

**New Program Proposal
Bachelor of Arts and Artium Baccalaureatus, African American Studies
College of Charleston**

Summary

The College of Charleston requests approval to offer a program leading to the Bachelor of Arts degree and Artium Baccalaureatus degree in African American Studies to be implemented in Fall 2014. The proposed program is to be offered through traditional instruction on campus. The following chart outlines the stages for approval of the proposal; the Committee on Academic Affairs and Licensing (CAAL) voted to recommend approval to the Commission. The full program proposal **is attached**.

Stages of Consideration	Date	Comments
Program Planning Summary received and posted for comment	2/1/2012	
Program Planning Summary considered at ACAP	3/22/2012	ACAP members expressed support for the proposed program and commented favorably on the College's plan to emphasize experiential learning. ACAP members suggested that the full proposal provide more information about the specific research and internship projects required and how those projects connect to the curriculum. CHE staff recommended that the College explore ways in which to collaborate with other institutions.
Program Proposal Received	5/15/2013	
Comments and suggestions from CHE staff to the institution	6/3/2013	Staff suggested edits for clarity and requested additional information about programmatic assessment.
Revised Program Proposal received	6/7/2013	Revisions made for clarity and to provide additional information about programmatic assessment.
Program Proposal posted to ACAP members for review	6/13/2013	
ACAP Consideration	6/20/2013	Suggestion of one minor edit for clarity; no objections or substantive comments. ACAP voted to recommend approval of the program.
Revised Proposal received	7/3/2103	Revisions made for clarity.
Program Proposal distributed to CAAL for review	8/21/2013	
CAAL consideration	9/5/2013	Commissioners discussed potential employment positions for graduates and requested that the proposal be revised to include examples of employment positions graduates may expect. CAAL voted to recommend approval to CHE.

Stages of Consideration	Date	Comments
Revised Proposal received	9/18/2103	Revisions made to address employment opportunities.

Recommendation

The Committee on Academic Affairs and Licensing recommends that the Commission approve the program at the College of Charleston leading to the Bachelor of Arts degree and Artium Baccalaureatus degree in African American Studies to be implemented in Fall 2014, provided that no additional “unique cost” or other special state funding be required or requested.

Proposing Institution: College of Charleston

Proposed Program: Bachelor of Arts in African American Studies

Date of Submission: May 15, 2013

Signature of President

Program Contact:

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Proposed Program: Bachelor of Arts in African American Studies

Academic Unit Involved: School of Languages, Cultures, and World Affairs

Degree Designation: Bachelor of Arts (BA) or Artium Baccalaureatus (AB), 4 year

Proposed Date of Implementation: Fall 2014

CIP Code: 05.0201

Program Type: New

Site: College of Charleston Main campus

Program qualifies for supplemental Palmetto Fellows Scholarship and LIFE Scholarship Awards: No

Delivery Mode: Traditional

Institutional Approval

Approval by Program Faculty: October 5, 2012

Approval by Dean: October 5, 2012

Approval by Provost: October 17, 2012

Approval by Academic Planning:

Approval by Faculty Curriculum Committee: October 26, 2012

Approval by Budget Committee:

Approval by Faculty Senate: November 13, 2012

Approval by Board of Trustees: January 18, 2013

Approval by President: January 18, 2013

Purpose and Objectives

The major in African American Studies aims to (1) provide students an understanding of the history and culture of African Americans, and of race and diversity in the U.S.; (2) introduce students to the diversity of methodological approaches to these issues by studying them in a variety of disciplines; (3) promote the study of African American history and culture in Charleston and Lowcountry; and (4) make African American Studies an integral part of intellectual life at the College of Charleston.

Recently, the University of Illinois at Urbana-Champaign surveyed "1,777 US colleges and universities that award bachelors, masters, and/or doctoral degrees, as identified by the Carnegie Foundation¹." The survey found that African American Studies in some form-- departments, programs, faculty, degrees, or courses--exists at 76% of these colleges and universities. Since the first program was established at San Francisco State in 1968, African American Studies has become a permanent fixture of American higher education. Indeed, as the co-author of the study notes, "Many people assume that [African American Studies] was simply a political response to the turmoil of the 1960s. What is not fully appreciated is that [African American Studies] also spurred and inspired many significant transformations in higher education. For instance, it produced one of the first big discussions of interdisciplinary scholarship, and of what is now known as service learning. It is a discipline and field connected by countless threads to communities and to other disciplines and arenas of scholarship in higher education, both in the U.S. and around the world."

