional strategies, technologies, and varied language activities (including the use of children's literature) to help students become strategic beginning readers and respond to what they have read (NCATE 2b & 3a-e; NAEYC/EC 4 & 4a-c; ACEI 3.1; IRA 1; SOE Standard III).
3. Demonstrate a thorough knowledge of the lexicon, syntax,
history, varieties, literature, and processes of the English language/Language Arts (NCATE 2b & 3a-e; NAEYC/EC 4 & 4a-c; ACEI 2 & 2; SOE Standard II).

4. Demonstrate knowledge of all major approaches to reading and an ability to teach students using a balanced reading program that includes emphasis on the use of phonemic relationships, context, and text that has meaning for the students (NCATE 2b & 3a-e; NAEYC/EC 4b & 4a-c; IRA 2 and 4; SOE Standard III).

5. Design formative and summative assessments to determine the level of students’ competence in their understanding and use of language and use the results of such assessments to design beginning instruction (NCATE 4 & 5a-c; NAEYC/EC 3 & 4a-4c; ACEI 3 & 3; IRA 1 & 2; SOE Standard II).

6. Demonstrate the ability to organize and manage a classroom climate within which all students have the desire to learn and to engage in emergent and early literacy (NCATE 3a-e & 5b, 5d; NAEYC/EC 4a-c & 5, 2; ACEI 1, 3, 2; IRA 2 and 4; SOE Standard III & VI).

Understanding yourself as a professional

1. Model effective use of the English language (NCATE 2b; NAEYC/EC 4b; SOE Standard V.)

2. Demonstrate the ability to communicate with, guide, and assist parents in fostering early and continued growth in literacy (NCATE 5b & 5c; NAEYC/EC 5 & 2; SOE Standard V).

3. Evaluate self-perceptions about issues in teaching and learning (NCATE 5; NAEYC/EC; SOE Standards I, IV, V, VI, VII).

4. Collaborate and cooperate with other course participants in class and in the evaluation of course projects (NCATE 5; NAEYC/EC 5; SOE Standards I, II, III, IV).

5. Use technology to optimize instruction (NCATE 5; NAEYC/EC; SOE I, II III, V).

Description of Tests (35 points total- Test 1: 10 points; Test 2: 10 points; Test 3: 15 points, 5 of the points will come from identification and

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Projects/Assignments:

application of phonics knowledge

Three tests will cover information learned over the course. All examinations are content-based (from readings, in-class discussions, class notes) and cumulative. They require that you use your knowledge of research, theory, and practice of information specific to EDEE 617 in an application-type scenario analysis (much like what you’ll have to do on the literacy portion of Praxis II exam). NEITHER STUDY GUIDES NOR MAKE-UP EXAMS WILL BE GIVEN.

Discussion Board Postings (10 points): Due throughout the semester

The study of early childhood literacy includes many content-specific terms. To assist in your growing knowledge and use of these terms as educators, you will be expected to post ideas from the chapters read in a learning community to the WebCT discussion board. These ideas could include the following: clarification of definitions, application of terminology to your own learning experiences, or connections to field experiences with young children.

Original Posting: AT LEAST SIX POSTS (6 points)

An original idea is a posting that begins a new thread of discussion and assists others in understanding, synthesizing, and/or analyzing material that has been read.

Response Posting: AT LEAST FOUR POSTS (4 points)

A response is a posting that adds onto and furthers the thinking/comments of an original idea posting. IT IS NOT A COMMENTARY OF SUPPORTIVE REMARKS.

Discussion board postings will be graded on relevancy, accuracy, helpfulness, and contribution to the learning community OVER THE SEMESTER. Please note that QUESTIONS POSED (both Original and Response Postings) are important BUT DO NOT COUNT TOWARD THE TOTAL NUMBER OF POSTINGS.

Advanced Literacy Assessment and Report (15 points):

You will conduct an in-depth assessment on a child (grade PreK- Grade 3). The battery of assessments will include tasks for phonemic awareness, phonics, fluency, vocabulary, comprehension, writing, and spelling. Using the findings from the tasks, you will write a detailed report of the child’s performance and recommendations for instruction.

If more space is needed for any section, please attach additional sheets to this form.

November 2007
to improve various areas. The assessment report must include:

(1) A summary of the child’s performance on the literacy tasks broken down by assessment concepts, along with the raw data.

(2) An overview of the child’s literacy strengths

(3) An overview of the areas for concentration

(4) Recommendations to assist the child in developing (a) phonemic awareness, (b) letter and sound recognition (where appropriate), (c) concepts of print, (d) comprehension of text, (e) spelling development, and (e) writing development

(5) A copy of the child’s performance on the assessment

Literacy implementation plan: (30 points)

During this course you will design and implement a literacy instruction plan in your classroom to document students’ uses of literacy skills and strategies. This plan must include a preassessment, an analysis of student performance, a plan to address instructional needs of students in small groups, and a post assessment.

Research on students’ home-school literacies project (10 points)

Based upon course readings and assignments you will survey children on their out-of-school literacies. Findings from the survey will guide your creation of an in-class literacy reading and writing workshop that spans 2-4 weeks that connects out-of-school and in-school literacies.

Content review: (10 points):

You will choose an area of traditional literacy area to review that you see used in your school and complete a critical review of the area using books, articles, and online sources. From your findings you’ll prepare a powerpoint, paper, or newsletter to share with colleagues at your school that shows your findings from this analysis and how they relate to the literacy instruction in your school as successes and challenges for future school-wide implementation.

Evaluation Scale:  

Evaluation Scale:

A = 93-100

B+ = 88-92

If more space is needed for any section, please attach additional sheets to this form.
\[\begin{align*}
B &= 83-87 \\
C+ &= 78-82 \\
C &= 74-77 \\
F &= <74
\end{align*}\]

Evaluation Criteria: General information about grading:

1. Late submissions of assignments are unacceptable under normal circumstances. Each late submission will have an automatic point deduction by week equivalent to the loss of one letter grade.

2. Written assignments (both weekly reflections and the research report) are final products that will be graded on both what is written (clarity, depth, insight) and how it is written (the form of the written work). Therefore, it is crucial to realize that correct grammar and spelling, proper punctuation, neatness, and adherence to assignment guidelines will affect your grade. As an educator, high levels of competence not only in verbal but also in written communication with parents, administrators, and other educators are expected. Please use the resources around you to proofread and to edit your work. The Writing Lab (located in the Education Center Room 216) provides free, individualized help on all parts of the writing process.

Resource Reading List: English Education

* Handbook of literacy and technology: Transformations in a post-typographic world
* Handbook of research on teaching literacy through the communicative and visual arts
* Handbook of Reading Research
* Harvard Educational Review
* Journal of Early Childhood Literacy
* Journal of Learning Disabilities
* Journal of Literary Research
* Language Arts

If more space is needed for any section, please attach additional sheets to this form.
Attendance Policies:

Class attendance is crucial for a full understanding of course material because many of the topics and content will be taught and communicated by way of class demonstrations, class activities, and class discussions. Therefore, it is important that you attend class and that you come to class prepared. Furthermore, you need not only to be present, but also to participate in class discussions and activities. A student arriving to class fifteen or more minutes late will be counted absent. Students will be dropped from class for excessive absences. One’s final grade will be lowered by ten percent for each absence after having missed one class meeting.

Special consideration/agreements:

TBA

Honor System:

The Honor Code of the College of Charleston specifically forbids:

Lying: knowingly furnishing false information, orally or in writing, including but not limited to deceits or efforts to deceive relating to academic work, to information legitimately sought by an official or employee of the College, and to testimony before individuals authorized to inquire or investigate conduct. Lying also includes the fraudulent use of identification cards.

Cheating: the actual giving or receiving of unauthorized, dishonest assistance that might give one student an unfair advantage over another in the performance of any assigned, graded academic work, inside or outside of the classroom, and by any means whatsoever, including but not limited to fraud, duress, deception, theft, talking, making signs, gestures, copying, electronic messaging, photography, unauthorized reuse of previously graded work, unauthorized dual submission, unauthorized collaboration and unauthorized use or possession of study aids, memoranda, books, data,
or other information. The term cheating includes engaging in any behavior specifically prohibited by a faculty member in the course syllabus or class discussion.

**Attempted cheating:** a willful act designed to accomplish cheating, but falling short of that goal.

**Stealing:** the unauthorized taking or appropriating of property from the College or from another member of the college community. Note also that stealing includes unauthorized copying of and unauthorized access to computer software.

Attempted stealing: a willful act designed to accomplish stealing, but falling short of that goal.

**Plagiarism:**

The verbatim repetition, without acknowledgement, of the writings of another author. All significant phrases, clauses, or passages, taken directly from source material must be enclosed in quotation marks and acknowledged either in the text itself or in footnotes/endnotes.

Borrowing without acknowledging the source: Paraphrasing the thoughts of another writer without acknowledgement.

Allowing any other person or organization to prepare work which one then submits as his/her own.

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**Course Calendar:**

*List the dates, specific topics and assignments for each course meeting. This section should be specific enough to show the course content.*

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Introductions &amp; course overview</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Literacy for new millennium: Part 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Put Reading First; NCLB; IRA Standards</td>
<td>Observational Survey: Ch. 1</td>
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<tr>
<td></td>
<td>Understanding children’s literacies: New</td>
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<td></td>
<td>and old paradigms</td>
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</tbody>
</table>

*If more space is needed for any section, please attach additional sheets to this form.*

November 2007
Week 2  Birth to age three: Beginner stage  Observational Survey: Ch. 2  
Literacy for new millennium: Ch.14 & 15  
WTW Ch 1  

Literacies development from birth: Visual and oral literacies  

Spelling Stages  

Week 3  Ages three to five: Novice stage  Observational Survey: Ch. 3  

Phonemic awareness and alphabet knowledge  

Literacy for new millennium: Ch 8  

Visual literacies connected to print literacies  

WTW Ch 2  

Spelling Stages and Assessment  

Week 4  Ages five to seven: Experimenter Stage  Observational Survey: Ch. 4  

Spelling Stages and Assessment  

Putting together the five literacies  

Week 5  Ages six to eight: Transitional/Conventional Stage  Observational Survey: Ch. 5  

Literacy for new millennium: Ch. 9  

Spelling Stages and Assessment  

Week 6  EXAM 1  

If more space is needed for any section, please attach additional sheets to this form.
Week 7  Supporting literacy in preschool  Observational Survey: Ch. 1
                    WTW Ch 5
Assessments and instruction

Week 8  Supporting literacy in Kindergarten  Observational Survey: Ch. 6
                      Literacy for new millennium: Ch. 13
                      WTW Ch 6
Early word identification (Kindergarten)
Assessments and instruction

Week 9  Supporting literacy in First grade  Observational Survey: Ch. 7 and 8
                      WTW Ch. 7
                   Analogy based phonics (First/Second
                   Grades)
Assessments and instruction

Week 10  Exam II

Week 11  Supporting literacy in Second through
                    Fourth grades  Literacy for new millennium: Ch. 16
                    WTW Ch. 8
                   Phonics and fluency development (Second
                   and Third grades)

If more space is needed for any section, please attach additional sheets to this form.
through Third and Fourth Grades

| Week 12 | Literacy implementation plan |
| Week 13 | Literacy Rich Classrooms & Diverse learners |
| Week 14 | Literacy Content Review Presentations |
| Final Exam |

***In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to “reasonable accommodations.”
Please notify the instructor during the first week of class of any accommodations needed for the course.

If more space is needed for any section, please attach additional sheets to this form.
Proposal for a New Graduate Course

Department: School of Education, Health and Human Performance  
Graduate Program: Master of Education in Teaching, Learning and Advocacy  

Course Number & Title MTLA XXX Teacher As a Member of the Professional Community  
Total hours/week: 3  
Number of Credits  
Lectures: yes Lab: no  

Will this course be cross-listed with an undergraduate or other graduate course? ☐ YES ☒ NO  
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.  

Course will first be offered fall 2009  

Catalog description (Please limit to 50 words):  
Candidates explore the role of teacher leadership in effecting change. They explore change theory and develop strategies needed to be change agents at multiple levels, e.g., building on sound instructional practices, collaboration, teamwork, peer coaching, and mentoring. They learn to strengthen community and family partnerships and communicate across diverse spheres.  

Prerequisites (or other restrictions) Admission to graduate program. Family and Community Involvement strongly advised as a prerequisite.  

Rationale/justification for course (consider the following issues):  
a. What are the goals and objectives of the course?  
Students will develop conceptual knowledge of:  
• Professionalism: Empowerment and responsibility  
• Leadership  
• Learning community  
• Understanding the change process  
Students will develop procedural knowledge to:  
• Conflict resolution  
• Communication across diverse spheres  
• Facilitating growth of others  
• Time management  
• Influencing and enacting policy to benefit students and families  
Students will develop metacognitive knowledge in order to:  

If more space is needed for any section, please attach additional sheets to this form.  

November 2007
• Finding personal balance in responsibilities toward students, employers, and the profession
• Melding philosophy and practice within reality of school environment
• Understanding self as leader

b. How does the course support the mission statement of the department and the organizing principles of the graduate program?

The course focuses primarily on one of the three Elements of Teacher Competency: Understanding Self as a Professional. As a masters level course, it is designed to move candidates from competency to mastery as described in the EHHP conceptual framework and assessment system. As master teachers, our graduates assume leadership positions in schools and districts and use their positional authority to advocate for students, families, and the profession.

Are other departments affected by this course? □ YES       X NO
(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? □ YES       X NO
If yes, at what institution?

Method of teaching:

Seminar

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course.

None – see attached CHE Program Planning Summary

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

None – see attached CHE Program Planning Summary

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

Minimal – see attached CHE Program Planning Summary

a. Staff

b. Budget

c. Library

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: [Signature] Date: 2/8/08
Signature of Department Chair: [Signature] Date: 2/6/08
Additional Chair’s Signature*: [Signature] Date: 2/7/08
Signature of Schools’ Dean: [Signature] Date: 2/8/08
Additional Schools’ Dean Signature*: [Signature] Date: 2/8/08
Signature of the Provost: [Signature] Date: 2/8/08
Signature of Budget Director**: [Signature] Date: 2/8/08

*For interdisciplinary courses.

**Business Affairs Office

Return form to the Graduate School office for further processing.

Signature of Chair of the Faculty Committee on Graduate and Continuing Education: [Signature] Date: 5/4/08

Signature of Chair of Grad Council: [Signature] Date: 9/23/08

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Signature of the Faculty Secretary: __________________________   Date: __________________________
Teacher as a Member of the Professional Community

MTLA XXXX

TBD

3

In this course students explore the role of teacher leadership in effecting change and promoting ethical practice. They develop the skills and competencies needed to be change agents at the classroom, school and community levels. This includes building on sound instructional and assessment practices, strengthening a commitment to collaboration, teamwork, peer coaching, and mentoring, and examining the dilemmas surrounding partnerships and communication across diverse spheres.

The course focuses primarily on one of the three Elements of Teacher Competency: Understanding Self as a Professional. As a masters level course, it is designed to move candidates from competency to mastery as described in the EHHP conceptual framework and assessment system. As master teachers, our graduates assume leadership positions in schools and districts and use their positional authority to advocate for students, families, and the profession.

Textbooks:


Selected readings including:


Ferguson, C. (2005). Reaching out to diverse populations: What can schools do to foster family-school connections? A strategy brief of the National Center for...
Family and Community Connections with Schools (available on ERIC)


Course Objectives:

Students will develop conceptual knowledge of:

- Professionalism: Empowerment and responsibility
- Leadership
- Ethical Practice
- The change process

Students will develop procedural knowledge of:

- Conflict resolution
- Communication across diverse spheres
- Facilitating growth of others
- Time management

Students will develop metacognitive knowledge in order to:

- Find personal balance in responsibilities toward students, employers, and the profession
- Meld philosophy and practice within reality of school environment
- Understand self as leader

Course Requirements:

1. Complete all assigned readings and assignments in a timely manner
2. Meet attendance requirements
3. Active participation in class discussions and activities
4. Exhibit developing mastery level in EHHHP dispositions

Description of Projects/Assignments:

Examples outside assignments

1. Ethical dilemma: Identify and describe an ethical dilemma. What makes it a dilemma? What are alternative approaches to resolving the dilemma from varied stakeholder perspectives? (15%)

If more space is needed for any section, please attach additional sheets to this form.

