

**College of Charleston**

**HMSM 302 “Structure of the U. S. Healthcare Delivery System” – Section 2**

**3 Credit Hours**

DATE OF OFFERING: Fall Term August 21, 2019 – December 13, 2019

INSTRUCTIONAL FORMAT: Traditional, face-to-face, in class – main campus

CLASSROOM LOCATION: Johnson Physical Education Center J206, George Street

TIME: Classes meet on the Main Campus weekly on Wednesdays late afternoon/early evening 4:30 – 7:30 p.m. Discussions cover weekly assigned readings in the course-required textbook and in supplemental articles posted in OAKS (see Content tab).

PROFESSOR: Nancy J. Muller, PhD, MBA, Visiting Associate Professor of Healthcare Management and Associate Dean, School of Professional Studies

OFFICE HOURS: By appointment in person or remotely via SKYPE or ZOOM. SKYPE address is: Muller62columbus

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GRADING: In accordance with the College of Charleston grading scale approved by The Faculty Senate, as shown below:

<b>Letter Grade</b>	<b>Quality Points</b>
A Superior	376 - 400
A-	360 - 375
B+ Very Good	348 - 359
B Good	336 - 347
B-	320 - 335
C+ Fair	308 - 319
C Acceptable	296 - 307
C-	280 – 295
D+	268 - 279

D Barely Passing	256 - 267
D-	240 – 255
F Failure	239 and below

**COURSE DESCRIPTION:**

This undergraduate course serves as an introduction to the primary elements of the American healthcare delivery system, covering: 1) cultural beliefs and values impacting its shape, 2) the historical evolution of health services in the U.S., 3) resources provided by providers and other professionals, medical technology, and public-private financing including government and for-profit payers, 4) outpatient services and primary care, acute care facilities, and long-term care delivery outlets including both managed care and integrated organizations and health services for special populations, and 5) patient deliverables as measured by costs, access, and quality. Brief coverage is provided of the role of for-profit health industry suppliers and not-for-profit patient advocacy organizations. Hot topics in patient-centered care, systems thinking, and evidence-based protocols will be addressed, as will the legal and regulatory framework in which the system functions. The role of health policy and future outlook are also addressed in the context of public health trends, including the impacts and challenges emanating from enactment by Congress of the Affordable Care Act of 2010.

**COURSE OBJECTIVES FOR STUDENT LEARNING OUTCOMES:**

1. Upon successful completion of this course, students should be able to:
  1. Articulate the primary objectives of a healthcare delivery system and the structural complexities of the U. S. public-private system.
  2. Knowledgeably utilize terminology of the healthcare sector to describe and discuss functional elements of the system.
  3. Describe different types of healthcare services available from providers and how they are enabled – and challenged – by medical technology, laws and regulations, and healthcare financing.
  4. Understand how patients are served across a continuum of care, from primary care and ambulatory services, across acute care and rehabilitation care, to long-term care and even hospice.
  5. Describe the unique needs of special patient populations and why some might be marginalized by the system.

6. Understand the expanding role of public health, especially in reaching underserved populations, promoting wellness and disease prevention, and monitoring population health needs and epidemiological trends.
7. Comprehend trends and forces influencing changes occurring in healthcare and the necessity of collaborative systems thinking in problem-solving, grasping an understanding of how delivery and access may be altered for the future in the face of cost containment challenges.
8. Understand how managed care aims to bridge financing with delivery of services and the challenges associated with its implementation.
9. Discuss the interrelationships among cost, access, and quality when shaping healthcare policy.
10. Identify ethical issues emerging in making choices about providing healthcare including prevention services.
11. Articulate the goals of the Affordable Care Act, informed of how it is already exerting change on the nation's healthcare delivery system, and the political vulnerabilities it faces.
12. Exposed to selected healthcare systems around the world, compare and contrast similarities and differences to the U.S. healthcare system, identifying concepts that could improve our cost, access, and quality of healthcare delivery.

### **STUDENT RESPONSIBILITIES AND DELIVERABLES:**

- Complete weekly assigned readings in preparation for each class discussion. Topics to be discussed in class are found in this Course Syllabus. PDFs of journal articles and news stories assigned as supplementary reading are uploaded under CONTENT in OAKS. In-class discussions are graded, except for the first class on Wednesday, August 21<sup>st</sup> and the last class on Wednesday, November 20<sup>th</sup>.

