Curriculum Committee:

Attached is a request to add a special topics course to the directed electives block for Exercise Science. Since Exercise Science is a new major, we did not have an acronym for a special topics course. The second form adds that acronym to a special topics course. The current major requirements are in the two pages that follow this cover.

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- Is this supposed to be EXSC 320?
- Yes pg 10 & 11
- Where does it fall? Under "24 credit hours from the following?"

Course Major
**Form needs to be specific**
- There is only a single set of "elective" requirements
- All other requirements are core requirements type
Exercise Science Major Requirements

Catalog Year: 2013-14
Degree: Bachelor of Science
Credit Hours: 71+

“PR” indicates a pre-requisite. “CO” indicates a co-requisite.
Courses within this major may also satisfy general education requirements. Please consult http://registrar.cofc.edu/general-edu for more information.

Required Courses

☐ BIOL 201 Human Physiology (4) PR: BIOL 111/111L; BIOL 112/112L
☐ BIOL 202 Human Anatomy (4) PR: BIOL 111/111L; BIOL 112/112L
☐ MATH 104 Elementary Statistics (3) PR: MATH 101 or placement

OR

☐ MATH 250 Statistical Methods (3) PR: Either MATH 111, 120 or instructor permission

Core Requirements

☐ EXSC 201 Introduction to Health and Human Performance (cross-listed with PEHD 201) (3) PR: None
☐ EXSC 210 Concepts in Fitness Assessment and Exercise Prescription (3) PR: None
☐ EXSC 330 Kinesiology (3) PR: BIOL 202; EXSC 201 or PEHD 201
☐ EXSC 340 Exercise Physiology and Lab (4) PR: BIOL 201; EXSC 201 or PEHD 201
☐ EXSC 433 Research Design & Analysis (3) PR: EXSC 330; EXSC 340; MATH 104 or 250
☐ EXSC 440 Biomechanics (3) PR: EXSC 201 or PEHD 201; EXSC 330; PHYS 101
☐ EXSC 498 Capstone in Exercise Science (2) PR: EXSC 433; permission of instructor
☐ PEHD 458 Organization and Administration in Health and Human Performance (3) PR: EXSC 201 or PEHD 201; senior standing

24 credit hours selected from the following:

☐ ____________________________
☐ ____________________________

ATEP 365 General Medical Conditions in Athletics (3) PR: ATEP 345; BIOL 201; or instructor permission
ATEP 430 Therapeutic Exercise (3) PR: ATEP 245; ATEP 345; EXSC 330; BIOL 201; BIOL 202; or BIOL 201; BIOL 202; EXSC 201; EXSC 330; or instructor permission; CO: ATEP 430L
ATEP 430L Therapeutic Exercise Lab (1) CO: ATEP 430
ATEP 437 Therapeutic Modalities (3) PR: ATEP 245 or EXSC 201; ATEP 345; CO: ATEP 437L
ATEP 437L Therapeutic Modalities Lab (1) CO: ATEP 437
EXSC 401 Independent Study (3) PR: EXSC 201 or PEHD 201; instructor permission
EXSC 438 Advanced Topics in Resistance Training and Conditioning (3) PR: BIOL 201, 202; EXSC 340; or instructor permission.
EXSC 439 Advanced Topics in Exercise Physiology (3) PR: EXSC 340; or instructor permission.
EXSC 444 Scientific Writing and Data Analysis (3) PR: Senior standing
HEAL 216 Personal & Community Health (3) PR: None
HEAL 333 Sports and Exercise Nutrition (3) PR: BIOL 201
HEAL 350 Motor Learning (3) PR: HEAL 215
PEHD 235 Motor Learning (3) PR: None
PEHD 355 Sports Psychology (3) PR: EXSC 201 or PEHD 201; PSYC 103; or instructor permission

Cognate Requirement (12 credit hours: 8 credit hours of CHEM and 4 credit hours of PHYS or 4 credit 6

Revised: Aug. 28, 2013

This form was last updated on 06/03/13 and replaces all others.
hours of CHEM and 8 credit hours of PHYS)
☐ CHEM 111 Principles of Chemistry (3) PR or CO: Unless students exempt MATH 111 (via diagnostic testing) or have completed this course as a pre-requisite, they are required to take MATH 111 as a co-requisite. CO: CHEM 111L
☐ CHEM 111L Principles of Chemistry Lab (1) CO: CHEM 111
☐ PHYS 101 Introductory Physics (3) PR: None; CO or PR: PHYS 101L PHYS 101L Introductory Physics Lab (1) CO: PHYS 101