November 2007
2. Case study examining teacher professionalism (for example, identify a teacher leader, mentor/mentee relationship, effective grade level or departmental team, professional learning community) (20%)
3. Collaborative leadership of reading discussion. Teams will work collaboratively to facilitate discussion of course reading. Evaluation will be based on quality of discussion and of collaboration (10%)
4. Self-assessment of teacher professionalism. Conduct self-assessment at beginning and end of course in relation to: finding personal balance in responsibilities toward students, employers, and the profession, melding philosophy and practice within reality of school environment, and understanding self as leader (20%)
5. Interview or shadow someone in another profession (e.g., nursing, social work, law, engineering, arts managers, clergy) and compare communication styles, professional demands, responsibilities, constraints and concepts of professionalism (20%)
6. Final exam (15%)

Examples of in class assignments (10% of grade)

7. Inventory of existing partnerships at school
8. Professional resume
9. Clinical activity of teacher leadership (shadowing, work on taskforce, collaborative action research
10. Create and maintain professional website or blog
11. Class participation

Evaluation Scale:

Graduate Grade Scale

A+ = 93-100
A = 90-92
B+ = 88-92
B = 83-87
B- = 80-82
C+ = 78-82
C = 74-77
C- = 70-73
F = 73-0

Evaluation Criteria: TBA

Resource Reading List:


Attendance Policies:

Your presence is required in each class. If you are absent more than TWO times 3 points per additional unexcused absence will be deducted from your final grade average. Excused absences may be granted for: Documented Candidate illness reported by Campus Wellness Center or written notice from an off-campus health professional, Death in the family or of a close friend, Candidate hospitalized, Documented personal tragedy, Documented athletic participation

If more space is needed for any section, please attach additional sheets to this form.
events, and other. If you are not present when the roll is called and choose to enter class late, you are considered tardy. Being tardy two times equal one absence. Candidates will not be withdrawn for excessive absents, but will lose points as per stated above.

**Honor System:**

See the most current issue of the College of Charleston Student Handbook Academic Honor system.

**Course Calendar:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week one</td>
<td>Introduction to course and defining teacher professionalism</td>
<td>Katzenmeyer &amp; Moller pp. 1-19</td>
</tr>
<tr>
<td>Week two</td>
<td>Professionalism: Empowerment and responsibility</td>
<td>York-Barr &amp; Duke</td>
</tr>
<tr>
<td>Week three</td>
<td>Change process</td>
<td>Katzenmeyer &amp; Moller pp. 49-52</td>
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<tr>
<td>Weeks four-six</td>
<td>Ethical Practice</td>
<td>Fullan pp. 29-48</td>
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<td></td>
<td></td>
<td>Noddings</td>
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<tr>
<td>Week seven</td>
<td>Finding balance between responsibilities for students, school and the profession</td>
<td>Barth</td>
</tr>
<tr>
<td>Week eight</td>
<td>Balancing philosophy and practice in the context of the reality of school environment</td>
<td>Katzenmeyer &amp; Moller pp 57-72</td>
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<tr>
<td>Weeks nineteen</td>
<td>Leadership: Self as leader</td>
<td>Barth Introduction and Chs. 6 &amp; 7</td>
</tr>
<tr>
<td></td>
<td>Leadership: skills (e.g., facilitation, conflict resolution, time management)</td>
<td>Barth Chs. 1 &amp; 2</td>
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<tr>
<td>Week eleven</td>
<td>Learning communities: Self as member of community</td>
<td>Katzenmeyer &amp; Moller pp 73-87</td>
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<tr>
<td></td>
<td>Facilitating growth of others</td>
<td>Barth Ch. 3</td>
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<tr>
<td></td>
<td>Skills (collaboration, communication, planning and organization)</td>
<td>DuFour, Eaker &amp; DuFour</td>
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<tr>
<td>Week twelve</td>
<td>Communication across diverse spheres</td>
<td>Feiman-Numser</td>
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<td>Week thirteen</td>
<td>Student presentations</td>
<td>DuFour</td>
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<tr>
<td>Week</td>
<td></td>
<td>Ferguson</td>
</tr>
</tbody>
</table>

*If more space is needed for any section, please attach additional sheets to this form.*

November 2007
fourteen

Final exam TBA

***In compliance with the Americans with Disabilities Act (ADA), all qualified students enrolled in this course are entitled to "reasonable accommodations."
Please notify the instructor during the first week of class of any accommodations needed for the course.
Proposal for a New Graduate Course

Department: School of Education, Health and Human Performance
Graduate Program: Masters of Education in Teaching, Learning and Advocacy

Course Number & Title: MTLA XXX Teachers As Advocates for Children and Youth
Total hours/week: 3
Number of Credits: Lectures: yes Lab: no

Will this course be cross-listed with an undergraduate or other graduate course? □ YES □ NO
if yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course will first be offered

Catalog description (Please limit to 50 words):
This course explores the effect of policy on the lives and learning of children and youth. It turns this understanding toward advocating for better school and classroom experiences for children and youth. Candidates examine their own practice as well as policies and procedures through the lens of advocacy.

Prerequisites (or other restrictions) Admission to graduate program

Rationale/Justification for course (consider the following issues):
a. What are the goals and objectives of the course?
Students will learn how to be an advocate for children and youth in the school and classroom.
Students will develop necessary leadership skills required to fully understand policies related to children and youth.
Students examine their own practice in light of policies and practice.
Students understand how policies are made, enacted, and implemented in schools and classrooms.
Students will explore the distinction between political action and advocacy.
b. How does the course support the mission statement of the department and the organizing principles of the graduate program?

The course focuses on two of the three Elements of Teacher Competency: Understanding and valuing the learner and Understanding self as a professional. As a masters level course, it is designed to move candidates from competency to mastery as described in the EHHP conceptual framework and assessment system. As master teachers, our graduates assume leadership positions in schools and districts and use their positional authority to advocate for students, families, and the profession.

Are other departments affected by this course? □ YES       X NO

Is this course part of a joint program? □ YES       X NO If yes, at what institution?

Method of teaching:

Seminar
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course.

   None – see attached CHE Program Planning Summary

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

   None – see attached CHE Program Planning Summary

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

Minimal – see attached CHE Program Planning Summary

   a. Staff

   b. Budget

   c. Library

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. **A syllabus is mandatory.**

Signature of Program Director:  

Date: 2-8-08

Signature of Department Chair:

Date: 2-6-08

Additional Chair’s Signature*:

Date: 2-7-08

Signature of Schools’ Dean:

Date: 2-6-08

Additional Schools’ Dean Signature*:

Date:

Signature of the Provost:

Date: 4-8-08

Signature of Budget Director**:

Date: 4-8-08

*For interdisciplinary courses.  

**Business Affairs Office

Signature of Chair of the Faculty Committee on Graduate and Continuing Education

Date: 5-4-08

Signature of Chair of Grad Council:

Date: 9-2-08

Signature of the Faculty Secretary:

Date:

If more space is needed for any section, please attach additional sheets to this form.
College of Charleston

School of Education, Health, and Human Performance

Course Syllabus

Course Name: Teachers as Advocates for Children and Youth

Course Prefix and Number: MTLA

Course Term: Fall

Credit Hours: 3

Course Description: This course explores the effect of policy on the lives and learning of children and youth. It turns this understanding toward advocating for better school and classroom experiences for children and youth. Students examine their own practice as well as policies and procedures through the lens of advocacy.

Course Text/Materials:

- Course reading packet

Course Objectives:

Students will learn how to be an advocate for children and youth in the school and classroom.

Students will develop necessary leadership skills required to fully understand policies related to children and youth.
Students examine their own practice in light of policies and practice.

Students understand how policies are made, enacted, and implemented in schools and classrooms.

Students will explore the distinction between political action and advocacy.

Course Requirements/

Brief Description:
- Synthesize readings related to policy formation, enactment, and implementation.
- Determine the advocacy needs of the children or youth in their classroom and/or school.
- Create a research paper on advocacy priorities identified which are supported by theory and literature.
- Based on advocacy priorities, develop a strategic plan for addressing priorities.
- Make a presentation to an appropriate audience to build support for the plan.
- Write one letter or meet with a legislative leader on the advocacy issue.

Evaluation Scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>500 - 465 (93%-100%)</td>
<td>C+ = 419 - 410 (82%-78%)</td>
</tr>
<tr>
<td>B+</td>
<td>454 - 445 (92%-88%)</td>
<td>C = 409 - 395 (77%-74%)</td>
</tr>
<tr>
<td>B</td>
<td>444 - 430 (87%-83%)</td>
<td>F = Below 349 (0%-73%)</td>
</tr>
</tbody>
</table>

Evaluation Criteria:

<table>
<thead>
<tr>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Policy Reading Synthesis</td>
</tr>
<tr>
<td>2. Strategic Plan</td>
</tr>
<tr>
<td>3. Advocacy Assessment</td>
</tr>
<tr>
<td>4. Research Paper</td>
</tr>
<tr>
<td>5. Presentation</td>
</tr>
</tbody>
</table>
6. Advocacy Action .................................. 50
7. Final Examination-------------------------- 100

TOTAL---------------------------------------- 500

Resource Reading List:


There will be selected readings throughout the course that will be available via WWW files.

Attendance Policies
Your presence is required in each class. If you are absent more than two times 3 points per additional unexcused absence will be deducted from your final grade average. Excused absences may be granted for: Documented Candidate illness reported by Campus Wellness Center or written notice from an off-campus health professional, Death in the family or of a close friend, Candidate hospitalized, Documented personal tragedy, Documented athletic events, and other. If you are not present when the roll is called and choose to enter class late, you are considered tardy. Being tardy two times equal one absence. Candidates will not be withdrawn for excessive absents, but will lose points as per stated above.

Honor System:
See the most current issue of the College of Charleston Student Handbook Academic Honor system.

DISABILITY STATEMENTS:
Course instructor follows the College of Charleston ADA regulations
Course Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Preparing for Advocacy</td>
<td>Introduction, Welcome and Overview</td>
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<tr>
<td></td>
<td>What is Advocacy?</td>
<td>Syllabus review</td>
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<td>Familiarize yourself with the course requirements.</td>
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<td></td>
<td>Post self-introduction and ideas for a potential advocacy plan.</td>
</tr>
<tr>
<td>Weeks 2-3</td>
<td>Policy: Design</td>
<td>Read supporting materials; research the topic; determine how policies are developed in your district and state and their relationship with the federal system; be prepared to present and discuss in class.</td>
</tr>
<tr>
<td></td>
<td>Policy: Funding Issues</td>
<td></td>
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<tr>
<td>Weeks 4-5</td>
<td>Local District Structure</td>
<td>Read supporting materials; research the topic; attend a District School Board meeting; interview a Board member and/or other district leaders; be prepared to present and discuss in class.</td>
</tr>
<tr>
<td></td>
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<td>Develop advocacy needs assessment.</td>
</tr>
<tr>
<td>Weeks 6-7</td>
<td>State and Federal Structures</td>
<td>Read supporting materials; research the topic; contact a state legislator and other state and federal leaders; be prepared to present and discuss in class.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Develop focus for research paper</td>
</tr>
<tr>
<td>Weeks 8-9</td>
<td>Leadership skills: Teacher leader network.</td>
<td>Read supporting materials; research the topic; talk with teacher leaders in your school, the principal and any others leaders that would help you broaden your perspective as a Teacher leader; be prepared to present and discuss in class.</td>
</tr>
<tr>
<td></td>
<td>Influencing the culture.</td>
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<tr>
<td>Weeks 10-11</td>
<td>Special Interests and</td>
<td>Read supporting materials; research the topic; contact the</td>
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<td></td>
<td>Influences</td>
<td>leaders of groups that will influence your advocacy plan; be prepared to present and discuss in class.</td>
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<td>-----------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Complete advocacy action</td>
<td></td>
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</tr>
<tr>
<td>Weeks 12-13</td>
<td>Capstone: Developing an Advocacy Plan</td>
<td>Compiling data from advocacy plan and research paper.</td>
</tr>
<tr>
<td>Weeks 14</td>
<td>Presentations</td>
<td>Present a 10-15 minutes presentation on your action plan and what objectives you hope to achieve.</td>
</tr>
<tr>
<td>Final Exam</td>
<td></td>
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</tbody>
</table>
College of Charleston

M.Ed. Teaching, Learning and Advocacy

Specializations in:

Teaching Children and Youth in the Contemporary Context
and
Teacher as Change Agent

Submitted [Date]

P. George Benson, President
CLASSIFICATION

Program Title: M.Ed. Teaching, Learning and Advocacy
(specializations: Teaching Children and Youth in the Contemporary Context and Teacher as Change Agent)

Academic Unit Involved: School of Education, Health and Human Performance at The College of Charleston

Degree: Masters of Education (M.Ed.)

Proposed Date of Implementation: Fall 2009

CIP Code: 13.1299

Identification of Program: New

Site: College of Charleston, Lowcountry Graduate Center, and local schools

Palmetto Fellows LIFE awards: No

Delivery Mode: Blend of traditional and internet

JUSTIFICATION

Statement of Purposes and Objectives: The College of Charleston seeks to establish a new M.Ed. program in Teaching, Learning and Advocacy. The purpose and goals of this program are to advance the knowledge of teachers who are seeking to improve their teaching effectiveness and serve as change agents in their school and/or district. The degree is structured for efficient use of resources, coherence across credential spans, and specializations which reflect the needs of current South Carolina teachers. Through a common core of classes, the program provides a base for all candidates to better:

- understand and apply advanced theories that inform their teaching and work in diverse communities
- use and critique multiple forms of research and inquiry
- think systematically about their own practice, provide support for other professionals, and communicate clearly with students, other educators, and parents
- advocate for students and the profession
- understand the relationship among educational policies and practices, local context, and learners

Building from the core classes, candidates choose a specialization, focusing either on the students they teach or themselves as teachers and members of the teaching profession. One specialization, Teaching Children and Youth in the Contemporary Context, focuses on developing a deep understanding of diverse children and youth and how the school, community, and societal context shape their engagement in learning and life, as well as their sense of accomplishment and belonging. Another specialization, Teachers as Change Agents, explores teaching as both reflective practice and collaborative change making. Candidates in this specialization develop skills of reflection and support that help them improve their own practice and their profession. By offering several specializations within one degree, the College of Charleston is responsive to individual
teacher needs and interests while remaining responsive to new knowledge and state and local initiatives.

This program serves four purposes.

First, it addresses the need in the Lowcountry for advanced degrees. According to a survey conducted in 2007, teachers indicated a desire for an advanced degree in order to increase their earning capacity (75%), become better classroom teachers (67%), and become more knowledgeable in a particular content area (64%).

Second, the program meets growing demand for advanced degrees that go beyond, in focus and depth, the content that is offered in initial certification. Such a degree prepares candidates for professional advancement. The TLA M.Ed. develops the skills, pedagogy and understanding of educators who want to improve their own practice. They also might seek positions as teacher coaches, curriculum specialists, or lead teachers, or they may assist in mentoring new teachers. In these roles, teachers are able to mentor and support colleagues who struggle to work effectively with children and youth in contemporary society.

Third, the program provides support and mentorship for teachers new to the profession. Currently, new teachers are concentrated in poorly performing schools, most of which serve predominantly high poverty populations. For example, in Charleston County School District (CCSD), 59% of the district’s first-year teachers (teachers who have just entered the profession) work in the 39 schools designated as low-performing. Novice teachers are also more likely to leave these schools. As a district, CCSD lost 42% of its first-year teachers from the 2005-2006 school year to the 2006-2007 school year. Many of these teachers may have remained in the profession with support that concentrated on helping them better understand their teaching and the children and youth they teach.