All students are expected to attend all classes. If class is missed for an unexcused reason, a grade of zero will be assigned unless a paper is submitted by email to the Professor by the following Monday by midnight addressing all of the discussion questions. Each question must be addressed by at least 100 words.

- Power Point slides outlining highlights of each chapter and supplemental readings will be uploaded under CONTENT in OAKS as a separate file and should be

reviewed by students following each class.

- Create an original infographic on a selected topic from the list found in this Course Syllabus and submit it to DROP BOX by the short essay's due date (**6:00 p.m., Saturday, September 14th**). Students may do this simply in Microsoft Publisher or Power Point. If students are adept in Adobe® InDesign® software, they should use that. More contemporary and easy-to-navigate cloud-based options such as <https://piktochart.com/> or <https://infogr.am/> or <http://popplet.com/> are also suggestions, although you will likely not be able to download what you create without paying; a URL link to your creation sent to the Professor suffices. **Late submissions will not be accepted.**
- Complete the paper assignment and submit it to DROP BOX by the due date's deadline at **6:00 p.m. Saturday, October 12th. Late submissions will not be accepted.** The topic is to be selected from the list provided in this Course Syllabus. As you undertake research for this paper, as well as for the infographic, consider using one of the online databases particularly helpful in the healthcare sector: <http://libguides.library.cofc.edu/c.php?g=230878&p=2664141>
- Complete the final, timed, online exam. A 48-hour window of availability in OAKS will be announced in advance of the Final Exam Period as established in the Academic Calendar, spanning Wednesday, December 4<sup>th</sup> through December 11<sup>th</sup> and posted in OAKS. Two hours will be available to complete the exam upon login. Only one attempt is permitted. **There are no extensions allowed.**
- There may be periodic, in-class quizzes to assess comprehension of assigned readings. These will contribute towards a student's final course grade.
- **There is no opportunity for "extra credit" tasks in this course. Final course grades will be posted by noon on Friday, December 13th.**

**GRADING ASSESSMENT:** Each student's individual grade will be determined as follows:

- Maximum 60 points – 15% of grade – due 6:00 p.m. Saturday, September 14th Original Infographic
- Maximum 120 points – 30% of grade - Participation in all class discussions of readings. Each of 12 graded sessions, beginning August 28<sup>th</sup> through November 13<sup>th</sup>, count 10 points each. Questions to be discussed each week are posted under the CONTENT tab in OAKS. Students should be prepared and demonstrate evidence of advanced preparation and thought prior to coming to class to obtain credit for participation.
- Maximum 100 points – 25% of grade – Paper due by 6:00 p.m. Saturday, October 12th.
- Maximum 20 points – 5% of grade – In-class quizzes throughout the course.

- Maximum 100 points – 25% of grade – Final timed, online multiple choice + one essays exam.

= 400 maximum total points

- No “extra credit” tasks will be rewarded in this course. Failure to meet a deadline for an assignment, failure to participate in a class discussion, or failure to take the final exam will result in a grade of zero, or no credit, on each.

## **GRADING RUBRICS:**

I. Creative Infographic, for a maximum total 60 points, will be assessed on:

- Planning: Evidence of advanced preparation and thought, providing convincing, supportive evidence to support key message if an infographic or conclusion if a written essay (10 points)
- Organization and Content Quality: Clarity in defining the issue or subject chosen as a topic to present including the position being taken on the topic. Demonstration of ability to present a complex argument or case for concern with clarity, using supportive, substantive evidence based on fact, principles backed by proven theory, and/or published research on the topic beyond the course text alone, such that readers are likely to gain new insights about the topic (20 points)
- Creativity, Originality, and Resourcefulness: Evidence of multiple, primary sources; appealing layout design and integration of appropriate graphics if an infographic (20 points)
- Professional Execution: Use of correct grammar, spelling, and punctuation, with evidence of proofreading. Sources of data or facts must be documented by author, source document or URL address, and date of publication or online access, attaching a separate WORD document or page with cited References with submission. (10 points)

**Late submissions will not be accepted.**

II. The 5 – 7 page paper (3,000 – 4,000 words) (title page and page of references are not included in the paper’s page count.) will be assessed by the Professor, with a maximum total 100 points, on the following elements:

- A structure focused on important and relevant points in presenting the topic, with sequential flow and logic of ideas and argument (20 points)
- Professional appearance and use of correct grammar, spelling, and punctuation, with evidence of proofreading. References (APA style) should be typed on one or more pages at the end of the paper and not included in page count for required length of paper (10 points)