AND
☐ CHEM 112 Principles of Chemistry (3) PR: CHEM 111 and 111L; CO: CHEM 112L
☐ CHEM 112L Principles of Chemistry Lab (1) CO: CHEM 112

OR
☐ PHYS 102 Introductory Physics II (3) PR: PHYS 101 or PHYS 111 or HONS 157; CO: PHYS 102L
☐ PHYS 102L Introductory Physics Lab (1) CO: PHYS 102
FACULTY CURRICULUM COMMITTEE
SIGNATURE PAGE

In section A, list ALL of the forms covered by this signature page. If you submit a form that is not listed in A, your proposal will be held back until we receive a new, updated signature page.
You must obtain the signature of your department chair and dean before submitting your proposal.

A. FORMS COVERED BY THIS SIGNATURE PAGE. List each form you are submitting—for instance, PSYC 383, Course Form; PSYC, Change of Major Form; PSYC, Change of Minor Form.

Add EXSC 320 to directed electives for Exercise Science major.
Add EXSC 320 special topics acronym (acronym already exists for PEHD and HEAL in the department).

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:

2. Signature of Academic Dean:

3. Signature of Provost:

4. Signature of Business Affairs (only for course fees):

BOT approval pending

5. Signature of Curriculum Committee Chair:

6. Signature of Budget Committee Chair (only for new programs):

7. Signature of Academic Planning Committee Chair (only for new programs):

8. Signature of Faculty Senate Secretary:

Date Approved by Faculty Senate:

This form was last updated on 06/03/13 and replaces all others.
FACULTY CURRICULUM COMMITTEE
CHANGE/DELETE PROGRAM FORM

Instructions:

* Please fill out all of the portions of the form that are specified in section B. **You must do this before your request can move forward!**
* Remember that your changes will not be implemented until the next catalog year at the earliest.
* If you have questions, please start by checking the detailed instructions on the website.
* Please feel free to contact the committee chair with any remaining questions you might have.

This form was last updated on 06/03/13 and replaces all others.
A. CONTACT INFORMATION.

Name: William R. Barfield  Phone: 953.6746  Email:barfieldw@cofc.edu

School: Education, Health & Human Performance  Department or Program: Health & Human Perf

Name and Acronym of Major: EXSC

B. CATEGORY OF REVIEW. Please check all that apply, then fill out the specified parts of the form.

X  Change Request (fill out all sections)

☐ Add an existing course to requirements or electives

X  Add a new course to requirements or electives (attach completed course form for each)

☐ Delete courses from requirements or electives

☐ Add or modify concentration*

☐ Add or modify cognate*

*Note: Only concentrations and cognates requiring 18 or more credit hours will be tracked in Banner and Degree Works and noted on the transcript.

☐ Terminate Program (fill out E, G, H, and I)

☐ Terminate degree

☐ Terminate major

☐ Terminate concentration

☐ Terminate cognate

C. GENERAL INFORMATION
Number of Current Credit Hours (for existing program): 48
Number of Proposed Credit Hours (for changed program): 0
Catalog Year in which changes will take effect: FALL 2014

D. CURRICULUM. Please list every change you are making below AND attach the current Program of Study Worksheet for this major (http://registrar.cofc.edu/program-of-study-worksheets/index.php) with changes marked in RED. Additions should show where the course will be inserted, deletions should be noted by crossing out the course, and moves indicated with arrows. Distinguish between required and elective courses, and note any prerequisites, corequisites, sequencing, or other restrictions. Provide the catalog description and course list exactly as they should appear in the catalog. For each new course, submit the Curriculum Committee’s Course Form and a sample syllabus.

E. RATIONALE AND EXPLANATION. Please provide a narrative addressing the request you are making and why you are making it.

