I. CATEGORY OF REVIEW (Check all that apply)

☑ New Degree    Total # of hours: 62 credit hours in program; 122 credits required overall
☐ New Major     Total # of hours:
☐ Interdisciplinary (attach compliance with guidelines and acknowledgement from relevant schools/departments. Guidelines can be found: http://curriculum.cofc.edu/guidelines-interdisc/index.php)

Degree (i.e. Bachelor of Science): Bachelor of Professional Studies

Major (i.e. Biology): N/A

Emphasis, if any (i.e. Concentration in Molecular Biology):

Concentration in Organizational Leadership and Management

Concentration in Communication and Information Systems

Requested Program Acronym: PRST (Professional Studies)

CIP Code: 30.9999 (Codes can be found at http://nces.ed.gov/ipeds/cipcode)

☑ Eligible for LIFE/Palmetto Fellows Math/Science Scholarship Enhancement

Proposed Date (Semester/Year) of implementation: August 2013 (soft launch in January 2013 if approval permits)

II. JUSTIFICATION

A. Statement of the purposes and objectives of the program.

The Bachelor of Professional Studies (BPS) is designed for adult learners with prior college experience but who lack a four-year degree. Individuals who have completed an AA or AS degree, or who have 60 or more transferable college credits with a 2.6 cumulative GPA and are at least 24 years of age, are eligible for admission. The program of study includes five common 4-credit seminars emphasizing critical competencies, entry and capstone transitions, and the College of Charleston’s tradition and commitment to the liberal arts, as well as two course clusters that provide focused study in “Organizational Leadership and Management” or “Communication and Information Systems.” The Bachelor of Professional Studies degree requires 122 credits; the degree completion program requires 62 credits with a minimum of 35 credits that must be completed in residence.

The development of the BPS is intended to increase the number of college graduates in South Carolina, and specifically in the Lowcountry. This goal is consistent with the Lumina Foundation’s “Big Goal” to increase the proportion of the U.S. population that holds a high-quality post-secondary degree or credential to 60 percent by 2025. Only 34.4 percent of South Carolinians between the ages of 25 and 64 hold a two- or four-year college degree (compared to 37.9% nationally in 2008). South Carolina will need to award 4,553 additional degrees each year beyond the current rate of attainment to reach the Big Goal (a 7.3 percent annual increase). To do this, “two strategies will be especially critical: increasing the

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rate at which students complete college and providing ways for adults in the workforce to return to college to complete degrees.\textsuperscript{2} The proposed Bachelor of Professional Studies embraces both strategies by providing improved access to the College of Charleston and a highly flexible schedule with multiple modes of delivery.

The Bachelor of Professional Studies degree emphasizes five critical competencies identified by employers as essential: Numeracy, Scientific Literacy, Communication, Problem-solving, and Ethical Decision-making. Proficiency in these five critical competencies, emphasized heavily in the four common seminars as well as throughout the program of study, will equip graduates with the skills and dispositions required to be successful in a variety of employment sectors. Educational attainment drives job creation: "Analyses of economic growth show that the vitality of economies—either local or national—depends less on ‘home runs’ (such as securing a new manufacturing plant) than on the skills and knowledge of the workforce. Talent is the key, and higher education is the lever for developing it."\textsuperscript{3} Sixty percent of all jobs in the U.S. will require postsecondary education by 2018.\textsuperscript{4}

The Bachelor of Professional Studies will be based at the College of Charleston’s North Campus facility (located near the Charleston International Airport and adjacent to Boeing) to provide easy access to adult students living and working throughout the tri-county area. Degree completion rates vary considerably by county. While 46.5 percent of the residents in Charleston County hold a college degree, only 35% of adults in Dorchester County and 28.3% of adults in Berkeley County possess either a two-year or four-year degree. Residents in other counties in South Carolina may also be served by this program through weekend, hybrid, and online course schedules. In addition, this program will specifically seek to close the racial and ethnic completion gap by aggressively recruiting adult students from underserved populations. In 2008, 39.6 percent of white SC residents held a postsecondary degree compared to 20.5% of African Americans, 16.8% of Hispanics, 55% of Asians, and 24.7% of Native Americans.\textsuperscript{5} A longstanding partnership with Trident Technical College provides the foundation to jointly recruit and coordinate advising for adult students interested in degree completion through the Bachelor of Professional Studies program.

B. Statement of the centrality of the program to the mission of the institution.

The Bachelor of Professional Studies is a fourth degree for the College of Charleston (in addition to the AB, BA, BS) and represents a significant new form of community outreach consistent with our public mission. The core campus of the College of Charleston primarily serves a traditional-age population and the downtown location presents problems for adults working full-time to access courses and traditional programs of study. The Bachelor of Professional Studies will expand access to a "superior quality undergraduate program" consistent with our institutional mission and increase degree attainment consistent with state and national goals. In addition, the curricular foundation and concentrations in the BPS are informed by the most recent studies on what college students need to know and be able to do in preparation for the workforce.

Although designed as a degree completion program, the Bachelor of Professional Studies is firmly grounded in the liberal arts consistent with the College’s heritage and values. Study in the liberal arts is intended to expand horizons, build an understanding of the wider world, hone analytical and communication skills, and foster responsibilities beyond self.\textsuperscript{6} As such, a liberal education is vital to preparing students to live in an interdependent and volatile world. Yet at precisely the moment students should be encouraged to engage in education to prepare for the long-term, the for-profit sector is luring students with narrowly tailored programs for immediate employment in jobs that are "in demand" today.\textsuperscript{7} Studies document that Americans change jobs ten times in the two decades following college, with even more frequent changes for younger workers.\textsuperscript{8} "In an economy fueled by innovation, the capabilities developed through a liberal education have become America’s most valuable asset."\textsuperscript{9} The College of Charleston can and must do a better job in meeting the needs of

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\textsuperscript{2} Lumina Foundation for Education, p. 3.
\textsuperscript{3} Lumina Foundation for Education, p. 5.
\textsuperscript{4} Georgetown University Center on Education, Help Wanted: Projections of Jobs and Education Requirements Through 2018, June 2010. Available at \texttt{http://cew.georgetown.edu/jobs2018/}
\textsuperscript{5} Data from Lumina Foundation for Education, p. 94.
\textsuperscript{6} Association of American Colleges and Universities, College Learning for the New Global Century, 2007.
\textsuperscript{7} About half of the students enrolled in commercial colleges come from minority communities.
\textsuperscript{9} College Learning for the New Global Century, p. 14.
all South Carolina residents in providing a comprehensive, high-quality, affordable public college education grounded in the liberal arts. The Bachelor of Professional Studies expands our ability to meet this challenge.

C. Statement of the relationship of the proposed program to other majors at the College, the ways in which the new program supports the liberal arts tradition of the College, and describe any links across programs or disciplines.

The academic course clusters (Concentrations) in the BPS have been created primarily from existing courses at the College of Charleston, but represent multiple disciplines organized thematically rather than as traditional academic majors emphasizing depth within a single discipline. The Concentrations have been designed to develop coherence in the content and skills necessary to advance placement and promotion opportunities in a variety of employment sectors. As the program grows and student and/or employer interest is better understood, proposals for new Concentrations will be developed.

The common liberal arts seminars serve a number of programmatic purposes. First, although students will transfer in a set of General Education Degree Requirements articulated in the proposal, the core seminars offer a more advanced common intellectual experience unique to the BPS. The critical competencies reinforced through the seminars as well as the topics and pedagogy support the acquisition of content, intellectual rigor, and integration of skills identified by national employers as essential and by the Association for American Colleges and Universities as essential learning outcomes for students preparing for twenty-first century challenges.

D. Statement of need for the program in the state including but not limited to student demand or interest, anticipated employment opportunities for graduates (quantified to the maximum extent possible and including sources of data).

Both degree attainment and time to degree are central issues in higher education today. Of students who begin high school at age fourteen, fewer than three in ten will have completed a baccalaureate degree twelve years later. Rather than closing the gap between rich and poor, degree attainment merely exposes the stark disparities. By age twenty-four, 75 percent of students from the top income quartile hold a bachelor’s degree, while less than 9 percent of those from the bottom quartile do so. Among twenty-five to twenty-nine year olds, 34 percent of whites earn a bachelor’s degree compared to 18 percent of African Americans and only 11 percent of Hispanics. Nearly 60 percent of students who earn a baccalaureate degree will enroll in two or more institutions before they finish. Most students work, many attend college part-time, and since 40 percent of today’s students are twenty-four years of age or older, many are raising families as well.

The Bachelor of Professional Studies degree is aimed at expanding access and increasing educational attainment with a carefully designed, highly flexible program of study. If sixty percent of all jobs in the US will require postsecondary education by 2016, yet only 34 percent of South Carolinians currently possess a college degree, the need is clear. Focus groups with prospective students conducted in September 2011 demonstrated strong demand for the program. Participants indicated a number of reasons for pursuing a bachelor’s degree: increase job stability, enable a career change, pursue a promotion, re-enter the job market, and for personal fulfillment. All of the participants associated a degree from the College of Charleston with a reputation of quality. If given the choice, they all indicated they would prefer to earn the prestige associated with a College of Charleston degree over other local options. Prospective students participating in the focus groups emphasized a broad range of adult students; some held Associate degrees, some had credit toward a baccalaureate degree but quit school before completing the degree (known as “stop-outs”), and some were in the process of completing the Associate degree at Trident Technical College. Focus group participants as well as individuals attending “Open House” events at the North Campus were very positive about the proposed BPS program as outlined. In particular, they liked the 12-month continuity of courses scheduled throughout the day, in the evenings after 6p and all day on Saturdays; they value the menu of course delivery that will include traditional face-to-face, hybrid or blended, and full

online courses; they were very positive about the location of the program citing easy access from home/work and free parking; the course concentrations were appealing because each could be customized; and all students viewed the program as highly flexible. The prospective students identified time as the greatest barrier to earning the degree. By offering courses at a variety of times and in a variety of modes, the BPS will attempt to reduce this entrance barrier.

Student interest is also reflected in the number of inquiries received by the North Campus and from students attending an Adult Open House. Of 59 student inquiries by phone or in person, 40 (68%) were interested in enrolling in the BPS when approved, and 19 were directed to the core campus because of their interest in a traditional major or because they had a small number of credits to complete to earn the degree. The average age of those specifically interested in the BPS was 42; a majority of inquiries have come from females (60%) and about one-third of those interested are minorities. A majority of adults interested in the BPS are working full or part-time in a variety of fields, including retail, healthcare, computer science, government, military (retired and active duty), real estate/property management, sales, and law enforcement.

In 2011, Trident Technical College graduated 1,203 students with an Associate degree. According to graduate exit surveys (2009, the most recent survey available), 86 percent of students completing transfer programs (as opposed to technical programs) intend to continue their education at another institution. The College will continue to work closely with faculty, academic advisors, and academic leaders at Trident Technical College to ensure that students interested in continuing their education at the College of Charleston are prepared to enter either the BPS or the major programs on the core campus.

Subsequent focus groups with local employers demonstrated strong support and affirmed that the degree would meet the needs of current employees. The focus group was hosted by the Charleston Metro Chamber of Commerce. Employers in attendance included: Charleston Regional Development Alliance (CRDA), Impact Recon, OOCL Inc., Science Applications International Corporation (SAIC), Titan Atlas Manufacturing, Scientific Research Corporation, Roper St. Francis, Barling Bay, Trident Health System, Force Protection, Inc., Alcoa Inc., CURI, and SCRA. Half of those in attendance offered tuition reimbursement for employees seeking a degree. Employers cited the flexibility, the evening and weekend schedule, and the customizable concentrations as positives for the program. The employers also identified the emphasis on effective communication (particularly writing and presentation) and ethical decision-making as important. The program was assessed as likely to meet the needs of their employees—particularly those in non-technical support positions.

The Charleston Regional Development Alliance, a non-profit economic development partnership representing Berkeley, Charleston and Dorchester counties, produced an economic development strategic plan for the region known as Opportunity-Next. The report’s 2011 Regional Economic Scorecard cites the importance of human capital. “The better educated our workforce, the more quickly our economy can take advantage of new opportunities and recover from negative shocks, such as the recent economic recession.”

Indicators of competitiveness include: Knowledge Workers (percentage of the population ages 24-64 employed in occupations requiring specialized knowledge and creativity, such as management, finance, IT, science and engineering, healthcare, design, and the arts), the percentage of high school graduates, and the percentage of college graduates. The report recommends expanding higher education opportunities and strengthening the quality of PreK-12 education as effective ways to address economic development needs in the Charleston Region.

A survey of regional employers conducted in the fall of 2010 by Opportunity Next found that employers project a need to hire more than 4,700 employees over the next five years. Companies identified several hiring challenges to hiring and workforce development challenges including credentials (degrees, certificates), technical skills, and soft skills (teamwork, attitudes). The Bachelor of Professional Studies responds directly to expressed employer needs in the region.

12 www.Opportunity-Next.com
E. Description of similarities and differences between the proposed program and those with similar objectives offered at other institutions in South Carolina, the region, and the nation.

No other four-year public institution in South Carolina offers a similar program with a primary focus on degree completion. The University of South Carolina’s Extended University focuses on making undergraduate courses accessible to students “who vary in some way from the traditional profile.” The Palmetto Program, for example, allows adult students who are place-bound due to family or employment circumstances to complete a four-year degree at a regional campus by accessing baccalaureate-level courses via distance education. A Bachelor of Arts in Liberal Studies (BLS) has been offered since 2007 and a Bachelor of Arts in Organizational Leadership (BOL) has been available since 2009. The BLS and BOL are designed as full degree programs whereas the proposed Bachelor of Professional Studies at the College of Charleston is intentionally designed as a degree completion option for adult students in Charleston and the surrounding area.

Clemson University’s Professional Advancement and Continuing Education (PACE) Center has been in existence for fifty years and offers a wide array of executive and professional development opportunities for organizations as well as individuals in South Carolina. PACE does not offer undergraduate degree or degree completion programs. The Citadel offers four undergraduate programs in the evening for civilians. Business Administration, Criminal Justice, Civil Engineering and Electrical Engineering are offered as 2+2 programs in collaboration with Trident Technical College. Courses fulfilling the degree requirements in this program are only offered in the evenings and limited to these four traditional academic majors. Coastal Carolina’s Osher Lifelong Learning Institute (OLLI) provides non-credit courses designed to meet the needs of local and regional residents. No degree program is offered by OLLI. Lander University and Francis Marion University offer continuing education and lifelong learning opportunities for area residents, but do not offer adult students courses designed for academic credit leading to a degree.

III. ENROLLMENT

A. Please state the admission criteria specific to the program (if any).

Individuals who have completed an Associate in Arts (AA) or Associate in Science (AS) degree from an accredited institution, or who bring 60 or more transferable college credits with a 2.6 cumulative GPA and are at least 24 years of age, are eligible for admission.

B. Please complete the Enrollment Table A and Table B below and provide a brief explanatory narrative of the process by which these estimates were made, including the pool or pools of students to be served.

Prospective students for this program will likely come from a number of sources. In developing the BPS, we worked closely with Trident Technical College (TTC). Once the BPS is approved, the Dean of the North Campus will continue to work closely with TTC to develop academic advising and marketing materials for enrolled students interested in completing a four-year degree. Another pool of students will be identified through local employers. About one-third of the students participating in the student focus groups were previously degree-seeking students, but "stopped out" and are now ready to return. There has also been significant interest expressed by military personnel. Finally, it is important to note that the presence of for-profit colleges in Charleston has increased dramatically. By rough count, there are now 10 institutions offering some twenty programs for working adults in the Lowcountry. Among students in the focus groups, there is a strong desire for a high-quality, affordable, public alternative that offers the same flexibility, mixed modalities of course delivery, and year-around programming.

It is difficult for us to predict actual enrollments and rate of progress through the program for students. Students may shift from full-time to part-time or part-time to full-time status over the course of fall, spring and summer sessions. We base the cost and revenue estimates on a projection that at any given time, approximately 30% of students will attempt a full-time program of 12 hours, 60% a half-time program of 6 hours (which will allow the student access to financial aid), and 10% a quarter-time program. Then 10 students will take approximately $12 hours + 6*6 hours + 1*3 hours = 75 hours each
semester, for 7.5 credit hours on average per student per semester. In Spring 2013, the first term of implementation, we anticipate a total of 50 students in the program.

Table A/B (The BPS is an entirely new degree; therefore all projected enrollments are New Enrollments)

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<thead>
<tr>
<th></th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
<th>total</th>
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<tbody>
<tr>
<td>head-count</td>
<td>credit hours</td>
<td>head-count</td>
<td>credit hours</td>
<td>head-count</td>
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<tr>
<td>2012-13</td>
<td>0</td>
<td>0</td>
<td>50</td>
<td>375</td>
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<tr>
<td>2013-14</td>
<td>80</td>
<td>600</td>
<td>100</td>
<td>750</td>
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<tr>
<td>2014-15</td>
<td>120</td>
<td>900</td>
<td>120</td>
<td>900</td>
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<tr>
<td>2015-16</td>
<td>120</td>
<td>900</td>
<td>120</td>
<td>900</td>
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<tr>
<td>2016-17</td>
<td>120</td>
<td>900</td>
<td>120</td>
<td>900</td>
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</table>

IV. CURRICULUM (Note: Additional Information will be required for SACS notification)

A. Provide the COMPLETE curriculum for the proposed major, distinguishing between required and elective courses, and listed EXACTLY as it should appear in the catalog, including the catalog description to be included for the new major. Note pre-requisite courses where appropriate. Note any cognate courses or minors required to complete the proposed major (and attach the completed MINOR FORM for any new minors). Note any sequencing of courses or requirements in the program. Attach the completed COURSE FORM and a sample syllabus for each new course.

Please see Appendix A; Curriculum for the Bachelor of Professional Studies

Note: This curriculum will not appear in the Undergraduate Catalog. A separate online catalog will be created for this program because academic policies and the degree requirements will differ from the AB, BA, and BS.

B. State the Student Learning Outcomes for the Program and provide a brief explanation of the assessments for each outcome. You may provide narrative to accompany the table.

All students enrolled in the BPS are required to complete four common seminars in the liberal arts emphasizing ethics, global understanding, the role of science and technology in society, and diversity. This, combined with the emphasis on five critical competencies (numeracy, scientific analysis, problem solving, effective written and oral communication, and ethical decision-making) threaded throughout the program, will ensure that students earning the Bachelor of Professional Studies degree are fully immersed in the liberal arts and sciences and possess competencies and skills consistent with all graduates of the College of Charleston.
<table>
<thead>
<tr>
<th>Program-Level Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Effective Written Communication</td>
<td>Assessed through seminar and course writing assignments with common rubrics developed by faculty; assessed in an applied setting through the capstone experience with employer or supervisor assessments.</td>
</tr>
<tr>
<td>• Demonstrate the ability to produce written work that is responsive to the assigned task;</td>
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<tr>
<td>• Present and explore complex ideas supported with relevant detail and evidence;</td>
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<tr>
<td>• Demonstrate purposeful use of sources and evidence of academic research;</td>
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</tr>
<tr>
<td>• Demonstrate error-free prose that conveys meaning to the reader with clarity, fluency, and sophistication.</td>
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</tr>
<tr>
<td>2. Effective Oral Communication</td>
<td>Assessed through oral presentations of various types assigned in the four required seminars as well as the concentration courses and capstone. Assessed using a common rubric developed by faculty.</td>
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<tr>
<td>• Demonstrate increased confidence in oral communication skills;</td>
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<tr>
<td>• Modify verbal and nonverbal communication appropriately given the purpose and the context of the communication;</td>
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<tr>
<td>• Plan, prepare, and deliver a well-organized, logical oral presentation using appropriate presentation techniques;</td>
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<tr>
<td>• Employ appropriate discussion, negotiation, conflict resolution, and cooperation skills to work with people from a variety of experiences and backgrounds.</td>
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<tr>
<td>3. Global Understanding</td>
<td>Assessed with written work, exams, and in-class assignments produced in PRST 302 and PRST 303 as well as relevant Concentration coursework and the capstone. A common assessment measure will be developed by faculty.</td>
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<tr>
<td>• Demonstrate knowledge of the interrelatedness of local, global, international, and intercultural issues, trends, and systems;</td>
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<tr>
<td>• Frame questions, gather evidence, analyze evidence, and draw conclusions about an issue in terms of its global implications.</td>
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<tr>
<td>• Develop and demonstrate the knowledge, skills and dispositions required to effectively navigate the workplace dynamics pertaining to diversity.</td>
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<tr>
<td>4. Ethical Decision-Making</td>
<td>Assessed with written work, in-class assignments, and exams in PRST 300 as well as the Capstone Seminar and relevant Concentration courses. Measured using common rubrics developed by faculty.</td>
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<tr>
<td>• Explain and evaluate several key ethical theories;</td>
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<td>• Identify ethical issues and apply relevant principles and arguments to their resolution;</td>
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<tr>
<td>• Demonstrate the ability to make ethical decisions in a work environment.</td>
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<tr>
<td>5. Numeracy (quantitative literacy)</td>
<td>Assessed using assignments, exams, and exercises created by faculty teaching seminars and concentration courses. A common assessment measure will be developed by faculty.</td>
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<tr>
<td>• Represent mathematical information symbolically, visually, numerically, and verbally;</td>
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<tr>
<td>• Use a variety of mathematical methods (algebraic, geometric and/or statistical methods) to solve problems.</td>
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<tr>
<td>6. Scientific Literacy</td>
<td>Assessed with assignments, in-class exercises, and exams in PRST 301 using common rubrics developed by faculty.</td>
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<tr>
<td>• Understand the role of empirical data in establishing scientific knowledge;</td>
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<tr>
<td>• Demonstrate an understanding that, in addition to empirical evidence, science involves skepticism and rational arguments; differentiate data-based</td>
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</table>
conclusions from opinion and from other ways of knowing.

7. Integrative and Applied Learning:
- Adapts and applies, independently, skills, abilities, theories, and/or methodologies gained in one situation to new situations to solve problems or explore complex issues in original ways.
- Meaningfully synthesizes connections among experiences outside of the formal classroom to deepen understanding of fields of study and to broaden own points of view.

Outcomes related to Integrative and Applied Learning will be measured throughout the program in the core liberal arts seminars and at the end of the program in the required capstone course. Assessment measures will include responses to common writing prompts, class projects, and examinations developed by faculty.

C. Provide a list of all new courses (with number and course title) along with a catalog description for each to be included in the new program. Attach the completed COURSE FORM and a sample syllabus for each new course.

Course forms are attached for the following 13 new courses (descriptions below). These courses will NOT be included in the Undergraduate Catalog. They have been designed by faculty and departments specifically for the Bachelor of Professional Studies degree. Although the courses cannot be used to satisfy the requirements of any major, course credit may be applied toward the minimum degree requirements should a student change degree program from the BPS to an AB, BA, or BS. Any future courses developed for the BPS will be subject to the regular faculty curriculum review process and approved by the Faculty Senate.

PRST 300 The Ethics of 21st Century Living (4 credits) This course serves as a common entry point for all students. Using a liberal arts approach to inquiry, students will examine ethical problems in modern life and generate ideas for solutions to ethical problems in a variety of social and occupational contexts including business, medicine, science, government, family life, and the law. Through reading, critical analysis, writing and speaking assignments related to ethical theory and modern ethical problems, students will assess their readiness for college-level work, assess their existing level on the five critical skill competencies (seeking supplemental instruction when required), plan a program of study, and begin to develop their e-portfolio.

PRST 301 Science, Technology, and Society (4 credits) This seminar examines how advances in science and technology affect society. Students will assess the roles and responsibilities of citizens, business leaders, and government policy makers in assessing developments in science and technology. Students will analyze emerging technologies and their impact on society.

PRST 302 Diversity in the Workplace (4 credits) This seminar analyzes individual, societal and organizational dynamics related to 21st century workplace diversity. This includes issues of workplace discrimination and access. Students will understand and recognize the importance of issues of diversity in the 21st century; demonstrate understanding of differing axes of diversity (racial, ethnic, religious, gender); and analyze complex individual/societal/global workforce issues.

PRST 303 Understanding Global Issues (4 credits) This seminar addresses global issues. Students will be trained to analyze phenomena such as economic development, population dynamics, resource distribution, and key environmental and social challenges that confront the global community. Through this seminar, students will develop spatial and critical thinking skills that will inform their ability to evaluate conflicting perspectives and analyze complex global problems and communicate that information orally and in writing.

PRST 400 Capstone Seminar (4 credits) This culminating seminar, employing a problem-based learning pedagogy, emphasizes analysis, demonstration of knowledge, and critical competency application through a special project in the current workplace or a supervised internship in a desired field of employment. This is both an experiential and academic course.
APCP 321 Interpersonal and Small Group Communication (3 credits) This course is designed to develop and improve upon your communication skills in relation to others in interpersonal and small group contexts. Students will increase communication skills and awareness of self in different communication contexts. The skills that are developed through this course will find daily application in the workplace, personal relationships, and a variety of social settings.

APCP 322 Communication for Business and Professions (3 credits) This course is designed to help students identify and improve communication skills in business and professional settings. Specific objectives include understanding theories of communication and organizations; improving interpersonal skills and work relationships in organizations; improving written and verbal presentation skills; enhancing small-group and problem-solving skills; perfecting interview and job search skills; and applying theory to everyday business practice.

APCP 323 Interviewing (3 credits) This course is designed to introduce students to the fundamental principles of interviewing, including the interpersonal communication process, questions, and interview structure. Interview Communication focuses on providing students with an applied understanding of the communication principles and theories involved in successful interviewing through an experiential foundation designed to enable them to conduct or be the subject of such interviews. Emphasis is placed on skill acquisition and refinement.

APCP 324 Introduction to Leadership in Concept and Practice (3 credits) This course is designed to provide a basic introduction to leadership by focusing on what it means to be a good leader. Emphasis in the course is on the practice of leadership. The course will examine topics such as: the nature of leadership, recognizing leadership traits, developing leadership skills, creating a vision, setting the tone, listening to out-group members, handling conflict, overcoming obstacles, and addressing ethics in leadership. Attention will be given to helping students to understand and improve their own leadership performance.

APCP 325 Strategic Communication Practices (3 credits) This course is a survey of the field of strategic communication, the study of how organizations and individuals use communication to negotiate their role in society. The course provides students with a basic understanding of the following areas: 1) the strategic communication industry, including marketing and public relations firms, 2) the ethics and regulation of strategic communication, 3) the role of strategic communication in the process of marketing products, ideas, and people as well as building relationships with organizational publics, and 4) the various components of strategic communication campaigns and the associated professional specialties.

INFS 211 Database Security (3 credits) This course covers database security and auditing. The focus is on the key components of information assurance as it relates to database systems—confidentiality, integrity, and availability—and how these components can be managed and measured. Prerequisite: DISC 210.

INFS 260 Information Systems Analysis and Design (3 credits) An introduction to the analysis of organizational problems and how information systems can be designed to solve those problems. The focus is on the key components of information systems—people, software, hardware, data, communication technologies, and how these components can be integrated and managed to satisfy business information needs.

INFS 392 Ethics in Information Systems (3 credits) A seminar course to discuss and study professional, ethical, legal, and social issues and responsibilities in computing and information systems. Local and global impact of computing on individuals, organizations, and society will also be addressed. Outside reading, oral presentations, and written work will be required.

V. FACULTY (Note: Additional Information will be required for SACS notification)

A. Please complete the following table (Table C) listing all faculty by name, rank, and academic qualifications of each person who will be involved in the new program.

At this time, we cannot complete Table C because until the program and courses are approved, faculty cannot be hired.
B. If new faculty or staff will be required to support the program, please provide a statement of the qualifications and experience necessary as well as a statement on when new personnel will be required.

Currently, there is a national search underway for an academic Dean for the North Campus. One of the primary responsibilities of the Dean will be to implement the BPS by hiring highly qualified, appropriately credentialed faculty to offer courses and advise students. The faculty teaching in the program must undergo the same SACS credentialing process as core campus faculty to ensure the quality of instruction in all College of Charleston programs is uniformly high.

C. Please note any changes in teaching duties for existing faculty and staff associated with the new program and explain the extent to which re-assignments may necessitate new positions to fulfill former assignments.

During the first two years of this new degree program, faculty teaching in the Bachelor of Professional Studies program will be experienced adjuncts, retired faculty, and core campus faculty teaching as part of load (with the department's support and a revenue-sharing plan in place) or as overload on Saturdays. As the program grows, the College will add faculty lines in support of the degree program. As new concentrations are proposed and approved, additional departments will increase engagement in the BPS and the North Campus and require additional support.

D. Provide a plan for professional development related to the proposed program, including but not limited to release time for research, consulting, or curriculum development.

Faculty providing instruction in the Bachelor of Professional Studies program will have access to all professional development activities and resources at the College. Programs designed especially for faculty teaching adult students will be offered employing the expertise of current faculty as well as outside experts. As new curriculum is developed additional faculty developed resources will be directed in support of that effort.

E. Please complete Table D below showing for five years, the number (headcount) and full-time equivalent (FTE) of faculty, administrators, and/or staff to be used in the program listing new and existing personnel separately.

CHE TABLE WILL NEED TO BE ADDED PRIOR TO CHE REVIEW (See section on Costs)

VI. Space Requirements

A. What are the space requirements for the new program? To what extent can existing facilities be used to accommodate teaching and research requirements?

The Bachelor of Professional Studies will be offered at the College's North Campus facility. The North Campus has 23 upgraded classrooms, including a computer classroom and a computer lab. Most of the classrooms have SMART technology which includes a ceiling mounted LCD projector, digital presenter and computer (w/ optional laptop connections). The facility also has wireless internet access. Other resources include: four rooms equipped with video conferencing; six classrooms with content recording equipment; one 30-station computer lab; three interactive whiteboards; and equipment such as overhead projectors and VCR/DVD players. A full-time technologist is available to provide assistance and training on how to use any of this classroom technology and software.

At this time, additional space is not required.

B. Will modifications to existing facilities be required? Please explain in detail.

At this time, only modest modifications will be required to outfit existing student lounge space with comfortable furniture to create a collaborative work environment. Regular upgrades to classroom and computer lab technology and infrastructure will be expected.
VII. Equipment

A. Please note any equipment needs unique to the proposed program over the next five years.

Aside from regular upgrades to classroom and computer lab technology and infrastructure, no new equipment is required or anticipated over the next five years.

VIII. Library Resources (Note: Additional Information will be required for SACS notification)

A. Provide a quantitative comparison of the College's current holdings with a standard guide (such as the American Library Association’s Standards for College Libraries) in relationship to the new program being proposed.

The holdings in the Addlestone Library in relationship to the proposed Bachelor of Professional Studies consist of over 698,000 print volumes, over 259,000 electronic books, over 3,000 print journals and 54,000 electronic journals. The library subscribes to over 263 electronic databases. A wide range of databases will support this proposed program. A sample of relevant databases is supplied below.

Academic Search Premier
The world’s largest academic multi-disciplinary database providing full text for nearly 4,700 publications, including full text for more than 3,600 peer-reviewed journals. Coverage spans virtually every area of academic study and offers information dating as far back as 1975. This database is updated daily.

Business Source Premier
Provides full text for over 2,300 scholarly business journals covering management, economics, finance, accounting, international business, legal issues regarding health and child care, and much more.

CINAHL plus with full text is a comprehensive nursing & allied health research database, providing full text for more than 620 journals. The database also provides full text for 218 books/monographs and full text coverage dates back to 1937.

Communication and Mass Media Complete
Contains full-text to over 60 journals in addition to journalism reviews, recent encyclopedias and handbooks in the area of communications studies.

Computer Source
Focusing on information and current trends in high technology, this database offers full text for more than 300 publications and indexing and abstracts for nearly 450 publications. Full text information in this database dates as far back as 1985.

Contemporary Authors
Provides complete biographical and bibliographical information and references on more than 120,000 U.S. and international authors.

Contemporary Women’s Issues in Health and Human Rights Citations to information on women in over 150 countries. Journals, newsletters, research reports, and fact sheets from disciplines such as sociology, psychology, health, education, and human rights. Covers 1995 to the present.

