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. Program Change Form: Add Project Management Concentration to Bachelor of Professional Studies
2. Program Change Form: Create an online undergraduate certificate in Project Management.
3. PMGT 301 Course Form
4. PMGT 311 Course Form
5. PMGT 321 Course Form
6. PMGT 331 Course Form
7. PMGT 341 Course Form
8. PMGT 401 Course Form

B. APPROVAL AND SIGNATURES.

1. Signature of Department Chair or Program Director:
   
   [Signature]
   
   Date: 2/5/2016

2. Signature of Academic Dean:
   
   [Signature]
   
   Date: 2/5/2016

3. Signature of Provost:
   
   [Signature]
   
   Date: 2/17/16

4. Signature of Business Affairs (only for course fees):
   
   [Signature]
   
   Date: ____________
   
   □ fee approved on ____________
   
   □ BOT approval pending

5. Signature of Curriculum Committee Chair:
   
   [Signature]
   
   Date: 3-1-16

6. Signature of Budget Committee Chair (only for new programs):
   
   [Signature]
   
   Date: ____________

7. Signature of Academic Planning Committee Chair (only for new programs):
   
   [Signature]
   
   Date: ____________

8. Signature of Faculty Senate Secretary:
   
   [Signature]
   
   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: 33596     Email: gibbisonag@cofc.edu
School: Professional Studies     Department or Program: Professional Studies
Name and Acronym of Major: Bachelor of Professional Studies, BPS 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): ______________
Number of Proposed Credit Hours (for changed program): __30_________
Catalog Year in which changes will take effect: FALL 2016

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-resources/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, co-requisites, 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.
Project Management Required Courses (complete all courses, 18 hours)

PMGT 301: Introduction to Project Management
PMGT 311: Managing Scope, Schedule and Cost
PMGT 321: Estimating and Managing Risk
PMGT 331: Contracting and Negotiating a Project
PMGT 341: Controlling Quality
PGMT 400: PMGT Capstone

Project Management Elective Courses (complete 4 courses, 12 hours)

APCP 321: Interpersonal and Small Group Communication
APCP 322: Communication for Business and Professions
APCP 323: Interviewing
APCP 325: Strategic Communication Practices
ECON 200: Principles of Microeconomics
ECON 201: Principles of Macroeconomics
DCSI 232: Business Statistics
ENGL 334: Technical Writing (prerequisite: ENGL 110 or equivalent)
MGMT 301: Management and Organizational Behavior
MGMT 308: Managing Diversity
MGMT 345: Leadership

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

As more work becomes project-based, organizations and their respective projects continue to grow in complexity. Thus, professionals with project management skills and experience have become highly sought as today’s global organizations continue to grow and face the challenges related to complex, fast-paced and challenging work. The College of Charleston School of Professional Studies is proposing a concentration in Project Management as an option for students pursuing the Bachelor of Professional Studies program. Taught by accomplished College of Charleston faculty and practitioners with extensive industry and scholastic experience, participants in this concentration will gain the analytical framework, strategic planning skills, and project managerial insight to be more effective project managers.

The demand for skilled professionals in project management cuts across a wide variety of industries including professional, scientific, and technical (for example information technology), educational services, hospitals and manufacturing. These are among the fastest growing industries in the Charleston region, increasingly becoming a larger share of total regional employment and gross regional product. Therefore I anticipate a bright employment outlook for graduates of the BPS who complete this concentration.

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>

This form was last updated on 6/6/2013 and replaces all others.
<table>
<thead>
<tr>
<th>1. Students will have the skills needed to establish the structure for a successful project</th>
<th>This outcome will be assessed in PMGT 401. All students will be assessed. Assessment will be in the form of a simulation in which students establish a project structure from baseline information. Students are expected to achieve at least 70% proficiency.</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Students will know how to ensure the project scope delivers the expected business value and desired outcome</td>
<td>This outcome will be assessed using quizzes and a major test in PMGT 311. All students will be assessed. Assessment will occur once per year. Students are expected to achieve at least 70% proficiency.</td>
</tr>
<tr>
<td>3. Students will know the proper mechanisms to prevent, minimize and respond to risks</td>
<td>This outcome will be assessed using quizzes and a major test in PMGT 321. All students will be assessed. Assessment will occur once per year. Students are expected to achieve at least 70% proficiency.</td>
</tr>
<tr>
<td>4. Students will be able to develop and use various mechanisms to communicate project information</td>
<td>This outcome will be assessed in PMGT 401. All students will be assessed. Assessment will be in the form of various assignments (written and oral) that require communication with clients and with members of the project team. These assignments will be developed by the instructor. Students are expected to achieve at least 80% proficiency.</td>
</tr>
</tbody>
</table>

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 main impact of this change is to enhance the programmatic offerings of the BPS degree. This change will add another highly desired area of focus to the options available to BPS students. Many of the competencies required of project managers, such as critical thinking, effective communication and synthesis are core competencies/outcomes of the Professional Studies program so this concentration will enhance the ability of the program to achieve these outcomes.
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.

The annual instructional cost of the program is $22,500, which includes $21,000 in direct instructional cost and a $1,500 stipend for a coordinator. There is an anticipated $1,500 cost in the first year for instructional resources. After the first year, new instructional material is anticipated at a cost of $500 per year. The total program cost in the first year is $24,000.

All instructional costs will be covered by the revenue generated by the program. The program is expected to generate new revenue of $67,000 in the first year, $100,000 in the second year and $134,000 in the third year.

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.
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: 3-5596 Email: gibbisona@cofc.edu

Department or Program: Professional Studies School: Professional Studies

Subject Acronym and Course Number: PMGT 301

Catalog Year in which changes will take effect: FALL 2016

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.

This course presents an overview of the common tools and techniques used to successfully manage projects and the human dimension that must be included within any project plan. This course begins with an overview of the definition of a project and the core competencies required of a project manager. Following the understanding of what comprises a project and what is required of the project manager, the required steps to manage a project are presented and common deliverables are reviewed. This course reflects how successful project planning contributes to effective communication, decision making, and problem solving. In addition, the techniques intended to track project progress, presents an initial investigation into performance variances, and presents the needed steps for taking corrective actions when projects are faced with challenges is introduced. Finally, as project management has a significant impact on the organization from a personnel viewpoint, this course concludes with an overview of the human dimension that must be at the forefront of the project manager's strategy. This human dimension includes topics concerning team building, team operating agreements, communication, influencing project teams, and the use of the DiSC dimensional model to identify how the different personalities of your project team can positively and negatively impact your project. Upon completion of this course, the student will have a sound understanding of the tools and techniques and the human element required of a project manager and has begun the path to becoming effective project managers.

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

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

Similar courses do not exist in another department. This course is proposed as part of a new concentration in the BPS and a new undergraduate certificate program. The new concentration is expected to enhance the program by adding more options for students.

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: PMGT Course Number: 301

Credit hours: ___3___ lecture ___ lab ___0___ seminar ___ independent study
Contact hours: ___3___ lecture ___ lab ___0___ seminar ___ independent study

Course title: Introduction to Project Management

Course description (maximum 50 words, exactly as it appears in the catalog):
This course provides a realistic, socio-technical view of project management. After completing this course, students will have an understanding of the tools and processes used to manage projects, as well as the human factor required to successfully complete a project.

Restrictions (pre-requisites, co-requisites, majors only, etc.): None

If this is a newly-created course, is it intended to be the equivalent of an existing course? □ yes X 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.

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

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 will be taught by a roster faculty who will earn overload pay. The course will be taught one time each year. The estimated instructional cost is $6,000 per year.

H. STUDENT LEARNING OUTCOMES AND ASSESSMENT.

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<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. Describe a project life cycle and map each stage in the cycle.</td>
<td>Embedded questions in exams or quizzes will be used to assess how well students understand the project life cycle. A rubric will be developed. All students will be assessed. At least 70% proficiency is expected.</td>
</tr>
<tr>
<td>2. Identify the resources needed for each stage, including involved stakeholders, tools and supplementary materials.</td>
<td>Embedded questions in exams and group projects will be used to assess how well students identify resources for project management. A rubric will be developed. All students will be assessed. At least 70% proficiency is expected.</td>
</tr>
<tr>
<td>3. Describe the time needed to successfully complete a project, considering factors such as task dependencies and task lengths.</td>
<td>Embedded questions in exams and group projects will be used to assess how well students identify resources for project management. A rubric will be developed. All students will be assessed. At least 70% proficiency is expected.</td>
</tr>
<tr>
<td>4. Understand the importance of the human factor in project management.</td>
<td>Embedded questions in exams and group projects will be used to assess how well students identify resources for project management. A rubric will be developed. All students will be assessed. At least 70% proficiency is expected.</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 has extensive problem solving, communication and execution training. The course is essential to the overall development of project managers regardless of the industry.

