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.

1. Course Form to add the course PRST 220: Introduction to Analytical and Critical reasoning
2. Course Form to add the course PRST 230: Professional Presentations
3. Course Form to add the course PRST 360: Special Topics
4. Course Form to add the course PRST 420: Independent Study
5. Program Change Form: Add PRST 220, PRST 230, PRST 360 and PRST 420 and HMSG 302, HMSG 303, HMSG 320, HMSG 402 and HMSG 406 as electives to BPS concentrations.

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:
   __________________________________________________________________________
   Date: 2/11/2015

2. Signature of Academic Dean:
   __________________________________________________________________________
   Date: 2/11/2015

3. Signature of Provost:
   __________________________________________________________________________
   Date: 2/13/15

4. Signature of Business Affairs (only for course fees):
   __________________________________________________________________________
   Date: __________________________
   □ fee approved on _____________
   □ BOT approval pending

5. Signature of Curriculum Committee Chair:
   __________________________________________________________________________
   Date: __________________________

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

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

8. Signature of Faculty Senate Secretary:
   __________________________________________________________________________
   Date: __________________________

Date Approved by Faculty Senate: __________________________
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.

A. CONTACT INFORMATION.

Name: Godfrey Gibbison
Phone: 3-3596
Email: gibbisona@cofc.edu

School: Professional Studies
Department or Program: Bachelor of Professional Studies

Name and Acronym of Major: Professional Studies, PRST

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

☐ Change Request (fill out all sections)
  ☐ Add an existing course to requirements or electives
  ☐ 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): 30
Number of Proposed Credit Hours (for changed program): 30
Catalog Year in which changes will take effect: FALL 2015

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.

This form was last updated on 6/6/2013 and replaces all others.
1. I am proposing the addition of nine new courses to the BPS curriculum as electives. These electives should be added to all three BPS concentrations: Applied Communication, Organizational Leadership and Management and Information Systems.

PRST 220 – Introduction to Analytical and Critical Reasoning
PRST 230 – Professional Presentation
PRST 360 – Special Topics
PRST 420 – Independent Study

HMSM 302: Structure of Healthcare Delivery in the US
HMSM 303: Law and Regulation in Healthcare
HMSM 320: Healthcare Financial Management
HMSM 402: Healthcare Operations Management (pre-requisite HMSM 302)
HMSM 406: Leadership and Management in Healthcare Operations (pre-requisite HMSM 302)

2. PRST 220, 230, 360 and 420 should be added to the Healthcare and Medical Services Management concentration as electives.

3. No more than 6 hours of PRST 420 (Independent Study) can be applied towards the PRST major.

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

The Independent Study and Special Topics courses are intended to add flexibility to the program to expand options for students. The Professional Presentation and Analytical and Critical Reasoning courses are being proposed to close existing gaps in the program and improve learning outcomes.

For the concentration, students are required to complete 18 hours from a select list of courses plus 12 hours of electives from an extensive list of course in Applied Communication, Business, Information Systems and Social Sciences. The additional courses in Healthcare and Medical Services Management extends the list of electives available to students choosing this concentration, which increases the availability of courses each semester and could help to reduce the time to graduation.

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>
</tbody>
</table>

1.

2.
Additional Outcomes or Comments:

The BPS has an extensive list of learning outcomes covering communication (written and oral), ethical reasoning, global awareness, numeracy, scientific literacy and integrative learning.

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.

There is no impact on existing programs or courses.

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.

There are no costs associated with this action.

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.
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.

A. CONTACT/COURSE INFORMATION.

Name: Godfrey Gibbison  Phone: 3-3596  Email: gibbisonga@cofc.edu

Department or Program: Professional Studies  School: School of Professional Studies

Subject Acronym and Course Number: PRST 220

Catalog Year in which changes will take effect: FALL 2015

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

☐ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

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

During the 2013-2014 academic year, an assessment of student learning demonstrated that not all BPS students were practicing critical thinking skills. Because the development of critical thinking skills is an important BPS outcome, and is indeed central to the mission of the program, we would like to add a course that is specifically intended for this purpose. During fall semester 2014 and currently, a course is being offered with the goal of improving critical thinking skills among our students. The Philosophy Department has graciously allowed the BPS to use the course number PHIL 198 for the past two semesters, with the expectation that BPS would propose its own course in due time. This new course is being proposed to fulfill this purpose.

D. 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.

As explained in C, this course will improve the ability of the program to achieve learning outcomes in critical thinking and written communication. This course will be added to the BPS curriculum as an elective course during AY15/16. During AY15/16, further modifications will be made to the program in order to make this course a required course. The addition of this course will not impact any other program as it will be restricted to BPS students only and cannot be applied to any other program or major.
E. 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:   _lecture _lab _seminar _independent study  
Course title:  
Course description (maximum 50 words, exactly as it appears in the catalog):

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

Cross-listing, if any:

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

F. 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: Professional Studies  
School: Professional Studies  
Subject: Acronym: PRST  
Course Number: 220  
Credit hours:   _3_ lecture _lab _seminar _independent study  
Contact hours:   _3_ lecture _lab _seminar _independent study  
Course title: Introduction to Analytical and Critical Reasoning  
Course description (maximum 50 words, exactly as it appears in the catalog):

An examination of the components of good arguments, different types of arguments, common ways that arguments can go wrong, and techniques for criticizing and constructing arguments. Basic reasoning skills necessary for recognizing and analyzing argumentation will be developed.

Restrictions (pre-requisites, co-requisites, majors only, etc.): Professional Studies majors only  
If this is a newly-created course, is it intended to be the equivalent of an existing course?  □ yes □ no  
If so, which course?  ________________  
If equivalent, will the newly-created course replace the existing course?  □ yes □ no  
Note: If yes, 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 □ no  If yes, how many total credit hours may the student earn?  ___  
Is there an activity, lab, or other fee associated with this course?  □ yes □ no  What is the fee?  $______  

This form was last updated on 12/13/13 and replaces all others.
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.

