APPLICATION FOR
INDIVIDUAL ENROLLMENT

Individual Enrollment Checklist for Student (required)

☐ Check with academic department about regulations governing intended Individual Enrollment.
☐ Begin a dialogue and have a commitment from the faculty supervisor at least one semester in advance.
☐ Ensure that this form is filled out completely.
☐ Attach a detailed project description and/or syllabus. The means by which the faculty supervisor will grade the course must be included in the description or syllabus.
☐ Attach Degree Audit. (For Faculty Supervisor use)
☐ Submit application to your Academic Department.

Student’s Name: Gabrielle Galbreath  Student’s ID Number: 20056272

Course ID Number: MGMT 420
            (CHEM) (399) (01)

Credit Hours: 3

Year: 2018

Part of Term (circle one): Fall ☐ Spring ☐ or Summer - Start Date: 8-18 End Date:

Faculty Supervisor: Elise Perrault

Project Title: Think Differently Form

Individual Enrollment Policies

☑ This form is to be completed and signed by the student, faculty supervisor, and department chair.
☑ Students enrolling in HONS 399 must obtain the signature of the Honors College Dean in lieu of the department chair.
☑ A detailed project description and/or syllabus must accompany all Application for Individual Enrollment forms. The means by which the faculty supervisor will grade the course must be included in the description or syllabus.
   (This includes zero credit courses.)
☑ Lecture courses cannot be used as individual enrollment courses.
☑ The deadline for submission to the Office of the Registrar is the Individual Enrollment Deadline for the specified term.
☑ This is the only individual enrollment form that will be accepted by the Office of the Registrar.
☑ This form cannot be submitted by the student.

THE OFFICE OF THE REGISTRAR WILL NOT ACCEPT FAXED APPLICATIONS.

APPROVAL SIGNATURES (ALL SIGNATURES REQUIRED FOR PROCESSING)

Student
[Signature]
02/01/18
Date

Faculty Supervisor
[Signature]
02/01/18
Date

(Include a Syllabus or a Faculty Plan for Grading Student Work)

Chair of Department or Dean of Honors College
[Signature]
2-14-18
Date

Office of the Registrar
[Signature]
10/24/14
Date
Think Differently Forum

The *Think Differently Forum* represents the minority point of view on a controversial cultural topic, challenging the mainstream opinion and assumptions of the campus community. The purpose is to facilitate and inspire open-minded debates among the College of Charleston community. The scholars encourage critical thinking and idea exchange during an event with discussion questions and individual inquiries for the speakers, ultimately encouraging attendees to think outside the box.
Syllabus: Think Differently Forum (MGMT 420)

Faculty Supervisor: Elise Perrault, M.B.A., Ph.D.
Office: B-328
Email: perraulte@cofc.edu
Phone: 843-953-6662/ Cell. 843-343-5269

COURSE DESCRIPTION

The Think Differently Forum exposes College of Charleston students to a topic in business, politics, international affairs, or culture that has societal importance and interest. The Forum represents the minority point of view on that specific topic, challenging the mainstream opinion and assumptions of the campus community. The purpose is to facilitate and inspire open-minded debates among the College of Charleston community. The Forum is created and organized by a team of four students, the Think Differently Scholars, who are guided throughout by a Faculty Supervisor. The Scholars encourage critical thinking and idea exchange during an event with discussion questions and individual inquiries for the speakers, while also engaging in complementary activities and academic pursuits related to the topic. The main goal of the Forum is thus to contribute to the formation of outstanding leaders (the Scholars) through the experience of critical thinking while encouraging the College community to think outside the box.

OVERALL COURSE GOALS

Learning Objectives:

- Practice critical thinking skills through the elaboration of a topic;
- Develop leadership skills through team interactions;
- Develop creativity by crafting activities that further the TDF mission;
- Organize a speaker event;
- Design and produce web content as well as marketing materials;
- Demonstrate professional communication and presentation skills;
- Transfer knowledge from self to others through supported argumentation.