1. 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.
This course provides a realistic, socio-technical view of project management. After completing this course, students will have an understanding of the tools and processes used to manage projects, as well as the human factor required to successfully complete a project.

**Course Objectives:**

1. To describe a project life cycle and map each stage in the cycle.
2. To identify the resources needed for each stage, including involved stakeholders, tools and supplementary materials.
3. To describe the time needed to successfully complete a project, considering factors such as task dependencies and task lengths.
4. To understand the importance of the human factor in project management.

Assessment will take place in the exams, case studies and group projects.

**Course Materials**
Readings accessible on OAKS (includes articles, book chapters, podcasts and videocasts) or in the Library.

https://www.mindtools.com/pages/article/newPPM_60.htm

**Course Organization**
The concepts in this course will be taught using a combination of lecture, discussion, and dialogue around specific cases, with emphasis in active learning. The success of the class depends heavily on student preparation and active participation in class discussion.

**Attendance Policy**
Attendance is required for every class session. Also, please be on time. Coming late is highly disruptive to everyone. To be early to class is to be on time. To be on time to class is to be late! The door will be locked once class has begun. If you show up after class has started, you will not be allowed to enter class.

**Attendance Matters**

- The combination of 3 absences (excused or unexcused) will result in the reduction of the final course grade to the next lowest grade (i.e. from B to C+). Non-negotiable. Do not waste your allowed absences, keep them for when you really need them, i.e. sickness, family emergencies, etc. Excessive absences (four or more), excused or unexcused, will result in the student receiving a WA (an equivalent to an "F") for the course.

- Quizzes, exams or in-class assignments (pop or announced) cannot be made up for any reason.

- It is your responsibility to obtain any material that you missed, but please get this from another student. You are ultimately responsible for information given in class, regardless of whether or not you were there. Emailing me to "see if we did anything important in class that you need to know about" is not the path to success in my class! I will not go over missed material in office hours. Again, you must contact a classmate and make sure you are ready before the following class.

- The appropriate use of technology for learning purposes is permitted. Students who are using cell phones at any time during class, you will be asked to leave and counted absent for the class. DO NOT GET ANGRY, OR YOU WILL SHOW DISRESPECT FOR SOMETHING THAT IS YOUR FAULT (not good). Just leave the class quietly and do not do the same the next class. Same rule applies if you behave rudely or are inconsiderate to all participants in class. If you are caught doing any of these more than once, not only will you have to leave class with an absence, but your course grade will fall by one letter grade (e.g. B to B-).

- Typing is distracted while material is being presented, therefore, laptops or tablets are not allowed for note taking. You are welcome to record the class, which is less disturbing or write notes the old fashion way.

- You must check your Charleston email (c.cofc.edu) regularly; you should also correspond with me through this account only.
SNAP Students/Special Accommodations/Athletes
Students approved for SNAP services or athletes are required to present official letters to the professor within the first week of class. Failure to do this means the student waives the right for special accommodations for the remaining of the semester. No additional time will be given for quizzes. We measure in quizzes the ability of the student to respond within a specific time what is being tested, additional to answering the question correctly. For all other tests, the student should make an appointment at the Center for Disability Services at the same time that the rest of the class starts the exam (Lightsey Center 104). The student is responsible for not having class right after this class if additional time is requested for exams. If the student decides to do the exam with the rest of the class, no additional time will be given.

E-mail Business Etiquette
e-Mail will be responded in 24 hours (except on Weekends). Do not abandon business etiquette in your use of e-mail! I will not respond to e-mails if you do not follow the below guidelines:

- Business-like writing style (Dear Dr. Quesada, sincerely etc.)
- Be concise and to the point.
- E-mail alias so recipient sees your full name, or your full name with @g.cofc.edu, in his/her e-mail inbox.
- Subject line meaningful to recipient (identify your class PMGT-301). Always include this as your subject line!!! Including section number.
- Content clearly states the purpose of the e-mail including any action to be taken from the professor.
- Be careful about including quotations and sayings in your signature block. Obviously don’t include anything that has potential to be offensive or misunderstood. Think about the impression your message sends to someone who doesn’t know you, and be judicious.

Grading Structure
Your grade is not determined by how much time you put in or how “hard” you feel you worked. It is actually on what you produce, the quality of your assignments and tests. Grades are yours to earn, not mine to give!
Group projects and class assignments..................50%
Exams........................................20%
Quizzes........................................30%

An “A” is reserved for truly excellent work. If you earn an “A”, you went above and beyond the call of duty not just with your efforts but also with your performance. A “B” indicates very good work. You did not just do the minimum requirements but you made an extra effort to show your skills, and your effort showed. A “C” means you did average work, you did what was asked and you did it satisfactorily – nothing less, nothing more. A “D” means you need to improve – you did below the minimum requirements. An “F” is guaranteed if you turn very poor work or you rarely participate in class.

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.
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.

MAJOR TOPICS COVERED

- Modern Project Management
- Structure and Culture
- Defining a project, project lead times and costs.
- Developing a project plan.
- Scheduling resources and costs.
- The critical-chain approach.
- Being an effective project manager.
- Managing Project Teams.
- Managing Interorganisational Relations.
- Progress and performance measurement and evaluation.
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

Program: Professional Studies School: Professional Studies

Catalog Year in which changes will take effect: PMGT 311

FALL __2016___

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.

This course begins the exploration of how a successful project manager manages a project’s scope, develops a schedule, and manages the costs associated with the project plan. This course provides each student with an introduction to defining the scope, schedule, and estimated budget of your project. Once established, a project manager must be able to monitor and report the performance of the project and this course provides this knowledge. In addition, this course will provide the project manager with the techniques to manage scope creep and to ensure the baseline plan is executed. Finally, this course presents the concept of earned value management to the student. Earned value provides the necessary tools to examine a project’s schedule and budget performance and provides the needed tools for the project manager to report the status of the effort. At the conclusion of this course, each student will be prepared to develop a project plan and begin to master the needed techniques to be able to report the status of each project.

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.

This form was last updated on 12/13/13 and replaces all others.
Similar courses do not exist in another department. This course is proposed as part of a new concentration. The new concentration is expected to enhance the program by adding more options for students.

EXISTING COURSE INFORMATION. If you are proposing a new course, just leave this blank. Otherwise, please fill out all fields.

<table>
<thead>
<tr>
<th>Department</th>
<th>School</th>
<th>Subject Acronym</th>
<th>Course Number</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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: Professional Studies  School: Professional Studies  Subject Acronym: PMGT  Course Number: 311

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

Course title: Managing Scope, Schedule and Cost

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

This course begins the exploration of how a successful project manager manages a project's scope, devleops a schedule, and manages the costs associated with the project plan. Additional learning takes the shape of an introduction to the earned value concept that the project manager can utilize to communicate project status.

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 deivate 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? ___

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

This course will be taught by an adjunct faculty. The estimated instructional cost is $3,000 per semester.

