



RESPONSE REPORT TO THE VISITING COMMITTEE

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3.5.1 The Committee recommends that the institution develop and implement an assessment plan that provides evidence that its graduates have attained those college-level competencies identified in its general education program.

The institution has identified college-level competencies in general education. These competencies are presented in a *Draft Proposal for General Education at the College of Charleston* which was presented at a faculty retreat in August 1998; however the institution's response indicates that the current general education goals were approved by the faculty senate in April 1997. There also is an effort underway to develop a new set of goals for the general education core. At the time of the Off-Site review, this effort was in its early stages. Prior to the On-Site Committee visit, general education goals were approved as a part of the approval of an Online Record/Advising Proposal. The goals are not yet linked to the curriculum, but a process was identified whereby a set of specific learning objectives, currently in draft form, will be used as criteria to certify general education courses.

Although there was evidence of assessment related to general student outcomes and evaluation of course syllabi and graded student work in general education courses by individual department chairs, the Off-Site Committee found no evidence of assessment that constitutes the type of objective evidence linked specifically to the general education goals as called for in the Standard. The additional information submitted in the *Focused Report* and provided in interviews conducted on campus provided no reason to question the Off-Site Committee's finding on non-compliance. The *Focused Report* does indicate that the College "anticipates implementing a goal-based general education program evaluated via student learning outcomes ... [and] will thus be able to effectively and efficiently assess general education at both the course and program level ... ". The On-Site Committee found a strong commitment to general education during its interviews on campus and believes that the issues raised here can be addressed as the institution carries through with the planned revamping of its general education program.

Response

The College of Charleston has been examining its general education curriculum for the better part of the last ten years. We pride ourselves on being a public liberal arts and sciences institution with a strong core of common educational elements that expose students to a diverse body of knowledge. Because providing a robust general education is of great important to faculty, discussion and debate on the last two proposals for curricular revision —during the 1997-1998 and 2006-2007 academic years—have been lively. The current proposals to the Faculty Senate from the Ad Hoc Committee on General Education have received much consideration and deliberation among senators, other faculty, staff, and administrators. In May, 2007, continuing discussion of the proposals was postponed until the 2007-2008 academic year.

Though the senate and the rest of the faculty at large have not yet approved a revised general education curriculum, six general education learning goals were adopted in September, 2006.

These learning goals are the basis for the Ad Hoc Committee on General Education curricular proposals.

- I. Research and Communication in Multiple Media and Languages, including proficiency in
 - Gathering and using information
 - Effective writing and critical reading
 - Oral and visual communication
 - Foreign language
- II. Analytical and Critical Reasoning, including
 - Mathematical and scientific reasoning and analysis
 - Social and cultural analysis
 - Interdisciplinary analysis and creative problem-solving
- III. Historical, Cultural, and Intellectual Perspectives, including knowledge of
 - Human history and the natural world
 - Artistic, cultural, and intellectual achievements
 - Human behavior and social interaction
 - Perspectives and contributions of academic disciplines
- IV. International and Intercultural Perspectives, gained by
 - Knowledge of international and global contexts
 - Experiencing, understanding, and using multiple cultural perspectives
- V. Personal and Ethical Perspectives, including experiences that promote
 - Self-understanding, curiosity and creativity
 - Personal, academic, and professional integrity
 - Moral and ethical responsibility; community and global citizenship
- VI. Advanced Knowledge and Skills in Major Area of Study, consisting of
 - Skills and knowledge of the discipline
 - Sequence of coursework that fosters intellectual growth
 - Coursework that extends and builds upon knowledge and skills gained from the core curriculum
 - The ability to transfer the skills and knowledge of the major into another setting

These goals for core competencies compliment the College's Institutional Goals, which are the basis for the current general education structure. Since many elements in the current general education curriculum can also be mapped to the six learning goals listed above, the College has devised an assessment plan that will measure achievement of these six goals via direct and indirect means as well as extant data. Until the discussion over the proposals from the Ad Hoc Committee on General Education has come to a resolution, the Office of Accountability, Accreditation, Planning and Assessment (AAPA) will coordinate and provide administration assistance for general education assessment endeavors. Should the proposals be approved,

assessment of these learning goals will still be relevant and valid, as they will lay the foundation for the potential new general education curriculum. Coordination and administration of general education assessment efforts will still fall to AAPA, with significant input from the General Education Committee and the Faculty Committee on Institutional Assessment. In this event, and because best practices in assessment are continually enhanced, the general education assessment plan will be reevaluated and revised to address any gaps in information and to include any other improvements.

It should be noted that even though revisions of the College's general education curriculum have not yet been approved, the discussions across campus that have arisen from the Ad Hoc Committee's research, workshops, forums, and reports have sparked passionate discourse within the College community about the College's identity as a liberal arts and sciences institution, the role of general education, and the balance between the courses required to expose students to a broad body of knowledge as well as the specific knowledge of a major. Without a doubt, the ongoing collegial debate on these topics is evidence of the seamless shift of the College's focus on teaching to a focus on student learning and the need to evaluate said learning. The six general education goals listed above were written in such a format expressly because members of the Ad Hoc Committee came to understand that student learning is most effectively measured when student learning goals are first determined. Until these goals were approved, the College's framework for general education was almost purely course-driven rather than goal-driven. This vision steers the general education assessment plan, which will ensure the measurement of the core competencies of the College's graduates.

As the First Year Experience—the subject of the College's Quality Enhancement Plan—is an approved part of the proposed general education revisions, elements of the QEP assessment plan are duplicated in the general education assessment plan. To evaluate value-added qualities of the First Year Experience and achievement of learning goals over time, many direct assessment measurements initiated in the first year will be duplicated or repeated in the senior year. AAPA will work closely with faculty to adopt course-embedded direct assessment measures, especially in the areas of quantitative analysis; human history and the natural world; artistic, cultural, and intellectual achievements; and human behavior and social interaction. Direct Assessment measures will be made easier due to the ability to collect work samples via students' Online Record, and electronic portfolio system approved by the senate in spring 2007. National surveys that are currently administered by the College, such as the CIRP Freshman Survey and the NSSE, will continue to be employed to provide indirect assessment data relating to general education. Over the next several years, the College plans to augment its survey lineup to include Your First College Year and College Senior Survey, both of which ask students about the development of their skills, attitudes and beliefs over the course of their entire college experience. All of these surveys include questions relating to achievement of the College's general education goals. Grade distribution reports, participant counts in relative activities, and other extant data yields will supplement direct and indirect measures to not only offer empirical information, but to also help determine if, in some disciplines such as foreign language, grades are an accurate reflection of student learning. In sum, the breadth and depth of general education assessment measures will equal a rich and varied packet of evidence upon which the College will be able to evaluate attainment of general education learning goals.

A solid assessment plan must include a feedback loop to prevent an institution from becoming data rich and information poor. AAPA will produce a yearly report to which the entire College community—faculty, staff, students, parents, alumni, and visitors—will have access. This information will offer baseline information regarding core competencies and annual statistics regarding further achievement of general education learning goals. Other groups—faculty in specific departments, librarians, Student Affairs staff, etc.—will receive targeted, in-depth analysis concerning student achievement germane to their discipline. With this information, decisions can be made as to the most appropriate path forward to improve or maintain learning outcomes.

The full general education assessment matrix follows.

General Education Assessment Matrix

General Education Goal	General Education Sub-Goal	Mapped Outcome/ Goal/ Current Gen. Ed. Req.	Measurement	Measurement Type	Timeline	Responsibility	Cost	Notes / Results
I. Research and Communication in Multiple Media and Languages	1. Gathering and using information	Institutional Goal 11 / QEP Outcomes 2 & 3	RUBRIC A sample of research paper bibliographies from 100/200-level courses and 300/400-level courses across disciplines will be scored to determine accuracy of use of appropriate documentation style. This could be done in a group setting over the course of one day. Lunch and a small stipend could be given to participants.	Direct	Begin Summer 2009 and every summer thereafter.	Director of Assessment will coordinate scoring and reporting. Representatives from a variety of departments and offices could participate (the library, the Center for Student Learning, and academic departments).	10 participants, \$100 (?) stipend per participant, \$200 for lunch and snacks = \$1200 per year.	Faculty and staff from the library, the Center for Student Learning and academic departments will analyze the data and determine path forward.
I. Research and Communication in Multiple Media and Languages	1. Gathering and using information	Institutional Goal 11 / QEP Outcomes 2 & 3	RUBRIC The FYE Committee will develop discipline-specific rubrics using definitions of research based on discipline-specific national standards to measure level of knowledge.	Direct	Fall 2008 and every Fall semester thereafter.	FYE Committee will coordinate with appropriate people on campus to develop rubric(s); FYE Director will coordinate administration and reporting.	Included in QEP budget.	From QEP Assessment Plan.
I. Research and Communication in Multiple Media and Languages	1. Gathering and using information	Institutional Goal 11 / QEP Outcomes 2 & 3	EXTANT All students enrolled in FYSM 101 or a Learning Community will attend a library instruction session as measured by bibliographic instruction statistics.	Extant Data	Begin Fall 2008 and every semester thereafter.	FYE Director will coordinate with appropriate library staff.	No additional cost.	From QEP Assessment Plan.
I. Research and Communication in Multiple Media and Languages	1. Gathering and using information	Institutional Goal 11 / QEP Outcomes 2 & 3	EXTANT The total number of bibliographic instruction sessions will increase thereby increasing the number of students exposed to information access and evaluation issues. Statistics will break down the number of sessions offered by department and course level (100-level, 200level, etc.).	Extant Data	Begin Fall 2008 and every semester thereafter.	Reference Department compiles data monthly.	No additional cost.	Bibliographic instruction statistics are currently kept; however, Director of Assessment will coordinate with Head of Bibliographic Instruction to standardize statistics collection.

General Education Goal	General Education Sub-Goal	Mapped Outcome/ Goal/ Current Gen. Ed. Req.	Measurement	Measurement Type	Timeline	Responsibility	Cost	Notes / Results
I. Research and Communication in Multiple Media and Languages	1. Gathering and using information	Institutional Goal 11 / QEP Outcomes 2, 3, & 7	EXTANT The number of Honor Code violations with regards to plagiarism will decrease. Data will be compared (in appropriate format) to that of other institutions across the country.	Extant Data	Begin Spring 2008 and every year thereafter. Spring 2008 will serve as baseline data.	Student Affairs compiles and reports data annually. Director of Assessment will compare data to that of other institutions.	No additional cost.	
I. Research and Communication in Multiple Media and Languages	1. Gathering and using information	Institutional Goal 11 / QEP Outcomes 2 & 3	ALUMNI Alumni surveyed six months after graduation will show an increase in positive ratings (relative to previous years' data) regarding the perception of general education courses as "helpful" or "very helpful" in attaining the following goal: the development of information retrieval skills.	Indirect	Begin Summer 2008 and every summer and winter thereafter.	AAPA and Institutional Advancement are responsible for administering the surveys and reporting the results.	No additional cost.	
I. Research and Communication in Multiple Media and Languages	1. Gathering and using information	Institutional Goal 11 / QEP Outcomes 2 & 3	NSSE Senior students will show an increase in positive ratings over first-year students relative to previous years' data and benchmark institutions on NSSE, questions 2d ("Making judgments about the value of information...").	Indirect	Begin Spring 2008 and every 2 years thereafter. The Spring 2008 data will serve as baseline data.	FYE Director and General Education Director will coordinate with AAPA.	No additional cost. The NSSE is currently included in the Survey Research budget within AAPA.	
I. Research and Communication in Multiple Media and Languages	1. Gathering and using information	Institutional Goal 11 / QEP Outcomes 2 & 3	YFCY A majority of students will self-rate "stronger" or "much stronger" on YFCY, question 1: ability to conduct research ("Compared with when you entered this college, how would you now describe your...").	Indirect	Begin Spring 2009 and every year or every 2 years thereafter.	FYE Committee will decide on use; AAPA will administer if the instrument is chosen; FYE Director will work with AAPA to prepare necessary reports.	Included in QEP budget.	From QEP Assessment Plan.

General Education Goal	General Education Sub-Goal	Mapped Outcome/ Goal/ Current Gen. Ed. Req.	Measurement	Measurement Type	Timeline	Responsibility	Cost	Notes / Results
I. Research and Communication in Multiple Media and Languages	2. Effective writing and critical reading; oral and visual communication	Institutional Goals 1 & 2 / QEP Outcome 1 / Current Gen. Ed. 6 hrs. ENLG 101 & 102	RUBRIC Senior-level students will have higher scores based on a critical thinking a writing skills rubric (such as the CLAQWA) than first-year students.	Direct	Begin Summer 2009 and every summer thereafter.	General Education Director will coordinate with FYE Director on this endeavor. Ideally, the same discipline-appropriate rubric will be used to evaluate senior-level and first-year students' work. A team of 6 faculty representing each school in the College could evaluate a sample of student work over the summer. A member of the team could coordinate reporting for this study.	6 participants, \$3000 per participant (?), \$500 supplies = \$18,500. Since half of this project would be scoring first-year students' work, half of the cost could come from the QEP budget.	Same measurement used for first-year and senior student work.
I. Research and Communication in Multiple Media and Languages	2. Effective writing and critical reading; oral and visual communication	Institutional Goals 1 & 2 / QEP Outcome 1 / Current Gen. Ed. 6 hrs. ENLG 101 & 102	RUBRIC Students enrolled in FYSM 101 or a Learning Community will have higher average scores based on a thinking and writing skills rubric (such as the CLAQWA) than students not enrolled in FYSM 101 or a Learning Community.	Direct	Begin assessment in Fall 2008 and conduct every Fall semester thereafter.	FYE Committee will choose rubric; FYE Director will coordinate administration.	Included in QEP budget.	Same measurement used for first-year and senior student work.