Fourth, the TLA M.Ed. provides another avenue for exchange between the College of Charleston and area school districts. The College of Charleston currently has many successful collaborative relationships with Lowcountry schools and districts (e.g. the Center for Partnerships to Improve Education, the Center of Excellence in New Literacies, Partners for Acceleration) that inform our program development and provide excellent outreach to educators; all of these efforts focus on improving student achievement in high poverty schools. Additionally, this degree will meet needs expressed directly by area superintendents regarding their teachers.

Need for the Program in the State There is great need in the Lowcountry for the proposed M.Ed. There are currently over 6,000 teachers in the Lowcountry. According to 2006 Report Cards for Lowcountry districts, 47% of teachers do not have advanced degrees. As more experienced teachers retire in the coming years, this number is likely to grow. According to survey data collected in spring and fall 2007, 48% of respondents indicate interest in obtaining a Masters degree; 38% indicating interest in the next 1-2 years. There are currently only five M.Ed. programs in education actively enrolling students in the Lowcountry. The College of Charleston offers two M.Ed. degrees (Languages and Science and Math for Teachers), and the Citadel offers M.Ed. degrees in
Counselor Education, Literacy Education, and Educational Leadership. Due to low enrollments, The College of Charleston has not admitted new students into its M.Ed. programs in Early Childhood, Elementary, Middle Grades and Special Education for the last two years. New admissions were closed in The M. Eds in Early Childhood, Elementary, and middle grades two years ago and for the M. Ed in special education one year ago. These programs will be discontinued upon approval of this proposed program and the demand for advanced study that has built in this time will be met by the new program. Given pent-up demand and a continuous supply of teachers desiring advanced degrees, we anticipate steady demand for the program.

**Centrality of Program to Mission of College of Charleston** The TLA M.Ed. extends the College of Charleston’s commitment to the liberal arts, student discovery and growth, and to making a difference to our local community and society at large. The College of Charleston has long recognized the importance of being a contributing member of the community and believes in the importance of using our resources to improve the lives of people in the Lowcountry and the state. Where our undergraduate focus is primarily on the liberal arts, the Graduate School at the College of Charleston is committed to providing specialized knowledge to advance people in their lives and professions.

**Relationship to Other Programs at the College of Charleston** The TLA M.Ed. provides a clear extension of the College of Charleston undergraduate and MAT initial certification programs. These programs are all approved by their respective Specialized Professional Association (SPA) or by CHE, and the unit has been accredited by the National Council for Accreditation of Teacher Education. Where these programs provide the essential knowledge and experiences needed for initial certification, the TLA M.Ed. extends this knowledge and provides knowledge and skills sought by experienced teachers. The M.Ed. also links closely with two existing M.Ed. programs offered at College of Charleston, sharing several core courses with the Science and Mathematics for Teachers and Languages degrees. Both of these degrees have been approved by CHE. The TLA M.Ed. replaces existing College of Charleston M.Ed. degrees in Early Childhood, Elementary, and Special Education. New students have not been admitted to these programs for three years and faculty and resources dedicated to them will be consolidated into the proposed program.

**Similarities and Differences to Existing Programs in the State** Currently no public institutions in South Carolina offer M.Ed. degrees in teaching, learning, and advocacy. Winthrop University offers a M.Ed. in Curriculum and Instruction and USC Columbia and USC Beaufort offer an M.Ed in Teaching. None of the programs is within easy driving distance from the Charleston area, and none offers a choice of specialization or goes into depth in relation to understanding diverse children and youth or teaching and the teaching profession. The program does not duplicate programs offered by The Citadel.
ENROLLMENT

Admissions Criteria Admission to the program will be granted based on a review of each applicant’s admission materials by an Admissions committee consisting of four faculty members from the Department of Teacher Education. Each application includes the following:
- an official college transcript from an accredited institution documenting the completion of a baccalaureate degree
- evidence of initial teacher certification
- a fully completed application to the program
- an applicant essay describing the applicant’s suitability for and desire to pursue the M. Ed.
- an earned GPA in the applicant’s education major or minor of 3.0 or higher
- an official copy of test scores of the Graduate Record Examination which include the verbal, analytical and writing assessments
- three letters of recommendation which indicate evidence of potential success in graduate work

Projected Total Student Enrollment

<table>
<thead>
<tr>
<th>PROJECTED TOTAL ENROLLMENT</th>
<th></th>
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<tbody>
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<td>YEAR</td>
<td>FALL</td>
<td>SPRING</td>
<td>SUMMER</td>
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<td>Headcount</td>
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<td>120</td>
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<td>120</td>
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<tr>
<td>2010-2011</td>
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<td>240</td>
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<td>2011-2012</td>
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<td>2012-2013</td>
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<tr>
<td>2013-2014</td>
<td>60</td>
<td>360</td>
<td>60</td>
<td>360</td>
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</tbody>
</table>

Process Used to Project Enrollment The above estimate reflects expressed desire to enter the M.Ed. program by teachers in the Lowcountry. It is based on teacher survey results and discussion with area superintendents and principals. Demand for M.Ed. programs is high in the Lowcountry since the College of Charleston has not admitted new students into the Elementary M.Ed., Early Childhood M.Ed. or Special Education M.Ed. for two years. As a consolidated program, it will draw students who, in the past, were interested in our former offerings. Students in M.Ed. in Science and Math for Teachers and M.Ed. in Languages will share at least three courses with students in this program which does not affect enrollment but increase the class size in some courses.

Projected New Student Enrollment

The table below is the same as the previous table because all enrollments will be new. We do not anticipate any students transferring out of existing M.Ed. programs to enter the new M.Ed. Students enroll in the SMFT program because of interest in furthering their knowledge of math and science teaching; students enroll in the Languages M.Ed. to focus
on teaching languages. Students currently in the M.Eds in Elementary, Early Childhood or Special Education will have completed their course of study by the time the new program is offered.

<table>
<thead>
<tr>
<th>ESTIMATED NEW ENROLLMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR</td>
</tr>
<tr>
<td>Headcount</td>
</tr>
<tr>
<td>2009-2010</td>
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<tr>
<td>2010-2011</td>
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<tr>
<td>2011-2012</td>
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<tr>
<td>2012-2013</td>
</tr>
<tr>
<td>2013-2014</td>
</tr>
</tbody>
</table>

**CURRICULUM**

**Sample Curriculum** The M.Ed. provides a common core to all students and a choice of two specializations. Through the core courses, all students develop:
- advanced theories that inform their teaching and work in diverse communities,
- the ability to use and critique multiple forms of research and inquiry,
- the knowledge and skills to communicate clearly with students, other educators, and parents, and
- an understanding about how curriculum and other policies are developed and enacted in national, state, and local contexts.

The courses in the specializations go in two directions. Teaching Children and Youth in the Contemporary Context focuses on developing a deep understanding of diverse children and youth and how the school, community, and societal context shape their engagement in learning and life, as well as their sense of accomplishment and belonging. The other specialization, Teachers as Change Agents explores teaching as both reflective practice and collaborative change making.

**Core Courses (15 credits)**
- EDFS 635: Educational Research
- MTLA xxx: Family and Community Involvement
- EDFS 632: Learning, Cognition and Motivation
- EDEE 667: Curriculum Theory and Application
- MTLA xxx: Class Race and Gender in Education

**Specialization in Teaching Children and Youth in the Contemporary Context (15 credits)**
- MTLA xxx Critical Issues in Contemporary Education
- EDFS 672: Linguistic/Cultural Diversity in Education
- MTLA xxx---Creating Effective Learning Communities

**Specialization in Teacher as Change Agent (15 credits)**
- MTLA xxx: Teacher as a Member of the Professional Community
- EDFS 705: Reflective Practice and Professional Development
- MTLA xxx: Teachers as Advocates for Children and Youth
<table>
<thead>
<tr>
<th>EDFS 711 Differentiating Instruction to Meet the Needs of Diverse Learners (classroom focus)</th>
<th>EDFS 711 Differentiating Instruction to Meet the Needs of Diverse Learners (school focus)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose One: MTLA xxx: Literacy Development of Early Learners</td>
<td>Choose One: MTLA xxx: Literacy Development of Early Learners</td>
</tr>
<tr>
<td>EDEE 678: Success in Literacy for Older Readers</td>
<td>EDEE 678: Success in Literacy for Older Readers</td>
</tr>
</tbody>
</table>

**Capstone (3 credits)**
EDFS 702: Research and Development Project

**Assessment of Student Learning Outcomes**
The College of Charleston Teacher Education Unit Assessment Plan includes assessment of advanced candidates within a comprehensive assessment system. The system charts growth of candidates from novice (at the beginning of initial certification programs) toward master (the goal of this M.Ed. program). The assessment system is aligned with the unit's conceptual framework, NCATE standards, CHE, State Department of Education, and National Board for Professional Teaching Standards (NBPTS). More specifically, students will be assessed in relation to throughout the core and specialization courses:

- **Content Knowledge** – As certified teachers, students demonstrate sufficient knowledge of subject areas, pedagogy, and pedagogical content knowledge through their initial certification program coursework and by passing the Praxis exams. The TLA M.Ed. extends this knowledge to include a deeper understanding of theory and research, and specific knowledge in either specialization (i.e., knowledge of the social, cultural, historic, and political context in which students learn or knowledge of teacher professionalism and advocacy). This knowledge will be assessed at the course level through projects, research papers, tests, and presentations.

- **Ability to Plan and Implement Appropriate Teaching and Learning Experiences** – Students have multiple opportunities to demonstrate enhanced ability to plan and implement appropriate teaching and learning experiences throughout the program. For example, core courses provide opportunities to demonstrate the relationship of cognitive development to learning and how that knowledge shapes curriculum design. Core courses also provide opportunities to use newly gained knowledge of family and community dynamics and race, culture and gender issues to develop and advocate for improved teaching and learning experiences. The courses in the specializations allow them to build on these core experiences and demonstrate more nuanced application to improving their teaching or to guiding the profession toward more equitable teaching and learning.

- **Internship or Field Experience** – Students have multiple opportunities to apply and gain knowledge through involvement in the field. All students develop and implement a family involvement project during the core series of courses. Opportunities to demonstrate and gain knowledge in the field continue during the specializations, especially in EDFS 711 Differentiating Instruction to Meet the Needs of Diverse Learners. In this course students design, implement and
evaluate projects that are either implemented in a classroom (for those in the Teaching Children and Youth specialization) or are modeled or taught to colleagues (for those in the Teacher as Change Agent specialization).

- **Effect on Student Learning or Environments** – Students will be able to demonstrate impact on student learning environments by analyzing issues that shape learning environments and developing projects to address the issues. All students take a course on differentiating instruction and a course on literacy. In each of these courses they will be asked to demonstrate how changing strategies improves student achievement. Students in the Teaching Children and Youth specialization enroll in a course specifically designed to enhance their ability to develop supportive learning environments.

The above are examples of assessments that take place within courses. The capstone experience provides an individualized opportunity to go in depth in these areas. Guided by faculty and the National Board for Professional Teaching Standards (NBPTS) standards, students will design and implement a research or demonstration project of their choosing. These projects are designed to primarily focus on at least one of the above areas while addressing all of them. For example, a student in the Teacher as Advocate specialization might examine state and local policies that affect learning environments. This student will gain content knowledge, will examine how teaching practices are affected by the policy, and will relate the project to actual field experiences.

**New Courses** Of the 15 courses in this degree, seven are completely new, six are modification of courses currently in the College of Charleston Graduate Catalog, and two courses are unchanged. Below are descriptions of the new courses to be added to the Graduate Catalog within the next five years.

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Course Description</th>
<th>Projected Date of First Offer</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTLA xxx: Family and Community Involvement</td>
<td>This course is designed to help advanced level candidates better understand the benefits of school, family, and community involvement. Candidates, examine settings where this involvement positively impacts student learning, and design and implement a variety of involvement strategies</td>
<td>Fall 2009</td>
</tr>
<tr>
<td>MTLA xxx: Class Race and Gender in Education</td>
<td>This course examines contemporary significance of race/ethnicity, class and gender on the educational experience. Drawing on history, sociology, anthropology, philosophy and public policy, it considers the ways public educational institutions empower individuals while reproducing social inequalities. Candidates critically examine their own educational experiences in relationship to class, race and</td>
<td>Summer 2010</td>
</tr>
<tr>
<td>MTLA xxx Critical Issues in Contemporary Education</td>
<td>This course explores issues impacting children and youth, comparing those from urban, suburban, and rural settings. It introduces candidates to critical theory as a lens through which they can evaluate current school policies and practices</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
<td>----------</td>
</tr>
<tr>
<td>MTLA xxx—Identifying and Sustaining Effective Learning Communities</td>
<td>Candidates identify characteristics of effective learning communities. They explore and critique classroom environments, teacher philosophy, and pedagogy in relation to the students they teach. They create a plan to sustain such a community in their practice.</td>
<td>Spring 2010</td>
</tr>
<tr>
<td>MTLA xxx: Literacy Development of Early Learners</td>
<td>This course extends students’ understanding of the fundamentals of literacy, including reading, writing, listening, speaking, and viewing. As teachers of young children (PK-3rd grade), students explore traditional and expanded notions of text. The course emphasizes the literacy process, factors affecting that process, and the principles and skills involved in the development of literacies within young children.</td>
<td>Spring 2010</td>
</tr>
<tr>
<td>MTLA xxx: Teacher as a Member of the Professional Community</td>
<td>Candidates explore the role of teacher leadership in effecting change. They explore change theory and develop strategies needed to be change agents at multiple levels, e.g., building on sound instructional practices, collaboration, teamwork, peer coaching, and mentoring. They learn to strengthen community and family partnerships and communicate across diverse spheres.</td>
<td>Fall 2010</td>
</tr>
<tr>
<td>MTLA xxx: Teachers as Advocates for Children and Youth</td>
<td>This course explores the effect of policy on the lives and learning of children and youth. It turns this understanding toward advocating for better school and classroom experiences for children and youth. Candidates examine their own practice as well as policies and procedures through the lens of advocacy.</td>
<td>Spring 2010</td>
</tr>
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</table>
**Faculty**

<table>
<thead>
<tr>
<th>List of Staff by Rank</th>
<th>Highest Degree Earner</th>
<th>Field of Study</th>
<th>Teaching in Field (Yes/No)</th>
</tr>
</thead>
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<tr>
<td>Professor #1</td>
<td>PhD</td>
<td>Special Education (Educational Research)</td>
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</tr>
<tr>
<td>Professor #2</td>
<td>PhD</td>
<td>Curriculum, Teaching &amp; Psychological Studies</td>
<td>Yes</td>
</tr>
<tr>
<td>Professor #3</td>
<td>PhD</td>
<td>Curriculum and Instruction (Literacy)</td>
<td>Yes</td>
</tr>
<tr>
<td>Associate Professor #1</td>
<td>PhD</td>
<td>Foreign Language Methodology (ESL)</td>
<td>Yes</td>
</tr>
<tr>
<td>Associate Professor #2</td>
<td>PhD</td>
<td>Cultural Studies</td>
<td>Yes</td>
</tr>
<tr>
<td>Associate Professor #3</td>
<td>PhD</td>
<td>Education (Anthropology)</td>
<td>Yes</td>
</tr>
<tr>
<td>Associate Professor #4</td>
<td>EdD.</td>
<td>Curriculum and Instruction</td>
<td>Yes</td>
</tr>
<tr>
<td>Associate Professor #5</td>
<td>PhD</td>
<td>Reading Education (Adolescent Literacy)</td>
<td>Yes</td>
</tr>
<tr>
<td>Associate Professor #6</td>
<td>PhD</td>
<td>Elementary Education (Learning Disabilities)</td>
<td>Yes</td>
</tr>
<tr>
<td>Associate Professor #7</td>
<td>PhD</td>
<td>Teacher Education and Leadership</td>
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</tr>
<tr>
<td>Associate Professor #8</td>
<td>PhD</td>
<td>Social Foundations of Educational Policy</td>
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</tr>
<tr>
<td>Associate Professor #9</td>
<td>EdD.</td>
<td>Curriculum and Instruction (Computer Education)</td>
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</tr>
<tr>
<td>Associate Professor #10</td>
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<td>Educational Leadership and Policy</td>
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</tr>
<tr>
<td>Assistant Professor #1</td>
<td>PhD</td>
<td>Special Education</td>
<td>Yes</td>
</tr>
<tr>
<td>Assistant Professor #2</td>
<td>PhD</td>
<td>Theory and Practice in Teacher Education</td>
<td>Yes</td>
</tr>
<tr>
<td>Assistant Professor #3</td>
<td>PhD</td>
<td>Curriculum and Instruction</td>
<td>Yes</td>
</tr>
<tr>
<td>Assistant Professor #4</td>
<td>PhD</td>
<td>Curriculum and Instruction</td>
<td>Yes</td>
</tr>
<tr>
<td>Assistant Professor #5</td>
<td>EdD.</td>
<td>Curriculum and Teaching (Literacy)</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**Enumeration and Discussion of Qualifications of New Faculty** We do not anticipate needing to hire new faculty since this program serves as a consolidation of existing programs that we were able to staff adequately.
Changes in Assignment  Implementation of this M. Ed. program will result in teaching assignments comparable to when the M.Ed. degrees in Elementary, Early Childhood and Special Education were actively admitting students. Increased opportunities for summer teaching will be available through this degree. Faculty members are expected to remain actively engaged in teaching, research, and service in undergraduate and MAT programs. Load for faculty teaching in the program will be three courses per semester, and the load will be reduced for one faculty member who serves as the program director. Because this is a consolidation of programs and many courses will be offered in the summer, the program will not require new faculty to fulfill faculty members’ current assignments.