- Evidence of thoughtful, mature analysis, including use of supportive, substantive evidence based on inclusion of research supplemental to assigned readings on the topic, with documentation of sources (50 points)
- Creativity in individual thought and introduction of points being made, written to maintain reader interest while meeting the requirements of the paper's 5 – 7 page length (20 points)
- In sum, a paper achieving a final grade of 100 points should command attention because of its insightful development and mature style. It should present a cogent analysis of, or response to, the assigned topic, elaborating with well-chosen and relevant examples and persuasive reasoning. The paper should demonstrate the writer's command of the English language, with use of sophisticated, effective sentences and observing the conventions of written English (reference: University of California, <http://www.sdcoe.k12.ca.us/score/actbank/subja.htm>).
- Note: Formatting requirements for written assignments:
  - Use of double-space for text, 1-inch margins, 10 or 12-point typeface (Times New Roman or Arial, no special fonts)
  - Use of page numbers in lower right corner, except on first page
  - All references to be attached at the end of the paper for citations, quotations, or use of other's ideas, using APA (American Psychological Association) standard for formatting.
  - On the first page in the upper right corner, type a header consisting of: title of the paper, title of the course and course number, student name (first and last), contact email and cell number, and date of submission. Do not repeat the header information on subsequent pages.
  - Submit the paper using Microsoft WORD. Save an electronic copy of the submitted paper.
  - If there are difficulties with Drop Box in OAKS, email the professor the paper as an attachment if the IT Help Desk cannot promptly remedy the problem.

**Late submissions will not be accepted.**

III. Quality of participation in lively class discussions of readings will be assessed, with a maximum of 120 total points, or 10 maximum points each, generated for demonstrating evidence that assigned content has been read and advanced preparation has been undertaken.

- Points will be judged on the basis of: 1) evidence of reflection and forethought prior to posting, 2) relevance of the comment to the discussion, 3) maturity and professionalism, with politeness and non-inflammatory in tone, and 4) care in grammar and word choice.
- Mindfulness that succinct brevity is appreciated by all since there are many needing and deserving "air time."

- Students who miss a class discussion receive zero points unless it is an excused absence in accordance with school policy. Otherwise, the student may submit by email to the Professor a written set of responses to all posted discussion questions by the Monday midnight immediately following the missed class.

IV. In-Class Quiz, each worth 5 points for correct answers to multiple choice questions, for a total of 20 points towards final course grade.

V. Final Exam, worth a total of 100 points, will be assessed by: 1) correct answers to the multiple-choice portion of the exam worth a maximum total of 75 points, plus 2) 25 points maximum for one short (> 400 but < 600 words) essay written in response to a question drawn from the required course text, supplemental readings, and class discussions. The essay will be assessed for:

- A structure focused on important and relevant points, with sequential flow and logic of ideas and argument; Evidence of thoughtful, mature analysis and breadth in the integration of course content in response (15 points)
- Creativity in individual thought (5 points)
- Care for grammar and spelling (5 points)
- The list of possible essay questions is provided in this course syllabus to facilitate advanced thought and organization.

Correct answers to the multiple-choice questions will be posted on OAKS within 24 hours following the exam's conclusion. The exam is open book, open notes allowed.

**Final course grades will be posted by noon on Friday, December 13th.**

### **HONOR CODE:**

All students are expected to abide by the College of Charleston's Honor Code. Violations will be addressed and serious sanctions in accordance with policy of College may be imposed. 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>

In particular:

- Exams, the infographic/essays, and papers must be done entirely on your own. You may confer with classmates on the requirements of assignments as well as preparing for class discussion, but exam answers, the creation of the infographic, and the writing of essays and papers must be a student's own product.

-Third party sources, statements of fact, theories or novel concepts, or research findings must be identified by use of proper notation and citation. Plagiarism is an Honor Code

violation.

### **REQUIRED COURSE TEXT:**

Shi, Leiyu and Singh, Douglas A. (2019). *Delivering Health Care in America: A Systems Approach*. Seventh edition. Sudbury, MA: Jones and Bartlett Publishers, Inc. ISBN: 9781284124491. Do not purchase earlier, used editions because they lack updates, especially regarding the Affordable Care Act and its impact on structure and policy.