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><strong>1. Define project scope, schedule, and cost management</strong></td>
<td>Quizzes will be used to assess how well students understand the concept of project scope. All students will be assessed. At least 80% proficiency is expected.</td>
</tr>
<tr>
<td><strong>2. Use appropriate project scope, schedule, and cost management strategies and techniques to monitor and report your project’s performance to plan</strong></td>
<td>Quizzes and tests will be used how well students grasp key concepts and terminology and applicable techniques. All students will be assessed. At least 80% proficiency is expected.</td>
</tr>
<tr>
<td><strong>3. Identify the components of planning a schedule</strong></td>
<td>This learning outcome will be assessed using a gradable project plan to be developed by each student. All students will be assessed.</td>
</tr>
<tr>
<td><strong>4. Develop project definitions by examining schedule performance using variance analysis and trend analysis</strong></td>
<td>This learning outcome will be assessed using a gradable assignment in which each student will show proficiency in using variance analysis techniques. All students will be assessed.</td>
</tr>
<tr>
<td><strong>5. Describe project performance by utilizing earned value analysis</strong></td>
<td>This learning outcome will be assessed using a gradable assignment in which each student will show proficiency in using earned value management techniques to include developing performance matrices. All students will be assessed.</td>
</tr>
<tr>
<td><strong>6. Explain the differences between cost estimating and cost budgeting by analyzing project cost performance using earned value.</strong></td>
<td>This learning outcome will be assessed using a gradable assignment in which each student will show proficiency in using developing cost estimates and cost budgets. All students will be assessed.</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 has extensive exercises and applied examples in which the tools and techniques of project management will be utilized. This course supports BPS learning outcomes 1, 2, 3 and 4 (written communications earning outcomes). These outcomes will be reinforced in this course.
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.
PMGT 311: Managing Scope, Schedule, and Cost

Credit Hours: 3

Prerequisite(s): PMGT 301

Course Description

This course begins the exploration of how a successful project manager manages a project’s scope, develops a schedule, and manages the costs associated with the project plan. Once a project has been established, a project manager must be able to monitor and report the performance of the project and this course provides the knowledge and techniques of effective project monitoring. In addition, this course will provide the project manager with the techniques to manage scope creep and to ensure the baseline plan is executed. Finally, this course presents the concept of earned value management to the student. Earned value is the conceptual framework used to examine a project’s schedule and budget performance and provides a consistent methodology for the project manager to measure and communicate the status of the effort.

Abbreviated Description

This course begins the exploration of how a successful project manager manages a project’s scope, develops a schedule, and manages the costs associated with the project plan. Additional learning takes the shape of an introduction to the earned value concept that the project manager can utilize to communicate project status.

Learning Outcomes

Upon completion of this course, students will be able to:

1. Define project scope, schedule, and cost management
2. Explain how to negotiate a project’s baseline scope by using a framework of the WBS
3. Use appropriate project scope, schedule, and cost management strategies and techniques to monitor and report on project performance to plan
4. Employ performance measurement techniques to track scope accomplishment
5. Identify the components of planning a schedule
6. Develop project definitions by examining schedule performance using variance analysis and trend analysis
7. Describe project performance by utilizing earned value analysis
8. Explain the differences between cost estimating and cost budgeting by analyzing project cost performance using earned value.

Required Textbooks and Additional Materials

ISBN: 978-0-07-809659-4
*Project Management: The Managerial Process*
Gray, C., & Larson, E.
Edition: 6th
McGraw Hill

Optional Textbooks (Highly Recommended)

*A Guide to the Project Management Body of Knowledge (PMBOK® Guide)*
Project Management Institute
Edition: 5th
Project Management Institute

POLICIES

Honor Code:
All students are expected to adhere to the College of Charleston Honor Code. The Honor Code of the College of Charleston specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and, by their acceptance of admission to the College, to abide by the Code and to report violations. Students can find the complete Honor Code and all related processes in the College of Charleston Student Handbook at [http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php](http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php).

Disability Accomodations:
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 responsibility for notifying me as soon as possible and for contacting me one week before accommodation is needed.

GENERAL POLICIES

Attendance: Attendance is required and points may be deducted for non-attendance.

Assignment submissions: Assignments are due on the date and time specified. Missed weekly assignments cannot be made up.
Course schedule: The course schedule is approximate and changes may be made during the semester.

Extra credit: There will be NO extra credit assignments.

Civility: I expect you to conduct yourself in a professional and courteous manner, treating everyone with dignity and respect.

Course withdrawal: You may withdraw prior to the date specified by the College. After that date, withdrawal will be approved only under extenuating circumstances.

Incomplete grade: An incomplete grade will rarely be given and then only in extreme circumstances. For example, busy schedules, workload, and failure to take an exam are NOT considered valid reasons.

COURSE EVALUATION:

<table>
<thead>
<tr>
<th>Element</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quizzes</td>
<td>300</td>
</tr>
<tr>
<td>2. Final project</td>
<td>400</td>
</tr>
<tr>
<td>3. Class engagement</td>
<td>100</td>
</tr>
<tr>
<td>Total Points</td>
<td>800</td>
</tr>
</tbody>
</table>

Grade Assignment:

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93%</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
</tr>
<tr>
<td>B-</td>
<td>80%</td>
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<tr>
<td>C+</td>
<td>77%</td>
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<tr>
<td>C</td>
<td>73%</td>
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<tr>
<td>C-</td>
<td>70%</td>
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<tr>
<td>D+</td>
<td>67%</td>
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<tr>
<td>D</td>
<td>63%</td>
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<tr>
<td>D-</td>
<td>60%</td>
</tr>
<tr>
<td>F</td>
<td>0%</td>
</tr>
</tbody>
</table>

1. Exams: As required, exams will evaluate the student’s understanding of basic principles and concepts.

2. Weekly Assignments: Students will participate in various interactive assignments, problems, exercises, role-plays, and applications.

3. Discussions: Discussions will occur in-class or online, addressing assigned topics.
4. **Applications/Cases:** As required, students will complete case studies or real-world applications brought by guest speakers.

5. **Projects:** Students will apply concepts, demonstrating competency using various tools in project management in the culmination of a final proposal.

**Course Learning Schedule**

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>- The challenges of project scope, schedule, and cost management</td>
</tr>
<tr>
<td></td>
<td>- How to handle challenges</td>
</tr>
<tr>
<td></td>
<td>- What is scope?</td>
</tr>
<tr>
<td></td>
<td>- What is scope creep?</td>
</tr>
<tr>
<td></td>
<td>- What is float?</td>
</tr>
<tr>
<td></td>
<td>- Scope planning</td>
</tr>
<tr>
<td></td>
<td>- Managing scope, schedule, and costs</td>
</tr>
<tr>
<td>Week 2</td>
<td>- Week 1 recap</td>
</tr>
<tr>
<td></td>
<td>- Quiz – Project scope, schedule, and cost management</td>
</tr>
<tr>
<td></td>
<td>- The scope, schedule, and cost management process</td>
</tr>
<tr>
<td></td>
<td>- Process overview</td>
</tr>
<tr>
<td></td>
<td>- Plan scope</td>
</tr>
<tr>
<td></td>
<td>- Negotiating a baseline scope</td>
</tr>
<tr>
<td></td>
<td>- Managing uncertainties</td>
</tr>
<tr>
<td></td>
<td>- Selecting a WBS strategy</td>
</tr>
<tr>
<td>Week 3</td>
<td>- Week 2 recap</td>
</tr>
<tr>
<td></td>
<td>- Schedule planning</td>
</tr>
<tr>
<td></td>
<td>- Process overview</td>
</tr>
<tr>
<td></td>
<td>- Plan schedule</td>
</tr>
<tr>
<td></td>
<td>- Case studies</td>
</tr>
<tr>
<td></td>
<td>- Cost planning</td>
</tr>
<tr>
<td></td>
<td>- Process overview</td>
</tr>
<tr>
<td></td>
<td>- Plan costs</td>
</tr>
<tr>
<td></td>
<td>- Tips for effective control</td>
</tr>
<tr>
<td></td>
<td>- Case studies</td>
</tr>
<tr>
<td>Week 4</td>
<td>- Week 3 recap</td>
</tr>
<tr>
<td></td>
<td>- Quiz – Schedule and cost planning</td>
</tr>
<tr>
<td></td>
<td>- Scope controlling</td>
</tr>
<tr>
<td></td>
<td>- Process overview</td>
</tr>
<tr>
<td></td>
<td>- Control scope</td>
</tr>
<tr>
<td></td>
<td>- Case studies</td>
</tr>
<tr>
<td></td>
<td>- Schedule control</td>
</tr>
<tr>
<td></td>
<td>- The process</td>
</tr>
<tr>
<td></td>
<td>- Group exercises</td>
</tr>
<tr>
<td>Week 5</td>
<td>- Week 4 recap</td>
</tr>
<tr>
<td></td>
<td>- Quiz – Scope and schedule</td>
</tr>
<tr>
<td></td>
<td>- Cost control</td>
</tr>
<tr>
<td></td>
<td>- The process</td>
</tr>
</tbody>
</table>
|                  | - Guidelines for controlling costs  
|------------------|--------------------------------------
|                  | - Group exercise                      
|                  | - Earned value performance            |
| Week 6           | - Week 5 recap                        
|                  | - Earned value review                 
|                  | - Integrated scope, schedule, and cost management  
|                  |  - The process                        
|                  |  - Managing your milestones           
|                  |  - Project status reporting           
|                  |  - Cost summaries                     
|                  |  - Balancing scope, schedule, and cost |
| Week 7           | - Final project                       
|                  |  - Project schedule                   
|                  |  - Estimating costs                   
|                  |  - Project performance analysis       |
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: Professional Studies

Subject Acronym and Course Number: PMGT 321

Catalog Year in which changes will take effect: FALL 2016

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.