Faculty Development  The current faculty have the expertise needed to offer the proposed courses. They are all active in their fields and will continue to engage in research, publish, attend and present at conferences, develop curriculum, write grants, and attend meetings and presentations that will enhance their teaching and scholarship. Faculty members who are not familiar with providing distance learning will be provided opportunities to learn to use necessary technology and to adapt their teaching strategies to synchronous and asynchronous on-line teaching.

Institutional Definition of Full-Time Equivalents (FTE)  The Instructional Full Time Equivalents (FTE) for the College of Charleston undergraduate programs is set at 12 contact course hours = 1 FTE. For graduate programs, the FTE is determined to be 9 contact courses hours = 1 FTE.

Number and FTE for Faculty, Administrators and Staff

<table>
<thead>
<tr>
<th>UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>YEAR</strong></td>
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<tr>
<td></td>
</tr>
<tr>
<td>Administration</td>
</tr>
<tr>
<td>2009-2010</td>
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<td>2010-2011</td>
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<td>2011-2012</td>
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<td>2012-2013</td>
</tr>
<tr>
<td>2013-2014</td>
</tr>
<tr>
<td>Faculty</td>
</tr>
<tr>
<td>2009-2010</td>
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<tr>
<td>2010-2011</td>
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<td>2011-2012</td>
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<tr>
<td>2012-2013</td>
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<td>2013-2014</td>
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<tr>
<td>Staff</td>
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<tr>
<td>2009-2010</td>
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<tr>
<td>2010-2011</td>
</tr>
<tr>
<td>2011-2012</td>
</tr>
</tbody>
</table>
PHYSICAL PLANT

There is sufficient space at the College of Charleston campus, the Lowcountry Graduate Center and local school facilities to offer the program. Courses will be offered in the evenings and nights and will not conflict with prime undergraduate teaching times. Given that we anticipate cohorts of teachers from school districts, it will likely be beneficial to the teachers if we go out to them with course offerings when possible.

EQUIPMENT

The equipment needs for this program are those commonly used for instruction and research. We anticipate possible equipment updates to enhance our ability to provide online teaching and learning but these expenses are modest (see budget).

LIBRARY RESOURCES

Quantitative Comparison of Institution’s Current Holdings The Marlene and Nathan Addlestone Library serves as the main library for the College of Charleston. The 150,000 sq. foot facility seats 1200 patrons, provides 266 computers for student use, and currently houses a collection of more than half a million volumes. Education holdings in the Library consist of over 29,000 monographs covering all aspects of education and over 240 print journal subscriptions (see list below). Additionally, over 1,100 online education journals are accessible. In addition to traditional print resources faculty and students have access to over 200 online resources including the Education Full Text, ERIC, Gateway to 21st Century Skills and the Encyclopedia of Education. The library provides access to over 42,000 online journals and newspapers with coverage for some stretching back into the eighteenth century. All members of the College of Charleston community may use the interlibrary loan service at no cost to acquire books and journal articles not owned by the library. The library has cooperative agreements and reciprocal borrowing privileges with all higher education institutions in South Carolina and a rapid delivery of materials through Pascal Delivers, a statewide consortium.

Qualitative Assessment of Current Holdings The library resources which currently exist at the College of Charleston are adequate to support the implementation of the M. Ed. in Teaching, Learning, and Advocacy. Resources in education are supplemented by those in anthropology, sociology, gender studies, history, African American Studies, and policy studies. We also have the advantage of the holdings and resources of the Avery Research Center. The School of Education, Health and Human Performance maintains a curriculum lab in its building which is available to all faculty and students.

The College of Charleston consistently upgrades its library holdings in all areas covered by this degree. An examination of titles held, journals available electronically and on site, and other on line materials revealed no gaps in library resources needed to support this
degree. During the last review, the NCATE accreditation visitation team found that our library resources were adequate and we have continued to add resources since that time. Additionally, the SPAs and CHE found the library resources to be adequate.

The statewide higher education electronic library extends the College of Charleston’s holdings and brings substantial resources for our use. This is a very cost-effective way for higher education institutions to share the cost of library resources.

**Quantitative Estimate of Acquisitions Needed and Estimated Cost** New acquisitions will be made as part of the School of Education, Health and Human Performance regular acquisition process and will incur no additional costs.

**ACCREDITATION, APPROVAL, LICENSURE OR CERTIFICATION**

**Accreditation and Approval.** The proposed degree does not require accreditation or approval by any other state agency because it does not result in licensure or certification. It will require approval by the Southern Association of Colleges and Schools (SACS). The next NCATE review for Teacher Education at the College of Charleston is scheduled during Fall Semester 2011. When programs are reviewed in 2010, the revised M.Ed will submit a program review using the revised CHE standards for advanced programs. The M.Ed. program is included in the College of Charleston’s Unit Assessment System and driven by the conceptual framework detailed in the end note\(^1\).

**Alignment with National Board for Professional Teaching Standards** As an advanced degree, the TLA M.Ed. assumes that teachers have basic proficiency and assists them in an effort to reach mastery. The criteria for advanced professionalism are clearly articulated in the National Board for Professional Teaching Standards (NBPTS). The College of Charleston used the NBPTS in developing our conceptual framework, resulting in a clear articulation between our conceptual framework and its elements of teacher competence, teaching and learning standards, dispositions, and assessment (See Appendix A). All course work addresses national professional standards (NBPTS), state standards (CHE), and School of Education, Health and Human Performance (EHHP) Elements of Teacher Competency (ETCs). Below is an alignment of the program with the Core Propositions of NBPTS, CHE, and the School of EHHP.

**Alignment of State and National Standards with EHHP Conceptual Framework**

<table>
<thead>
<tr>
<th>State and National Standards</th>
<th>EHHP Conceptual Framework</th>
<th>Course Alignment</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Teaching and Learning</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Standards and Dispositions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Elements of Teacher</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Competency</td>
<td></td>
</tr>
<tr>
<td>Essential Professional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tools (South Carolina)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Cultural Competence</td>
<td>T &amp; L Standards I, VII</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Dispositions (see)</td>
<td>ETC 1, 3</td>
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<tr>
<td></td>
<td></td>
<td>MTLA xxx: Family</td>
</tr>
<tr>
<td></td>
<td></td>
<td>and Community</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Involvement</td>
</tr>
</tbody>
</table>
| 2. Knowledge and Application of Ethical Principles | T & L Standard VII Dispositions | ETC 3 | MTLA xxx: Critical Issues in Contemporary Education  
MTLA xxx: Teacher as a Member of the Professional Community |
|--------------------------------------------------|-------------------------------|-------|--------------------------------------------------|
| 3. Communication Skills                          | T & L Standard V Dispositions | ETC 3 | [all courses]  
EDFS 702: Research and Development Project (capstone) |
| 4. Mastery of Relevant Theory and Research        | T & L Standards I, II, III Dispositions | ETC 1, 2, 3 | [all courses] |
| 5. Skills in Identifying and Using Professional Resources | T & L Standards II, III Dispositions | ETC 2, 3 | [all courses] |
EDFS 632: Learning, Cognition and Motivation  
EDFS 702: Research and Development Project |
| 7. Skills in Collaborating, Teaching, and/or Mentoring | T & L Standards III, IV, V Dispositions | ETC 3 | MTLA xxx: Teacher as a Member of the Professional Community  
EDFS 705: Reflective Practice and Professional Development |
| 8. Advocacy Skills                                | T & L Standards IV, V, VII Dispositions | ETC 1, 3 | MTLA xxx: Critical Issues in Contemporary Education  
MTLA xxx: Teachers as Advocates for Children and Youth |
MTLA xxx: Teacher as a Member of the Professional Community |

**NBPTS Core Proposition**

| 1. Teachers are Committed to Students and Learning | T & L Standards I, III Dispositions | ETC 1 | EDFS 632: Learning, Cognition and Motivation  
MTLA xxx: Class Race and Gender in Education  
EDFS 702: Research and Development Project |

<p>| | | | |
| | | | |</p>
<table>
<thead>
<tr>
<th>2. Teachers Know the Subjects They Teach and How to Teach Those Subjects to Students</th>
<th>T &amp; L Standards II, III Dispositions</th>
<th>ETC 2</th>
<th>MTLA xxx: Teachers as Advocates for Children and Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. Teachers are Responsible for Managing and Monitoring Student Learning</td>
<td>T &amp; L Standards III, V, VI Dispositions</td>
<td>ETC 2</td>
<td>EDFE 667: Curriculum Theory and Application</td>
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<tr>
<td>4. Teachers Think Systematically about Their Practice and Learn from Experience</td>
<td>T &amp; L Standards I, III, IV Dispositions</td>
<td>ETC 1, 2, 3</td>
<td>MTLA xxx--Creating Effective Learning Communities</td>
</tr>
<tr>
<td>5. Teachers are Members of Learning Communities</td>
<td>T &amp; L Standards IV, V, VII Dispositions</td>
<td>ETC 3</td>
<td>MTLA xxx: Family and Community Involvement</td>
</tr>
</tbody>
</table>

**ARTICULATION**

**Collaboration with Other State Institutions** The College of Charleston has several active articulation agreements in place for provision of graduate programs and has used this network of colleagues to develop and implement this program. Currently, College of Charleston is jointly with The Citadel to plan to offer the MAT in Middle Grades Education, and we work jointly with The Citadel and University of South Carolina Columbia to offer the EdD in Educational Administration. We are discussing a partnership with Clemson University to participate in bringing their PhD in Curriculum and Instruction to the Lowcountry. These partnerships and conversations are facilitated by the Lowcountry Graduate Center, a facility designed to efficiently and effectively offer graduate programs in the Lowcountry. With expanded course delivery options via
on-line course work, it will be easier to work jointly with other interested institutions, particularly Francis Marion and Coastal Carolina University. Whereas this degree is unique, we are interested in partnering with other institutions in its delivery.

ESTIMATED COST

NEW COSTS TO THE INSTITUTION AND SOURCES OF FINANCING

<table>
<thead>
<tr>
<th>CATEGORY</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
<th>4th</th>
<th>5th</th>
<th>TOTALS</th>
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<tr>
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<td>10,360</td>
<td>10,360</td>
<td>10,360</td>
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<td>Faculty Salaries</td>
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<td>Clerical/Support Personnel</td>
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<td>1000</td>
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<tr>
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<tr>
<td>Other (Recruitment, distance learning training, travel to schools)</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
<td>3,000</td>
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SOURCES OF FINANCING BY YEAR

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<th>3rd</th>
<th>4th</th>
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<th>TOTALS</th>
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<td>$177,178</td>
<td>$177,178</td>
<td>$177,178</td>
<td>$265,766</td>
<td>$885,889</td>
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<td>Other State Funding (Legislative Approp.)</td>
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<td>Auxiliary, etc.)</td>
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<td>$177,178</td>
<td>$177,178</td>
<td>$265,766</td>
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**Note 1:** While the addition of new enrollments may generate an increase in the calculated need of the College in the MRR (Mission Resource Requirement) formula, given the current economic conditions and outlook, there is no expectation of additional state funding. The tuition funding assumes constant 2007-2008 dollars retained in Education & General operations.
INSTITUTIONAL APPROVAL

Meta Van Sickle, Chair
Department of Teacher Education

Frances C. Welch, Dean
School of Education, Health and Human Performance

Amanda Rath, Chair
Faculty Committee on Graduate Education, Continuing Education and Special Programs

Amy McCandless, Dean
Graduate School

Dr. Joseph Kelly, Speaker
Faculty Senate

Elise B. Jorgens, Executive Vice President for Academic Affairs and Provost
College of Charleston

P. George Benson, President
College of Charleston

Mr. Robert W. Marlowe, Chairman
College of Charleston Board of Trustees
School of Education, Health and Human Performance Conceptual Framework

The School of Education, Health and Human Performance develops educators and health professionals to lead a diverse community of learners toward an understanding of and active participation in a highly complex. Our vision is to be a community of diverse teacher leaders who ensure exemplary learning and wellness opportunities for all individuals. These opportunities are created by professionals who make the teaching – learning connection.

Highly competent teachers make the teaching – learning connection through three Elements of Teacher Competence (ETC)

- ETC 1: Understand and valuing the learner;
- ETC 2: Knowing what and how to teach and assess and how to create an environment in which learning occurs;
- ETC 3: Understanding ourselves as professionals

The Elements of Teacher Competency encompass seven Teaching and Learning Standards

- I. Evidence theoretical and practical understanding of the way learners develop;
- II. Demonstrate understanding and application of the critical attributes and pedagogy of the major content area;
- III. Evidence a variety of strategies that optimize student learning;
- IV. Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession.
- V. Communicate effectively with students, parents, colleagues, and the community;
- VI. Demonstrate an understanding of the continuous nature of assessment and its role in facilitating learning;
- VII. Show an understanding of the culture and organization of schools and school systems and their connection to the larger society.