We are proposing adding EXSC 320-Special Topics as one of our directed electives. We currently

F. 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 major or program?</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. Special topics is designed to allow for student growth by helping them combine their knowledge and experiences in an applied setting outside the traditional classroom environment.</td>
<td>Individual and small group presentations related to the special topics class including oral presentation(s) and short written papers</td>
</tr>
<tr>
<td>2. Students will learn in the special topics class in a variety of settings including, but not limited to: fitness, wellness, cardiac rehabilitation, research, strength and conditioning, and other exercise, health, and fitness-related endeavors.</td>
<td>Short answer and essay type questions will be used to assess student learning related to the special topics class topic(s)</td>
</tr>
</tbody>
</table>

This form was last updated on 06/03/13 and replaces all others.
3. Reflective work and an individual research paper associated with the special topics study.  
A rubric designed to assess student knowledge, writing and analytic skill will be used to assess this objective.

4.

Additional Outcomes or Comments:

G. IMPACT ON EXISTING PROGRAMS AND COURSES. Please describe the impact of this request on other programs and courses. If you are deleting a program, please describe the effect on all programs that will be impacted; if you are adding or changing a program, please explain any overlap with existing programs at the College.

The impact on the exercise science curriculum will be minimal. The purpose of the special topics offering will be to provide educational options for faculty and students.
H. COSTS ASSOCIATED WITH THE REQUESTED ACTION. List all of the new costs or cost savings (including new faculty/staff requests, library, or equipment) associated with your request. No additional costs are anticipated for adding the special topics class since it will be covered by existing faculty.

I. CHECKLIST

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☒ I have attached a Course Form for each newly-created or modified course.

☐ (For proposals that affect other departments in any way) I have attached an acknowledgement from the relevant department.

☐ I have provided the complete curriculum for the program, concentration, emphasis, etc., including the description and course list, exactly as it should appear in the catalog.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.

This form was last updated on 06/03/13 and replaces all others.
FACULTY CURRICULUM COMMITTEE
COURSE FORM

Instructions:
- Please fill out one of these forms for each course you are adding, changing, deactivating, or reactivating.
- Fill out the parts of the form specified in part B. You must do this before your request can move forward!
- Remember that your changes will not be implemented until the next catalog year at the earliest.
- If you have questions, start by checking the instructions on the website. Please feel free to contact the committee chairs with any remaining questions you might have.

J. CONTACT/COURSE INFORMATION.

Name: William R. Barfield   Phone: 843.953.6746   Email: barfieldw@cofc.edu

This form was last updated on 06/03/13 and replaces all others.
K. TYPE OF REQUEST. Please check all that apply, then fill out the specified parts of the form.

X Add a New Course (complete parts C, D, E, G, H, I, J, K)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J, K)
☐ Course Number-EXSC 320
☐ Course Name-Special Topics
☐ Course Description-Will vary-Examples include: Healthy Aging, Exercise Endocrinology, Injury Biomechanics
☐ Credit/Contact Hours 3
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)-Junior Standing
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J, K)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J, K)

L. RATIONALE AND EXPLANATION. Please describe your request and explain why you are making it.

Special topics will give students in exercise science another directed elective option and will provide faculty with opportunities to teach in their areas of research interest. Some special topics classes may require permission of the instructor.

M. IMPACT ON EXISTING PROGRAMS AND COURSES. Please briefly describe the impact of your request on your own programs and courses as well other programs and courses. If another program requires the course, you must submit their written acknowledgement with this proposal. Also, the affected program must describe any change in the number of credit hours they require. Include a list of similar courses in other departments and explain any overlap. There will be minimal to no impact on existing programs. It is meant to provide another option for exercise science students and faculty.
N. EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

Department: School: Subject Acronym: Course Number:

Credit hours: __ lecture __ lab __ seminar __ independent study
Contact hours: __/week __ lecture __ lab __ seminar __ independent study

Course title: Special Topics

Course description (maximum 50 words, exactly as it appears in the catalog):

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Junior standing

Cross-listing, if any:

Is this course repeatable? □ yes no If yes, how many total credit hours may the student earn? ___

O. NEW COURSE INFORMATION. If you are deactivating a course, leave this blank. Otherwise, please fill out all fields. For changed courses, use boldface for the information that is changing.

Department: Health & Human Performance School: EHHP Subject Acronym: EXSC Course Number: 320

Credit hours: 3 __ lecture __ lab __ seminar __ independent study
Contact hours: 3 __ lecture __ lab __ seminar __ independent study

Course title: Special Topics in Exercise Science

Course description (maximum 50 words, exactly as it appears in the catalog):
A course designed to cover and supplement a variety of topics not otherwise offered in the list of directed electives in exercise science. Topics of interest to students and faculty will be offered on a rotating random basis according to interest.