General Education Goal	General Education Sub-Goal	Mapped Outcome/ Goal/ Current Gen. Ed. Req.	Measurement	Measurement Type	Timeline	Responsibility	Cost	Notes / Results
I. Research and Communication in Multiple Media and Languages	2. Effective writing and critical reading; oral and visual communication	Institutional Goals 1 & 2 / QEP Outcome 1 / Current Gen. Ed. 6 hrs. ENLG 101 & 102	EXTANT Standardized test scores show the impact of both general education courses and courses in the major. The scores of College of Charleston students can be compared to the national pool of test-takers. The MCAT assesses, among other skills, communication and writing skills. The LSAT measures, among other skills, logical reasoning and reading comprehension skills. The PRAXIS addresses, among other skills, basic reading and writing skills.	Extant Data	Begin Spring 2008 and every year thereafter.	The Director of Assessment will coordinate with appropriate faculty and will be responsible for reporting.	No additional cost.	This data is currently collected on an annual basis.
I. Research and Communication in Multiple Media and Languages	2. Effective writing and critical reading; oral and visual communication	Institutional Goals 1 & 2 / QEP Outcome 1 / Current Gen. Ed. 6 hrs. ENLG 101 & 102	EXTANT Students enrolled in FYSM 101 or a Learning Community will have higher ENGL 101 and ENGL 102 grades than students not enrolled in FYSM 101 or a Learning Community.	Extant Data	Begin Fall 2008 and every semester thereafter.	FYE Director will coordinate with Institutional Research.	Included in QEP budget.	From QEP Assessment Plan.
I. Research and Communication in Multiple Media and Languages	2. Effective writing and critical reading; oral and visual communication	Institutional Goals 1 & 2 / QEP Outcome 1 / Current Gen. Ed. 6 hrs. ENLG 101 & 102	ALUMNI Alumni surveyed six months after graduation will show an increase in positive ratings (relative to previous years' data) regarding the perception of general education courses as "helpful" or "very helpful" in attaining the following goals: the development of reading skills; the development of written communication skills; and the development of oral presentation skills.	Indirect	Begin Summer 2008 and every summer and winter thereafter.	AAPA and Institutional Advancement are responsible for administering the surveys and reporting the results.	No additional cost.	

General Education Goal	General Education Sub-Goal	Mapped Outcome/ Goal/ Current Gen. Ed. Req.	Measurement	Measurement Type	Timeline	Responsibility	Cost	Notes / Results
I. Research and Communication in Multiple Media and Languages	2. Effective writing and critical reading; oral and visual communication	Institutional Goals 1 &2 / QEP Outcome 1 / Current Gen. Ed. 6 hrs. ENLG 101 & 102	CSS A majority of students will choose "above average" or "highest 10%" on CSS, question 14: public speaking ability and writing ability ("Rate yourself on each of the following traits as compared with the average person your age."). (Note: CSS is not currently used by the College of Charleston.)	Indirect	Begin Spring 2009 and every year or every 2 years thereafter.	Responsibility: General Education Committee and AAPA will decide on use; AAPA will administer if the instrument is chosen; General Education Director will work with AAPA to prepare necessary reports.	Cost: \$1100 plus \$1.50 per survey (2006-2007 fee structure) = roughly \$4850 per year (based on 2500 seniors). Institutions are not charged for untaken surveys.	
I. Research and Communication in Multiple Media and Languages	2. Effective writing and critical reading; oral and visual communication	Institutional Goals 1 &2 / QEP Outcome 1 / Current Gen. Ed. 6 hrs. ENLG 101 & 102	CSS An increasing majority of students (based on previous years' data) will choose "stronger" or "much stronger" on CSS, question 13: analytical and problem-solving skills; writing skills; and public speaking ability ("Compared with when you first started college, how would you now describe your..."). (Note: CSS is not currently used by the College of Charleston.)	Indirect	Begin Spring 2009 and every year or every 2 years thereafter.	Responsibility: General Education Committee and AAPA will decide on use; AAPA will administer if the instrument is chosen; General Education Director will work with AAPA to prepare necessary reports.	Cost: \$1100 plus \$1.50 per survey (2006-2007 fee structure) = roughly \$4850 per year (based on 2500 seniors). Institutions are not charged for untaken surveys.	
I. Research and Communication in Multiple Media and Languages	2. Effective writing and critical reading; oral and visual communication	Institutional Goals 1 &2 / QEP Outcome 1 / Current Gen. Ed. 6 hrs. ENLG 101 & 102	NSSE First-year students will show an increase in positive ratings relative to previous years' data and benchmark institutions on NSSE, questions 11c ("writing clearly and effectively") and 11e ("thinking critically and analytically").	Indirect	Begin Spring 2008 and every 2 years thereafter. The Spring 2008 data will serve as baseline data.	FYE Director and General Education Director will coordinate with AAPA.	No additional cost. The NSSE is currently included in the Survey Research budget within AAPA.	

General Education Goal	General Education Sub-Goal	Mapped Outcome/ Goal/ Current Gen. Ed. Req.	Measurement	Measurement Type	Timeline	Responsibility	Cost	Notes / Results
I. Research and Communication in Multiple Media and Languages	2. Effective writing and critical reading; oral and visual communication	Institutional Goals 1 & 2 / QEP Outcome 1 / Current Gen. Ed. 6 hrs. ENLG 101 & 102	NSSE Senior students will show an increase in positive ratings relative to first-year students and benchmark institutions on NSSE, questions 11c and 11e.	Indirect	Begin Spring 2008 and every 2 years thereafter. The Spring 2008 data will serve as baseline data.	FYE Director and General Education Director will coordinate with AAPA.	No additional cost. The NSSE is currently included in the Survey Research budget within AAPA.	
I. Research and Communication in Multiple Media and Languages	2. Effective writing and critical reading; oral and visual communication	Institutional Goals 1 & 2 / QEP Outcome 1 / Current Gen. Ed. 6 hrs. ENLG 101 & 102	YFCY Students enrolled in FYSM 101 or a Learning Community will show higher frequencies when self-rating at "above average" or "highest 10%" as compared to students not enrolled in such courses on YFCY, question 7 ("writing ability").	Indirect	Begin Spring 2009 and every year or every other year thereafter.	FYE Committee will decide on use; AAPA will administer if the instrument is chosen; FYE Director will work with AAPA to prepare necessary reports.	Included in QEP budget.	From QEP Assessment Plan.
I. Research and Communication in Multiple Media and Languages	3. Foreign Language	Institutional Goal 1 / Current Gen. Ed. 12 hrs. foreign language through 202	EXTANT Grade distribution reports for foreign language classes meeting this general education requirement will be made available to the appropriate administrative units. Likewise, grade distribution reports for "Alternative Courses for Core Requirements" (taken by those students in the SNAP program with documented learning disabilities in foreign language acquisition) will also be made available to the appropriate administrative units.	Extant Data	Begin Fall 2008 and every major semester thereafter.	The Office of Institutional Research will run the grade distribution reports. The appropriate foreign language departments will coordinate reporting.	No additional cost.	The foreign language requirement mandates competency at the 202 level with at least one course taken in residence at the College. Satisfactory performance in the ultimate course is indicative of achievement of student learning outcomes in prerequisite courses.

General Education Goal	General Education Sub-Goal	Mapped Outcome/ Goal/ Current Gen. Ed. Req.	Measurement	Measurement Type	Timeline	Responsibility	Cost	Notes / Results
I. Research and Communication in Multiple Media and Languages	3. Foreign Language	Institutional Goal 1 / Current Gen. Ed. 12 hrs. foreign language through 202	ALUMNI Alumni surveyed six months after graduation will show an increase in positive ratings (relative to previous years' data) regarding the perception of general education courses as "helpful" or "very helpful" in attaining the following goal: Helpfulness of foreign language courses with regards to gaining an appreciation of other cultures.	Indirect	Begin Summer 2008 and every summer and winter thereafter.	AAPA and Institutional Advancement are responsible for administering the surveys and reporting the results.	No additional cost.	
I. Research and Communication in Multiple Media and Languages	3. Foreign Language	Institutional Goals ### / Current Gen. Ed. Foreign Language through 202	CSS An increasing majority of students (based on previous years' data) will choose "stronger" or "much stronger" on CSS, question 13: foreign language ability ("Compared with when you first started college, how would you now describe your...").	Indirect	Begin Spring 2009 and every year or every 2 years thereafter.	Responsibility: General Education Committee and AAPA will decide on use; AAPA will administer if the instrument is chosen; General Education Director will work with AAPA to prepare necessary reports.	Cost: \$1100 plus \$1.50 per survey (2006-2007 fee structure) = roughly \$4850 per year (based on 2500 seniors). Institutions are not charged for untaken surveys.	

General Education Goal	General Education Sub-Goal	Mapped Outcome/ Goal/ Current Gen. Ed. Req.	Measurement	Measurement Type	Timeline	Responsibility	Cost	Notes / Results
II. Analytical and Critical Reasoning	1. Mathematical and scientific reasoning and analysis	Institutional Goal 2 / Current Gen. Ed. 6 hrs. math	EXTANT Standardized test scores show the impact of both general education courses and courses in the major. The scores of College of Charleston students can be compared to the national pool of test-takers. The MCAT assesses mastery of basic concepts in biology, chemistry, and physics; evaluates problem solving and critical thinking skills; and assesses communication and writing skills. The LSAT measures, among other skills, logical and analytical reasoning skills. The PRAXIS addresses, among other skills, basic math skills.	Extant Data	Begin Spring 2008 and every year thereafter.	The Director of Assessment will coordinate with appropriate faculty and will be responsible for reporting.	No additional cost.	This data is currently collected on an annual basis.
II. Analytical and Critical Reasoning	1. Mathematical and scientific reasoning and analysis	Institutional Goal 2 / Current Gen. Ed. 6 hrs. math	ALUMNI Alumni surveyed six months after graduation will show an increase in positive ratings (relative to previous years' data) regarding the perception of general education courses as "helpful" or "very helpful" in attaining the following goals: the development of analytical reasoning skills; and the development of problem solving skills	Indirect	Begin Summer 2008 and every summer and winter thereafter.	AAPA and Institutional Advancement are responsible for administering the surveys and reporting the results.	No additional cost.	

General Education Goal	General Education Sub-Goal	Mapped Outcome/ Goal/ Current Gen. Ed. Req.	Measurement	Measurement Type	Timeline	Responsibility	Cost	Notes / Results
II. Analytical and Critical Reasoning	1. Mathematical and scientific reasoning and analysis	Institutional Goal 2 / Current Gen. Ed. 6 hrs. math	CSS A majority of students will choose "above average" or "highest 10%" on CSS, question 14: mathematical ability ("Rate yourself on each of the following traits as compared with the average person your age.").	Indirect	Begin Spring 2009 and every year or every 2 years thereafter.	Responsibility: General Education Committee and AAPA will decide on use; AAPA will administer if the instrument is chosen; General Education Director will work with AAPA to prepare necessary reports.	Cost: \$1100 plus \$1.50 per survey (2006-2007 fee structure) = roughly \$4850 per year (based on 2500 seniors). Institutions are not charged for untaken surveys.	
II. Analytical and Critical Reasoning	1. Mathematical and scientific reasoning and analysis	Institutional Goal 2 / Current Gen. Ed. 6 hrs. math	CSS An increasing majority of students (based on previous years' data) will choose "stronger" or "much stronger" on CSS, question 13: analytical and problem-solving skills and mathematical skills ("Compared with when you first started college, how would you now describe your...").	Indirect	Begin Spring 2009 and every year or every 2 years thereafter.	Responsibility: General Education Committee and AAPA will decide on use; AAPA will administer if the instrument is chosen; General Education Director will work with AAPA to prepare necessary reports.	Cost: \$1100 plus \$1.50 per survey (2006-2007 fee structure) = roughly \$4850 per year (based on 2500 seniors). Institutions are not charged for untaken surveys.	
II. Analytical and Critical Reasoning	1. Mathematical and scientific reasoning and analysis	Institutional Goal 2 / Current Gen. Ed. 6 hrs. math	NSSE Senior students will show an increase in positive ratings relative to first-year students and benchmark institutions on NSSE, question 11f ("analyzing quantitative problems").	Indirect	Begin Spring 2008 and every 2 years thereafter. The Spring 2008 data will serve as baseline data.	FYE Director and General Education Director will coordinate with AAPA.	No additional cost. The NSSE is currently included in the Survey Research budget within AAPA.	
II. Analytical and Critical Reasoning	1. Mathematical and scientific reasoning and analysis	Institutional Goal 2 / Current Gen. Ed. 6 hrs. math	YFCY Compared with previous years' data, students will show higher frequencies when self-rating "stronger" or "much stronger" on YFCY, question 1: analytical/problemsolving skills ("Compared with when you entered this college, how would you now describe your...").	Indirect	Begin Spring 2009 and every year or every 2 years thereafter.	FYE Committee will decide on use; AAPA will administer if the instrument is chosen; FYE Director will work with AAPA to prepare necessary reports.	Included in QEP budget.	