We have identified a set of dispositions that reflect our values in action:

- We believe that all students can learn
- We value and respect individual differences.
- We value positive human interactions.
- We exhibit and encourage intellectual curiosity and enthusiasm about learning, and a willingness to learn new ideas.
- We are committed to inquiry, reflection and self-assessment.
- We are sensitive to community and cultural context.
- We engage in responsible and ethical practice.
New Course Proposals and Changes for the Faculty Senate October 7th Meeting

Proposal for a New Graduate Program - M Ed in Teaching, Learning and Advocacy

Proposals for a New Graduate Course - M Ed in Teaching, Learning and Advocacy
MTLA XXX - Class, Race, and Gender in Education
MTLA XXX - Critical Issues in Contemporary Education
MTLA XXX - Family and Community Involvement
MTLA XXX - Identifying and Sustaining Effective Learning Communities
MTLA XXX - Literacy Development of Early Learners
MTLA XXX - Teacher As a Member of the Professional Community
MTLA XXX - Teachers As Advocates for Children & Youth

Proposals to Change a Graduate Course - M Ed in Teaching, Learning and Advocacy
EDEE 667 - Curriculum Theory and Application (Title and Course Description Change)
EDEE 678 - Methods and Materials in Reading Instruction (Title and Course Description Change)
EDFS 672 - Linguistic/Cultural Diversity in Education (Course Description Change)
EDFS 702 - Research and Development Project (Course Credit Hour Change)
EDFS 705 - Evaluation of Developmental Field Based Experience (Title and Description Change)
EDFS 711 - Educational Procedures for Exceptional Children in the Regular Classroom (Title and Description Change)

Proposal for a New Graduate Course - MAT in Performing Arts
EDFS 794 - Clinical Practice in Music, Theater or Dance Education

Proposal for a New Graduate Course - M Ed in Languages
LALE 700 - Thesis or Action Research

Proposals for a New Graduate Course - MS in Mathematics
MATH 550 - Linear Models
MATH 589 - Special Topics in Probability and Statistics

Proposals to Change a Graduate Program - Certificate in Statistics (Requirements Change)
The Graduate School – College of Charleston
Faculty Committee on Graduate and Continuing Education
Proposal to Change a Graduate Program

1. Department: Mathematics

2. Graduate Program: Certificate in Statistics

3. Program Change(s) will go into effect: Fall 2009

4. Change(s) Desired:
   Present Requirement:
   Certificate Requirements: 9 credit hours
   Admission Requirements: 3 semesters of Calculus,
   1 each of Differential Equations, Linear Algebra,
   Abstract Algebra, and Real Analysis
   Requirement Change:
   Certificate Requirements: 15 credit hours
   3 semesters of Calculus, 1 each of
   Linear Algebra, and Statistics.

5. Justification for change:
   We would like to bring our Certificate in Statistics requirements for admission and completion in line with other programs offered nationwide.

6. Signature of Program Director: ____________________ Date: 3-25-08

7. Date approved by the Department: 12-3-2007 (Approved by Dep’t)

8. Signature of Department Chair: ____________________ Date: 3-26-08

9. Signature of School Dean: ____________________ Date: 3-27-08

10. Signature of Provost: ____________________ Date: 3-27-08

RETURN FORM TO THE GRADUATE SCHOOL OFFICE FOR FURTHER PROCESSING

11. Signature of Chair of the Faculty Committee on Graduate and Continuing Education. ____________________ Date: 5-6-08

12. Signature of Chair of Graduate Council: ____________________ Date: 9/22/08

13. Signature of the Faculty Secretary: ____________________ Date: ____________________

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH (Form approved by FCGCE on April, 2001 and replaces all others)

Received MAR 31 2008
Graduate School Office, College of Charleston, SC
At least eight people have expressed interest in being admitted into this program during the past two academic years, but after further inquiry it came to be known that they did not have the prerequisites to meet the current admission requirements. The current admission requirements consist of seven courses, namely three courses in Calculus, one each in abstract algebra, differential equations, linear algebra and real analysis. Last year we had at least three graduate students who received our Certificate in Statistics, but they all had been enrolled in our Master of Science in Mathematics program. During the last four years there have been only three applicants to our Certificate in Statistics program. The proposed changes to the Certificate in Statistics program should bring NO ADDITIONAL COST to the University of Charleston, S.C. Further, since the courses in question, with the exception of occasionally Math 530, consistently have enrollments below their caps, each student enrolled in the Certificate Program will defray the cost of the MS program.

Eligibility

- A minimum GPA of 3.0 in mathematics courses.
- Two letters of recommendation from former professors or immediate superiors in recent employment.
- Completion of an undergraduate calculus sequence up to and including multivariable calculus, linear algebra and an undergraduate statistics course. Students may be admitted provisionally if they have had all of the listed courses above but are lacking Linear Algebra. Their provisional status will be waved after they have completed this course with a grade of a B or better.
- An official copy of a transcript from each institution of higher learning attended, including documentation of graduation from an accredited four year college or university.

Degree Requirements
The Graduate Certificate Program in Statistics requires a minimum of 15.0 hours of graduate course work which must include the following three courses:

MATH 530 Mathematical Statistics I.
MATH 531 Mathematical Statistics II.
MATH 550 Linear Models.

The remaining graduate courses must be approved by the Mathematics Steering Committee. These will normally be chosen from the following list:

Course Descriptions

MATH 530 Mathematical Statistics I (3). Topics include probability, probability functions, probability densities, mathematical expectation, sums of random variables, and sampling distributions. Prerequisites: MATH 221 (Calculus III). F

MATH 531 Mathematical Statistics II (3). Topics include decision theory, estimation, hypothesis testing, regression, correlation, and analysis of variance. Prerequisites: MATH 530. S

MATH 550 Linear Models (3). This course provides an introduction to the theory of linear models for analyzing data. Topics include analysis of variance and regression models, as well as Bayesian estimation, hypothesis testing, multiple comparisons, and experimental design models. Additional topics such as balanced incomplete block designs, testing for lack of fit, testing for independence, and variance component estimation are also treated. The approach taken is based on projections, orthogonality, and other vector space concepts. Prerequisites: Linear Algebra (Math 203) and Statistical Methods (Math 350).

MATH 589 Special Topics in Probability and Statistics (3). This course is a one-semester introduction to an advanced topic in Probability and Statistics with generally only undergraduate mathematics prerequisites. Note: Since the course content of this course is variable, it may be repeated for credit. Prerequisites: TBA.

IF MORE SPACE IS NEEDED, USE EXTRA SHEET AND ATTACH
(Form approved by FCGCE on April, 2001 and replaces all others)
MATH 650 Statistical Quality Control (3). This course is an introduction to the basic methods of statistical process control. Topics include control charts, cumulative sum control charts, lots acceptance sampling plans, and related topics. Prerequisites: MATH 350 (Statistical Methods II) or permission of the instructor.

MATH 651 Design of Experiments (3). This course is an introduction to how and why scientific experiments should be designed. The most commonly used designs and their variations along with the resulting analysis will be covered. Prerequisites: MATH 350 (Statistical Methods II) or permission of the instructor.
From: Terence Bowers, Faculty Secretary
To: Faculty

The Faculty Senate meets Tuesday, 9 September 2008 at 5 pm in room 115 of the Beatty Center (Wachovia Auditorium).

**Agenda**

1. Call to Order

2. Approval of Minutes (minutes of Senate and Faculty meetings can be found at the Faculty Senate Web site: http://www.cofc.edu/~senate)

3. Reports
   - The Provost
   - The Speaker
   - Alex Modly, SGA
   - Deborah Jeter, co-chair of the Faculty Educational Technology Committee
   - Deanna Caveny, chair of the Committee on By-Laws and Fac./Admin. Manual
   - Tom Kunkle, chair of the Committee on Nominations and Elections
   - Burton Callicott, chair of the Sustainability Committee

4. New Business
   - Motion to amend language on the composition of the Gen-Ed Committee
   - Faculty Committee on Graduate and Continuing Education
     --Curriculum Proposals

5. Constituents’ Concerns

6. Adjournment
Proposal for Formation of a Standing Committee on General Education
Amendment to Faculty By-Laws, Art. IV, Sect. 3.
Drafted by Michael Phillips

Insert a new Standing College Committee, the Committee on General Education.

1) Composition: Seven regular faculty shall be elected to serve on the Committee. Each academic school shall be represented on the Committee. The Committee shall have one voting student member selected by the Student Government Association. Committee members shall serve a term of one year and may, if re-elected, serve as many as three consecutive terms. The Associate Vice President for the Academic Experience (or other administrator designated by the Provost) and the Director of Assessment (or other administrator designated by the Provost), and one representative from the library faculty are ex officio, non-voting members.

Rationale: Despite the failure of the Gen-Ed curriculum proposal in spring 2008, the Gen-Ed goals approved by the senate in 2006 remain in effect and are being mapped onto our current Ged-Ed requirements for the purpose of SACS accreditation. (See Senate Highlights, April 1, 2008.) These goals must be reinforced and further supported by our library collections. Building, organizing, and maintaining library collections are core activities of any academic library faculty, and in order to perform these activities in the most responsive manner to support general education and any changes to that curriculum, a librarian should be a member of this committee. Additionally the instructional efforts of our library faculty are closely allied to Gen-Ed goal a.i, "gathering and using information."
Proposals that have been approved by the Faculty Committee on Graduate and Continuing Education and by the Graduate Council

Proposal for a New Graduate Course – Master of Science in Marine Biology
   BIOL 618: Marine Molecular Ecology

Proposals for a New Graduate Course – Master of Arts in Teaching Performing Arts
   MUSE 601: Applied Voice
   MUSE 602: Vocal Pedagogy
   MUSE 703: Choral Music Literature Seminar

Proposal for a New Graduate Course – Master of Education in Languages
   SPAN 655: Tyranny in Spanish American Film and Literature
Senate Highlights, 9 September 2008 Meeting

--The motion to amend language on the composition of the Gen-Ed Committee was remanded for review to the Committee on the By-Laws and Faculty/Administration Manual.

--All proposals from the Committee on Graduate and Continuing Education were approved.
THE GRADUATE SCHOOL
COLLEGE OF CHARLESTON

Faculty Committee on Graduate and Continuing Education

PROPOSAL FOR A NEW GRADUATE COURSE

1. Department: Biology

2. Course Number and Title  BIOL 618 Marine Molecular Ecology
   Number of Credits: 4 (4 for lecture and 0 for lab)
   Total hrs/week: 6  Lectures: 3  Lab: 3

3. Will this course be cross-listed with an undergraduate or other graduate course?  YES  NO
   If yes, please complete and attach to this proposal a Permission to Cross-List a Graduate Course form.

4. Course will be first offered: Fall 2009

5. Catalog description  (Please limit to 50 words):
   This course is designed to introduce you to genetic tools - which are available, practical and useful for particular questions - and apply their analyses to marine ecology and evolution. In particular, population genetics, phylogenetics, and molecular evolution will be used to elucidate larval dispersal, historical demography, life history, speciation and conservation.

6. Prerequisites (or other restrictions):
   This is a graduate level course. There are no prerequisites for graduate students.

7. Rationale/justification for course (consider the following issues): (Note: If more space is needed, attach additional sheets to this form).
   This course will fill a need in the department. We have no similar introduction to molecular tools for application to basic questions of marine ecology and evolution.
   (a) What are the goals and objectives of the course?
   To get students interested and fluent in the issues of molecular ecology. To teach basic skills of the trade, including PCR and sequencing DNA, and their analysis and interpretation.
   (b) How does the course support the mission statement of the department and the organizing principles of the graduate program?
   This is an interdisciplinary course that will serve a broad swath of the academic community within Biology.
8. 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       NO

9. Is this course part of a joint program?  YES       NO  If Yes at, what institution?

10. Method of teaching:

   This is a highly interactive course, requiring a great deal of hands-on time with the students. We will be using most of our time to pursue projects.

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

   Due to the specialized nature of this course and its relatively low enrollment it will not have a significant impact.

   (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)

   Staffing resources are already available for this course.

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

   (a) Staff:

   (b) Budget: Because of the laboratory aspect of the course, we will be requesting substantial funds to help offset costs, on the order of $5,000 to $6,000.

   (c) Library:

   (Note: Course requiring additional resources will need special justification.)

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

Review/Approval Process
14. Signature of Graduate Program Director: [Signature]  Date: 2/29/08
15. Signature of Department Chair: [Signature]
   Date:

Additional Chair’s Signature: [Signature]
(for interdisciplinary courses)
   Date:

16. Signature of School’s Dean: [Signature]
   Date: 3/5/08

Additional Dean’s Signature: [Signature]
(for interdisciplinary courses)
   Date:

17. Signature of Provost: [Signature]
   Date: 3/5/2008

18. Signature of Budget Director:
   Business Affairs Office
   Date: 3-6-08

Proposal Sent to Graduate School Office at This Juncture

19. Signature of Chair of Faculty Committee on Graduate and Continuing Education:
   [Signature]
   Date submitted: 4-11-08

20. Signature of Chair of Graduate Council: [Signature]
    Date submitted: 5/20/08

21. Signature of Faculty Secretary: [Signature]
    Date submitted:

(Form last revised October 2005 and replaces all others)
This semester-long course will introduce you to genetic tools - which ones are available, practical and useful for particular questions - and how these genetic analyses have been applied to a wide variety of ecological topics. We will focus on marine organisms and issues of dispersal, life histories, recruitment, habitat and mate choice, natural selection, the conservation of biodiversity, and speciation.

Lecture: For the first two months, 8:30-11:30 AM each Wednesday. Thereafter, lectures will be kept to about 1-2 hours per week.

Discussion: After the 1st half of the course, we will pursue a weekly discussion group of journal articles in order to explore topics in greater detail.

Laboratory: We are officially in the laboratory for at least 3 hours per week. The laboratory portion will require computer work or bench work. There are assignments due the next week that you will start during the laboratory.

Readings: These will be handed out days before lecture. When you come to class with the material already digested, it goes down more smoothly.

Course Requirements: There will be one final take home exam (40%), homework assignments (20%) and Discussions (10%), and your own research project (30% of grade). You can do the research by yourself or in small groups (though the expectations will be greater by groups). By 9/27, you will generate a formal written proposal of the work you intend to do (2-3 pages, including bibliography), and a final version is due 10/11. During the final week, you will give a formal presentation of your results, and write a paper in the format of a peer-reviewed journal.

Tentative Grading Scale:
90-100 A
87-89 B+
80-86 B
77-79 C+
70-76 C
<70 F
Topics of lectures:

**Introduction** (Introduce course; brief overview and history of marine molecular ecology)

**Basic DNA/genetics review**
- Levels of genetic organization - DNA, genetic code, mitochondria, gene structure
- How genes function - DNA replication, protein synthesis, mutation, recombination
- Genome organization and evolution

**Genes in populations**
- Fundamentals of pop'n genetics (Describing variation, HWE)
- Forces that change allele frequencies (mutation, recomb., selection, drift, $N_e$, gene flow)
- Gene phylogenies and coalescence

**Measuring genetic change**
- Homology/alignment issues; Measuring genetic distance (theta, etc...); Variation in rate over time and place, codon bias; Measures and tests of selection
Inferring phylogenies
   Gene vs. species tree; Tree building - parsimony vs. distance vs. ML
   Molecular clocks, rate tests; congruence
   Statistics - bootstrap and jack-knife

Variation (I)...within-populations
   mate choice, polygyny; in/outbreeding; clonality

Variation (II)...between-populations
   Fst, gene flow; phylogeography, AMOVA; adaptation to local environment

Variation (III)...between-species
   Models of speciation; Hybridization; Introgression

Conservation genetics
   Forensics; Marine reserves; Bottlenecks

Schedule (Fall 2007)

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<th>DATE</th>
<th>LECTURE</th>
<th>LAB</th>
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<td>1. Introduction and history of molecular ecology</td>
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<td>8/29</td>
<td>2. nDNA/mtDNA basics Which markers to use?</td>
<td>DNA sequence</td>
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<td>3. Population genetics I</td>
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<td>4. Population genetics II</td>
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<td>5. Phylogenetics I</td>
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<td>6. Phylogenetics II</td>
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<td>7. Effective population size</td>
<td>Discuss projects</td>
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<td>8. Applications I: Inferring dispersal ***</td>
<td>Individual projects</td>
<td>Proposal and exam due</td>
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<td>9. Applications II: Individuality, kinship, parentage ***</td>
<td>Individual projects</td>
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<td>10. Applications III: Adaptive genetic variation ***</td>
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<td>11. Applications IV: Speciation / hybridization ***</td>
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<td>12. Applications V: Ecological genomics ***</td>
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<td>13. Applications VI: Conservation Genetics ***</td>
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<td>11/28</td>
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*** = 1 hour discussion group during lecture time.