This course is essential to the overall study of the vocation of project management and to understanding the role and function of project manager. The comprehension and execution of risk management strategies is taught in all project management programs and is part of the PMI (Project Management Institute) assessment. Students will learn the fundamentals of needs analysis, problem solving, communication, and overcoming risks for projects, skills that will be invaluable at all levels of every industry. To that end, this course will benefit even those students who choose not to pursue project management as a career path.

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.

Similar courses do not exist in another department. This course is proposed as part of a new concentration in the BPS and a new undergraduate certificate program. The new concentration is expected to enhance the program by adding more options for students.

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: Professional Studies 
School: Professional Studies 
Subject Acronym: PMGT 
Course Number: 321

Credit hours: ___3___ lecture ___ lab ___0___ seminar ___ independent study
Contact hours: ___3___ lecture ___ lab ___0___ seminar ___ independent study

Course title: **Estimating and Managing Risk**

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

This course provides strategies needed to identify and combat risks found within today's global economies. Students will be introduced to the commonly accepted language of risk management, and provided with the tools to manage and mitigate risk in the context of project management.

Restrictions (pre-requisites, co-requisites, majors only, etc.): PMGT 301

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? ___

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

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 will be taught by an adjunct faculty. The estimated instructional cost is $3,000 per semester.

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. Articulate the primary objectives of a risk management as a project manager</td>
<td>Case studies and class participation will be used to assess how well students understand risk management. All students will be assessed. At least 70% proficiency is expected.</td>
</tr>
<tr>
<td>2. Knowledgably utilize industry terminology to identify and assess various problems within a structured project.</td>
<td>Class participation, case studies, and group projects will be used to assess the grasp of the information and problem solving skills. At least 70% proficiency is expected.</td>
</tr>
<tr>
<td>3. Solve and mitigate various industry related risk</td>
<td>Case studies and group projects will show demonstration of solving problems which is essential to risk management. At least 70% proficiency will be expected.</td>
</tr>
<tr>
<td>4. Utilize various communication and people skills work internal and external factors within a structured project.</td>
<td>Group projects and class participation will assess essential skills of articulating and moving a project through the risk assessment stage. All students will be assessed and evaluated by the instructor. There will be at least 70% grade will be expected.</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 has extensive problem solving, communication and execution training. The course is essential to the overall develop of project managers regardless of the industry.

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

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

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☐ (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.
PMGT 321: Estimating and Managing Risk

Credit Hours: 3

Prerequisite(s): PMGT 301

Course Description

While this course is intended to promote the necessary skills of the project manager, the final results provided within this class can be applied to a multitude of industries and professions since risk and the management of risks are not solely found within a project. Students completing this class, regardless of industrial discipline, will gain the needed skills to identify, mitigate, and resolve risks that occur in various business environment. At the same time, a successful project manager must be able to create estimates of risk and manage risks. This course begins with a thorough review of how uncertainty and risk can impact a project during all phases of the execution plan. Specifically, this course presents the nature of uncertainty during the conception, planning, and implementation phases of a project. This course also presents strategies for the project manager to create and communicate associated uncertainty and risk management plans. An introduction to the commonly accepted language related to risk management is introduced and communication strategies for the project manager are also reviewed. Finally, this course provides an outline of the potential organizational, political, internal and external challenges facing the project manager when combating uncertainty and risk and provides strategies to mitigate such limitations to a project. Emphasis will be placed on problem solving, communication with stakeholders, and effective execution of plans.

Abbreviated Description

This course provides strategies needed to identify and combat risks found within today’s global economies. Students will be introduced to the commonly accepted language of risk management, and provided with the tools to manage and mitigate risk in the context of project management.

Learning Outcomes

Upon completion of this course, students will be able to:

1. Describe the role of uncertainty in project conception, planning, and implementation
2. Demonstrate how understanding the concept of uncertainty can improve overall management of the project.
3. Adhere to and successfully use commonly accepted vocabulary when speaking about uncertainty within the context of project risk estimation and management.
4. Use analytical tools for creating accurate and more reliable estimates with a project’s risk management plan.
5. Develop an understanding of and competency in the fundamental communication skills required within the risk estimation discipline.
6. Identify the key organizational and political challenges of uncertainty in projects.
7. Identify appropriate strategies for dealing with uncertainty and risk within a project.
8. Develop needs analysis and problem solving skills.

Required Textbooks and Additional Materials

Posted articles and case studies by the instructor in OAKS, the College’s learning management system.

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Course schedule: The course schedule is approximate and changes may be made during the semester.

Extra credit: There will be NO extra credit assignments.
Civility: I expect you to conduct yourself in a professional and courteous manner, treating everyone with dignity and respect.

Course withdrawal: You may withdraw prior to the date specified by the College. After that date, withdrawal will be approved only under extenuating circumstances.

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COURSE EVALUATION:

<table>
<thead>
<tr>
<th>Element</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Group exercises</td>
<td>200</td>
</tr>
<tr>
<td>2. Case Study 1</td>
<td>100</td>
</tr>
<tr>
<td>3. Case Study 2</td>
<td>100</td>
</tr>
<tr>
<td>4. Team risk plan</td>
<td>500</td>
</tr>
<tr>
<td>5. Class engagement</td>
<td>100</td>
</tr>
<tr>
<td>Total Points</td>
<td>1000</td>
</tr>
</tbody>
</table>

Grade Assignment:

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93%</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>87%</td>
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<tr>
<td>B</td>
<td>83%</td>
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<tr>
<td>B-</td>
<td>80%</td>
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<td>C+</td>
<td>77%</td>
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<td>C</td>
<td>73%</td>
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<td>C-</td>
<td>70%</td>
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<td>D+</td>
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<td>D</td>
<td>63%</td>
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<tr>
<td>D-</td>
<td>60%</td>
</tr>
<tr>
<td>F</td>
<td>0%</td>
</tr>
</tbody>
</table>

1. Case Studies: As required, the case studies will be in a short test format. The students will take the case study assignment at the designated time. The case studies will evaluate the student’s understanding of basic principles and concepts.

2. Discussions: Discussions will occur in-class or online, addressing assigned topics.

3. Applications/Cases: As required, students will complete case studies or real-world applications brought by guest speakers.

