

10.7

Policies for Awarding Credit

The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.

Judgment

Compliant Non-Compliant Not Applicable

Narrative

Albany State University (ASU) is in compliance with this principle.

Albany State University publishes and implements policies for determining the amount and level of credit awarded for courses that are consistent with the SACSCOC policy on credit hours. ASU's policies on credit hour determination for its courses are published in the undergraduate and graduate catalogs [1] [2]. The assignment of credit hours to courses in a particular field of study is overseen by faculty who are credentialed in that academic field (as listed in 6.2c). ASU does not offer competency-based programs or educational programs not based on credit hours.

Albany State University's curriculum review process is outlined in Principle 10.4 and applies to both graduate and undergraduate courses. The curriculum is developed and reviewed by academically qualified faculty to ensure that it is appropriate and consistent with good educational practices in higher education.

All of Albany State university's courses are based on semester credit hours. Albany State University's credit hour policy is in alignment with the *Board of Regents Policy Manual* Section 3.4.4 on Instructional Time [3]. This policy states:

A minimum of 750 minutes of instruction or equivalent is required for each semester credit hour. A course offered in fewer than 15 instructional weeks shall contain the same total hours (contact hours, preparation time, content, and requirements) as the same course offered in the standard 15-week semester.

Definition of Credit Hour at ASU

ASU policies regarding amount and level of credit hours is published in the undergraduate and graduate catalogs [1] [2] which are available online every day of the week. In addition to the required in-class instruction time, ASU students will be assigned work outside of the classroom as reflected in the course syllabus. ASU may also conduct classes where portions of the learning experience may take place outside of the classroom. These learning experiences may include work-place observation for internships, supervised teaching or field experiences. The ratio of credit hour to contact time may vary by degree program but academic credit assigned to these courses align with each program's specialized accreditation standards to determine the amount of out-of-class contact time.

Many courses at Albany State University carry three credit hours and as result would be comprised of 2,250 minutes of instructional time in a traditional classroom setting. Many laboratory classes at ASU carry 1 semester credit hour and students are expected to engage in lab work for a minimum of 2,250 minutes over the 15-week semester. BIOL 1111K and BIOL 1112K are 4 credit-hour introductory biology classes for non-majors. Since the course is for non-majors, the 1 credit-hour lab component of these two courses has only 1,500 minutes of contact time for the 15-week semester. Some fieldwork courses may require more hours of student engagement than the minimum to meet their specialized accreditation requirements.

Evidence that ASU implements the Minimum Credit Hour Policies

A sampling of courses with their linked syllabi are cited below to document ASU's adherence to its credit hour policies and compliance with this standard. Examples of 3 credit-hours undergraduate and graduate courses that are taught in the traditional classroom setting are cited below. Additionally, classes with laboratory or studio requirements in science and music show classes with non-standard contact times. Other examples include practicum, clinicals, field work and online courses. When courses are not taught in a traditional instructional mode, an amount of time equivalent to the total number of minutes per credit hour is expected to be awarded credit.

Taught in the Traditional Face-to-Face Mode

- ASU 1101, First Year Experience, 1 Semester Credit Hour [4]

- Full Semester (15 weeks)
- Meeting time: Monday 11:00 - 11:50 am for 750 classroom minutes
- Outside classroom requirements: Preparation for classroom discussions, quizzes and reading assignments
- [WELL 1106, Walk Run Jog, 2 Semester Credit Hours \[5\]](#)
 - Full Semester (15 weeks)
 - Meeting time: Monday and Wednesday 5:00 - 5:50 pm for 1,500 classroom minutes
 - Outside classroom requirements: Preparation for exams and quizzes, project assignment
- [MATH 1111, College Algebra, 3 Semester Credit Hours \[6\]](#)
 - Full Semester (15 weeks)
 - Meeting time: Monday and Wednesday 1:00 - 2:15 pm for 2,250 classroom minutes
 - Outside classroom requirements: Reading assignments, Homework and Preparation for exams
- [ENGL 1101, English Composition I, 3 Semester Credit Hours \[7\]](#)
 - Full Semester (15 weeks)
 - Meeting time: pm for 2,250 classroom minutes
 - Outside classroom requirements:
- [SOC1 1101, Introduction to Sociology, 3 Semester Credit Hours \[8\]](#)
 - Full Semester (15 weeks)
 - Meeting time: Tuesday and Thursday 9:30 - 10:45 am for 2,250 classroom minutes
 - Outside classroom requirements: Reading assignments, Homework and Preparation for exams, quizzes and discussions
- [LOGM 3320, Contemporary Logistics, 3 Semester Credit Hours \[9\]](#)
 - Full Semester (15 weeks)
 - Meeting time: 6:00 - 8:30 pm for 2,250 classroom minutes
 - Outside classroom requirements: Reading assignments, Homework and Preparation for exams, quizzes and project
- [MATH 2213, Calculus III, 4 Semester Credit Hours \[10\]](#)
 - Full Semester (15 weeks)
 - Meeting time: Monday, Tuesday, Wednesday and Thursday 8:00 - 8:50 for 3,000 classroom minutes
 - Outside classroom requirements: Textbook reading, Homework and Preparation for exams and quizzes