Restrictions (pre-requisites, co-requisites, majors only, etc.):

Junior Status
If this is a newly-created course, is it intended to be the equivalent of an existing course and replace it? □ yes X no
If so, which course? ________________
Note: You must deactivate that course by submitting an additional Course Form.

Cross-listing, if any (submit approval from relevant department):
Note: Cross-listed courses are equivalent.

Is this course repeatable? □ yes X no If yes, how many total credit hours may the student earn? ___
The special topics selection is repeatable as long as the course topic is different.

Is there an activity, lab, or other fee associated with this course? □ yes X no What is the fee? ___
Note: The Senate cannot approve new fees; Business Affairs will submit any such request to the Board of Trustees. The course can still be created, but the fee will not be attached until the Board has approved it.

P. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request. There will be no additional costs. The class will be taught by current faculty.
## H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

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1. 

1. Special topics is designed to allow for student growth by helping them combine their knowledge and experiences in an applied setting outside the traditional classroom environment.

   Individual and small group presentations related to the special topics class including oral presentation(s) and short written papers

2. Students will learn in the special topics class in a variety of settings including, but not limited to: fitness, wellness, cardiac rehabilitation, research, strength and conditioning, and other exercise, health, and fitness-related endeavors.

   Short answer and essay type questions will be used to assess student learning related to the special topics class topic(s)

3. Reflective work and an individual research paper associated with the special topics study.

   A rubric designed to assess student knowledge, writing and analytic skill will be used to assess this objective.

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?

This proposed class will add another directed elective class for exercise science majors.
I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration? X yes  □ no

If yes, please attach a Change Minor and/or Change Major/Program Form as appropriate.

J. CHECKLIST.

☒ I have completed all relevant parts of the form.

☒ I have attached a cover letter that describes my request and lists all the documents I am submitting.

☐ (For new courses only) I have attached a syllabus.

☐ (For courses used in any way by other departments, including cross-listing) I have attached an acknowledgement from the relevant department.

☐ (For courses intended to fulfill a Gen Ed requirement) I have submitted the proposal to the Gen Ed committee.

☒ I have submitted one Signature Form that lists all of the different forms I am submitting.
College of Charleston
Special Topics in Health:
Communicable and Chronic Diseases, Exercise Science
DHHP/ Dep't. Public Health (HEAL 320-02)
SYLLABUS as of 1.9.2014

Course & Section No.: HEAL 320-02 CRN# 23849.201420
Credits: 3
Semester: Spring 2014
Adjunct Professors: Robert Ball, MD MPH FACP (with John Sieverdes, PhD)
Room(s): Silcox Gym 111
Days: Tuesdays and Thursdays
Time: 10:50 am to 12:05 pm
Office: Adjunct Professor office 407 usually n/a, hence can meet in classroom
Office Hours: Usually before/after class; also by appointment via phone/text/email.
E-mail: RBall88AP@gmail.com preferable, but can use ballrt@cofc.edu
Phone(s): 843-709.3779 (cell, with text) available essentially 24/7

Course Catalog Description
This course is a directed elective designed to discuss the tenets, applications, and foci of public health, including integrating public health with other health professions, including exercise science. Course content includes an overview of public health, epidemiology, emerging public health issues (including current events) in both communicable and chronic diseases, with inclusion of exercise science topics.

Prerequisites: Introduction to Public Health (HEAL 215) recommended but not required.

Course Learning Objectives
Upon successful completion of the course, the student should thoroughly understand:
- The various components and interrelationships of public health systems globally, nationally, regionally, and at the state and local levels.
- The role of governments and law in promoting and protecting the health of the public and identify specific functions of public health agencies in assuring public health.
- Identification of modern public health activities that affects everyone's daily life.
- The principles of epidemiology, including rates, odds ratios, relative risk, disease determinants, association, causation, and public health surveillance (especially in outbreak investigations).
- The application of science-based measures of population health/illness to improving communities.
- Describe criteria for evaluating health systems, including issues of access, quality, and cost.
- Describe the impact of communicable diseases and the environment on the public's health.
- Identify and explain how various occupations, professions, and careers (especially exercise sciences) contribute to carrying out public health’s core functions and essential services.