CQ Electronic Library Includes CQ Researcher, a source for in-depth analysis reporting on the most current and controversial issues of the day, CQ Weekly, a source for expert coverage of the U.S. Congress such as status of bills, votes and amendments, floor and committee activity, and CQ's Encyclopedia of American Government.
EconLit
Comprehensive, international, partially annotated bibliography of economics literature. Indexes over 300 journals as well as books, dissertations, working papers, and collective volumes. Covers 1969 to the present.

Encyclopedia Britannica Online Academic Edition
Comprehensive source of encyclopedia content and related materials. Includes Encyclopedia Britannica and Merriam-Webster's Collegiate Dictionary & Thesaurus. Includes links to web sites for The New York Times and BBC News. Also includes World Data Analyst, Notable Quotations, and Gateway to the Classics. Access also provided to the Britannica Blog, stimulating dialogue covering a wide range of topics.

ERIC, the Education Resources Information Center provides index and full text access to journal articles, government studies, books, dissertations, and other material on education and related fields. It combines citations of sponsored reports, from Resources in Education, and over 750 journals, from the Current Index to Journals in Education from 1966 to the present. The accompanying Education Resources Information Center (ERIC) online education database provides the public with a centralized ERIC Web site for searching the ERIC bibliographic database of more than 1.1 million citations going back to 1966 and more than 107,000 full-text non-journal documents (issued 1993-2004), are available for free as well.

Educator's Reference Complete
Database of education resources covering multiple levels from preschool to college. Contains more than 1,100 full-text periodicals covering a variety of disciplines, 200 reports from the U.S. Department of Education and resources on educational specialties and issues related to administration, funding and policies. Updated daily.

Education Full Text provides indexing and abstracting for over 475 English-language periodicals, monographs and yearbooks in the field of education. Indexing from 1983; abstracts from 1994; full text from 1996.

Ferguson's Career Graduate Center
Complete career research database of jobs, skills, and resources. Articles and videos providing advice on job applications, the interview process, professional behavior, career skills, and more. Sample resumes and cover letters. Searchable entries on scholarships, internships, fellowships, and more.

Gender Watch
With archival material dating back to 1970, GenderWatch provides authoritative historical and current perspectives on the evolution of gender roles as they affect both men and women. Combining more than 200, gray, and popular literature titles, Gender Watch provides researchers with more than 100,000 articles on wide-ranging topics like sexuality, religion, societal roles, feminism, masculinity, eating disorders, day care, and the workplace.

GPO Federal Digital System (Fdsys)
Fdsys provides free access to official Federal Government publications. Through Fdsys, you are able to search for documents and publications, access metadata about documents and publications, and download documents and publications in multiple renditions or file formats.

GREENR
The Global Reference on the Environment, Energy, and Natural Resources focuses on the physical, social, and economic aspects of environmental issues. Topic, organization, and country portals form research centers around issues covering energy systems, health care, agriculture, climate change, population, and economic development. Portals include authoritative analysis, academic journals, news, case studies, legislation, conference proceedings, primary source documents, statistics, and rich multimedia. Use Browse Issues and Topics, World Map, Basic Search or Advanced Search to explore the database.

Health and Wellness Resource Center
Magazines, journals, newspapers, definitions, directories, and information on: Fitness, Pregnancy, Medicine, Nutrition, Diseases, Public Health, Occupational Health and Safety, Alcohol and Drug abuse, Prescription Drugs, etc. Included are
links to diet, cancer, and health assessment sites as well as government databases. JSTOR Used by millions for research, teaching, and learning. With more than a thousand academic journals and over 1 million images, letters, and other primary sources, JSTOR is one of the world’s most trusted sources for academic content. Includes articles on early child care and children’s development and other relevant topics.

InfoTrac OneFile which includes InfoTrac’s Health & Wellness Resource Center. InfoTrac OneFile is a one-stop source for news and periodical articles on a wide range of topics including business, computers, current events, economics, education, environmental issues, health care, hobbies, humanities, law, literature and art, politics, science, social science, sports, technology, and many general interest topics. Millions of full-text articles many with images are included. InfoTrac is updated daily.

iPoll
The iPoll Databank is the most comprehensive, up-to-date resource for US public opinion data.

Medline/PubMed and Medical Databases are the National Library of Medicine's bibliographic database covering the fields of medicine, nursing, dentistry, veterinary medicine, and the preclinical sciences; MEDLINE allows users to search abstracts from over 4,600 current biomedical journals.

Occupational Outlook Handbook
The Government's premier career guidance publication, provides essential information about job outlook in a wide range of occupations and the qualifications that will be needed by tomorrow's workers.

OpposingViewpoints in Context
Database of contemporary social issues with content structured to promote critical-thinking skills and information literacy. The database contains more than 400 reference book titles and over 8,700 pro and con viewpoint articles. The resource also contains periodicals, podcasts, reviewed Web links, images, statistical tables, charts and graphs.

PAIS International (Public Affairs Information Service)
Index to policy-oriented literature (books, journal articles and U.S. and foreign government documents). International coverage of information about political, economic and social issues and events in specific countries. Covers 1972 to the present.

PsycINFO, the APA's index of journals, books, dissertations, and reports on psychology and related fields, includes indexing from Psychological Abstracts and covers 1887 to the present. PsycINFO also contains links to full text articles from 42 journals published by the American Psychological Association from 1988 to the present.

Psychology and Behavioral Sciences Collection
This database provides coverage of more than 550 full text journals, including more than 525 peer-reviewed titles. Psychology & Behavioral Sciences Collection covers topics such as emotional and behavioral characteristics, psychiatry & psychology, mental processes, anthropology, and observational and experimental methods. Nearly every full text title included in this database is indexed in PsycINFO.

Small Business Resource Center

SNL Database for Real Estate
SNL Real Estate combines real-time news, in-depth data and expert real estate research on companies around the world. Access detailed news, pricing, financial and property data through SNL's robust Web- and Excel-based platforms.
Sociological Abstracts is an index to over 1,700 journals covering the international literature in sociology and related disciplines in the social and behavioral sciences. Also provides abstracts of books, book chapters, dissertations, and conference papers.

SPORT Discus with Full Text provides full text for more than 415 journals. Of those, nearly 250 have cover-to-cover indexing. The database also contains more than 700,000 full-text articles dating back to 1985.

Two hundred and sixty workstations are available in the library that provides access to the myriad of national and international resources available over the Internet. All members of the College of Charleston community may use the workstations and 12 are also available for the community and researchers who are Friends of the Library. Wi-Fi access is also provided to the college community.

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 collections at Clemson, Medical University of South Carolina, and the University of South Carolina campuses.

Faculty and students play an important role of the selection of materials. There are separate funds for the selection of materials in over 80 areas. These funds have been increased over the years. The materials budget for fiscal year 2011/12 is 2.6 million dollars. The Library also receives material automatically on an approval plan which 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 Professional Studies, faculty with expertise across all courses will select 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 College of Charleston has an ongoing commitment to broadening its curriculum by its strong support of programs that improve and enhance the quality of life in the Charleston community and the South Carolina Lowcountry.

B. Please provide a qualitative assessment of the library’s current holdings in view of the new program being proposed along with a quantitative estimate of acquisitions that may be needed annually for at least the first five years and the estimated additional cost of these acquisitions. (Note: The statewide higher education electronic library (PASCAL) should be included as part of the library’s resource base when making calculations of need for library resources for a new or modified program proposal and should be noted in the proposal narrative if so included.)

Current resources are appropriate to support the Bachelor of Professional Studies program. The North Campus employs a full-time librarian (Jannette Finch) and offers face-to-face and online assistance. The Library is located in room 112 and was designed to be a virtual library, providing resources for research from online sources and tools. Physical materials (books, DVDs) are available through Interlibrary Loan services. Library resources also include: eighteen PC computer stations, two iMac computer stations, black and white and color printers, and a color photo/document scanner. As College of Charleston students, BPS students can also access library resources in Addlestone Library on the main campus.

See RELEVANT LIBRARY SPENDING Spreadsheet (next page)
IX. Accreditation, Approval, Licensure, or Certification

A. If the proposed program is subject to specialized or professional accreditation please provide a brief description of the accreditation or approval process, a statement as to whether such accreditation or approval will be sought, and when that accreditation or approval may be reasonably expected.

There are no specialized or professional accreditations associated with the degree completion program.

B. If graduates of the proposed program are subject to licensure or certification by any public or private agency, please provide a brief description of that process and of the ways in which the proposed program will ensure that such certification or licensure, if obligatory, can reasonably be expected to be achieved by graduates.

Students completing the BPS will not be subject to licensure or certification.

X. State Articulation This section should contain a description of the ways the proposed program links to similar programs offered by other South Carolina institutions.

A. Please provide an explanation of an entry path for students from two-year institutions, as appropriate.

This program is designed for students entering from two-year institutions. Students who have completed an Associate in Arts (AA) or Associate in Science (AS) degree from an accredited two-year institution are eligible for admission. Students who have completed 60 transferrable college credits with a 2.6 cumulative GPA and are at least 24 years of age are also eligible for admission. The College has been working closely with Trident Technical College in designing the BPS to appeal to and serve the needs of the two-year transfer population. Further, the College will continue to work closely with the faculty and staff at Trident to create appropriate advising materials.

B. Please highlight any collaboration with other state institutions or explain the lack thereof in this section.

Please see above.

XI. Estimated Costs This section provides information on how estimated program costs will be covered.

A. Complete Table F below showing estimated annual costs for the first five years of the program and note the sources of funds to cover new costs. Sources of funds might include tuition generated by students in the program; reallocation of existing funds from institutional sources; federal funding; and/or grant funds. NOTE: Any new fees associated with the program must be approved by the Board of Trustees. In identifying sources of funds, program faculty should work closely with Academic Deans and Academic Affairs prior to the proposal submission.

Revenue and costs:

Much of the infrastructure necessary to implement this program is in place at the North Campus. In particular, the Dean/Director of the program as well as marketing, clerical, facility, and library staff are in place. These positions are generally shared with the Lowcountry Graduate Center. With the exception of the dean’s position which is 100% North Campus, all existing staff positions will be allocated 50% to North Campus and 50% to the Lowcountry Graduate Center by FY13. One-third of the time allocated to the North Campus, or 16.7% FTE for each position, is allocated to the BPS program and is included in the presentation of costs below.

In addition, some new faculty and academic support positions are necessary in the first and second years of the programs. Additional positions will be determined by student demand (and supported by tuition dollars generated by that student demand).
Advising of prospective and entering students in the BPS program on both curriculum and financial aid matters, at the North Campus location at convenient times, will be critical to ensure appropriateness of the program for the student and for timely progress through the program. In addition, consultation on transfer credit at the North Campus location and the subsequent formal evaluation of transfer credit in a timely fashion will be essential for these students. The College’s downtown campus is short-staffed in all of these areas. We intend to create three academic support lines (one financial aid counselor, one academic advisor and one transfer credit/registrar staff position), each to be split between the two campuses (50% North Campus and 50% downtown campus) beginning in FY12. We anticipate that BPS program demand will require that we move to full-time lines in these areas allocated entirely to the North Campus by Year 3 of the program.\footnote{The institution will commit the remaining 50% of the costs of these positions for activities on the main campus in Years 1 and 2 and develop a plan to manage workload on the main campus upon full placement of these positions at the North Campus in Year 3.}

In the second year of the program, a Career Advisor will be required. This person might play several roles, including as a student recruiter, and only move into full-time duties as Career Advisor over time. Support through skills lab functions (mathematics, English and communication) will be provided by graduate assistants or extending the duties of faculty adjuncts teaching in the program through the first five years of the program.

To summarize, clerical/support personnel costs listed below include: (1) In all years, 16.7% of salaries and benefits for the existing positions of librarian, business manager, technologist, registrar/facility manager, student coordinator, marketing associate, executive assistant; (2) In years 1 and 2, 50% of an advisor, a financial aid counselor, and a transfer credit/registrar staff person; in Years 3-5, 100% of these positions; (3) In Years 2-5, a career advisor/student recruiter. The last four positions mentioned are based on a salary of $36,000 and 30% benefits for each, while actual salaries for existing positions are used in (1). Because of the complexity of the listing of staff positions, we have separated the costs of existing and new positions in the table below.

Under the supervision of the Center for Student Learning, graduate assistants from other programs at the College or qualified adjunct faculty will provide mathematics, writing and speaking lab support to students in the early years of the program. The costs for either approach are similar and we have listed these costs under graduate assistants in Table G.

All courses required for the program will be taught at the North Campus and will require the allocation of funds for faculty salaries and benefits. In the first year of the program, we will hire faculty in an adjunct or overload capacity. Again, if program demand is as anticipated, beginning in year two, faculty lines will be provided that could either (1) provide visiting replacement faculty in departments at the downtown campus whose faculty are teaching in the program as part of their regular load or (2) be occupied by visiting faculty teaching partly or entirely at the North Campus. We anticipate 2 visiting lines in Year 2 and 3-4 in Years 3-5. The Dean/Director will teach one course a year.

Our goal will be to run classes of size 30-35 as the program is implemented and enrollments stabilize. However, at the beginning, we anticipate class size will vary and will average 20-25. We include a table that provides (a) the number of SCH per year for courses required by the program, (b) the estimated number of sections needed annually, based on an average section size of 20 in Years 1 and 2 and average class size 25 in Years 3-5, and (c) the number of faculty FTE required, based on one FTE teaching 8 sections.
Adjuncts will be paid based on the current College's pay scale for adjuncts in place at both campuses. Pay for existing or retired faculty will be standard across all semesters and all faculty at $4,500 per course. In translating the required number of sections/faculty FTE into faculty costs, we incorporate the fact that the Dean will teach one section a year, and assume that courses not covered by visiting faculty are split equally between adjuncts and existing/retired faculty.

A revenue-sharing plan will be developed to acknowledge the contributions of departments with faculty teaching courses in the BPS as part of load. Once a Dean is in place, he or she will work directly with Academic Affairs and Business Affairs on the details.

Equipment costs include the costs of supplying computers for new staff and faculty positions at the North Campus. Because the facility's technology infrastructure and general costs are currently covered through other sources and the existing technology infrastructure is sufficient to support the BPS program, we do not include those costs as part of the establishment of this program. Any long-term assessment of the viability of this program might eventually consider some portion of those costs, determined by comparison with other uses of the facility at that point in time.

The Division of Marketing and Communications will work with the dean and staff of the North Campus to develop a marketing plan to be implemented by North Campus staff. We envision limited advertising as the first semester of courses is being put in place. An expanded campaign to inform both employers and potential students of the program will begin that first semester and continue for at least the first two years.

The marketing plan will market the BPS program specifically, and will target a population of students not currently served by the College. As a result, the plan will include a mix of traditional and non-traditional elements such as: information packets for local and regional employers, including suggestions for HR departments on marketing the program to their employees; the purchase of radio spots at strategically chosen times of the year; the possible use of billboards and/or bus wraps; and advertisements in local business journals and newspapers. Although radio and billboards are expensive, they provide excellent value in reaching a large percentage of our target audiences as well as a community as a whole. We believe that informing the community of the new program for the College is both essential for its success and valuable in presenting the College as committed to providing access to non-traditional students.

Operating costs listed below include annual amounts of $30,000 for traditional needs and, based on discussions with the Division of Marketing and Communications, $70,000 for the implementation of the marketing plan. It is possible that the marketing plan can be revised and costs reduced after the program is established. Because of both the potential expense and the extent to which this advertising will brand the North Campus, we suggest that the marketing plan be reviewed regularly in the first year by the Provost and the President's Executive Leadership Team.
<table>
<thead>
<tr>
<th>Category</th>
<th>1st</th>
<th>2nd</th>
<th>3rd</th>
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<td>$71,500</td>
<td>$71,500</td>
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**Sources of Financing by Year**

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<th>Estimated FTE Revenue* (Please see comment below)</th>
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<th>4th</th>
<th>5th</th>
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<tr>
<td></td>
<td>$198,137</td>
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<td>$950,012</td>
<td>$950,012</td>
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<p>| Tuition Funding                                 |        |        |        |        |        |         |
| Other State Funding                             |        |        |        |        |        |         |</p>
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<tr>
<th>Reallocation of Existing Funds (Program Administration, clerical support)**</th>
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<th>$132,688</th>
<th>$132,688</th>
<th>$132,688</th>
<th>$132,688</th>
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* Program administration costs consist of 50% of the dean/director salary and benefits for Years 1-5.

**Faculty salaries are based on: average fulltime adjunct salary of $3,410 + 9% benefits = $3,717 per 3 credit course; overload salary of $4,500 + 20% benefits = $5,400; and visiting salary of $46,000 + 30% benefits = $59,800. Courses not covered by visitors are assumed evenly split between adjuncts and existing faculty as overload, for an average cost of $4,560. As mentioned above, 2 visiting faculty lines are anticipated in Year 2, and 3-4 in Years 3-5.

***Calculation of Estimated FTE Revenue ($401 per credit hour for in-state students is used to calculate revenue from students taking courses in the major, but certain amounts being reallocated from North Campus positions are already funded by tuition dollars and thus are subtracted from this row and appear instead under Reallocation of Existing Funds.

****One-sixth of existing administrative and clerical support will be reallocated to cover this program.

Table G(b): New Costs to the Institution

<table>
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<th>Category</th>
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<tr>
<td>Supplies and Materials</td>
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</table>
XII. Approval and Signatures

1. Signature of Provost:

   [Signature]

   Date: 2/7/12

2. Signature of Academic Dean(s):

   Dean, School of the Arts
   [Signature]
   Date: 2/7/12

   Dean, School of Business
   [Signature]
   Date: 2/7/12

   Dean, School of Education, Health and Human Performance
   [Signature]
   Date: 2/7/12

   Dean, School of Humanities and Social Sciences
   [Signature]
   Date: 2/7/12

   Dean, School of Languages, Cultures and World Affairs
   [Signature]
   Date: 2/7/12

   Dean, School of Math and Sciences

3. Signature of Curriculum Committee Chair:

   [Signature]

   Date: 

4. Signature of Budget Committee Chair:

   [Signature]

   Date: 

5. Signature of Academic Planning Committee Chair:

   [Signature]

   Date: 

6. Signature of Faculty Senate Secretary:

   [Signature]

   Date: 

   Date Approved by Faculty Senate: 

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Lynne Ford/Jennifer Baker  Email: FordL@cofc.edu; bakerj@cofc.edu
Phone: 953-6531  Department or Program Name: Bachelor of Professional Studies
Course Prefix, Number, and Title: PRST 300: Ethics of 21st Century Living

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
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<tbody>
<tr>
<td>□ New Course (attach syllabus)</td>
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<td>□ Re-activate Course</td>
</tr>
<tr>
<td>□</td>
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<td>□</td>
<td>□ Change Credits/Contact hours</td>
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<tr>
<td>□</td>
<td>□ Prerequisite Change</td>
<td></td>
</tr>
<tr>
<td>□</td>
<td>□ Edit Description</td>
<td></td>
</tr>
</tbody>
</table>

□ Approve for Cross-listing (attach rationale and written permission from relevant department)

□ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Spring 2013 or Fall 2013

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

This course has been designed for students enrolled in the adult degree completion program, the Bachelor of Professional Studies. Students are required to complete four common seminars in the liberal arts. PRST 300 is the required transition course and serves as one of the four required seminars in the liberal arts.

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

a) □ Yes  □ No

b) If yes, complete and attach the CHANGE Degree REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

This form accompanies a NEW PROGRAM FORM and therefore no degree change form has been submitted.

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>4 hours</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours

4 credits

Is this course repeatable? □ yes X no  If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION  Limit to 50 words EXACTLY as you want it to appear in the catalog: include prerequisites, co-requisites, and other restrictions.

This seminar serves as a common entry point for all students. Using a liberal arts approach to inquiry, students will examine ethical problems in modern life and generate ideas for solutions to ethical problems in a variety of social and occupational contexts including business, medicine, science, government, family life, and the law. Through close reading, critical analysis, writing and speaking assignments related to ethical theory and modern ethical problems, students will assess their readiness for college-level work, assess their existing level on the five critical skill competencies (seeking supplemental instruction when required), plan a program of study, and begin their e-portfolio.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

This course has been designed for students enrolled in the adult degree completion program, the Bachelor of Professional Studies. Students are required to complete four common seminars in the liberal arts. PRST 302 is one of the four required seminars.

This course is designed as an adult first year experience of sorts. As a transition course, it plays a critical role in preparing students for the rigor of the program, identifies strengths and weaknesses relative to the five critical competencies, and engages students in a model of shared inquiry in the liberal arts. The readings in this course highlight major ethical and social issues while demonstrating the approach ethical theorists take to such issues. With each reading the class will study the ethical issue itself, learn the approach the author takes, and assess the merits of the author's approach with an eye to improving upon it. Through class discussion, focused small group work, and student presentations students will demonstrate that the reading and lecture have made the ideas at issue clear.

The four common liberal arts seminars were designed to advance the knowledge, skills and dispositions identified as essential learning outcomes in the liberal arts (AAC&U) and identified by employers as priorities for a college education (Peter Hart Research Associates, 2006).

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often?</td>
</tr>
<tr>
<td>1. The student will recognize the terms and concepts developed by ethical theorists and be able to describe and apply the three main approaches in ethical theory.</td>
<td>Assessed through performance on critical analysis of an assigned reading (in a paper) and a critical analysis of a modern ethical issue (in a paper).</td>
</tr>
<tr>
<td>2. The student will be able to give a critical response to an academic paper on ethics.</td>
<td>Assessed through performance on critical analysis of an assigned reading (in a paper), with in-class discussions and examinations.</td>
</tr>
<tr>
<td>3. The student will be capable of defending his or her own view in writing against objections from various theoretical positions on ethics.</td>
<td>Assessed through performance on a variety of writing assignments, including an in-class blog.</td>
</tr>
<tr>
<td>4. The student will identify academic and personal goals related to degree completion and with the assistance of the faculty advisor, plan an individual</td>
<td>Assessed through IPOS for each student; successful performance in courses; and success in accessing academic resources.</td>
</tr>
</tbody>
</table>
program of study (seeking supplemental instruction where required) that will result in completion of the degree.

5. The student will identify and access when needed the range of academic support services available (library, writing and math lab, etc.)

Assessed over the course of the seminar.

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

The four required seminars are designed to introduce and reinforce essential learning outcomes. The skills will be developed further through courses in the Tracks. A required capstone course will offer all students a way to demonstrate mastery of the relevant content, skills and dispositions. For this seminar, please refer to the syllabus for a description of Course Assignments and In-Class Exercises for outcome/assignment alignment.

**VII. IMPACT ON EXISTING PROGRAMS and COURSES:** Please briefly document the impact of this new/changed/deleted course on other programs and courses: if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

No overlap—this course is designed specifically for this program.

**VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED:** List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

Costs associated with this course are included in the full proposal for the new degree.
IX. APPROVAL AND SIGNATURES

1. Signature of Provost: 

2. Signature of Academic Dean (s):

   - Dean, School of the Arts Date: 2/7/12
   - Dean, School of Business Date: 2/7/12
   - Dean, School of Education, Health and Human Performance Date: 2/7/12
   - Dean, School of Humanities and Social Sciences Date: 2/7/12
   - Dean, School of Languages, Cultures and World Affairs Date: 2/7/12

3. Signature of Curriculum Committee Chair:

4. Signature of Budget Committee Chair:

5. Signature of Academic Planning Committee Chair:

6. Signature of Faculty Senate Secretary:

   Date Approved by Faculty Senate: 

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Transition Course
PRST 300: THE ETHICS OF 21st CENTURY LIVING
(Course prepared by Dr. Jennifer Baker)

Credit: 4 credits

Course Description: Using a liberal arts approach to inquiry, students in this course will examine ethical problems in modern life and generate ideas for solutions to ethical problems in a variety of social and occupational contexts.

The readings in this course highlight major ethical and social issues while demonstrating the approach ethical theorists take to such issues. Ethical theory represents the most sophisticated response to ethical conundrums, and can be thought of as a compendium of answers to an exhaustive set of questions about ethics. The readings introduce the three major strands of ethical theory, and serve as a model of how to critically analyze ethical issues. But the authors do not expect to be treated like authorities. Instead, they defend their particular approach and invite critical assessment. With each reading the class will study the ethical issue itself, learn the approach the author takes, and assess the merits of the author’s approach with an eye to improving upon it.

Class discussion, focused small group work, and student presentations will be used to determine that the reading and lecture have made the ideas at issue clear. A participatory classroom will also enable the students and professor to recognize the range of student perspectives on the argument being presented. Pre-class writing assignments are crucial. The readings present very complex ideas in a compressed way, and to capture the detail of the author’s claims students will post (to a class blog) commentary in response to questions about the readings. There are also larger writing assignments (two papers), as the views students develop in response to the readings should be nuanced enough to require being communicated in pages of careful writing. Class discussion will not leave students enough time to express their full take, but the papers give students the chance to explain where they stand in relation to the arguments they have learned and in relation to an ethical issue of their choosing.
Course Objectives: 

a) To familiarize students with the main approaches to ethics developed by ethical theorists 
b) To encourage students to critically engage with the conclusions of ethicists 
c) For students to develop and defend their own ideas on matters of ethical concern in modern living

Through this course students will assess their readiness for college-level work. They will also demonstrate the following critical skill competencies: 

- Communication 
- Problem-Solving 
- Ethical Decision-Making

Learning Experience: 

Lecture, focused small group discussion, group assignments, individual presentations, paper drafts, papers, regular commentary to class blog.

Terminal Behavior: 

1. The student will recognize the terms and concepts developed by ethical theorists and be able to describe and apply the three main approaches in ethical theory.

2. The student will be able to give a critical response to an academic paper on ethics.

3. The student will be capable of defending her own view in writing against objections from various theoretical positions on ethics.

Course Outline: 

Ethical issues studied include: 

1. Abortion 
2. Respect for the environment 
3. Animal welfare 
4. Humanitarian aid 
5. Human rights 
6. Integrity 
7. Business ethics 
8. Medical ethics

Partial list of student responsibilities: 

1. Assigned readings 
2. Participation in focused small group discussion and group assignments 
3. Provide commentary to class blog on each new class reading
4. Develop two longer written responses to class topics

Grading:
20% First paper, a critical analysis of an assigned reading
20% Second paper, a critical analysis of a modern ethical issue
20% Midterm exam/s
10% Class participation including commentary to class blog
10% Class presentations (group and individual)
20% Final exam

Schedule

1) Virtue Ethics
The longest-lived approach to ethics is virtue ethics. The first reading is by a prominent contemporary virtue ethicist who applies a neo-Aristotelian approach to modern ethical issues. Virtue ethics offers a nuanced approach to the ethics of abortion, one that considers the responsibility of the parents rather than focusing on the metaphysical status of the fetus. The author explains why other ethical approaches are inferior to her own. The strengths and weaknesses of virtue ethics are on display in this reading (one strength is that the approach tends to mollify both sides of the abortion debate). Students will be able to learn about virtue ethics and its rival approaches through this article. As with all the readings, they will be asked to critically assess the claims of the article.

http://www.jstor.org/stable/2265432

In class: student presentation on the four main claims of Hursthouse’s.

Out of class: assigned questions
How does Hursthouse’s Aristotelian approach side step the issue of whether a fetus is a person or not?
Do you think Hursthouse’s approach might appeal to both sides of the debate about abortion? Why or why not?

2) Kantian Ethics
What can we expect of ourselves? Kantian ethics is often characterized in a harsh and unrealistic way by critics. In this reading a Kantian scholar demonstrates the insights of a Kantian approach to ethics by applying it to our regard for nature. What does it mean if we fail to respect nature? It means we have, as Hill carefully explains, failed to respect ourselves.

“Ideals of Human Excellence and Preserving Natural Environments,” Tom Hill, Jr., Environmental Ethics 5 (3) 1983, pp. 211-224
http://www.umweltethik.at/download.php?id=403
In class: student presentation on the four requirements for the virtue of proper self-regard, according to Hill.

In class small group assignment: Can you come up with other examples of common behavior that demonstrates a failure of self-understand or proper self-regard?

Out of class: assigned questions
Would it be easy to develop policy on the basis of Hill’s findings?
How is Hill’s approach different from Hursthouse’s?
What are the downsides to this approach?

3) Consequentialism
The most used ethical approach in policy development is consequentialism. The second reading is by consequentialist (and Utilitarian) Peter Singer. He explains and motivates the approach, and in this first reading by him, he applies the thought to the issue of animal welfare. This article is not likely to be one with which students agree, and Singer’s plain manner of putting forward his reasoning is a useful prompt for students, who will be asked to develop their best rejoinder to the claims in the reading.

In class: student presentation on the reasons Singer has for rejecting talk about the “inherent dignity” of humankind.

In class small group assignment: Is eating meat justified, when vegetarian options abound? Make your best case.

Out of class: assigned questions
What would a virtue ethicist like Hursthouse have to say about animal welfare?
How does Singer’s method differ from Hill’s approach?
What advantages does consequentialism, as an approach, have over virtue ethics and Kantian ethics?

http://www.animal-rights-library.com/texts-m/singer02.htm

4) Criticism of Singer’s consequentialist claims
Rosalind Hursthouse offers explanations for why Singer’s arguments on both vegetarianism and the use of animals in medical research are invalid.


In class: student presentation on “indirect utilitarianism” and possible equivocations in Singer’s presentation.

Out of class: assigned questions
What is Hursthouse’s case against Singer? Do you agree with it? If so, does this mean virtue ethics, as an approach, might be a better way to determine the obligations we have to animals? If not, why not?

Next topic: Must all consequentialists regard all species as equal, when it comes to the relevance of their suffering? What might another consequentialist say in criticism of Singer? How might human dignity maintain a special role in our ethical concerns?


Out of class: assigned question
Schmidtz accuses Singer of what logical error? Is Schmidtz correct?
What can we learn about the varieties of consequentialist approaches from the examples of Singer’s and Schmidtz’s articles?

5) Humanitarian aid
What would consequentialism have to say about the needs of humans?
Peter Singer explain on our direct obligations to the poor on a consequentialist account.
What would the argument be from a virtue ethicist or a Kantian about our obligations to the poor?

http://www.utilitarian.net/singer/bv/1972----.htm

In class small group assignments: 1) Why don’t we give more to the poor?
2) How do you think Tom Hill or Rosalind Hursthouse would respond to Singer’s claims? Represent their response to Singer as best you can.

Out of class: assigned questions
1) Offer a critical assessment of Singer’s claims, while making sure to represent them accurately.
2) What would the argument be from a virtue ethicist or a Kantian about our obligations to the poor?

6) Issues of justice
What do people deserve? John Rawls, the most influential political philosopher of the 20th century, rejected the consequentialist approach. He developed a framework that other philosophers have continued to use. One such is Martha Nussbaum. In this reading she explains Rawls approach and puts it in historical context. How does she argue for what the poor deserve?

Out of class: assigned questions
How does Nussbaum’s approach compare to consequentialism?
Is Nussbaum using a virtue ethics approach?
How could Nussbaum’s approach be applied to animals?

Midterm exam.
First paper: Write a critical analysis of one of our assigned readings. Accurately represent and identify the particular claims with which you have concerns. Present your concerns as part of a philosophical argument. Use examples and counter-examples in making your case. Make use of the technical terminology invoked by the original author.

7) The views in practice
Can we envision lives being guided by these different ethical approaches?
Herman Melville does this in his novel Billy Budd. Students will read the novel and determine which ethical theory best matches the view of the main characters: John Claggart and Billy Budd.

Out of class: assigned questions
What is the right role for rules in morality?
Is Claggart a fair representation of Aristotle’s ethic (as represented by Hursthouse)?

Group presentation: What of other lives that can be explained by a commitment to an ethical approach? Group should identify a life that seems to represent a particular ethical view (whether or of the ethical theories studied or not). Present the evidence to the class.

8) The ethics of business
Business ethics, as a field, often uses a methodology that differs from the approaches we’ve seen so far. Rather than applying a developed ethical theory, business ethicists often use a “case based” approach. In this reading by David Holley, students will be able to assess this method of drawing conclusions about ethical behavior.

http://www.jstor.org/stable/27799881

In class: student presentation on the guidelines for ethical sales practices offered by Holley.