Examples of Laboratory and Studio Courses

- [BIOL 1112K, Introduction to Biological Sciences, 4 Semester Credit Hours \[11\]](#)
 - Full Semester (15 weeks)
 - Meeting time: Tuesday and Thursday 11:00 am - 12:15 pm, Friday 10:00 - 11:40 am, for 2,250 minutes of lecture and 1,500 minutes of lab time
 - Outside classroom requirements: Reading assignments, homework and preparation for quizzes and labs
- [MUSC 1141, Applied Voice, 1 Semester Credit Hour \[12\]](#)
 - Full Semester (15 weeks)
 - Meeting Time: Friday 12:00 - 12:50 pm for 750 minutes of class time
 - Outside classroom requirements: Rehearsals and Recitals - total time depends on class size
- [CHEM 1212K, Principles of Chemistry, 4 Semester Credit Hours \[13\]](#)
 - Full Semester (15 weeks)
 - Meeting time: Monday 6:00 - 8:50 pm, Wednesday 6:00 - 8:50 pm for 2,250 minutes of lecture and 2,250 minutes of lab time
 - Outside classroom requirements: Reading assignments, homework and preparation for quizzes and labs



















Examples of Practicums, Fieldwork and Clinicals

- [EDUC 3402, Education Practicum, 2 Semester Credit Hours \[14\]](#)
 - Full Semester (15 weeks)
 - Meeting time: Friday 11:00 - 12:40 for 1,500 minutes of class time - some class meetings are substituted with in-school teaching at area schools
 - Outside classroom requirements: Preparation of lesson plans, reading assignments
- [SOCW 6055, Generalist Field Experience I, 3 Semester Credit Hours \[15\]](#)
 - Full Semester (15 weeks)
 - Meeting time: At site - 225 clock hours for accreditation
 - Outside classroom requirements: Taken concurrently with seminar course with readings, case studies and articles
- [NURS 1112, Adult Health, 7 Semester Credit Hours \(4 credits of lecture + 3 credits of clinicals\) \[16\]](#)
 - Full Semester (15 weeks)
 - Meeting time: Monday 6:30 - 10:30 pm for 3,000 minutes of in-class time, also includes 6,480 minutes of clinical time
 - Outside classroom requirements: Review of supplemental videos, readings, preparation for clinicals

Examples of Online Courses

- [HEDP 1116, Drugs and Drug Abuse, 2 Semester Credit Hours \[17\]](#)
 - Full Semester (15 weeks)
 - Fully Online
 - Course Requirements: Discussion posts and responses, readings, and quizzes
- [MKTG 4180, Marketing Information Systems, 3 Semester Credit Hours \[18\]](#)
 - Full Semester (15 weeks)
 - Fully Online
 - Course Requirements: exams, online discussion posts, paper
- [EDRG 5594, Introduction to Theory and Pedagogy in Reading \[19\]](#)
 - Half-Semester (8 weeks)
 - Fully Online
 - Course Requirements: article reviews, paper

Sources

-  01_UG Catalog Credit Definition
-  02_GR Catalog Credit Definition
-  03_BOR PM Section 3.4.4
-  04_ASU 1101 Fall 2019 89666 Syllabus
-  05_WELL 1106-52 Course Syllabus
-  06_MATH 1111 College Algebra Syllabus
-  07_EnglishComposition I Sec 45
-  08_SOCI 1101 Intro to Sociology
-  09_LOGM3220
-  10_Calculus _4_credit_hours
-  11_BIOL.1112K SYL
-  12_Voice Studio Syllabus
-  13_Chemistry
-  14_3402 Education Practicum
-  15_SOWK 6055 Field Experience I
-  16_Sylabus NURS 1112
-  17_ASU Drug Use Syllabus
-  18_MKTG 4180, marketing information system
-  19_Fall 2019_EDRG 5594 Syllabus

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The following pages contain Supporting Documentation

Credit Hour Definition

Albany State University bases the awarding of credit hours on section 3.4.1 of the University System of Georgia Policy Manual – often referred to as the “750 minute policy” which states:

- "All USG institutions shall be on the semester system (BOR Minutes, December, 1995).
- The academic year shall consist of two (2) regular semesters, each not to be less than fifteen (15) calendar weeks in length, excluding registration.
- A minimum of 750 minutes of instruction is required for each semester credit hour."