Given the historical significance of our location, and the particular history of our institution, the College of Charleston is long overdue for a major in African American Studies. Indeed, many prospective students, job applicants, and community members assume we already have a major. With this major in place, all College of Charleston students--whether they are majors, minors, or non-majors--will have a richer array of opportunities to study African American history and culture. In addition, an African American Studies major will allow us to make more intentional and coordinated use of the unique history, places, and resources available to us in Charleston. Students will have access to museums, plantations, historic homes, churches, historical archives, the Avery Research Center, the Medical University of South Carolina, the Charleston School of Law, the International African American Museum, and the Preservation Society. Many of these institutions have a particular focus on African American history and culture; some are just developing this interest. The College of Charleston should be providing intellectual leadership in this area. A major in African American Studies will allow us to attract and cultivate that leadership, resulting in expanded employment opportunities for students. For example, one of our students who graduated with a minor in African American Studies is currently the Community Outreach Manager for the Preservation Society of Charleston. The Society was able to make use of her knowledge of African American history and culture, resulting in a brand new initiative placing historical markers at Charleston sites significant in the Civil Rights movement.

Justification

Student Demand

Not only does this major make good curricular sense, but it also meets student demand. Students enrolled in all courses that count toward the AAST minor were surveyed in Fall 2012. The surveys were administered by faculty members during class, and asked students to rank their interest in majoring in African American Studies. The survey also asked students to comment on the skills learned in African American Studies courses, and for their thoughts on

¹ "African American Studies 2013: A National Web-Based Survey"--
<http://www.afro.illinois.edu/documents/BlackStudiesSurvey.pdf>

the possibility of a major in African American Studies at the College of Charleston. Of 193 respondents, 24% indicated that they would major or double major in African American Studies, if such a major were available. These students, too, recognized the necessity of and possibilities for African American Studies at the College of Charleston. One student asserted, "I think it's a great idea. There is so much applicable history about African American history in this city. This would be a perfect place for it. It would add a great deal of diversity to curriculum and show how this university can culturally contend with the best of them." And another wrote, "I believe this is a major that needs to be at the college, not because it's a liberal arts school, but our location has so much African American history embedded in it. It's highly informative and an interesting subject that I started off taking for fun, but now am pulled into the subject and eager to learn more." We can give students the "more" they are seeking.

Student Employment

The College of Charleston provides students a liberal arts education spread over 122 credit hours (approximately 40 courses). In practical terms, students graduate with knowledge in a variety of content areas (natural science, mathematics, humanities, social science, English, history, foreign language), as well as essential skills in written and oral communication, interpersonal relationships, problem-solving, critical and analytical thinking, and adapting to change. This knowledge and skill set are highly desirable in the marketplace². As with most of our majors, the major in African American Studies makes up roughly a quarter of the total number of hours required to earn a degree. Students completing the 33-hour major (approximately 11 courses) will gain a knowledge of African American history and culture, a knowledge of the history and function of race in American society, and an ability to work with diverse populations and engage diverse ideas. The breadth of study provided by a foundation in the liberal arts and sciences combined with the depth of study and application of skills provided by the African American Studies program will yield highly marketable graduates.

During the summer of 2013, for example, advertisements were posted for the following positions around the nation³. AAST graduates, with their broad-based liberal arts curriculum, would be prepared to step into any of these positions:

- *Title VII Investigator, Tufts University*
Desired Qualifications: Understanding of diversity dynamics and how ideas and cultures can interact with protected categories
- *Annual Fund and Marketing Assistant, Opera Colorado*
Desired Qualification: Flexibility and sensitivity to work with diverse personalities and situations
- *Security Guard, Ministry with Community (Kalamazoo, MI)*
Desired Qualification: Comfortable working with a diverse population and the ability to compassionately and creatively adapt to the needs of members
- *Health Educator, Pacific Lutheran University*

² "What is a Liberal Arts Degree Worth These Days?" <http://www.foxbusiness.com/personal-finance/2012/01/27/what-is-liberal-arts-degree-worth-these-days/>

³ The original advertisements can be found at the following websites:

<http://jobview.monster.com/HUMAN-RESOURCES-COORDINATOR-Human-Resources-Job-Medford-MA-US-125466143.aspx>;

<http://www.coloradononprofits.org/career-center/annual-fund-and-marketing-assistant/>

<http://www.michigan.gov/mcoles/0,4607,7-229--152397--,00.html>
careerbuilder.com

Desired Qualification: Knowledge and skills in working with students from culturally diverse backgrounds

In addition, nearly every major American corporation has a statement indicating its commitment to diversity. Boeing's reads, in part: "Diversity and inclusion are part of Boeing's values at the highest level. Having diverse employees, business partners and community relationships is vital to creating advanced aerospace products and services for our diverse customers around the world.... Boeing has a formal, companywide diversity strategy, mission and goals, which guide a variety of internal programs and events. Our business excellence reaches new heights every day ... powered by Boeing people."⁴ Graduates of the College's AAST program are prepared to provide knowledge and leadership to these kinds of corporate efforts.