In class small group assignment: What types of sales would be ruled out by Holley? How would a waiter operate, if following Holley’s guidelines? What other types of sales practices would be deemed unethical?

Out of class: assigned questions
For Holley there are 3 conditions of voluntary exchange: knowledge, noncompulsion, rational judgment. His “framework” determines what is an ideal and also what is an acceptable exchange, and the above conditions can be met to various degrees.
Answer: What does the knowledge have to be like, and where does it have to come from? What is it to be truly voluntary? What is it to be acting like a reasonable person?

Next topic: This reading on whistle blowing includes description of the various ethical approaches taken to the topic of whistleblowing in the literature on business ethics. Martin demonstrates how none of these approaches manage to recognize the cost to whistleblowers. Is this mistake easy to make when writing on ethics? Would a virtue ethics approach (like that Martin takes) solve this problem? What is the purpose of academic work on issues like ethics in business?

In class small group assignment: (a) ethically assess the following cases of whistleblowing in the way you deem best. (b) Which ethical theory best explains what is ethical in these case?

1972 Dan Applegate and the Corvair; Frank Camps, the designer for Pinto; Roger Boisjoly and other engineers working for NASA


9) Ethics and Medicine

Some issues in medicine are so complex that philosophical analysis alone, aside from ethical theorizing, brings benefits. This is made clear in the following article that considers, from a philosophical perspective two issues in the scientific literature: the disease classification of addiction and the claim that addictive behaviour is compulsive.


Aristotle, Book Three, Nicomachean Ethics

Group presentations: If we apply an ethical framework to Bennett Foddy’s article, what conclusions do the various approaches to ethics we studied bring us? Choose of the following, and present your answer to the class:
What would Aristotle have to say about addiction, given his analysis of responsibility and blame?
What would Tom Hill have to say about addiction?
Would Peter Singer support policies to help addicts?

Next topic: If looking to addiction helps us to determine a framework for attributing responsibility, how might this apply to the case of involuntary treatment of the mentally ill?

Out of class assignment: Should the mentally ill be treated if they fail to give consent? Give your reasons as clearly as possible. Make reference to the views we’ve learned in class.

Final paper: Do an ethical assessment of a modern ethical issue of your choosing (or one we have studied in class).
Either bring conceptual clarity to an issue on which there is already sufficient data (like Foddy has) or apply an ethical theory to an issue to bring about normative recommendations (like Singer and Hursthouse have) or analyze an issue in order to make some discovery about ethics itself (like Martin has).

The final exam will cover all of the material studied in the course, including the critical assessments of the readings presented in class.

Recap of critical skill competences:
➢ Communication, through class presentations, written commentary, group discussion.
➢ Problem-Solving, through class presentations, written commentary, group discussion, and the two papers: applying ethical theory or alternative approaches to new ethical issues in modern living.
➢ Ethical Decision-Making, through mastery of the readings, which model ethical decision-making; through the written assignments which require justifying a particular ethical analysis against learned objections and alternatives.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Lynne Ford/ Todd Grantham  Email: FordL@cofc.edu; granthamt@cofc.edu
Phone: 953-6531  Department or Program Name: Bachelor of Professional Studies

Course Prefix, Number, and Title: PRST 301: Science, Technology and Society

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

<table>
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<td>□ Change Credits/Contact hours</td>
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<td>□ Prerequisite Change</td>
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<td>□ Edit Description</td>
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</tr>
</tbody>
</table>

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Spring 2013 or Fall 2013

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

This course has been designed for students enrolled in the adult degree completion program, the Bachelor of Professional Studies. Students are required to complete four common seminars in the liberal arts. PRST 301 is one of the four required seminars.

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

a) X ☐ Yes  □ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

This form accompanies a NEW PROGRAM FORM and therefore no degree change form has been submitted.

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

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<tbody>
<tr>
<td></td>
<td></td>
<td>4 hours</td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours 4 credits

Is this course repeatable? □ yes X no  If so, how many credit hours may the student earn in this course?
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses: if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

No overlap—this course is designed specifically for this program.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

Costs associated with this course are included in the full proposal for the new degree.
IX. APPROVAL AND SIGNATURES

1. Signature of Provost:

   [Signature]
   Date: 2/7/12

2. Signature of Academic Dean (s):

   [Signature]
   Date: 2/7/12
   Dean, School of the Arts

   [Signature]
   Date: 2/7/12
   Dean, School of Business

   [Signature]
   Date: 2/7/12
   Dean, School of Education, Health and Human Performance

   [Signature]
   Date: 2/7/12
   Dean, School of Humanities and Social Sciences

   [Signature]
   Date: 2/7/12
   Dean, School of Languages, Cultures and World Affairs

   [Signature]
   Date: 2/7/12
   Dean, School of Math and Sciences

3. Signature of Curriculum Committee Chair:

   [Signature]
   Date:

4. Signature of Budget Committee Chair:

   [Signature]
   Date:

5. Signature of Academic Planning Committee Chair:

   [Signature]
   Date:

6. Signature of Faculty Senate Secretary:

   [Signature]
   Date:

   Date Approved by Faculty Senate:

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
PRST 301: Science, Technology, and Society
(Example syllabus created by Professor Todd Grantham)

Increasingly, social change seems to be driven by technological change. This course aims to help the student understand and critically reflect on these technological changes. More specifically, this course introduces tools for thinking critically about the role of science and technology in contemporary society and then asks students to apply these skills to three contemporary areas of technological change — genetic engineering, the energy crisis, and the role of the internet in democratic societies.

General Learning Goals: In this course, you will
- come to understand a wide variety of perspectives on technology and its role in our society,
- build on existing knowledge of science and the role of scientific discovery in society,
- improve your ability to communicate (orally and in writing) about complex ethical issues, and
- improve your ability to gather information about and critically reflect on technological change.

Specific Learning Outcomes: Students who successfully complete this course will
- explain different perspectives on technological change (e.g., Luddism, appropriate technology) and different approaches for assessing technologies (e.g., ethical critiques, cost-benefit analysis, precautionary principle).
- demonstrate the ability to apply these concepts and methods to new examples (e.g., through essay exams, oral presentation, and term paper).
- demonstrate the ability to gather information about one emerging technology and to engage in thoughtful assessment of that technology, using the tools developed in this course (in the term paper).

Texts: Available in the bookstore. Other essays will be available through the course OAKS page.

Requirements:
20% Reading Quizzes. Weekly quizzes on the week’s reading. Either delivered electronically (via OAKS) or completed in class. Questions will be a mix of objective (True/False, multiple choice) and short essay questions. I'll drop the lowest quiz grades before averaging.

40% Midterm and Final Exam (20% each). Each exam will ask you to analyze and integrate the material we have discussed. The final is not cumulative. I’ll produce study guides to help you prepare for these exams.

25% Term Paper. A traditional 6-7 page research paper on a topic of the student’s own choosing, though the topic must be approved by the instructor. (See sample assignment sheet)

10% Oral Presentation. Students will be assigned to a group based on their preferences. Each group will be responsible for presenting one reading to the class. Eligible topics marked by ** on course outline. (See Sample Rubric)
5% Participation. Grading scheme as follows: 5 = Excellent participation; always prepared; exhibits leadership in class discussion. 4 = Good participation; student almost always well-prepared; contributes regularly in class discussion. 3 = acceptable participation; student is generally prepared, but only participates when called upon. 0-2 = poor participation. Student is often poorly prepared for class.

Policies:
1. CONTACTING ME. I like e-mail and find it a convenient way to handle small questions. I respond quickly to e-mail during the week, but may only check e-mail once during the weekend. I am in my office nearly every day of the week and am always happy to meet with students. Feel free to stop by. If you can’t make it during my office hours, we can arrange another time to meet.

2. GRADING. Grades will be based on the following scale: A = 93+, A- = 90-92, B+ = 87-89, B = 83-86, B- = 80-82, C+ = 77-79, C = 73-76, C- = 70-72, D+ = 67-69, D = 63-66, D- = 60-62, F < 60.

3. ATTENDANCE. Roll will be taken daily and unexcused absences will lower your grade. If you need to miss a class because of a family emergency or illness please notify me in writing (e-mail is best) and I will let you know if the absence is excused. You may miss 3 class periods with no penalty. Missing more classes will lower your quiz grade: 4-6 unexcused absences = 1/3 letter grade (e.g., B to B-). 7-9 absences = one letter grade, 10-12 absences = two letter grades, and 12 unexcused absences is grounds for failing the course. If you need to miss several classes because of a personal or health emergency, you can also notify the Dean of Students, who will confirm your documentation and notify all of your professors. The office is located at 67 George Street (white house next to Stern Center). Alternatively, you can get the forms online at http://www.cofc.edu/studentaffairs/general_info/absence and fax them to 953-2290.

4. DISABILITIES. If you have a disability registered with the College and need accommodation, please contact me as soon as possible.

5. CLASSROOM BEHAVIOR. I have carefully planned the course. I will do my best to create a positive classroom environment. I strive to provide constructive and timely feedback and will generally return written work within a week. In return, I expect each of you to be committed to this course. In particular,
   • I expect your attendance at each class. You are responsible for all material presented in class.
   • I plan to begin and end on-time. I expect you to arrive on time and stay until class is dismissed.
   • I prepare carefully for each class and expect the same of you. Read the assigned material carefully before coming to class and bring the assigned texts to class.
   • I expect you to participate in the class discussion. This course aims to enrich your understanding of different perspectives on technology and to improve your ability to articulate your own moral judgments. Class discussion is essential to achieving these goals.
   • I expect common courtesy and respect, shown to me as well as to other students. We are a class; I expect us to work together in constructive ways.

6. HONOR CODE. I expect you to be familiar with and to abide by the College’s Honor Code. Plagiarism and cheating will not be tolerated. (See the last page for more detail.)
Course Outline

I: Introduction.
1. Overview: “Children of Invention” (SET)

II: Conceptualizing Technology. According to Plato, we can’t answer some of the big questions without defining our terms (e.g., we can’t determine whether virtue is teachable unless we know what virtue is). Similarly, we can’t answer the hard questions about the social impact of technology unless we clarify the concept of technology.
4. Dusek, “What is Technology?” [Surveys several different definitions of technology]
7. Relation of Science and Tech: Voti, “Scientific Knowledge and Technological Advance”

III: Perspectives on Technology. This unit offers several different perspectives on technology.
   The “optimists” are confident that technological change generally benefits society; Luddites (pessimists) disagree. In contrast, advocates of “appropriate technology” assess technologies case-by-case, examining how to make technologies that better fit with our values. We will probe these perspectives with several case studies.
8. Technological Optimism: Mesthene, “The Role of Technology in Society”
9. Luddism: Sale Rebels against the Future (Preface, Ch. 8)
10. Appropriate Technology: Drengson, “Four Philosophies of Technology”
11. Winner, “Reverse Adaptation and Control”
12. Technological momentum – Thomas P. Hughes
17.* Wajcman: “Reproductive Technologies: Delivered into Men’s Hands”

IV: Evaluating Technology. This unit introduces several ways of critically evaluating technology: cost-benefit analysis, ethical analysis, the precautionary principle, and the concept of sustainability.
20. Ethical Assessment: Boylan and Brown, ch’s 1 & 2
23. con’t
24. Social/Political evaluation: Winner, “Technologies as forms of life”
25. Midterm Exam
V. Case Studies: (Days marked with ** are available for student presentation)

A. Genetic Engineering (Readings from B&B)

26. Biological Basics (ch. 4)
27. Genetic Therapy: ch's 3 and 6
28.* Genetic Testing (Ch. 8)
29.* Somatic Gene Therapy (ch. 9)
30.* Cloning (ch. 10)
31. General Discussion

B. Energy. (Readings from Oil and The Future of Energy).

32. Socolow and Pacala “A plan to keep carbon in Check”
33.* Nuclear Power: Hannum et a. “Smarter Use of Nuclear Waste”
34.* Carbon Capture and Sequestration (pp. 34-51).
35.* Renewables: Solar and Wind (pp. 193-210)
36.* Hydrogen Fuel Cells (124-31; 140-6)
37. General Discussion

C. Computers & Internet

38.* Does the Internet undermine democracy? (Sunstein, Republic.com 2.0, chapter 3)
40.* Do video gaming cause violence? Make us Smarter?
41. Last Day of Class/Review/Conclusions.

Final exam

College of Charleston Honor Code and Academic Integrity

Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student’s actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed by both the instructor and the student, will be forwarded to the Dean of Students and placed in the student’s file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student’s transcript for two years after which the student may petition for the X to be expunged. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration—working together without permission—is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information stored on a cell phone), copying from others’ exams, fabricating data, and giving unauthorized assistance. Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.
Students can find the complete Honor Code and all related processes in the *Student Handbook* at [http://www.cofc.edu/generaldocuments/handbook.pdf](http://www.cofc.edu/generaldocuments/handbook.pdf)
Oral Presentation Rubric
"Science, Technology, and Society"

Assignment: Your assignment is to provide an effective introduction of this essay which will be the basis for a good class discussion. The group has 20 minutes; each group member should be responsible for presenting some of the material. Specifically, you need to (1) outline the main ideas/arguments presented by the author(s), and (2) raise at least one **important** question about (challenge to) the essay. This question should demonstrate a strong critical understanding of the essay. The first 3 rows are group grades; the 4th is based on your individual performance.

<table>
<thead>
<tr>
<th></th>
<th>Excellent/very good</th>
<th>Good</th>
<th>Adequate</th>
<th>Poor</th>
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</thead>
<tbody>
<tr>
<td><strong>Explanation of the Essay</strong></td>
<td>Each speaker shows mastery of the essay being presented. Accurate in nearly every detail; detailed, but not lost in the details.</td>
<td>Group clearly communicates the main ideas of the essay, but does not rise to the &quot;excellent&quot; standard (minor confusions, omitting some significant details, etc.)</td>
<td>Group clearly communicates some of the main ideas of the essay, but also makes significant errors in interpreting the essay.</td>
<td>Group does not effectively communicate the central ideas in the essay. Multiple factual confusions or major omissions.</td>
</tr>
<tr>
<td><strong>Ability to answer questions</strong></td>
<td>Answers demonstrate strong command of the essay; clear and concise answers to factual questions; group leads the class in exploring deeper questions.</td>
<td>Answers to factual questions are accurate but not as precise or full as the &quot;excellent&quot; answer; only minor confusions.</td>
<td>Most answers are accurate, but some answers reveal significant confusions.</td>
<td>Often unable to provide clear answers to even basic questions.</td>
</tr>
<tr>
<td><strong>Question</strong></td>
<td>Clearly and forcefully raises a question of central importance in assessing the essay.</td>
<td>Raises an important question, but less clearly or forcefully than the &quot;excellent&quot; question.</td>
<td>There's an important question lurking somewhere in there.</td>
<td>The question raised is merely a question of detail.</td>
</tr>
<tr>
<td><strong>Quality of Delivery</strong></td>
<td>Meets &quot;good&quot; standard, plus speaker seems at ease; poised (good eye-contact, no distracting mannerisms); delivery is smooth (no &quot;uhms&quot;).</td>
<td>Diction is clear; volume and pace appropriate; no uncomfortably long pauses; only brief or minimal signs of nervousness.</td>
<td>Problems in delivery, but they don't interfere much in understanding the content (e.g., signs of nervousness, occasionally goes too fast or too slow).</td>
<td>Quality of delivery makes it hard to follow content (e.g., repeated mumbling; presentation is so rushed that it is hard to follow, very long pauses).</td>
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</table>

Comments:
BPS 301: Science, Technology and Society
Term Paper Assignment

Your assignment is to write a 6-7 page paper on a topic directly related to some of the readings in this course. [The requirement that you relate your topic to the course readings is fairly easy to satisfy. If you assess a technology or discuss whether the technology is “appropriate” or “sustainable”, then you will have satisfied this requirement.] The paper should be an argumentative or persuasive essay – not simply a summary of the current state of a technology. Thus, you’ll need to offer a thesis (e.g., hybrid cars are more appropriate than current gasoline cars; we should not drill for oil off the SC coast; genetic engineering of soybeans is morally acceptable, but GMOs in food should be labeled) and defend this thesis with good reasons. In defending your thesis, be sure to consider how others might object to your thesis and respond explicitly to possible objections. In general, you’ll be more successful if you offer a really good defense of a narrow thesis than if you offer a weak defense of a really ambitious thesis.

1. Length. The paper should be 6-7 pages (1600-2100 word). Use 12 point font and 1" margins.

3. References. Your research should include at least two non-electronic sources. [Note: electronic copies of journals are fine; what I will not count are materials found only on the web.]

4. Citing sources. I expect you to be familiar with and to abide by the College’s Honor Code, including the provisions regarding plagiarism. Be sure to properly document the sources you use.

- When citing course material, full bibliographic citation is not necessary. Simply use the author’s last name and page number to document specific factual claims and/or quotations. EX: Roughly 38% of all soy produced in the US in 1998 was genetically engineered (Fox, p. 131).

- For non-course material, you need to provide full documentation. I don’t care what format you use – use footnotes or any standard bibliographic format. But I do care that you provide complete information. The point of documenting sources is two-fold. First, it is to be intellectually honest – to acknowledge that you are relying on the work of others. Second, it allows your reader to consult the source. If the information is not complete, then I can’t check it (e.g., to see if you’re quoting out of context or mis-interpreting the essay). Pay particular attention to citing web-based sources so that I can actually find the material to which you are referring.

- Double-dipping. You are welcome to write on a topic that is related to a paper you are writing (or have written) for another course. Nonetheless, I expect you to do a reasonable amount of work to produce a paper which is new (in some respects) for this course. If you want to build on a paper for another course, please speak to me in advance.

Tutoring Service. The College provides a free Writing lab with peer tutoring (in the Addlestone Library).
Possible Paper Topics

This list is intended to stimulate your thinking, not limit it. Feel free to suggest your own idea. To make your paper do-able, I’d suggest that you focus on one or two main arguments for or against a technology rather than trying to address the topic more generally. For example, it is better to and carefully assess one or two objections to cloning rather than trying to defend cloning against many different objections.

1. Biotechnology. Should genetically engineered foods be more carefully regulated? Should they be more carefully labeled? Are there any significant ethical worries about medical uses of genetic engineering (either germ cell or somatic cell)? Might some types of cloning be ethically permissible?

2. Computers. Do current internet practices undermine important rights (e.g., copyrights, privacy)? Is the development of the internet likely to strengthen or weaken democracy? What are the psychological and social effects of using computers? How does playing computer games (or watching TV!) affect children? Some people take on alternative identities in cyberspace. Is this psychologically harmful? Has electronic communication changed the way we interact with one another?

3. Human Health. Why are the rates of cesarean section so much higher in the United States than in Europe? Is a “high tech” birth preferable to a “natural” birth? What do the latest data show about the safety of breast implants? Does the FDA need to do more to ensure the safety of drugs once they’re on the market?

4. Environmental/Energy Issues. What would happen to Charleston if, as some predict, global warming causes the seas to rise? What is the best approach for minimizing mercury pollution in our fish & rivers? Are we overfishing the oceans? Charleston County is currently re-thinking how we dispose of trash: Is it better to incinerate garbage or haul it to a landfill? (You could actually do a cost/benefit analysis of this issue.) Should “mountain topping” (a form of coal mining) be allowed? What alternative energy sources seem most promising? Are there specific automotive technologies that promise to increase efficiency and/or reduce pollution?

5. Miscellaneous. I’ve seen good papers on new technologies in arts, music, and sports. For example, some authors argue that the introduction of helmets has, paradoxically, led to more serious injuries in pro football. Is that true? The introduction of racquets with larger heads has led to more power in tennis, but has it really improved the game?
<table>
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<tr>
<th>Term Paper Grading Rubric</th>
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<tr>
<td>GRADE:--------------------</td>
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<tr>
<td>Each area is graded E (excellent), VG (very good), G (Good), A (Adequate), or not-A (not adequate)</td>
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### A. Quality of Writing (overall) |

<table>
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<tr>
<th>1. Organization (paragraphing, flow)</th>
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<th>2. Mechanics (Grammar, spelling, punctuation)</th>
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<th>3. Expression (clarity, voice, style)</th>
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### B. Content (overall) |

<table>
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<tr>
<th>1. Thesis (clear, consistent, original)</th>
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<th>2. Thesis supported by cogent arguments</th>
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<th>3. Recognizes and responds to important objections</th>
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### C. Research and Documentation |

<table>
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<th>1. Research (accurate, thorough, balanced)</th>
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<table>
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<th>2. Documentation (full bibliographic info, consistent format, quotations, etc.)</th>
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### D. Additional Comments.
### Grading Standards

<table>
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<tr>
<th>Letter Grade</th>
<th>Characteristics</th>
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<tbody>
<tr>
<td>A</td>
<td>The paper is well-written — it is grammatically nearly perfect and is a pleasure to read. It is well-organized, stays on topic, and is appropriately documented. The paper is accurate in nearly every detail. The thesis is clearly stated at the beginning of the paper and is supported with forceful arguments. The argument(s) and/or evidence support the conclusion as strongly as can be expected given the limits on length. The author is aware of other points of view — particularly potential objections to her thesis — and explains why those objections fail. The arguments show some personal insight or originality, going beyond the arguments discussed in class.</td>
</tr>
<tr>
<td>B</td>
<td>A solid and well-reasoned paper, but falls short of the “A” standard given above. Overall, it is less well-crafted. The paper is effectively written, but may contain several minor grammatical errors and/or minor inaccuracies. The “B” paper is well-argued: it makes important, sensible points and offers good reasons to support those claims. But the B paper does not defend these points as effectively as the A paper (e.g., the arguments are less detailed and/or less sophisticated).</td>
</tr>
<tr>
<td>C</td>
<td>An adequate paper. The paper suffers from one or two major weaknesses in writing (e.g., repeated or serious grammatical errors), content (e.g., mis-represents the views of an author in an important way), or argumentation (e.g., fails to address an important objection to the thesis being defended). Despite these significant problems, the paper displays an adequate understanding of the central philosophical issues under discussion.</td>
</tr>
<tr>
<td>D</td>
<td>Barely acceptable. The paper represents a passing effort, but is not “adequate”; it contains several major weaknesses (see examples above) or is fundamentally flawed (e.g., does not display an adequate understanding of the issues being discussed; fails to provide evidence to support the thesis; fails to show awareness of alternative positions).</td>
</tr>
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1When I say the arguments are forceful, I do not mean that the conclusion is “extreme.” You can provide forceful arguments — very persuasive, thoughtful, arguments — for moderate, sensible positions. One might even provide a forceful argument to support the conclusion that, at present, we cannot resolve the issue!
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog: include prerequisites, co-requisites, and other restrictions.

This seminar examines how advances in science and technology affect society. Students will assess the roles and responsibilities of citizens, business leaders, and government policy makers in assessing developments in science and technology. Students will analyze emerging technologies and their impact on society.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

This course has been designed for students enrolled in the adult degree completion program, the Bachelor of Professional Studies. Students are required to complete four common seminars in the liberal arts. PRST 301 is one of the four required seminars.

This course is designed to reinforce skills in analytical and critical thinking, to assist students in developing critical perspectives on the role of science and technology in modern society, to emphasis effective oral and written communication, and to promote ethical decision-making in the area of science and technology.

The four common liberal arts seminars were designed to advance the knowledge, skills and dispositions identified as essential learning in the liberal arts (AAC&U) and identified by employers as priorities for a college education (Peter Hart Research Associates, 2006).

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often?</td>
</tr>
<tr>
<td>1. Explain different perspectives on technological change (e.g., Luddism, appropriate technology) and different approaches for assessing technologies</td>
<td>Assessed through performance on exams, in-class participation and papers written for the course.</td>
</tr>
<tr>
<td>2. Demonstrate the ability to apply these concepts and methods to new examples.</td>
<td>Assessed through performance essay exams, oral presentation (rubric included), and term paper.</td>
</tr>
<tr>
<td>3. Demonstrate the ability to gather information about one emerging technology and to engage in thoughtful assessment of that technology, using the tools developed in this course.</td>
<td>Assessed with term paper assigned in the course.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

The four required seminars are designed to introduce and reinforce essential learning outcomes. The skills will be developed further through courses in the Tracks. A required capstone course will offer all students a way to demonstrate mastery of the relevant content, skills and dispositions.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Lynne Ford/Kristi Brian  Email: fordL@cofc.edu; briankJ@cofc.edu

Phone: 953-6531  Department or Program Name: Bachelor of Professional Studies

Course Prefix, Number, and Title: PRST 302: Diversity in the Workplace

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

☐ New Course (attach syllabus)

CHANGE COURSE

☐ Change Number
☐ Change Title
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

DELETE COURSE

☐ Re-activate Course
☐ Delete Course

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Spring 2013 or Fall 2013

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

This course has been designed for students enrolled in the adult degree completion program, the Bachelor of Professional Studies. Students are required to complete four common seminars in the liberal arts. PRST 302 is one of the four required seminars.

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

a) ☐ Yes  ☐ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

This form accompanies a NEW PROGRAM FORM and therefore no degree change form has been submitted.

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours  

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>4 hours</td>
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</tbody>
</table>

B. Credit Hours  

4 credits

Is this course repeatable? ☐ yes  ☐ no  If so, how many credit hours may the student earn in this course?
How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?

The four required seminars are designed to introduce and reinforce essential learning outcomes. The skills will be developed further through courses in the Tracks. A required capstone course will offer all students a way to demonstrate mastery of the relevant content, skills, and dispositions. For this seminar, please refer to p 6 of the syllabus “Description of Course Assignments and In-Class Exercises” for outcome/assignment alignment.

VIII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

No overlap—this course is designed specifically for this program.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

Costs associated with this course are included in the full proposal for the new degree.
IX. APPROVAL AND SIGNATURES

1. Signature of Provost:
   [Signature] Date: 2/7/12

2. Signature of Academic Dean(s):
   Dean, School of the Arts
   [Signature] Date: 2/7/12
   Dean, School of Business
   [Signature] Date: 2/7/12
   Dean, School of Education, Health and Human Performance
   [Signature] Date: 2/7/12
   Dean, School of Humanities and Social Sciences
   [Signature] Date: 2/7/12
   Dean, School of Languages, Cultures and World Affairs
   [Signature] Date: 2/7/12

3. Signature of Curriculum Committee Chair:
   [Signature] Date:

4. Signature of Budget Committee Chair:
   [Signature] Date:

5. Signature of Academic Planning Committee Chair:
   [Signature] Date:

6. Signature of Faculty Senate Secretary:
   [Signature] Date:

Date Approved by Faculty Senate: ____________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
College of Charleston
Bachelor of Professional Studies

PRST 302: Diversity in the Workplace
Course Outline developed by Dr. Kristi Brian

Course Description
This course analyzes individual, societal and organizational dynamics related to 21st century workplace diversity. This includes issues of workplace discrimination and access. Students will understand and recognize the importance of issues of diversity in the 21st century; demonstrate understanding of differing axes of diversity (racial, ethnic, religious, gender); and analyze complex individual/societal/global workforce issues.

Course Objectives
• To promote intercultural knowledge and competence
• To develop a basic knowledge of the historical and existing social forces of oppression identified primarily through the methodologies of the social sciences and humanities.
• To cultivate skills that will aid students in their navigation of workplace dynamics pertaining especially to issues of diversity and fairness.
• To offer, through the lens of gender and critical social theory, a framework to understand the ever-changing and connected effects of sexism, racism, homophobia, and all other forms of bigotry.
• To provide a “transformational space” in which students can confront their own prejudices and misconceptions, and experience growth through intergroup communication exercises, writing assignments and reading.
• To empower students to become “diversity leaders” in their workplaces and communities and to ensure that they are prepared to confidently confront injustices based on inequality.

Required Texts
• Several other readings (in pdf format) will be posted to the Oaks online learning system.

Grading
Attendance & Participation: 10%
Quizzes: 15%
Writing Exercises: 25%
• Social Location & Employee Positionality
• Workplace Interviews & Analysis
• Group Investigation & Presentation
Exam 1: 25%
Exam 2: 25%
Course Outline & Schedule

**WEEK 1: INTRODUCTIONS AND SOCIAL LOCATION**
During the first week of class students will be introduced to the course objectives and will explore concepts related to social identities and social forces of inequality constructed through hierarchies of race, class, gender, sexuality, religion and disability. The instructor will explain the value of applying multicultural, interdisciplinary and intersectional approaches to the study of diversity, power, and privilege in global contexts.

**In-class Exercise: Common Ground (see description below)**
**Required Reading:**
- Domination and Subordination - Jean Baker Miller (Reader #11 sec. I)
- Oppression - Marilyn Frye (Reader #5 sec. II)
- Defining Racism: “Can We Talk?” - Beverley Daniels Tatum (Reader #1 sec II)
- Age, Race, Class, and Sex: Women Redefining Difference - Audre Lorde (Reader #1 sec. IX)
- Feminism: A Transformational Politic - bell hooks (Reader #2 sec. IX)

**WEEK 2: WHITE PRIVILEGE & STRUCTURAL RACISM**
In weeks 2 and 3 students will explore the historical roots of structural racism in the United States and consider the various forms of white privilege that continue to shape wealth disparities and racialized misunderstandings today. Topics will include the invisibility of whiteness, conferred dominance through whiteness, racial profiling, and the persistence of racialized inequality in the legal system. We will investigate the limits to occupational and economic growth for people of color who have experienced institutionalized discrimination and segregation. We will begin to understand structural racism in terms of how it intersects with other mechanisms of social stratification. The instructor will also explain the anthropological evidence used to invalidate “race” as a biological concept and to prove that racism is an existing social construct developed in part through the misuse of pseudo-scientific theories.

**In-Class Exercise: Gallery Walk (see description below)**
**Quiz 1**
**Required Reading:**
- Racial Formations - Michael Omi and Howard Winant (Reader #1 sec I)
- Indian Tribes: A Continuing Quest for Survival - U.S. Commission on Human Rights (Reader #1 sec VII)
- An Act for the Better Ordering and Governing of Negroes and Slaves, South Carolina, 1712 (Reader #2 sec VII)
- The Black Codes - W.E.B. Du Bois (Reader #11 sec VII)

**WEEK 3 WHITE PRIVILEGE & STRUCTURAL RACISM (CONTINUED)**
**Required Reading:**
- White Privilege: Unpacking the Invisible Knapsack - Peggy McIntosh (Reader #8 sec II)
- How Jews Became White - Karen Brodkin (Reader #4 sec I)
- Smells Like Racism - Rita Chaudhry Sethi (Reader #4 sec II)
- Masked Racism: Reflections on the Prison Industrial Complex - Angela Davis (Reading #10 sec
WEEK 4: AFFIRMATIVE ACTION
Lessons in this section will address the origins of and the ongoing debates around Equal Opportunity Employment as legislated through the 1965 and 1968 anti-discrimination Executive Orders. This section will include discussions on “reverse racism,” averting racism, internalized racism, and “colorblind” approaches to racism and inequality.

Writing Exercise #1 Due
Required Reading:
- White Identity and Affirmative Action: “I’m in favor of affirmative action except when it comes to my jobs” by Beverly Tatum in Why are all the Black Kids Sitting Together in the Cafeteria (Ch. 7). 2003. Perseus Books.
- Color-Blind Racism - Eduardo Bonilla-Silva (Reader #2 sec II)
- This Person Doesn’t Sound White - Ziba Kashef (Reader #9 sec VI)
- The Myth of the Model Minority - Noy Thrupkaew (Reader #7 sec III)
Video: NPR Debate on Affirmative Action

WEEK 5: GENDER AT WORK
Students will consider the gender wage gap nationally and internationally. After an explanation of the social construction of gender, the lessons will address concepts such as the glass ceiling, institutionalized sexism, the feminization of poverty, welfare to work, women on the global assembly line and transnational domestic labor. Students will also observe and analyze gendered dynamics of language that influence workplace communication.