The course will promote the general goals of the School of Business as per below:

✓ Communication skills: Students will have to effectively discuss and present arguments related to their topic, both at the group and the campus levels.
✓ Quantitative fluency: Students will have to apply the academic constructs of critical thinking and tools in the activities they elaborate.
✓ Global and civic responsibility: Students will have to identify and define how to address social, ethical, environmental and economic challenges related to their topic.
✓ Intellectual innovation and creativity: Students will have to demonstrate problem-solving abilities and creativity as they organize the speaker event.
✓ Synthesis: Students will have to integrate campus feedback, topic components, and speaker knowledge to create a coherent perspective on an interesting topic.

COURSE FORMAT

This independent study comprises meetings with the Faculty advisor on a weekly basis, which are complemented by group meetings of at least once per week. As a 3 credit course, the work expected is approximately 6 hours/week. The Forum includes the following activities:

1. Identifying a topic of interest and speaker for the main event;
2. Researching the academic components of critical thinking and leadership in teams;
3. Creating and performing activities that complement the forum’s main event in stimulating critical thinking across campus;
4. Designing and producing web and marketing materials.

D. COURSE REQUIREMENTS/ GRADING

The following components comprise the overall grade that will be given in this course:

Requirements and Evaluation:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forum success</td>
<td>50% (including quality of web communications and activities, student participation, campus marketing, etc.)</td>
</tr>
<tr>
<td>Peer evaluations</td>
<td>10%</td>
</tr>
<tr>
<td>Interim report</td>
<td>15%</td>
</tr>
<tr>
<td>Final report</td>
<td>15%</td>
</tr>
<tr>
<td>Timeliness and communication with faculty</td>
<td>10%</td>
</tr>
</tbody>
</table>

Interim report: this is a group report that summarizes your group’s research on critical thinking. It will also serve as the basis of your organization for the forum and the related activities. Please address the following in the interim report:

- What is critical thinking?
- How is it stimulated?
- How might you apply these techniques to the current forum?

Final report: the report is a general reflection on your activities and learning during the semester. It should generally address the points enumerated below:

- Introduction to the Forum/your report
- A short description of your role in the organization of the Forum
- What you learned about critical thinking and teamwork:
  o How did working with others make your work better/more effective?
  o In which ways did it challenge your effectiveness?
  o How did you address and resolve the conflicts that arose?
- What management frameworks did you use during the course of the project?
Drawing on the courses you have taken at the College so far, what was most useful
to enriching your experience?
- What management style seemed most effective with your peers?
  - What are the key takeaways from this experience that you will carry to your upcoming
    professional career?
  - In which ways can the organization of the Forum be improved next semester?
- (include advice to future Think Differently Scholars if relevant)

In total, the report should be no longer than 15 pages, double-spaced, 12 point font. Report will be
graded based on the compelling elaboration of your text and writing quality.

Peer evaluations: will provide you and the other three Scholars the opportunity to qualitatively describe
the value of each Scholar’s participation (including your own) to the Forum’s success. Please note that
the peer evaluations may be overridden by the Faculty Advisor if they appear unrealistic/biased.

**D. PROGRAM SCHEDULE (TENTATIVE):**

<table>
<thead>
<tr>
<th>By Jan. 20</th>
<th>Introduction/ organization</th>
</tr>
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<tbody>
<tr>
<td>Feb. 1</td>
<td>- List of topics, potential speakers</td>
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<tr>
<td></td>
<td>- Preliminary research: critical thinking and leadership/ team work</td>
</tr>
<tr>
<td>Feb. 25</td>
<td>- Speakers contacted/ booked</td>
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<tr>
<td></td>
<td>- Auditorium + logistics</td>
</tr>
<tr>
<td></td>
<td>- Facebook updated</td>
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<tr>
<td></td>
<td>- Marketing plan underway (including SoB website)</td>
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<tr>
<td></td>
<td><strong>Interim report due</strong></td>
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<tr>
<td>March 15</td>
<td>- Marketing plan in full force</td>
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<td></td>
<td>- Collateral activities in place</td>
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<tr>
<td>~ March 20</td>
<td>Forum</td>
</tr>
<tr>
<td>Apr. 1</td>
<td>Debrief, recruiting</td>
</tr>
<tr>
<td>Apr. 10</td>
<td>Sharing research, learning</td>
</tr>
<tr>
<td></td>
<td><strong>Final report due</strong></td>
</tr>
</tbody>
</table>

*Please note that the program schedule serves as a guideline only and does not include the details of
all the activities the Scholars are to perform.*