4. Projects: Students will apply concepts, demonstrating competency using various tools in project management culminating in a final proposal.
## Course Learning Schedule

| Week 1 | - The estimating process: An overview  
|        |   - Estimating overview  
|        |   - Common challenges to estimating  
|        |   - The fundamental concepts  
|        |   - Estimating modes and related advantages / limitations  
|        |   - Communication  
|        |   - Communication preferences  
|        |   - The process and techniques of estimating within a project  
|        |   - Group exercise  
| Week 2 | - Week 1 recap  
|        |   - Techniques and process to estimating  
|        |     - The estimating process  
|        |     - Clarifying customer requests  
|        |     - Unit of measure  
|        |     - The purpose of an estimate  
|        |     - Estimating with manageable constraints  
|        |     - Clarifying the scope of work  
|        |     - Documenting effort  
|        |     - Estimating variables  
|        |     - Estimating techniques  
|        |     - Documenting durations  
|        |     - Examining risks and adjusting estimates  
|        |     - Validation and adjusting your estimate  
|        |     - Documenting your final estimate  
|        |     - Group exercise  
| Week 3 | - Week 2 recap  
|        |   - Case Study 1 - Estimating  
|        |     - Risk management  
|        |       - Risk overview  
|        |       - Common risks  
|        |       - Sources of risk  
|        |       - Risk management  
|        |       - Risk tolerance  
|        |       - Strategies for combating differences in risk tolerance  
|        |     - Risk and reward  
|        |       - Rewards of taking risks  
|        |       - Benefits  
|        |       - Costs  
|        |     - Six steps for managing risk  
| Week 4 | - Week 3 recap  
|        |   - Planning a risk management strategy  
|        |     - The risk management planning process  
|        |     - Integrating risk management and project management  

| Week 5   | - Week 4 recap  
|         | - Risk analysis  
|         |   - Overview  
|         |   - Terms  
|         |   - Qualitative versus quantitative analysis  
|         |   - Assessing probability  
|         |   - Assessing impact  
|         |   - Assessing expected value  
|         | - Decision analysis  
|         |   - Using expected value  
|         |   - Using decision trees  
|         |   - Using Monte Carlo  
|         |   - The PM’s role  

| Week 6   | - Week 5 recap  
|         | - Case Study 2 – Risk management and analysis  
|         | - Responding to risk  
|         |   - Risk response strategies  
|         |     - Avoid  
|         |     - Mitigate  
|         |     - Transfer  
|         |     - Accept  
|         |   - Reserves and contingency  
|         | - Controlling risks  
|         |   - Documenting response and strategy  
|         |   - Role of the PM during risk control  
|         |   - Strategies for the real world  

| Week 7   | - Risk management review  
|         | - Team activity: Developing a risk management plan  

- The components of a risk management plan  
- Identifying risks  
  - The ABC process  
    - A: “Assemble” team  
    - B: “Brainstorm” potential risks  
    - C: “Characterize” the risks  
  - Barriers to identifying risks  
  - The PM’s role
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: Professional Studies

Subject Acronym and Course Number: PMGT 331

Catalog Year in which changes will take effect: FALL 2016

B. 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, 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.

This course will introduce students to the principles of procurement and contract management. It will assist students in recognizing how to advance their companies priorities and achieve value for money. Probit and accountability in dealings will be explored. The course begins by detailing the elements of the procurement process and its central role in an organization’s strategic plan. It builds on the selection and contracting of goods and services. Students will be introduced to negotiation styles and techniques while also developing an assessment of best alternative to a negotiated agreement. This class will provide students with skills to procure, negotiate and contract goods and services and enable them to gauge their own strengths in deal making.

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.

No equivalent course exists at the College.
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: Professional Studies   School: Professional Studies   Subject Acronym: PMGT   Course Number: 331

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

Course title: Contracting and Negotiating in a Project

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

This two part course introduces the student to the procurement management process and the strategy required to negotiate successfully. By completing this course, the student will gain the needed knowledge to procure, negotiate, and administer the complexities of contractual administration of a project.

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? ___

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

<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. Develop a high quality procurement process that includes the PMBOK recognized steps.</td>
<td>Tests and a group project will demonstrate how well students understand the elements of procurement. All students will be assessed and evaluated and at least 70% proficiency is expected.</td>
</tr>
<tr>
<td>2. Define the variables needed to successfully design the project’s procurement process that aligns with the needed project deliverables.</td>
<td>Quizzes and tests will be used to determine the grasp students have of successful project procurement design. At least 70% proficiency is expected.</td>
</tr>
<tr>
<td>3. Identify the key elements of contract formulation.</td>
<td>Case studies and tests participation will be used to assess how well students understand contract formulation. At least 70% proficiency is expected.</td>
</tr>
<tr>
<td>4. Understand the necessity for a best alternative to a negotiated agreement.</td>
<td>Case studies will be used to assess the understanding and deployment of approaches which are essential to achieve a positive outcome. At least 70% proficiency is expected.</td>
</tr>
<tr>
<td>5. Understand negotiation styles, techniques and strategies.</td>
<td>Tests and group exercises will be used to determine the grasp students have of negotiation concepts. At least 70% proficiency is expected.</td>
</tr>
</tbody>
</table>

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

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.
PMGT 331: Contracting and Negotiating in a Project

Credit Hours: 3

Prerequisite(s): PMGT 301

Course Description

At the beginning of nearly every project, a contract or negotiation must take place. The project manager must have the necessary skills to not only negotiate, but better understand what has been negotiating in order to adhere to the project’s agreed upon contract and charter. This course provides the needed framework for the aspiring project manager. During this course, the student will be introduced to the theory and concept of contracts and procurement management and the strategy behind successful negotiations. The first part of this course is focused on contracting and procurement. This phase includes the necessary steps to plan, execute, and close a procurement associated with a project. The second part of this course introduces the skills needed to conduct a successful negotiation. These steps include the key terms of a negotiation, the planning process, and the art of negotiations combined with strategies and tactics beneficial to the project manager. At the conclusion of this course, each student will have gained the necessary knowledge to undertake the process of establishing a contract and be able to negotiate the best conditions necessary to execute a project.

Abbreviated Description

This two part course introduces the student to the procurement management process and the strategy required to negotiate successfully. By completing this course, the student will gain the needed knowledge to procure, negotiate, and administer the complexities of contractual administration of a project.
Learning Objectives

By completing this course, students must show proficiency with:

1. An understanding of the contracting phase of a project.
2. A gathered knowledge of how to negotiate successfully within a project.

Learning Outcomes

Upon completion of this course, students will be able to:

1. Develop a high quality procurement process that includes the following PMBOK recognized steps:
   a. Plan procurement management
   b. Conduct procurements through control procurements
   c. Close procurements.
2. Define the variables needed to successfully design the project’s procurement process that align with the needed project deliverables.
3. Explain the process related to the contract formation.
4. Identify the need for and develop a contract renegotiation plan.
5. Identify and select the appropriate strategy to conduct a successful negotiation between parties.

Required Textbooks and Additional Materials

ISBN: 978-0-07-809659-4
*Project Management: The Managerial Process*
Gray, C., & Larson, E.
Edition: 6th
McGraw Hill

Optional Textbooks (Highly Recommended)

*A Guide to the Project Management Body of Knowledge (PMBOK® Guide)*
Project Management Institute
Edition: 5th
Project Management Institute

POLICIES

Honor Code:
All students are expected to adhere to the College of Charleston Honor Code. The Honor Code of the College of Charleston specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and, by their acceptance of admission to the College, to abide by the Code and to report violations. Students
can find the complete Honor Code and all related processes in the College of Charleston Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php.

Disability Accommodations:
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 responsibility for notifying me as soon as possible and for contacting me one week before accommodation is needed.

GENERAL POLICIES

Attendance: Attendance is required and points may be deducted for non-attendance.

Assignment submissions: Assignments are due on the date and time specified. Missed weekly assignments cannot be made up.

Course schedule: The course schedule is approximate and changes may be made during the semester.

Extra credit: There will be NO extra credit assignments.

Civility: I expect you to conduct yourself in a professional and courteous manner, treating everyone with dignity and respect.

Course withdrawal: You may withdraw prior to the date specified by the College. After that date, withdrawal will be approved only under extenuating circumstances.

Incomplete grade: An incomplete grade will rarely be given and then only in extreme circumstances. For example, busy schedules, workload, and failure to take an exam are NOT considered valid reasons.

COURSE EVALUATION:

<table>
<thead>
<tr>
<th>Element</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Quiz #1</td>
<td>100</td>
</tr>
<tr>
<td>2. Quiz #2</td>
<td>100</td>
</tr>
<tr>
<td>3. Final test</td>
<td>200</td>
</tr>
<tr>
<td>4. Class exercise</td>
<td>100</td>
</tr>
<tr>
<td>5. Class engagement</td>
<td>100</td>
</tr>
<tr>
<td>Total Points</td>
<td>600</td>
</tr>
</tbody>
</table>
Grade Assignment:

<table>
<thead>
<tr>
<th>Grade</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93%</td>
</tr>
<tr>
<td>A-</td>
<td>90%</td>
</tr>
<tr>
<td>B+</td>
<td>87%</td>
</tr>
<tr>
<td>B</td>
<td>83%</td>
</tr>
<tr>
<td>B-</td>
<td>80%</td>
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<tr>
<td>C+</td>
<td>77%</td>
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<tr>
<td>C</td>
<td>73%</td>
</tr>
<tr>
<td>C-</td>
<td>70%</td>
</tr>
<tr>
<td>D+</td>
<td>67%</td>
</tr>
<tr>
<td>D</td>
<td>63%</td>
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<tr>
<td>D-</td>
<td>60%</td>
</tr>
<tr>
<td>F</td>
<td>0%</td>
</tr>
</tbody>
</table>

1. Exams: As required, exams will evaluate the student’s understanding of basic principles and concepts.

2. Weekly Assignments: Students will participate in various interactive assignments, problems, exercises, role-plays, and applications.