General Education Goal	General Education Sub-Goal	Mapped Outcome/ Goal/ Current Gen. Ed. Req.	Measurement	Measurement Type	Timeline	Responsibility	Cost	Notes / Results
II. Analytical and Critical Reasoning	1. Mathematical and scientific reasoning and analysis	Institutional Goal 2 / QEP Outcome 5 / Current Gen. Ed. 6 hrs. math	YFCY Compared with previous years' data, students will show higher frequencies when self-rating at "above average" or "highest 10%" as compared to students not enrolled in such courses on YFCY, question 7 ("mathematical ability").	Indirect	Begin Spring 2009 and every year or every 2 years thereafter.	FYE Committee will decide on use; AAPA will administer if the instrument is chosen; FYE Director will work with AAPA to prepare necessary reports.	Included in QEP budget.	
II. Analytical and Critical Reasoning	3. Interdisciplinary analysis and creative problem solving	Institutional Goal 8 / QEP Outcome 6	DIRECT Analyze student work in interdisciplinary courses to ensure that students develop knowledge of perspectives, methods, insights, and theories of these disciplines that are relevant to the topic being studied.	Direct	Begin Spring 2007, continue through assessment project timeline.	College of Charleston Learning Community Assessment Team will conduct assessment through grant from the Washington Center at Evergreen State College.	Grant-funded; included in QEP.	Part of the Washington Center's "Assessment Learning in Learning Communities." Outcomes drawn from "Targeted assessment of students' interdisciplinary work: an empirically grounded framework proposed." V. Boix-Mansilla and E. D. Duraising. <i>Journal of Higher Education</i> 78.2 (2007): 215-237.
II. Analytical and Critical Reasoning	3. Interdisciplinary analysis and creative problem solving	Institutional Goal 8 / QEP Outcome 6	DIRECT Analyze student work in interdisciplinary courses to ensure that students demonstrate that their understanding of a topic has been enriched by the integration of different disciplinary insights.	Direct	Begin Spring 2007, continue through assessment project timeline.	College of Charleston Learning Community Assessment Team will conduct assessment through grant from the Washington Center at Evergreen State College.	Grant-funded; included in QEP.	Part of the Washington Center's "Assessment Learning in Learning Communities." Outcomes drawn from "Targeted assessment of students' interdisciplinary work: an empirically grounded framework proposed." V. Boix-Mansilla and E. D. Duraising. <i>Journal of Higher Education</i> 78.2 (2007): 215-237.

General Education Goal	General Education Sub-Goal	Mapped Outcome/ Goal/ Current Gen. Ed. Req.	Measurement	Measurement Type	Timeline	Responsibility	Cost	Notes / Results
II. Analytical and Critical Reasoning	3. Interdisciplinary analysis and creative problem solving	Institutional Goal 8 / QEP Outcome 6	DIRECT Analyze student work in interdisciplinary courses to ensure that students demonstrate "reflectiveness" about the choices, opportunities, compromises, and limitations involved in using an interdisciplinary approach to the topic being studied.	Direct	Begin Spring 2007, continue through assessment project timeline.	College of Charleston Learning Community Assessment Team will conduct assessment through grant from the Washington Center at Evergreen State College.	Grant-funded; included in QEP.	Part of the Washington Center's "Assessment Learning in Learning Communities." Outcomes drawn from "Targeted assessment of students' interdisciplinary work: an empirically grounded framework proposed." V. Boix-Mansilla and E. D. Duraising. <i>Journal of Higher Education</i> 78.2 (2007): 215-237.
II. Analytical and Critical Reasoning	3. Interdisciplinary analysis and creative problem solving	Institutional Goal 8 / QEP Outcome 6	EXTANT Compare grades for courses that students take as a part of an interdisciplinary Learning Community to the same courses taken independently.	Extant Data	Begin Fall 2007 and every major semester thereafter.	The Office of Institutional Research will run the grade distribution reports. The Office of New Student Programs will coordinate reporting.	No additional cost.	
II. Analytical and Critical Reasoning	3. Interdisciplinary analysis and creative problem solving	Institutional Goal 8 / QEP Outcome 6	NSSE All students will show and increase in positive ratings relative to previous years' data and benchmark institutions on NSSE, questions 1i ("put together ideas or concepts from different courses when completing assignments or during class discussions"); 2c ("synthesizing and organizing ideas, information, or experiences into new, more complex interpretations and relationships"); 6f ("learned something that changed the way you understand an issue or a concept"), and 11m ("solving complex real-world problems").	Indirect	Begin Spring 2008 and every 2 years thereafter. The Spring 2008 data will serve as baseline data.	FYE Director and General Education Director will coordinate with AAPA.	No additional cost. The NSSE is currently included in the Survey Research budget within AAPA.	

General Education Goal	General Education Sub-Goal	Mapped Outcome/ Goal/ Current Gen. Ed. Req.	Measurement	Measurement Type	Timeline	Responsibility	Cost	Notes / Results
II. Analytical and Critical Reasoning	3. Interdisciplinary analysis and creative problem solving	Institutional Goal 8 / QEP Outcome 6	NSSE Senior students will show an increase in positive ratings relative to first-year students on NSSE, questions 1i, 2c, 6f, and 11m.	Indirect	Begin Spring 2008 and every 2 years thereafter. The Spring 2008 data will serve as baseline data.	FYE Director and General Education Director will coordinate with AAPA.	No additional cost. The NSSE is currently included in the Survey Research budget within AAPA.	
III. Historical, Cultural, and Intellectual Perspectives	1a. Human history and the natural world	Institutional Goal 8 / Current Gen. Ed. 6 hrs. HIST 101 & 102 or 103 & 104	As with all General Education student learning outcomes, these outcomes will be mapped to courses that achieve this general education requirement. Classroom, departmental, and general education program assessment efforts will be taken to ensure that these outcomes are achieved. Specifically, AAPA will work closely with faculty to adopt course-embedded direct assessment measures	TBD	TBD	TBD	TBD	
III. Historical, Cultural, and Intellectual Perspectives	2. Artistic, cultural, and intellectual achievements	Institutional Goal 8 / Current Gen. Ed. 12 hrs. humanities	As with all General Education student learning outcomes, these outcomes will be mapped to courses that achieve this general education requirement. Classroom, departmental, and general education program assessment efforts will be taken to ensure that these outcomes are achieved. Specifically, AAPA will work closely with faculty to adopt course-embedded direct assessment measures	TBD	TBD	TBD	TBD	

General Education Goal	General Education Sub-Goal	Mapped Outcome/ Goal/ Current Gen. Ed. Req.	Measurement	Measurement Type	Timeline	Responsibility	Cost	Notes / Results
III. Historical, Cultural, and Intellectual Perspectives	3. Human behavior and social interaction	Institutional Goal 8 & 9 / Current Gen. Ed. 6 hrs. social science	As with all General Education student learning outcomes, these outcomes will be mapped to courses that achieve this general education requirement. Classroom, departmental, and general education program assessment efforts will be taken to ensure that these outcomes are achieved. Specifically, AAPA will work closely with faculty to adopt course-embedded direct assessment measures	TBD	TBD	TBD	TBD	
III. Historical, Cultural, and Intellectual Perspectives	4. Perspectives and contributions of academic disciplines	Institutional Goal 8	ALUMNI Alumni surveyed two years after graduation will show an increase in positive ratings (relative to previous years' data) regarding satisfaction with the general education program of study.	Indirect	Begin Summer 2008 and every summer and winter thereafter.	AAPA and Institutional Advancement are responsible for administering the surveys and reporting the results.	No additional cost.	
III. Historical, Cultural, and Intellectual Perspectives	4. Perspectives and contributions of academic disciplines	Institutional Goal 8	CSS An increasing majority of students (based on previous years' data) will choose "stronger" or "much stronger" on CSS, question 13: general knowledge and knowledge of a particular field or discipline ("Compared with when you first started college, how would you now describe your...").	Indirect	Begin Spring 2009 and every year or every 2 years thereafter.	Responsibility: General Education Committee and AAPA will decide on use; AAPA will administer if the instrument is chosen; General Education Director will work with AAPA to prepare necessary reports.	Cost: \$1100 plus \$1.50 per survey (2006-2007 fee structure) = roughly \$4850 per year (based on 2500 seniors). Institutions are not charged for untaken surveys.	

General Education Goal	General Education Sub-Goal	Mapped Outcome/ Goal/ Current Gen. Ed. Req.	Measurement	Measurement Type	Timeline	Responsibility	Cost	Notes / Results
III. Historical, Cultural, and Intellectual Perspectives	4. Perspectives and contributions of academic disciplines	Institutional Goal 8	NSSE Senior students will show an increase in positive ratings relative to first-year students and benchmark institutions on NSSE, question 11a ("acquiring a broad general education").	Indirect				
III. Historical, Cultural, and Intellectual Perspectives	4. Perspectives and contributions of academic disciplines	Institutional Goal 8	YFCY Compared with previous years' data, students will show higher frequencies when self-rating "stronger" or "much stronger" on YFCY, question 1: general knowledge and knowledge of a particular field or discipline ("Compared with when you entered this college, how would you now describe your...").	Indirect	Begin Spring 2009 and every year or every 2 years thereafter.	FYE Committee will decide on use; AAPA will administer if the instrument is chosen; FYE Director will work with AAPA to prepare necessary reports.	Included in QEP budget.	
IV. International and Intercultural Perspectives	2. Experiencing, understanding, and using multiple cultural perspectives	Institutional Goals 5 & 6	EXTANT Each year, there will be an increasing number of students participating in study abroad courses, semesters, or years.	Extant Data	Begin Fall 2008 and every year thereafter. 2008-2009 data serves as baseline data.	Office of International Education will coordinate data collection and reporting.	No additional cost.	
IV. International and Intercultural Perspectives	2. Experiencing, understanding, and using multiple cultural perspectives	Institutional Goals 5 & 6	CSS An increasing majority of students (based on previous years' data) will choose "stronger" or "much stronger" on CSS, question 13 ("knowledge of people from different races/cultures" and "understanding of global issues").	Indirect	Begin Spring 2009 and every year or every 2 years thereafter.	Responsibility: General Education Committee and AAPA will decide on use; AAPA will administer if the instrument is chosen; General Education Director will work with AAPA to prepare necessary reports.	Cost: \$1100 plus \$1.50 per survey (2006-2007 fee structure) = roughly \$4850 per year (based on 2500 seniors). Institutions are not charged for untaken surveys.	This information can also be used to assess diversity on campus, which is one of the goals of the College's Strategic Diversity Management Council.

General Education Goal	General Education Sub-Goal	Mapped Outcome/ Goal/ Current Gen. Ed. Req.	Measurement	Measurement Type	Timeline	Responsibility	Cost	Notes / Results
IV. International and Intercultural Perspectives	2. Experiencing, understanding, and using multiple cultural perspectives	Institutional Goals 5 & 6	CSS Compared with previous years' data, students will show higher frequencies when rating "very important" or "essential" on CSS, question 16 ("improving my understanding of other countries and cultures").	Indirect	Begin Spring 2009 and every year or every 2 years thereafter.	Responsibility: General Education Committee and AAPA will decide on use; AAPA will administer if the instrument is chosen; General Education Director will work with AAPA to prepare necessary reports.	Cost: \$1100 plus \$1.50 per survey (2006-2007 fee structure) = roughly \$4850 per year (based on 2500 seniors). Institutions are not charged for untaken surveys.	This information can also be used to assess diversity on campus, which is one of the goals of the College's Strategic Diversity Management Council.
IV. International and Intercultural Perspectives	2. Experiencing, understanding, and using multiple cultural perspectives	Institutional Goals 5 & 6	NSSE Senior students will show an increase in positive ratings relative to first-year students and benchmark institutions on NSSE, question 7f ("study abroad").	Indirect	Begin Spring 2008 and every 2 years thereafter. The Spring 2008 data will serve as baseline data.	FYE Director and General Education Director will coordinate with AAPA.	No additional cost. The NSSE is currently included in the Survey Research budget within AAPA.	
IV. International and Intercultural Perspectives	2. Experiencing, understanding, and using multiple cultural perspectives	Institutional Goals 5 & 6	YFCY Compared with previous years' data, students will show higher frequencies when identifying with "agree" or "strongly agree" on YFCY, question 12 ("my college experiences have exposed me to diverse opinions, cultures, and values").	Indirect	Begin Spring 2009 and every year or every 2 years thereafter.	FYE Committee will decide on use; AAPA will administer if the instrument is chosen; FYE Director will work with AAPA to prepare necessary reports.	Included in QEP budget.	This information can also be used to assess diversity on campus, which is one of the goals of the College's Strategic Diversity Management Council.
IV. International and Intercultural Perspectives	2. Experiencing, understanding, and using multiple cultural perspectives	Institutional Goals 5 & 6	YFCY Compared with previous years' data, students will show higher frequencies when rating "very important" or "essential" on YFCY, question 17 ("improving my understanding of other countries and cultures").	Indirect	Begin Spring 2009 and every year or every 2 years thereafter.	FYE Committee will decide on use; AAPA will administer if the instrument is chosen; FYE Director will work with AAPA to prepare necessary reports.	Included in QEP budget.	This information can also be used to assess diversity on campus, which is one of the goals of the College's Strategic Diversity Management Council.