Hardcopies of the required text are in inventory in the College of Charleston's bookstore managed by Barnes & Noble in downtown Charleston. The book is not yet available for rent. Alternatively, a subscription to an e-book of the textbook may be purchased, with either a limited access or indefinite access through the bookstore. Should students have financial constraints, an e-book with restricted access is available at no charge through Addlestone Library, accessible on the cofc web portal for MyCharleston. The ProQuest link is: <http://libcat.cofc.edu/record=b3160882~S12>

Additionally, selected published articles will be provided in advance as supplemental, required reading, in OAKS either as a PDF to be downloaded or a URL hyperlink to an online journal publication's article. Topics to be addressed include:

- Growing attention to healthy aging, in light of the aging demographics of the U.S. and the challenges of caring for an aging population
- End-of-life care, in light of the disproportionately high cost of care typically incurred in the last 1-2 years of life
- New emerging roles among providers, such as “patient navigators” and “patient ombudsmen”
- New applications for technology in lowering costs, improving access, heightening quality, and refining understanding of needs
- Addressing health disparities in an era of focusing on Population Health
- The role of patient advocacy organizations and patient navigators
- The contributions – and challenges - of the pharmaceutical and medical device industries
- Applications of artificial intelligence and other emerging technology, cybersecurity protections, and consumer privacy concerns
- Cost containment strategies, such as alternative payment mechanisms by public payers, e.g., “bundling”
- Involvement of lobbyists in shaping healthcare in America
- Vulnerabilities of the Affordable Care Act under the Obama Administration to subsequent challenges by the executive, legislative, and judicial branches



- Changes in healthcare under the Trump Administration
- Healthcare delivery systems in other countries across continents

### **COURSE CALENDAR:**

Students are responsible to note and adhere to such key dates as Last Drop/Add Date and Withdrawal Deadline that are universal to the College of Charleston for the term in which the course is offered. **Note: Drop/Add deadline for Fall 2019 Full Term Courses is Tuesday, August 27<sup>th</sup>. The last day for withdrawing from a course with a “W” is Friday, October 25<sup>th</sup>.**

*If the College of Charleston closes and members of the community are evacuated due to inclement weather, students are responsible for taking course materials with them in order to continue with course assignments consistent with instructions provided by faculty. In cases of extended periods of institution-wide closure where students have relocated, the Professor will articulate a plan communicated via OAKS that allows for supplemental academic engagement despite these circumstances.*

### **SCHEDULE OF ASSIGNMENTS:**

**Week of August 19<sup>th</sup>:** Review of syllabus, course requirements and expectations. Read Chapter #2 “Beliefs, Values, and Health” and supplemental articles posted in OAKS. Questions for discussion are those posted for the week in OAKS. Discussion is not graded for this first class. **View Power Point slides uploaded immediately in OAKS following class on Wednesday, August 21<sup>st</sup>.**

**Week of August 26<sup>th</sup>:** Read Chapter #3 “The Evolution of Health Services in the United States” and supplemental journal articles posted in OAKS. Questions for discussion are those posted for the week in OAKS immediately following class on **Wednesday, August 28<sup>th</sup>.**

Select one cultural topic impacting the shape of today’s healthcare system in the U. S. for an **Infographic, due Saturday, September 14<sup>th</sup>, by 6:00 p.m.** Choose one from among the following topics/issues to address graphically or in writing:

- 1) What individual behaviors currently put the American population at risk of disease or illness (morbidity) or premature death (mortality)? Select one such behavior that impacts demand for healthcare services and thus increases spending on healthcare in the U.S. Share statistics of the impacts. What interventions are possible strategies to counteract such risks? Give examples of public health education messages, financial incentives, and/or environmental changes and inducements that can be helpful in altering unwanted behaviors.

- 2) What is Population Health? Why is it important? What is relevant to strategies supporting Population Health initiatives? Identify at least two health disparities in the U.S. that must be addressed. What tactics, resources, or interventions are needed to close the gap in identified health disparities between genders, between races, etc.?
- 3) Compare the principle of market justice versus social justice. What are the characteristics and implications of relying on one system over other? What are the limitations of each path? The benefits? Choose the principle you align with more closely and make a case for preference of it over the opposing point of view.
- 4) Explain the emerging role of public health in the U.S. in the 20<sup>th</sup> century and why it assumed more of a regulatory face over the second half of the century. What new pathway forward in the 21<sup>st</sup> century is being paved for public health? What additional roles has it assumed? How do *global* health considerations impact our nation's public health priorities and allocated resources?