Course Materials
- Other readings, articles, and materials as assigned or provided by Professor(s) (eg, HP 2020)

DESCRIPTION OF ASSIGNMENTS AND EXAMS:

Charleston Incidents Paper (50 points): During an out-of-class activity, you must create a typed Charleston Incident Paper by canvassing downtown Charleston (not limited to the College campus), taking pictures of 3 potential likely injury/illness/ outbreak hazards (indoors or outdoors, moving or
stationary), and provide a 2-3 paragraph description of each (noting the specific location) and write about why you think it is a potential public health injury or outbreak hazard and recommend a remediation/preventative on how the hazard can be remediated/ prevented (focus on exercise science). Each instance or location must be sufficiently distinct from the other 2. Papers may be in b&w or in color.

**Journal Group Project/ Debate (75 points) with class presentations:** You are required to participate in a journal club project or debate, as part of a group of 4-5 classmates, with topic and group names provided to the Professors in advance. You are to use at least one scientific article from a set provided by the Professors OR select one or more of your own from a legitimate scientific journal(s), which must be pre-approved. You may use PowerPoint slides (no more than 6 slides per presentation), which you must bring on a flash drive (rather than try to log on to your personal accounts and consume class time). A copy of a non-provided article is to be turned in. Grading is collective averaged.

**Summary of a Journal Article(s) (50 points):** You are required to summarize and critique a scientific journal article(s) from a set provided by the Professors OR select one or more of your own from a legitimate scientific journal(s), which must be pre-approved. Your summary will be a 3-4 page typed paper, with an appropriate Reference(s) list.

**Pop Quizzes (75 points):** There will be 3 unscheduled brief, timed 1-page 25-point pop quizzes throughout the semester which will contain multiple choice, true/false, and short answer questions related to information prior to that class period and will be taken at the beginning of the class. You may use personal notes, slidesets, etc. If you are late or do not have an excused absence, you will must obtain permission to make up a missed quiz, which will result in point reduction.

**Midterm Exam (75 points):** The exam will be objective and cover lecture and textbook material from the first half of the semester. Multiple choice, true/false, matching, and short answer (but not essay) questions can be expected. The exam MUST be taken on Thurs, 27 Feb, 2014 during normally scheduled class time unless prior arrangements (eg, SNAP) have been made and a documented reason for needing to take the exam at a different time has been presented and approved by both the Professor and the Department Chair. The exam will be "open book", including slidesets, your notes, laptops etc. Exams will be graded as promptly as possible and be left for you in the DHHP-DPH office (Silcox Gym, 1st floor, c/o Ms. Mazyck)

**Independent Research Paper (50 points):** You must write an independent typed 3-5 page paper on a recent public health RESEARCH topic of your choice. Background, hypothesis, methodology, and anticipated results are expected in this paper. Scientific references are required.

**Class attendance (25 points):** These points are awarded depending on degree of attendance. If you miss class without a valid excuse, points will be deducted. You may text your Professor re: last minute emergencies, but with a valid excuse documented. Also, respectful classroom decorum is expected; hence class disruption or using your electronic devices for anything other than classwork will result in reduction in grade points. Sign-ins sheets occur each class.

**Final Exam (100 points):** The final exam will be straightforward, objective and cover lecture and textbook material from the entire semester. Multiple choice, true/false, matching, and short answer (but not essay) questions can be expected. This exam MUST be taken at 8:00am on Saturday, 26 April 2014 (or at a separate time per any modified exam schedule), unless prior arrangements have been made (eg, a SNAP situation) and a documented reason for needing to take the exam at a different time has been presented and approved by both the Professor and the Department Chair. The exam will be "open book", including slidesets, your notes, laptops, etc. Exams will be graded as promptly as possible and left for you in the DHHP-DPH office (Silcox Gym, 1st floor, c/o Ms. Mazyck).

**Extra Credit Paper (up to 25 points):** If you wish, prior to the final exam, you may write an independent typed 3-5 page paper on a recent public health topic of your choice, to include scientific reference(s).
Policy for Submitting Assignments
Your work is expected to be on time. Late work will only be accepted when satisfactory arrangements have been made with your Professor. If you will miss a class period(s) during which an assignment is to be completed/ submitted because of a planned college activity with prior excused absence, please submit any work due before/on the class period(s) to be missed. If you miss a class period during which an assignment is to be submitted due to last-minute unplanned circumstances, you must immediately contact (e.g., text, email) your Professor with a written excuse for your absence and to make suitable arrangements for submitting any missed work.