A Fall 2012 survey of current minors and students who have graduated with a minor in AAST indicates that students most likely to major in African American Studies plan to go into a variety of public service fields: public health, K-12 teaching, counseling, and community service administration. In fact, our minors, as well as students graduating with the major from programs around the country tend to follow this path. These students become K-12 teachers; they join Teach for America; they go on to work in law offices and at publishing houses; they find jobs in cultural and historical institutions, like the Preservation Society of Charleston. Our students have pursued all these career paths, as have graduates around the country. Graduates also pursue graduate and professional study in African American Studies, Women's and Gender Studies, public health, law school, and seminary. We've had students pursue all of these paths as well.

As the chart below indicates, the Bureau of Labor Statistics projects faster than average growth for the career fields AAST majors most often pursue.⁵

Career	Projected Growth
Public Health Careers	
Health Educator	37%
Epidemiologist	24%
Medical and Health Services Manager	22%
Counseling	
School Counselor	19%
Marriage and Family Counselor	37%
Social Worker	25%
Social and Community Service Management	27%
Education	
Elementary Teachers	17%
Middle School Teachers	17%
High School Teachers	7%

The South Carolina Department of Commerce reports that people employed in Education and Health fields make up 12% of the SC workforce, the same percentage as those employed in

⁴ <http://www.boeing.com/boeing/aboutus/diversity/>

⁵ The projected rate of change in employment for the 10-year timeframe between 2010 and 2020. The average growth rate for all occupations is 14 percent. Source: Occupational Outlook Handbook, <http://www.bls.gov/ooh/>

Manufacturing, and a greater percentage than those employed in Finance/Insurance/Real Estate (5.1%).⁶

Finally, because the major is friendly to a double major/minor, a student could, for instance, double major in Psychology and African American Studies, and minor in Spanish, giving her a wealth of professional, historical, cultural, and linguistic information and tools. That student is much better prepared to work as a psychologist in a public school, a large metropolitan community, or multinational corporation, than a student who majored in Psychology alone.

Central to the College of Charleston's Mission

African American Studies is a dynamic interdisciplinary field of inquiry that requires students to master a diverse set of intellectual tools and understandings derived from a host of disciplines in the humanities and social sciences. In many ways it is a model major for the College's core purpose of pursuing and sharing "knowledge through study, inquiry and creation in order to empower the individual and enrich society."⁷

The College's Strategic Plan lists three Core Values: educational excellence, student-focused community, and the history, traditions, culture and environment of Charleston and the Lowcountry. The minor in African American Studies is a natural outgrowth of these values and adding a major demonstrates a continued commitment to those values. The College aims to promote educational excellence through the development of interdisciplinary educational opportunities. The African American Studies major will provide such an opportunity. The major's opportunities for experiential learning, such as internships and study abroad, are part of the AAST program's commitment to a student-focused community. Any consideration of the history, traditions, culture and environment of Charleston and the Lowcountry is incomplete without an examination of African American history and culture.

In addition, establishing a major in African American Studies is a major priority in Phase 1 of the College's recently approved Diversity Strategic Plan. The Board of Trustees' resolution⁸ on the Plan asserts the value of an "inclusive perspective" that "is essential to developing well-educated and enlightened students as they prepare to become leaders and productive members of an increasingly pluralistic and complex global society and economy." The major in African American Studies can help to prepare students for this world.

Collaboration with Other Departments and Programs on Campus

African American Studies complements, without duplicating, the work of other interdisciplinary programs on campus such as Women's and Gender Studies, Jewish Studies, and Latin American and Caribbean Studies, and International Studies. All of these programs have been recently approved as majors, and so a major in African American Studies would continue the College of Charleston's efforts to fully develop our interdisciplinary programs.