Required Reading:
- “Night to His Day”: The Social Construction of Gender - Judith Lorber (Reader #5 sec I)
- Patriarchy - Allan G. Johnson (Reader #6 sec II)
Videos: (excerpts) Mardi Gras Made in China; The Global Assembly Line; Black Girl

WEEK 6: GENDER AT WORK (CONTINUED)
In-Class Exercise: Fishbowl Discussion
Quiz 2
Required Reading:
- The Wage Gap and and Its Costs (Reader #13 sec V)
- Apparel Factory Workers were Cheated, State Says - Steven Greenhouse (Reader # 3 sec IV)
- Refusal to Hire Unattractive Saleswoman Led to Dismissal - Steven Greenhouse (Reader #4 sec IV)
- Her College Experience is Not His - Linda Sax (Reader #18 sec V)

WEEK 7: DISABILITY RIGHTS
Students will explore how the workplace may be experienced by people with disabilities. We will consider changes in the workplace since the emergence of the disability rights movement and passage of the 1990 Americans with Disabilities Act (and its amendments). We will analyze the social constructions associated with disabilities and examine the definitions and language used by researchers, policy makers and employers regarding disabilities.
Required Readings:
- Lame - Joyce Avies (Reader #25)
- Disability and the Justification of Inequality in American History - Douglas C. Baynton (Reader #9)
- The Case of Kowalski & Thompson: Ableism, Heterosexism, and Sexism - Joan Griscom (Reader # 25)

Excerpts from the following:

Exam 1

WEEK 8: INTERSECTIONS OF SEXUALITY, SEXISM AND MASCULINITY
This section will address both the right to privacy regarding sexual identity and the need for workplace and institutional acceptance of members of the LGBTQIA communities. We will become conversant with appropriate terms and definitions and address the various forms of homophobia and heterosexism that compromise the safety and work opportunities for LGBTQIA individuals. We will conclude by examining the strides made by the LGBTQIA rights movement.

In-Class Exercise: Privilege Walk
Required Readings:
- The Social Construction of Sexuality - Ruth Hubbard (Reader #6 sec I)
- The Invention of Heterosexuality - Jonathan Ned Katz (Reader #7 sec I)
- Masculinity as Homophobia - Michael S. Kimmel (Reader #8 sec I)
- How to Sell Humvees to Men - Mary Beckman (Reader #14 sec VI)

WEEK 9: SEXUAL IDENTITIES (CONT)
Required Readings:
- Anti-Gay Stereotypes - Richard D. Mohr (Reading #2 sec VIII)
- Lesbian Sues School District over Harassment - Judy Peet (Reader #22 sec IV)
- Gay Marriage Is a Question of Love – Keith Olbermann (Reader #19 sec VI)

WEEK 10: IMMIGRATION
The circumstances that lead men, women and families to migrate across national borders are as diverse as the immigrant groups themselves. Differences in visa restrictions and material resources make “the immigrant experience” in the workplace tremendously varied. In this section we will examine how assimilation theory, scapegoating ideologies, language subordination, and anti-immigration legislation all affect labor market dynamics and workplace social relationships. This
section will pay particular attention to terminology in an attempt to bring clarity to the often confusing terms used to refer to a person’s immigration status (e.g. “illegal” vs. undocumented) and ethnic heritage (e.g. Latino, Hispanic, Indian, Arab, etc).

Required Readings:
- Immigration and the US - MPI staff, updated by Kevin Jernegan (Reader #2 sec III)
- The Arab Woman and I - Mona Fayad (Reader #5 sec VI)
- Tennessee Judge Tells Immigrant Mothers: Learn English or Else - Ellen Barry (Reader #10 sec IV)
- Immigration’s Aftermath - Alejandro Portes (Reader #18 sec V)
- Shades of Belonging: Latinos and Racial Identity - Sonya Tafoya (Reader #5 sec III)

Quiz 3

Week 11: National and International Labor Movements
Our investigation of national and international labor movements will be focused on a labor dispute that occurred in Charleston in the year 2000. In On the Global Waterfront, we will read about the international solidarity efforts led by members of the local branch of the International Longshoremen’s Association (ILA). We will learn about the history of the U.S. labor movement, union protests and picketing, violent police interventions, and local dockworkers’ strategies for confronting the uncertainties of a rapidly changing global economy.

Required Reading:
- On the Global Waterfront Chapters 1-6.

Week 12: Labor Movements (continued)
Writing Exercise #2 Due
Required Reading:
- On the Global Waterfront Chapters 7-14.
Video: Ken Riley’s Speech on Charleston 5

Week 13: Religion
In this section we will consider the ways in which religion and spirituality intersect with social identities and cultural traditions. We will discuss the protections extended to workers to observe religious holidays and practice prayer in the workplace. We will also consider the modern-day legacies of past religion-based bigotries. Ultimately, this section will allow students to recognize the importance of religious tolerance and consider the contradictions of state-based religious domination.

Quiz 4
Required Reading:
- What I Learned about Jews - Joe Wood (Reader #11 sec VI)
- Other readings TBD
Week 14: Solidarity in the Workplace, Intercultural Communication, and Rules for Allies
In this section we will address communication barriers at work and consider what it means to be an ally to others who may feel marginalized in the workplace or on campus because of language-based or other perceived differences. We will discuss concepts such as discursive power, linguicism, "hot button" phrases, and the impact of discriminatory English-only movements. Our aim will be to recognize the benefits of linguistic diversity and to examine how an awareness of multilingualism, code-switching, and tonal color can lead to more effective and inclusive communication.

In-Class Exercise: Caucus Group
Required Reading:
- Communicating in a Diverse World (Chapter 5) In Diversity Consciousness: Opening our Minds to People, Cultures, and Opportunities, Third Edition. By Richard D. Bucher
- As English as Apple Pie: The English Language as an (un)American Symbol - Lisa Lieber
- Divergencias Revista de estudios lingüísticos y literarios (2003)
  Volume: 1, Issue: Fall, Pages: 45-56
- Civilize Them with a Stick - Mary Brave Bird (Crow Dog) with Richard Erdoes (Reader #1 sec VI)
- Blacks vs. Latinos at Work - Miriam Jordan (Reader #7 sec IV)
- Interrupting the Cycle of Oppression: The Role of Allies as Agents of Change - Andrea Ayvazian (Reader #4 sec IX)
Video: Omi Osun Jones: Rules for Allies http://blip.tv/sharon-bridgforth/6-rules-for-allies-3271535

Week 15: Final Presentations
In the final week of class, students will present their group projects (see below) as a way to demonstrate their ability to apply the theoretical frameworks necessary to analyze historical structures and existing dynamics of workplace diversity. Each group will present the findings of their research utilizing themes, definitions and concepts from course readings and discussions.

Finals Week
Exam 2

Description of Course Assignments and In-Class Exercises
The following assignments and exercises are described here in a way that illustrates how they meet the "Five Critical Competencies" identified by the College and the "Ten Essential Qualities" identified by a national survey of employers. Mastery of the competencies and essential qualities will be measured through in-class activities, writing assignments and exams, and should allow applicants to effectively participate in the job market or advance in their chosen professions. These descriptions would appear in a modified form on the syllabus.

Quizzes: (15% of grade)
Students will have an opportunity to take four scheduled quizzes over the assigned readings. Each quiz is worth 5 points and I will drop the lowest quiz grade. The quizzes assess the students' basic comprehension of the assigned readings. They are designed to allow students to focus on both the qualitative and quantitative data presented in the readings. Each quiz will include at least one quantitative question to encourage the students to think carefully about how numbers and statistics
are used to convey both demographic realities as well as measurable disparities across groups. The quiz format will generally be five short answer questions, projected on the screen and answered within the first 15 minutes of class.

Writing Exercises: (25% of grade)

- **Social Location & Employee Positionality (5%)**: This first writing assignment will invite students to think critically about the multiple social identities that constitute their own social location. The writing exercise will allow them to consider which aspects of their social identities might be apparent at work and which might be “hidden.” They will be encouraged to consider the degree to which they share many or few social identities with their co-workers or classmates. The essay will also include their overall assessment of the degree of diversity in their own workplace or school. This assessment might include comparisons between management and non-management groups of employees with regards to visible or “hidden” diversity. This essay will also require students to inquire into the equal opportunity policies that may or may not be in place at their job. This essay will be 3-5 pages in length.

This exercise will allow students to begin thinking about the critical competency of “ethical decision-making” that will be considered in our discussion of affirmative action policies addressed in Week 4 of class. The assignment addresses the essential qualities of writing practice and complex thinking.

- **Workplace Interviews & Analysis (10%)**: This writing exercise will allow individual students to become data collectors. They will be required to conduct 5 short, informal interviews with friends, family or fellow students about their jobs. Students will identify the questions they want to ask and will present their qualitative and quantitative findings in a short essay about job trends and job satisfaction. They will be encouraged to think creatively about any solutions that could lead to greater job satisfaction in the employment scenarios discussed by their interview respondents. Students will incorporate the assigned readings into their analysis as they relate to the worker’s perceptions and experiences.

The exercise engages four of the critical competencies—communication (face to face interviews), scientific analysis (analyzing their data), numeracy (documenting quantitative findings), and problem-solving (proposing solutions for greater job satisfaction). It also contributes to the essential quality of ethics and integrity as the interviews will likely encourage the students to have greater empathy for the various jobs performed and the struggles that employees regularly face in their jobs.

- **Group Investigations: (10%)** Students will work together in small groups to investigate how a single corporation or company rates in terms of diversity and worker protections. Their final paper and presentation to the class will include their research findings in the following 5 areas: 1) any available public information on the hiring policies and significant demographics of the company (e.g. how many women are in upper-management positions), 2) any cases of discrimination that have been presented in the press involving the company, 3) how the company presents itself in advertising and the media, 4) how the company is situated in the global marketplace, and 5) the company’s policies on unions. The students will need to
accurately reference all their sources of information. Students will give the company a “grade” in terms of worker protections, inclusivity, and overall diversity.

This exercise will address the critical competencies of communication (working in groups), numeracy (in presenting corporate earnings and numerical estimations of the worldwide workforce), and scientific analysis (identifying and analyzing as a group the salient factors to be considered in the overall assessment of the company). It will also require the students to demonstrate the essential qualities of understanding dimensions of the “global context of work,” and verbal presentation skills.

In-class Intergroup Dialog (IGD) Exercises: (contribute to class participation grade and community-building in the classroom)

This course will utilize several exercises based on the Intergroup Dialog Model developed through the University of Michigan’s Program on Intergroup Relations http://www.igr.umich.edu/ . The purpose of these exercises is to allow students to recognize both what they have in common as well as how their perceptions differ notably based on their cultural background, upbringing, social identities, and access to various resources and experiences. The exercises also aim to develop more effective communication skills between groups that have historically been in conflict, segregated or imagined as having opposing views (e.g. LGBTQ and heterosexuals; women and men; people of color and whites). I have five IGD exercises listed on the syllabus (Common Ground, Gallery Walk, Fishbowl, Caucus Groups, Privilege Walk). I will describe here two of the five exercises that I have listed on the syllabus.

Before and after the Intergroup Dialog exercises the instructor will explain and remind students that the aim of the exercise is to establish the classroom as a “transformational space” (see course objectives above) in which trust, vulnerability, confidentiality, honesty, respect and safety are mandatory. The instructor will take time to acknowledge the tensions and insecurities likely to emerge around sensitive topics (such as issues of race, gender and sexuality) and encourage students to take risks with sharing their experiences while consistently striving to convey respect in all verbal and non-verbal expressions.

Common Ground: In this group exercise students are asked to stand in a circle facing one another. The instructor will read statements that speak to experiences that might be shared by some members of the group. For each statement read, those students for whom the statement is true, step inside the circle. The statements generally start with the “mundane” and increasingly become more personal. For example, the first statement could be, “I graduated from High School in South Carolina” or “I am currently unemployed.” The more personal statements might be, “Not every person in my household is of the same racialized group” or “People of my racialized group are regularly mocked, laughed at or criticized.” After each statement, the instructor allows the participants to observe the commonalities and differences in the room by recognizing who is in or out of the circle. Participants are invited to comment on things that surprise them or strike them as significant. The exercise intends to serve as an “icebreaker” for the new group.
**Gallery Walk:** In this group exercise all participants are asked to anonymously write a question or judgment on a notecard provided by the instructor. This exercise will be used during the section on racism and white privilege so the participants will be instructed to write a question or judgment pertaining to a racialized group other than their own. The question or comment might be one that they would perhaps not be comfortable asking publicly, but would genuinely like to have addressed. The instructor will collect all the cards and post them around the room. Students are asked to silently move around the room reading all the questions/comments. After all the questions have been read, the students are invited to select one card that they would like to address. They may answer the question directly or attempt to explain where the question/judgment comes from and how it might reflect a much larger misunderstanding. This exercise allows students to anonymously ask uncomfortable questions, but it also empowers them to use their own experiences to correct misunderstandings. The instructor can ask students to identify noticeable patterns or similarities in the range of questions/judgments written.

*More detailed descriptions for all exercises can be provided upon request.*

**Exams 1 and 2 (25% each):** The exams will not be cumulative. The format will be short answer, multiple choice and short essay. The exams will offer students the chance to demonstrate critical thinking skills as they will need to recognize and apply concepts learned throughout the course to specific contexts and scenarios.
III. CATALOG DESCRIPTION  Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

This seminar analyzes individual, societal and organizational dynamics related to 21st century workplace diversity. This includes issues of workplace discrimination and access. Students will understand and recognize the importance of issues of diversity in the 21st century; demonstrate understanding of differing axes of diversity (racial, ethnic, religious, gender); and analyze complex individual/societal/global workforce issues.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

This course has been designed for students enrolled in the adult degree completion program, the Bachelor of Professional Studies. Students are required to complete four common seminars in the liberal arts. PRST 302 is one of the four required seminars.

This course is designed to promote intercultural knowledge and competence while reinforcing skills in analytical and critical thinking and effective oral and written communication. Students will develop the knowledge, skills, and dispositions essential to navigating today's diverse workplace. The course will provide students with "transformational space" in which students can confront their own prejudices and misconceptions, and experience growth through intergroup communication, reading and writing assignments.

The four common liberal arts seminars were designed to advance the knowledge, skills and dispositions identified as essential learning outcomes in the liberal arts (AAC&U) and identified by employers as priorities for a college education (Peter Hart Research Associates, 2006).

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often?</td>
</tr>
<tr>
<td>1. Develop a basic knowledge of historical and existing social forces of oppression identified primarily through the methodologies of the social sciences and humanities.</td>
<td>Assessed through performance on quizzes; students will be required to assess quantitative and qualitative data presented in the readings in order to understand the demographic realities as well as measurable disparities across groups.</td>
</tr>
<tr>
<td>2. Develop and demonstrate the knowledge, skills and dispositions required to effectively navigate workplace dynamics pertaining to issues of diversity.</td>
<td>Assessed through performance on workplace interview and analysis assignment.</td>
</tr>
<tr>
<td>3. Identify and explain, through the lens of gender and critical social theory, a framework for analyzing sources and forms of discrimination.</td>
<td>Assessed with in-class activities and final presentation.</td>
</tr>
<tr>
<td>4. Confront and understand own prejudices and the social position of self and others.</td>
<td>Assessed through four intergroup dialog exercises.</td>
</tr>
<tr>
<td>5. Empower students to become &quot;diversity leaders&quot; in their workplace and community.</td>
<td>Assessed through performance in all course activities and assignments.</td>
</tr>
</tbody>
</table>
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Lynne Ford/Annette Watson  Email: FordL@cofc.edu; watsonam@cofc.edu
Phone: 953-6531  Department or Program Name: Bachelor of Professional Studies
Course Prefix, Number, and Title: PRST 303: Understanding Global Issues

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE
X□ New Course (attach syllabus)

CHANGE COURSE
□ Change Number
□ Change Title
□ Change Credits/Contact hours
□ Prerequisite Change
□ Edit Description

DELETE COURSE
□ Re-activate Course
□ Delete Course

□ Approve for Cross-listing (attach rationale and written permission from relevant department)

□ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Spring 2013 or Fall 2013

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

This course has been designed for students enrolled in the adult degree completion program, the Bachelor of Professional Studies. Students are required to complete four common seminars in the liberal arts. PRST 303 is one of the four required seminars in the liberal arts.

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

a) X□ Yes  □ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

This form accompanies a NEW PROGRAM FORM and therefore no degree change form has been submitted.

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

Lecture  Lab  Seminar  Ind. Study
4 hours

B. Credit Hours

4 credits

Is this course repeatable? □ yes X no  If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION  Limit to 50 words EXACTLY as you want it to appear in the catalog, include prerequisites, co-requisites, and other restrictions.

This seminar addresses global issues. Students will be trained to analyze phenomena such as economic development, population dynamics, resource distribution, and key environmental and social challenges that confront the global community. Through this seminar, students will develop spatial and critical thinking skills that will inform their ability to evaluate conflicting perspectives and analyze complex global problems and communicate that information orally and in writing.

IV. RATIONALE or JUSTIFICATION: if course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

This course has been designed for students enrolled in the adult degree completion program, the Bachelor of Professional Studies. Students are required to complete four common seminars in the liberal arts. PRST 302 is one of the four required seminars.

This course is designed to promote knowledge of the world’s major geographic regions and their distinct physical, economic and cultural characteristics. Students will develop appropriate analytical skills in order to critically study global interconnectedness and interdependence among places, as well as the resulting politics and economics of these places. Finally, students will apply their knowledge and skills to interpret and explain current global news events. In the process, students will read and think critically, analyze spatially, practice effective written and oral communication, and work together effectively in groups.

The four common liberal arts seminars were designed to advance the knowledge, skills and dispositions identified as essential learning outcomes in the liberal arts (AAC&U) and identified by employers as priorities for a college education (Peter Hart Research Associates, 2006).

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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</tr>
<tr>
<td>1. Identify and describe the world’s major geographic regions and their distinct physical,</td>
<td>Assessed through performance on two exams, map quizzes and group work.</td>
</tr>
<tr>
<td>economic, and cultural characteristics.</td>
<td></td>
</tr>
<tr>
<td>2. Apply spatial analytical techniques to study global interconnectedness and interdependencies among places, as well as the resulting politics and economics in these places.</td>
<td>Assessed through performance multi-part research project on commodity chains, essays on exams, and major writing assignments described on syllabus.</td>
</tr>
<tr>
<td>3. Apply knowledge and skills to interpret and explain current global news events. In the process, students will read and think critically, analyze spatially, practice effective written and oral communication, and work together effectively in groups.</td>
<td>Assessed with in-class activities, map projects, research paper, and group assignments.</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?
The four required seminars are designed to introduce and reinforce essential learning outcomes. The skills will be developed further through courses in the Tracks. A required capstone course will offer all students a way to demonstrate mastery of the relevant content, skills and dispositions. For this seminar, please refer to the syllabus for a “Description of Course Assignments and In-Class Exercises” for outcome/assignment alignment.

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses: if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

No overlap—this course is designed specifically for this program.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

Costs associated with this course are included in the full proposal for the new degree.
IX. APPROVAL AND SIGNATURES

1. Signature of Provost: 
   ___________________________ Date: 2/7/12

2. Signature of Academic Dean (s):
   Dean, School of the Arts 
   ___________________________ Date: 2/7/12
   Dean, School of Business 
   ___________________________ Date: 2/7/12
   Dean, School of Education, Health and Human Performance 
   ___________________________ Date: 2/7/12
   Dean, School of Humanities and Social Sciences 
   ___________________________ Date: 2/7/12
   Dean, School of Languages, Cultures and World Affairs 
   ___________________________ Date: 2/7/12
   Dean, School of Math and Sciences 

3. Signature of Curriculum Committee Chair: 
   ___________________________ Date: 

4. Signature of Budget Committee Chair: 
   ___________________________ Date: 

5. Signature of Academic Planning Committee Chair: 
   ___________________________ Date: 

6. Signature of Faculty Senate Secretary: 
   ___________________________ Date: 

Date Approved by Faculty Senate: ___________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
PRST 303: UNDERSTANDING GLOBAL ISSUES  
(Course prepared by Dr. Annette Watson)

Instructor:  
Office:  
Office hours:  

Class Syllabus

Course Description

The purpose of this course is to help students contextualize the global issues that affect all of our lives: the fundamental politics of our interconnections. Students will be trained to analyze phenomena such as economic development, population dynamics, resource distribution, and key environmental and social challenges that confront the global community. This class will help you develop spatial and critical thinking skills that will enable you to better understand and appreciate the place where you live as well as places around the world.

For example: The terrorist attacks of September 11th, 2001, and the subsequent war in Iraq dramatically altered the geopolitical landscape, both at the scale of daily life and at the global scale. Pollution and environmental degradation threaten the health of ecosystems and human communities at local, regional, and global scales. As Hurricane Katrina and the flooding of New Orleans demonstrated, uneven geographies of unprecedented wealth and abject poverty persist and worsen both at the global scale and at the local scale, even within the richest of countries. As shown by the current economic crisis, globalization increases interdependence among places, meaning that economic events in one city or nation may have significant implications for places halfway around the world.

On the other hand, our ability to solve these problems is potentially greater now than at any time in the past. The concepts and ideas you learn and that we discuss in class will help you to make sense of the world we live in and may help you begin to formulate your own ideas about solutions to many of the problems we face at the beginning of the 21st century. The understanding you take away from this class will not only benefit you as a citizen, it will also be of use to you in your vocation.

You will be evaluated based on your ability to critically engage the media presented to you and the research conducted by you. By being "critical" I mean more than just "to critique" a particular stance. Being critical means to be able to articulate the assumptions of a particular argument or point of view, and be able to articulate different points of view. Students will receive feedback on both exams and written assignments.

Class Structure:

Class time will be divided into lecture, watching and discussing short (5 min) videos, small and large group discussion, and short oral presentations of group work.
Assignment Breakdown:

24% Two exams, mid-term and final: (12 pts. each)
   Exams are multiple choice, short answer and essay

52% Three primary assignments:
   27pts  My Geography of Globalization: Commodity Chains
   13pts  Reporting Current Events
   12pts  Maps in the News Assignment

19% Group Work—Reading Groups:
   8pts   participation/peer grade
   11pts  discussion leader/oral presenter

5% Participation (5 pts):
   Attendance, participation in discussion, and/or emailing me questions or
   comments. Your participation grade can easily make the difference
   between an A and a B, or between a C and a D...

Student Learning Goals:

Identify and describe the world’s major geographic regions and their distinct physical, economic,
and cultural characteristics.
   Assessment: Two exams that are a combination of multiple choice, short answer, short
   essays, and map quizzes; group work.

Apply spatial analytical techniques to study global interconnectedness and interdependences
among places, as well as the resulting politics and economics in these places.
   Assessment: “My Geography of Globalization” project that asks students to research,
   write about, and map the commodity chains of which they are a part; essays on midterm
   and final, map quizzes on the midterm and final; “Report to a CEO or State Department”
   assignment; “Maps in the News” assignment; group work.

Interpret and extend current news events through a spatial lens.
   Assessment: “Report to a CEO or State Department” assignment; “Maps in the News”
   assignment.

Students will also increase their skills in oral communication and navigating group dynamics.

Readings:

Readings are preparatory. That is, you will be expected to read the relevant chapter material before
lectures and class discussion.
Required texts:


Other required readings will be made available as PDFs on the course website.

You will also be required to purchase the books for the group book discussion/presentation assignment; once you are assigned your group, you may purchase the volumes listed under your group:

**Group A**


**Group B**


**Group C**


**Group D**


Current Affairs: It is strongly recommended that you do at least one of the following (these are resources you will use for class assignments):

(a) Visit the BBC News web site daily given its international focus, and its analytical quality (compared to CNN). The BBC site is available at: http://news.bbc.co.uk/.

(b) Read The Economist weekly, either in the periodical section of the library, or visit http://www.economist.com/index.html. Students can also order a subscription at a reduced rate.

(c) Read a newspaper with a strong international (versus US) focus on a daily basis. The International Herald Tribune is recommended if you can only consider a free web site. It is available at: http://www.iht.com. If you can afford a newspaper subscription, consider reading the New York Times (which is also available in the periodical section of the library, or free of charge at: http://www.nytimes.com). The Financial Times is another option (accessible for free at: http://www.ft.com).

Group Work:
Students will be divided into four groups (or less, depending on class enrollment) that discuss the special readings during class time; one person from the group will report to the class about their class discussion. Group leads will trade off each week, and three times in the semester these presentations are more formal reports to the class on the entire books, tying the reading to the themes of the course. Individuals will grade each others’ participation in the group two times in the semester via online quiz to correspond with their midterm and final.

Class policies:

Attendance is mandatory. You are expected to be on time, participate in class discussions, and do the assigned readings.

You may NOT use cellphones, computers, or other electronic devices to “chat” or to browse the internet. I will ask you to place your equipment at the front of the room if you are using such a device for any reason other than to take class notes.

Assignments are due by the end of the day they are scheduled to be due (i.e., 11:59 pm), unless otherwise noted. You will lose a full letter grade for every class meeting that an assignment is late. Missed exams are not excused.

It is assumed that all students will act with academic integrity and will not engage in behavior such as plagiarism, academic dishonesty, misrepresentation, or cheating. Please refer to the college’s policy on academic honesty. Plagiarism and other forms of academic dishonesty will result in an XF in the class. The entire purpose of this class is to acquire useful skills; to cheat is to lose the opportunity to improve these skills.
Grading

General guidelines for grades:

A – achievement is outstanding relative to the level necessary to meet course requirement

B – achievement is significantly above the level necessary to meet course requirements.

C – achievement meets the course requirements in every respect.

D – achievement is worthy of credit even though it fails to meet fully the course requirements.

I (Incomplete) – assigned due to extraordinary circumstances, e.g., hospitalization, which prevent the completion of work on time. Requires a written agreement between student and instructor.

This course will use +/- grades, allocated as follows:

A/A+ = 92% or above      C = 77-72%
A- = 91-90%              C- = 71-70%
B+ = 89-88%              D+ = 69-68%
B  = 87-82%              D  = 67-62%
B- = 81-80%              D- = 61-60%
C+ = 79-78%              F = below 59%

HINTS FOR EXCELLENCE:

1. Do the reading, take notes on it (and on lecture) in some form. Make sure you see the purpose of the reading and its relationship to class. You might print the lecture slides out ahead of that lecture, and take notes right on the page!

2. Make a conscious effort to incorporate the lexicon of the class into your own intellectual framework and be thinking of examples from your own experience and independent reading. Try those out on your peers sometimes.

3. Ask questions! If the time does not seem right, write them in your notes and then ask later when I pause for questions—do not be shy on this one. Email me, or come to my office hours if you simply cannot bring yourself to ask in class.

4. Stay on pace. Do not let several chapters or readings pile up.
Class Outline

Week 1
Introduction: Global Problems, Local Solutions

Week 2
Physical Geography and Biogeography; Human Prehistory, Early Civilizations
"The world has always been global," lecture will review major physical processes that happen at local and global scales (weather and climate, plate tectonics, orographic weather patterns, etc.), and review pre-colonial civilizations, trading patterns, global perspectives, and land tenure practices.

Readings Due for whole class:
- Knox and Marston, Chapter 1, "Geography Matters," and Chapter 4, "Nature and Society"

All groups will begin reading and discuss the first chapter of their books:
- Group A
  - *Sky Is Falling: An Oral History of the CIA's Evacuation of the Hmong from Laos*
- Group B
  - *Blank Spots on the Map: The Dark Geography of the Pentagon's Secret World*
- Group C
  - *Nimo's War, Emma's War: Making Feminist Sense of the Iraq War*
- Group D
  - *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa*

Weeks 3-4
Colonization, Imperialism, and Hegemony
Lectures will discuss processes of colonization and hegemony as it affected different places around the world; Alfred Crosby's work on "Ecological Imperialism," and the environmental, economic and social impacts of the "Columbian Exchange" in places such as North and South America, Southeast Asia and Oceania.

Readings Due for the whole class:
- Knox and Marston, Chapter 2, "The Changing Global Context"

All groups will complete reading and discussing their first books and begin designing their formal 5-minute presentations of these books

DUE: Maps in the News project

Weeks 5-6
Modernity: Development
Lectures will articulate the changing values of resources through time, and the unevenness of such resources in their global distribution; students will learn how cultural differences between the West and non-Western societies, such as their land tenure practices, get ignored in processes of “inventing development”; students will be introduced to the ideas of Edward Said's *Orientalism*, students will explore ideas of Indigenous Knowledges and "Sustainable Development"; students will be introduced to the concept of
"uneven development" and the United Nation's measures of development.

Group D presentation #1 on King Leopold's Ghost

Readings Due for the whole class:
- Knox and Marston, Chapter 3, "Geographies of Population," and Chapter 7, "The Geography of Economic Development"
- Arturo Escobar, excerpt from Inventing Development

All Groups will begin their next books, completing approximately 1/4th of the texts:
- Group A
  * Travels of a T-Shirt in the Global Economy: An Economist Examines the Market, Power and Politics of World Trade*
- Group B
  * Stuffed and Starved: Markets, Power and the Hidden Battle for the World's Food System*
- Group C
  * Omnivore's Dilemma: A Natural History of Four Meals*
- Group D
  * The Motorcycle Diaries: Notes on A Latin American Journey*

Week 7

**Modernity: Gender and Social Relations**
Lecture will explain demographic change, geographies of religion, and spatial relationships that can be "read" in the landscape; the feminization of poverty and other ways that women and groups from other social categories (such as the elderly in Russia) have been disadvantaged in the global capitalist economy; debates over modernity in the Middle East that revolve around the veil and women's rights.

Group C presentation #1 on Nino's War, Emma's War

Readings Due for the whole class:
- Knox and Marston Chapter 5, "Cultural Geographies" and Chapter 6, "Interpreting Places and Landscapes"

All Groups will continue to work on the next fourth of their assigned books.

Week 8

**Modernity: Military and the Legacy of the Cold War**
Lecture will articulate the concept of geopolitics and the globalization of the military; the concomitant global expansion of the drug trade; the social and environmental legacies of the Cold War in different regions of the world, especially Russia and the Transcaucasus, Southeast Asia, and Oceania.

Group A presentation #1 on Sky is Falling
Group B presentation #1 on Blank Spots on the Map

Readings Due for the whole class:
- Knox and Marston Chapter 9, "The Politics of Territory and Space"
All groups will continue discussing their second books; everyone will be more than one half complete at this point.

Week 9  Midterm exam; continued discussion/group work.

Weeks 10-11

**Urbanization and Migration:**
Lecture will explain push and pull factors of human migration; where emigration and immigration occurs and the production of diasporas; processes of urbanization; the social and environmental impacts of migration and urbanization, featuring events in East Asia (such as the Three Gorges Dam) and the creation of megalopolises and centers of urban primacy in Latin America.

Readings Due for the entire class:
Knox and Marston, Chapter 10, “Urbanization,” and Chapter 11, “City Spaces: Urban Structure”
James Holston, “The Modernist City: An Anthropological Critique of Brasilia”

All groups will complete reading and discussing their second books, and begin organizing their second presentations.

Group D presentation #2 on *Motorcycle Diaries*

Week 12

**Modern Political Economy: Globalizing Geographies of Labor**
Lecture will articulate the structural and cultural differences between the “old” economy of Fordist production and the “new” knowledge/technology economy in a globalizing world, and the changes this brings to the experience of labor; the emergence of the “rust belt” and the rise of industrial farming in the United States, how East Asian urbanization facilitates their comparative advantage by keeping labor costs low.

Group C presentation #2 on *Omnivore’s Dilemma*

Readings Due for the entire class:
Knox and Marston, Chapter 8, “Agriculture and Food Production”

All groups will begin their third books:
Group A
*Why We Disagree About Climate Change: Understanding Controversy, Inaction, and Opportunity*

Group B
*Lawn People: How Lawns and Grasses Make Us Who We Are*

Group C
*Planet of Slums*

Group D
*Race, Place, and Environmental Justice After Katrina: Struggles to Reclaim, Rebuild, and*
Weeks 13-14

**Modern Political Economy: Globalization**
Lecture will explain the formation of the IMF and World Bank; the dominating philosophy of neoliberal globalization and the deployment of Structural Adjustment Policies in places such as sub-Saharan Africa and Latin America; lecture will also discuss the effects of cultural globalization on the debate for human rights, such as in South Asia.

Group B presentation #2 on Stuffed and Starved
Group A presentation #2 on Travels of a T-Shirt

Groups will be reading the next 100-200 pages of their final texts.