3. Discussions: Discussions will occur in-class or online, addressing assigned topics.

4. Applications/Cases: As required, students will complete case studies or real-world applications brought by guest speakers.

5. Projects: Students will apply concepts, demonstrating competency using various tools in project management in the culmination of a final proposal.

Course Learning Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Part I: Contracts and procurement management</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Plan procurement management</td>
</tr>
<tr>
<td></td>
<td>- Overview</td>
</tr>
<tr>
<td></td>
<td>- Case study examinations</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Conducting procurements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Developing a proposal</td>
</tr>
<tr>
<td></td>
<td>- Writing a contract</td>
</tr>
<tr>
<td></td>
<td>- Case study examination</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Administering procurements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Controlling your procurement</td>
</tr>
<tr>
<td></td>
<td>- Case study</td>
</tr>
<tr>
<td></td>
<td>- Closing procurements</td>
</tr>
<tr>
<td></td>
<td>- How to successfully close a procurement</td>
</tr>
<tr>
<td></td>
<td>- Case study examination</td>
</tr>
<tr>
<td></td>
<td>- Part I review</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Quiz: Part I</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Part II: Negotiating for success</td>
</tr>
<tr>
<td>----------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td></td>
<td>- Negotiating</td>
</tr>
<tr>
<td></td>
<td>- How to negotiate</td>
</tr>
<tr>
<td></td>
<td>- A successful framework to negotiate</td>
</tr>
<tr>
<td></td>
<td>- Key terms of negotiating</td>
</tr>
<tr>
<td></td>
<td>- Case study examination</td>
</tr>
<tr>
<td>Week 5</td>
<td>- Negotiation planning</td>
</tr>
<tr>
<td></td>
<td>- The planning process</td>
</tr>
<tr>
<td></td>
<td>- Negotiation styles</td>
</tr>
<tr>
<td></td>
<td>- Techniques</td>
</tr>
<tr>
<td></td>
<td>- Case study examination</td>
</tr>
<tr>
<td>Week 6</td>
<td>- The negotiation process</td>
</tr>
<tr>
<td></td>
<td>- Negotiation as a process</td>
</tr>
<tr>
<td></td>
<td>- Obstacles to a successful negotiation</td>
</tr>
<tr>
<td></td>
<td>- Strategies and tactics</td>
</tr>
<tr>
<td></td>
<td>- 10 rules for negotiating</td>
</tr>
<tr>
<td></td>
<td>- Part II review</td>
</tr>
<tr>
<td>Week 7</td>
<td>- Class exercise: Developing and executing a contract</td>
</tr>
<tr>
<td></td>
<td>- Final test</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: gibbison@gofc.edu

Department or Program: Professional Studies       School: Professional Studies

Subject Acronym and Course Number: PMGT 341

Catalog Year in which changes will take effect: FALL 2016

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.

This course will introduce students to the principles of procurement and contract management. It will assist students in recognizing how to advance their companies priorities and achieve value for money. Probit and accountability in dealings will be explored. The course begins by detailing the elements of the procurement process and its central role in an organization’s strategic plan. It builds on the selection and contracting of goods and services. Students will be introduced to negotiation styles and techniques while also developing an assessment of best alternative to a negotiated agreement. This class will provide students with skills to procure, negotiate and contract goods and services and enable them to gauge their own strengths in deal making.

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.

No equivalent course exists at the College.

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: Professional Studies  School: Professional Studies  Subject Acronym: PMGT  Course Number: 341

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

Course title: Controlling Quality 

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

This course provides the student with the needed tools, techniques, and knowledge required to identify quality concerns, implement a quality management strategy, and implement a strategy for ongoing quality within the selected project.

Restrictions (pre-requisites, co-requisites, majors only, etc.): PMGT 301

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.

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

This is a new course. It will be taught by a roster faculty who will be paid on an overload basis at a cost of $6,000.

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 define Plan Quality Management (QP), Perform Quality Assurance (QA), Control Quality (QC), Perform Quality Improvement (QI), and identify their differences and potential benefits.</td>
<td>Quizzes and tests will be used to determine the grasp students have of various quality concepts. At least 70% proficiency is expected.</td>
</tr>
<tr>
<td>2. Students will be able to identify and follow the processes required of plan quality management, quality assurance, quality control, and quality improvement.</td>
<td>A group project will be used to demonstrate how well students understand plan quality management, quality assurance, quality control, and quality improvement. All students will be assessed and evaluated and at least 70% proficiency is expected.</td>
</tr>
<tr>
<td>3. Students will be able to apply the processes of project quality management to the project management life cycle.</td>
<td>A group project will be used to demonstrate how well students are able to apply plan quality management, quality assurance, quality control, and quality improvement. All students will be assessed and evaluated and at least 70% proficiency is expected.</td>
</tr>
<tr>
<td>4. Students will be able to assess a project’s “quality management health.”</td>
<td>Case studies will be used to assess the ability of students to assess a project’s quality management health. At least 70% proficiency is expected.</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?

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.
PMGT 341: Controlling Quality (Credit Hours: 3)

Professor: Dr. Marvin Gonzalez
Meeting Times: 
Office Hours: 
Office: BCTR 432 (Beatty Center)
E-mail: gonzalezm@cofc.edu
Office Phone: (843) 953-4276**

Prerequisite(s): PMGT 301

Course Description
Acquire a comprehensive overview of quality management. Understand the philosophies and strategies of prominent quality authorities, and explore ways to implement a management-improvement program effectively. In this course the students employ the quality management tools and techniques and provide an assessment review of your professional projects.

Abbreviated Description
This course provides the student with the needed tools, techniques, and knowledge required to identify quality concerns, implement a quality management strategy, and implement a strategy for ongoing quality within the selected project.

Learning Objectives
By completing this course, students must show proficiency with:

- Acquire the skills, practices, and processes in Quality Management required to be successful project managers,
- Apply a range of Quality Management tools to ensure projects are completed on time, on budget, and within scope satisfying high quality standards,
- Develop analytical frameworks, strategic planning skills, and managerial insight to be more effective project leaders and contributors
- Understand the role Quality Management in the development of any project
- How to plan and adjust for quality.
- A thorough understanding of how quality can impact a project.

Learning Outcomes
Upon completion of this course, students will be able to:

1. Define and be able to recognize the differences between quality, quality management, and project quality management.
2. Identify the principles and processes needed to execute project quality management.
3. Identify and contribute the processes of project quality management to the project management life cycle.
4. Define Plan Quality Management (QP), Perform Quality Assurance (QA), Control Quality (QC), Perform Quality Improvement (QI), and identify their differences and potential benefits.
5. Identify and follow the processes required of QP, QA, QC, and QI.
6. Identify and employ QP, QA, QC, and QI tools, techniques, and models during the execution of a project.
7. Assess a project’s “quality management health.”
POLICIES

SNAP Students/Special Accommodations/Athletes (ONLY APPLY in COFC facility)

Students needing special accommodations should present official letters to the professor within the first week of class.

- No additional time will be given for homework/quizzes. We measure in homework/quizzes the ability of the student to respond within a specific time what is being tested, additional to answering the question correctly.

- For all other tests, students will get the extended time, but within the window in which the examination will be opened (you must start the exam close to the time of the rest of the class in the SNAP computer lab). If I open the EXAM or homework window for 24 hours or 3 hours, SNAP students must also complete the exam/homework in that window, no additional time outside this window will be allowed under any circumstances. Please consider the additional time you have for your special accommodation in order to prevent from finishing the homework/exam after the window closes.