General Education Goal	General Education Sub-Goal	Mapped Outcome/ Goal/ Current Gen. Ed. Req.	Measurement	Measurement Type	Timeline	Responsibility	Cost	Notes / Results
IV. International and Intercultural Perspectives	2. Experiencing, understanding, and using multiple cultural perspectives	Institutional Goals 5 & 6	YFCY Compared with previous years' data, students will show higher frequencies when self-rating "stronger" or "much stronger" on YFCY, question 1 ("knowledge of people from different races/cultures" and "understanding of global issues").	Indirect	Begin Spring 2009 and every year or every 2 years thereafter.	FYE Committee will decide on use; AAPA will administer if the instrument is chosen; FYE Director will work with AAPA to prepare necessary reports.	Included in QEP budget.	This information can also be used to assess diversity on campus, which is one of the goals of the College's Strategic Diversity Management Council.
V. Personal and Ethical Perspectives	1. Self-understanding, curiosity and creativity	Institutional Goal 7	CSS An increasing majority of students (based on previous years' data) will choose "stronger" or "much stronger" on CSS, question 14 ("artistic ability"; "emotional health"; "self-confidence [intellectual]"; "selfconfidence [social]"; and "self-understanding").	Indirect	Begin Spring 2009 and every year or every 2 years thereafter.	Responsibility: General Education Committee and AAPA will decide on use; AAPA will administer if the instrument is chosen; General Education Director will work with AAPA to prepare necessary reports.	Cost: \$1100 plus \$1.50 per survey (2006-2007 fee structure) = roughly \$4850 per year (based on 2500 seniors). Institutions are not charged for untaken surveys.	

General Education Goal	General Education Sub-Goal	Mapped Outcome/ Goal/ Current Gen. Ed. Req.	Measurement	Measurement Type	Timeline	Responsibility	Cost	Notes / Results
V. Personal and Ethical Perspectives	1. Self-understanding, curiosity and creativity	Institutional Goal 7	NSSE Senior students will show an increase in positive ratings relative to first-year students and benchmark institutions on NSSE, questions 1u (“had serious conversations with students of a different race or ethnicity than your own”); 1v (“had serious conversations with students who are very different from you in terms of their religious beliefs, political opinions, or personal views”); 6d (“examined the strengths and weaknesses of your own views on a topic or issue”); 6e (“tried to better understand someone else’s views by imagining how an issue looks from his or her perspective”); 11h (“working effectively with others”); and 11k (“understanding yourself”).	Indirect	Begin Spring 2008 and every 2 years thereafter. The Spring 2008 data will serve as baseline data.	FYE Director and General Education Director will coordinate with AAPA.	No additional cost. The NSSE is currently included in the Survey Research budget within AAPA.	This information can also be used to assess diversity on campus, which is one of the goals of the College's Strategic Diversity Management Council.
V. Personal and Ethical Perspectives	1. Self-understanding, curiosity and creativity	Institutional Goal 7	YFCY Compared with previous years’ data, students will show higher frequencies when self-rating as “somewhat easy” or “very easy” on YFCY, question 8 (“develop effective study skills”)	Indirect	Begin Spring 2009 and every year or every 2 years thereafter.	FYE Committee will decide on use; AAPA will administer if the instrument is chosen; FYE Director will work with AAPA to prepare necessary reports.	Included in QEP budget.	

General Education Goal	General Education Sub-Goal	Mapped Outcome/ Goal/ Current Gen. Ed. Req.	Measurement	Measurement Type	Timeline	Responsibility	Cost	Notes / Results
V. Personal and Ethical Perspectives	1. Self-understanding, curiosity and creativity	Institutional Goal 7	YFCY Compared with previous years' data, students will show higher frequencies when self-rating at "above average" or "highest 10%" as compared to students not enrolled in such courses on YFCY, question 7 ("artistic ability"; "emotional health"; "self-confidence [intellectual]"; "self-confidence [social]"; and "self-understanding").	Indirect	Begin Spring 2009 and every year or every 2 years thereafter.	FYE Committee will decide on use; AAPA will administer if the instrument is chosen; FYE Director will work with AAPA to prepare necessary reports.	Included in QEP budget.	
V. Personal and Ethical Perspectives	2. Personal, academic, and professional integrity	Institutional Goal 7 / QEP Outcome 7	NSSE Senior students will show an increase in positive ratings relative to first-year students and benchmark institutions on NSSE, question 11n ("developing a personal code of values and ethics").	Indirect	Begin Spring 2008 and every 2 years thereafter. The Spring 2008 data will serve as baseline data.	FYE Director and General Education Director will coordinate with AAPA.	No additional cost. The NSSE is currently included in the Survey Research budget within AAPA.	
V. Personal and Ethical Perspectives	2. Personal, academic, and professional integrity	Institutional Goal 7 / QEP Outcome 7	YFCY Compared with previous years' data, students will show higher frequencies when indicating "never at all" on YFCY, question 21 ("witnessed academic dishonesty/cheating").	Indirect	Begin Spring 2009 and every year or every 2 years thereafter.	FYE Committee will decide on use; AAPA will administer if the instrument is chosen; FYE Director will work with AAPA to prepare necessary reports.	Included in QEP budget.	
V. Personal and Ethical Perspectives	3. Moral and ethical responsibility; community and global citizenship	Institutional Goal 5 & 7 / QEP Outcome 9	CSS Compared with previous years' data, students will show an increase in the average number of hours per week spent on volunteer work as self-reported in CSS, question 9.	Indirect	Begin Spring 2009 and every year or every 2 years thereafter.	Responsibility: General Education Committee and AAPA will decide on use; AAPA will administer if the instrument is chosen; General Education Director will work with AAPA to prepare necessary reports.	Cost: \$1100 plus \$1.50 per survey (2006-2007 fee structure) = roughly \$4850 per year (based on 2500 seniors). Institutions are not charged for untaken surveys.	

General Education Goal	General Education Sub-Goal	Mapped Outcome/ Goal/ Current Gen. Ed. Req.	Measurement	Measurement Type	Timeline	Responsibility	Cost	Notes / Results
V. Personal and Ethical Perspectives	3. Moral and ethical responsibility; community and global citizenship	Institutional Goal 5 & 7 / QEP Outcome 9	CSS Compared with previous years' data, students will show an increase in positive ratings on CSS, question 10 ("performed volunteer work").	Indirect	Begin Spring 2009 and every year or every 2 years thereafter.	Responsibility: General Education Committee and AAPA will decide on use; AAPA will administer if the instrument is chosen; General Education Director will work with AAPA to prepare necessary reports.	Cost: \$1100 plus \$1.50 per survey (2006-2007 fee structure) = roughly \$4850 per year (based on 2500 seniors). Institutions are not charged for untaken surveys.	
V. Personal and Ethical Perspectives	3. Moral and ethical responsibility; community and global citizenship	Institutional Goal 5 & 7 / QEP Outcome 9	CSS Compared with previous years' data, students will show higher frequencies when self-rating "stronger" or "much stronger" on CSS, question 13 ("leadership abilities"; "understanding of the problems facing your community"; "understanding of social problems facing our nation"; and "understanding of global issues").	Indirect	Begin Spring 2009 and every year or every 2 years thereafter.	Responsibility: General Education Committee and AAPA will decide on use; AAPA will administer if the instrument is chosen; General Education Director will work with AAPA to prepare necessary reports.	Cost: \$1100 plus \$1.50 per survey (2006-2007 fee structure) = roughly \$4850 per year (based on 2500 seniors). Institutions are not charged for untaken surveys.	
V. Personal and Ethical Perspectives	3. Moral and ethical responsibility; community and global citizenship	Institutional Goal 5 & 7 / QEP Outcome 9	CSS Compared with previous years' data, students will show higher frequencies when self-rating at "above average" or "highest 10%" as compared to students not enrolled in such courses on CSS, question 14 ("leadership ability").	Indirect	Begin Spring 2009 and every year or every 2 years thereafter.	Responsibility: General Education Committee and AAPA will decide on use; AAPA will administer if the instrument is chosen; General Education Director will work with AAPA to prepare necessary reports.	Cost: \$1100 plus \$1.50 per survey (2006-2007 fee structure) = roughly \$4850 per year (based on 2500 seniors). Institutions are not charged for untaken surveys.	

General Education Goal	General Education Sub-Goal	Mapped Outcome/ Goal/ Current Gen. Ed. Req.	Measurement	Measurement Type	Timeline	Responsibility	Cost	Notes / Results
V. Personal and Ethical Perspectives	3. Moral and ethical responsibility; community and global citizenship	Institutional Goal 5 & 7 / QEP Outcome 9	NSSE Senior students will show an increase in positive ratings relative to first-year students and benchmark institutions on NSSE, questions 1k (“participated in a community-based project [e.g., service learning] as a part of a regular course”); 7b (“community service or volunteer work”); and 11o (“contributing to the welfare of your community”).	Indirect	Begin Spring 2008 and every 2 years thereafter. The Spring 2008 data will serve as baseline data.	FYE Director and General Education Director will coordinate with AAPA.	No additional cost. The NSSE is currently included in the Survey Research budget within AAPA.	
V. Personal and Ethical Perspectives	3. Moral and ethical responsibility; community and global citizenship	Institutional Goal 5 & 7 / QEP Outcome 9	YFCY Compared with previous years’ data, students will show an increase in positive ratings on YFCY, question 10 (“worked on a local, state, or national political campaign” and “performed community service as a part of class”).	Indirect	Begin Spring 2009 and every year or every 2 years thereafter.	FYE Committee will decide on use; AAPA will administer if the instrument is chosen; FYE Director will work with AAPA to prepare necessary reports.	Included in QEP budget.	
V. Personal and Ethical Perspectives	3. Moral and ethical responsibility; community and global citizenship	Institutional Goal 5 & 7 / QEP Outcome 9	YFCY Compared with previous years’ data, students will show higher frequencies when selecting “yes” for YFCY, question 20 (“participated in volunteer or community service work”).	Indirect	Begin Spring 2009 and every year or every 2 years thereafter.	FYE Committee will decide on use; AAPA will administer if the instrument is chosen; FYE Director will work with AAPA to prepare necessary reports.	Included in QEP budget.	

General Education Goal	General Education Sub-Goal	Mapped Outcome/ Goal/ Current Gen. Ed. Req.	Measurement	Measurement Type	Timeline	Responsibility	Cost	Notes / Results
V. Personal and Ethical Perspectives	3. Moral and ethical responsibility; community and global citizenship	Institutional Goal 5 & 7 / QEP Outcome 9	YFCY Compared with previous years' data, students will show higher frequencies when self-rating "stronger" or "much stronger" on YFCY, question 1 ("understanding of the problems facing your community"; "understanding of national issues"; and "understanding of global issues").	Indirect	Begin Spring 2009 and every year or every 2 years thereafter.	FYE Committee will decide on use; AAPA will administer if the instrument is chosen; FYE Director will work with AAPA to prepare necessary reports.	Included in QEP budget.	
V. Personal and Ethical Perspectives	3. Moral and ethical responsibility; community and global citizenship	Institutional Goal 5 & 7 / QEP Outcome 9	YFCY Compared with previous years' data, students will show higher frequencies when self-rating at "above average" or "highest 10%" as compared to students not enrolled in such courses on YFCY, question 7 ("leadership ability").	Indirect	Begin Spring 2009 and every year or every 2 years thereafter.	FYE Committee will decide on use; AAPA will administer if the instrument is chosen; FYE Director will work with AAPA to prepare necessary reports.	Included in QEP budget.	
VI. Advanced Knowledge and Skills in Major Area of Study	N/A	Institutional Goal 10	CSS Compared with previous years' data, students will show higher frequencies when self-rating "stronger" or "much stronger" on CSS, question 13 ("knowledge of a particular field or discipline").	Indirect	Begin Spring 2009 and every year or every 2 years thereafter.	Responsibility: General Education Committee and AAPA will decide on use; AAPA will administer if the instrument is chosen; General Education Director will work with AAPA to prepare necessary reports.	Cost: \$1100 plus \$1.50 per survey (2006-2007 fee structure) = roughly \$4850 per year (based on 2500 seniors). Institutions are not charged for untaken surveys.	

General Education Goal	General Education Sub-Goal	Mapped Outcome/ Goal/ Current Gen. Ed. Req.	Measurement	Measurement Type	Timeline	Responsibility	Cost	Notes / Results
VI. Advanced Knowledge and Skills in Major Area of Study	N/A	Institutional Goal 10	NSSE Senior students will show an increase in positive ratings relative to first-year students and benchmark institutions on NSSE, questions 2 (“memorizing, analyzing, synthesizing, making judgments, applying”); 7h (“culminating senior experience”); and 11b (“acquiring job or work-related knowledge or skills”).	Indirect	Begin Spring 2008 and every 2 years thereafter. The Spring 2008 data will serve as baseline data.	FYE Director and General Education Director will coordinate with AAPA.	No additional cost. The NSSE is currently included in the Survey Research budget within AAPA.	
VI. Advanced Knowledge and Skills in Major Area of Study	N/A	Institutional Goal 10	YFCY Compared with previous years’ data, students will show higher frequencies when self-rating “stronger” or “much stronger” on YFCY, question 1 (“knowledge of a particular field or discipline”).	Indirect	Begin Spring 2009 and every year or every 2 years thereafter.	FYE Committee will decide on use; AAPA will administer if the instrument is chosen; FYE Director will work with AAPA to prepare necessary reports.	Included in QEP budget.	

General Education Goal	General Education Sub-Goal	Mapped Outcome/ Goal/ Current Gen. Ed. Req.	Measurement	Measurement Type	Timeline	Responsibility	Cost	Notes / Results
VI. Advanced Knowledge and Skills in Major Area of Study	N/A	Institutional Goal 10	In assessing their own majors, departments will determine how well their curriculum draws upon and extends the skills and knowledge gained in general education courses. In this spirit, as departments publish their major requirements, they must also identify how these requirements reinforce the College's general education goals. Achievement of the learning outcomes that support this general education requirement will be measured via classroom, departmental, and programmatic assessment endeavors.	TBD	TBD	TBD	TBD	

3.12.1 In accordance with the substantive change policy, the Committee recommends that the institution notify the Commission of a new Master of Arts in Communication.