Weeks 15-16

**Environmental and Social Change**
Lecture will focus on some of the key social and environmental challenges to confront this and the next generation: climate change; uneven development and social justice.

Readings Due for the entire class:

**DUE:** My Geographies of Globalization project (during week 15)

Groups will complete reading and discussing their final texts, and groups A, B, C, D will give presentation #3 on last day of class.

Report to a CFO/State Department **DUE** on ___[during finals week]___

**Final Exam date:**

Have a great Break!
My Geography of Globalization: Commodity Chains

**Introduction**
How am I personally connected to different regions within the US and to other places around the globe? What impact do I have in the world? Like a detective, in this assignment you are going to trace your connection to global commodity chains. This is largely a research and mapping assignment in which you become a detective, and teaches you a bit about economic geography along the way. It is worth 27% of your entire course grade.

The assignment was designed to meet one of the course’s learning goals:

Apply spatial analytical techniques to study global interconnectedness and interdependences among places, as well as the resulting politics and economics in these places.

A commodity chain consists of all the various economic and geographical processes that lie behind and enter into the production of a particular commodity. Describing a commodity chain means to talk about all the stages in the manufacturing and circulation of a commodity, beginning with the raw material(s) extracted from nature, tracing the processing of materials and manufacture of the commodity, the transportation and distribution, retailing and delivery, culminating with its arrival at the retailer. Think, for example, of all the processes involved in the production of your cell phone, and where they happen. From the mining of particular minerals in the Congo, to the assembly of parts in China, to its delivery to the store where you purchased it, to the management of your cell phone “plan” that shapes the phone you buy and its capabilities. See pages in your textbook to review the idea of commodity chains and economic geography. Also, three books from the group work might aid your research as well, and if you are not a member of one of the groups, I encourage you to ask each other about these readings and their relevancy to this assignment: Omnivore’s Dilemma; Travels of a T-Shirt; and Stuffed and Starved.

**Instructions**

**Part 1 = 3.5 points**
You will first begin a three-day journal of your consumption patterns, noting the top 25 items (commodities) you use/consume every day for three days, writing down the product and what it says on the label about its place of origin (if there is a label/packaging). This journal may be in the form of a list. Do not repeat items.

**Part 2 = 12 points**
From this journal, you will select two commodities: one food item and one non-food item. Once you’ve determined the goods on which you want to focus, the heart of the project is to research its commodity chain. A complete commodity analysis would also include an historical investigation of the relationships between the production and consumption of the commodity (for example, documenting the prices of coffee through time and explaining the pattern); but for this basic-level assignment, your task is to undertake a partial commodity chain analysis on your products.

By necessity, this project will keep you at ground level, like a detective, in the thick of economic geography. Each commodity chain analysis will be different, because each commodity is different. The general purpose, however, is to reveal as much as you can about the geography that lies behind the commodity you buy from the store—getting beneath the immediate properties that influenced you to purchase it, to unravel how it came to be this way. The steps are:
1. Select your first commodity, and examine the packaging and labeling to learn what it's made from (raw materials), and where it was made. Repeat for second commodity.

2. Begin to collect any material you have on those products, such as on the companies manufacturing them, and the production of their raw materials (which might involve researching other companies): request from companies their annual reports, collect materials on the product's marketing, as well as journal and newspaper articles, etc. Repeat for second commodity.

**Note on obtaining Sources:** If it means asking the waiter to get a list of ingredients, ask for a list; if it means asking the barista where the coffee is from, ask; the gas station attendant will tell you whom to ask to find out the refinery, and the refinery will tell you where they acquired the petroleum. Internet researches will help—but don't be afraid to email or call manufacturers. **You are a detective!** For corporate reports look on the web, in the library, or through direct request. Use library databases as well as the internet. Do a “google scholar” search as well, and experiment with different search terms. And remember, if the companies themselves will not tell you the answers you seek, you might instead try researching from the "ground up"—beginning with the raw material (so you might have to ask, "where is most of the cotton produced in the world for trade?") to answer a question about your t-shirt.

3. Answer these questions (in complete sentences) when writing your commodity chain analysis for each product:
   a. Where did you purchase the item?
   b. Where is the headquarters of the manufacturer?
   c. What are its ingredients/raw materials/crops, and where are these made/harvested? Research a minimum of **two raw materials per product**. **DO NOT CHOOSE HUMAN-MADE CHEMICALS**; only choose raw materials that are harvested/mined/gathered from the earth.
   d. What is the labor involved in the production of **both** the raw materials and the product as a whole? How would you describe the economy of the places of production/harvest? (Depending on your product, the labor for your raw materials or agriculture might be located in a completely different place than the labor to make your finished product, so be sure to include both). How much does the worker earn in comparison to other places? The statistics you use might be in the form of Purchasing Power Parity (PPP), Gross National Income (GNI) or Gross Domestic Product (GDP), or average wage. It is important in your analysis that you are aware of the different scales of analysis (for example, if you talk about the economy of a city, be sure to compare it to other cities, not to nation-states).
   e. How are the raw materials and main product transported, and where do they pass through to get to you? Where else is the product distributed?
   f. Other considerations: To what extent are transnational corporations and governments (via economic policies/regulations) involved in the production process? What are the economic, social, political, environmental, and cultural contexts within which these production (and transportation) processes occur? You might include your answers to these questions as part of the other answers.

**At all times, list the sources** for your information (either in footnote, endnote, or parenthetically after each product). This includes the manufacturer's web site, personal communication, company literature, etc. But **DO NOT use Wikipedia** or its ilk as a source. Use a consistent and full format when citing; do not
list only web pages, as links die, and the point of citation is for another person to be able to find your source. Use the citation guide that is on the Political Science website: http://polisci.cofc.edu/pv_obj_cache/pv_obj_id_97D99DB0FACF28A1955AD7243E3E3E6E86B2380100/file name/polscitation.pdf
If you do not follow a professional and consistent style, you will lose points.

Example commodity chain analysis (for a Nike sneaker):
http://www.docstoc.com/docs/2383620/Commodity-chain-analysis-of-a-Nike-Shoe

Online resources:
There are online sites to help you get started, once you have picked your commodity: These sources should lead you to good references; do not cite these sources if you find other such useful sites, please tell me so that I can share these with others.
“Open supply chains”: http://www.sourcemap.com/
“How stuff works”: http://www.howstuffworks.com/
“How products are made”: http://www.madehow.com/
“Corporate watch”: http://www.corporatewatch.org.uk/
“How stuff is made”: http://howstuffismade.org/
“WikiChains”: http://www.oii.ox.ac.uk/research/projects/?id=75

Part 3 = 5.5 points
Next, you will map what you have researched. Obtain blank maps off the internet as templates and color them in by hand or using computer graphics; I do not expect you to be GIS experts, so you may submit this part of the assignment in paper form.

Map 1: create a map that represents the spatiality of your products in your journal from Part 1.
Map 2 (or more): create at least one map that shows the geography of both of your commodity chains. Include in this map(s) the following information:
1. Location of consumer (you)
2. headquarters of the main company
3. location where ingredients/raw materials are from
4. location where final manufacturing takes place, or warehouse, etc.
5. arrows to indicate flow of goods

Hints: Color or pattern-coordinate per product; be creative! But also be informative and clear. Look at how the maps in the text and lecture make a clear point (review the Appendix in your textbook on maps). Consider whether you would want to have only one product (and its components) per map, or whether it would be more informative to produce two maps of the same product at different scales. Feel free to have me review drafts of your maps during my office hours.

Part 4 = 6 points
Lastly, you must more carefully reflect on what you have learned, or what questions this assignment has prompted for you. Such reflections might be shared aloud when we talk about the project in class, after they have been turned in. This reflection is expected to be between one and 2 whole pages in length (single spaced). Think about answering the following questions in your reflection:

- What is the spatial pattern of the maps I produced? Are the headquarters and production facilities located in the same countries? If not, why?
• What does my research and maps say about my own consumption patterns?
• What are the differences in patterns between food and non-food items?
• Choose one or two raw materials: how many miles did they travel to get to me? Where might it have passed through along the way? How am I connected to other parts of the globe through the goods I consume?
• What difficulties did I encounter in researching the geography of commodity chains? How hard did I have to work to find the answers to my questions, and in what cases were I more successful in my researches? Why would that be?

In your reflection, you must answer these two questions:

What is the power of the consumer? What power do you personally have to make informed choices in what you buy and consume?

Helpful Hints:

Start the assignment immediately. The research on this project is extensive, and if you don’t begin and stay organized and on task from the beginning, the work load will overwhelm you. I do not give out extensions. If you need to figure out what are good weekly goals to aim for, feel free to come and see me in my office so I can help you strategize.

Come to my office hours if you have difficulties in research, or ask a reference librarian. If you are stuck, ASK FOR HELP. It is your responsibility to assess whether you feel lost; it is part of your learning goals to gain skills in conducting research.

You might reach some dead ends in researching the products, in which case you might have to switch products. Again, this is why it is imperative to start your research immediately—do not wait until the weekend or a week before the assignment is due. You might also “feel out” which products have the greatest availability of information on them before you choose your products.

Remember, labor takes place not only in a factory. Labor takes place in agricultural fields and in mines and forests, too! Farmers, miners, and loggers are laborers as much as factory workers are; some argue even more so.

Do not forget to cite your sources. Keep track of your sources as you obtain information; do not scramble at the end matching up your facts with the sources from which you obtained them.

Include a complete citation for internet sources. You will be deducted if all you have cited are URLs. This is because specific links can die. As a general rule for internet sources, be sure to include author (or company/publication name if not a person), a title for the web page, and the date you accessed the material. Again, see the political science citation guide for formatting.

MOST IMPORTANT: Have fun being a detective!
Reporting and Analyzing Current Events to a CEO or State Department

Introduction
The purpose of this project is to develop student communication skills for the job market, worth 13% of the course grade.

The assignment was designed to meet two of the course’s learning goals:

Apply spatial analytical techniques to study global interconnectedness and interdependences among places, as well as the resulting politics and economics in these places.

Interpret and extend current news events through a spatial lens.

Instructions
You will be role playing in this assignment.
You have a choice of what kind of work you are engaged in. Choose one: you either
A) work for a transnational company, OR
B) work in the State Department of a government (or equivalent office).

Be sure to check that you have both parts 1 and 2 when you hand in the assignment; see the Summary of Assignment below.

A) Working for a Transnational Company

Imagine that you work for a transnational corporation, and imagine what product(s) they buy and sell (and to/from whom). You may choose an existing company; be sure to explain the relevant details about the place where you work so that the person who reads the report (your professor!) can understand how good a report it is. However, the description of the transnational company can be fictionalized as you wish. (This is part 1 of the assignment).

Your CEO is too busy to constantly monitor world affairs, so she or he has a staff to report this to her/him. Choose one region of the world that is your responsibility to report upon. Your task (part 2 of the assignment) is to summarize how that region’s current events could impact your company’s business. For example, maybe your CEO would like to expand the business, and you might have to select a new location to produce a part of your product...

Creativity is encouraged in describing the business (though it must be credible), but you must accurately depict the region’s (or particular countries’) current events and physical/cultural geography.

You must use the current events resources provided to you in the syllabus (and also use your textbooks, of course). You must cite the articles (and parts of the text) you draw upon, so keep track of them, and make an appendix with each article cut-and-pasted into your document. Do not make this a separate document—include all your work in one word document.

Remember, the report itself is just a summary—your CEO does not have time to read long papers. Outlines or a bulleted list is preferable to an essay style for the report, but certainly graphics like maps or illustrations are strongly encouraged, and you should explain their significance. You must also use your textbook to provide evidence for your analysis.
Don’t just report “facts” of what happened. Analyze how these events, and the region’s geography, will impact your fictitious business. Utilize terms from our text and lecture, and be sure to represent current events at multiple scales so that your analysis is multi-scalar; these details will separate an “A” project from a “B” project.

You will be graded on how well you understand the region’s political economy and geography, and how that could impact the business, as well as your use and citation of sources.

**B) Working in the Cabinet of a Government**

Imagine that you work in the equivalent of a state department of a government—any nation-state government situated in a real region. You may choose to fictionalize this government, but it must be credible. (This is part 1 of the assignment).

Your country’s leader has many employees that does research for making important policies. The Secretary of State (or equivalent rank) has a staff to report to her/him, and you are one of this staff. **Choose one region** that would be your responsibility to report upon. Your task (part 2 of the assignment) is to summarize how that region’s current events could impact your nation’s relations with the countries of that region, or impact particular international policies. Creativity is encouraged (though the situation or policies must be credible), for you must accurately depict the region’s or particular countries’ current events and geography.

You must use the current events resources provided to you in the syllabus (and also use your textbooks, of course). You must cite the articles (and parts of the text) you draw upon, so keep track of them, and make an appendix with each article cut-and-pasted into your document. Do not make this a separate document—include all your work in one word document.

Remember, the report itself is just a summary—your Secretary of State or President does not have time to read long papers. Outlines or a bulleted list is preferable to an essay style for the report, but certainly graphics like maps or illustrations are strongly encouraged, and you should explain their significance in your report. You must also use your textbooks to provide evidence for your analysis.

But don’t just report “facts” of what happened. Analyze how these events, and the region’s geography, will impact your nation. Utilize geographic terms from our text and lecture, and be sure to represent current events at multiple scales so that your analysis is multi-scalar; these details will separate an “A” project from a “B” project.

You will be graded on how well you understand the region’s political economy and geography, and how that could impact the nation you represent, as well as your use and citation of sources.
Summary of Assignment

Part 1: As if you were writing an entry in Wikipedia, briefly describe the corporate activities or nation-state policies in one page single space or less in narrative form; creativity encouraged. But the business or the nation-state must be believable. (3 points)

Part 2: Report about aspects of the region’s current events (over this semester) that might impact the business or policy, bulleted lists and illustrations preferred (you may make the maps/illustrations, but you can also use published ones if you cite the source). Always cite the sources of the facts as you use them in your report, in addition to a list of sources at the end. Footnotes, endnotes, or parenthetical citations are acceptable formats. See the Chicago Manual of Style online for acceptable formats to use (8 points)

Part 3: Works Cited list (and then full text in an appendix)—use a minimum of 5 articles from sources given in the syllabus—large articles, not sidebars. You must also use your text in creating your analysis (2 points).

ALL PARTS MUST BE INCLUDED IN A SINGLE DOCUMENT
Maps in the News Assignment

Introduction
The purpose of this assignment is to develop your spatial skills while immersing yourself in the news of current events, allowing you to integrate your understanding of global issues into your everyday life. This assignment is worth 12% of your course grade.

The assignment was designed to meet two of the course’s learning goals:

- Apply spatial analytical techniques to study global interconnectedness and interdependencies among places, as well as the resulting politics and economics in these places.
- Interpret and extend current news events through a spatial lens.

Instructions
Students will discuss maps they have found in a reputable news source, such as a local or national newspaper, magazine, academic journal, professional newsletter, etc. Individuals’ blogs (MyDumbFriend.blogspot.com) will not be considered a “reputable” source for the purposes of this assignment. Neither weather maps (of any sort, from any source) nor topographic maps are acceptable for this assignment. You may not present maps that I have already shown in class. You are encouraged to use the news sources from the syllabus, but you can find ones from other sources.

Find 10 news articles from this calendar or school year that you think demonstrate a great use of maps as an explanatory tool for journalists.

Copy and paste the map digitally into a single Word document. After each of these maps, answer the following questions in narrative/paragraph form:

1. What is the citation for the article you found this map in? [hint: use MLA format]
2. What was the article trying to communicate as a whole? How does it relate to themes that we covered or are about to cover in this course? [hint: check the syllabus for themes]
3. What role does this map play in communicating an issue brought up in the article? Is it effective at visualizing the current event under examination? In what way(s)?
4. Could you think of other ways to spatially communicate the information from the article?

Hint: review parts of the Knox and Marston textbook that discusses the power of maps; be sure to discuss your maps in light of these readings (from Chapter 1 and appendix).
Group Discussion and Oral Presentation:
[Note: Class may be divided into as few as two groups, depending on enrollment]

Introduction
Each book was selected to emphasize the politics of our interconnections across the globe. The aim of this assignment is to increase student skills in reading comprehension, oral presentation, and navigating group dynamics. The assignment is worth 19% of your course grade—8pts for your participation grade, and 11pts for the group presentation.

The assignment was designed to meet two of the course’s learning goals:

Identify and describe the world’s major geographic regions and their distinct physical, economic, and cultural characteristics; and

Apply spatial analytical techniques to study global interconnectedness and interdependences among places, as well as the resulting politics and economics in these places.

Instructions:
Students will be divided into four groups (or as few as two, depending on enrollment) that discuss the special readings during class time after lectures and large group discussion. The purpose of the group structure is so that students can gain a wide exposure to the literature by learning from other groups assigned a different reading, as well as enable students to deeply examine a particular issue or argument. Students are expected to apply the concepts presented in the lecture to the specific cases presented in these books.

In your first meeting, decide on a rotating schedule of “discussion leaders” that will share responsibility to lead your discussion and sometimes report this discussion to the class at large. Also plan who is responsible for what duties of your formal 5-7 minute presentation on the book's content (one or two people who will make the presentation, at the very least). These duties must always rotate; you will have a responsibility to “grade” each other’s participation in the group work during the mid-term and the final.

A portion of every class is devoted to group work to discuss these readings, and the professor will take turns visiting the groups. Students are to work through quotes from the text for comprehension, and answer discussion questions such as:

- What is the author’s argument in the chapter(s) or book as a whole?
- Explain some of the evidence presented in this book.
- How does this chapter(s) or book relate to the themes we have covered in class so far?
- What specific examples from the readings would be excellent to share with the class?

Students may decide to meet outside of class to complete planning their presentations (Powerpoint is encouraged, as is Prezi), or they may choose to use class time only to prepare for their presentations. Presentations must clearly relate the arguments from their books to the themes being covered in the course. Their schedule of presenting is listed on the syllabus, and it is expected that the groups discuss time management every week to ensure they are on task to be prepared for their scheduled presentations.
Reading list for the different groups:

Group A


Group B


Group C


Group D


FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Lynne Ford Email: Fordl@cofc.edu Phone: 953-6531

Department or Program Name: Bachelor of Professional Studies School name: North Campus

Course Prefix, Number, and Title: PRST 400: Capstone Seminar

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE CHANGE COURSE DELETE COURSE

X ☐ New Course (attach syllabus) ☐ Change Number ☐ Re-activate Course
☐ Change Title ☐ Change Credits/Contact hours
☐ Prerequisite Change ☐ Edit Description

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: __________

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

Students enrolled in the Bachelor of Professional Studies program must complete this course within the last 9 hours of their program.

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

a) ☐ X Yes ☐ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

This new course form accompanies a NEW PROGRAM FORM for the Bachelor of Professional Studies and therefore no degree change form has been submitted.

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours

4

Is this course repeatable? ☐ yes ☐ X no If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog: include prerequisites, co-requisites, and other restrictions.

This culminating seminar, employing a problem-based learning pedagogy, emphasizes analysis, demonstration of knowledge, and critical competency application through a special project in the current workplace or a supervised internship in a desired field of employment. This is both an experiential and academic course.

NOTE: This course will not appear in the Undergraduate Catalog.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

This course was developed for the Bachelor of Professional Studies program. The seminar integrates theory and application in ways relevant to the program outcomes. This serves as the culminating experience for the BPS degree. The content and structure of the experience will depend on the needs of the student. Students employed full-time may design and carry out a supervised project in the workplace. Students interested in re-entering the workplace or in change jobs may elect to complete an internship. In both cases, the academic seminar accompanies and supports the experiential work.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td></td>
</tr>
<tr>
<td>1. Demonstrate the acquisition of a new area of professional expertise and competency in the field of employment selected.</td>
<td>Employer or internship supervisor evaluation; product from workplace project as appropriate.</td>
</tr>
<tr>
<td>2. Demonstrate effective research, writing and presentation skills, appropriate to the employment setting selected for the Capstone.</td>
<td>In-class assignments and/or workplace product as appropriate.</td>
</tr>
<tr>
<td>3. Demonstrate the ability to work independently, creatively, meet deadlines, and operate interdependently with other colleagues and the faculty member.</td>
<td>Employer or internship supervisor evaluation; direct observation by capstone faculty member.</td>
</tr>
<tr>
<td>4. Demonstrate the ability to apply problem-solving processes, technologies, systems approaches, and innovative thinking to solve problems and create solutions.</td>
<td>Employer or internship supervisor evaluation; direct observation by capstone faculty member; product from workplace as appropriate or presentation on capstone project evaluated using rubric created by instructor.</td>
</tr>
</tbody>
</table>

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses: if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

No impact, no overlap.
VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

Costs associated with instruction and with placement assistance for those seeking internships.

IX. APPROVAL AND SIGNATURES

1. Signature of Provost: ___________________________ Date: 2/7/12

2. Signature of Academic Dean (s):
   Dean, School of the Arts ___________________________ Date: 2/7/12
   Dean, School of Business ___________________________ Date: 2/7/12
   Dean, School of Education, Health and Human Performance ___________________________ Date: 2/7/12
   Dean, School of Humanities and Social Sciences ___________________________ Date: 2/7/12
   Dean, School of Languages, Cultures and World Affairs ___________________________ Date: 2/7/12
   Dean, School of Math and Sciences ___________________________ Date: 2/7/12

3. Signature of Curriculum Committee Chair: ___________________________ Date: ___________________________

4. Signature of Budget Committee Chair: ___________________________ Date: ___________________________

5. Signature of Academic Planning Committee Chair: ___________________________ Date: ___________________________

6. Signature of Faculty Senate Secretary: ___________________________ Date: ___________________________

Date Approved by Faculty Senate: ___________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
PRST 400: Capstone Seminar

Course Description
This culminating seminar, employing a problem-based learning pedagogy, emphasizes analysis, demonstration of knowledge, and critical competency application through a special project in the current workplace or a supervised internship in a desired field of employment. This is both an experiential and academic course.

Course Objectives
Through the Capstone Seminar, each student will work directly with their Concentration Advisor to develop an appropriate capstone experience. The purpose of the capstone project is to transition from the academic degree program into meaningful employment. For those employed, the capstone project might take the form of a project designed in consultation with their immediate supervisor and approved by the Capstone instructor and Concentration Advisor. For students interested in changing jobs or employment sectors, an appropriate capstone experience might take the form of a supervised internship.

In all cases, common academic readings and exercises designed to promote integrated learning, the application of theory to practice, and the demonstration of critical competencies will be present.

Common Readings  
TBA

Student Learning Outcomes

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Demonstrate the acquisition of a new area of professional expertise and competency in the field of employment selected.</td>
<td>Employer or internship supervisor evaluation; product from workplace project as appropriate.</td>
</tr>
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<td>2. Demonstrate effective research, writing and presentation skills, appropriate to the employment setting selected for the Capstone.</td>
<td>In-class assignments and/or workplace product as appropriate.</td>
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<td>Employer or internship supervisor evaluation; direct observation by capstone faculty member.</td>
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<td>4. Demonstrate the ability to apply problem-solving processes, technologies, systems approaches, and innovative thinking to solve problems and create solutions.</td>
<td>Employer or internship supervisor evaluation; direct observation by capstone faculty member; product from workplace as appropriate or presentation on capstone project evaluated using rubric created by instructor.</td>
</tr>
</tbody>
</table>
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Beth Goodier    Email: goodierb@cofc.edu    Phone: 953-7420

Department or Program Name: Communication    School name: HSS

Course Prefix, Number, and Title: APCP 321 Interpersonal and Small Group Communication

I. CATEGORY OF REVIEW (Check all that apply)
(7ote: For changes to course, if you check more than two separate changes, you must create a new course.)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>X ☐ New Course (attach syllabus)</td>
<td>□ Change Number</td>
<td>□ Re-activate Course</td>
</tr>
<tr>
<td>□ Change Title</td>
<td>□ Change Credits/Contact hours</td>
<td>□ Delete Course</td>
</tr>
<tr>
<td>□ Prerequisite Change</td>
<td>□ Edit Description</td>
<td></td>
</tr>
</tbody>
</table>

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2013

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

none

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

a) X ☐ Yes    ☐ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

This new course form accompanies a NEW PROGRAM FORM for the Bachelor of Professional Studies and therefore no degree change form has been submitted.

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
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<tr>
<th>Lecture</th>
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</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours 3

Is this course repeatable? ☐ yes X ☐ no If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

This course is designed to develop and improve upon your communication skills in relation to others in interpersonal and small group contexts. Students will increase communication skills and awareness of self in different communication contexts. The skills that are developed through this course will find daily application in the workplace, personal relationships, and a variety of social settings.

NOTE: This course will not appear in the Undergraduate Catalog. This course does not apply to the major in Communication.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

This course was developed for the Bachelor of Professional Studies program. The course integrates theory and application in ways relevant to the program outcomes.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often?</td>
</tr>
<tr>
<td>1. Acquire and use appropriate vocabulary for describing interpersonal and group communication.</td>
<td>Assessed with student performance on exams and in-class exercises using rubric developed by instructor.</td>
</tr>
<tr>
<td>2. Demonstrate active listening and response skills.</td>
<td>Assessed by instructor during in-class exercises and group presentations.</td>
</tr>
<tr>
<td>3. Participate effectively in problem-solving groups.</td>
<td>Assessed by instructor using conflict communication paper and in-class exercises.</td>
</tr>
<tr>
<td>4. Analyze characteristics of communication in various levels of relationships.</td>
<td>Assessed with student performance on exams, analytic papers assigned and graded with appropriate rubric developed by instructor.</td>
</tr>
</tbody>
</table>

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

No impact, no overlap.
VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

Costs of instruction when the course is scheduled.

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   [Signature]

   Date: 2/7/12

2. Signature of Academic Dean:

   [Signature]

   Date: 2/7/12

3. Signature of Provost:

   [Signature]

   Date: 2/9/12

4. Signature of Curriculum Committee Chair:

   [Signature]

   Date:

5. Signature of Faculty Senate Secretary:

   [Signature]

   Date:

Date Approved by Faculty Senate:

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
APPLIED COMMUNICATION MANAGEMENT
APCP 321: INTERPERSONAL AND SMALL GROUP COMMUNICATION

Instructor:
Class Meetings:
Office:
Telephone:
E-Mail:
Office Hours:

Welcome

This course is designed to help you develop and improve your skills in relation to others in interpersonal and small group contexts. As a student, you are here to learn, to discover your perceptions, to challenge your opinions, and find new and effective ways to relate to others. By the end of this course, you will increase your communication skills and awareness of yourself in different communication contexts. The life-long skills that are taught in this course you may use on a daily basis. You should become a better friend, partner, sibling, parent, worker, or boss by learning the ideas and theories in this class and applying them to your life.

Course Materials

2. Bring paper, pencil/pen, folder for article and assignments, and textbook to each class.

Course Competencies

Students are expected to:

1. Acquire a basic vocabulary for describing interpersonal communication;
2. Explain influences on the self-concept, perceptions, & diversity on interpersonal communications;
3. Analyze characteristics of communication in various levels of relationships;
4. Relate interpersonal needs and theories to communication;
5. Share feelings in interpersonal relationships following appropriate guidelines;
6. Explain methods of creating supportive communication climates;
7. Explain approaches to managing interpersonal conflict;
8. Demonstrate active listening and response skills;
9. Describe characteristics and functions of nonverbal communication;
10. Acquire basic vocabulary describing group communication;
11. Identify characteristics of small groups and communication in groups;
12. Explain communication behaviors characteristic of participant roles in group discussion;
13. Recognize influence and power factors affecting interpersonal communication in groups;
14. Participate effectively in problem-solving groups;
15. Demonstrate the ability to report outcomes of a small group to an audience;
Course Policies

Class Procedure:

- **First Week Attendance Policy**: I reserve the right to drop any student who misses the first two days of class without notifying me in advance.

- **Technology**: This course will utilize OAKS for distribution of materials (e.g. handouts, some readings etc.) and information about the course (e.g. changes to syllabus, cancellation of class etc.), and quizzes. If you are unfamiliar with OAKS, you should contact Academic Computing to identify training times. The system is fairly user friendly with lots of tutorials to assist you. I will also hold “virtual office hours” on line before each exam using the general chat room in OAKS. These hours will be posted on my OAKS homepage the week prior to the exam. If your computer is unreliable with OAKS (i.e. it cuts out or kicks you off, you should plan to take your quizzes from a computer on campus (e.g. the library).

- **Make Up Exams/Interviews**: If you are unable to take a scheduled exam or complete a scheduled interview due to illness or medical emergency, please submit a written medical excuse to me and undergraduate studies. The exam or interview will be scheduled immediately at the convenience of the professor (and is not to exceed one week from date of absence). The format (i.e. essay, multiple-choice, true-false, etc) of make up exams may vary at the discretion of the professor. In-class observations may not be made up regardless of the reason for your absence.

- **Quizzes**: Reading Quizzes will be posted to OAKS for 24-48 hours (I will not always announce them in class) and will be a combination of True/False, Fill in the Blank, Multiple Choice, and Short Answer. Quizzes are timed (10-20 minutes) and you will be able to take them only once. You must remember to “submit” your quiz for it to be graded. You should plan to take your quizzes from a reliable computer. Please do not contact me about technical problems with your quizzes – I can not review your quiz if your computer cuts out or if you forget to submit your quiz.

- **Assignments**: All written assignments should be typed (12-point font, Times New Roman or similar, 1-inch margins), stapled (if necessary), and turned in at the beginning of class on the assigned day. When an interview assignment calls for an interview schedule of questions, that should be supplied to the instructor before you begin your interview. I do not accept late assignments.

- **You are responsible for any class material missed due to an absence. This means you will be relying on the generosity of your classmates to allow you to copy class notes and handouts. Please do not approach me with requests for missed notes. Of course, if you have a legitmately excused absence, you may visit me during office hours for a briefing and missed handouts.

- **Students needing accommodations**: Any student who, because of a disability, may require special arrangements in order to meet course requirements, should contact the instructor as soon as possible to make such accommodations as may be necessary. The deadline for student notification of the instructor concerning the need for such arrangements is DATE.

- **Honor Code**: According to the Student Handbook, "the Honor System of the College of Charleston is intended to promote and protect an atmosphere of trust and fairness in the classroom and in the conduct of daily life. Students at the College of Charleston are bound by honor and by their enrollment at the College to abide by the codes and to report violations. Faculty members are equally required to report violations of the Honor Code or Code of Conduct" (p.10). The honor code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing, and plagiarism (see http://www.cofc.edu/about/handbook.pdf for definition of each, reporting process, and associated penalties).
- **Electronic Media:** Electronic media (e.g., cell phones, tape recorders, cameras, etc.) are not allowed in the classroom without expressed consent of the instructor.

- I will do my best to post exam results to OAKS within three class periods; however, due to time constraints, I do not review exams during class. If you would like to review your exam, please make an appointment to do so during my office hours. I am always happy to review your performance and help develop strategies for improving over the course of the semester.

**For this class, please note the following expectations:** *(From: DeVito Instructor Manual, 2008)*

“You are expected to actively listen and respond in a way that demonstrates that you have been doing the reading and thinking about communication principles. Respect for yourself and others is mandatory. Informed involvement is expected. Please use Standard American English. Attending each class session is not enough to earn a passing grade; you must demonstrate a willingness to practice your communication competencies in class role-plays, group work, class discussions, and exercises. Studying for other classes during class sessions, failing to prepare for class sessions and failing to contribute to group presentations will be factored into your grade. You are further expected to demonstrate courtesies of professional life, which includes contacting your instructor if you will miss a class session.

Class climate is an essential ingredient for the success of this course. At various points during the semester, we may be examining sensitive and personal issues as they relate to aspects of interpersonal communication. Differences of experience, attitude, and values can be discussed meaningfully as long as we agree to respect norms of civil discussion.

Certain forms of classroom behavior are expressly prohibited. These include verbal attacks on the person and character of another; disparaging responses to another’s group of origin or affinity, (e.g., age, gender, health status, physical or mental abilities, race, culture, sexual orientation, political philosophy, social views or religion); any form of behavior that manifests direct or implied sexual harassment; and any statement that questions the moral character or integrity of another. [Note: Some film clips shown in class contain vulgar language and inappropriate ways of managing emotions; your instructor does not condone this type of communication.]