For details, see class website at:  http://www.cofc.edu/~sotkae/courses.html
Faculty Committee on Graduate and Continuing Education

Proposal for a New Graduate Course

Department: Music
Graduate Program: MAT in Performing Arts - Music Concentration

Course Number & Title: MUSE 601 Graduate Applied Voice
Total hours/week: 2
Number of Credits: Lectures: 0, Lab: 1 hr seminar 1 hr individual lesson

Will this course be cross-listed with an undergraduate or other graduate course? □ YES □ NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.
Course will first be offered Fall 2 Spring 2009

Catalog description (Please limit to 50 words):
see attached document

Prerequisites (or other restrictions)

Rationale/justification for course (consider the following issues):
  a. What are the goals and objectives of the course?
      see attached document
  b. How does the course support the mission statement of the department and the organizing principles of the graduate program?
      see attached document

Are other departments affected by this course? □ YES □ NO
(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? □ YES □ NO
If yes, at what institution?

Method of teaching:
see attached document

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course.

see attached document

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

see attached document

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

a. Staff

b. Budget

see attached document
c. Library

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: [Signature]
Date: 2/18/08

Signature of Department Chair: [Signature]
Date: 2/21/08

Additional Chair's Signature*: [Signature]
Date: 2/21/08

Signature of Schools' Dean: [Signature]
Date: 3/5/08

Additional Schools' Dean Signature*: [Signature]
Date: 3/6/08

Signature of the Provost: [Signature]
Date: 3/6/08

Signature of Budget Director**: [Signature]
Date: 3/6/08

*For interdisciplinary courses.

**Business Affairs Office

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education: [Signature]
Date: 4/16/08

Signature of Chair of Grad Council: [Signature]
Date: 5/20/08

Signature of the Faculty Secretary: ____________________________
Date: __________________________

If more space is needed for any section, please attach additional sheets to this form.

November 2007
THE GRADUATE SCHOOL
of the COLLEGE OF CHARLESTON
Faculty Committee on Graduate and Continuing Education

PROPOSAL FOR A NEW GRADUATE COURSE

1. Department: Music

2. Course Number and Title: MUSE 601 Applied Voice
   Total hrs/week: 2
   Lectures: 1
   Number of Credits: 1
   Lab: one
   hour individual lesson

3. Will this course be cross-listed with an undergraduate or other graduate course? □ YES  X NO
   If yes, please complete and attach to this proposal a Permission to Cross-List a Graduate Course form.

4. Course will be first offered: Spring 2009

5. Catalog description (Please limit to 50 words):

Development of advanced singing technique, tone quality, musicianship and performance skills. Individual lessons
and master seminar in voice for graduate students. Private lessons are one hour per week.

6. Prerequisites (or other restrictions): admission to the MAT in Performing Arts Program or permission of the
   instructor

7. Rationale/justification for course (consider the following issues): (Note: If more space is needed, attach
   additional sheets to this form).

   The course is critical to the pedagogy needed for music educators to teach choral ensemble work. It is a major
   requirement of NASM, the accreditation agency for music education programs. Students must continue to work to
   strengthen their musical skills and performance abilities. The modeling from ongoing vocal study impacts their own
   provision of vocal lessons with students in PK-12 schools.

A. What are the goals and objectives of the course?

   The student will progress and develop in advanced singing technique, tone quality, musicianship, and
   performance skills. (NASM Desirable Attributes 1, NASM Music Competencies 3, NASM Specialization Competencies-
   General Music IA, IC; NASM Specialization Competencies-Vocal/Choral Music 2A, 2B, 2C)
   The student will study a variety of vocal literature and musical styles in various languages including English
   appropriate to graduate level (NASM Desirable Attributes 1; NASM Music Competencies 4; NASM Specialization
   Competencies-Vocal/Choral Music 2B)
   The student will demonstrate advanced knowledge of singing diction in English, French, German, and Italian solo
   vocal literature. (NASM Specialization Competencies-Vocal/Choral Music 2B)
   The student will perform with professional level stage presence and expression. (NASM Specialization
   Competencies-Vocal/Choral Music 2C)

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

   The course builds upon the strong undergraduate program in music by providing a vehicle to take study in voice at
   the undergraduate level to the next professional level. Additionally, the course represents competencies in all three
   areas of the school of education’s conceptual framework: foundational knowledge of the discipline, use of evidence
   based pedagogy, and development of the professional. The course provides graduate level instruction in the area of
voice and vocal technique as part of the new Masters of Arts in Teaching degree.

8. 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  X  NO

9. Is this course part of a joint program? □ YES  X  NO  If Yes at, what institution?


11. (a) Address potential enrollment pattern shifts in the Department or College-wide as it relates to the offering of this course. The course potentially offers music educators in the tri county area opportunity to continue advanced study as part of their recertification requirements. It is possible that enrollment in other graduate music courses will also be strengthened by this course offering.
   (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

   Students will be taught by existing voice faculty. No shifting of staffing is expected.

12. Requirements for additional resources made necessary by this course:
   (a) Staff: when numbers in the program grow, it will be necessary to hire a part time accompanist
   (b) Budget: costs for accompanist are approved in the approved program proposal
   (c) Library: no additional library resources are needed
   (Note: Course requiring additional resources will need special justification.)

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

Review/Approval Process
14. Signature of Graduate Program Director: ___________________________ Date submitted: ____________

15. Signature of Department Chair: ___________________________ Date submitted: ____________
   Additional Chair's Signature: ___________________________ Date submitted: ____________
   (for interdisciplinary courses)

16. Signature of School’s Dean: ___________________________ Date submitted: ____________
   Additional Dean’s Signature: ___________________________ Date submitted: ____________
   (for interdisciplinary courses)

17. Signature of Budget Director: ____________ Date submitted: ____________
   Business Affairs Office

Proposal Sent to Graduate School Office at This Juncture
18. Signature of Chair of Faculty Committee on Graduate and Continuing Education: ___________________________ Date submitted: ____________

19. Signature of Chair of Graduate Council: ___________________________ Date submitted: ____________

20. Signature of Faculty Secretary: ___________________________ Date submitted: ____________
Instructor: McBROOM, TAYLOR, CHRISTIE, or BUMGARDNER

Times: One hour per week, to be arranged individually
One hour seminar, Wednesdays 1:00-2:00

Text: music selections and scores will be determined individually for each student

Course Description
Individual lessons in voice for graduate students. Private lessons are one hour per week. The fee for this course is $400 in addition to regular tuition charges due to one-on-one instruction.

Course Goals
The student will progress and develop in advanced singing technique, tone quality, musicianship, and performance skills. (NASM Desirable Attributes 1, NASM Music Competencies 3, NASM Specialization Competencies-General Music IA, IC; NASM Specialization Competencies-Vocal/Choral Music 2A, 2B, 2C)
The student will study a variety of vocal literature and musical styles in various languages including English appropriate to graduate level (NASM Desirable Attributes 1; NASM Music Competencies 4; NASM Specialization Competencies-Vocal/Choral Music 2B)
The student will demonstrate advanced knowledge of singing diction in English, French, German, and Italian solo vocal literature. (NASM Specialization Competencies-Vocal/Choral Music 2B)
The student will perform with professional level stage presence and expression. (NASM Specialization Competencies-Vocal/Choral Music 2C)

Lessons
You will attend a one-hour lesson per week, regular coaching/rehearsals with a vocal coach/accompanist, and the weekly Graduate Voice Repertoire Class (one hour master class format for all Graduate voice students).

Absence Policy - Missed Lessons
Attendance is required at all lessons. Missing more than 2 lessons will result in a grade of FA. Lessons that your teacher misses will be re-scheduled at a convenient time for both of you. Lessons that you miss for an excused absence will not be made up unless you notify your teacher as much in advance as possible (24 hours in advance for any other reason than sudden illness). If you are unable to reach your teacher, call the Music Department office and leave a message to be put in your teacher's mailbox in Room 315B.

Jury Final Exams
At the end of each semester, all students taking applied music will sing for a committee of the voice faculty (jury). The dates for jury exams and sign-up lists for appointment times will be posted on the bulletin board across from 315-B at least 2-3 weeks before classes end. Each member of the jury, including your teacher, grades you on your performance. Your teacher will submit a semester progress grade (2/3 of final grade). The grades of the jurors are averaged and the jury grade will be 1/3 of your final grade. You will present a Jury Sheet to the faculty at your jury. It must be signed by your professor. On it, you will list all your repertoire for the semester, your performances for the semester (include programs), and the specific songs you are prepared to present to the jury. Blank forms will be on the hallway table outside the Music Department office.

Repertoire Requirements for Juries
The minimum requirements for Graduate Voice Students are:

Completion of eight new songs/arias during the semester and have at least five memorized and ready to sing for the jury.
One additional song/aria selection presented to the jury that has been independently prepared by the student without the assistance of the voice teacher and the vocal coach (except for rehearsal to perform).

Jury repertoire should include English as well as three other languages.

**Vocal Repertoire**
The semester's repertoire should include a variety of advanced repertoire with at least one opera/oratorio aria and songs in English and at least three other languages, such as:
- Folksong arrangements from various countries
- Songs from Elizabethan England
- Twentieth Century English songs by Quilter, Rorem, Copland, Barber, Duke, etc.
- Classical Songs and arias by composers such as Mozart and Haydn
- Arias of the 17th and 18th centuries
- German Art songs by Schubert, Brahms, Schumann, etc.
- French Art songs by Faure, Hahn, Duparc, Debussy, etc.
- Spanish and other Art songs representing various countries
- Opera/Oratorio Arias by Haydn, Mozart, Bach, Handel, etc.
- Preparation of cohesive song groups or recital cycles appropriate for recital performance.

In addition, one selection presented to the jury should be independently prepared by the student without assistance from the voice teacher and vocal coach (except for rehearsal to perform).

**Practice Requirements and Vocal Hygiene**
Voice students are expected to develop a daily practice routine that includes vocalizing, technical exercises, learning new repertoire, polishing continued repertoire, listening, translating, foreign language diction, and expression/musicality. Graduate Voice students should allot 2 hours per day just for their private vocal studies. Choral and pedagogy classes should be in addition to this.

It is the individual responsibility of each singer to develop and maintain excellent vocal hygiene and health habits. Training the voice requires disciplining the voice, the body, and balancing life activities to keep the voice as healthy as possible. Smoking, alcohol use, and recreational drug use adversely affect the health and well-being of the singer. Consider yourself a "vocal athlete" in training, and remember that "singing is a lifestyle."

**Accompanist Rehearsals/Coaching**
Coaching sessions are to be treated like a lesson, with notification 24 hours in advance if you are ill or must cancel. When you perform for Rep Class or Student Recital, notify your accompanist a week in advance of your repertoire and schedule a rehearsal. Your accompanist may refuse to play for you without sufficient notice or rehearsal. Repertoire for the final Jury exam must be given to your accompanist three weeks prior to the end of classes.

**Evaluation Criteria**
Attendance, demonstration of professional behaviors, and evidence of progress during lessons, seminars and coaching sessions will make up two thirds of your grade. You will be evaluated not only on the basis of fulfilling the repertoire requirements, but also on your vocal technique, your expressiveness, musicianship, command of pronunciation/diction in foreign languages and English, proficiency as a performer, etc. The jury grade which consists of the average scores of all jurors will make up one third of your grade. (Jury sheet attached)

**Grading Percentages**

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93 – 100</td>
<td>4.0 superior</td>
</tr>
<tr>
<td>B+</td>
<td>88 – 92</td>
<td>3.5 very good</td>
</tr>
<tr>
<td>B</td>
<td>83 – 87</td>
<td>3.0 good</td>
</tr>
<tr>
<td>C+</td>
<td>78 – 82</td>
<td>2.5 fair</td>
</tr>
<tr>
<td>C</td>
<td>74 – 77</td>
<td>2.0 acceptable</td>
</tr>
<tr>
<td>F</td>
<td>73 and below</td>
<td>0.0 unacceptable</td>
</tr>
</tbody>
</table>
Proposal for a New Graduate Course

Department: Music
Graduate Program: M.A. in Performing Arts - Music Concentration

Course Number & Title: MUSE 602 Vocal Pedagogy
Total hours/week: 2
Number of Credits: Lectures: 2, Lab: 

Will this course be cross-listed with an undergraduate or other graduate course? ☐ YES ☒ NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.

Course will first be offered: Spring 2009

Catalog description (Please limit to 50 words):
see attached document

Prerequisites (or other restrictions)

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

a. What are the goals and objectives of the course?
see attached document

b. How does the course support the mission statement of the department and the organizing principles of the graduate program?
see attached document

Are other departments affected by this course? ☐ YES ☒ NO
(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? ☐ YES ☒ NO
If yes, at what institution?

Method of teaching:
see attached document

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Faculty Committee on Graduate and Continuing Education

Proposal for a New Graduate Course
Cont’d

Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course

see attached document

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

see attached document

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

a. Staff
b. Budget

see attached document
c. Library

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: [Signature]
Date: 3/10/08

Signature of Department Chair: [Signature]
Date: 3/10/08

Additional Chair’s Signature*: [Signature]
Date: 3/10/08

Signature of Schools’ Dean: [Signature]
Date: 2/20/08

Additional Schools’ Dean Signature*: [Signature]
Date: 2/20/08

Signature of the Provost: [Signature]
Date: 3/5/2008

Signature of Budget Director**: [Signature]
Date: 3/6/08

*For interdisciplinary courses.

**Business Affairs Office

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education: [Signature]
Date: 4/10/08

Signature of Chair of Grad Council: [Signature]
Date: 5/20/08

Signature of the Faculty Secretary: ____________________________
Date: ____________________________

If more space is needed for any section, please attach additional sheets to this form.

November 2007
THE GRADUATE SCHOOL  
of the COLLEGE OF CHARLESTON  
Faculty Committee on Graduate and Continuing Education  
PROPOSAL FOR A NEW GRADUATE COURSE

1. Department: Music

2. Course Number and Title: MUSE 602 Vocal Pedagogy  
   Number of Credits 2  
   Total hrs/week: 2  
   Lectures: 2  
   Lab:

3. Will this course be cross-listed with an undergraduate or other graduate course? ☑ YES  X NO

If yes, please complete and attach to this proposal a Permission to Cross-List a Graduate Course form.

4. Course will be first offered: Spring 2009

5. Catalog description (Please limit to 50 words):

   Study of vocal function, including exploration of anatomy and physiology, and the techniques/methods for training the singing voice in both the developing child and the adult. Training and practice as a voice teacher – listening/analyzing/diagnosing singing voice technique, and selecting/coaching singing repertoire for various levels of singing.

6. Prerequisites (or other restrictions): admission to the MAT in Performing Arts Program or permission of the instructor

7. Rationale/justification for course (consider the following issues): (Note: If more space is needed, attach additional sheets to this form).

   The course is critical to the pedagogy needed for music educators to teach choral ensemble work. It is a major requirement of NASM, the accreditation agency for music education programs that the choral teacher have extensive knowledge of the singing voice, and how to match methods of instruction to the abilities and developmental needs of the singer.

A. What are the goals and objectives of the course?

   The student will explore and demonstrate understanding of the anatomy and physiology of the human voice. (NASM Specialization Competencies-Vocal/Choral Music 2A; NASM Teaching Competencies 2)

   The student will develop observational and diagnostic skills for effective teaching of singing. (NASM Specialization Competencies-Vocal/Choral Music 2A; NASM Teaching Competencies 3,5,6)

   The student will demonstrate acquaintance with several methods of training the singing voice. (NASM Specialization Competencies-Vocal/Choral Music 2B; NASM Teaching Competencies 1, 2, 4)

   The student will develop skills in voice teaching by practice teaching lessons with a beginning student. (NASM Specialization Competencies-Vocal/Choral Music 2E)

   The student will discuss practical issues of the teaching of singing and selection/coaching of singing voice repertoire. (NASM Desirable Attributes 4, 6; NASM Specialization Competencies-Vocal/Choral Music 2B)

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

   The course builds upon the strong undergraduate program in music by providing a vehicle to take study in voice at the undergraduate level to the next professional level of voice teacher. Additionally, the course represents competencies in all three areas of the school of education's conceptual framework: foundational knowledge of the discipline, use of evidence based pedagogy, and development of the professional. The course provides graduate level instruction in the area of vocal pedagogy as part of the new Masters of Arts in Teaching degree.
8. 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  X  NO

9. Is this course part of a joint program? □ YES  X  NO  If Yes at, what institution?

10. Method of teaching: Lecture/discussion and viewing of audio-visual images/presentations on vocal anatomy and physiology, vocal function, and techniques for training the singing voice. In-class vocalizing roundtable – class vocalizing sessions on various aspects of vocal technique – listening, analyzing, diagnosing vocal faults and suggesting remedies and developmental solutions. Demonstration and modeling. Small group feedback and evaluation in seminar format.