In addition, African American Studies works collaboratively with a number of units on campus, fulfilling one its purposes, namely making the study of African American history and culture/race in the U.S. an integral part of the intellectual life at the College of Charleston. We cross-list courses with Women's and Gender Studies, English, History, Political Science, Theater, Anthropology/Sociology, and Religious Studies. We work collaboratively with the Avery Research Center on programming. Latin American and Caribbean Studies, as well as International Studies, will be able to take advantage of our new study abroad programs to

⁶ Source: <http://scommerce.com/data-resources/state-facts>

⁷ Source: <https://www.cofc.edu/about/missionvisionvalues/core-purpose-and-values.php>

⁸ Source: <http://pcdae.cofc.edu/documents/Resolution-BOT-DSP>

Barbados and Ghana. We are currently working with the Halsey Institute for Contemporary Art and Avery on a yearlong, campus-wide project on African retentions in contemporary African American expressive culture.

Complements without Duplicating Other Programs in the State

Since the late 1960s, African American Studies has been at the vanguard of interdisciplinary education in American colleges and universities. There are more than 300 degree granting institutions in the United States with programs in African American Studies. Most of those programs are in California and New York; relatively few are in the South. The University of South Carolina is currently the only public university in South Carolina that offers a major in African American Studies. Claflin is the only private university in the state with a major in African and African American Studies. Clemson is proposing a major in Pan-African Studies (expected to be approved in June). The College of Charleston is uniquely positioned to offer a distinctive major. Given our location in Charleston, the African American Studies major at the College will offer students ample opportunities for unique experiential learning. We can provide opportunities for students to "do" African American Studies in ways that other programs in the state, and across the nation, cannot. In addition, our curriculum differs from that of USC in that we require a 15 hour core curriculum for all students, as well as an internship and capstone seminar.

Admission Criteria

There are no separate admissions criteria for the African American Studies Major.

Enrollment

The College of Charleston has limited enrollments of degree-seeking undergraduate students at the downtown campus to approximately 10,000. In that sense, no undergraduate major brings in "new students" that will increase overall enrollment, even while it may attract particular students to the College of Charleston who might not otherwise have attended. Thus we do not differentiate between internal transfer students, external transfer students and new colleges below. As new majors are introduced, we continue our ongoing work of monitoring enrollments in all course sections and numbers of declared majors across campus to ensure that courses are scheduled efficiently and that faculty resources are reallocated as appropriate and necessary.

As of Fall 2012, the majority of the 25 African American Studies minors were interested in pursuing a major. If only half of those interested declared a major in African American Studies, the program would begin with 7-8 majors. We anticipate the number of majors would then quickly grow to match the current number of minors. We predict that the program will grow by 8-10 majors per year (10 in the early years, decreasing to a net of about 8 as students begin to graduate). This rate of growth would give the program approximately 40-50 majors by Spring 2018, five years out. The table below assumes that each major completes 15 credit hours per semester.

Table A. PROJECTED TOTAL ENROLLMENT (Majors)						
YEAR	FALL		SPRING		SUMMER	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
2013-2014	8	120	8	120	0	0
2014-2015	18	270	18	270	0	0
2015-2016	28	420	28	420	0	0
2016-2017	36	540	36	540	0	0
2017-2018	44	660	44	660	0	0

Curriculum

The National Council of Black Studies⁹ recommends students have an introduction to the discipline, as well as a foundation in African American history and literature, and coursework in social and structural analysis. Our required courses reflect these recommendations. The AAST major at CofC stresses experiential learning and interdisciplinary synthesis. To that end, the major also requires students to complete an internship and a capstone seminar. Students will have 12 elective hours.

REQUIRED COURSES (21 hours)

AAST 200: Introduction to African American Studies

ENGL 216: Introduction to African American Literature

HIST 216: African American History to 1877

HIST 217: African American History since 1877

AAST 250: Social and Structural Analysis (New Course)

In this course students will analyze African American life and culture using the tools of social science in order to understand and explain the functioning of power in society, the creation and maintenance of oppression, the formation of individual and community identities, and resistance.

AAST 381: Internship in African American Studies

AAST 401: Capstone in African American Studies (New Course)

An intensive reading and writing seminar open to seniors pursuing a major or minor in African American Studies. This course will create a synthesis of their studies in the field and deepen their skills in AAST research. Interdisciplinary topics will vary, but the curriculum will emphasize current research.

ELECTIVES (12 hours)

Majors must choose at least four additional courses from the list below. At least three of the four must be at the 300 level or above. All courses are worth 3 credits.

AAST 300: Special Topics in African American Studies

AAST 319: Contemporary Constructions of Black Womanhood (New Course)

This course is a critical examination of contemporary representations of black women in film, music, and literature. Taking black feminist scholarship as our guide, we will also investigate the ways in which black womanhood is characterized through intersectional racial, sexual, gender, and class identities.