**Week of September 2nd:** Read Chapter #4 “Health Services Professionals” and supplemental articles in OAKS. Come to class on **Wednesday, September 4<sup>th</sup>** prepared to discuss questions posted under the Content tab in OAKS. View the Power Point slides on Chapters #4 in OAKS following class.

**Week of September 9th:** Read Chapter #11 “Health Services for Special Populations” and supplemental articles in OAKS. Attend **class online on Wednesday, September 11<sup>th</sup>**, prepared to discuss questions posted under the Content tab in OAKS. View the Power Point slides on Chapters #11 following class.

**Saturday, September 14<sup>th</sup>:** **Submit via DROP BOX your Infographic, due by 6:00 p.m.**

**Week of September 16th:** Read Chapter #5 “Medical Technology” plus supplemental reading on the impact of political lobbyists and new technology in healthcare. Attend **class on Wednesday, September 18<sup>th</sup>** prepared to discuss questions posted under the Content tab in OAKS. Note: At the start of class, there will be a short poll among you on cybersecurity knowledge – just for fun. Download the app for Poll Everywhere and register your phone or other smart device you plan to bring to class to participate using the following link: [pollev.com/NANCYMULLER271](http://pollev.com/NANCYMULLER271). View the Power Point slides on Chapter #5 following class.

**Week of September 23rd:** Read Chapter #7 “Outpatient and Primary Care Services” and supplemental articles posted in OAKS. Come to **class on Wednesday, September 25<sup>th</sup>**, prepared to discuss questions posted in OAKS under the Content tab. View the Power Point slides for Chapter #7 following class.

**Select topic for paper due by 6:00 p.m. Saturday, October 12<sup>th</sup>** from one of three

topic choices from Chapters # 4, 5, 7, 8, and 10, outlined below:

1) What has given rise to the need for bioethics in the development and testing of new medical devices and drugs, as well as research in the development of new clinical practice protocols? What segments of the population are more vulnerable than others to ethical violations in healthcare research? What protections are in place to serve as safeguards? What changes in government policy or corporate actions or both are warranted to better protect the rights of all individuals as technology advances?

2) How age-friendly is the City of Charleston (or your home city)? Research the definition of age-friendliness. What WHO criteria have been established for how to best judge a city's age-friendliness? What evidence do you find of positive examples of age-friendliness or the lack thereof? Explore the city on foot and cite at least six examples, describing how well or poorly they meet the criteria you have outlined in defending your judgment. Address one or more ways that at least three of your six examples identified in Charleston (or your home city) might be improved. In your research, identify three other U.S. cities that are highly commended for their age-friendliness or have demonstrated commitment to the goal.

3) What challenges are faced in healthcare due to the geographic maldistribution of health service providers? By the imbalance between primary and specialty care providers in the United States? What problems result from geographic maldistribution and imbalance of providers? Describe at least three efforts already underway to address each of these two problems. Offer at least two other ideas or opportunities to narrow these gaps and mitigate the problems.

**Week of September 30th:** Read Chapter #8 “Inpatient Facilities and Services” and supplemental articles posted in OAKS. Come to **class on Wednesday, October 2nd**, prepared to discuss questions posted in OAKS under the Content tab. Review the Power Point slides for Chapter #8 following class.

**Week of October 7th:** Read Chapters #10 “Long-Term Care” and supplemental articles posted in OAKS. Join the **class on Wednesday, October 9th**, prepared to discuss questions posted in OAKS under the Content tab. Review the Power Point slides for Chapter #10 following class.

**Paper Due in Drop Box by 6:00 p.m. Saturday, October 12th**

**FALL BREAK: October 14<sup>th</sup> and 15<sup>th</sup>**

**Week of October 14th:** Read Chapter #6 “Health Services Financing” and supplemental articles posted in OAKS. Come to **class on Wednesday, October 16<sup>th</sup>** prepared to discuss questions posted in OAKS under the Content tab. Review the Power Point slides for Chapter #6 following class.

**Week of October 21st:** Read Chapter #9 “Managed Care and Integrated Organizations”

and supplemental articles posted in OAKS. Come to **class on Wednesday, October 23<sup>rd</sup>** prepared to discuss questions posted in OAKS under the Content tab. Review the Power Point slides for Chapter #9 following class.

**Week of October 28<sup>th</sup>**: Read Chapter #12 “Cost, Access, and Quality” plus supplemental articles posted in OAKS. Come to **class on Wednesday, October 30<sup>th</sup>**, prepared to discuss questions posted in OAKS under the Content tab. Review the Power Point slides for Chapter #12 following class.