11. (a) Address potential enrollment pattern shifts in the Department or College-wide as it relates to the offering of this course. The course potentially offers music educators in the tri county area opportunity to continue advanced study as part of their recertification requirements. It is possible that enrollment in other graduate music courses will also be strengthened by this course offering.
   
   (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.

This course will be taught by an existing faculty member at the College. An adjunct professor will be assigned to teach one of the assigned professor’s courses or students.

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

   (a) Staff: part time adjunct as noted in program proposal and summary report

   (b) Budget: funding for adjunct is found in approved program proposal

   (c) Library: no additional library resources are needed

   (Note: Course requiring additional resources will need special justification.)

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

Review/Approval Process
14. Signature of Graduate Program Director: __________________________  Date submitted: ____________

15. Signature of Department Chair: __________________________  Date submitted: ____________  
   Additional Chair’ts Signature: __________________________  Date submitted: ____________  
   (for interdisciplinary courses)

16. Signature of School’ts Dean: __________________________  Date submitted: ____________  
   Additional Dean’ts Signature: __________________________  Date submitted: ____________  
   (for interdisciplinary courses)

17. Signature of Budget Director: __________________________  Date submitted: ____________  
   Business Affairs Office

Proposal Sent to Graduate School Office at This Juncture
18. Signature of Chair of Faculty Committee on Graduate and Continuing Education: __________________________  Date submitted: ____________

19. Signature of Chair of Graduate Council: __________________________  Date submitted: ____________
20. Signature of Faculty Secretary: _______________________________ Date submitted: __________________

Completed forms will 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

(Form last revised April 2001 and replaces all others)
COLLEGE OF CHARLESTON
Department of Music
Syllabus for MUSC 602 – VOCAL PEDAGOGY – 2 graduate credits
Course Requirement for Master of Arts in Teaching – PK-12 Music

Instructor: Deanna McBroom, Director of the Voice Program
Time: TBA
Office Hours: TBA

Course Description
Study of vocal function and the techniques/methods for training the singing voice in both the adult and developing child (PK-12). Exploration of anatomy and physiology of the singing voice. Training and practice as a voice teacher – listening/analyzing/diagnosing singing voice technique, and selecting/coaching singing repertoire for various levels of singing.

Required Textbooks
Richard Miller – The Structure of Singing
James McKinney – The Diagnosis and Correction of Vocal Faults

Sample Supportive Materials
Jerome Hines – Great Singers on Great Singing
Joan Fry Boytim – Solo Vocal Repertoire for Young Singers; An Annotated Bibliography
Johann Sundberg – The Science of the Singing Voice
DVD – The Art of Singing
Slides and video clips from Evelyn Trammell Institute for Voice and Swallowing at Medical University of SC, Charleston, SC

Course Goals
The student will explore and demonstrate understanding of the anatomy and physiology of the human voice. (NASM Specialization Competencies-Vocal/Choral Music 2A; NASM Teaching Competencies 2)
The student will develop observational and diagnostic skills for effective teaching of singing. (NASM Specialization Competencies-Vocal/Choral Music 2A; NASM Teaching Competencies 3,5,6)
The student will demonstrate acquaintance with several methods of training the singing voice. (NASM Specialization Competencies-Vocal/Choral Music 2B; NASM Teaching Competencies 1, 2, 4)
The student will develop skills in voice teaching by practice teaching lessons with a beginning student. (NASM Specialization Competencies-Vocal/Choral Music 2E)
The student will discuss practical issues of the teaching of singing and selection/coaching of singing voice repertoire. (NASM Desirable Attributes 4, 6; NASM Specialization Competencies-Vocal/Choral Music 2B)
Methods of Teaching – Course Activities

1. Lecture/discussion and viewing of audio-visual images/presentations on vocal anatomy and physiology, vocal function, and techniques for training the singing voice.
2. In-class vocalizing roundtable – class vocalizing sessions on various aspects of vocal technique – listening, analyzing, diagnosing vocal faults and suggesting remedies and developmental solutions.
3. Assigned readings in textbooks and supportive materials.
4. Students teach two demonstration lessons for class that will be videotaped for review. Written and oral feedback from fellow class members will be given. (Additionally, each student will teach a beginning student 10 lessons outside of class.)
5. Two individual review/evaluation sessions with professor, one following each in-class lesson.
6. Out-of-class observation reports of 5 voice lessons taught by at least three experienced teachers.
7. Journal of Voice Lessons taught by the student.
9. One major research project/presentation on an aspect of Vocal Pedagogy with bibliography. (Topic will be mutually agreed upon by student and professor.)
10. In-class visit to Evelyn Trammell Institute for Voice and Swallowing at Medical University of SC, Charleston, SC
11. Guest lectures by MUSC Voice Institute colleagues – Dr. Lucinda Halstead, ENT physician in Dept. of Otolaryngology, Dr. Bonnie Martin-Harris, Speech-Language Pathologist in Dept. of Otolaryngology

Grading Criteria

Vocal Pedagogy Portfolio containing:
- 5 Observation Lesson Reports 10 %
- Journal of Voice Lessons 15 %
- 10 out-of-class and 2 in-class lessons
- Video of 2 in-class Voice Lessons 20 %
- 5 Article Summaries/Commentaries
- Research Project/Class presentation 25 %
- (Include appropriate items from class in final Portfolio submission.)
- Quizzes on class lecture material/assigned readings 10 %
- Class participation & classroom assignments 20 %
- TOTAL 100 %

Attendance Policy

All classes are required and class participation is very important. After two absences – excused or unexcused – student will lose three percentage points off the final grade for each additional absence. If a student misses a total of five (5) classes, for any reason, he/she will receive a grade of FA.
Final Grades are based on the following percentages:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% Range</th>
<th>Grade Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
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<td>3.0 good</td>
</tr>
<tr>
<td>C+</td>
<td>78 – 82</td>
<td>2.5 fair</td>
</tr>
<tr>
<td>C</td>
<td>74 – 77</td>
<td>2.0 acceptable</td>
</tr>
<tr>
<td>F</td>
<td>73 and below</td>
<td>0.0 unacceptable</td>
</tr>
</tbody>
</table>
Class Schedule

**Week 1**

1. Introduction and Vocalizing Roundtable  
   (Arrange to observe 5 lessons w/ at least 3 experienced teachers)  
   (Arrange for a beginning voice student)
2. Vocalizing Roundtable,  
   Lecture/Discussion - The First Lesson  
   (Begin Voice lessons and Lesson Journal)

**Week 2**

1. Vocalizing Roundtable  
   Lecture/Discussion - Anatomy and Physiology of the Human Voice
2. Vocalizing Roundtable  
   Lecture/Discussion – Posture/Alignment, Breathing/Breath Support  
   2 ARTICLE SUMMARIES/COMMENTARIES DUE

**Week 3**

1. Vocalizing Roundtable  
   Lecture/Discussion – Phonation and Resonance, Developing the Tone  
   PROPOSAL FOR RESEARCH PROJECT DUE
2. Vocalizing Roundtable  
   Lecture/Discussion – Vowels and Formant Tuning

**Week 4**

1. Vocalizing Roundtable  
   Lecture/Discussion – Choosing Repertoire for the Beginning Singer
2. Vocalizing Roundtable  
   Lecture/Discussion – Agility, Vocal Registers, and the Passagio  
   THREE ARTICLE SUMMARIES/COMMENTARIES DUE

**Week 5**

1. Field Trip to MUSC Voice Institute
   OBSERVATION REPORTS ON 3 VOICE LESSONS DUE

**Week 6**

1 & 2. Video-taped Demonstration Lessons  
   JOURNAL CHECK, Schedule individual appointment with professor

**Week 7**

1. 2 Research Project Presentations
2. Vocalizing Roundtable  
   Lecture/Discussion – Differences between Training the Male and Female Voice
**Week 8**
1. 2 Research Project Presentations
2. Vocalizing Roundtable
   Lecture/Discussion – Training the Child’s Voice, the Cambiata Voice, and the Emerging Adult Voice

**Week 9**
1. 2 Research Project Presentations
2. Vocalizing Roundtable
   Lecture/Discussion – Vibrancy and Projection in Singing

**Week 10**
1. Vocalizing Roundtable
   Lecture/Discussion – Range Extension, *Messa di voce*, and Dynamic Control
   JOURNAL CHECK-UP

**Week 11**
1. Vocalizing Roundtable
   Lecture/Discussion – Falsetto in Male Voices, Whistle in Female Voices
2. Vocalizing Roundtable – Great Singers
   Lecture/Discussion – Articulation of Vowels and Consonants
   OBSERVATION REPORTS ON 2 VOICE LESSONS DUE

**Week 12**
1. Vocalizing Roundtable
   Lecture/Discussion – Correcting Vocal Faults
2. Vocalizing Roundtable – Great Singers
   Lecture/Discussion – Choral vs. Solo Tone Production

**Week 13**
1 & 2. Videotaped Lesson Demonstrations

**Week 14**
1&2. Complete Videotaped Lesson Demonstrations
   Pulling it all together—Case Study application of class concepts
   Journals Due

**Final Exam**
Meet with professor for final review of lesson demonstrations.
Turn in Vocal Pedagogy Portfolios.
Proposal for a New Graduate Course

Department: Music
Graduate Program: MAT in Performing Arts - Music Concentration
Course Number & Title: MUSE 703 Choral Music Literature Seminar
Total hours/week: 2
Number of Credits: Lectures: 2
Lab:

Will this course be cross-listed with an undergraduate or other graduate course? □ YES ☑ NO
If yes, please complete an attach to this proposal a Permission to Cross-List a Graduate Course form.
Course will first be offered Summer 2009

Catalog description (Please limit to 50 words):

see attached document

Prerequisites (or other restrictions)

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

a. What are the goals and objectives of the course?

see attached document

b. How does the course support the mission statement of the department and the organizing principles of the graduate program?

see attached document

Are other departments affected by this course? □ YES ☑ NO
(Please attach letters of support from the chairs of each department indicating the Department has discussed and supports the proposal.)

Is this course part of a joint program? □ YES ☑ NO
If yes, at what institution?

Method of teaching:

see attached document

If more space is needed for any section, please attach additional sheets to this form.

November 2007
Expected changes

a. Address potential enrollment pattern shifts in the Department or University-wide as it relates to the offering of this course.

see attached document

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

see attached document

Requirements for additional resources made necessary by this course. (Note: course requiring additional resources will need special justification.)

a. Staff

b. Budget

see attached document

c. Library

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Program Director: [Signature]
Date: 2/19/08

Signature of Department Chair: [Signature]
Date: 2/20/08

Additional Chair’s Signature*: [Signature]
Date: 2/20/08

Signature of Schools’ Dean: [Signature]
Date: 2/20/08

Additional Schools’ Dean Signature*: [Signature]
Date: 2/21/08

Signature of the Provost: [Signature]
Date: 3/5/2008

Signature of Budget Director: [Signature]
Date: 3-6-08

*For interdisciplinary courses.

**Business Affairs Office

Return form to the Graduate School Office for Further Processing

Signature of Chair of the Faculty Committee on Graduate and Continuing Education
Date: 4-16-08

Signature of Chair of Grad Council: [Signature]
Date: 5-29-08

Signature of the Faculty Secretary: ______________________________
Date: ______________________________

If more space is needed for any section, please attach additional sheets to this form.

November 2007
THE GRADUATE SCHOOL
of the COLLEGE OF CHARLESTON
Faculty Committee on Graduate and Continuing Education

PROPOSAL FOR A NEW GRADUATE COURSE

1. Department: Music

2. Course Number and Title MUSE 703 Choral Music Literature Seminar  Number of Credits 2
   Total hrs/week: 2  Lectures: 2  Lab:

3. Will this course be cross-listed with an undergraduate or other graduate course? [ ] YES [x] NO
   If yes, please complete and attach to this proposal a Permission to Cross-List a Graduate Course form.

4. Course will be first offered: Summer 2009

5. Catalog description (Please limit to 50 words):
   An in-depth, advanced examination of significant choral literature in all major genres in Renaissance, Baroque,
   Classical, Romantic, and Modern eras. Characteristics of repertoire at all levels of choral instruction are explored.
   Knowledge of lifespan development and choral literature characteristics are applied to repertoire development for
   use in PK-12 settings.

6. Prerequisites (or other restrictions): admission to the MAT program in the performing arts, undergraduate
   degree in music or music education or permission of the instructor

7. 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?

   Students will examine major style characteristics of each era and each pertinent genre. (NASM Music
   Competences 4)
   Students will examine and identify “benchmark” masterworks within each era and genre. (NASM Music
   Competences 4, NASM Specialization Competencies Vocal/Choral Music 2b)
   Students will study the available choral literature for elementary, middle school, and high school for like and
   mixed voices in choral groups. (NASM Music Competences 4, NASM Specialization Competences-Vocal/Choral
   Music 2b; NASM Teaching Competencies 4)
   Students will analyze choral literature for appropriateness based on knowledge of human growth and
   development. Graded, standardized repertoire lists from state such as South Carolina, Texas, and Florida will
   be used. (NASM Music Competences 4, NASM Teaching Competencies 2,4,5)
   Students will apply knowledge of physiological aspects of vocal development as well as knowledge of cognitive
   and social development to the development of an appropriate choral repertoire collection spanning preschool
   through high school. (NASM Specialization Competencies Vocal/Choral Music 2b; NASM Teaching
   Competencies 2,4,5)
   Students will develop a resource file for use as future educator. File will include titles with annotations
   noting how piece/selection would be adapted and rationale for selection’s use for specified age/grade level.
   (NASM Teaching Competencies 2,4)
   Students will develop and establish proficiency in using online repertoire tools such as MUSICA and CPDL.
   (NASM Specialization Competencies Vocal/Choral Music 2b)
(b) How does the course support the mission statement of the department and the organizing principles of the graduate program?

The course strongly supports the School of Education conceptual framework by focusing on evidence based pedagogy and knowledge and characteristics of children and adolescents in related to the selection of appropriate repertoire. Additionally, it builds upon the preparation in music provided by an excellent liberal arts preparation program and undergraduate music degree by providing graduate level instruction which depends the candidates understanding of the content area of music as part of the new Masters of Arts in Teaching degree.

8. 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  ☑ NO

9. Is this course part of a joint program?  ☐ YES  ☑ NO  If Yes at, what institution?

10. Method of teaching: The course will include a variety of instructional approaches-mixing lecture with guided discussion and in class projects and application exercises.

11. (a) Address potential enrollment pattern shifts in the Department or College-wide as it relates to the offering of this course. This course is offered as part of the new MAT in the Performing Arts-Choral music concentration. It is expected that the undergraduate enrollments in music will increase because of the possibility of gaining a master’s degree in choral music after completion of the bachelor's degree.

The course will not negatively impact enrollment in any other existing course or program at the College because it is going to be taught in the summer. Additionally, students may be taking the course concurrently with other core program courses, therefore enrollment in existing EDFS courses and PUBA courses will be increased.

(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

The course will be taught by existing faculty.

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

(a) Staff: no additional staffing

(b) Budget: no additional funds are required

(c) Library: no additional resources are required

(Note: Course requiring additional resources will need special justification.)