G. COSTS. List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

This course is already been developed and is being taught under a different title by an adjunct faculty member. There are no additional costs associated with the development or delivery of the course.

H. 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. Students will be able to recognize an argument, identify its components, and evaluate its strengths</td>
<td>Regular homework assignments and two exams (a mid-term and a final). Students will be required to demonstrate the ability to identify, evaluate, and formulate arguments.</td>
</tr>
<tr>
<td>2. Students will be able to evaluate the reliability of various sources of belief, including media, expert and personal experience</td>
<td>Various writing assignments will be used to assess this learning goal. Students will be required to demonstrate the ability to distinguish between reliable and non-reliable sources of information.</td>
</tr>
<tr>
<td>3. Students will be able to recognize and avoid common logical and rhetorical fallacies</td>
<td>Class activities (games) and an assessment of the quality of online posts. Students will be required to demonstrate the ability to recognize logical and rhetorical fallacies.</td>
</tr>
<tr>
<td>4. Students will develop an attitude of critical thinking when evaluating statements and arguments</td>
<td>This learning goal will be assessed using the final exam and a written essay that students will be required to work on throughout the term. Students will be required to demonstrate the ability to develop strong and valid arguments, along with the ability to write in academic form.</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?

This course helps with the development of critical thinking and written communication skills. This course will be offered very early in the program and will be an important introduction to these critical learning outcomes for the students.
I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration?  ☒ 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.
PHIL 198 - Topics in Philosophy
College of Charleston (North Campus)
Spring 2015 – Express I

Professor: Daniela Goya-Tocchetto
Office Hours: Mondays 5:30-6:30 pm, North Campus (or by appointment)
E-mail: goyatocchettod@cofc.edu
Class Location: North Campus 225
Meeting Times: M 6:30-9:15 pm and ONLINE

Course Description
An examination of the components of good arguments, different types of arguments, common ways that arguments can go wrong, and techniques for criticizing and constructing arguments. Basic reasoning skills necessary for recognizing and analyzing argumentation will be developed.

Course Goals and Objectives
Students will be able to:
• recognize an argument, identify its components, and evaluate its strength;
• evaluate the reliability of various sources of belief, including media, expert, and personal experience;
• recognize and avoid common logical and rhetorical fallacies;
• develop an attitude of critical thinking when evaluating statements and arguments.

Texts & Material
2. Online materials (on OAKS)

Course Structure
This is a hybrid course AND an Express I course! What this means is that we are going to complete an entire semester in 7 weeks and do it all via both face-to-face meetings (60% of the course) and online activities (40% of the course). So this is a very discussion intensive course. We will be carrying on discussions on a weekly basis in a virtual classroom space in which you will get to exchange ideas and opinions with your classmates and with the professor as well.

• The course has seven (7) content modules. Each module corresponds to one week of the course.
• In each module, we will have one lecture delivered face-to-face in our meeting, and you will be required to both read the material provided for that module and participate in the online discussion on Oaks regarding that material.
• Every week, I will provide discussion questions to be answered in the online discussions on Oaks.
• Your contributions will be graded based on your ability to demonstrate proficiency on the readings and lectures as well as the quality and quantity of your engagement in the online discussions. Proficiency on the readings will be assessed by the quality of the posts in the discussion topics available online for each weeks’ materials.

Technology Requirements
Well, it seems obvious but you need consistent, ongoing access to the Internet so that you can access the OAKS resources, do the readings, and participate in the discussions. If you do not have regular, reliable access to the Internet every day, you should reconsider taking this course.

Course Assignments and Grading
• Mid-term Take Home Exam (15%)
• Final Exam (20%)
• Final Essay (15%)
• Homework (20%)
• Participation in class AND online (30%)

Final Grades will be assessed using the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
</tr>
<tr>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
</tr>
</tbody>
</table>

Exams & Final Essay
During the course of the semester, you will have two exams. The exams will contain a combination of true/false questions, short answers, and argument analyses. Your main goal on these exams will be to exercise and exhibit the critical reasoning and writing skills we work on in class. The final essay will consist of a 1500-2000 words typed paper that should be submitted online by March 6th (final deadline). Further instructions about this final essay will be given in class.

Homework
During the course of the semester, you will have regular homework assignments (always due the following class either handwritten or typed—will be specified in advance). Your
primary task in these assignments will be to identify, critically evaluate, and write arguments. The goal of these assignments is to help improve your analytical reasoning and writing skills—which often go hand in hand. These skills will better prepare you to succeed not only in this particular class, but also in college more generally. The homework assignments will be graded by completion, and each will be worth an equal portion of 20% of the overall grade.

**Participation**

Because we only meet face-to-face for 60% of this course, it's essential that you maintain an active presence in the online classroom, posting at least two commentaries to each discussion topic (at most two per module) every week. Remember that I can see when you log onto OAKS and monitor your progress through the class.

Both attendance and participation are important components of the course. I will be taking attendance during each lecture so I can keep up with who's coming to class. Moreover, while I will give you one “free” missed class, each additional class missed will lead to a deduction of 5 points from your attendance/participation grade.

**Communication**

We are going to be able to talk during office hours both face-to-face and online (see above the exact hours and location). Communication via email will abide to the following response policy: 24-48 hours for return responses on student emails, and no return of emails during weekends.

**Student Responsibilities**

Students are expected to be on time since late arrivals are disruptive and inconsiderate to both me and your fellow students. Leaving class early is equally disruptive. So, students who need to leave early should notify me at the beginning of class, and sit where it will minimize disturbance. Likewise, all electronic devices (e.g., cellular telephones, pagers, etc.) must be out of operation during class.

Partial list of students’ responsibilities:

1. Assigned readings and homework
2. Participation in class discussions
3. Active participation in the online discussions

**Follow Common Rules of Respect**

It is of the utmost importance that you respect your classmates’ experiences,
differences, and opinions. We can argue about ideas and theories day and night -- that is the hallmark of a liberal arts and science education that emphasizes critical thinking. What we do not do is make personal judgments and attack the personal character of someone.