**Course Attendance**

Regular attendance is essential in this course. Points will be given for in-class activities each class session which cannot be made up – **you must be in class to receive points for in-class activities.** This results in a large part of your grade (30%).

**Course Participation**

Participation in the course is essential in order to get the most out of the course. Participation will not be graded, but will be expected. Students who do not participate on a regular basis will be contacted individually by the instructor.

**Course Assignments**

1. **Exams:** There will be 3 exams for 10% each for 30% of total grade. Exams will be mainly applied knowledge situation based questions based on both readings and course lectures. Exams
must be taken on date they are scheduled. If you cannot attend the exam, you must contact the instructor before the exam. The missed exam must be taken before the next class period and arranged with the instructor. Any missed exam will have a 30% grade reduction, regardless of reason. All three exams must be taken in order to pass the course.

2. **Assignments/homework:** Read all chapters for assigned dates. Bring all homework to turn in at the beginning of the class period. Homework that is one class period late will be graded with 20% reduction, two class periods late, 40% reduction, 3 or more class periods late will receive a zero. = 5% of total grade

3. **In-class activities:** Attend all classes. Points given each class for in-class activities. You must attend entire class period for activity grade and participate in activity during class to receive credit for the day. You also must not use your cell phone during class to receive credit= 30% of total grade

4. **Group presentation:** A group presentation will be assigned in class. Groups will have time in class and need to meet outside of class to prepare the presentation. More specific information will be given when groups are assigned = 10% of grade

5. **Conflict Communication paper.** A short 3-4 page paper on conflict communication will be assigned. A paper that is one class period late will be graded with 20% reduction, two class periods late, 40% reduction, 3 or more class periods late will receive a zero. = 5% of grade

6. **Self Disclosure paper:** A short 3-4 page paper on self disclosure will be assigned. A paper that is one class period late will be graded with 20% reduction, two class periods late, 40% reduction, 3 or more class periods late will receive a zero. = 5% of grade

7. **Journal** – You will be expected to keep a journal throughout the class – questions are given at the end of the syllabus and will be discussed during class – a 2-3 page response will be written in your journal – Journals will be due on exam days to be graded = 5% each time = 15% of grade

7. **Extra Credit:** A few extra credit opportunities will be presented throughout the semester. More information will be provided later in the semester. Two extra credit assignments at 25 points each may be completed and turned in towards the end of the semester. Extra credit is due April 24, 2012.

8. **Reading:** Read each chapter before it will be discussed. Please follow the tentative schedule. I will note any changes to schedule.

**Course Grading**

Grades will be given on the following scale:

- 95-100% = A
- 90-94% = A-
- 87-89% = B+
- 83-86% = B
- 80-82% = B-
- 77-79% = C+
- 73-76% = C
- 70-72% = C-
- 67-69% = D+
- 63-66% = D
- 60-62% = D-
- 0-59% = F
A percentage of the total points will be taken to determine the grade. All major assignments and exams must be completed to receive course credit. Incomplete assignments will receive partial credit and work not completed on time will receive a zero.

**Course Calendar** *(Tentative - is subject to change)* Do Readings before class

<table>
<thead>
<tr>
<th>Date</th>
<th>Week</th>
<th>Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/10</td>
<td>Week 1</td>
<td>Introductions, Review Syllabus, Student Info Sheet, Games</td>
</tr>
<tr>
<td>1/12</td>
<td></td>
<td>READ Chapter 1 – Communication</td>
</tr>
<tr>
<td>1/17</td>
<td>Week 2</td>
<td>READ chapter 2 – Self</td>
</tr>
<tr>
<td>1/19</td>
<td></td>
<td>ch 1 &amp; 2 cont. (self flags due)</td>
</tr>
<tr>
<td>1/24</td>
<td>Week 3</td>
<td>READ Chapter 3 – Perception</td>
</tr>
<tr>
<td>1/26</td>
<td></td>
<td>ch 3 cont</td>
</tr>
<tr>
<td>1/31</td>
<td>Week 4</td>
<td>READ Chapter 4 - Cultural Diversity</td>
</tr>
<tr>
<td>2/2</td>
<td></td>
<td>ch 4 cont</td>
</tr>
<tr>
<td>2/7</td>
<td>Week 5</td>
<td>Review chapters 1-4</td>
</tr>
<tr>
<td>2/9</td>
<td></td>
<td>Exam 1 (Chapters 1-4)</td>
</tr>
<tr>
<td>2/14</td>
<td>Week 6</td>
<td>READ Chapter 5 – Listening and Responding Skills</td>
</tr>
<tr>
<td>2/16</td>
<td></td>
<td>READ Chapter 6 - Verbal Communication Skills</td>
</tr>
<tr>
<td>2/21</td>
<td>Week 7</td>
<td>READ Chapter 7 – Non-Verbal Communication Skills</td>
</tr>
<tr>
<td>2/23</td>
<td></td>
<td>chapter 7 cont.</td>
</tr>
<tr>
<td>2/28</td>
<td>Week 8</td>
<td>READ Chapter 8 - Conflict Management Skills</td>
</tr>
<tr>
<td>3/1</td>
<td></td>
<td>Chapter 8 cont.</td>
</tr>
<tr>
<td>3/6</td>
<td>Week 9</td>
<td>Review for Exam 2 (Chapters 5-8)</td>
</tr>
<tr>
<td>3/8</td>
<td></td>
<td>Exam 2 (Chapters 5-8)</td>
</tr>
<tr>
<td>3/13</td>
<td>Week 10</td>
<td>Small group presentation assigned</td>
</tr>
<tr>
<td>3/17</td>
<td></td>
<td>small groups roles and rules (meet in groups)</td>
</tr>
<tr>
<td>3/20</td>
<td>Week 11</td>
<td>Spring Break – no class</td>
</tr>
<tr>
<td>3/22</td>
<td></td>
<td>Spring Break – no class</td>
</tr>
<tr>
<td>3/27</td>
<td>Week 12</td>
<td>Small Group Communication</td>
</tr>
<tr>
<td>3/29</td>
<td></td>
<td>small group work (final prep day)</td>
</tr>
<tr>
<td>4/3</td>
<td>Week 13</td>
<td>small group presentations (conflict &amp; self-disclosure papers due)</td>
</tr>
<tr>
<td>4/5</td>
<td></td>
<td>READ Chapter 9 – Understanding Interpersonal Relationships</td>
</tr>
<tr>
<td>4/10</td>
<td>Week 14</td>
<td>READ Chapter 10 – Managing Relationship Challenges</td>
</tr>
<tr>
<td>4/12</td>
<td></td>
<td>Chapter 10 cont – Relationship stages with music lyrics</td>
</tr>
</tbody>
</table>
4/17  Week 15  READ Chapter 11 - Friendship and Romance
4/19
4/24  Week 16  Chapter 12 cont – Facebook, MySpace, Texting, Twitter, etc
4/26  Review chapters 9-12 (class party)
5/1  Final Exam  12:50am - 2:50pm (Chapters 9-12 & small group)

Keep track of your grades: There will also be the opportunity to view your progress with your grades on Engrade.com/nicoileallaire. A special student code will be given to you to access your information.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Weight</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exam 1</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Exam 2</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Exam 3 (final exam)</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Conflict Paper</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Self Disclosure Paper</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Journal 1</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Journal 2</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Journal 3</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>Group Presentation</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>In Class activities</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Homework</td>
<td>5%</td>
<td></td>
</tr>
<tr>
<td>(extra credit)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Beth Goodier  Email: goodierb@cofc.edu  Phone: 953-7420

Department or Program Name: Communication  School name: HSS

Course Prefix, Number, and Title: APCP 322 Communication for Business and Professions

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

- X□ New Course (attach syllabus)

CHANGE COURSE

- □ Change Number
- □ Change Title
- □ Change Credits/Contact hours
- □ Prerequisite Change
- □ Edit Description

DELETE COURSE

- □ Re-activate Course
- □ Delete Course

□ Approve for Cross-listing (attach rationale and written permission from relevant department)

□ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2013

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

none

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

a) X□ Yes  □ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

This new course form accompanies a NEW PROGRAM FORM for the Bachelor of Professional Studies and therefore no degree change form has been submitted.

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours  
   - Lecture: 3
   - Lab: 
   - Seminar: 
   - Ind. Study: 

B. Credit Hours  3

Is this course repeatable? □ yes X□ no  If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

This course is designed to help students identify and improve communication skills in business and professional settings. Specific objectives include understanding theories of communication and organizations; improving interpersonal skills and work relationships in organizations; improving written and verbal presentation skills; enhancing small-group and problem-solving skills; perfecting interview and job search skills; and applying theory to everyday business practice.

NOTE: This course will not appear in the Undergraduate Catalog. This course does not apply to the major in Communication.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

This course was developed for the Bachelor of Professional Studies program. The course integrates theory and application in ways relevant to the program outcomes.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td></td>
</tr>
<tr>
<td>1. Articulate theories of communication and organizations; analyze and apply theories to everyday business practice.</td>
<td>Assessed with student performance on exams and in-class exercises using rubric developed by instructor.</td>
</tr>
<tr>
<td>2. Demonstrate interpersonal skills and work relationships appropriate to organizations.</td>
<td>Assessed by instructor during in-class exercises and group presentations.</td>
</tr>
<tr>
<td>3. Demonstrate effective written and verbal presentation skills.</td>
<td>Assessed by instructor across a number of written assignments and in-class presentations. Rubric developed by instructor.</td>
</tr>
<tr>
<td>4. Employ small-group and problem-solving skills.</td>
<td>Assessed with student performance on small-group problem solving exercise with appropriate rubric developed by instructor.</td>
</tr>
<tr>
<td>5. Practice and demonstrate effective interview and job search skills.</td>
<td>Assess through Career Research Project, Job Search Packet, Informational Presentations, and in-class participation using appropriate assessment instruments developed by instructor.</td>
</tr>
</tbody>
</table>
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

No impact, no overlap.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

Costs of instruction when the course is scheduled.

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   [Signature]

   Date: 2/7/12

2. Signature of Academic Dean:

   [Signature]

   Date: 2/7/12

3. Signature of Provost:

   [Signature]

   Date: 2/7/12

4. Signature of Curriculum Committee Chair:

   [Signature]

   Date: __________________

5. Signature of Faculty Senate Secretary:

   [Signature]

   Date: __________________

   Date Approved by Faculty Senate: __________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Course Objectives:
This course is designed to help students identify and improve communication skills in business and professional settings. Specific objectives include 1) understanding theories of communication and organizations; 2) improving interpersonal skills and work relationships in organizations; 3) improving written and verbal presentation skills; 4) enhancing small-group and problem-solving skills; 5) perfecting interview and job search skills; 6) analyzing and applying theory to everyday business practice.

Your ability to learn and utilize the skills and concepts introduced in this class will influence the caliber professional you become in the “real world.” I hope that this class provides you with a safe opportunity to practice and develop the professional skills needed to thrive in the corporate world.

Expectations:
We are in this class together. We are both responsible for making it a successful and useful class for everyone. I promise to do my part to make this class practical and fun, but I certainly can’t do it without you.

- You can expect me to demonstrate professionalism and objectivity by being prepared, returning assignments in a timely manner, offering quality comments and feedback, encouraging discussion and interaction, and appreciating and encouraging your personal and professional goals.

- In return, I expect you to attend every class, read materials in advance, participate in class discussions, turn in assignments on time, invest a significant amount of effort in class activities and assignments and provide me with feedback on how the class is going. I encourage you to talk with me or write a note if that is more comfortable for you. I can only improve the class with your feedback.

Texts:

(Required) Supplemental Readings
Core Assignments:
This class will be run like a true organization. Your assignments are the requirements of your "job." As such, they should be **typed** and follow the format designated in the assignment description. Deadlines are firm; all assignments must be completed and turned in at the beginning of class on the assigned day. Late work will not be accepted without a written medical excuse. Assignments will only be accepted from those students present in class on the day the assignment is due. Please do not leave assignments in my mailbox or give them to a friend to hand in. That said: I do understand the multiple demands on your time. If you would like to arrange to turn in assignments in advance, just come see me. Your personal performance evaluation will be based on your ability to perform the expectations of your job. Following are brief descriptions of your core assignments.

1. **Career Research Project (15%)**: You will perform background research and interview a professional in your anticipated career area and turn in the following: letter of confirmation, prepared interview questions, interview report (5-6 pages double spaced) and thank you letter.

2. **Job Search Packet (15%)**: This is your personal sales pitch. You will prepare a resume, cover letter and a thank you note directed to the person you are interviewing for your Career Research project. We will also perform in class job interviews. Your partner will evaluate your performance (and you theirs) and this grade will be included in the packet.

3. **Small-group Problem Solving (30%)**: The Team concept has become prominent in most contemporary organizations. This project will provide invaluable experience in working as a team. Groups of students will work together to identify an organizational problem, analyze it, generate solutions, select and justify solution, and produce a written proposal (10%) and a persuasive presentation (10%) for the rest of the class (group grade). Each student will then write an individual memo (10%) evaluating the group's process by analyzing roles and norms, leadership, cohesiveness, decision-making, and conflict (individual grade).

4. **Informational Presentations (10%)**: You will demonstrate the principles of informational speaking in a 5-10 minute (depending on class size) presentation where you will train someone in the class "how to" perform task of your choosing. You will also provide a full sentence outline before speaking.

5. **Exams (20%)**: There will be four exams (5% each) over the course of the semester. However, I reserve the right to add unscheduled and unannounced quizzes if class discussion indicates a lack of preparation and understanding of course materials.

6. **Class Participation (10%)**: Just as in the "real world," to succeed in this class you must participate actively--this assumes regular attendance and contribution to discussion. Class participation will be determined by the frequency and quality of contributions to class discussions, in-class exercises and assignments. I emphasize the **quality** of contributions to point out that simply talking a lot in class does not guarantee a high participation grade. There will also be several un-graded assignments included in this evaluation.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topics and Assignments</th>
<th>Readings Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 1/10</td>
<td>Welcome to the Course</td>
<td>None</td>
</tr>
<tr>
<td>Wednesday 1/12</td>
<td>Intro to course</td>
<td>Ch. 1</td>
</tr>
<tr>
<td></td>
<td>Communication Models, Organizational Theory, and Communication Networks</td>
<td></td>
</tr>
<tr>
<td>Friday 1/14</td>
<td>Introduction to the course continued</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity: &quot;The Fractured T&quot;</td>
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</tr>
<tr>
<td>Monday 1/17</td>
<td>Dr. Martin Luther King Day: OFF</td>
<td>None</td>
</tr>
<tr>
<td>Wednesday 1/19</td>
<td>Organizational Theory: Models of Organization</td>
<td>Ch. 2 pp. 42-49</td>
</tr>
<tr>
<td>Friday 1/21</td>
<td>Organizational Theory Cont.</td>
<td>Ch. 2 pp. 50-68</td>
</tr>
<tr>
<td>Wednesday 1/26</td>
<td>Interpersonal Relationships</td>
<td>Ch. 3 pp. 72-76</td>
</tr>
<tr>
<td>Friday 1/28</td>
<td>Communication Styles</td>
<td>Ch. 3 pp. 76-92</td>
</tr>
<tr>
<td>Monday 1/31</td>
<td>Communication and Relationships</td>
<td>Ch. 3 pp. 92-102</td>
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<tr>
<td>Wednesday 2/2</td>
<td>Activity: Connecting Systems Thinking and Organizational Relationships</td>
<td>None</td>
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<tr>
<td>Friday 2/4</td>
<td>Exam One</td>
<td>Ch. 4</td>
</tr>
<tr>
<td>Monday 2/7</td>
<td>Listening</td>
<td>Ch. 5 pp. 135-151</td>
</tr>
<tr>
<td></td>
<td>Activity: We only thought we heard you...</td>
<td></td>
</tr>
<tr>
<td>Wednesday 2/9</td>
<td>Nonverbal Communication</td>
<td>SUPPLEMENT: &quot;Gender Differences in Nonverbal Communication&quot;</td>
</tr>
<tr>
<td>Friday 2/11</td>
<td>Gender and Nonverbal Communication</td>
<td></td>
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<tr>
<td></td>
<td>Activity</td>
<td></td>
</tr>
<tr>
<td>Monday 2/14</td>
<td>Intercultural Nonverbal Communication</td>
<td>Ch. 5 pp. 152-162</td>
</tr>
<tr>
<td>Wednesday 2/16</td>
<td>Obstacles to Communication</td>
<td>Ch. 6</td>
</tr>
<tr>
<td>Friday 2/18</td>
<td>Activity: Giving Instructions</td>
<td></td>
</tr>
<tr>
<td>Monday 2/21</td>
<td>Exam Two</td>
<td>Ch. 8</td>
</tr>
<tr>
<td>Wednesday 2/23</td>
<td>Interviews, Resumes and a Successful Job Search</td>
<td>SUPPLEMENT: Resumes Complete Activities and Bring to Class</td>
</tr>
<tr>
<td></td>
<td>Assign Job Search Packet</td>
<td></td>
</tr>
<tr>
<td>Friday 2/25</td>
<td>Cover Letters</td>
<td></td>
</tr>
<tr>
<td>Monday 2/28</td>
<td>Writing Workshop: Resumes, Cover Letters</td>
<td>Rough Draft of Resume/Cover Letter Due</td>
</tr>
<tr>
<td>Wednesday 3/1</td>
<td>Interviewing</td>
<td>Ch. 7</td>
</tr>
<tr>
<td>Friday 3/3</td>
<td>Interviewing Cont.</td>
<td>SUPPLEMENT: Ace the Interview</td>
</tr>
<tr>
<td>Monday 3/6</td>
<td>Making Connections: Networking</td>
<td>SUPPLEMENT: Networking</td>
</tr>
<tr>
<td>Wednesday 3/8</td>
<td>Mock Interviews</td>
<td></td>
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<tr>
<td>Friday 3/10</td>
<td>Impromptu Interviews</td>
<td>Thank You Letter &amp; Interview Critiques Due</td>
</tr>
<tr>
<td>Monday 3/13-</td>
<td>SPRING BREAK: OFF</td>
<td>NONE</td>
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<tr>
<td>Friday 3/17</td>
<td></td>
<td></td>
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<tr>
<td>Monday 3/20</td>
<td>Effective Groups</td>
<td>Ch. 9 pp. 271-279</td>
</tr>
<tr>
<td></td>
<td>Assign Group Project</td>
<td></td>
</tr>
<tr>
<td>Wednesday 3/22</td>
<td>Group Think:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Activity: The Carter Racing Case</td>
<td></td>
</tr>
<tr>
<td>Friday 3/24</td>
<td>Working in Groups: Problem Solving Procedure</td>
<td>Ch. 9 pp. 279-299</td>
</tr>
<tr>
<td>Monday 3/27</td>
<td>Leadership in Small Groups</td>
<td>Ch. 10</td>
</tr>
<tr>
<td>Date</td>
<td>Class</td>
<td>Notes</td>
</tr>
<tr>
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<tr>
<td>Wednesday 3/29</td>
<td>Exam Three</td>
<td></td>
</tr>
<tr>
<td>Friday 3/31</td>
<td>Public Speaking 101</td>
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<tr>
<td>Monday 4/3</td>
<td>Public Speaking 101 Continued</td>
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</tr>
<tr>
<td>Wednesday 4/5</td>
<td>Informative Speeches Cont.</td>
<td>Ch. 11</td>
</tr>
<tr>
<td>Friday 4/7</td>
<td>Informative Speeches</td>
<td>Ch. 11</td>
</tr>
<tr>
<td>Monday 4/10</td>
<td>Verbal and Visual Support</td>
<td>Ch. 12</td>
</tr>
<tr>
<td>Wednesday 4/12</td>
<td>Persuasive Presentations</td>
<td>Outline for Informative Presentation Due</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Ch. 13</td>
</tr>
<tr>
<td>Friday 4/14</td>
<td>Persuasion Cont.</td>
<td></td>
</tr>
<tr>
<td>Monday 4/17</td>
<td>Informative Speeches</td>
<td>Ch. 13</td>
</tr>
<tr>
<td>Wednesday 4/19</td>
<td>Informative Speeches</td>
<td></td>
</tr>
<tr>
<td>Friday 4/21</td>
<td>Organizational Culture</td>
<td>SUPPLEMENT: “Communication &amp; Organizational Cultures&quot; &amp; “Building Trust through Organizational Culture”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Persuasive Outline Due</td>
</tr>
<tr>
<td>Monday 4/24</td>
<td>Changes in the Workplace</td>
<td>SUPPLEMENT: Build a New Employment Relationship</td>
</tr>
<tr>
<td>Wednesday 4/26</td>
<td>Group Presentations</td>
<td>Individual Analysis Due</td>
</tr>
<tr>
<td>Friday 4/28</td>
<td>Group Presentations</td>
<td></td>
</tr>
<tr>
<td>EXAM WEEK</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Beth Goodier  Email: goodierb@cofc.edu  Phone: 953-7420

Department or Program Name: Communication  School name: HSS

Course Prefix, Number, and Title: APCP 323 Interviewing

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>X☐ New Course (attach syllabus)</td>
<td>□ Change Number</td>
<td>□ Re-activate Course</td>
</tr>
<tr>
<td></td>
<td>□ Change Title</td>
<td>□ Delete Course</td>
</tr>
<tr>
<td></td>
<td>□ Change Credits/Contact hours</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Prerequisite Change</td>
<td></td>
</tr>
<tr>
<td></td>
<td>□ Edit Description</td>
<td></td>
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</tbody>
</table>

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2013

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

none

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

a) X☐ Yes  □ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

This new course form accompanies a NEW PROGRAM FORM for the Bachelor of Professional Studies and therefore no degree change form has been submitted.

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours  Lecture  Lab  Seminar  Ind. Study

3

B. Credit Hours  3

Is this course repeatable? □ yes X☐ no  If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog: include prerequisites, co-requisites, and other restrictions.

This course is designed to introduce students to the fundamental principles of interviewing, including the interpersonal communication process, questions, and interview structure. Interview Communication focuses on providing students with an applied understanding of the communication principles and theories involved in successful interviewing through an experiential foundation designed to enable them to conduct or be the subject of such interviews. Emphasis is placed on skill acquisition and refinement.

NOTE: This course will not appear in the Undergraduate Catalog. This course does not apply to the major in Communication.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

This course was developed for the Bachelor of Professional Studies program. The course integrates theory and application in ways relevant to the program outcomes.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
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<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often?</td>
</tr>
<tr>
<td>1. Articulate communication theories and practices as they relate to interview communication.</td>
<td>Assessed with student performance on exams and in-class exercises using rubric developed by instructor.</td>
</tr>
<tr>
<td>2. Apply theories to practical interview situations related to employment, information gathering, sales, journalism, and research.</td>
<td>Assessed by instructor on basic skills interview assignment, informational interview assignment, employment interview assignment, and persuasive interview assignment. Rubric designed by instructor.</td>
</tr>
<tr>
<td>3. Demonstrate effective written and verbal presentation skills.</td>
<td>Assessed by instructor across a number of written assignments and in-class presentations. Rubric developed by instructor.</td>
</tr>
</tbody>
</table>

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

No impact, no overlap.
VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

Costs of instruction when the course is scheduled.

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:
   [Signature]
   Date: 2/7/12

2. Signature of Academic Dean:
   [Signature]
   Date: 2/7/12

3. Signature of Provost:
   [Signature]
   Date: 2/7/12

4. Signature of Curriculum Committee Chair:
   [Signature]
   Date:

5. Signature of Faculty Senate Secretary:
   [Signature]
   Date:

Date Approved by Faculty Senate:

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Applied Communication Management
APCP 323: Interviewing

Instructor:
Office hours:
Phone:
Email:

Course Description:
This course is designed to introduce students to the fundamental principles of interviewing, including the interpersonal communication process, questions, and interview structure. During the semester we will review communication theories and practices, relating them to a wide variety of interviewing situations including employment, information gathering, sales, journalism and research. Emphasis is placed on the persuasive intentions of these interviews from both the interviewer and interviewee perspectives. This course is divided into lectures, in-class interviews and assignments designed to give you direct experience with the elements of interviewing.

Interview Communication focuses on providing students with an applied understanding of the communication principles and theories involved in successful interviewing through an experiential foundation designed to enable them to conduct or be the subject of such interviews. Emphasis is placed on skill acquisition and refinement.

Your ability to learn and utilize the skills and concepts introduced in this class will influence the caliber professional you become in the "real world." I hope that this class provides you with a safe opportunity to practice and develop the professional skills needed to thrive in the future.

As the instructor of this class, I will do my best to facilitate a supportive learning environment. I promise to do my best to make this class interesting, fun and practical, but I cannot do it without you. In return for your active attendance, preparation, participation and support for one another, you can expect me to return your work in a timely manner, come prepared to class and to do my best to inform and educate you in fun and innovative ways. Please feel free to contact me at any time if you have suggestions or concerns about the class.

An important note: This class requires you to participate as both interviewee and interviewer in front of the class on several occasions throughout the semester. I expect all students to behave professionally and respectfully during their classmates interviews. Behavior that does not facilitate a supportive environment will not be tolerated.

Text:


[Clicker Course Response System (Available at both bookstores and Amazon.com). (NOTE: This should come to class with you every day).]
Core Assignments and Grading:
Grades in this course will be based on three in-class interviews, one virtual interview, quizzes posted to OAKS, a field interviewing project, two exams, observations and interview critiques of your classmates, and participation in discussions, assignments and activities in class.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Skills Interview</td>
<td>200</td>
</tr>
<tr>
<td>Informational Interview (Virtual)</td>
<td>100</td>
</tr>
<tr>
<td>Employment Interview</td>
<td>200</td>
</tr>
<tr>
<td>Persuasive Interview</td>
<td>200</td>
</tr>
<tr>
<td>Observations &amp; Interview Critiques (20 points each)</td>
<td>100</td>
</tr>
<tr>
<td>Exams (2 @ 100 points each)</td>
<td>200</td>
</tr>
<tr>
<td>Quizzes (7 @ 10 points each)</td>
<td>70</td>
</tr>
<tr>
<td>Field Project</td>
<td>230</td>
</tr>
<tr>
<td>• Proposal (50)</td>
<td></td>
</tr>
<tr>
<td>• Interview Schedule (2 @ 25 points each)</td>
<td></td>
</tr>
<tr>
<td>• Probing Interview Critique (20 points)</td>
<td></td>
</tr>
<tr>
<td>• Written Report (100)</td>
<td></td>
</tr>
<tr>
<td>• Evaluation of Interviewee(s) (10 points)</td>
<td></td>
</tr>
<tr>
<td>Participation: In Class Assignments, Discussion and Activities (100 from I-Clicker participation, 50 from Impromptus, 50 from Discussion and Assignments)</td>
<td>200</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1500</td>
</tr>
</tbody>
</table>

Your grade in this class will be determined by the following scale:

<table>
<thead>
<tr>
<th>GRADE</th>
<th>POINTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>1463-1500</td>
</tr>
<tr>
<td>A</td>
<td>1401-1462</td>
</tr>
<tr>
<td>A-</td>
<td>1343-1400</td>
</tr>
<tr>
<td>B+</td>
<td>1311-1342</td>
</tr>
<tr>
<td>B</td>
<td>1253-1310</td>
</tr>
<tr>
<td>B-</td>
<td>1193-1252</td>
</tr>
<tr>
<td>C+</td>
<td>1163-1192</td>
</tr>
<tr>
<td>C</td>
<td>1103-1162</td>
</tr>
<tr>
<td>C-</td>
<td>1043-1102</td>
</tr>
<tr>
<td>D+</td>
<td>1013-1042</td>
</tr>
<tr>
<td>D</td>
<td>953-1012</td>
</tr>
<tr>
<td>D-</td>
<td>893-952</td>
</tr>
<tr>
<td>F</td>
<td>0-892</td>
</tr>
</tbody>
</table>

Class Procedure:

- **First Week Attendance Policy:** I reserve the right to drop any student who misses the first two days of class without notifying me in advance.
- **Technology**: This course will utilize OAKS for distribution of materials (e.g. handouts, some readings etc.) and information about the course (e.g. changes to syllabus, cancellation of class etc.), and quizzes. If you are unfamiliar with OAKS, you should contact Academic Computing to identify training times. The system is fairly user friendly with lots of tutorials to assist you. I will also hold “virtual office hours” on line before each exam using the general chat room in OAKS. Those hours will be posted on my OAKS homepage the week prior to the exam. If your computer is unreliable with OAKS (i.e. it cuts out or kicks you off, you should plan to take your quizzes from a computer on campus (e.g. the library). In addition, we will use the I-Clicker response system for in class activities, to gauge understanding of course material and to participate in class discussion.

- **In-Class Assignments/Participation.** Attendance is expected at all class meetings. In class we will apply and practice the skills, which will later be graded in the form of exams and in-class interviews (trust me – this is a class you don’t want to miss!). You will receive a grade each non-interview day (0-10) for your participation. Your total will be averaged out of the total number of class periods minus three (i.e. you can miss three classes without penalty). You should note, however, that in-class assignments, impromptu interviews, and observations can not be made up if you are not in class. This makes up 50 points of your participation grade. Additionally, I will present questions nearly every class period for you to respond to using the I-Clicker. The percentage of questions you respond to (whether right or wrong) will make up 100 points of your participation grade (e.g. if you respond to 90% of the questions I ask, you receive 90 points). Under NO circumstances should another individual use the I-Clicker registered in your name to respond to questions. This would be considered a violation of the honor code. Please make sure you bring your I-Clicker to class every day – I can not loan you one if you forget yours. The final 50 points of your participation grade will be determined by your participation in Impromptu Interviews.

- **Interview Dates.** Due to the time limitations of the course, we will adhere strictly to the schedule of interviews set forth in the syllabus. The interview schedule is randomly assigned will be posted to OAKS within one week of the interview. You are expected to participate in your interview on the assigned day. There will be NO opportunities to make up in-class interviews or assignments without a documented medical excuse. You are welcome to ask your classmates if they are willing to switch dates with you, but both parties should notify me of the switch in writing (email from your Edisto Account is fine) within 48 hours of the interview. I will not make any changes in the interview schedule without documented medical excuses.

- **Make Up Exams/Interviews.** If you are unable to take a scheduled exam or complete a scheduled interview due to illness or medical emergency, please submit a written medical excuse to me and undergraduate studies. The exam or interview will be scheduled immediately and at the convenience of the professor (and is not to exceed one week from date of absence). The format (i.e. essay, multiple-choice, true-false, etc) of make up exams may vary at the discretion of the professor. In-class observations may not be made up regardless of the reason for your absence.

- **Quizzes.** Reading Quizzes will be posted to OAKS for 24-48 hours (I will not always announce them in class) and will be a combination of True/False, Fill in the Blank, Multiple Choice, and Short Answer. Quizzes are timed (10-20 minutes) and you will be able to take them only once. You must remember to “submit” your quiz for it to be graded. You should plan to take your quizzes from a reliable computer. Please do not contact me about technical problems with your quizzes – I can not review your quiz if your computer cuts out or if you forget to submit your quiz.

- All written assignments should be typed (12-point font, Times New Roman or similar, 1-inch margins), stapled (if necessary), and turned in at the beginning of class on the assigned day. When an interview assignment calls for an interview schedule of questions, that should be supplied to the instructor before you begin your interview. I do not accept late assignments.
- You are responsible for any class material missed due to an absence. This means you will be relying on the generosity of your classmates to allow you to copy class notes and handouts. Please do not approach me with requests for missed notes. Of course, if you have a legitimately excused absence, you may visit me during office hours for a briefing and missed handouts.

- I will do my best to return assignments within one week. If you are not there to receive them, it is your responsibility to look through the folder where I keep graded assignments to retrieve them.

- Students needing accommodations: Any student who, because of a disability, may require special arrangements in order to meet course requirements, should contact the instructor as soon as possible to make such accommodations as may be necessary. The deadline for student notification of the instructor concerning the need for such arrangements is DATE.