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

Review/Approval Process

14. Signature of Graduate Program Director: ___________________________ Date submitted: ______________

15. Signature of Department Chair: ________________________________ Date submitted: ______________
   Additional Chair’s Signature: ________________________________ Date submitted: ______________
(for interdisciplinary courses)

16. Signature of School’s Dean: ___________________________ Date submitted: __________________
   Additional Dean’s Signature: ___________________________ Date submitted: __________________
   (for interdisciplinary courses)

17. Signature of Budget Director: _______________________ Date submitted: ________________
   Business Affairs Office

Proposal Sent to Graduate School Office at This Juncture

18. Signature of Chair of Faculty Committee on Graduate and Continuing Education:
    ___________________________ Date submitted: __________________

19. Signature of Chair of Graduate Council: __________________ Date submitted: ____________

20. Signature of Faculty Secretary: __________________________ Date submitted: ____________

Completed forms will 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

(Form last revised April 2001 and replaces all others)
MUSE 703
Graduate Choral Music Literature Seminar
Course Syllabus
2 graduate credits

Instructor: Dr. Robert Taylor
Time: TBD
Location: TBD

Course Texts and materials:

Course packet: containing graded choral repertoire lists from SC, Texas, and other selected states and organizations
Reading list for articles on reserve

Course Description:

An in-depth, advanced examination of significant choral literature in all major genres in Renaissance, Baroque, Classical, Romantic, and Modern eras. Characteristics of repertoire at all levels of choral instruction are explored. Knowledge of lifespan development and choral literature characteristics are applied to repertoire development for use in PK-12 settings.

Objectives:
Students will examine major style characteristics of each era and each pertinent genre. (NASM Music Competences 4)
Students will examine and identify “benchmark” masterworks within each era and genre. (NASM Music Competences 4, NASM Specialization Competencies Vocal/Choral Music 2b)
Students will study the available choral literature for elementary, middle school, and high school for like and mixed voices in choral groups. (NASM Music Competences 4, NASM Specialization Competences-Vocal/Choral Music 2b; NASM Teaching Competencies 4)
Students will analyze choral literature for appropriateness based on knowledge of human growth and development. Graded, standardized repertoire lists from state such as South Carolina, Texas, and Florida will be used. (NASM Music Competences 4, NASM Teaching Competencies 2,4,5)
Students will apply knowledge of physiological aspects of vocal development as well as knowledge of cognitive and social development to the development of an appropriate choral repertoire collection spanning preschool through high school. (NASM Specialization Competencies Vocal/Choral Music 2b; NASM Teaching Competencies 2,4,5)
Students will develop a resource file for use as future educator. File will include titles with annotations notating how piece/selection would be adapted and rationale for selection’s use for specified age/grade level. (NASM Teaching Competencies 2,4)
Students will develop and establish proficiency in using online repertoire tools such as MUSICA and CPDL. (NASM Specialization Competencies Vocal/Choral Music 2b)
Course calendar:

Week 1 Course Overview
   What is repertoire Development?
   Renaissance overview/masterworks study

Week 2 Renaissance masterworks study, continued

Week 3 Baroque Overview/masterworks study

Week 4 Continued

Week 5 Classical Overview/masterworks study

Week 6 Romantic Overview/masterworks study

Week 7 Continued

Week 8 Modern Era Overview/masterworks study

Week 9 Evaluation of repertoire for elementary age ensembles

Week 10 Evaluation of repertoire for middle school ensembles

Week 11 Continued

Week 12 Evaluation of repertoire for secondary level ensembles

Week 13 Continued

Week 14 Review for Final-Current Issues related to Selection of Choral Repertoire in the Public School Setting

Week 15 Final Exam

Assignments/Exams:

Assignment 1 (20%): Reviews of assigned choral repertoire. Students will evaluate both by listening and examining scores assigned repertoire for its suitability for the various ensembles encountered in teaching K-12 choral ensembles. Reviews should be no more than a single page.

Assignment 2 (20%): Students will develop a resource file for use as future educator. File will include titles not provided in assignment 1, with annotations notating how each selection would be adapted for use in the classroom and rationale for selection's use for specified age/grade level.

Exams (15% each): Two examinations will be given during the semester. Exam 1: Renaissance-
Classical era; Exam 2: Romantic-present. Each will count as 15% or your grade.

Final exam (30%): A cumulative final examination will be given at the conclusion of the semester.

**Grading:**

Final Grades are based on the following percentages related to the assignments described above:

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>% Range</th>
<th>Grade Points</th>
<th>Grade Description</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>F</td>
<td>73 and below</td>
<td>0.0</td>
<td>unacceptable</td>
</tr>
</tbody>
</table>
PROPOSAL FOR A NEW GRADUATE COURSE

Department: HISPANIC STUDIES

Graduate Program: Master of Education in Languages.

Course Number & Title: SPAN 655: Tyranny in Spanish American Film and Literature

Total hrs/week: 3

Number of Credits: 3  Lectures: SEMINAR FORMAT

Will this course be cross-listed with an undergraduate or other graduate course? NO
If yes, please complete and attach to this proposal a Permission to Cross-List a Graduate Course form.

Course will be first offered: FALL 2008

Catalog description (Please limit to 50 words):
An extensive study of literary and filmic expressions of the Southern Cone’s recent political history, with a focus on dictatorial regimes. The course will provide students with an understanding of the historical, sociopolitical, and cultural background of contemporary South America so that they can incorporate and/or adapt the course’s content to elementary and secondary school curricula.

Prerequisites (or other restrictions): Declared student in the Master of Education program, or permission of the instructor.

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

(a) What are the goals and objectives of the course?
This interdisciplinary course offers an insightful view of the Southern Cone’s recent political history as seen through representative works of contemporary Spanish American literature and film. At the conclusion of the course, students will have developed and demonstrated a knowledge of contemporary South America’s Southern Cone, its historical, sociopolitical, and cultural background, and will be able to apply the course’s content to elementary and secondary education.

(b) How does the course support the mission statement of the department and the organizing principles of the graduate program?
The Department of Hispanic Studies is dedicated to offering courses for the Master in Education with the Spanish language and cultural understanding of the Spanish-speaking world.
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 and supports the proposal.)

Is this course part of a joint program? NO If Yes at, what institution? N/A

Method of teaching:
Class will meet once a week for three hours. We will discuss the historical, political, and cultural significance of the weekly assignment as well as strategies for teaching these works in the high school/secondary classroom. Class is seminar format. Students will watch films outside of class.

Expected changes:
(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)
Since the department offers 1 SPAN course per semester, no significant enrollment pattern shifts are expected.

Requirements for additional resources made necessary by this course. (Note: Course requiring additional resources will need special justification.)
(a) Staff: NONE
(b) Budget: NONE
(c) Library: NONE

Attach course syllabus, reading list, or any additional documentation that can help the committee evaluate this proposal. A syllabus is mandatory.

Signature of Graduate Program Director: Dolina A. Helman Date: 2/8/08
Signature of Department Chair: Joseph A. Mayers Date: 2/7/08
Additional Chair’s Signature*: 
Signature of School’s Dean: George A. Weck Date: 2/11/08
Additional Dean’s Signature*: 
Signature of Provost: Susan J. Mariscan Date: 2/14/08
Signature of Budget Director**: 
*For interdisciplinary courses **Business Affairs Office

Return form to the Graduate School Office for Further Processing

Signature of Chair of Faculty Committee on Graduate and Continuing Education: 
Date submitted: 

Signature of Chair of Graduate Council: 5/20/08

Signature of Faculty Secretary: 

Received: Graduate School Office
College of Charleston, SC
Span 655: Tyranny in Spanish American Film and Literature  
Wednesdays 5-7'45 pm

Professor: Dr. Lola Colomina-Garrigós  
Office: JC Long 140  
E-mail address: colominaagarrigosm@cofc.edu  
Office hours: M & W 2'30-4’30  
Phone#: 953-7128

Course Description: This interdisciplinary course offers an insightful view of the Southern Cone’s recent political history as seen through representative works of contemporary Spanish American literature and film. In particular, we will explore the phenomenon of military dictatorships that took place in Argentina, Chile, and Uruguay during the 70s and 80s, as well as its role in the process of (re)construction of the countries’ national identities. The course will analyze how narrative (novels and short stories will be the main text corpus) and films deal with issues such as Authority, Repression, Memory, Inner and Outer Exile, Writing, etc. Through extensive study and discussion of literary and filmic expressions of these political phenomena, the graduate students will meet the following objectives:

Objectives and Corresponding Standards:

For successful completion of this course,

Students will…                          | TC | SOE | ACTFL |
---|----|-----|-------|
1. be able to apply the course’s content to elementary and secondary education. Students will demonstrate that they are able to translate content information into functional classroom activities by creating, implementing, and assessing activities to a given educational level.  | 2  | I, II, III, VI | 2a, 2b, 2c, 4b |
2. develop and demonstrate a knowledge of contemporary Latin America’s Southern Cone, its historical, sociopolitical, as well as cultural background. Students will demonstrate familiarity with the phenomena of military dictatorships in that geographical area during the 70s and 80s mostly through literary and cinematic representations of this political phenomenon.  | 2  | II | 1a, 2a, 2b, 2c |
3. demonstrate familiarity with issues such as History and Fiction, Power and Discourse; Identity; Female voices; Inner and outer Exile; etc., as seen in the films and literary texts studied in class.  | 2  | II | 1a, 2c, 4a |
4. incorporate appropriate assessment tools and implement a variety of teaching techniques in order to reach a diverse group of learners.  | 2  | VI | 3a, 3b, 5a |
5. acquire personal and professional enrichment and growth.  | 2  | II, IV | 6a |
Key to Standards Listed Above:

1) School of Education Teaching and Learning Standards (SOE):

Standard I  Give evidence of theoretical and practical understanding of the ways learners develop.
Standard II Demonstrate understanding and application of the critical attributes and pedagogy of content area.
Standard III Give evidence of use of a variety of strategies that optimize student learning.
Standard IV Participate in informed personal and shared decision making that has as its focus the enhancement of schooling and the profession.
Standard V Communicate effectively with students, parents, colleagues, and the community.
Standard VI Demonstrate understanding of the continuous nature of assessment and its role in facilitating learning.
Standard VII Show an understanding of the culture and organization of schools and school systems and their connection to the larger society.

2) NCATE/ACTFL Standards for the preparation of foreign language teachers:

1. Language, Linguistics, Comparisons
   a. Demonstrating language proficiency;
   b. Understanding linguistics;
   c. Identifying language comparisons.
2. Cultures, Literatures, Cross-Disciplinary Concepts
   a. Demonstrating cultural understandings;
   b. Demonstrating Understanding of literary and cultural texts and traditions.
   c. Integrating other disciplines in instruction
3. Language Acquisition Theories and Instructional Practices
   a. Understanding language acquisition, and creating a supportive classroom.
   b. Developing instructional practices that reflect language outcomes and learner diversity.
4. Integration of Standards into Curriculum and Instruction
   a. Understanding and integrating standards in planning;
   b. Integrating standards in instruction;
   c. Selecting and designing instructional materials.
5. Assessment of Languages and Cultures
   a. Knowing assessment models and using them appropriately;
   b. Reflecting on assessment;
   c. Reporting assessment results.
6. Professionalism
   a. Engaging in Professional Development;
   b. Knowing the Value of Foreign language learning.

Prerequisites: Admission to the M.Ed. in Languages Program or permission of the instructor.

Required Texts:

- Selection of chapters and short stories from the following works: *La novela de Perón*, by Tomás Eloy Martínez (Argentina, 1985); “Graffiti” by Julio Cortázar (Argentina, *Queremos tanto a Glenda*, 1980); *The Little School*, by Alicia Partrny (Argentina, 1985); *Las máscaras* by Jorge Edwards (Chile, 1967). All these materials are available on E-Reserve.
- Jacobo Timerman: *Preso sin nombre, celda sin número* (Argentina, 1981)
- Luisa Valenzuela: *Cambio de armas* (Argentina, 1982)
- Antonio Skármeta: *No pasó nada* (Chile, 1997)
Required Films:

- *Evita* (Alan Parker, 1996)
- *La historia oficial* (Luis Puenzo, 1985)
- *Kamchatka* (Marcelo Piñeyro, 2002)

Critical Reading: Students will have access to the following bibliography through E-Reserve (after accessing the CofC Library Homepage and the E-Reserve page, students will use the following code: "Span630" to enter the website). The following articles will be available both online and on hard copy:


The bibliographical guidelines to follow are those of the *Modern Language Association* (you can find the *MLA* style guidelines on *ERes*):

On Reserve: The following books will be on reserve at the Addlestone Library:


**Evaluation scale:**

- Participation..............................................................10%
- Critical literary analyses...........................................30%
- Film Reviews............................................................10%
- Oral presentation......................................................5%
- Teaching Project......................................................20%
  (5% of this grade will be its in-class presentation)
- Midterm Exam...........................................................10%
- Final Exam..............................................................15%

**Grading scale:**

- A 92-100
- B+ 88-91
- B 80-87
- C+ 77-79
- C 70-76
- F below 69

**Description of the Course Requirements:**

- Participation: Class time will be used for critical discussion of the texts and films assigned as well as for presentations by both the professor and the students about different aspects and issues relevant to the course’s content. Therefore, it is required for the student to attend every day of class (students with more than one absence will have their final grade lowered; with the third absence, the student will be dropped from the class), to complete their assignments prior to class, and to come to class ready for discussion.
- Literary analyses: Critical analysis of the texts and films studied is one of the most important tasks of this course. Students will be required to turn in short 2-3 page-long analyses of some of the text assigned. These analyses should focus on one specific aspect or topic relevant to the text. Students must follow the following style format: Times New Roman, 12, double spaced. The lowest score will be dropped. No late papers will be accepted except for exceptional cases. See Honor Code and Academic Integrity.

- Film reviews: Students will watch the films outside the class. The films are available either at the Language Lab (ECTR 225) or at the Addlestone Library. They can also rent out the films from a video store or through Netflix. Note: A film review is not a plot summary. It is an analysis or commentary on the significance of the plot as well as on a particular aspect/theme of relevance and the cinematic techniques that help conveying the director's message. The review should be at least 1 page long, and should be typed in Times New Roman 12, double spaced.

- Oral presentation: Each student will give an oral presentation on a particular aspect or issue relevant to the works studied and how it could be taught to a primary or secondary education audience. Each presentation should be 10 minutes long and each presenter must provide the class with a handout. Specifics on content and format of the presentations will be given in class.

- Teaching Project: Students will complete a creative teaching project that will be shared with the class towards the end of the semester in the shape of an oral presentation. The project will focus on a particular work (one of the narratives and/or films studies in class) and the different issues and historical backgrounds depicted in that particular work, and how to teach it to a Primary or Secondary Education audience. It should include a formal plan lesson. Specifics for the teaching project will be outlined in class.

- Exams: There will be a midterm and a final exam. The content and the format of the exams will be later on specified.

Honor Code and Academic Integrity
Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each instance is examined to determine the degree of deception involved.

Incidents where the professor believes the student's actions are clearly related more to ignorance, miscommunication, or uncertainty, can be addressed by consultation with the student. We will craft a written resolution designed to help prevent the student from repeating the error in the future. The resolution, submitted by form and signed by both the professor and the student, is forwarded to the Dean of Students and remains on file.

Cases of suspected academic dishonesty will be reported directly to the Dean of Students. A student found responsible for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

It is important for students to remember that unauthorized collaboration—working together without permission—is a form of cheating. Unless a professor specifies that students can work together on
Week 8:

Wed, Oct. 15: Female Voices: Female Voices and the (Re)Construction of Female Identity as Subversion to the Regime. Discussion of selected short stories from Cambio de armas (Argentina, 1982) by Luisa Valenzuela. Analysis of the short story “Cambio de armas” Due.

Week 9:


Week 10:


Week 11:

Wed, Nov. 5: Memory and Exile: Discussion of the novel No pasó nada (1997) by Antonio Skármeta.

Week 12:


Week 13:


Week 14:

Wed, Nov. 26: Thanksgiving holiday

Week 15:

Wed, Dec. 3: Presentations of teaching projects.

Examen final: TBA