Center for Student Learning

I encourage you to utilize the Center for Student Learning's (CSL) academic support services for assistance in study strategies and course content. They offer tutoring, Supplemental Instruction, study skills appointments, and workshops. Students of all abilities have become more successful using these programs throughout their academic career and the services are available to you at no additional cost. It is important to emphasize that the CSL offers writing tutoring at North Campus. For more information regarding these services please visit the CSL website at http://csl.cofc.edu or call (843)953-5635.

Academic Honesty

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 both by 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 F is permanent. 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 via a cell phone or computer), 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.
Disability Services

The College will make reasonable accommodations for persons with documented disabilities. Students should apply at the Center for Disability Services / SNAP, located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before accommodation is needed. I am happy to help, but you have to take responsibility for keeping me up to speed.

Course Schedule*

**Module 1:**
- Jan 12-16
  - (a) Lecture (1/12): Chapter 1 “The Power of Critical Thinking”
  - (b) Readings: Chapter 1 and Chapter 2
  - (c) Discussion Boards: online assignments
  - (d) Homework Assignments: book activities about both chapters
  - (e) Writing Assignment 1: instructions explained in class (Due on 1/20)

**Module 2:**
- Jan 20-23
  - (a) Reading: Chapter 4
  - (b) Discussion Boards: online assignments
  - (c) Homework Assignments: book activities about the chapter

**Module 3:**
- Jan 26-30
  - (a) Lecture (1/26): Chapter 3 “Making Sense of Arguments”
  - (b) Readings: Chapter 3 and Chapter 5
  - (c) Discussion Boards: online assignments
  - (d) Homework Assignments: book activities about both chapters
  - (e) Writing Assignment 2: instructions explained in class (Due on 2/2)
  - (f) Mid-term Take Home Exam: Chapters 1, 2, 3, 4 (Due 2/2)

**Module 4:**
- Feb 2-6
  - (a) Lecture (2/2): Chapter 6 “Deductive Reasoning”
  - (b) In Class Activity (2/2): Fallacies and Persuaders (Chapter 5)
  - (c) Reading: Chapter 6
  - (d) Discussion Boards: online assignments
  - (e) Homework Assignments: book activities about the chapter

**Module 5:**
- Feb 9-13
  - (a) Lecture (2/9): Chapter 8 “Inductive Reasoning”
  - (b) Reading: Chapter 8
  - (c) Discussion Boards: online assignments
(d) Homework Assignments: book activities about the chapter
(e) Writing Assignment 3: instructions explained in class (Due on 2/16)

**Module 6:**
(a) Lecture (2/16): Chapter 9 “Inference to the Best Explanation”
(b) Reading: Chapter 9
(c) Discussion Boards: online assignments
(d) Homework Assignments: book activities about the chapter

**Module 7:**
(a) Lecture (2/23): Review to the Final Exam
(b) Homework Assignments: work on the essay and study for final exam
(c) Writing Assignment 4: Final version of the essay (Due 3/6)

**Final Exam:** Chapters 5, 6, 8, 9 (March 9)

*THE SCHEDULE AND CONTENT OF THIS COURSE ARE SUBJECT TO REVISION*
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.

A. CONTACT/COURSE INFORMATION.

Name: Godfrey Gibbison       Phone: 3-3596       Email: gibbisonga@cofc.edu

Department or Program: Professional Studies       School: School of Professional Studies

Subject Acronym and Course Number: PRST 230

Catalog Year in which changes will take effect: FALL 2015

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

☐ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

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

There are three BPS learning outcomes that require that BPS students be proficient in oral communications skills upon exiting the program. However, no specific course is dedicated to the development of these skills. We recognize that the development of such skills can be distributed throughout other courses, but it is typically not the main focus of the instructor, that is to say, requiring that students prepare presentations as a part of the course requirement is not the same as systematically developing those skills. This course is being developed to address this program deficiency.

D. 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.

Several BPS courses require students to develop high quality presentations. This course is specifically intended to be offered early in the program so that the skills required to succeed in later courses will be developed early. This course will lead to better program outcomes overall and better student performance in individual courses.

This form was last updated on 12/13/13 and replaces all others.
E. 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: ___ lecture ___ lab ___ seminar ___ independent study

Course title:

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

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

Cross-listing, if any:

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

F. 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: 
School: SPS 
Subject Acronym: PRST 
Course Number: 230

Credit hours: ___3___ lecture ___ lab ___ seminar ___ independent study
Contact hours: ___3___ lecture ___ lab ___ seminar ___ independent study

Course title: Professional Presentations

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

Professional Presentations is designed to provide Bachelor of Professional Studies students with experience in business and sales presentations, as well as best practices techniques in designing PowerPoint presentations. Students will be presenting individually and in groups and the assignments will offer a forum to further advance professional presentation skills in business and other applications.

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

If this is a newly-created course, is it intended to be the equivalent of an existing course? ☐ yes ☒ no
If so, which course? ______________

If equivalent, will the newly-created course replace the existing course? ☐ yes ☐ no
Note: If yes, 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 ☒ no If yes, how many total credit hours may the student earn? _____

Is there an activity, lab, or other fee associated with this course? ☐ yes ☒ no What is the fee? $______

This form was last updated on 12/13/13 and replaces all others.
G. **COSTS.** List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