In a review of graduate programs offered at the North Campus, the On-Site Committee identified the addition of a new Master of Arts in Communication offered exclusively at the Lowcountry Graduate Center on the North Campus.

Response

On March 21, 2007, the College of Charleston sent the Commission on Colleges formal notification of the M.A. in Communication as directed in this recommendation. A letter dated April 30, 2007 from Dr. Belle S. Wheelan, President, Commission on Colleges, accepts that notification. Dr. Wheelan requested that the College provide an outline of the internal processes that have been instituted to assure timely notification of substantive change to the Commission in the future. The College was also asked to submit a prospectus for the M.A. in Communication for review and approval. That prospectus and process description have been mailed to Dr. Wheelan under separate cover.

Additionally, the Director of Institutional Research undertook and completed an audit of the College's official degree inventory that is maintained for the State of South Carolina's Commission on Higher Education (CHE). This audit, prompted by the response to Comprehensive Standard 3.2.1, uncovered three other degree programs for which notification has been sent to SACS under separate cover: the B.A. in Astronomy, the B.S. in Astrophysics, and the MAT in Performing Arts.

Copies of all correspondence between the College and SACS regarding these notifications and processes are attached.

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College of Charleston
66 George Street
Suite 208, Randolph Hall
Charleston, SC 29401

Accountability, Accreditation, Planning and Assessment (AAPA)

March 21, 2007

Belle S. Whelan, Ph.D.
President
Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, Georgia 30033-4097

Dear Dr. Whelan:

This letter is to inform you of a substantive change that the College of Charleston made in 2006, when we instituted the M.A. in Communication and neglected to notify the Commission of this change. In order to avoid this error in the future, when a program proposal is being considered, procedures are in place for the proposing entity to inform me (as SACS Liaison) regarding such proposal so that I may notify the Southern Association in a timely manner.

Thank you for your attention to this matter and please do not hesitate to contact me should the need arise.

Sincerely,

Pamela Isacco Niesslein, Ph.D.
Associate VP for Accountability and Accreditation
and
SACS Liaison

cc: P. George Benson, President
Elise B. Jorgens, Provost
Brian McGee, Chair, Department of Communication

AAPA



SOUTHERN ASSOCIATION OF COLLEGES AND SCHOOLS
COMMISSION ON COLLEGES

1866 Southern Lane • Decatur, Georgia 30033-4097

Telephone 404/679-4500 Fax 404/679-4558

www.sacscoc.org

April 30, 2007

Dr. Pamela Isacco Niesslein
Associate Vice President for Accountability and Accreditation
College of Charleston
66 George Street
Charleston, SC 29424

Dear Dr. Niesslein:

Thank you for your letter of March 21, 2007, and the delayed notification of the Master of Arts in Communication degree program, implemented in 2006. **What internal processes have you instituted to assure timely notification of substantive change to the Commission in the future?**

We accept the notification. Since it is a significant departure from your approved curriculum, our policies require a prospectus for review and approval. The outline for a prospectus may be found in the Appendix to our *Substantive Change Policy*, available on our website, www.sacscoc.org. Should you need her assistance, please call upon Dr. Donna Wilkins at 404-679-4501, ext. 525. or email: dwilkins@sacscoc.org.

Best regards,

A handwritten signature in cursive script that reads "Belle S. Wheelan".

Belle S. Wheelan, Ph.D.
President
Commission on Colleges

BSW/RER:jdjw

cc: Dr. Donna K. Wilkinson

Dr. P. George Benson
President
College of Charleston

.....

College of Charleston
66 George Street
Suite 206, Randolph Hall
Charleston, SC 29401

Accountability, Accreditation, Planning and Assessment (AAPA)

August 21, 2007

Belle S. Whelan, Ph.D.
President
Commission on Colleges
Southern Association of Colleges and Schools
1888 Southern Lane
Decatur, Georgia 30033-4097

Dear Dr. Whelan:

This letter is in response to your letter, dated April 30, 2007, requesting a prospectus from the College of Charleston for the Master of Arts in Communication. In addition to the prospectus, I am also enclosing the following documents:

- The Coversheet for the Substantive Change Prospectus for the MA in Communication
- A description and flowchart of the internal process which the College has instituted to assure timely notification of substantive change to the Commission in the future
- The updated degree inventory list of degrees and majors at the College of Charleston

Thank you for your attention to this matter and please do not hesitate to contact me should you require any additional documentation or information.

Sincerely,

Pamela Isacco Niesslein, Ph.D.
Associate VP for Accountability and Accreditation
SACS Liaison

cc: P. George Benson, President
Elise B. Jorgens, Provost

AAPA

College of Charleston
Cover Sheet for Substantive Change Prospectus
Master's of Arts in Communication
August 21, 2007

1. Name, phone number and email address of person to be contacted with questions regarding the prospectus:

Dr. Brian McGee
Chair
Department of Communication
College of Charleston
843-953-7017

2. List of all off-campus sites at which 50 percent or more of a program's credits are available.

The College of Charleston North Campus/The Lowcountry Graduate Center

3. List of all off-campus sites at which 25-49 percent of a program's credits are available.

The College of Charleston North Campus/The Lowcountry Graduate Center

4. List of programs for which 50 percent or more of the program's credits are approved for electronic delivery: The College of Charleston has one certificate program in ESOL through which a majority of the credits may be earned electronically.

5. List of degree which the institution is authorized to grant. As a subset of each degree, list majors available.

The College of Charleston is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award the Artium Baccalaureates, the Bachelor of Arts, the Bachelor of Science, the Master of Arts, the Master of Arts in Teaching, the Master of Science, the Master of Education, and the Master of Public Administration.

The program majors and concentrations within those degrees are attached (The CHE Degree Inventory).

6. List certificate and/or degree programs which are related to the proposed program.

The Bachelor of Arts in Communication

7. List institutional strengths which facilitate the offering of the proposed program.

The College of Charleston has a long and strong history of degree offerings that clearly demonstrate excellence in education. The Graduate School of the College of Charleston compliments an enduring commitment to the undergraduate liberal arts and sciences tradition. The strength of our academic programs and departments create an atmosphere of growth and challenge that lends itself to innovation and change demonstrated by the addition of new degree programs to meet the needs of the Lowcountry, the region, the State and the nation. The Master of Arts in Communication is designed to meet a demonstrated need for graduate communication education in Charleston and the surrounding region. Among the institutional strengths which facilitate this program are the commitment and preparation of department faculty, the ability of the

College to provide a degree that is unique to this region, the existence of the Lowcountry Graduate Center (LGC) that enhances local access to graduate education for the region, and the institutional commitment to offering degrees such as this which meet a demonstrable need from the community.



THE GRADUATE SCHOOL
of the COLLEGE OF CHARLESTON

SUBSTANTIVE CHANGE PROPECTUS
Master of Arts in Communication

1) ABSTRACT

The proposed Master of Arts in Communication is designed to meet a demonstrated need for graduate communication education in Charleston and the surrounding region. The primary audience served by the program was envisioned to be local professionals already employed in the area who wished to pursue a graduate degree in communication as a path to career development.

The proposed program offers foundational theory courses as well as specialized study in specific communication contexts. The specialized coursework primarily emphasizes organizational and corporate communication, the area of need most frequently identified by research on the prospective audience for the program.

- a) The courses for the 33 hour program will be offered at the Lowcountry Graduate Center <http://www.lowcountrygradcenter.org/>.

2) BACKGROUND INFORMATION

For years communication faculty at the College of Charleston have been contacted by local communication professionals and asked to provide opportunities at the college for graduate study in communication. In response to these inquiries and because no other local university offered a graduate program in communication, the College of Charleston recently established a 12-hour graduate certificate program in Organizational and Corporate Communication, with courses offered in conjunction with the Lowcountry Graduate Center. The first courses for this certificate program were offered during the 2004-2005 academic year.

3) ASSESSMENT OF NEED AND PROGRAM PLANNING / APPROVAL

The College of Charleston Vision Statement, as published in the 2005-2006 *Graduate Catalog*, states that the College will offer graduate programs that are “cost effective, meet demonstrable community demand, and are best offered by the College.” The Statement of Institutional Mission indicates the College offers master’s degree programs “which are compatible with the community and the state.” The Master of Arts in Communication will meet a demonstrated community need with convenient evening courses, while providing demanding graduate coursework in such professionally relevant topics as organizational and corporate communication. Addressing this need is both consistent with the College’s responsibility to the region and the College’s mission as a “comprehensive institution providing a high quality education in the arts and sciences, education, and business.”

That local communication professionals have been surprised by the lack of Lowcountry graduate program options in communication is understandable. Such programs are often found in comparable Metropolitan Statistical Areas (MSAs). Relying on data supplied by the U.S. Census Bureau and information available from the National Communication Association, the College of Charleston identified six communication graduate programs in MSAs with populations ranging from 217,000 to 792,000 (e.g., University of Colorado-Colorado Springs in an MSA of 535,000). These programs reported enrolling no fewer than 30 graduate students (University of Arkansas-Little Rock) and as many as 104 graduate students (University of Nebraska-Omaha). These programs offered very few graduate assistantships and in all cases

reported that more than half their students were part-time, suggesting their programs were geared to serving students from the immediate area. Anecdotal evidence has long suggested a level of interest sufficient to sustain a communication master's program in the Charleston-North Charleston MSA with a focus on serving the region's current population of 521,000.gj

Two surveys conducted during September and October 2004 also provide support for a communication master's program in the Lowcountry. The first survey sampled current undergraduate students majoring in communication at the College of Charleston, with 69% of those students in the sample indicating they were "very interested" or "somewhat interested" in graduate education. In this sample 13.5% of the respondents indicated they would "definitely enroll" in such a program at the College of Charleston, and a majority of the respondents indicated they would "definitely enroll" or "might enroll" in such a program.

A second, smaller survey sampled recent graduates of the Department of Communication at the College of Charleston who had addresses in the Tri-County region. Again, this survey indicated a clear majority of respondents were "very interested" or "somewhat interested" in graduate education, and over half indicated they would "definitely enroll" or "might enroll" in such a communication graduate program at the College of Charleston.

In addition no graduate degree program in communication is offered within 100 miles of Charleston, and anecdotal evidence suggests commuting 100 miles or more would not be practical for most Charleston-area students interested in a graduate communication program. Moreover, neither the Speech Communication nor the Mass Communication master's degree programs at the University of South Carolina, Columbia emphasizes organizational and corporate communication, which is the graduate focus most desired by the prospective students contacted about the proposed College of Charleston graduate program

In August 2005 an outside consultant, Dr. Edward Schiappa of the University of Minnesota, was brought to the College of Charleston to assess the merits of the proposed graduate program. In his final report, Dr. Schiappa concluded that the Department of Communication at the College of Charleston "has documented the potential demand for this program as well as I have seen with any new program proposal. . . . I concur with the conclusion that there is adequate interest in such a degree program."

4) DESCRIPTION OF CHANGE

As was described earlier, the program has been designed to meet the community needs for advanced degree work in communication, both to the community of established communication professionals as well as to the emerging community of new professionals. The program offers foundational theory courses as well as specialized study in specific communication contexts. The specialized coursework primarily emphasizes organizational and corporate communication, the area of need most frequently identified by research on the prospective audience for the program.

a. Curriculum

The degree program requires completion of a minimum of 33 credit hours of study, of which no more than 12 may be transfer credit. An approved plan of study for each student must be on file with the Graduate School after the completion of no more than nine graduate credit hours. All graduate students must earn a satisfactory rating on a comprehensive examination after completing 24 graduate hours in the program. The policies governing administration of the comprehensive examination are determined by Department of Communication Graduate Committee.

Students may choose a thesis option or a non-thesis option for completing the program. The thesis option requires completion of a traditional research project, with students registering for three credit hours of Master's Thesis during each of two consecutive semesters (COMM 701-702). For any thesis project extending into additional semesters, including the summer, students are required to register for additional Master's Thesis hours. Master's Thesis hours do not satisfy elective credit hours.

The non-thesis option requires completion of an approved three-credit-hour graduate Internship (COMM 795), with a provision for waiving the internship requirement if a student demonstrates appropriate professional experience in a communication career. Those receiving an internship waiver must still complete a minimum of 33 graduate credit hours to earn the Master of Arts in Communication. The large and established undergraduate internship program in the Department of Communication will provide the infrastructure necessary to develop more advanced graduate internship options. The policies governing the graduate internship program are determined by the Department of Communication Graduate Committee.

Whether in the thesis or non-thesis option, all students are required to complete the following courses:

COMM 501	Quantitative Research Methods (3 credit hours) (<i>Existing Course</i>)
COMM 502	Qualitative Research Methods (3 credit hours)
COMM 510	Communication Theory (3 credit hours) (<i>Existing Course</i>)
COMM 520, 521, or 580	Seminar Requirement (3 credit hours)
COMM 681 or 682	Rhetorical Theory Requirement (3 credit hours)

Students also must complete one of three seminar or special-topics courses (COMM 520, 521, or 580) to acquire proficiency in a communication context.

All options for degree completion requirements are constrained by elapsed time and GPA requirements for graduation and any other graduation requirements specified by the Graduate School of the College of Charleston.

In August 2005 an external consultant, Dr. Edward Schiappa of the University of Minnesota, was brought to the College of Charleston to assess the merits of the proposed graduate program. Dr. Schiappa made several curricular and administrative recommendations regarding the proposed graduate program that have been incorporated in the current proposal.

Elective Courses

Subject to College of Charleston course approval, the courses listed below will be proposed for use as electives in the degree program. COMM 507 and 535 already have been approved and are being offered to students who are working toward the Graduate Certificate in Organizational and Corporate Communication.