⁹ Source: http://www.ncbsonline.org/black_africana_studies_model_core_curriculum

AAST 400: Independent Study
AFST 101: Introduction to African Civilization
ANTH 322 Peoples and Cultures of Africa
ANTH 323 African American Society and Culture
ANTH 327 People and Cultures of the Caribbean
GEOG 219: Reading the Lowcountry Landscape
HIST 211: American Urban History
HIST 304: History of the United States: Civil War and Reconstruction
HIST 366: Comparative Slavery in the Americas
HIST 272: Pre-Colonial Africa
MGMT 351: Minority Entrepreneurship
POLI 330: Southern Politics
ENGL 313: Survey of African American Literature
RELS 270: African American Religions
SOCY 337: Prejudice
SOCY 366: Race and Ethnic Relations
THTR 316: African American Theater

The following Special Topics courses may also be taken for elective credit when they have sufficient content relevant to the major, as certified by the instructor and the director of African American Studies:

AFST 202: Special Topics in African Studies
RELS 298: Special Topics in Religious Studies
MUSC 222: Special Topics in Music
HIST 210: Special Topics in U.S. History
HIST 310: Special Topics in U.S. History
HIST 320: Special Topics in Lowcountry History
HIST 323: Society and Culture of Early Charleston
PHIL 298: Special Topics in Philosophy
SOCY 349: Special Topics in Social Problems

A minimum of 122 credit hours is required for graduation. This sample curriculum shows a student earning 122 credit hours, with ample room for the AAST major and a minor or double major, in four years. The asterisk (*) indicates courses that count for the AAST major.

<u>Fall 2014</u> ENGL 110 HIST 115 ASTR 129 (+lab) FREN 101 Elective, 3 credits	<u>Spring 2015</u> HIST 116 MATH 103 ASTR 130 (+lab) FREN 102 Elective, 3 credits
<u>Fall 2015</u> MATH 104 FREN 201 AAST 200* HIST 216* Elective, 3 credits	<u>Spring 2016</u> FREN 202 ENGL 216* HIST 217* AAST 250* Elective, 3 credits
<u>Fall 2016</u> POLS 102 SOCY 366* PHIL 298* ENGL 207 Elective, 3 credits	<u>Spring 2017</u> AAST 319* THTR 316* Elective, 9 credits
<u>Fall 2017</u> AAST 381* Electives, 12 credits	<u>Spring 2018</u> AAST 401* Electives, 12 credits

Assessment

The following table contains both Student Learning Outcomes and Program Goals, and assessment plans for each of them. This assessment plan is designed to assess the required courses in our curriculum, as well as the overarching goals of the entire program. The assessment plan will be conducted by the program itself and will be in addition to the College of Charleston's campus-wide assessment efforts. Outcomes/goals and the curriculum will be revised as needed, based on assessment results.

Student Learning Outcomes	Assessment Method
1. Students will learn how African American Studies began, how the discipline has grown, and what constitute the major ideas/questions in the discipline.	Specific questions about the discipline of African American Studies will be included on the final exam in each section of AAST 200. All students enrolled in AAST 200 will be responsible for this information. Performance expected: 80% students will earn a 70% or better on the exam.
2. Students will apply concepts, terms, and theories from social science to the analysis of African American life and culture.	Students in AAST 250 will design a final research project employing social science methodology to study an issue in African American life and culture. Projects will be graded with a common rubric. Performance expected: 80% students will earn a 70% or better on the exam.
3. Students will be able to identify major writers/movements in the African American literary tradition, and major figures events in African American history.	Students in HIST 216 and 217, and students in ENGL 216 will be given a pre- and post-test assessing their knowledge. Comparative data from these tests will be collected to determine what students know coming into the course and what the course adds to their knowledge.
4. Students will design and implement a research project that synthesizes knowledge gained in the major.	Students in AAST 401 will be assessed on a preliminary research project/paper proposal that frames their larger research project. Proposals will be assessed with a common rubric developed by faculty.
5. Students will engage constructively with the community around issues of race.	Students in AAST 381, as well as internship site coordinators, will complete a pre- and post-survey assessing goals, and goals met. Comparative data will be collected from the surveys.
Program Goals	
1. To promote the study of African American history and culture in Charleston and Lowcountry	The program will host two events in a year in partnership with community organizations. Event attendees will be asked to provide feedback through audience questionnaire.
2. To make African American Studies an integral part of intellectual life at the College of Charleston	The program will sponsor or co-sponsor four extra-curricular events per academic year. Event attendees will be asked to provide feedback through audience questionnaire.
3. Graduates from the African American Studies program will demonstrate work preparedness for a variety of positions.	Workplace sponsors and internship supervisors will be surveyed regarding student job skills and work preparedness following a formalized survey process and rubric. Performance expectations: 100% of student interns are evaluated as “professional” and “workplace ready” based on evaluation results.