H. **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. Students will learn how to prepare, plan, organize, and support their ideas</td>
<td>These skills are addressed in the text and on the class worksheets, and through discussion. Weekly quizzes on text readings will measure the students' understanding of the theory. Students will have the opportunity to apply the theory in four major presentations throughout the semester, and will be assessed each time using a self-evaluation questionnaire, as well as verbal and written feedback using a rubric designed to measure these skills. By the end of the course, students should be able apply what they have learned in planning, organizing, and supporting ideas to all future oral presentations.</td>
</tr>
<tr>
<td>2. Students will learn how to use verbal and non-verbal communication in becoming highly effective presenters</td>
<td>During each 3-hour class, time will be devoted to aspects of vocal production including breathing, pitch, volume, resonance, and quality. This will be assessed on an ongoing basis and reinforced during course presentations. A vocal production rubric will also be used to assess the students' development. The expectation at the end of the course is that the student should be able to adjust aspects of the voice to be effective in a variety of spaces, regardless of size, audience capacity, amplification, and/or acoustics.</td>
</tr>
<tr>
<td>3. Students will master delivery techniques using the voice, mind and body as a single instrument</td>
<td>Practices are divided into 5 main phases: Interpretive (plan, organize, support ideas); Blocking (movement around the presentation space); Working (roughing out the integration of the voice, mind and body followed by continuous repetition of the presentation so that the process becomes second nature; Polishing (fine tuning the overall presentation for flow and dramatic impact; Technical (working in the specific presentation space with all factors that could have a bearing on the presentation, including the performance clothing, props, technical devices (such as a microphone). But the end of the semester the students should know the level of rehearsal (1 hour for every minute of performance) to be able to achieve a high level of integration of the voice, mind, and body.</td>
</tr>
<tr>
<td>4. Provide strong support for the messages and ideas using examples, graphics, props, and computer tools such as PowerPoint</td>
<td>Support involves knowing to use example, analogies, statistics, charts, and other supporting materials to make a credible and persuasive case. Best practices are covered in the text/worksheets/discussion part of the course, and students have an opportunity to demonstrate the skills in 4 major presentation projects throughout the semester. By the end of the semester,</td>
</tr>
</tbody>
</table>
students should be able to provide convincing support without over utilizing techniques (such as excessive bullets, irrelevant anecdotal support, and/or superfluous slides.)

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?

As mentioned above, this course fulfills an important gap in the program. There will be several opportunities for further development of professional presentation skills as students progress through the program. However, the skills developed in this course will enhance the ability of students to succeed in other courses and lead to better overall program outcomes.

I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration?  ☒ 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.

This form was last updated on 12/13/13 and replaces all others.
SYLLABUS
Professional Presentations

Dr. Alice Hamilton
School of Professional Studies
CoFC North Campus, Office 154
Office Hours: MT 4:30-5:30 by appointment
843.560.3118
hamiltonam1@cofc.edu (use BPS;PP in the subject line)


COURSE DESCRIPTION

Professional Presentations is designed to provide upper division Bachelor of Professional Studies students with experience in business and sales presentations, as well as best practices techniques in designing PowerPoint presentations. Students will be presenting individually and in groups and the assignments will offer a forum to further advance professional presentation skills in business applications.

COURSE OBJECTIVES

OBJECTIVES
Students will:

- Provide strong support for the messages and ideas using examples, graphics, props, and computer tools such as PowerPoint
- Master delivery techniques using the voice, mind and body as a single instrument
- how to prepare, plan, organize, and support their ideas
- how to use verbal and non-verbal communication in becoming highly effective presenters

COURSE POLICIES

Attendance: This is a face-to-face course where much of the development as a presenter is dependent upon physical and vocal training, peer critiques, and the delivery of mini-presentations leading to major projects. Participants are expected to attend all sessions, be punctual, and remain for the duration of each class. In the rare case where some absence is required, make up work will be assigned where it is practical to do so. Students may be absent for 2 classes, after which 5 points from the final grade of the course will be deducted for each unexcused absence. (Missing a class is equivalent to missing a week of traditional 3-meetings/week courses.) Five absences constitute a failing grade in the course.

Tardiness: Arriving 20 minutes late for class, or leaving more than 20 minutes early
constitutes an absence in the class. Also, unnecessary use of cell phones during class time will constitute an absence in the class.

**Attendance outside of class time:** Occasional rehearsals will be scheduled outside of class time. These may include private coaching sessions and/or group sessions (scheduled according to the students’ availability). Attendance regulations for the course apply to these sessions. One major dress/technical rehearsal will be scheduled on the weekend before the final project is due. Students will have ample notice to adjust their schedules accordingly and attendance at this outside rehearsal is mandatory.

**Professionalism and Ethics:** Participants are expected to evidence a high standard of personal conduct, respect and honorable professional characteristics in the presentation of their course assignments and interaction with class peers.

**Disability Statement:** If there are participants in this class who have a documented disability that allows him/her to receive accommodations they are asked to please speak privately with the professors.

**ASSIGNMENT SUBMISSIONS**

All class assignments and homework must be completed by the due date/time. Meaningful and successful participation in class will be dependent on the thorough preparation of work assigned for each class.

**Always keep a copy of your work.** Late work will be penalized with a grade reduction before content consideration.

**UNIVERSITY HONOR CODE**

All students must follow the College of Charleston’s academic integrity policy, which forbids cheating, attempted cheating, and plagiarism. Any case of suspected cheating or plagiarism (on any written response for the course) will be sent to the College’s Honor Board, and any student found guilty will receive a grade of XF, indicating failure of the course due to academic dishonesty. See, for reference, the College of Charleston Honor Code and Academic Integrity, from the Student Handbook

**COURSE ASSIGNMENTS**

**Process:** Students will prepare, stage and deliver presentations. The focus of this course is on applied professional presentations. Therefore, students should be prepared to actively participate in all classroom performance exercises and activities.

**3-Minute “TED Talk”:** Students will have the opportunity to view, discuss, analyze 3-minute “TED Talks” and prepare their own, based on an area of expertise and passion.

**3-Minute Motivated Sequence Assignment:** Students will choose a cause for which they are seeking audience support and will use Monroe’s Motivated Sequence to create a PowerPoint presentation that will motivate the audience members to change their assumptions or behaviors.
**Quizzes and Worksheets:** These will assess the students' knowledge of the course reading materials, Internet assignments, and class discussions. Each class will begin with a 10-minute quiz on assigned homework.