Format Standards for Written Work:
• Please submit work in black ink (unless color pictures are necessary/desirable; use double space unless otherwise noted. Please use 1-inch margins, and an 11-12-point common serif typeface (e.g., Times New Roman, Arial, Comic Sans, etc.).
• Please use page numbers if more than one page.
• Proofread all your work. Do not rely solely on spell check.
• Always keep a copy of your work electronically.
• References are required in work that includes citations, quotes, or other people's ideas. APA (American Psychological Association) referencing is preferred: see http://www.apastyle.org. For additional help with your written assignments, we recommend visiting the Writing Lab, which offers walk-in services. For more information: http://csl.cofc.edu/labs/writing-lab/index.php

Policy for Responding to Questions about Assignments and Exams
While we strive to be as responsive as possible 24/7 to all student questions/issues, please ask any major questions related to assignments or exams – by e-mail or telephone or in-person – prior to 8:00 pm on the day before an assignment is due or an exam is to be administered. But we encourage you to engage in open class discussion and ask questions anytime.

Attendance/Participation: Attendance and participation are essential for successful completion of this course and the optimal use of your time. Worthwhile participation in class will help your grade!

Grade Evaluations, with Due Dates per Class Schedule

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charleston Incidents Paper</td>
<td>50</td>
</tr>
<tr>
<td>Journal Group Project/Debate</td>
<td>75</td>
</tr>
<tr>
<td>Summary of Journal Article(s)</td>
<td>50</td>
</tr>
<tr>
<td>Short Pop Quizzes (3 x 25 each)</td>
<td>75</td>
</tr>
<tr>
<td>Midterm Exam MUST TAKE on Thurs. 27 Feb.</td>
<td></td>
</tr>
<tr>
<td>Independent research paper</td>
<td>50</td>
</tr>
<tr>
<td>Class attendance</td>
<td>25</td>
</tr>
<tr>
<td>Final Exam (Dr. Ball): MUST TAKE on Sat. 26 April at 8:00 am!</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>500</td>
</tr>
</tbody>
</table>

Grading Scale

<table>
<thead>
<tr>
<th>Letter Grade</th>
<th>Total Points</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+ (not in CofC system)</td>
<td>485+</td>
<td>98%</td>
</tr>
<tr>
<td>A</td>
<td>470-484</td>
<td>94% - 97%</td>
</tr>
<tr>
<td>A-</td>
<td>450 – 469</td>
<td>90% - 93%</td>
</tr>
<tr>
<td>B+</td>
<td>435 – 449</td>
<td>87% - 89%</td>
</tr>
<tr>
<td>B</td>
<td>420 – 434</td>
<td>84% - 86%</td>
</tr>
<tr>
<td>Grade</td>
<td>Score Range</td>
<td>Percentage Range</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
<td>------------------</td>
</tr>
<tr>
<td>B-</td>
<td>400 – 419</td>
<td>80% - 83%</td>
</tr>
<tr>
<td>C+</td>
<td>385 – 399</td>
<td>77% - 79%</td>
</tr>
<tr>
<td>C</td>
<td>369 – 384</td>
<td>74% - 76%</td>
</tr>
<tr>
<td>C-</td>
<td>350 – 368</td>
<td>70% - 73%</td>
</tr>
<tr>
<td>D+</td>
<td>335 – 349</td>
<td>67% - 69%</td>
</tr>
<tr>
<td>D</td>
<td>320 – 334</td>
<td>64% - 66%</td>
</tr>
<tr>
<td>D-</td>
<td>300 – 319</td>
<td>60% - 63%</td>
</tr>
<tr>
<td>F</td>
<td>318 and below</td>
<td>59% and below</td>
</tr>
</tbody>
</table>

**Description of grade achievements:**

Grade A+, A, A-: Denotes excellent mastery of the subject and outstanding scholarship (far above class average).

Grade B+, B, B-: Denotes good mastery of the subject and good scholarship (above class average).

Grade C+, C, C-: Denotes acceptable mastery of the subject and minimal achievement expected (at class average).

Grade D+, D, D-: Denotes borderline understanding of the subject, marginal performance, and does not represent satisfactory progress toward a degree (below the class average).

Grade F: Denotes failure to understand the subject and unsatisfactory performance (far below the class average).