Faculty

We have successfully hired the first full-time, tenure track faculty member in African American Studies. Dr. Anthony Greene, who is a sociologist, began work here in August 2012, increasing our ability to offer for AAST courses. We will conduct a search in Fall 2014 for a senior faculty member in Art or Music. Both of these hires will allow the program to expand the number and variety of courses we can offer. In addition, we have 15 Affiliate faculty members spread out over 9 departments and programs in 3 Schools. Affiliates are faculty members with appointments in other programs/departments who have research and/or teaching expertise in African American Studies. They have requested and been granted affiliate status with the program, which allows the courses they teach in their home programs/departments to count for credit our program.

We anticipate there will be no changes in the teaching duties of our faculty. new teaching duties for existing faculty. The courses they currently teach for the AAST minor will also count for the AAST major.

AAST faculty will take advantage of the departmental, School-wide, and campus-wide professional development opportunities available to all faculty. We also conduct mini-workshops with faculty and invited speakers; send faculty members to the annual National Council of Black Studies conference; provide small grants for faculty members designing new courses in AAST.

Table B

List Participating Faculty by Name and Rank	Highest Degree Earned	Field of Study	Teaching in Field (Yes/No)
Conseula Francis	PhD	English	Yes
Anthony Greene	PhD	Sociology	Yes
Valerie Frazier	PhD	English	Yes
Patricia Williams-Lessane	PhD	Anthropology	Yes
Von Bakanic	PhD	Sociology	Yes
Katie Hladky	PhD	Religious Studies	Yes
Assan Sarr	PhD	History	Yes
Joy Vandervort-Cobb	BA	Theater	Yes
John White	PhD	History	Yes
Julia Eichelberger	PhD	English	Yes
Bernard Powers	PhD	History	Yes
Jon Hale	PhD	Education	Yes
Mike Duvall	PhD	English	Yes
Vincent Spicer	PhD	Psychology	Yes
Alison Piepmeier	PhD	English	Yes

Table C: UNIT ADMINISTRATION/FACULTY/STAFF SUPPORT						
YEAR	NEW		EXISTING		TOTAL	
	Headcount	FTE	Headcount	FTE	Headcount	FTE
Administration						
2014-15	0	0	1	.25	1	.25
2015-16	0	0	1	.25	1	.25
2016-17	0	0	1	.25	1	.25
2017-18	0	0	1	.25	1	.25
2018-19	0	0	1	.25	1	.25
Faculty						
2014-15	1	.25	3	.45	4	.7*
2015-16	0	0	4	1.0	4	1.0
2016-17	0	0	4	1.3	4	1.3
2017-18	0	0	4	1.5	4	1.5
2018-19	0	0	4	1.8	4	1.8
Staff						
2014-15	0	0	1	.10	1	.10
2015-16	0	0	1	.10	1	.10
2016-17	0	0	1	.10	1	.10
2017-18	0	0	1	.10	1	.10
2018-19	0	0	1	.10	1	.10

*Please note that faculty teach courses to non-majors as well as to majors and minors; the FTE above capture only the portion of courses taught to majors and minors

Physical Plant

By Fall 2014, African American Studies will have 2 permanent faculty members, a director, an active affiliate faculty base, and students enrolled in a minor and a major. The College of Charleston is reallocating space with the goal of having all faculty members housed together, increasing opportunities for collaboration and synergy.

Equipment

We have no new equipment needs.

Library Resources

There are two major collections of African American resources available at the College of Charleston. Together the resources at the Addlestone Library and the Avery Research Center for African American History and Culture include more than 22,000 books, manuscript collections, vhs and dvds ranging from African American abolitionists to African Americans in the World Wars. In addition, students and scholars of African American Studies have access to 129 full text electronic journals and newspapers. The College library is also leading the region's efforts to digitize historic materials as part of the Lowcountry Digital Library and its partnership with the South Carolina Historical Society gives students free and easy access one of the region's largest and preeminent collections of African American history.