**5-minute Sales PowerPoint Presentation:** Working in groups, students will create a humorous PowerPoint presentation based on Monroe’s Motivational Sequence where they will attempt to sell a product (either an existing one, or one of their own invention). Group projects have a participation grade as well as a final presentation grade. The participation grade includes the students' attendance, response to direction, collaborative effort, and improvement throughout the semester.

**Final Project:** Students will choose between a 3-minute "TED Talk" and a 3-minute motivated sequence presentation. Emphasis will be on the polishing stage of professional presentations.

---

**COURSE GRADING**

Although each graded assignment earns points, your final grade will be a letter grade. Grade will be awarded as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>300-291</td>
</tr>
<tr>
<td>A</td>
<td>290-281</td>
</tr>
<tr>
<td>A-</td>
<td>280-271</td>
</tr>
<tr>
<td>B+</td>
<td>270-261</td>
</tr>
<tr>
<td>B</td>
<td>260-251</td>
</tr>
<tr>
<td>B-</td>
<td>250-241</td>
</tr>
<tr>
<td>C+</td>
<td>240-231</td>
</tr>
<tr>
<td>C</td>
<td>230-221</td>
</tr>
<tr>
<td>C-</td>
<td>220-211</td>
</tr>
<tr>
<td>D+</td>
<td>210-201</td>
</tr>
<tr>
<td>D</td>
<td>200-191</td>
</tr>
<tr>
<td>D-</td>
<td>190-181</td>
</tr>
<tr>
<td>F</td>
<td>0-180</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. 3-Minute &quot;TED Talk&quot;</td>
<td>30</td>
</tr>
<tr>
<td>II. Motivated Sequence Persuasive Presentation</td>
<td>50</td>
</tr>
<tr>
<td>III. Class Quizzes/Worksheets</td>
<td>50</td>
</tr>
<tr>
<td>III. 5-Minute Professional Sales Presentation</td>
<td>60</td>
</tr>
<tr>
<td>IV. Final Project Presentation*</td>
<td>60</td>
</tr>
<tr>
<td>V. Participation (Attendance, Effort, Homework)</td>
<td>50</td>
</tr>
</tbody>
</table>

**GRAND TOTAL POINTS** 300

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**Professionalism and Ethics**

As a member of the professional development community, participants are expected to evidence a high standard of personal conduct, respect and honorable professional characteristics in the presentation of their course assignments and interaction with class peers.

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**Disability Statement**

If there are participants in this class who have a documented disability that allows him/her to receive accommodations they are asked to please speak privately with the course instructor.
Course Schedule*

Week 1  *(Date TBA; 3 hours)*
Course introduction: syllabus, policies, requirements & expectations
Professional Presentation orientation exercises.
Introduction to first assignment: Samples of 3-minute “TED Talks” (Interpretive and Blocking)

Week 2  *(Date TBA; 3 hours)*
Read chapters 1-3; quiz & discussion/worksheet**
Applied: 3-minute “TED Talk” (Working & Polishing)

Week 3  *(Date TBA; 3 hours)*
Read chapter 4 - Plan: Analyze and Strategize; quiz & discussion/worksheet
3-minute “TED Talk” presentations
Monroe’s Motivated Sequence (Interpretive & Blocking)

Week 4  *(Date TBA; 3 hours)*
Read Chapter 7 – Rules of Design; quiz & discussion/worksheet
Applied: Motivated Sequence Presentation (Working)

Week 5  *(Date TBA; 3 hours)*
Read Chapter 6 – Make & Support Your Case; quiz & discussion/worksheet
Motivated Sequence Presentation (Polishing)
Private coaching TBA

Week 6  *(Date TBA; 3 hours)*
Read Chapters 10 & 11 – Practice & Showtime: quiz & discussion/worksheet
Applied: 5-minute Sales PP Presentation (Interpretive)

Week 7  *(Date TBA; 3 hours)*
Applied: 5-minute Sales PP Presentation (Blocking and Working)

Week 8  *(Date TBA; 3 hours)*
Applied: 5-minute Sales PP Presentation (Working)
Private coaching TBA

Week 9  *(Date TBA; 3 hours)*
Applied: 5-minute Sales PP Presentation (Working & Polishing)

Week 10  *(Date TBA; 3 hours)*
5-minute Sales PP Presentation Due

Week 11  *(Date TBA; 3 hours)*
Applied: Final Project (Interpretive & Blocking)

Week 12  *(Date TBA; 3 hours)*
Applied: Final Project (Working)

Week 13  *(Date TBA; 3 hours)*
Applied: Final Project (Working & Polishing)

*Weekend Dress/Technical Rehearsal (Date TBA; 3 hours)*

Week 14  *(Date TBA; 3 hours)*
Final Project Presentation
* Subject to change
** Worksheets are always due the week after they are discussed in class.

Evaluation Forms

Self Evaluation:

In the following categories, score yourself as follows:

On a scale of 1-5 (with 1 being the lowest rating and 5 being the highest), how do you rate yourself?