- 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 responsibility for notifying me as soon as possible and for contacting me one week before accommodation is needed.

College of Charleston Honor Code

- 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 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 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 at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php

**Miscellaneous Policies:**

**Attendance:** Attendance is required and points may be deducted for non-attendance.

**Assignment submissions:** Assignments are due on the date and time specified. Missed weekly assignments cannot be made up.

**Course schedule:** The course schedule is approximate and changes may be made during the semester.

**Extra credit:** There will be NO extra credit assignments.

**Civility:** I expect you to conduct yourself in a professional and courteous manner, treating everyone with dignity and respect.

**Course withdrawal:** You may withdraw prior to the date specified by the College. After that date, withdrawal will be approved only under extenuating circumstances.

**Incomplete grade:** An incomplete grade will rarely be given and then only in extreme circumstances. For example, busy schedules, workload, and failure to take an exam are NOT considered valid reasons.

**COURSE EVALUATION:**

<table>
<thead>
<tr>
<th>Element</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Midterm</td>
<td>25</td>
</tr>
<tr>
<td>2. Final Project</td>
<td>40</td>
</tr>
<tr>
<td>3. Class exercise</td>
<td>15</td>
</tr>
<tr>
<td>4. Case study</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>100</strong></td>
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<tr>
<th>LETTER GRADE</th>
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<tbody>
<tr>
<td>&gt; 94 A</td>
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<tr>
<td>90-93.99 A-</td>
</tr>
<tr>
<td>86-89.99 B+</td>
</tr>
<tr>
<td>83-85.99 B</td>
</tr>
<tr>
<td>80-82.99 B-</td>
</tr>
<tr>
<td>76-79.99 C+</td>
</tr>
</tbody>
</table>

1. **Exams:** As required, exams will evaluate the student’s understanding of basic principles and concepts.

2. **Weekly Assignments:** Students will participate in various interactive assignments, problems, exercises, role-plays, and applications.

3. **Discussions:** Discussions will occur in-class or online, addressing assigned topics.
4. **Applications/Cases:** As required, students will complete case studies or real-world applications brought by guest speakers.

5. **Projects:** Students will apply concepts, demonstrating competency using various tools in project management in the culmination of a final proposal.

### Teaching Method

*Lecture (videos), assigned reading, hands-on exercises, and problems. We will use e-learning as a support tool in the course, therefore, students should have the responsibility to learn how to use Excel (use the videos in Microsoft website to review Excel)*

### Course Learning Schedule

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Quality Foundations</th>
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<tbody>
<tr>
<td></td>
<td>- Understanding Quality in the Project Management Domain</td>
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<tr>
<td></td>
<td>- Definition of Quality</td>
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<td></td>
<td>- Cost of quality</td>
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<td>- Benefits of Quality</td>
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<table>
<thead>
<tr>
<th>Week 2</th>
<th>Quality Evolution and its Contemporary Application in planning</th>
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<tbody>
<tr>
<td></td>
<td>- History</td>
</tr>
<tr>
<td></td>
<td>- Wheel of Quality</td>
</tr>
<tr>
<td></td>
<td>- Continuous Improvement</td>
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<td></td>
<td>- Quality and responsibility</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Week 3</th>
<th>Quality Paradigms</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>- Six Sigma</td>
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<td></td>
<td>- ISO 9000</td>
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<tr>
<td></td>
<td>- Baldrige national Quality program</td>
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<tr>
<td></td>
<td>- Managing customer expectations</td>
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</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Quality Management</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>- Project Quality Planning</td>
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<tr>
<td></td>
<td>- Quality Planning</td>
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<td></td>
<td>- Customer Understanding</td>
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<tr>
<th>Week 5</th>
<th>Project Quality Assurance</th>
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<tbody>
<tr>
<td></td>
<td>- Metrics</td>
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<tr>
<td></td>
<td>- Quality Assurance Plan</td>
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<td></td>
<td>- Quality Audits</td>
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<thead>
<tr>
<th>Week 6</th>
<th>Tools for Managing Project Quality</th>
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<tbody>
<tr>
<td></td>
<td>- Control Charts</td>
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<td></td>
<td>- SPC</td>
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<td></td>
<td>- The 7 Administrative tools in Quality</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 7</th>
<th>Quality in Practice</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>- Project Systems Solutions</td>
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<td></td>
<td>- Developing a quality management plan</td>
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<tr>
<td></td>
<td>- Testing / Inspection planning</td>
</tr>
<tr>
<td></td>
<td>- Project implementation</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: gibbisonsa@cofc.edu

Program: Professional Studies   School: Professional Studies

Catalog Year in which changes will take effect: PMGT 401

FALL ___2016___

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.

This final course in the College of Charleston Bachelor of Professional Studies concentration in project management is the culmination of the six course curriculum. During the five courses leading up to this capstone, the student has learned the essential elements of becoming a project manager or has gained essential skills to fine tune current project management skills. This capstone course immerses the student in a real-world simulation in which each decision made contributes to particular results. The results of each decision will require the student to adapt, strategize, and utilize the project management skills learned in prior courses to ensure a successful outcome of the simulation. Upon completion of this capstone simulation, the student will have completed the initial program of study that is essential for students who wish to pursue a Project Management Professional (PMP) certification.

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.

This form was last updated on 12/13/13 and replaces all others.
Similar courses do not exist in another department. This course is proposed as part of a new concentration. The new concentration is expected to enhance the program by adding more options for students.

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: Professional Studies 
School: Professional Studies 
Subject Acronym: PMGT Course Number: 401

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

Course title: Project Management Capstone Simulation

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

During this course, students practice in a real-world simulation that requires the student to adapt, strategize, and utilize the project management skills learned in prior courses to ensure a successful project. At its conclusion, this course will culminate in a finished project and synthesizes all skills required of a Project Manager.

Restrictions (pre-requisites, co-requisites, majors only, etc.): PMGT 301, PMGT 311, PMGT 321, PMGT 331, PMGT 341

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.

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

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.

This course will be taught by an adjunct faculty. The estimated instructional cost is $3,000 per semester.

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. Identify the project management process.</td>
<td>During the simulation, overall grasp of the project management process will be assessed as students adapt and react to the simulation outcomes. All students will be assessed.</td>
</tr>
<tr>
<td>2. Develop the required project deliverables to include:</td>
<td>Written assignments will be required to assess students grasp of project management deliverables. The assignments will be completed as a project team and will be delivered to the class as a final project. All students will be assessed.</td>
</tr>
<tr>
<td>a. WBS</td>
<td></td>
</tr>
<tr>
<td>b. Project schedule</td>
<td></td>
</tr>
<tr>
<td>c. Critical path</td>
<td></td>
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<tr>
<td>d. Resource plan</td>
<td></td>
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<tr>
<td>e. RAM</td>
<td></td>
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<tr>
<td>f. Budget</td>
<td></td>
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<tr>
<td>g. Communication plan</td>
<td></td>
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<tr>
<td>h. Risk matrix</td>
<td></td>
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<tr>
<td>i. Change log</td>
<td></td>
</tr>
<tr>
<td>j. Forecast model</td>
<td></td>
</tr>
<tr>
<td>3. React to typical issues during the project life cycle to include:</td>
<td>The assignments will be completed as a project team and will be delivered to the class as a final project. All students will be assessed.</td>
</tr>
<tr>
<td>a. Identify and react to project risks</td>
<td></td>
</tr>
<tr>
<td>b. Monitor financial and budgetary indicators</td>
<td></td>
</tr>
<tr>
<td>c. Prepare and present a project status report</td>
<td></td>
</tr>
<tr>
<td>4. Hone project management tools and techniques</td>
<td>This learning outcome will be assessed using a final examination. All students will be assessed.</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 utilizes an online simulation. Each student will be required to register and pay a $60 user fee to receive access to the website. The simulation and resulting exercises will ensure the prior knowledge gained during the program are understood and implemented to be a successful project manager and member of the project team. This course supports BPS learning outcomes 1 (effective written communication), 2 (Effective oral communication), and 7 (integrative and applied learning). These outcomes will be reinforced in this course.