COMM 504	Organizational Training and Development (3)
COMM 507	Seminar in Communication Management (3) (<i>Existing Course</i>)
COMM 522	International and Intercultural Communication (3)
COMM 524	Speechwriting in Public Communication (3)
COMM 525	Executive Communication (3)
COMM 527	Assessing Organizational Communication (3)
COMM 535	Public Relations Campaigns (3) (<i>Existing Course</i>)
COMM 561	Identity and Impression Management (3)
COMM 584	Contemporary Problems in Communication Ethics (3)
COMM 586	Persuasion and Message Design (3)
COMM 587	Communication and Conflict Management (3)
COMM 589	Health Communication in Interpersonal Contexts (3)
COMM 698	Tutorial (3)
COMM 699	Independent Study (1-3 credit hours)
COMM 700	Seminar (3 credit hours)

Sample Curriculum

Excluding tutorial, independent study, and thesis-hour numbers, the sample curriculum rotation provided below illustrates one possible curriculum rotation for the first three years of the program. Actual course

offerings will be adjusted in accordance with the department's instructional needs and anticipated student demand.

<i>Fall 2006</i>	<i>Spring 2007</i>	<i>Summer 2007</i>
COMM 501	COMM 502	COMM 525
COMM 510	COMM 681	
COMM 521	COMM 504	
COMM 586	COMM 561	

<i>Fall 2007</i>	<i>Spring 2008</i>	<i>Summer 2008</i>
COMM 501	COMM 502	COMM 589
COMM 510	COMM 682	
COMM 520	COMM 507	
COMM 584	COMM 524	

<i>Fall 2008</i>	<i>Spring 2009</i>	<i>Summer 2009</i>
COMM 501	COMM 502	COMM 700
COMM 510	COMM 682	
COMM 580	COMM 587	
COMM 535	COMM 525	

For example, using this course rotation the following plan of study might be possible for a part-time graduate student with no transfer credit who opted for the non-thesis option:

<i>Fall 2006</i>	<i>Spring 2007</i>	<i>Summer 2007</i>
COMM 510	COMM 502	COMM 525
COMM 521	COMM 681	
<i>Fall 2007</i>	<i>Spring 2008</i>	<i>Summer 2008</i>
COMM 501	COMM 507	COMM 589
COMM 520	COMM 524	COMM 795

Course Descriptions

COMM 501 Quantitative Research Methods (3) (Existing Course)

Quantitative methods employed in communication research, including experiments and surveys. Students will design quantitative research projects, learn to analyze data, and write research reports.

COMM 502 Qualitative Research Methods (3)

Qualitative methods employed in communication research, including ethnography, textual analysis, and interviewing methods. Students will design qualitative research projects, learn to analyze data, and write research reports.

COMM 504 Organizational Training and Development (3)

Students learn about methods and practices used in developing training programs in communication for managerial, supervisory, and general personnel in business, non-profit and governmental organizations. Students are required to prepare and develop institutional applications of written and other materials for the adult learner.

COMM 507 Seminar in Communication Management (3) (Existing Course)

A seminar course on the problems, issues, and practices affecting the management of complex organizations, with an emphasis on conflict communication and negotiation.

COMM 510 Communication Theory (3) (Existing Course)

This course focuses on three epistemological approaches to the study of communication--empirical, interpretive, and critical. The student will learn to consider each of these approaches, and in particular, what constitutes ways of knowing from each of the three perspectives, leading to an advanced understanding of the main theories of human and mediated communication.

COMM 520 Seminar in Interpersonal Communication (3)

A seminar course on a problem, issue, or context studied by interpersonal communication scholars (e.g., family communication, impression management theory). Topics vary from semester to semester. Prerequisite: COMM 510 or consent of instructor.

COMM 521 Seminar in Small Group Communication (3)

A seminar course on a problem, issue, or context studied by group communication scholars from a social-scientific perspective (e.g., task-oriented group decision development, decision-making agenda). Topics vary from semester to semester. Prerequisite: COMM 510 or consent of instructor.

COMM 522 International and Intercultural Communication (3)

A review of intercultural, cross-cultural, and international communication theories and issues. Implications for culturally diverse organizations.

COMM 524 Speechwriting in Public Communication (3)

Case-driven study of major types of contemporary speeches and the speechwriting process in public communication, with an emphasis on the preparation of speech manuscripts and training in manuscript speech delivery and presentational technologies.

COMM 525 Executive Communication (3)

A study of the communication competencies required for successful organizational leadership, including individual and group presentations, meeting management, and utilization of communication technologies.

COMM 527 Assessing Organizational Communication (3)

Considers the methods of assessing organizational communication including survey, feedback methodology, assessment, and related issues in applied research.

COMM 535 Public Relations Campaigns (3) (Existing Course)

The course has a primary emphasis on group work on behalf of an outside client based on current theories of organizational communication. Students will engage in significant research elements such as focus group and surveys, as well as budgets and timetables. Students formally present comprehensive findings and proposals to the client.

COMM 561 Identity and Impression Management (3)

This course surveys theories and research regarding how individuals, groups, and organizations attempt to manage the ways they are perceived by others through the strategic manipulation of communication practices and cues.

COMM 580 Seminar in Organizational Communication (3) (Existing Course)

This course offers graduate students advanced understanding of theory and research in special topic areas. The focus is on topics most applicable to the areas of organizational communication and public relations. Prerequisite: COMM 510 or consent of instructor.

COMM 584 Contemporary Problems in Communication Ethics (3)

This course applies classical and contemporary philosophical and social scientific theories to ethical issues associated with interpersonal, group, organizational, and other communication contexts.

COMM 586 Persuasion and Message Design (3)

Assessment of fundamental theory and research on persuasion and social influence. Emphasis on humanistic and social scientific approaches to persuasion. Topics include source factors, message and media effects, audience analysis, myth and symbol usage, and socio-cultural influences.

COMM 587 Communication and Conflict Management (3)

Examines intra- and interpersonal theories of the causes and functions of interpersonal and institutional conflict. This course focuses on interpersonal communication strategies for the management and resolution of conflict.

COMM 589 Health Communication in Interpersonal Contexts (3)

This course examines communication that takes place between and among patients, nurses, physicians, and other health care providers, within support groups and health care organizations, and by public figures, groups, and organizations.

COMM 681 Classical Rhetorical Theory (3)

A critical survey of Greco-Roman rhetorical thought, from the pre-Socratic Sophists to St. Augustine, including the influence of classical theories on the Medieval and Renaissance periods in Europe. Readings drawn from primary sources as well as contemporary commentary on classical theories. Prerequisite: COMM 510 or consent of instructor.

COMM 682 Modern and Contemporary Rhetorical Theory (3)

The study of Western rhetorical theory from the seventeenth century to the present. This course will survey the insights of rhetorical theory with respect to messages delivered in interpersonal, group, organizational, and public communication contexts. Prerequisite: COMM 510 or consent of instructor.

COMM 698 Tutorial (3)

Individual study of a given topic following a syllabus of readings, papers, and other requirements prescribed by a faculty member.

COMM 699 Independent Study (1-3)

Individual study of an agreed-upon topic under the direction of a faculty member, following a course of reading and other requirements proposed by the student and established by negotiation with the graduate faculty member.

COMM 700 Seminar (3)

Individual research into a scholarly or critical problem in interpersonal, small group, organizational, and/or public communication. Progress, methods, and results will be shared with the class by presentation and discussion and will lead to the development of a major research paper.

COMM 701-702 Master's Thesis (6)

Six credit hours for completion of a formal master's thesis under faculty direction. A successful oral defense of the thesis is required.

COMM 795 Internship (3)

A supervised field experience in which the student observes and participates in work related to the communication degree, such as public relations or teaching. The internship requires 120 or more hours of work and completion of a formal report. Permission of the program director is required. Graded on a satisfactory/unsatisfactory basis.

b. Admission Criteria / Enrollment

To enroll in graduate-level courses at the College of Charleston, students are admitted to one of four categories: regular, non-degree, provisional or transient. The requirements for regular admission into the master of arts in communication program are given below.

- Undergraduate degree from an accredited institution; minimum GPA 2.75 (on a 4.0 scale), with a 3.0 GPA in the major
- Minimum GRE composite score of 1000 on the combined verbal and quantitative sections and 4 on the writing assessment section
- Acceptable coursework in communication or a closely related discipline

Applicants are expected to have earned at least 15 undergraduate hours in communication or a related discipline.

Applicants who do not meet the requirements for regular admission may be admitted provisionally until the deficiencies are corrected. Conditions of the provisional acceptances that will lead to degree status will be clearly outlined for the prospective student by the Department of Communication Graduate Committee.

Transfer Credit

A maximum of 12 graduate credit hours may be transferred into the program from regionally accredited institutions. All transfer credit requests are evaluated by the Department of Communication Graduate Committee.

Student Enrollment

The majority of the students enrolled in courses offered in this degree program will be part-time students, characterized as working professionals who take classes primarily in the evening. The enrollment projections provided below reflect conservative assumptions about the number of courses for which the typical graduate student would enroll.

PROJECTED TOTAL ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hrs	Headcount	Credit Hrs	Headcount	Credit Hrs
2006-2007	20	90	20	90	15	45
2007-2008	25	131	20	105	18	54
2008-2009	30	157	30	157	22	66
2009-2010	35	183	35	183	25	75
2010-2011	40	210	40	210	30	112

ESTIMATED NEW ENROLLMENT						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hrs	Headcount	Credit Hrs	Headcount	Credit Hrs
2006-2007	15	78	17	89	12	36
2007-2008	22	115	20	105	15	45
2008-2009	30	157	30	157	22	66
2009-2010	35	183	35	183	25	75
2010-2011	40	210	40	210	30	112

5) FACULTY

The College of Charleston currently has 17 tenured or tenure-track faculty who are qualified to teach in the program. The rank, highest degree, and specialization for each faculty member are listed below. Beyond current graduate instruction offered by the Department of Communication, we anticipate that the mature MA program would require 1.00 FTE per regular semester to support program administration and instruction in organized courses, with different graduate faculty assigned to graduate instructional duties from one semester to another. Student credit hours generated through internship, tutorial, independent study, and master's thesis enrollments would not require changes in faculty teaching assignments.

Not listed is a visiting faculty member who holds a PhD in communication and is a member of the graduate faculty supporting the Graduate Certificate in Organizational and Corporate Communication. Also, a new faculty member currently is finishing her doctoral degree at Michigan State University and would join the graduate program faculty once the doctoral degree is completed

A search to replace a retiring faculty member not listed below should add another terminally degreed faculty member to the graduate program faculty in 2006-2007.

Faculty Member Rank	Highest Degree Earned	Field of Study
Full Professor #1	PhD Bowling Green State University	Communication Management
Associate Professor #1	PhD University of Georgia	Public Relations
Associate Professor #2	PhD Louisiana State University	Argumentation and Public Address
Associate Professor #3	PhD Northwestern University	Organizational Communication
Associate Professor #4	PhD University of Southern California	Rhetorical Theory
Associate Professor #5	PhD Ohio University	Rhetorical Theory
Associate Professor #6	PhD Bowling Green State University	Communication and Popular Culture

Associate Professor #7	PhD The Ohio State University	Argumentation and Public Address
Associate Professor #8	PhD American University	Communication Law
Assistant Professor #1	PhD University of Kansas	Organizational Communication
Assistant Professor #2	PhD University of South Florida	Organizational/Health Communication
Assistant Professor #3	PhD Washington State University	Journalism/Mass Communication
Assistant Professor #4	PhD Purdue University	Organizational Communication
Assistant Professor #5	PhD University of Wisconsin	Political Communication
Assistant Professor #6	PhD University of South Florida	Health/Public Communication
Assistant Professor #7	PhD Ohio University	Communication Ethics
Assistant Professor #8	PhD University of Florida	Organizational Communication and Public Relations

Changes in Assignments

The graduate faculty are expected to remain actively engaged in the undergraduate program. Teaching schedules are expected to include two undergraduate sections and one graduate section for three to five faculty per semester. One faculty member will be given a course reduction as Graduate Director of the program.

New Faculty

Faculty candidates will typically hold a PhD in communication. No new faculty lines will be needed for the graduate program for the first year of the program.

Faculty Development

All program faculty are expected to pursue active programs for professional growth that will include, but will not be limited to, research, consulting, conferences, curriculum development, grant writing, manuscript production, meeting attendance, research presentations and professional leadership. Funding already is in place to support all current communication faculty in these endeavors.)

6) & 7) LIBRARY, LEARNING AND PHYSICAL RESOURCES

The Marlene and Nathan Addlestone Library at the College of Charleston will meet the needs of a graduate program in communication. As of July 2005, the library holds 5,255 communication monographs. The library also has 40 active subscriptions to peer-reviewed communication journals. These on-shelf holdings are complemented by an extensive collection of electronic and online resources. The most relevant of these is the *Communication and Mass Media Complete* index, which offers access to full-text articles from over 60 journals, as well as journalism reviews, recent encyclopedia entries, and

handbooks in the area of communications studies. In addition, the library subscribes to six other databases especially relevant to communication studies:

- [JSTOR](#), a full-text archive of scholarly journal literature in the fields of language and rhetoric.
- *Academic Search Premier*, a general database covering all subjects. It has full-text for over 4,700 journals including over 3,600 peer-reviewed journals.
- The *Web of Science*, which consists primarily of the Arts and Humanities Citation Index, the Social Sciences Citation Index and the Science Citation Index.
- [Lexis-Nexis Academic Universe](#), which offers full-text material about communication and media issues from news, legal, and reference sources.
- *Custom Newspapers*, which offers full-text articles from over 100 domestic and foreign newspapers.
- The full-text database of the *New York Times* (from 1851 to present).