Physical/Vocal Presentation

My spoken word was riveting and powerful, demonstrating my passion. ______
Comment:

I used physical movement and eye contact effectively for emphasis. ______
Comment:

People process information differently. Visually is the most common mode, followed by auditory and then internalizing. My presentation designed with this in mind. ______
Comment:

I didn’t rush the delivery, but allowed time for my audience to grasp my points. ______
Comment:

Support Materials

I provided enough support to prove my case, but did not kill and bore. ______
Comment:

I used at least one analogy, but did not overuse them. ______
Comment:

I used statistics that the audience can understand. ______
Comment:

The material was relevant to the subject being discussed. ______
Comment:

The material was accurate and fairly presented. ______
Comment:

The material was absolutely appropriate and not offensive. _____
Comment:

**Principles of Presenting Visual Aids**

I introduced my topic verbally before I presented my first slide. _____
Comment:

My presentation was not boring due to excessive reliance on bullets and charts. _____
Comment:

Each visual conveyed only one main idea. _____
Comment:

My PowerPoint visuals were readable. _____
Comment:

I had no more than 7 items (lines, labels, bullets) per slide. _____
Comment:

At least once, I used the technique of letting a picture stand on its own without text (a picture is worth 1000 words). _____
Comment:

The data doesn't speak for itself. My presentation of data was organized, not overly complicated, and easy for me to interpret. _____
Comment:

I avoided visual gimmicks; people are looking for content and messages. _____
Comment:

I used the visuals as a dramatic backdrop for my presentation, like background scenery in a play, but I remained the central focus. _____
Comment:
I chose visual images for simplicity, dynamic impact, and to punctuate my point.

Comment:

**Evaluation Form for Professional Presentations**

**Topic:**

**Presenter(s):**

<table>
<thead>
<tr>
<th>Scale:</th>
<th>5 Superior</th>
<th>4 Very Good</th>
<th>3 Good</th>
<th>2 Poor</th>
<th>1 Inadequate</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>ITEM</th>
<th>COMMENTS</th>
<th>SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PHYSICAL BODY POSITION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical stance: Were your feet positioned comfortably, without crossed legs or leaning against equipment?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were your shoulders relaxed with an open body stance, or were you tense with a closed body stance?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were your gestures distracting, or did they add to your presentation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were your foot movements/crosses distracting, or did they add to your presentation?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were you maintaining eye contact with the audience, only glancing down at your cards/computer periodically, or were you reading the cards?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were you facing the audience at a ¼ position, or was your back to the audience, referencing the PowerPoint at a ¾ position?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>VOICE</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you speak clearly and deliver smoothly?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you have adequate vocal projection for the space and maintain a refined vocal quality?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Was your voice riveting and powerful, using appropriate volume and inflection to create emphasis, or was it “flat”?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Did you project sincerity and absorption (passion) throughout the presentation, or did you allow yourself to become distracted.</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>EYE CONTACT/EYE EXPRESSION</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>-------------------------------</td>
<td>--</td>
<td></td>
</tr>
<tr>
<td>Did find appropriate times to make eye contact with your audience to enhance meaning?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were you “reading” your notes?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were your “cheat sheets/cards/notes” written in complete sentences or were there words and phrases to prompt you to speak naturally and convincingly about your topic?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Were you fidgeting, stumbling over words, or otherwise drawing attention to yourself instead of what you were saying?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>VISUAL AIDS</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Did you incorporate visual aids to enhance your presentation. If so, did you use them effectively to draw your audience in, or to highlight a point?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>EFFECTIVE PRESENTATION OF SELF</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Did the audience get a sense of who you are or what matters to you based on your presentation?</td>
<td></td>
</tr>
</tbody>
</table>
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.

A. CONTACT/COURSE INFORMATION.

Name: Godfrey Gibbison       Phone: 3-3596       Email: gibbisonga@cofc.edu

Department or Program: Professional Studies       School: School of Professional Studies

Subject Acronym and Course Number: PRST 360

Catalog Year in which changes will take effect: FALL ______ 2015 ________

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

☐ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
  ☐ Course Number (you must submit a course deactivation request for the old course number)
  ☐ Course Name
  ☐ Course Description
  ☐ Credit/Contact Hours
  ☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

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

The professional studies program does not have a special topics course. One is needed to provide additional options and flexibility to BPS students.

D. 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.

As with all programs, a special topics course might occasionally provide students the opportunity to undertake in-depth research in an area of interest in fulfillment of program requirements. The purpose of this request is to close gap that now exists in the program.
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: ___ lecture ___ lab ___ seminar ___ independent study

Course title:

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

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

Cross-listing, if any:

Is this course repeatable? ☑ yes ☐ no If yes, how many total credit hours may the student earn? ___3___

E. 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: 
School: SPS 
Subject Acronym: PRST 
Course Number: 360

Credit hours: ___ lecture ___ lab ___ seminar _1-3_ independent study
Contact hours: ___ lecture ___ lab ___ seminar _1-3_ independent study

Course title: Special Topics

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

This course allows students to undertake an in-depth treatment of a current area of special concern within one of the areas of concentration in the BPS. Specific number of credit hours will be determined by instructor.

Restrictions (pre-requisites, co-requisites, majors only, etc.): Junior Standing, written permission of dean

If this is a newly-created course, is it intended to be the equivalent of an existing course? ☑ yes ☐ no
If so, which course? ________________

If equivalent, will the newly-created course replace the existing course? ☑ yes ☐ no
Note: If yes, 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 ☐ no If yes, how many total credit hours may the student earn? ___3___

Is there an activity, lab, or other fee associated with this course? ☑ yes ☐ 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.
F. **COSTS.** List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

---

**H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.**

Specific course objectives will be determined by instructor.

<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? How well should students be able to do on the assessment?</td>
</tr>
</tbody>
</table>

| 1. Sophisticated discipline based analysis: | Students are expected to conduct sophisticated discipline-based analysis that utilizes core tools and methods in the discipline to investigate topics of interest. This outcome will be assessed using a combination of research papers and oral presentations. |
| 2. Written communication skills. | This course is expected to have extensive written assignments that build on students’ ability to communicate effectively in writing. This outcome will be assessed using a combination of research papers and short essays. |
| 3. Oral Communication skills. | Students are expected to prepare a clear, concise and informative presentation to be delivered to their peers. The presentation must make it clear to the audience why the topic is of importance in the discipline or in practice, and must display deep knowledge, in-depth research and professionalism. |

| 4. | |

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 course supports three BPS learning outcomes: effective written communication, effective oral communication, and integrative and applied learning. In particular, this course requires that students are able to define issues of importance within a focus area, or a practical problem of social, economic, or ethical significance, conduct serious research on the topic using tools from multiple disciplines and work experience, and present the research in ways that demonstrate some degree of convincing expertise.
I. PROGRAM CHANGES. Will this course be added to the existing degree requirements or list of approved electives of a major, minor, or concentration?  ☒ 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.
Course Description: This course examines the market for medical services, with the view that the special nature of the market demands careful economic analysis. Topics include the demand for health and the derived demand for health/medical care and insurance, the supply of medical services, the roles of uncertainty and information, and the problems of pricing, production and distribution of health and medical services. An introduction to federal and state legislative, administrative, and budget systems as they affect health services is also presented. The course focuses on the study of selected health policies, considering them in their historical perspective, present status, and future direction within their social economic and political contexts.