### Class Schedule for HEAL 320 SPRING 2014 as of 1.9.2014

<table>
<thead>
<tr>
<th>Day</th>
<th>Date</th>
<th>Topic</th>
<th>Instructor</th>
<th>Textbook</th>
</tr>
</thead>
<tbody>
<tr>
<td>Thurs.</td>
<td>9 Jan.</td>
<td>Public Health Overview, Governmental Roles/Responsibilities</td>
<td>Ball</td>
<td>Part I, Glossary</td>
</tr>
<tr>
<td>Tues.</td>
<td>14 Jan.</td>
<td>Evidence-Based Scientific Decision-Making, Designing/</td>
<td>Ball</td>
<td>Part II</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Critiquing a Research Project</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thurs.</td>
<td>16 Jan.</td>
<td>Epidemiology, Statistics in Public Health</td>
<td>Ball</td>
<td>Part II, slideset</td>
</tr>
<tr>
<td>Tues.</td>
<td>21 Jan.</td>
<td>Infectious Diseases: Epidemiology, Control, &amp; Prevention</td>
<td>Ball</td>
<td>Part III slideset</td>
</tr>
<tr>
<td>Tues.</td>
<td>28 Jan.</td>
<td>Infectious Diseases as Public Health Threats</td>
<td>Ball</td>
<td>Part III slideset</td>
</tr>
<tr>
<td>Thurs.</td>
<td>30 Jan.</td>
<td>Disease Detective Outbreak Exercise</td>
<td>Ball</td>
<td>slideset</td>
</tr>
<tr>
<td>Tues.</td>
<td>4 Feb.</td>
<td>Emerging Infectious Diseases, Bioterrorism, Disaster Responses, Altered Standards of Care (Chapter 30)</td>
<td>Ball</td>
<td>Part III slideset</td>
</tr>
<tr>
<td>Thurs.</td>
<td>6 Feb.</td>
<td>STDs (STIs), focus on HIV-AIDS</td>
<td>Ball</td>
<td>Part III slideset</td>
</tr>
<tr>
<td>Tues.</td>
<td>11 Feb.</td>
<td>Journal Group Project/ Debate with class presentations</td>
<td>Ball</td>
<td>Provided, obtained</td>
</tr>
<tr>
<td>Thurs.</td>
<td>13 Feb.</td>
<td>Journal Group Project/ Debate with class presentations some class at SEACSM conference?</td>
<td>Ball</td>
<td>Provided, obtained</td>
</tr>
<tr>
<td>Tues.</td>
<td>18 Feb.</td>
<td>NCDs or IDs? ME/CFS: Emerging Viral Infections,</td>
<td>Ball, J. John MD: MUSC/VA</td>
<td>Part III slideset</td>
</tr>
<tr>
<td>Thurs.</td>
<td>20 Feb.</td>
<td>Do some Chronic Non-Communicable Diseases (NCDs) have Infectious Origins?</td>
<td>Ball</td>
<td>Part III slideset</td>
</tr>
<tr>
<td>Tues.</td>
<td>25 Feb.</td>
<td>Obesity, Social Disparities, Behavioral Issues, Genetic Diseases, MCH &amp; Infant Mortality, Physical Exercise</td>
<td>Ball, Sieverdes</td>
<td>Part III, Ch.16, 18, slideset</td>
</tr>
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</tr>
<tr>
<td>Thurs.</td>
<td>27 Feb.</td>
<td>Midterm Exam</td>
<td>Ball</td>
<td>Class info to date</td>
</tr>
<tr>
<td>Tues.</td>
<td>4 Mar.</td>
<td>Spring break</td>
<td></td>
<td></td>
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<tr>
<td>Thurs.</td>
<td>6 Mar.</td>
<td>Spring break</td>
<td></td>
<td></td>
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<tr>
<td>Tues.</td>
<td>11 Mar.</td>
<td>Arteriosclerotic CardioVascular Diseases (incl. Strokes, etc.)</td>
<td>Ball, Sieverdes</td>
<td>Ch. 12</td>
</tr>
<tr>
<td>Thurs.</td>
<td>13 Mar.</td>
<td>Cancers</td>
<td>Ball</td>
<td>Ch. 11</td>
</tr>
<tr>
<td>Tues.</td>
<td>18 Mar.</td>
<td>The Arthritides, Effects of Age, Exercise/ Physical Tx</td>
<td>Ball, K. Ball PhD: MUSC</td>
<td>Part VI- 29 slideset</td>
</tr>
<tr>
<td>Thurs.</td>
<td>20 Mar.</td>
<td>The Chronic Disease “A” Epidemics in the US. Summary of journal article(s) due.</td>
<td>Ball</td>
<td>slideset</td>
</tr>
<tr>
<td>Tues.</td>
<td>25 Mar.</td>
<td>Exercise &amp; Inflammation in Disease Control and Prevention</td>
<td>Ball, Dr. M. Flynn</td>
<td>slideset</td>
</tr>
<tr>
<td>Thurs.</td>
<td>27 Mar.</td>
<td>Do Diet/ Nutrition, Vitamins, Exercise etc matter?</td>
<td>Ball</td>
<td>slideset</td>
</tr>
<tr>
<td>Tues.</td>
<td>1 Apr.</td>
<td>Tobacco as a Major Public Health Issue + class discussion Independent Research Paper due</td>
<td>Ball</td>
<td>Part IV-15, slideset</td>
</tr>
<tr>
<td>Thurs.</td>
<td>3 Apr.</td>
<td>Aging Population Issues, Morbidity/ Mortality in Public Health</td>
<td>Ball</td>
<td>Part VI- 29 slideset</td>
</tr>
<tr>
<td>Tues.</td>
<td>8 Apr.</td>
<td>Clean Water &amp; Sanitation: From Global Issues to Local Solutions: Water Missions International (WMI) [field trip?]</td>
<td>Ball, Dr. J. Deal</td>
<td>Part V, slideset</td>
</tr>
<tr>
<td>Thurs.</td>
<td>10 Apr.</td>
<td>War &amp; Its Consequences as Public Health Threat #1</td>
<td>Ball</td>
<td>slideset</td>
</tr>
<tr>
<td>Tues.</td>
<td>15 Apr.</td>
<td>Environmental Health: Climate Change, Extreme Weather</td>
<td>Ball</td>
<td>Part V, slideset</td>
</tr>
<tr>
<td>Thurs.</td>
<td>17 Apr.</td>
<td>Environmental Health: Global to Local Pollution (w CCL)</td>
<td>Ball</td>
<td>Part V, slideset</td>
</tr>
<tr>
<td>Tues.</td>
<td>22 Apr.</td>
<td>Healthy People 2020 Goals, National Physical Activity Plan, Health Research, Health Care Services in America</td>
<td>Ball, Sieverdes</td>
<td>Part VII, slideset</td>
</tr>
<tr>
<td>Thurs.</td>
<td>24 Apr.</td>
<td>Course review/ Q&amp;A session/ job opportunities (L. Ackerman)</td>
<td>Ball</td>
<td>slidesets</td>
</tr>
<tr>
<td>Sat. !</td>
<td>26 Apr.</td>
<td>FINAL EXAM: 8:00 am to ~11:00 am+ (not my choice). Please study hard for exams! It will be &quot;open book/notes&quot;</td>
<td>Ball</td>
<td>All your resources</td>
</tr>
</tbody>
</table>