- Honor Code: According to the Student Handbook, "the Honor System of the College of Charleston is intended to promote and protect an atmosphere of trust and fairness in the classroom and in the conduct of daily life. Students at the College of Charleston are bound by honor and by their enrollment at the College to abide by the codes and to report violations. Faculty members are equally required to report violations of the Honor Code or Code of Conduct" (p.16). The honor code specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing, and plagiarism (see http://www.cofc.edu/about/handbook.pdf for definition of each, reporting process, and associated penalties).

- Electronic Media: Electronic media (e.g. cell phones, tape recorders, cameras, etc.) are not allowed in the classroom without expressed consent of the instructor.

- I will do my best to post exam results to OAKS within three class periods; however, due to time constraints, I do not review exams during class. If you would like to review your exam, please make an appointment to do so during my office hours. I am always happy to review your performance and help develop strategies for improving over the course of the semester.

**Note:** Having specified the ground rules, I want you to know that I empathize with the difficulties and role conflicts that ensue from acting simultaneously as students, employees, group members, partners, family members, etc. Should you have any problems meeting course deadlines or completing assignments, please come talk to me at any time and we can work together to develop a solution. Please realize though that I cannot help you if you do not notify me in advance.
### Tentative Course Schedule

(Syllabus will change slightly after contracts are returned.
Professor reserves the right to change syllabus at any time)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Wednesday</strong></td>
<td><strong>August 22</strong></td>
<td>Introduction to Course</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>August 24</td>
<td>Introduction to Interviewing and Course Technology</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Ice Breaker Interviews</em></td>
</tr>
<tr>
<td><strong>Monday</strong></td>
<td>August 27</td>
<td>The Interviewing Process</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Ice Breaker Interviews Continued</em></td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>August 29</td>
<td>Types and uses of questions</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>August 31</td>
<td>Phrasing Questions &amp; Common Pitfalls</td>
</tr>
<tr>
<td><strong>Monday</strong></td>
<td>September 3</td>
<td>Analyzing TV News Interviews</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>September 5</td>
<td>Structuring Interviews</td>
</tr>
<tr>
<td></td>
<td></td>
<td><em>Analysis of Sample Interviews</em></td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>September 7</td>
<td>Interview Guides and Schedules</td>
</tr>
<tr>
<td><strong>Monday</strong></td>
<td>September 10</td>
<td>Catch up Day &amp; Impromptus</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Discuss Field Projects</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>September 12</td>
<td><strong>Skill Building Interview</strong></td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>September 14</td>
<td><strong>Skill Building Interview</strong></td>
</tr>
<tr>
<td><strong>Monday</strong></td>
<td>September 17</td>
<td><strong>Skill Building Interview</strong></td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>September 19</td>
<td>Survey interviews: preparation, sampling, structure</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>September 21</td>
<td><strong>WORKSHOP DAY:</strong> Bring drafts of Final Project Proposals, Questions, etc.</td>
</tr>
<tr>
<td><strong>Monday</strong></td>
<td>September 24</td>
<td>Survey interviews: questions, strategies and scales</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>September 26</td>
<td>Probing Interviews: Preparing for Probing Interviews</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>September 28</td>
<td>Probing Interviews: Conducting Probing Interviews</td>
</tr>
<tr>
<td><strong>Monday</strong></td>
<td>October 1</td>
<td>Probing Interviews: Handling Difficult Interviewees</td>
</tr>
<tr>
<td><strong>Wednesday</strong></td>
<td>October 3</td>
<td>Practice What You Know: Impromptus</td>
</tr>
<tr>
<td><strong>Friday</strong></td>
<td>October 5</td>
<td>Virtual Informational Interviews</td>
</tr>
</tbody>
</table>

*Find a reliable computer from which to participate in your virtual Informational Interview during*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings/Assignments Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday October 8</td>
<td>Exam 1</td>
<td>All readings and assignments to date</td>
</tr>
<tr>
<td>Wednesday October 10</td>
<td>Final Project Discussion &amp; Employment Interviews: Self Analysis, Resumes and Cover Letters</td>
<td>Virtual Interview Critique Due (submit via OAKS)</td>
</tr>
<tr>
<td>Friday October 12</td>
<td>Employment Interviews: Self Analysis, Resumes, &amp; Cover Letters</td>
<td>Readings and Exercises on OAKS</td>
</tr>
<tr>
<td>Monday October 15</td>
<td>FALL BREAK: NO CLASS</td>
<td></td>
</tr>
<tr>
<td>Wednesday October 17</td>
<td>Employment Interviews</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Friday October 19</td>
<td>Employment Interviews</td>
<td>Chapter 8</td>
</tr>
<tr>
<td>Monday October 22</td>
<td>Employment Interview</td>
<td>Chapter 7 (Quiz 6: OAKS)</td>
</tr>
<tr>
<td>Wednesday October 24</td>
<td>Employment Interview</td>
<td>Chapter 7</td>
</tr>
<tr>
<td>Friday October 26</td>
<td>Employment Interviews Wrap Up Practice What you Know</td>
<td>Chapters 7 &amp; 8</td>
</tr>
<tr>
<td>Monday October 29</td>
<td>Impromptus</td>
<td>Probing Interview Critique Due (submit via OAKS)</td>
</tr>
<tr>
<td>Wednesday October 31</td>
<td>Employment Interviews</td>
<td></td>
</tr>
<tr>
<td>Friday November 2</td>
<td>Employment Interviews</td>
<td></td>
</tr>
<tr>
<td>Monday November 5</td>
<td>Employment Interviews</td>
<td></td>
</tr>
<tr>
<td>Wednesday November 7</td>
<td>Employment Interviews</td>
<td></td>
</tr>
<tr>
<td>Friday November 9</td>
<td>Persuasive interviews</td>
<td>Chapter 10 (Employment Interview Critiques Due (Submit via OAKS))</td>
</tr>
<tr>
<td>Monday November 12</td>
<td>Persuasive Interviews</td>
<td>Chapter 10 (Quiz 7: OAKS)</td>
</tr>
<tr>
<td>Wednesday November 14</td>
<td>Persuasive Interviews</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Friday November 16</td>
<td>Persuasive Interviews</td>
<td>Chapter 11</td>
</tr>
<tr>
<td>Monday November 19</td>
<td>Wrapping Up Persuasive Interviews Impromptus</td>
<td>Chapter 11 (Final Project Report Due Field Interview Evaluations/Critiques Due (Final Project))</td>
</tr>
<tr>
<td>Wednesday</td>
<td>Thanksgiving Break</td>
<td>No Class</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Readings/Assignments Due</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------------</td>
<td>--------------------------</td>
</tr>
<tr>
<td>November 21</td>
<td>Thanksgiving Break</td>
<td>No Class</td>
</tr>
<tr>
<td>Friday</td>
<td>Practice What you Know Impromptus Workshop</td>
<td></td>
</tr>
<tr>
<td>November 26</td>
<td>Exam 2</td>
<td>All readings and assignments to date</td>
</tr>
<tr>
<td>Friday</td>
<td>Persuasive Interviews</td>
<td></td>
</tr>
<tr>
<td>November 30</td>
<td>Persuasive Interviews</td>
<td></td>
</tr>
<tr>
<td>Monday</td>
<td>Persuasive Interviews</td>
<td></td>
</tr>
<tr>
<td>December 3</td>
<td>Persuasive Interviews</td>
<td></td>
</tr>
<tr>
<td>Final Exam Period</td>
<td>Persuasive Interviews</td>
<td></td>
</tr>
</tbody>
</table>
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Beth Goodier Email: goodierb@cofc.edu Phone: 953-7420

Department or Program Name: Communication School name: HSS

Course Prefix, Number, and Title: APCP 324 Leadership in Concept and Practice

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

☐ New Course (attach syllabus)

CHANGE COURSE

☐ Change Number
☐ Change Title
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

DELETE COURSE

☐ Re-activate Course
☐ Delete Course

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2013

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

none

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

a) ☐ Yes ☐ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

This new course form accompanies a NEW PROGRAM FORM for the Bachelor of Professional Studies and therefore no degree change form has been submitted.

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours

3

Is this course repeatable? ☐ yes ☐ no If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

This course is designed to provide a basic introduction to leadership by focusing on what it means to be a good leader. Emphasis in the course is on the practice of leadership. The course will examine topics such as: the nature of leadership, recognizing leadership traits, developing leadership skills, creating a vision, setting the tone, listening to out-group members, handling conflict, overcoming obstacles, and addressing ethics in leadership. Attention will be given to helping students to understand and improve their own leadership performance.

NOTE: This course will not appear in the Undergraduate Catalog. This course does not apply to the major in Communication.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

This course was developed for the Bachelor of Professional Studies program. The course integrates theory and application in ways relevant to the program outcomes.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>How will each outcome be measured? Who will be assessed, when, and how often?</td>
</tr>
<tr>
<td></td>
<td>Assess with student performance on exams and in-class exercises using rubric developed by instructor.</td>
</tr>
<tr>
<td>1. Articulate communication theories as they apply to the nature and practice of leadership.</td>
<td></td>
</tr>
<tr>
<td>2. Identify leadership traits and skills; demonstrate an understanding of the fundamental ways leadership is practices in organizations.</td>
<td>Assess with student performance on “real-world observation exercise” using rubric developed by instructor.</td>
</tr>
<tr>
<td>3. Demonstrate effective written and verbal presentation skills.</td>
<td>Assessed by instructor across a number of written assignments and in-class presentations. Rubric developed by instructor.</td>
</tr>
<tr>
<td>4. Assess the unique dimensions of personal leadership style, evaluate strengths and weaknesses, and identify ways to improve as a leader.</td>
<td>Assessed by instructor with five “reflection and action” writing assignments. Rubric developed by instructor.</td>
</tr>
</tbody>
</table>

VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

No impact, no overlap.
VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested

Costs of instruction when the course is scheduled.

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director: 

   [Signature]

   Date: 2/7/12

2. Signature of Academic Dean:

   [Signature]

   Date: 2/7/12

3. Signature of Provost:

   [Signature]

   Date: 2/7/12

4. Signature of Curriculum Committee Chair:

   [Signature]

   Date: 

5. Signature of Faculty Senate Secretary:

   [Signature]

   Date: 

Date Approved by Faculty Senate: 

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Applied Communication Management
APCP 324 Leadership in Concept and Practice

Sample Course Syllabus prepared by faculty in the Department of Communication

**COURSE DESCRIPTION:** This course is designed to provide a basic introduction to leadership by focusing on what it means to be a good leader. Emphasis in the course is on the practice of leadership. Despite the historical perspective that the role of "leader" belongs to an elite few, this course will approach leadership as a relational process fundamental to all human experience. Specifically, this course explores the intersection of communication and leadership, emphasizing the ways that leadership is socially constructed through the use of symbols. The course will examine topics such as: the nature of leadership, recognizing leadership traits, developing leadership skills, creating a vision, setting the tone, listening to out-group members, handling conflict, overcoming obstacles, and addressing ethics in leadership. Attention will be given to helping students to understand and improve their own leadership performance.


**OUTCOMES OF THE COURSE:**
- Students will gain through self-assessment questionnaires an awareness of their own leadership philosophy, traits, skills, and behaviors.
- Students will gain through real-world observation exercises an understanding of the fundamental ways leadership is practiced in on-going organizations.
- Students will gain through reflection and action activities an understanding and appreciation for the unique dimensions of their own leadership style, their strengths and weakness, and ways to improve what they do as leaders.

**COURSE REQUIREMENTS RELATED TO EVALUATION:**
*Tests.* Students are required to take two tests. The tests will be based on the lectures, material discussed in class, and material assigned in the readings. The tests will be comprised of true or false, multiple choice, matching, and/or short essay questions. All tests must be taken at the assigned time.
*Attendance.* Attendance is required at all classes. If a student is absent more than three times, his or her course grade will be negatively affected (for each additional absence the grade will be lowered 5 pts).
*Writing Assignments.* Throughout the semester, students are required to complete five "Reflection and Action" papers and, at the end of the semester, a "Leadership Profile" paper to give students an idea of their personal leadership. The specific requirements for these assignments will be distributed in class.

**EVALUATION:** Tests (2) @ 50 pts each; Papers (4) @ 20 pts each; Leadership Profile = 40 pts; Participation = 20 pts. *Total Points = 240 pts.*
COURSE METHODS: This class will use a lecture-discussion format. For each class meeting you will be expected to have read all the assigned material and to be prepared for discussion. The activities at the end of each chapter are meant to facilitate class discussion and, also, for you to better understand leadership in your own life.

COURSE POLICIES

- **Students needing accommodations:** Any student who, because of a disability, may require special arrangements in order to meet course requirements, should contact the instructor as soon as possible to make such accommodations as may be necessary. The deadline for student notification of the instructor concerning the need for such arrangements is DATE.

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**Tentative Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Read</th>
<th>Date</th>
<th>Tuesday</th>
<th>Due</th>
<th>Thursday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td></td>
<td></td>
<td>Introductions</td>
<td></td>
<td>Being a Leader</td>
</tr>
<tr>
<td>Week 2</td>
<td>Chapter 1</td>
<td></td>
<td>Lecture 1</td>
<td></td>
<td>Models</td>
</tr>
<tr>
<td>Week 3</td>
<td>Chapter 2</td>
<td></td>
<td>Recognizing Your Traits</td>
<td></td>
<td>Recognizing Your Traits</td>
</tr>
<tr>
<td>Week 4</td>
<td>Chapter 2</td>
<td></td>
<td>Recognizing Your Traits</td>
<td><strong>Paper 1</strong></td>
<td>Recognizing Your Traits</td>
</tr>
<tr>
<td>Week 5</td>
<td>Chapter 3</td>
<td></td>
<td>Philosophy and Style of Leadership</td>
<td></td>
<td>Philosophy and Style of Leadership</td>
</tr>
<tr>
<td>Week 6</td>
<td>Chapter 4</td>
<td></td>
<td>Attending to Tasks and Relationships</td>
<td><strong>Paper 2</strong></td>
<td>Attending to Tasks and Relationships</td>
</tr>
<tr>
<td>Week 7</td>
<td>Chapter 5</td>
<td></td>
<td>Developing Leadership Skills</td>
<td></td>
<td>Developing Leadership Skills</td>
</tr>
<tr>
<td>Week 8</td>
<td>Chapter 1-5</td>
<td></td>
<td>Review</td>
<td></td>
<td>Test One</td>
</tr>
<tr>
<td>Week 9</td>
<td></td>
<td></td>
<td>Spring Break</td>
<td></td>
<td>Spring Break</td>
</tr>
<tr>
<td>Week 10</td>
<td>Chapter 6</td>
<td></td>
<td>Creating a Vision</td>
<td></td>
<td>Creating a Vision</td>
</tr>
<tr>
<td>Week 11</td>
<td>Chapter 7</td>
<td></td>
<td>Setting the Tone</td>
<td><strong>Paper 3</strong></td>
<td>Setting the Tone</td>
</tr>
<tr>
<td>Week 12</td>
<td>Chapter 8</td>
<td></td>
<td>Listening to Out-Group Members</td>
<td></td>
<td>Listening to Out-Group Members</td>
</tr>
<tr>
<td>Week 13</td>
<td>Chapter 9</td>
<td></td>
<td>Handling Conflict</td>
<td><strong>Paper 4</strong></td>
<td>Handling Conflict</td>
</tr>
<tr>
<td>Week 14</td>
<td>Chapter 10</td>
<td></td>
<td>Overcoming Obstacles</td>
<td></td>
<td>Overcoming Obstacles</td>
</tr>
<tr>
<td>Week 15</td>
<td>Chapter 11</td>
<td></td>
<td>Addressing Ethics</td>
<td><strong>Profile</strong></td>
<td>Addressing Ethics</td>
</tr>
<tr>
<td>Week 16</td>
<td>Exam Week</td>
<td></td>
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</tr>
</tbody>
</table>
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Beth Goodier Email: goodier@cofc.edu Phone: 953-7420

Department or Program Name: Communication School name: HSS

Course Prefix, Number, and Title: APCP 325 Strategic Communication Practices

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

☐ New Course (attach syllabus)

CHANGE COURSE

☐ Change Number ☐ Re-activate Course
☐ Change Title ☐ Delete Course
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Fall 2013

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

none

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

a) ☐ Yes ☐ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

This new course form accompanies a NEW PROGRAM FORM for the Bachelor of Professional Studies and therefore no degree change form has been submitted.

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours

3

Is this course repeatable? ☐ yes ☐ no If so, how many credit hours may the student earn in this course?
### III. CATALOG DESCRIPTION
Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

This course is a survey of the field of strategic communication, the study of how organizations and individuals use communication to negotiate their role in society. The course provides students with a basic understanding of the following areas: 1) the strategic communication industry, including marketing and public relations firms, 2) the ethics and regulation of strategic communication, 3) the role of strategic communication in the process of marketing products, ideas and people as well as building relationships with organizational publics, and 4) the various components of strategic communication campaigns and the associated professional specialties.

NOTE: This course will not appear in the Undergraduate Catalog. This course does not apply to the major in Communication.

### IV. RATIONALE or JUSTIFICATION:
If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

This course was developed for the Bachelor of Professional Studies program. The course integrates theory and application in ways relevant to the program outcomes.

### V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often?</td>
</tr>
<tr>
<td>1. Work effectively with peers to develop and enhance ability to see similarities and dissimilarities between or among different strategic communication situations and draw appropriate conclusions.</td>
<td>Assessed with student performance on exams and in-class exercises using rubric developed by instructor.</td>
</tr>
<tr>
<td>2. Demonstrate an understanding of the basic process of integrated communication—research, planning, communication, evaluation—and the use of communication strategies to achieve organizational goals.</td>
<td>Assessed with student performance on “application activities” in class using rubric developed by instructor.</td>
</tr>
<tr>
<td>3. Demonstrate effective written, visual and verbal presentation skills.</td>
<td>Assessed by instructor across a number of written assignments and in-class presentations. Rubric developed by instructor.</td>
</tr>
<tr>
<td>4. Identify information needed to create a solution to a problem or challenge; employ appropriate methods to gather, synthesize and analyze information to draw sound conclusions; design strategic solutions based on conclusions.</td>
<td>Assessed by instructor based on student performance on group “Case Study” project. Rubric developed by instructor.</td>
</tr>
<tr>
<td>5. Demonstrate understanding of the necessity for ethical conduct and professional integrity.</td>
<td>Assessed by instructor based on classroom activities, writing assignments, and PR Professional Interview project.</td>
</tr>
</tbody>
</table>
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

No impact, no overlap.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

Costs of instruction when the course is scheduled.

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:
   
   [Signature] Date: 2/7/12

2. Signature of Academic Dean:
   
   [Signature] Date: 2/7/12

3. Signature of Provost:
   
   [Signature] Date: 2/7/12

4. Signature of Curriculum Committee Chair:
   
   [Signature] Date:

5. Signature of Faculty Senate Secretary:
   
   [Signature] Date:

Date Approved by Faculty Senate: __________________________________________________________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
# APCP 325: Strategic Communication Practices

**Instructor:**
Amanda Ruth-McSwain, Ph.D.
Associate Professor
7 College Way, Room 305
Phone: 843.953.5783
Email: ruthmcsain@cofc.edu

## Course Description
Strategic communication is the study of how organizations and individuals use communication to negotiate their role in society. Public relations and marketing are central aspects of strategic communication, which involves the study of how organizations utilize responsible behavior and two-way communication in order to influence opinions and behavior of key publics as well as to respond and adapt to the concerns of those publics. Strategic Communication includes the applied and theoretical sides of communication in regard to social influence, reputation management, and brand communication.

As a survey of the field, this course will provide a broad overview of the field from both professional and social standpoints, as well as serve as an introduction to strategic communication for students interested in advertising, public relations, health communication, social marketing, and political campaigns. It is designed to provide students with an understanding of the basic concepts that strategic communication practitioners use to do their jobs. This course blends theoretical and practical concerns and concepts that impinge upon strategic communication processes. In summary, the course provides students with a basic understanding of the following areas: 1) the strategic communication industry, including marketing and public relations firms, 2) the ethics and regulation of strategic communication, 3) the role of strategic communication in the process of marketing products, ideas and people, as well as building relationships with organizational publics, and 4) the various components of strategic communication campaigns and the associated professional specialties.

## Course Goals
- Develop an appreciation for the role and function of strategic communication in a global society.
- Work effectively with peers to develop and enhance ability to see similarities and dissimilarities between or among different strategic communication situations and draw appropriate conclusions.
- To enhance students’ ability to synthesize information and apply a methodology to the integrated communications environment.
- Develop an understanding of the basic process of integrated communication – research, planning, communication, and evaluation – and the use of communications strategies to achieve organizational goals.
- Develop familiarity with strategic planning requirements.
- Develop ability to define client target publics, explaining why each is a key audience and identifying each audience’s primary self-interests, concerns, needs, and objections.
- Develop practical guidelines for utilizing written, spoken, and visual techniques to reach selected audiences.
- To recognize and develop the importance of good writing across the communication discipline.
- Apply appropriate theory and theoretical principles to communicate with publics to achieve strategic objectives in support of organizational missions and goals.
- Be able to identify information needed to create a solution to a problem or challenge; employ appropriate methods to gather the needed information, synthesize and analyze it to draw sound conclusions; design strategic solutions (messages, strategies, and tactics) based on the conclusions.
- Employ appropriate technology to create a written proposal and oral presentation that demonstrate effective solutions to a client.
- Understand the necessity of ethical conduct and life-long integrity in professional life.

## Required Text

OAKS ACCESS

I use the Oaks classroom management tool to host study sessions, post announcements, provide articles, distribute study guides, and record grades. Please plan to check your account regularly—meaning at least twice a week!

COURSE EXPECTATIONS

Class Format – The primary methods of instruction for APCP 3XX include lecture, discussion, and workshops in order to accurately and efficiently cover the material. This is an introductory course, meaning that we will cover a broad glimpse into the communications profession through discussion of contemporary events and issues, review of sample public relations materials, guest lectures, and class projects. As such, this course is designed to give students a broad overview of strategic communication so that students will develop a basic framework, as well as interest, for future study in the discipline. The course is divided into five major modules: role, process, strategy, tactics, and application.

Attendance - Attendance is expected and essential to succeed in this course. While attendance is not taken every class, there are days in which attendance is measured through application activities and class participation exercises. If you should miss a class, you will be responsible for what takes place in class; the instructor is not responsible for providing missed material due to absence.

Readings – You are responsible for the assigned readings in the text, even if we do not discuss the readings during lecture. Class discussion will surround the readings assigned for each class period; if you do not read, it will be extremely difficult to be a participative member of the class. All assigned readings (text and supplemental) may appear on examinations.

Late Assignment Policy – There will be no make up of exams, presentations, assignments, or in-class activities unless a school-approved absence is excused prior to the missed work and arrangements have been made for the completion of the work. Work that is turned in after the due date will be penalized one letter grade each day it is late thereafter. Assignments submitted three business days after the assignment deadline will not be accepted.

Classroom Etiquette – Educators and learners are professionals guided by specific values and engaging in particular behaviors. These values and behaviors include respect, cooperation, active participation, intellectual inquiry, punctuality, and regular attendance. In addition to the knowledge and skills you attain throughout this course, you will be evaluated on your growth as a professional. Professional characteristics on which you will be judged include punctuality, attendance, collegial attitude, and participation. Because this course relies extensively on discussion and class interaction, attendance and participation is crucial to your success. In addition, as professionals you are expected to be respectful of the work environment.

Honor Code – Also as professionals, you are to be familiar with the policies set forth in the College of Charleston Student Handbook. Should I suspect that these policies have been broken in any way, I will immediately turn to the College Honors Board. If you are caught cheating (plagiarism, dishonorable testing, etc.) you will receive a zero on the assignment. If you are caught on a repeated offense, you will fail the course.

Disabilities – Any student needing academic accommodations because of a disability is requested to speak with the professor during the first two weeks of class so that your needs can be addressed.

Consultations – You are strongly encouraged to visit me during my office hours, or at any other arranged time, to discuss course expectations, performance, feedback, or concerns. As a former student, I want you to know that I understand the situations and difficulties that ensue from acting simultaneously as students, employees, group members, partners, and family members. Should you have any problems meeting course deadlines or completing assignments, please come talk to me at any time and we can work together to develop a solution.

Classroom philosophy – “I never teach my pupils; I only attempt to provide the conditions in which they can learn” (Albert Einstein). As the instructor of this course, I will do my best to provide an interesting, fun, supportive, and practical learning environment. However, learning is an active process in which we will all need to participate. Therefore, I expect you to come to class prepared, participate in class, support your peers, and respect your facilitators (professor, guest speakers, etc.). In addition, you can expect me to provide feedback in a timely manner, come prepared to class, and do my best to facilitate an enjoyable learning experience.
ACADEMIC AND PROFESSIONAL INTEGRITY
It is important to start practicing your role as a public relations specialist; therefore, you will be held accountable for upholding Professional Values for PR Practitioners Honesty set forth by PRSA.
- Honesty. We adhere to the highest standards of accuracy and truth in advancing the interests of those we represent and in communicating with the public.
- Fairness. We deal fairly with clients, employers, competitors, peers, vendors, the media and the general public.
- Advocacy. We serve the public interest by acting as responsible advocates for those we represent. We provide a voice in the marketplace of ideas, facts and viewpoints to aid informed public debate.

ASSIGNMENTS AND EXAMINATIONS
- Participation (Class Exercises) 5%
- AA - Application Activities 15%
- Case Study Leader 20%
- PR Professional Interview 10%
- Exams 50%

GRADING
A = 93 to 100 points
A- = 90 to 92.99 points
B+ = 87 to 89.99 points
B = 83 to 86.99 points
B- = 80 to 82.99 points
C+ = 77 to 79.99 points
C = 73 to 76.99 points
C- = 70 to 72.99 points
D+ = 67 to 69.99 points
D = 63 to 66.99 points
D- = 60 to 62.99 points
F = below 60 points

*Please Note: Under NO circumstances will grades be rounded up. An A in this class means you have demonstrated significant achievement (meaning an 89.99 is a B+).

GRADING CRITERIA
The assignments in this class are evaluated using the following basic criteria: 1) comprehensive content, 2) clarity of expression, 3) analysis of material, 4) utilization and demonstration of knowledge of key public relations concepts, and 5) quality of writing. All written assignments must be typed and double-spaced. Grammar, spelling, and other mechanical writing elements do matter in this class...make sure your work is correct and clean! All assignments are due at the beginning of the class period in which they are due.

GRADE DISCREPANCIES
If you have a question about a grade you receive on an assignment or exam, you must discuss the grade with me within two weeks of getting the assignment or exam back. After that, grades will not be discussed or modified.

GUEST SPEAKERS
Periodically, throughout the semester, we will have guest speakers to provide additional perspectives on what we are learning. The material discussed by guest speakers will be on the exams. Because these people are professionals who are giving their time to help you understand PR and the PR industry, your attendance is especially important during these class periods.

ASSIGNMENT DESCRIPTIONS
Participation: Your participation in this class will be evaluated by your contribution to class discussions, assignments, group work, and grades on current events and reading quizzes.

Application Activities (AA): Throughout the semester, there will be several days in which an in-class activity is planned. The application activities are designed to employ and reinforce concepts presented in prior lectures. Application activities will vary in length and complexity. Although most application activities will be completed within one class period, it is possible that some application activities may require out-of-class attention. Application activities cannot be made up if missed due to a class absence.

Case Study Leader: For this assignment, you will work in groups of three or four. As a group, you will develop a mini-public relations case to present to the class in detail. Your will sign up for a date throughout the semester to present a 15-minute PR case at the start of class. Examples of case study presentations will be provided in class. On that date, you will also provide the class with a one-page handout to study for the final exam. Please
**Note:** This assignment will result in a group grade that will be the same for all group members. However, there will be a peer evaluation score factored into individual grades.

**PR Professional Interview Paper:** For this assignment, you will choose a public relations professional to interview. You will be responsible for arranging a convenient interview time for this individual, drafting a set of interview questions, conducting the interview, and writing a three- to four-page, double-spaced paper reporting on the individual and the value information gleaned from the interview.

**Exams:** Four exams will be administered this semester. Exams will cover the assigned readings and all materials presented in class, including class lectures, videos, handouts, guest speakers, and discussions. The format of the exams will be announced prior to the exams, but will include multiple-choice and short-answer questions. The final exam is cumulative.

### Course Schedule

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>Course Introduction</td>
<td></td>
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<tr>
<td></td>
<td>Class-Building Exercise</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Role: What is Strategic Communication?</td>
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<tr>
<td></td>
<td>Trust &amp; Relationship-Building Approach to Communication</td>
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</tr>
<tr>
<td>Week 2</td>
<td>Role: Evolution of Strategic Communication</td>
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<td></td>
<td>Ethics and Professionalism</td>
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<td></td>
<td>The practice of Strategic Communication</td>
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</tr>
<tr>
<td>Week 3</td>
<td>Role: Application Activity (AA)</td>
<td>Exam #1</td>
</tr>
<tr>
<td>Week 4</td>
<td>Process: Strategic Communication Planning Matrix</td>
<td></td>
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<tr>
<td></td>
<td>Research in Strategic Communication</td>
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<tr>
<td></td>
<td>Program Planning</td>
<td></td>
</tr>
<tr>
<td>Week 5</td>
<td>Process: Program Planning</td>
<td></td>
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<tr>
<td></td>
<td>Strategy/Tactics Development</td>
<td></td>
</tr>
<tr>
<td>Week 6</td>
<td>Process: Application Activity (AA)</td>
<td>Evaluation and Measurement</td>
</tr>
<tr>
<td>Week 7</td>
<td>Exam #2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Strategy: Reaching Diverse Audiences</td>
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<tr>
<td></td>
<td>Public Opinion &amp; Persuasion</td>
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</tr>
<tr>
<td>Week 8</td>
<td>Strategy: Message Design</td>
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<td></td>
<td>Media Relations</td>
<td></td>
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<tr>
<td>Week 9</td>
<td>Strategy: Application Activity (AA)</td>
<td>Regulations and Law in Communication</td>
</tr>
<tr>
<td>Week 10</td>
<td>Exam #3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Tactics: Interpersonal, Organizational, News &amp; Promotional Media</td>
<td></td>
</tr>
<tr>
<td>Week 11</td>
<td>Tactics: Technology and Social Media</td>
<td></td>
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<tr>
<td></td>
<td>WOMM &amp; Buzz</td>
<td></td>
</tr>
<tr>
<td>Week 12</td>
<td>Tactics: Application Activity (AA)</td>
<td></td>
</tr>
<tr>
<td>Week 13</td>
<td>Application: Contexts – Corporations, Government, International</td>
<td></td>
</tr>
<tr>
<td>Week 14</td>
<td>Application: Contexts – Education, Nonprofit, Entertainment, and Sports</td>
<td></td>
</tr>
<tr>
<td>Week 15</td>
<td>Application: Application Activity (AA)</td>
<td>Professional Communications Panel of Speakers</td>
</tr>
<tr>
<td>Exam Week</td>
<td>Final Exam</td>
<td></td>
</tr>
</tbody>
</table>

*Please note that changes may be made to this document at the discretion of the professor. If such changes are needed, students will be properly notified.*
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Chris Starr  Email: starre@cofc.edu  Phone: 3-8150

Department or Program Name: Computer Science  School name: Sciences and Mathematics

Course Prefix, Number, and Title: INFS 211 Database Security

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

☐ New Course (attach syllabus)

CHANGE COURSE

☐ Change Number  ☐ Re-activate Course
☐ Change Title  ☐ Delete Course
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Spring 2013

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

DISC 210 Dataset Organization and Management

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

a) ☐ Yes  ☐ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

This new course form accompanies a NEW PROGRAM FORM for the Bachelor of Professional Studies and therefore no degree change form has been submitted.