Required Textbooks:

Journal Articles:


• Additional articles will be distributed in classes.
Course Objectives and Competences:

Learning Objectives

At the end of this course students should be able to:
1. Apply economic principles to the analysis of contemporary health policy issues
2. Apply basic statistical/econometric methods to answer key questions regarding health care policy and health-related behavior
3. Apply an economic approach to understanding the forces pressing for change in health care and to explain why the health system has evolved to its current state.
4. Analyze political issues surrounding the financing and delivery of health services through economic perspectives.

Course Overview

Instructional Methods: This course will provide students with a broad overview of the field of health economics. The early part of the course will focus on core microeconomic principles and empirical economic methods that will assist in the critical reading and analysis of crucial public health policy issues. Throughout the course, student will develop familiarity with an economic framework useful to critically analyze public health policy issues. Lectures, in-class practices, homework assignments, and occasional microeconomics modules, will assist the students to develop a foundation in health economics that will enable them to more critically read and understand current issues of interest to health care policy makers and managers alike.

Importantly, the students will be required to apply economic tools to real-world health policy issues. Students will choose the topic of their interest and will write an economic analysis paper. The research topic must address a critical health policy issue from an economic perspective. In addition, students will prepare a clear, concise and informative presentation of the findings of their research.

Homework Assignments: A total of four homework assignments will be given. Each assignment is intended to evaluate students’ understanding on key concepts covered during the previous 2-3 weeks. Some assignments will require a brief analysis of health policy with the application of economic frameworks and methods.

Economic Analysis Paper: Students will prepare an economic analysis of a policy topic of current interest; the topic of the paper will be determined by the student in consultation with the professor. Papers will be a maximum of six pages, and will demonstrate the students’ understanding of the relevant health policy issue of interest, using economic tools and methods to undertake the analysis. Focus is on the application of economic tools for health policy analysis. The paper will be due on the last day of class before the final exam period. Students will also prepare a clear oral presentation of their research.
This presentation will be evaluated separately from the written paper, though the content is expected to be substantially the same.

**Microeconomics Modules & Quizzes:** There will be four microeconomics modules. Students will be *periodically* introduced to microeconomic concepts necessary for successfully navigating this course. In addition, there will be two in-class pop quizzes which will test students’ understanding on microeconomic theory covered during the microeconomics Modules sessions.

**Midterm Exam:** An in-class midterm exam will occur midway through the semester. Exam questions will be composed of both short answer and essay questions covering topics from the textbook, readings and the lectures.

**Final Exam:** An in-class final exam will be given during the final exam period. Exam questions will be composed of both short answer and essay questions covering topics from the textbook, readings and the lectures, and will cover all the classes in this course.

**Class Preparation and Participation:** Class preparation and participation is an integral part of the learning process. Students are expected to read the assigned material before each class. The professor has the tendency to arbitrarily call on students during class for definitions or to comment on the material. Students will be expected to remain current with the readings, contribute to discussion of the week’s topics, ask questions, make comments, and agree/disagree with the instructor. If students seem under-prepared, the professor reserves the right to hold “extra” in-class pop quizzes, although this is certainly not desired from either of our perspectives. If we elect this option, the extra quizzes will count for 5% of the final grade, and the final exam will count for 25%.

**Attendance:** Federal regulations require attendance be verified prior to distribution of financial aid allotments. Attendance will not be recorded after this initial period. However, it will be difficult for you to do well in this course without attending on a regular basis. Chronic attendance problems will lead to a reduction in your grade.

**Make-Up Policy:** Late assignment will not be accepted. If you are aware ahead of time that you will be missing a class when an assignment is due, it is your responsibility to notify the professor and turn in the assignment on time. Electronic submission is acceptable. Extenuating circumstances will be considered on a case-by-case basis.

**Student Assessment:** Assessments are linked to the learning objectives for this class. Each assessment below is linked to the learning objectives on page 3 of this syllabus.
<table>
<thead>
<tr>
<th>Evaluation</th>
<th>Percent of Grade</th>
<th>Learning Objectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quizzes</td>
<td>5%</td>
<td>1</td>
</tr>
<tr>
<td>Homework assignments</td>
<td>15%</td>
<td>1 – 5</td>
</tr>
<tr>
<td>Economic analysis paper</td>
<td>20%</td>
<td>2 – 5</td>
</tr>
<tr>
<td>Economic analysis paper</td>
<td>5%</td>
<td>2 – 5</td>
</tr>
<tr>
<td>Presentation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Midterm Exam</td>
<td>25%</td>
<td>1 – 5</td>
</tr>
<tr>
<td>Final Exam</td>
<td>30%</td>
<td>1 – 5</td>
</tr>
<tr>
<td>Total</td>
<td>100%</td>
<td></td>
</tr>
</tbody>
</table>

The following point scale will be utilized in grading:

- 90 - 100%   A
- 80 - 89%    B
- 70 - 79%    C
- 60 - 69%    D
- 0 - 59%     F

**Academic Misconduct:** According to the Academic Dishonesty Policy of the College of Charleston, Plagiarism includes (but is not limited to):
A. Directly quoting the words of others without using quotation marks or indented format to identify them.
B. Using published or unpublished sources of information without identifying them.
C. Paraphrasing material or ideas without identifying the source.
D. Unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic material.