**Week of November 4<sup>th</sup>**: Read Chapter #13 “Health Policy” and articles posted in OAKS. Reflect on questions posted in OAKS and come prepared to discuss questions posted in OAKS in **class on Wednesday, November 6<sup>th</sup>**. Review the Power Point slides for Chapter #13 following class.

**Week of November 11<sup>th</sup>**: Read pp. 22-36 in Chapter #1 and all of Chapter #14 “The Future of Health Services Delivery” and articles posted in OAKS. Reflect on questions posted in OAKS and come to **class on Wednesday, November 13<sup>th</sup>** prepared to discuss them.

**Week of November 18<sup>th</sup>**: Read articles posted in OAKS and consider your own possible career in the healthcare sector. Come to **class on Wednesday, November 20<sup>th</sup>**, prepared to discuss questions posted in OAKS under the Content tab and to **review for the Final Exam**. See essay questions in Course Syllabus This is our last class. Discussion is not graded.

**THANKSGIVING HOLIDAY: NO CLASSES WEDNESDAY, NOVEMBER 27<sup>TH</sup> THROUGH SUNDAY, DECEMBER 1<sup>ST</sup>.**

**READING DAY (NO CLASS) – Tuesday, December 3<sup>rd</sup>**: Special 1:1 appointment by SKYPE or ZOOM or teleconference, upon request by email and by appointment, with the Professor, if needed. SKYPE address is: Muller62columbus

All lectures are recorded and housed for access and review online, as follows:  
<https://cofc.mediasite.com>. You should login as follows and find all of the lectures, by chapter in the textbook:  
UserName: HMSM302-02  
PW: healthcare02

**FINAL EXAM – Will be accessible for a 48-hour window beginning as early as 8:00 a.m. on Wednesday, December 4<sup>th</sup> and accessible until as late as 6:00 p.m. on Wednesday, December 11<sup>th</sup>.** When details of the Final Exam blocks by class time are announced, the 48-hour window will also be announced both in OAKs and by email to all enrolled students.

The final, 2-hour, online exam must represent solely a student’s own work and is not to be undertaken in concert with others. It must be completed once a student is logged into OAKS to the exam and consists of two online parts: 1) 25 Multiple Choice Questions, and 2) one essay question selected by the Professor from the following list of three:

1) What vulnerabilities, politically, economically, and otherwise, did the Affordable Care Act face? Name at least six such vulnerabilities and discuss the difficulties associated with each factor contributing to its vulnerability and/or lack of popularity.

2) Describe America's historical reliance on informal versus formal long-term care. How has this shifted over the decades and what factors caused the most significant shift in the second half of the 20<sup>th</sup> century? Name four or more such factors. Given this history, what future challenges could be expected due to demographic, economic, and other trends? Name at least four reasons why private LTC insurance has lacked popularity and not gained traction with American consumers.

3) Explain what health policy represents and how it is applied. Describe principal features of U.S. health policy. Give three examples of the impact of presidential leadership on health policy in the U.S. over the last 75 years. Explain the cycle of how policies are routinely formulated and implemented, including Congressional involvement. What is the primary online means of communicating proposed regulations and thus new policy, to lobbyists, to the media, and to the general public?

**Friday, December 13th:** Final grades posted by noon.

### **STUDENTS WITH DISABILITIES:**

The College abides by the Americans with Disabilities Act (ADA) protecting the civil rights of persons with disabilities. The College will make reasonable accommodations for persons with documented disability. Students should apply at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104, College of Charleston Main Campus. Students approved for accommodations are responsible for notifying the Course Professor as soon as possible or at least one week before any particular accommodation is needed. Students who have a documented disability with approved accommodations should provide their Professor Notification Letter (PNL) from SNAP to the Course Professor and discuss it privately with the Professor by appointment.

### **ONLINE and In Class CODE OF CONDUCT:**

Inappropriate Online and In Class behavior will be addressed by the Professor with courtesy, fairness and progressive discipline. If serious or persistent, the Office of the Dean of Students may be contacted for involvement. If the safety of others is threatened or unlawful behavior is occurring, the Department of Safety will be immediately alerted, with appropriate other Officers of Public Safety.

### **Changes to Syllabus:**

The schedule, policies, and related information listed in this syllabus are subject to change, at the discretion of the Professor. Notice will be given if prospective changes are made and a revised syllabus will be posted promptly in OAKS.

August 15, 2019