In addition to the Marlene and Nathan Addlestone Library's communication resources, faculty and graduate students can access articles, books, and other scholarly materials via an extensive interlibrary loan system (ILLiad), as well as from many of the area's other academic (Charleston Southern University, The Citadel, Medical University of South Carolina, Trident Technical College), public (Charleston County Public Library), and special collection (Charleston Library Society, Karpeles Manuscript Library) libraries.

The existing annual library budget of \$5,768 (monographs), \$7,485 (serials), and \$4,800 (electronic resources) will provide necessary support for maintaining and expanding the print and electronic resources required to sustain a graduate program in communication. (These data are derived from reports for the 2004-2005 academic year.) New library costs are included in the discussion of costs provided in this proposal.

8) BUDGET / FINANCIAL RESOURCES

The new costs and revenues shown here are expressed in FY 2006 dollars and rely on tuition rates in effect for FY 2006. 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, with \$212.58 per credit hour currently retained to support operating expenses. Estimates of costs and tuition revenues are based on the enrollment projections for new students provided above.

ESTIMATED COSTS BY YEAR						
CATEGORY	1st	2nd	3rd	4th	5th	TOTALS
Program Administration	10,360	10,360	10,360	10,360	10,360	\$51,800
Faculty Salaries *	13,536	62,416	62,416	67,232	67,232	272,832
Graduate Salaries	10,504	10,504	10,504	10,504	10,504	52,520
Clerical/Support	0	0	0	0	0	0
Supplies and Materials	200	300	500	500	500	2,000
Library Resources	1,000	1,000	1,000	1,000	1,000	5,000
Equipment	0	0	0	0	0	0
Facilities	0	0	0	0	0	0
Other	0	0	0	0	0	0
TOTAL	35,600	84,580	84,780	89,596	89,596	384,152
SOURCES OF FINANCING BY YEAR						
Tuition	43,153	56,334	80,780	93,747	113,052	387,066
Resource Reallocation		28,246	4,000			

* In year one this cost includes 4 adjunct salaries and fringes, plus 1 summer teaching salary and fringes of \$4,816. In years two and three this cost includes salary plus fringes for one entry level, tenure-track assistant professor at a base salary of \$45,000, and one summer teaching salary of \$4,816. In years four through five this cost includes salary plus fringes for an assistant professor and two summer teaching salaries totaling \$9,632 including fringes.

Program Administration

The program will be administered by the Graduate Program Director, a College of Charleston faculty member, who will receive a course release that will cost approximately \$2,000 plus fringes per semester to replace in an undergraduate section. The annual cost to pay the Graduate Program Director will be \$5,000 plus fringes.

Faculty Salaries

Assuming availability of a line for reallocation, one new faculty member will be added in the second year (2007-2008) through a reallocation of faculty resources within the School of Humanities and Social Sciences. The estimated base salary of \$45,000 is based on an assistant professor salary for FY 2006 within the School of Humanities and Social Sciences. Fringe benefit costs are included in this calculation in accordance with the instructions provided by the College of Charleston Office of Business Affairs. Adjunct salaries and summer program salaries also are included.

Graduate Assistant

One graduate assistant will be needed per year to provide administrative support for the graduate program. A half-time assistantship presently is valued at approximately \$10,400 per year, with fringe benefit costs included in this calculation in accordance with the instructions provided by the College of Charleston Office of Business Affairs.

Clerical/Support Personnel

A request for one new administrative support position already has been made for the Department of Communication and predates this proposal. The primary administrative support for the graduate program would be provided by the graduate assistant described above.

Supplies and Materials

The cost of expendable items is commensurate with enrollment. Efforts are being made to contain instructional costs in the Department of Communication with a shift in many cases to paperless office and instructional practices. The category covers office supplies and expendable technology resources.

Equipment

No new equipment needs are anticipated. Technology resources already maintained at the Lowcountry Graduate Center will meet the needs of the program.

Facilities

Space at the Lowcountry Graduate Center is sufficient to meet the needs of the program.

9) EVALUATION AND ASSESSMENT

The Graduate School of the College of Charleston has a five-year rotating evaluation cycle for each of its graduate programs. This evaluation process begins with a self-assessment and includes external evaluators. The process, originally mandated through the South Carolina Commission of Higher Education (CHE), provides a comprehensive mechanism for program review and enhancement. Although the CHE no longer requires these reviews, the College of Charleston adheres to the the format of the review. A schedule is attached.

In addition to the program evaluation cycle undertaken by the Graduate School, the College's office of Assessment, Accountability, Planning and Accreditation (AAPA) has an ongoing cycle of program assessment which begins anew every three years with the assessment plan in the first year, the data collection phase in the second year, and the assessment report in the third year.

GRADUATE PROGRAM REVIEW SCHEDULE

<u>Program</u>	<u>Start Date</u>	<u>Last Review</u>	<u>Next Review</u>	
Master of Arts in Teaching:				
Early Childhood Education	1985		2003-04*	2010-11**
Elementary Education	1985		2003-04*	2010-11**
Performing Arts	2007		DNA	2010-11**
Special Education	1985		2003-04*	2010-11**
Master of Education				
Early Childhood Education		1975	2003-04*	2010-11**
Elementary Education	1972		2003-04*	2010-11**
Languages		2003	2003-04*	2010-11**
Middle Level	2005		DNA	2010-11**
Science and Mathematics		1998	2003-04*	2010-11**
Special Education		1978	2003-04*	2010-11**
Master of Arts				
Bilingual Legal Interpreting	1996		1999-00	2016-17
Communication	2006		DNA	2011-12
English	1993		2007-08	2014-15
History	1990		2005-06	2012-13
Master of Public Administration				
Public Administration	1978		2005-07	2012-14^
Master of Science				
Accountancy	1994		2004-05	2009-10^^
Computer and Information Sciences	2001		2005-06	2012-13
Environmental Studies	1994		2004-05	2011-12
Historic Preservation	2004		DNA	2008-10
Marine Biology	1973		2006-07	2013-14
Mathematics	1991		2000-01	2009-10
Graduate Certificates				
Arts Management	2007		2005-07	2012-14^
Bilingual Legal Interpreting	1998		1999-00	2009-10
Bilingual Medical/Health Care Interp.	2006		DNA	2009-10
Communication, Org. & Corp.	2004		DNA	2011-12
English to Speakers of Other Languages			2002	2003-04* 2010-
11**				
Statistics	2000		DNA	2009-10

*Reviewed by accrediting body or CHE, Fall 2003; NCATE unit review, Fall 2004

**Reviewed by accrediting body or CHE, Fall 2010; NCATE unit review, Fall 2011, repeating every seven years

^NASPA reaccredited, 1998-99; data collection 2005-2006; NASPA site visit 2006-2007, repeating every seven years thereafter

^^AACSB reaccredited, 1999-2000; AACSB interim report submitted, Fall 2004; AACSB site visit, 2009-10 and every five years thereafter

College of Charleston
Process for Notification to SACS of Substantive Change
August 21, 2007

Rationale

As a part of the College of Charleston's 2007 SACS Reaffirmation Visit, a recommendation was made that the College notify the Commission on Colleges Southern Association of Colleges and Schools (SACS) of the Master of Arts in Communication, which the College did on March 21, 2007. In a response from Dr. Belle Wheelan, President, the Commission requested that the College provide SACS with an internal process that has been instituted "to assure timely notification of substantive change to the Commission in the future." In order to fully respond to that request, the process detailed herein will be put into place at the College of Charleston beginning September 14, 2007.

Background

In preparing to compile a process for reporting substantive changes to the Commission, the SACS Liaison first sought to determine what internal processes had already been documented at the College of Charleston. The Associate Vice President and Academic Liaison—in her role as the College's Liaison to the South Carolina Commission on Higher Education (CHE)—was already working with a committee to develop and disseminate a flowchart that outlines the process to be followed for programs and degrees that require the CHE approval as well as for those which only need internal notification. The decision has been made to integrate the work of the CHE/Internal Notification Committee with the notification process for four areas of substantive change:

- Initiating coursework or programs at a more advanced level than currently approved
- Expanding a current degree level
- Initiating programs at a lower degree level
- Initiating programs/courses offered through contractual agreement or consortium

By following the flowchart, the originator has clear direction on the necessary notifications and approvals and, via hyperlinks, has all pertinent information available throughout the whole process. The attached flowchart and description of the process will be used at the College of Charleston beginning fall 2007...

In addition to the flowchart process, the Director of Institutional Research undertook a complete audit of all degree programs at the College. We now have a comprehensive listing of all degree programs that is current as of August 22, 2007. All additions to this degree inventory will now be made via the notification and approval process and the inventory will be maintained as current by the College in the future.

The Process for Lower-Level Degrees, More Advanced Degrees, Expansion of Degrees, and Initiation of Contractual/Consortium Programs/Courses

The completion of a documented process of notification and approval for new programs/degrees both through SACS and through CHE is of critical importance to the College of Charleston. Beginning fall 2007, a web-based version of the attached flowchart will be available on the College of Charleston website as a series of hyperlinks that will allow a program/degree originator to provide complete and timely information to the CHE and the SACS Liaisons so that program/degree approval proceeds and all notifications and approvals are secured. All SACS information on substantive change may be found currently on AAPA's website (www.cofc.edu/~aapa). Once the process is in place (fall 2007), the originator will access this information via linked choice boxes on the flowchart.

For SACS substantive change in the four areas mentioned above, the process will flow as follows (please not for internal and CHE processes, the originator will also have to contact the CHE Liaison):

- Originator forms and shares the concept with the dean, chair, department faculty, etc. [Note: this stage is 18 to 24 months in advance of implementation and therefore allows ample time for notification to SACS of a potential substantive change]
- Originator sends the concept to the SACS Liaison for determination of substantive change
- If the change is determined to be substantive, the SACS Liaison directs the originator to the appropriate SACS checkpoint(s) on the chart and sends a letter of notification to SACS
- The originator must follow the SACS policy regarding substantive change as outlined through the hyperlinks to the SACS substantive change boxes (an application, prospectus or letter, as appropriate)
- Upon completion of the prospectus, application, or letter, the SACS Liaison will send all materials to SACS for approval (Note: electronic files will be maintained by AAPA of all pertinent correspondence and materials)

The Process for Other SACS Substantive Changes

The following processes have been established by the College of Charleston to ensure timely notification to SACS of other types of substantive change:

- The following changes would be evident to the SACS Liaison through campus discussions, minutes of the Faculty Senate meetings, and via the minutes of the meetings of the Board of Trustees:
 - Initiating off-site campuses
 - Initiating a merger/consolidation
 - Altering significantly the educational mission of the institution
 - Relocating a campus
 - Altering significantly the length of a program
 - Closing this institution/program
- Initiating distance learning (50 percent or more or 25-49 percent): The Alternative Delivery Committee is currently auditing all courses at the College offered via non-traditional methods of teaching. This Committee is creating a tracking mechanism and reporting procedures through the Student Information System to allow monitoring of the percentage of courses offered via these methods. Should the College begin to approach 25 percent, appropriate SACS notification will be provided through the SACS Liaison who is also Chair of the Committee.