Interlibrary Loan Services at Addlestone Library

The Addlestone Library was a charter member of PASCAL (Partnership Among South Carolina Academic Libraries). PASCAL expands the universe of available books and interlibrary loan material to include all public and private colleges and universities in South Carolina, encompassing the research collections at Clemson, Medical University of South Carolina, and the University of South Carolina campuses. All members of the College of Charleston community may use the interlibrary loan service at no cost to acquire books and journal articles not owned by the library. The library has cooperative agreements and reciprocal borrowing privileges with The Citadel, Charleston Southern University, Charleston County Library, the Medical University of South Carolina, and Trident Technical College as well as all higher education institutions in South Carolina

Building African American Collections at Addlestone Library

Faculty and students play an important role of the selection of materials. There are separate funds for the selection of materials in African American Studies, African Studies and the Avery Research Center. These funds have been increased as shown in the table below. The Library receives material automatically on an approval plan that allows faculty to view materials for selection prior to purchase. The faculty liaison system also allows each department or area to assign a selector to choose appropriate materials to add to the collections. Due to the interdisciplinary nature of African American Studies, faculties with expertise across all courses have selected library holdings through their departmental budgets. Each year faculty make recommendations for the selection of new journal subscriptions and new databases. Students also make suggestions through the library's online suggestion box available at all workstations through the campus network. The library regularly assesses its subject collections, evaluating its holdings and collecting scope.

The Lowcountry Digital Library At Addlestone Library

Other significant materials can be found in the Lowcountry Digital Library. Several years ago, the library established this project to document the history and culture of the region as well as support current research initiatives, cultivate creative content and digital information in appropriate formats across disciplines in support of scholarly inquiry. The Lowcountry Digital

Library digitizes and makes accessible unique local resources. In order to provide a well-rounded digital collection, the library works with 13 partner institutions in a collaborative manner to ensure the overall quality of the digital library. Collections such as "We are marching to Zion": Zion Church and the distinctive work of Presbyterian slave missionaries in Charleston, South Carolina, 1849-1874; "Prejudicial to the Public Health": Class, Race, and the History of Land Reclamation, Drainage, and Topographic Alteration in Charleston, South Carolina, 1836-1940; Desegregation Not Integration: Charleston County Schools and the Struggle Over Consolidation, 1963-1980 and many others are included.

South Carolina Historical Society Partnership with the Addlestone Library

Thanks to a recent partnership between the Addlestone Library and the South Carolina Historical Society, students now have easy access to the pre-eminent collection of African American slave related materials of the South Carolina Lowcountry, including scores of plantation records, documenting the ownership, sale, genealogies, tasks, and contributions of enslaved Americans, as well as historical collections researching the origins and earmarks of Gullah language and culture. Included as well are the papers of the first President of the NAACP in Charleston, and the papers of Pulitzer Prize winning Julia Peterkin, who documented and wrote of Gullah culture. The SC Historical Society also holds unique printed and published materials regarding the 1822 slave rebellion of Denmark Vesey, as well as some of the capitation books listing free people of color who were a part of the Charleston population. It is no overstatement to say that over three quarters of the materials documenting Lowcountry history include elements of African American history as well. The Historical Society has published a listing of some of these materials in *Slave Records in the Manuscript Collection of the South Carolina Historical Society: A Catalog* (Charleston: SCHS, 2005). Another excellent resource is the online SC Historical Society research guide about African American resources -

<http://libguides.library.cofc.edu/content.php?pid=158279&sid=1390438>

The Avery Research Center for African American History and Culture

The Avery Research Center for African American History and Culture at the College of Charleston was established in 1985. The mission of the Avery Research Center is to evaluate, acquire, organize, preserve and make available materials that document the African American experience in Charleston, the Lowcountry, South Carolina and beyond. The Avery Research Center maintains an archive of primary and secondary source material of nearly 4,000 holdings that encourage scholarship, research, and presentations by scholars, researchers, and students. Through its research facilities, museum exhibits, tours of its historic site, and cultural center, Avery tells the story of African Americans from their origins in Africa through slavery, emancipation, segregation, migration, the civil rights movement, and the ongoing struggle for social and political equality. The Avery Research Center sponsors conferences, lectures, film festivals, and exhibits about African and African American history and culture that attract local, regional and national audiences. Avery's public programs convey the importance of collecting and preserving the records and documents of not only public figures, but also ordinary people whose stories reveal the "grassroots" experience of everyday Lowcountry life. Avery's regional focus distinguishes it from other archives in South Carolina and the nation and it is the only collection of its kind in the country.

Avery contains the papers of several distinguished Gullah linguistic scholars. And contains papers relating to the most famous runaway slaves of their day – William and Ellen Craft. Avery is home to approximately two hundred manuscript collections, varying in size from a few items to over fifty linear feet; over five thousand printed items, ranging from standard texts, rare books and pamphlets to dissertations and journals; over four thousand photographs; hundreds of reels of microfilm, VHS tapes, clipping files, and digital formats. There are also dozens of

collections of artifacts ranging from those that document slavery to material culture from West Africa and a sweet grass basket collection. Processed manuscript collections and other catalogued items can be searched via the College of Charleston's Addlestone Library's online catalogue. Reference staff can be queried on unprocessed collections.