**Class Schedule for HEAL 320 in spring 2014 as of 1.9.2014**

This class schedule is preliminary (depends on many variables), with occasional updates by professor.
Statement Regarding Disabilities
The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protections for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. The College abides by section 504 of the Rehabilitation Act of 1973 and the ADA, which stipulates that no student shall be denied access to an education solely by reason of a handicap. Disabilities covered by law include, but are not limited to, learning disabilities and hearing, sight; or mobility impairments. If you have a documented disability that may have some impact on your work in this class and for which you may require accommodation, please see an administrator at the Center of Disability Services/SNAP at (843) 953-1431 or talk to your Professor or Dr. Flynn (DPPH/HEAL-PBHL Department Chair) so that such accommodation may be arranged.

The Honor System of the College of Charleston
All work for this class is subject to the Honor System of the College of Charleston. The Honor System of the College is intended to promote and protect an atmosphere of trust and fairness in the classroom and in the conduct of daily life. The Honor System is composed of two major components: The Honor Code and the Code of Conduct. Specific policies fall under each major component. Students at the College are bound by honor and by their enrollment at the College to abide by the honor and conduct codes. Any violations of the honor code will be referred to the Dean of Students for review and resolutions.

Copyright and Plagiarism
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Changes to Syllabus
The schedule, policies, and procedures listed in this syllabus are subject to change, at the discretion of the Professor(s). Updates will be provided to students.