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours 3

Is this course repeatable? ☐ yes ☐ no  If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

This course covers database security and auditing. The focus is on the key components of information assurance as it relates to database systems - confidentiality, integrity, and availability, and how these components can be managed and measured. Prerequisite: DISC 210

Note: This course will not appear in the Undergraduate Catalog. This course does not apply to the majors in Computer Science or Information Systems.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

This is a new course developed in support of the BPS program as described in the program proposal.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Explain the various database security models and their advantages or disadvantages</td>
<td>Exam: 65% or higher performance level</td>
</tr>
<tr>
<td>2. Explain the various access control models and their advantages or disadvantages</td>
<td>Exam: 65% or higher performance level</td>
</tr>
<tr>
<td>3. Understand the replication models used to increase availability and understand their advantages and disadvantages</td>
<td>Exam: 65% or higher performance level</td>
</tr>
<tr>
<td>4. Understand common attacks used against database confidentiality and explain how to defend against the attack</td>
<td>Exam: 65% or higher performance level</td>
</tr>
<tr>
<td>5. Use common integrity constraints to guarantee information correctness</td>
<td>Exam: 65% or higher performance level</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

No impact on existing programs.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

Faculty instructional costs as the course is offered.

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:
   
   [Signature] Date: 2-7-12

2. Signature of Academic Dean:
   
   [Signature] Date: 2/7/12

3. Signature of Provost:
   
   [Signature] Date: 4/7/12

4. Signature of Curriculum Committee Chair:
   
   ___________________________ Date: __________________

5. Signature of Faculty Senate Secretary:
   
   ___________________________ Date: __________________

Date Approved by Faculty Senate: ___________________________

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
INFS 211 Database Security Syllabus

Catalog Description:
This course covers database security and auditing. The focus is on the key components of information assurance as it relates to database systems - confidentiality, integrity, and availability, and how these components can be managed and measured. Prerequisite: DISC 210

Course Outcomes:
1. Understand the various database security models and their advantages or disadvantages
2. Explain the various access control models and their advantages or disadvantages
3. Understand the replication models used to increase availability and understand their advantages and disadvantages
4. Understand common attacks used against database confidentiality and explain how to defend against the attack
5. Use common integrity constraints to guarantee information correctness

Professor Assumptions
I am assuming because you are in this class you want to learn about database security. Therefore, it is my job to use the 40 hour long classes and 80 hours of outside work to get you there.

Required text

Grading scale
100-90 (A); 87-89 (A-); 86-84 (B+); 80-83 (B); 79-77 (B-); 76-74 (C+); 73-70 (C); 69-67 (C-); 66-60 (D); else (F)

Evaluation schedule
40% Final
40% Quizzes
20% Implementation Project

Programming Project
- Each student will choose a semester long project implementing a secure database based on a business use-case. You will be required to implement this project over the semester and give a 10 minute presentation at the end of the semester

Quizzes
Each chapter of the book has a series of exercises that builds on previous chapters from the book. You are encouraged to work through all these by class time of the Monday after the material is covered in class. A small subset of the homework will be used as a basis for a 15 minute quiz at the beginning of the Monday class. We will have 13 quizzes and the lowest grade will be dropped automatically. There will be no makeup for any reason. So if you miss class then this will be your dropped quiz.
Final

We will have one comprehensive final during finals week covering the material for the whole course.

Classroom disruption

Please read the College of Charleston's Student Code of Conduct. When you come to class please turn off your cell phones and all other electronic communication devices. I do encourage discussion so if you have a question do not hold back from interrupting me if you are afraid I have moved on. If it is something I will talk about a little later I will note it on the board so we do not forget.

Disabilities

If you have a documented disability and are approved to receive accommodations through SNAP Services, please contact me.

Student Honor Code

I expect you to abide by the Honor Code and the Student Handbook: A Guide to Civil and Honorable Conduct. If you have a question about how to interpret the Honor Code, ask before acting! I encourage collaboration, but you must document it. Thus, each student will submit their own homework and, when collaborating, provide a reference to those people and documents consulted.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Chris Starr  Email: starrc@cofc.edu  Phone: 3-8150

Department or Program Name: Computer Science  School name: Sciences and Mathematics

Course Prefix, Number, and Title: INF5 260 Information Systems Analysis and Design

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

<table>
<thead>
<tr>
<th>NEW COURSE</th>
<th>CHANGE COURSE</th>
<th>DELETE COURSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>X ☐ New Course (attach syllabus)</td>
<td>☐ Change Number</td>
<td>☐ Re-activate Course</td>
</tr>
<tr>
<td>☐ Change Title</td>
<td>☐ Change Credits/Contact hours</td>
<td>☐ Delete Course</td>
</tr>
<tr>
<td>☐ Prerequisite Change</td>
<td>☐ Edit Description</td>
<td></td>
</tr>
</tbody>
</table>

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Spring 2013

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

DISC 210 Dataset Organization and Management

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

a) X ☐ Yes  ☐ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

This new course form accompanies a NEW PROGRAM FORM for the Bachelor of Professional Studies and therefore no degree change form has been submitted.

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours
<table>
<thead>
<tr>
<th>Lecture</th>
<th>Lab</th>
<th>Seminar</th>
<th>Ind. Study</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours  3

Is this course repeatable? ☐ yes X ☐ no  If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION  Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

An introduction to the analysis of organizational problems and how information systems can be designed to solve those problems. The focus is on the key components of information systems - people, software, hardware, data, communication technologies, and how these components can be integrated and managed to satisfy business information needs.

Note: This course will not appear in the Undergraduate Catalog. This course does not apply to the majors in Computer Science or Information Systems.

IV. RATIONALE or JUSTIFICATION: If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—briefly address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.

This is a new course developed in support of the BPS program as described in the program proposal.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

<table>
<thead>
<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
</tr>
</thead>
<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>1. Explain the technology, people, and organizational components of information systems.</td>
<td>Exam: 65% or higher performance level</td>
</tr>
<tr>
<td>2. Understand the types of business needs that can be addressed using information technology-based solutions.</td>
<td>Exam: 65% or higher performance level</td>
</tr>
<tr>
<td>3. Formulate a business case for a new information system, including estimation of costs and benefits.</td>
<td>Exam: 65% or higher performance level</td>
</tr>
<tr>
<td>4. Use at least one specific methodology for analyzing a business situation (a problem or opportunity), modeling it using a formal technique, and specifying requirements for a system that enables a productive change in a way the business is conducted.</td>
<td>Exam: 65% or higher performance level</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

No impact on existing programs.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

Faculty instructional costs as the course is offered.

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:

   [Signature]

   Date: 2-7-12

2. Signature of Academic Dean:

   [Signature]

   Date: 2/7/12

3. Signature of Provost:

   [Signature]

   Date: 2/7/12

4. Signature of Curriculum Committee Chair:

   [Signature]

   Date: 

5. Signature of Faculty Senate Secretary:

   [Signature]

   Date: 

Date Approved by Faculty Senate: 

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Syllabus

INFS 260 Information Systems Analysis and Design

Catalog description: An introduction to the analysis of organizational problems and how information systems can be designed to solve those problems. The focus is on the key components of information systems - people, software, hardware, data, communication technologies, and how these components can be integrated and managed to satisfy business information needs.

Prerequisite: DISC 210


Topics:
- Information systems components: Hardware, Software, Data, Networks, Facilities, Personnel, Services, Partners
- Information systems in organizations: Characteristics of IS professionals, IS career paths, Cost/value information, Quality of information, Competitive advantage of information, IS and organizational strategy, Value chains and networks, How information systems enable organizational processes
- Making a business case for information systems: Cost-benefit analysis, Identifying and implementing innovations
- Technologies: e.g., wikis, tags, blogs, netcasts, self-publishing, New forms of collaboration: social networking, virtual teams, viral marketing, crowd-sourcing
- Security of information systems: Threats to information systems, Technology-based safeguards, Human-based safeguards, Information systems security planning and management
- Business intelligence, Organizational decision making, functions, and levels
- Information systems ethics and crime: Information privacy, accuracy, property, and accessibility, Computer crime, Cyberwar / cyberterrorism
- Analysis of business requirements: Business process modeling, Information requirements
- Analysis and specification of system requirements: Data collection methods, Methods for structuring and communicating requirements, Factors affecting user experience, User interface design, System data requirements, Factors affecting security, Ethical considerations in requirements specification

Grading:
2 tests, 30%, 8-10 homeworks, 35%, Final exam, 35%
Outcomes:

- Explain the technology, people, and organizational components of information systems.
- Understand the types of business needs that can be addressed using information technology-based solutions.
- Formulate a business case for a new information system, including estimation of costs and benefits.
- Use at least one specific methodology for analyzing a business situation (a problem or opportunity), modeling it using a formal technique, and specifying requirements for a system that enables a productive change in a way the business is conducted.
FACULTY CURRICULUM COMMITTEE COURSE FORM

Contact Name: Chris Starr  Email: starre@cofc.edu  Phone: 3-8150

Department or Program Name: Computer Science  School name: Sciences and Mathematics

Course Prefix, Number, and Title: INFS 392 Ethics in Information Systems

I. CATEGORY OF REVIEW (Check all that apply)
(Note: For changes to course, if you check more than two separate changes, you must create a new course.)

NEW COURSE

☐ New Course (attach syllabus)

CHANGE COURSE

☐ Change Number
☐ Change Title
☐ Change Credits/Contact hours
☐ Prerequisite Change
☐ Edit Description

DELETE COURSE

☐ Re-activate Course
☐ Delete Course

☐ Approve for Cross-listing (attach rationale and written permission from relevant department)

☐ Intended to fulfill a General Education requirement (new courses only). If this box is checked, the course must also be submitted for review by the General Education Committee using this form.

Date (Semester/Year) the course will first be offered: Spring 2013

What are the prerequisites AND OTHER RESTRICTIONS (e.g., class level, major, co-requisite, credit for a mutually exclusive course)?

None

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

a) ☐ Yes  ☐ No

b) If yes, complete and attach the CHANGE DEGREE REQUIREMENT form(s) for each affected program. List the name(s) of each program affected below:

This new course form accompanies a NEW PROGRAM FORM for the Bachelor of Professional Studies and therefore no degree change form has been submitted.

II. NUMBER OF CREDITS and CONTACT HOURS per week

A. Contact Hours

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<tbody>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

B. Credit Hours 3

Is this course repeatable? ☐ yes  ☑ no  If so, how many credit hours may the student earn in this course?
III. CATALOG DESCRIPTION  Limit to 50 words EXACTLY as you want it to appear in the catalog; include prerequisites, co-requisites, and other restrictions.

A seminar course to discuss and study professional, ethical, legal, and social issues and responsibilities in computing and information systems. Local and global impact of computing on individuals, organizations, and society will also be addressed. Oral presentations and written work will be required.

Note: This course will not appear in the Undergraduate Catalog. This course does not apply to the majors in Computer Science or Information Systems.

IV. RATIONALE or JUSTIFICATION: *If course change or deletion—please provide reasons for change(s) to or deletion of a course. If a new course—brieﬂy address the goals/objectives for the course, how the course supports a major or minor program, etc. For non-major courses address how the course supports the liberal arts tradition and the mission of the institution.*

This is a new course developed in support of the BPS program as described in the program proposal.

V. STUDENT LEARNING OUTCOMES and ASSESSMENT

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<tr>
<th>Student Learning Outcomes</th>
<th>Assessment Method and Performance Expected</th>
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<tbody>
<tr>
<td>What will students know and be able to do when they complete the course?</td>
<td>How will each outcome be measured? Who will be assessed, when, and how often? How well should students be able to do on the assessment?</td>
</tr>
<tr>
<td>Recall major theories of ethics.</td>
<td>Exam: 65% or higher performance level</td>
</tr>
<tr>
<td>1. Explain professional, ethical, legal, and social issues and responsibilities in computing.</td>
<td>Exam: 65% or higher performance level</td>
</tr>
<tr>
<td>2. Analyze the impact of computing on individuals and society.</td>
<td>Paper: 70% or higher performance level</td>
</tr>
<tr>
<td>3. Explain the need for engaging in continuous professional development.</td>
<td>Exam: 65% or higher performance level</td>
</tr>
</tbody>
</table>

How does this course align with the student learning outcomes articulated for the major, program, or general education? What program-level outcome or outcomes does it support? Is the content or skill introduced, reinforced, or demonstrated in this course?
VII. IMPACT ON EXISTING PROGRAMS and COURSES: Please briefly document the impact of this new/changed/deleted course on other programs and courses; if deleting a course—list all programs that include the course; if adding/changing a course—explain any overlap with existing courses in the same or different departments.

No impact on existing programs.

VIII. COSTS ASSOCIATED WITH THE ACTION REQUESTED: List all of the new costs or cost savings, (including new faculty/staff requests, library or equipment, etc.) associated with the action requested.

Faculty instructional costs as the course is offered.

IX. APPROVAL AND SIGNATURES

1. Signature of Department Chair or Program Director:
   
   Date: 2-7-12

2. Signature of Academic Dean:
   
   Date: 2/7/12

3. Signature of Provost:
   
   Date: 2/7/12

4. Signature of Curriculum Committee Chair:
   
   Date: 

5. Signature of Faculty Senate Secretary:
   
   Date: 

Date Approved by Faculty Senate: 

Following Senate approval, the Faculty Senate Secretary will forward the entire packet to the Registrar.
Syllabus
INFS 392 Ethics in Information Systems
Section 01, Spring 2013

Professor: Christopher W. Starr, PhD
Office: Room 224, JC Long Building, 9 Liberty St, Charleston, SC
Office Hours: By appointment at the North Area Campus
Contact Information: starre@cofc.edu
Office phone: 843 953-8150

Catalog Description
A seminar course to discuss and study professional, ethical, legal, and social issues and responsibilities in computing and information systems. Local and global impact of computing on individuals, organizations, and society will also be addressed. Outside reading, oral presentations and written work will be required. Prerequisite: none.

Prerequisites by Topic
None.

Required Text
A Gift of Fire: Social, Legal, and Ethical Issues for Computing and the Internet (3rd Edition)
by Sara Baase

Major Topics Covered in the Course (Required Topics)
1. Introduction to ethical theories
2. Privacy
3. Freedom of speech, offensive speech, censorship
4. Intellectual property, copying and sharing
5. Computer crime, hacking, identity theft
6. Work, the impact on of computers on employment
7. Errors and failures in computer systems

Course Outcomes
Upon successful completion of the course, students will be able to:

<table>
<thead>
<tr>
<th>Course Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Recall major theories of ethics.</td>
</tr>
<tr>
<td>2. Explain professional, ethical, legal, and social issues and responsibilities in computing.</td>
</tr>
<tr>
<td>3. Explain the importance of security and privacy in computing.</td>
</tr>
<tr>
<td>4. Analyze the impact of computing on individuals and society.</td>
</tr>
<tr>
<td>5. Explain the need for engaging in continuous professional development.</td>
</tr>
<tr>
<td>6. Make oral presentations on assigned ethical, legal, and social issues.</td>
</tr>
<tr>
<td>7. Write a term paper on an ethical, legal, or social issue.</td>
</tr>
</tbody>
</table>

Lasted Edited: 2/01/12 3:30:55 PM
Oral and Written Communications
Every student is required to submit at least ___ written reports (not including exams, tests, quizzes, or commented programs) of typically ___ pages and to make ___ oral presentations, one typically of ___ minute’s duration and one typically of ___ minute’s duration. Include only material that is graded for grammar, spelling, style, and so forth, as well as for technical content, completeness, and accuracy.

Final Grade Computation
1. Written report 15 %
2. Presentations 25 %
3. Reading quizzes 20 %
4. Comprehensive final exam 40 %

Course Policies
1) Grading Scale: A: 90-100; B: 80-89; C: 70-79; D: 65-69; F: <65. Plus and minus grades are given at the discretion of the instructor.

2) Attendance:
   Attendance at regular classes is mandatory. Please do not attend class if you are sick or believe you are becoming ill. We’ll work out any time conflicts, such as travel, as they occur.

3) Electronics Devices:
The use of electronic devices, both stand-alone and network capable, will play an increasingly important roll in teaching and learning at the College of Charleston, including their use in our classrooms. Just be respectful about unnecessary distractions to you and to others seated around you. The best part about being in a small class with a professor is the opportunity for cognitive engagement. Take advantage of the interaction by turning off distractions.

4) Network Access:
   Use the resource during class. Often you can help the discussion by some JIT research on a topic of interest.

5) Academic Integrity:
   Students are expected to work independently in this course unless specified otherwise in the assignment.

Disability Accommodation
Any student who feels he or she may need an accommodation based on the impact of a disability should contact me individually to discuss your specific needs. Also, please contact the College of Charleston, Center for Disability Services http://www.cofc.edu/~cds/ for additional help.
Appendix A  Curriculum for the Bachelor of Professional Studies

The Bachelor of Professional studies is designed for adult learners with prior college experience but who lack a degree. Admission eligibility requires the completion of an AA or AS degree or presentation of 60 transferable college credits, including the completion of the General Education Distribution Requirement (GEDR, see below). The BPS will not teach courses to satisfy the General Education Distribution Requirement. Students may complete the courses at any accredited institution and transfer the credits. Students may be admitted to the BPS on a provisional basis until they have satisfied the 60 credit hour requirement or while completing any outstanding coursework required to satisfy the GEDR. The articulation of categories and courses in the GEDR mirrors DegreeSC, the proposed online degree program for the state of South Carolina. The Task Force reviewed the general education requirements included in several degree completion programs around the country and found them to be more similar than different from one another. By adopting a set of requirements similar to those found elsewhere and in the proposed state-wide collaborative online DegreeSC, we believe we minimize the barriers to adult students while maximizing the likelihood that students enter the BPS with the necessary college-level preparation in the core subject areas.

One obvious difference between this set of requirements and those for the BA, BS, and AB degrees at the College is the omission of credits in foreign language. The primary purpose of the foreign language requirement in the core campus general education program is for students to learn a language other than English. Yet, an alternative exists for students with documented learning disabilities. The foreign language alternative focuses on global awareness and knowledge of world cultures. Similarly, the BPS includes a required 4-credit core seminar “Understanding Global Issues” emphasizing the same learning goals and outcomes. Requiring adult students to complete foreign language instruction prior to enrolling in the degree completion program imposes a barrier. Competence in global issues, cultures, and international perspectives are emphasized explicitly in one of four required core seminars in the liberal arts and thus ensures that graduates with this degree will demonstrate global competencies.

General Education Distribution Requirement:
(36-37 credit hours completed elsewhere and transferred into the BPS program)

- **Oral and Written Communication** (6-7 credits)
  - English Composition (3-4 credits; ENGL 101 or ENGL 110 or equivalent)
  - Public Speaking (3 credits; COMM 104 or equivalent)

- **Humanities and Fine Arts** (9 credits)
  - Art History or Music Appreciation or Theatre History (one course; 3 credits)
  - History—US, European, or World (one course; 3 credits)
  - Philosophy or Religious Studies or Ethics or Literature (one course; 3 credits)

- **Social and Behavioral Sciences** (6 credits)
  - Psychology or Sociology or Anthropology or Political Science or Economics or Geography (choose two courses from two different disciplines; 6 credits)

- **Natural Science** (8 credits; two lecture/lab combinations not necessarily in the same science)
  - Chemistry or Physics or Biology or Astronomy or Geology

- **Mathematics** (6-7 credits)
  - Statistics (3 credits; Math 104 or 250 or equivalent)
  - One additional math course beyond college algebra (3-4 credits; e.g. Math 103, 105, 111, or 120)\(^1\)

\(^1\) A given Track within the Concentration may require a specific Math course.
Bachelor of Professional Studies Degree Completion Requirements:

Once admitted to the BPS, students will complete a set of four 4-credit common seminars in the liberal arts. All students will begin with the transition seminar titled “The Ethics of 21st Century Living.” This seminar, described below, will allow students to assess their existing skill levels on the five critical competencies, seek supplemental instruction if necessary, and begin to plan an individualized program of study in consultation with an academic advisor.

I. Transition Course: (4 credits) Required of all students within the first 6 credit hours of BPS coursework.

PRST 300: “The Ethics of 21st Century Living” This course serves as a common entry point for all students. Using a liberal arts approach to inquiry, students will examine ethical problems in modern life and generate ideas for solutions to ethical problems in a variety of social and occupational contexts including business, medicine, science, government, family life, and the law. Through reading, critical analysis, writing and speaking assignments related to ethical theory and modern ethical problems, students will assess their readiness for college-level work, assess their existing level on the five critical skill competencies (seeking supplemental instruction when required), plan a program of study, and begin their e-portfolio.

II. Liberal Arts Common Seminars: (12 credits) Three 4-credit seminars required of all students prior to completing the degree. These seminars are designed to reinforce the refinement and application of the five critical competencies within the context of liberal arts inquiry. In each seminar, students will explore the content topic from a variety of disciplinary perspectives. Through reading, critical analysis, writing and speaking assignments related to each topic, students will further develop and apply each of the critical competencies within the breadth and depth offered by the liberal arts perspective. Students will develop the ability to gather information using a variety of sources, articulate a range of theoretical perspectives on each topic, evaluate and analyze problems using appropriate analytical tools, and articulate and defend solutions to problems relevant to each topic.

PRST 301: “Science, Technology, and Society” This seminar examines how advances in science and technology affect society. Students will assess the roles and responsibilities of citizens, business leaders, and government policy makers in assessing developments in science and technology. Students will analyze emerging technologies and their impact on society.

PRST 302: “Diversity in the Workplace” This seminar analyzes individual, societal, and organizational dynamics related to 21st century workplace diversity. This includes issues of workplace discrimination and access. Students will understand and recognize the importance of issues of diversity in the 21st century; demonstrate understanding of differing axes of diversity (racial, ethnic, religious, gender); and analyze complex individual/societal/global workforce issues.

PRST 303: “Understanding Global Issues” This seminar addresses global issues. Students will be trained to analyze phenomena such as economic development, population dynamics, resource distribution, and key environmental and social challenges that confront the global community. Through this seminar, students will develop spatial and critical thinking skills that will inform their ability to evaluate conflicting perspectives and analyze complex global problems and communicate that information orally and in writing.

III. Concentrations: (30 credit hours) An Individual Program of Study (IPOS) will be designed with each student based on coursework completed elsewhere, previous employment experience, and educational and future employment goals. Faculty Concentration Advisors will work closely with students beginning in the Transition Course and continuing through the selection of a Concentration and selection of required and elective courses.
Selecting Concentration Courses: Completion of a Concentration requires that six courses (18 credit hours) be selected from within a single concentration and four additional courses (12 credit hours) of elective coursework chosen from any Concentration or, in consultation with the faculty track advisor, accepted as transfer credit. Prerequisites may be required for some upper-level courses. If the prerequisite has not been completed as a part of the General Education Distribution Requirement, the student may be required to complete the course on the core campus or at another institution.

Concentration in Organizational Leadership and Management

ACCT 203: Financial Accounting

ACCT 204: Managerial Accounting

BLAW 205: Legal Environment of Business

BLAW 206: Law for Business Managers (prerequisite BLAW 205 or permission of instructor)

APCP 321: Interpersonal and Small Group Communication*

APCP 322: Communication for Business and Professions*

APCP 324: Leadership in Concept and Practice*

ECON 200: Principles of Microeconomics

ECON 201: Principles of Macroeconomics

ENGL 334: Technical Writing

INFS 392: Ethics in Information Systems*

MGMT 301: Management and Organizational Behavior

MGMT 308: Managing Diversity

MGMT 345: Leadership Development and Management

MGMT 403: Entrepreneurial Leadership (prerequisite MGMT 320 or MGMT 345)

PSYC 321: Industrial Psychology (prerequisite PSYC 103)

SOCY 358: Living in an Organizational World (prerequisite SOCY 101 or 102)

Concentration in Communication and Information Systems

APCP 321: Interpersonal and Small Group Communication*

APCP 322: Communication for Business and Professions*

APCP 323: Interviewing*

APCP 324: Leadership in Concept and Practice*
APCP 325: Strategic Communication Practices*
CSCI 112: Communications Technology and the Internet
CSCI 120: Building Virtual Worlds
DISC 210: Dataset Organization and Management
ENGL 334: Technical Writing
INFS 211: Database Security (prerequisite DISC 210)*
INFS 260: Information Systems Analysis and Design (prerequisite DISC 210)*
INFS 392: Ethics in Information Systems*
PSYC 321: Industrial Psychology (prerequisite PSYC 103)
PSYC 340: Non-verbal Communication (prerequisite PSYC 103)
SOCY 358: Living in an Organizational World (prerequisite SOCY 101 and 102)
*new course proposals

IV. PRST 400: “Capstone Seminar” (4 credits) Required of all students within the last 9 credit hours of BPS coursework.

This culminating seminar, employing a problem-based learning pedagogy, emphasizes analysis, demonstration of knowledge, and critical competency application through a special project in the current workplace or a supervised internship in a desired field of employment. This is both an experiential and academic course.

Degree Requirement Summary

- Completion of a minimum of 122 credit hours with a minimum 2.0 cumulative GPA;
- A minimum of 35 credits completed in residence in the BPS program;
- 60 credits of college work transferred at admission (includes General Education requirements completed elsewhere)
- 4 credit Transition Course (required of all)
- 12 credits of Liberal Arts Common Courses (required of all)
- 30 credits Concentration (18 from same Track; 12 related electives)
- 4 credit Capstone Course (required of all)
- 12 credits degree electives (completed in the program or transferred from elsewhere)
# Appendix B  
## TIMELINE

### Bachelor of Professional Studies (BPS) Degree

**Timeline for Development, Review and Implementation**

### 2011

<table>
<thead>
<tr>
<th>Date</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>May/June</td>
<td>Task Force on Degree Completion formed, draft degree proposal developed</td>
</tr>
<tr>
<td>August 17</td>
<td>Draft Proposal shared with President Benson</td>
</tr>
<tr>
<td>August 24</td>
<td>Draft Proposal shared with the Academic Affairs Committee of the Board of Trustees for information</td>
</tr>
<tr>
<td>August 30</td>
<td>Draft Proposal to EVPs for review and comment</td>
</tr>
<tr>
<td>August 30</td>
<td>Commission on Higher Education consulted</td>
</tr>
<tr>
<td>August 31</td>
<td>Draft proposal to Academic Council for review and comment</td>
</tr>
<tr>
<td>September 1</td>
<td>Common Liberal Arts Seminar Course Development; 4 faculty begin preparing course syllabi, learning outcomes, assignments, and assessments. Faculty provided with professional development funds as compensation for their work.</td>
</tr>
<tr>
<td>September 15</td>
<td>Proposal sent to Academic Planning Committee of the Faculty Senate for review and comments</td>
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<tr>
<td>September 19-20</td>
<td>Student focus groups conducted at the CofC North Campus</td>
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<tr>
<td>September 26</td>
<td>Focus group conducted in conjunction with the Charleston Metro Chamber of Commerce</td>
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<tr>
<td>October</td>
<td>Review of AACSB and SACS requirements related to the BPS</td>
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<td></td>
<td>Discussion with the Communication Department regarding courses included in the BPS track that will no longer be offered for majors.</td>
</tr>
<tr>
<td>On-going</td>
<td>Individual consultations with faculty leaders, schools and departments</td>
</tr>
<tr>
<td>October</td>
<td>Proposal reviewed by the Graduate, Continuing Education and Special Projects Committee</td>
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</tbody>
</table>
October 28  
Degree Completion Committee reconvenes to review comments from the Academic Planning Committee, EVPs, student and community focus groups, and other consultations.

November 1  
Planning Summary sent to the Commission on Higher Education (CHE)

Nov/Dec  
Course development continues; establishment of BPS operations/implementation committee to address policies and procedures required if new degree is approved; financial model and budget developed and incorporated into full proposal.

November 22  
Search launched for academic Dean of North Campus

Nov/Dec  
Full Proposal Developed; feedback from prior reviews incorporated

2012

January 19  
CHE - Advisory Committee on Academic Programs (ACAP) approved planning summary.

January/January  
Meet individually with prospective students on the proposed BPS program at the North Campus; advise as to "fit"

Jan/Feb  
February 9 -- Full Proposal sent to Faculty Senate committees (Academic Planning, Curriculum, and Budget)

"Branding" and marketing of the BPS, support services, and faculty expenses included as components of the financial model

March  
Faculty Senate Review/Approval

April  
Board of Trustee Review/Approval

SACS submission and approvals initiated

September 6  
CHE-Committee on Academic Affairs and Licensing (CAAL) review

October 4  
Review/Approval by CHE

October  
Official Announcement of the BPS degree; aggressive marketing/communication campaign to reach prospective students and employers launched

October/November  
Student service components developed and coordinated with main campus to ensure comparable services for all students. Student tracking system developed
October/November  Following SACS approval, Program submitted for review/approval by U.S. Department of Education for Financial Aid; submitted for review/approval by Veterans Administration for VA benefits.

January 2013  The required transition course, PRST 300 "Ethics of 21st Century Living," offered for the first time along with targeted BPS concentration courses

Updated 2-6-12
Appendix C  Letters from Departments with Courses in the BPS

Accounting and Legal Studies (ACCT 203, 204 and BLAW 205, 306)

Communication (APCP 321, 322, 323, 324, 325)

Computer Science (CSCI 112, 120; DISC 210; INFS211, 260, 392)

English (ENGL 334)

Economics (ECON 200, 201)

Management and Entrepreneurship (MGMT 301, 308, 345, 403)

Psychology (PSYC 321, 340)

Sociology (SOCI 358)
Memo To:  Dr. Lynne Ford, Associate Provost  
From:    Dr. Bethany Goodier, Chair, Department of Communication  
Date:    February 6, 2012  
Subject: Notice of Support

Please accept this memo in support of the Bachelor of Professional Studies program. While we do not anticipate departmental involvement with instruction at this time, we helped develop the curriculum for the applied communication courses in the curriculum and fully support this effort to increase the number of college graduates in South Carolina.
NOTICE OF SUPPORT

February 7, 2012

From: Christopher Starr, Chair, Computer Science
To: Lynne Ford, Associate Provost

The computer science faculty is pleased to support the Bachelor of Professional Studies program. Specifically, we are engaged in developing the curriculum and possibly even delivering the curriculum that will engage an adult population in the area of computing and information systems. There is no doubt that the success of individuals with a bachelor's degree will be higher with a grounding in the technology and ethical use of computational resources and information.
I have reviewed the proposal for the Bachelor of Professional Studies. I am aware that ECON 200 and ECON 201 are part of the curriculum and support their inclusion.

Frank Hefner
Professor of Economics
Department of Economics and Finance
School of Business
College of Charleston
Charleston, S.C. 29424

Interim Chair, Department of Economics and Finance
Director, Office of Economic Analysis

Tel: (843) 953-8111
Fax: (843) 953-5697
Lynne,

I have reviewed the BPS program and approve the inclusion of ENGL 334 Technical Writing in both Concentrations of the BPS.

Trish

---
Dr. Trish Ward  
Professor and Chair  
Department of English  
College of Charleston  
Charleston, SC 29424  
843.953.5648 (office)  
843.953.3180 (fax)
On behalf of the Department of Management and Entrepreneurship, this email serves to both acknowledge and support the use of MGMT courses in the Bachelor of Professional Studies program.

David J. Hansen, Ph.D.
Interim Chair
Department of Management and Entrepreneurship
School of Business
College of Charleston

Office: Tate Center 308 / Beatty Center 305
Phone: 843-953-6447
From: Ross, Thomas P
Sent: Tuesday, February 07, 2012 1:06 PM
To: Ford, Lynne E
Subject: RE: Bachelor of Professional Studies proposal

Lynne,
Thank you very much for notifying me about this interesting program. Thank you for including some of our PSYC courses in your proposal. I look forward to discussing this with my faculty and working with you and others to develop programs at the North Campus that complement programs on our Main Campus.

Tom

Thomas P. Ross, Ph.D.
Professor and Chair
Psychology Department
57 Coming Street, Room 104
Charleston, SC 29424
Voice Mail: (843) 953-3339
Fax: (843) 953-7151
Email: Rosstp@cofc.edu
To: Ford, Lynne E

Subject: RE: Bachelor of Professional Studies proposal

From: Hoffmann, Heath C

Sent: Monday, February 06, 2012 6:08 PM

To: Ford, Lynne E

Subject: RE: Bachelor of Professional Studies proposal

Lynne,

I am writing to express my support for the Bachelor of Professional Studies proposal, which includes a Sociology class--SOCY 358: Living in an Organizational World--as an elective in both the Concentration in Organizational Leadership and Management and the Concentration on Communication and Information Systems.

Best,

Heath

Heath C. Hoffmann

Associate Professor of Sociology
Chair, Department of Sociology and Anthropology
College of Charleston
(843) 953-8182