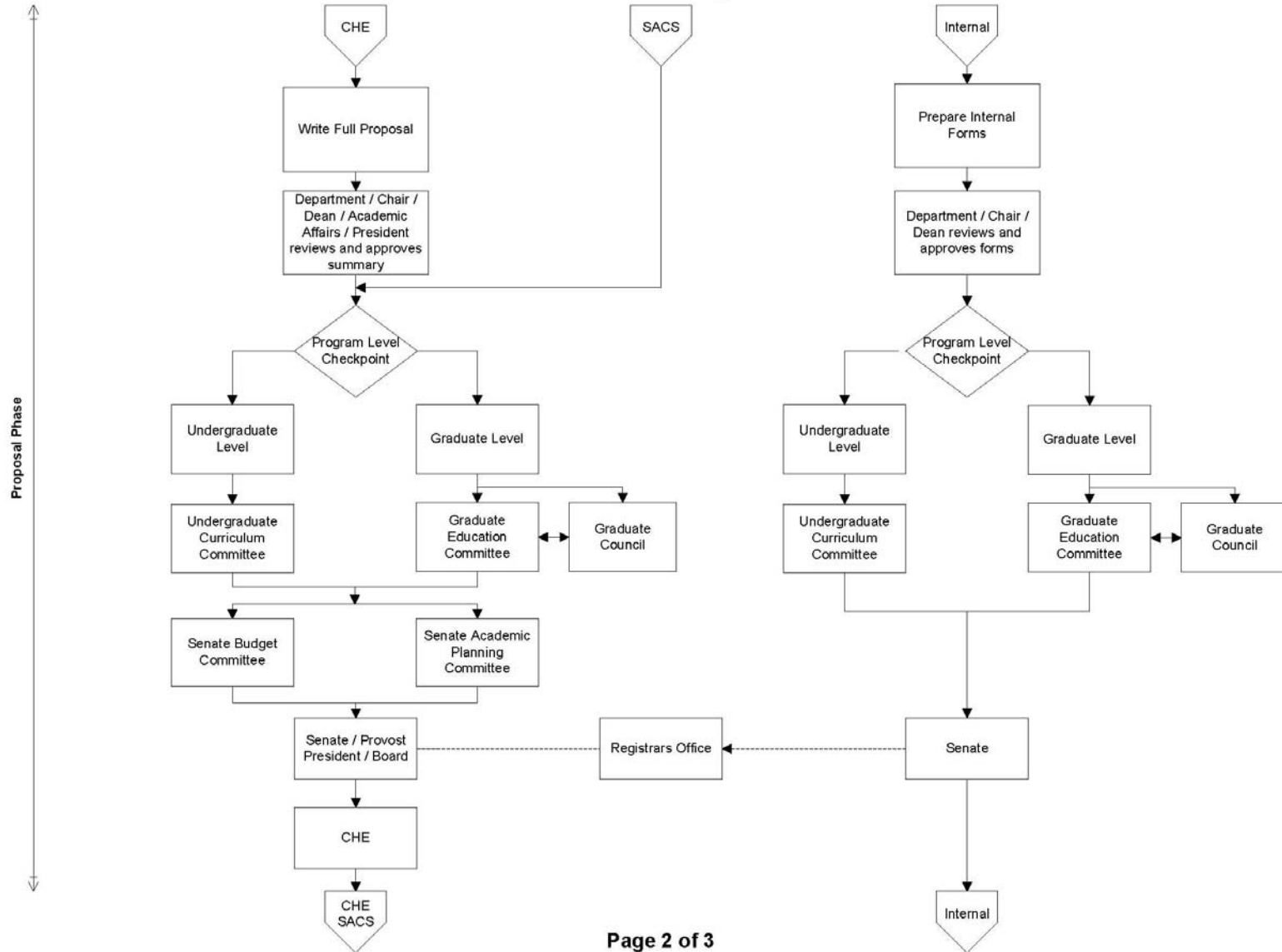
Conclusion

As a result of a recommendation on Comprehensive Standard 3.12.1 requiring the College of Charleston to put into place internal processes for timely notification to SACS of substantive change, a robust process has been developed that will be fully implemented fall 2007. Publication of these requirements will begin immediately and notification will be sent to the deans, department chairs, program directors, faculty, staff, and Board of Trustees. As this process becomes institutionalized, notification will be an ongoing and dynamic process. To ensure that all changes are integrated into these process, an audit will be conducted every six months of the degree inventory and other potential substantive changes to ensure that timely notification and follow-up with SACS well within their required timeframes of notification.

CofC Curriculum Change Process

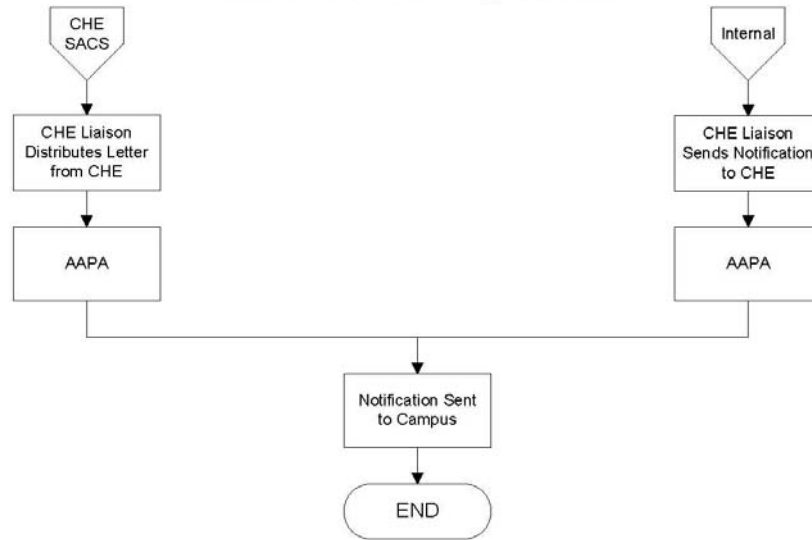


CofC Curriculum Change Process



Implementation Phase

CofC Curriculum Change Process



CHE Degree Inventory Report

Created August 21, 2007

College of Charleston Degree Inventory

Degree	Program Name	CIP CODE	Concentrations
MS	Accountancy	520301	Track in Business Analytics Track in Financial Reporting/Auditing
AB	Accounting	520301	
BS	Accounting	520301	
AB	Anthropology	450201	
BS	Anthropology	450201	
AB	Art History	500703	
BA	Art History	500703	
AB	Arts Management	500704	
BA	Arts Management	500704	
PBCert	Arts Management	500704	
BA	Astronomy	400299	
BS	Astrophysics	400299	
AB	Athletic Training	510913	
BS	Athletic Training	510913	
MA	Bilingual Legal Interpreting	160103	
PBCert	Bilingual Legal Interpreting	160103	
PBCert	Bilingual Medical Interpreting	160103	
AB	Biochemistry	400599	
BS	Biochemistry	400599	
AB	Biology	260101	General Teacher Education Emphasis in Molecular Biology
BA	Biology	260101	General Teacher Education
BS	Biology	260101	General Teacher Education Emphasis in Molecular Biology
AB	Business Administration	520201	Hospitality & Tourism Mgmt. Intermodal Transportation Marketing Concentration in Entrepreneurship Concentration in Leadership, Change, and Social Responsibility
BS	Business Administration	520201	Hospitality & Tourism Mgmt. Intermodal Transportation Marketing Concentration in Entrepreneurship Concentration in Leadership, Change, and Social Responsibility

CHE Degree Inventory Report

Created August 21, 2007

College of Charleston Degree Inventory

Degree	Program Name	CIP CODE	Concentrations
AB	Chemistry	400501	General Teacher Education
BA	Chemistry	400501	General Teacher Education
BS	Chemistry	400501	General Teacher Education
AB	Classics	161200	General Teacher Ed.
BA	Classics	161200	General Teacher Ed.
MA	Communication	090101	
AB	Communication	090101	Communication Corporate Communications Media
BA	Communication	090101	Communication Corporate Communications Media
MS	Computer and Information Sciences	110701	Computer Science Information Systems Software Engineering
AB	Computer Information Systems	110401	
BS	Computer Information Systems	110401	
AB	Computer Science	110101	Information Systems
BA	Computer Science	110101	Information Systems
BS	Computer Science	110101	Information Systems
AB	Discovery Informatics	110199	
BS	Discovery Informatics	110199	
AB	Dramatic Arts	500501	Drama Dramatics Performance Scenographic Theater for Youth
BA	Dramatic Arts	500501	Drama Dramatics Performance Scenographic Theater for Youth
AB	Early Childhood Education	131210	
BS	Early Childhood Education	131210	

CHE Degree Inventory Report

Created August 21, 2007

College of Charleston Degree Inventory

Degree	Program Name	CIP CODE	Concentrations
MAT	Early Childhood Education	131210	
MEd	Early Childhood Education	131210	
AB	Economics	450601	
BS	Economics	450601	
AB	Elementary Education	131202	
BS	Elementary Education	131202	
MAT	Elementary Education	131202	
MEd	Elementary Education	131202	
AB	English	230101	General Teacher Education
			Creative Writing
BA	English	230101	General Teacher Education
			Creative Writing
MA	English (joint w/ The Citadel)	230101	General African American Literature
MS	Environmental Studies	030103	Environmental Policy Environmental Science Risk Assessment
AB	French	160901	Creative Writing General Teacher Education
BA	French	160901	Creative Writing General Teacher Education
AB	Geology	400601	Environmental Geology General
BA	Geology	400601	Environmental Geology General
BS	Geology	400601	Environmental Geology General
AB	German	160501	General Teacher Education
BA	German	160501	General Teacher Education
MS	Historic Preservation (joint w/Clemson University)	301201	
AB	Historic Preservation & Community Planning	301201	
BA	Historic Preservation & Community Planning	301201	
AB	History	540101	America

CHE Degree Inventory Report

Created August 21, 2007

College of Charleston Degree Inventory

Degree	Program Name	CIP CODE	Concentrations
			European since 1715
			Teacher Education
			Third World
			Western Civilization b/1715
BA	History	540101	America
			European since 1715
			Teacher Education
			Third World
			Western Civilization b/1715
MA	History (joint w/ The Citadel)	540101	African American
			American
			European
			Third World
AB	Hospitality and Tourism Management	520901	
BS	Hospitality and Tourism Management	520901	
AB	International Business	521101	
BS	International Business	521101	
MEd	Languages	131306	English /Spekrs of Othr Langs
			French
			Latin
			Spanish
AB	Latin American and Caribbean Studies	050107	
BA	Latin American and Caribbean Studies	050107	
AB	Marine Biology	261302	
BS	Marine Biology	261302	
MS	Marine Biology	261302	
AB	Mathematics	270101	Applied Math
			Discrete Math
			Pre-Actural
			Teaching Mathematics
BS	Mathematics	270101	Applied Math
			Discrete Math
			Pre-Actural
			Teaching Mathematics
MS	Mathematics	270101	
AB	Middle Level Education	131203	
BS	Middle Level Education	131203	
MEd	Middle Level Education	131203	

CHE Degree Inventory Report

Created August 21, 2007

College of Charleston Degree Inventory

Degree	Program Name	CIP CODE	Concentrations
AB	Music	500901	Applied Music Music History Theory & Composition
BA	Music	500901	Applied Music Music History Theory & Composition
PBCert	Organizational & Corporate Communications	090901	
MAT	Performing Arts	500101	Music Dance Theatre
AB	Philosophy	380101	
BA	Philosophy	380101	
AB	Physical Education	131314	Athletic Training Exercise Science & Health General Teacher Education
BS	Physical Education	131314	Athletic Training Exercise Science & Health General Teacher Education
AB	Physics	400801	General Meteorology Teacher Education
BA	Physics	400801	General Meteorology Teacher Education
BS	Physics	400801	General Meteorology Teacher Education
AB	Political Science & Government	451001	General Teacher Education
BA	Political Science & Government	451001	General Teacher Education

CHE Degree Inventory Report

Created August 21, 2007

College of Charleston Degree Inventory

Degree	Program Name	CIP CODE	Concentrations
BSD	Pre-Dentistry Studies	511101	
BSM	Pre-Medicine Studies	511102	
AB	Psychology	420101	
BS	Psychology	420101	
AB	Religious Studies	380201	
BA	Religious Studies	380201	
MED	Science and Mathematics	131399	
AB	Sociology	451101	General
			Teacher Education
BS	Sociology	451101	General
			Teacher Education
AB	Spanish	160905	General
			Teacher Education
BA	Spanish	160905	General
			Teacher Education
AB	Special Education	131001	Emotionally Handicapped
			Learning Disabled
			Mentally Handicapped
BS	Special Education	131001	Emotionally Handicapped
			Learning Disabled
			Mentally Handicapped
MAT	Special Education (joint w/ The Citadel)	131001	Emotionally Handicapped
			Learning Disabled
			Mentally Disabled
MEd	Special Education (joint w/ The Citadel)	131001	Emotionally Handicapped
			Learning Disabled
			Mentally Disabled
PBCert	Statistics	270101	
AB	Studio Art	500702	
BA	Studio Art	500702	
Advanced Cert	Teaching English to Speakers of Other Languages	131401	
Initial Cert	Teaching English to Speakers of Other Languages	131401	
MPA	Urban Public Affairs (joint w/ USC)	440401	
AB	Urban Studies	451201	Urban Planning/Administration
			Urban Policy/Social Problems
BA	Urban Studies	451201	Urban Planning/Administration
			Urban Policy/Social Problems

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College of Charleston
66 George Street
Suite 208, Randolph Hall
Charleston, SC 29401

Accountability, Accreditation, Planning and Assessment (AAPA)

August 21, 2007

Belle S. Wheelan, Ph.D.
President
Commission on Colleges
Southern Association of Colleges and Schools
1866 Southern Lane
Decatur, Georgia 30033-4097

Dear Dr. Wheelan:

As a part of its response prompted by a recommendation on Comprehensive Standard 3.12.1, the College of Charleston recently completed a full audit of the degree inventory process and we have now documented an internal process to assure notification to the Commission of substantive changes within the timeframes outlined in the Commission on Colleges Policy Statement for "Substantive Change for Accredited Institutions." The internal process has been sent separately to the Substantive Change Office in response to your request of April 30, 2007 for that information.

This letter is to inform you of a substantive change that was discovered in the audit and for which the Commission has no notification. We have added the B.A. in Astronomy to our degree inventory. The prospectus for this change is under development and will be mailed to the Commission by September 14, 2007.

Thank you for your attention to this matter and please do not hesitate to contact me should the need arise.

Sincerely,

Pamela Isacco Niesslein, Ph.D.
Associate VP for Accountability and Accreditation
SACS Liaison

cc: P. George Benson, President
Elise B. Jorgens, Provost

AAPA

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This letter is to inform you of a substantive change that was discovered in the audit and for which the Commission has no notification. We have added the B.S. in Astrophysics to our degree inventory. The prospectus for this change is under development and will be mailed to the Commission by September 14, 2007.

Thank you for your attention to this matter and please do not hesitate to contact me should the need arise.

Sincerely,

Pamela Isacco Niesslein, Ph.D.
Associate VP for Accountability and Accreditation
SACS Liaison

cc: P. George Benson, President
Elise B. Jorgens, Provost

AAPA

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This letter is to inform you of a substantive change that was discovered in the audit and for which the Commission has no notification. We have added the Master of Arts in Teaching (Performing Arts) to our degree inventory. The prospectus for this change is under development and will be mailed to the Commission by September 14, 2007.

Thank you for your attention to this matter and please do not hesitate to contact me should the need arise.

Sincerely,

Pamela Isacco Niesslein, Ph.D.
Associate VP for Accountability and Accreditation
SACS Liaison

cc: P. George Benson, President
Elise B. Jorgens, Provost

AAPA