**Class Etiquette:** Please turn off all cell phones during any ‘class’ meetings since ring tones are disruptive to others.
# COURSE SCHEDULE

Overview Schedule of Course Meetings, Topics, Readings, and Assignments:

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Reading</th>
<th>Assignment</th>
</tr>
</thead>
</table>
| 1    |      | Course Overview  
|      |      | Introduction to Health Economics & Policy | FGS, Ch 1  
|      |      | Pauly (1988)  
|      |      | Himmelstein et al. (2009) | HW 1 due |
| 2    |      | Toolkits 1: Microeconomic Theories | FGS, Chapter 2 |
| 3    |      | Toolkits 1: Microeconomic Theories Continued | FGS, Chapter 2 |
| 4    |      | Toolkits 2: Statistics  
|      |      | Toolkits 3: Economic Evaluation | FGS, Ch 3,4 |
| 5    |      | Health Production and technology | FGS, Ch 5,6 |
| 6    |      | Demand for Health Capital and Health Care | FGS, Ch 7,9  
|      |      | Manning et al. (1987) | HW 2 due |
| 7    |      | Health Insurance | FGS, Ch 8  
|      |      | Edgeman-Levitan & Cleary (1996)  
|      |      | Pauly (1986) | Mid-Term Exam (In-Class) |
| 8    |      | Information  
|      |      | Organization of Health Insurance Market | FGS, Ch 10,11 |
|      |      | Mid-Term Exam (In-Class) | |
| 9    |      | No Class, Spring Break | |
| 10   |      | Managed care | FGS, Ch 12 |
| 11   |      | Role of ownership | FGS, Ch 13  
|      |      | Frank and Salkever (1994) | HW 3 due |
| 12   |      | Key Players in Health Care 1: Hospitals and Physicians | FGS, Ch 14,15  
|      |      | Yoon (2010) | |
| 13   |      | Key Players in Health Care 2: Labor Market and Pharmaceutical Industry | FGS, Ch 16,17 |
| 14   |      | Equity Issues and Government Intervention | FGS, Ch 18,19  
|      |      | Manning (1989)  
|      |      | Yoon (2011) | |
| 15   |      | Regulation, Social Insurance, & Health System Reform | FGS, Ch 20-23  
|      |      | Yoon and Bruckner (2009) | HW 4 due |
| 16   |      | Student Paper Presentation  
|      |      | Wrap-Up | Economic analysis paper due |
| 17   |      | Final Exam (In-Class) | |

6
Disclaimer: The contents of this syllabus are as complete and accurate as possible. The instructor reserves the right to make any changes necessary to the syllabus and course material. The instructor will make every effort to inform you of changes as they occur. It is the responsibility of the student to know what changes have been made in order to successfully complete the requirements of the course.
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.

A. CONTACT/COURSE INFORMATION.

Name: Godfrey Gibbison          Phone: 3-3596          Email: gibbisona@cofc.edu

Department or Program: Professional Studies          School: School of Professional Studies

Subject Acronym and Course Number: PRST 420

Catalog Year in which changes will take effect: FALL ___2015_______

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

☐ Add a New Course (complete parts C, D, F, G, H, I, J)
☐ Change Part of an Existing Course (complete parts C, D, E, F, G, I, J)
☐ Course Number (you must submit a course deactivation request for the old course number)
☐ Course Name
☐ Course Description
☐ Credit/Contact Hours
☐ Restrictions (prerequisites, co-requisites, junior/senior standing, etc.)
☐ Deactivate an Existing Course (complete parts C, D, E, G, I, J)
☐ Reactivate a Previously-Deactivated Course (complete parts C, D, E, G, I, J)

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

The professional studies program does not have an independent study course. One is needed to provide additional options and flexibility to BPS students.

D. 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.

As with all programs, an independent study course might occasionally provide students the opportunity to undertake in-depth research in an area of interest in fulfillment of program requirements. The purpose of this request is to close gap that now exists in the program.

This form was last updated on 12/13/13 and replaces all others.
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: _ _ lecture _ _ lab _ _ seminar _ _ independent study

Course title:

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

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

Cross-listing, if any:

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

E. 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: 
School: SPS  
Subject Acronym: PRST  
Course Number: 420

Credit hours: _ _ lecture _ _ lab _ _ seminar _ _ independent study
Contact hours: _ _ lecture _ _ lab _ _ seminar _ _ independent study

Course title: Independent Study

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

The student will select a reading or research project in consultation with a faculty member, who will guide the work and determine the hours of credit to be allowed. A maximum of six credit hours of independent study courses may be applied toward the professional studies major.

Restrictions (pre-requisites, co-requisites, majors only, etc.): Junior Standing, written permission of dean

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes  □ no
If so, which course? ________________

If equivalent, will the newly-created course replace the existing course? □ yes  □ no
Note: If yes, 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  □ no  If yes, how many total credit hours may the student earn? __6__

Is there an activity, lab, or other fee associated with this course? □ yes  □ 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.

F. **COSTS.** List all of the new costs or cost savings (including new faculty/staff requests, library, equipment, etc.) associated with your request.

H. **STUDENT LEARNING OUTCOMES AND ASSESSMENT.**

Specific course objectives will be determined with instructor.

<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>
</tbody>
</table>

1. **Student will be able to independently conceptualize a research question**

2. **Student will be able to undertake research to the satisfaction of a faculty advisor, using appropriate research methodology**

3. **Student will be able to communicate thoughts, theories, methodology and findings with clarity and precision.**

4. 

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 BPS emphasizes the ability of students to develop as effective communicators in all setting. This outcome is supported by this course. Since this course emphasizes independent research, starting with the ability to define a research question, through execution to the final presentation of findings based on well research evidence, this course supports the ability of students to integrate knowledge and experiences to enhance understanding of social, economic and ethical issues and create appropriate, evidence-based responses.
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.