Accreditation, Approval, Licensure, or Certification

N/A

Articulation

Sample two-year curriculum for a student who enters with 60 hours, including general education requirements, completed at a state two-year institution (* indicates courses that count for AAST major)

<u>Semester 1</u> AAST 200* HIST 216* ENGL 216* Elective, 6 credits	<u>Semester 2</u> HIST 217* AAST 250* SOCY 366* WGST 200 Elective, 6 credits
<u>Semester 3</u> AAST 381* PHIL 298* THTR 316* Elective, 6 credits	<u>Semester 4</u> AAST 401* AAST 319* Elective, 9 credits

A minimum of 122 credit hours is required for graduation. This sample curriculum shows a student earning 123 credit hours.

Estimated Costs and Sources of Financing

Most hours required by the major will be taken in (a) courses developed specifically for the major or (b) existing courses for which additional sections would be required. The major requires 33 hours. For ease of calculation, we assume these will be taken as an average of 11 hours per year over the sophomore to senior years, an assumption consistent with the sample curricula and which does not affect the long-term calculation of revenue.

In addition, we expect that the number of students taking a minor will remain steady, even with the major in place, at approximately 25 per year. Each of those students will take approximately six credit hours per year, and while those students were not included in the headcounts in Table A, they will play a significant role in allowing faculty to offer courses that will fill to capacity. Thus we include an estimate of their headcount and credit hours taken in courses offered by this program in Table A2 (a modified version of Table A). We base our estimate of the costs of the program as well as revenue generated on credit hours taken by both minors and majors. The courses that would count toward the major also currently enroll significant numbers of students who take the courses as electives and do not complete a minor. The calculation of revenues and costs are based on credit hours taken by only those students completing the major or minor, and thus do not capture either the costs or revenues associated with offering courses as electives to the general student population.

We include a modified version of Projected Total Enrollments that includes (a) the projected headcount for majors, (b) the number of hours per year for courses required by the major itself, (c) the estimated number of sections needed annually, based on an average section size of 20 in the early years of the program, and (d), the faculty required annually, based on a faculty teaching load of 3 courses per semester. Cost and revenue calculations for courses required by the major are based on the following table.

Table A2 (modified Table A) —projected enrollments and SCH in major, minor courses only

	Headcount of majors and minors	Hours required by majors and minors annually	# of sections needed (average section size of 20)	Faculty required annually
2013-14	33	238	4.0	0.7
2014-15	43	348	5.8	1.0
2015-16	53	458	7.6	1.3
2016-17	61	546	9.1	1.5
2017-18	69	634	10.6	1.8

Table D - Costs to the Institution and Sources of Financing

Estimated Costs by Year						
Category	1st	2 nd	3 rd	4 th	5 th	Totals
Program Administration (director's stipend of \$5,000 and .25 faculty FTE based on average salary of \$65,000 + 32% benefits)	\$26,450	\$26,450	\$26,450	\$26,450	\$26,450	\$132,250
Faculty Salaries (based on average salary of \$65,000 + 32% benefits)	\$60,060	\$85,800	\$111,540	\$128,700	\$154,440	\$540,540
Graduate Assistants						
Clerical/Support Personnel (.10 of FTE)	\$3,900	\$3,900	\$3,900	\$3,900	\$3,900	\$19,500
Supplies and Materials	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000	\$25,000
Library Resources						
Equipment						
Facilities						
Other (Operating)						
TOTALS	\$95,410	\$121,150	\$146,890	\$164,050	\$189,790	\$717,290
Sources of Financing by Year						
Tuition Funding*	\$98,294	\$143,724	\$189,154	\$225,498	\$261,842	\$918,512
Program-Specific Fees						
State Funding						
Reallocation of Existing Funds**						
Federal Funding						
Other Funding (Foundation funding of clerical support)	\$3,900	\$3,900	\$3,900	\$3,900	\$3,900	\$19,500
TOTALS	\$102,194	\$147,624	\$193,054	\$229,398	\$265,742	\$938,012

* Calculation of Tuition Funding (\$413 per credit hour for in-state students is used to calculate revenue from students taking courses in the major).

** A portion of the salaries of existing faculty as well as funding for supplies and the director's stipend, will be reallocated to cover this program. These sources of revenue are already included in Tuition Revenue.