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.
PMGT 401: Project Management Capstone Simulation

Credit Hours: 3

Prerequisite(s): PMGT 301, PMGT 311, PMGT 321, PMGT 331, PMGT 341

Course Description

This final course in the College of Charleston School of Professional Studies’ undergraduate certification in project management is the culmination of the curriculum. During the five courses leading up to this capstone, the student has learned the essential elements of becoming a project manager or has gained essential skills to fine-tune current project management skills. This capstone simulation immerses the student in a real-world simulation in which each decision contributes to particular results. The results of each decision will require the student to adapt, strategize, and utilize the project management skills learned in prior courses to ensure a successful outcome of the simulation. This is a required course for students who wish to earn the certificate in project management and provides an initial inquiry into the pursuit of the Project Management Professional (PMP) certification.

Abbreviated Description

The undergraduate certificate in project management culminates in this final course. During this course, the student practices in a real-world simulation in which each decision made will require the student to adapt, strategize, and utilize the project management skills learned in prior courses to ensure a successful project.

Course Completion Requirements

The minimum requirements for the successful completion of this course include:

1. This course does not have a testing component. Instead, successful course completion is based upon the student’s full participation and completion of the simulated project given the specified schedule, budget, quality, customer requirements, and expected financial and schedule metrics.
2. Students work together in project teams and make decisions as a team. Each decision made by the team will affect the outcome of their “project”. During the course, the
course instructor will serve as the customer interface and program manager. This role will be the sole communicator during the entire simulation.

3. In addition to the communication aspect of the instructor, the instructor monitors each team as they work on the simulation, giving real time feedback and ensuring the teams are attaining the course objectives.

4. Students must have full attendance to meet the completion requirements for this course and the project management certification.

Learning Objectives

By completing this course, students must show proficiency with:

1. A solid understanding of how to plan and execute a project.

Learning Outcomes

Upon completion of this course, students will be able to:

1. Identify the project management process.
2. Map the simulated project to the project management knowledge areas.
3. Gather and validate requirements of the project.
4. Prioritize project goals.
5. Develop the required project deliverables to include:
   a. WBS
   b. Project schedule
   c. Critical path
   d. Resource plan
   c. RAM
   f. Budget
   g. Communication plan
   h. Risk matrix
   i. Change log
   j. Forecast model
6. React to typical issues during the project life cycle.
7. Identify risks and react to risks that become reality.
8. Consistently monitor financial and budgetary indicators.
9. Prepare and present a project report out.

Required Textbooks and Additional Materials

ISBN: 978-0-07-809659-4
Project Management: The Managerial Process
Gray, C., & Larson, E.
Edition: 6th
McGraw Hill
Optional Textbooks (Highly Recommended)

A Guide to the Project Management Body of Knowledge (PMBOK® Guide)
Project Management Institute
Edition: 5th
Project Management Institute

POLICIES

Honor Code:
All students are expected to adhere to the College of Charleston Honor Code. The Honor Code of the College of Charleston specifically forbids lying, cheating, attempted cheating, stealing, attempted stealing and plagiarism. Students at the College are bound by honor and, by their acceptance of admission to the College, to abide by the Code and to report violations. Students can find the complete Honor Code and all related processes in the College of Charleston Student Handbook at http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php.

Disability Accommodations:
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 responsibility for notifying me as soon as possible and for contacting me one week before accommodation is needed.

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Course schedule: The course schedule is approximate and changes may be made during the semester.

Extra credit: There will be NO extra credit assignments.

Civility: I expect you to conduct yourself in a professional and courteous manner, treating everyone with dignity and respect.

Course withdrawal: You may withdraw prior to the date specified by the College. After that date, withdrawal will be approved only under extenuating circumstances.

Incomplete grade: An incomplete grade will rarely be given and then only in extreme circumstances. For example, busy schedules, workload, and failure to take an exam are NOT considered valid reasons.
## Course Learning Schedule

| Week 1 | - Developing the project plan  
|        | - Forming the team  
|        | - Review of initial performance metrics  
| Weeks 2 through 6 | - Team reactions to project simulation  
| Week 7 | - Team presentations of results  
|        | - Certificate presentations  
|        | - End of course evaluations  

Jessica,

Can you please add this email to the “BPS Healthcare” proposal in the FCC Approved folder? This was something that Godfrey sent after submitting the proposal but before FCC approval. I think it would be good to include before consideration by the Faculty Senate.

Sorry for not catching this sooner.

Gibbs

From: Gibbison, Godfrey A  
Sent: Thursday, February 25, 2016 11:18 AM  
To: Knotts, Gibbs  
Subject: FW: Healthcare and Medical Services Management Minor

Gibbs,

Please see below from the chair of the department of Management and Marketing, Rhonda Mack. GG

Godfrey A.Gibbison, Ph.D.  
Dean, School of Professional Studies  
College of Charleston  
3800 Paramount Drive, North Charleston, SC 29405

Cell: 843-259-6882  
Fax: 843-953-7454  
Office: 843-953-3596

http://sps.cofc.edu  
http://www.youtube.com/watch?v=3aw_ok3Mj6o

Godfrey

The Department of Management and Marketing does not object to your moving forward with your minor in Healthcare and Medical Services Management. We do, however, want to retain the option to possibly create courses/programming of our own in this area in the future as there are several faculty members in our department who work in this field and have previously taught courses in healthcare management/marketing. We have a collaboration with MUSC's Health Care
Administration Department for our students who seek entry into that program and several of us serve on various academic
program boards at MUSC as well. Thus our desire to make sure that no doors are closed to us.
Rhonda

Rhonda Mack, Ph.D.
Professor of Marketing
Chair, Department of Management and Marketing
School of Business
College of Charleston
(843) 953-6565  mackr@cofc.edu
Jessica,

Can you please add this second email to the “BPS Healthcare” proposal in the FCC Approved folder? This was something that Godfrey sent after submitting the proposal but before FCC approval. I think it would be good to include before consideration by the Faculty Senate.

Sorry for not catching this sooner.

Gibbs

Hello Gibbs,

Thanks for the feedback on the HMSM minor proposal. I will address the other concerns in a separate email, but I wanted to let you know that I did consult with the HEHP department and the department of Management and Marketing (with copy to both deans). Please see the message below from Karen Hakim-Butt, department chair for HEHP.

Thanks. GG

Godfrey A.Gibbison, Ph.D.
Dean, School of Professional Studies
College of Charleston
3800 Paramount Drive, North Charleston, SC 29405

Cell: 843-259-6882
Fax: 843-953-7454
Office: 843-953-3596

http://sps.cofc.edu
http://www.youtube.com/watch?v=aaw_ok3Mj6o

Good morning Godfrey,
As interim chair of the HEHP department, I invited you to speak with the faculty about creating the Healthcare Management concentration. The faculty were supportive of the proposal. At that time, several faculty suggested that they would be supportive of creating a minor for traditional under grads in healthcare management. I continue to be supportive of this idea. You are more than welcome to continue this conversation with the HEHP faculty at anytime, just give me a heads up and I'll give you a time certain at any departmental meeting. Please let me know if you need anything further.

KHB

Karen Hakim-Butt, Ed.D.
Associate Dean, School of Education, Health and Human Performance

From: "Gibbison, Godfrey A" <gibbisonga@cofc.edu>
Date: Monday, February 15, 2016 5:52 PM
To: "Hakim-Butt, Karen L" <hakimbutttl@cofc.edu>
Cc: "Welch, Frances C" <WelchF@cofc.edu>
Subject: Healthcare Minor

Dear Karen,

How are things? Hope all is well. You may recall last year I presented to your department while I was in the process of creating the Healthcare Management concentration in the Professional Studies program. During that presentation a number of faculty indicated they liked the proposal, and also thought it would be a good idea to create a minor that would give access to traditional under grads to the healthcare management curriculum. I proposed such a minor to the Provost for consideration by the Faculty Curriculum Committee this semester and the Provost would like a memo or email from you indicating that you continue to have no objections to such a proposal from the School of Professional Studies.

Looking forward to hearing from you and thanks again for your support.

Cheers! GG

Godfrey A.Gibbison, Ph.D.
Dean, School of Professional Studies
College of Charleston
3800 Paramount Drive, North Charleston, SC 29405

Cell: 843-259-6882
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