The definition for a credit hour is the same for face to face or online courses.

Credit Load

The full-time course load for a graduate student is 9 hours. A graduate student who wishes to overload (exceed 12 credit hours) must obtain the approval of the department chair and Dean of the Graduate School. In no case shall overloads exceed 16 graduate hours.

Credit Hour Definition

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ASU expands this definition by stipulating not only the number of hours of instruction, but also by stipulating the number of hours (or equivalent) that students are required to devote to each course outside of class. By so doing, the University policy (below) explicitly aligns with both SACSCOC and federal policies on the awarding of credit hours:

For each credit hour, a student is to be engaged for 50-minutes of instruction time per week (or the equivalence of 750 minutes) over the entire semester of approximately 15 weeks through time in the classroom or direct faculty instruction, or on assignments, discussions, and/or examinations, excluding the final, to meet the required learning outcomes and two hours of student work outside of class each week with course activities, as reflected in the course syllabus. The credit hour definition for courses or portions of a course designated for learning activities that involve experiences or take place outside of the classroom varies according to the course. Students in these courses are expected to perform these out-of-class activities including work-place observation, shadowing, technical training, supervised teaching, etc., for a specified period of time—number of weeks, days during the week, and hours per day. The ratio of credit hour to contact time will vary with the program involved, but are designated in the course syllabus (the hours for class and hours for lab/clinical/other). Academic credits assigned to these courses align with each program’s accreditation standards and are determined by the number of out-of-class contact (work) hours the student is required to complete. The definition for a credit hour is the same for face to face or online courses.

BOARD OF REGENTS POLICY MANUAL

Official Policies of the University System of Georgia

3.4 Academic Calendar

3.4.1 Semester System

All University System of Georgia (USG) institutions shall operate on the semester system.

3.4.2 Uniform Academic Calendar

The academic calendar for each USG institution shall consist of two semesters, each with at least 15 weeks of instructional time, as defined by federal regulations issued by the United States Department of Education. The 15 weeks of instructional time shall not include registration or final examinations.

All USG institutions, with the exception of Medical School and Dental School at Augusta University and the College of Veterinary Medicine and School of Law at the University of Georgia, shall begin and end classes for fall semester and spring semester within the prescribed periods set forth in the Academic & Student Affairs Handbook. Each institution will determine all other necessary dates for the semester, including the possibility of flexible scheduling within and between semesters. Each term must be separated by a minimum of one day.

The President of a USG institution or his or her designee has the authority to set the Academic Calendar for the institution within the parameters of this policy. Requests for exceptions to this policy must be submitted in writing by the President of the institution and approved in writing by the USG Chief Academic Officer.

3.4.3 Religious Holidays

Each USG institution shall establish a process for evaluating requests for leave to observe religious holidays.

3.4.4 Instructional Time

A minimum of 750 minutes of instruction or equivalent is required for each semester credit hour. A course offered in fewer than 15 instructional weeks shall contain the same total hours (contact hours, preparation time, content, and requirements) as the same course offered in the standard 15-week semester.



COURSE: ASU 1101
COURSE TITLE: First Year Experience
CRN: 89666
CREDIT HOURS: 1 hour

INSTRUCTOR: Angela Jenkins
angela.jenkins@asurams.edu
229.500.2823
BCB 291B (Monday-Friday 8 a.m. – 5 p.m.)

CLASS MEETING TIMES: Monday, 11:00 a.m. – 11:50 a.m.

CLASS MEETING LOCATION: Hartnett (CMH) 214

COURSE REQUIREMENTS: Access to GaView/D2L and Internet

Course Description: ASU 1101 is a one-credit hour course designed to help students develop strategies and skills necessary for a successful college career. Course goals include developing academic skills, identifying campus resources and services, developing a connection to the institution, establishing self-exploration and personal development, and understanding behaviors related to health and wellness.

Institutional Student Learning Outcomes (ISLOs)

- ❖ Students will demonstrate an awareness of the importance of a personal health and wellness plan.
- ❖ Students will be able to navigate within the learning management system.
- ❖ Students will be able to identify important ASU historical facts.
- ❖ Students will be able to explain the importance of diversity.
- ❖ Students will be able to create a personal budget.
- ❖ Students will be able to locate information for campus resources and services.
- ❖ Students will be able to develop a personal academic plan based on their program of study.
- ❖ Students will be able to identify types of plagiarism and potential consequences.
- ❖ Students will be able to critically assess perceived personal academic grit (perseverance)

Expected Student Learner Outcomes (SLOs)

As a result of completing this course the student should be able to:

- ❖ Students will demonstrate an awareness of the importance of a personal health and wellness plan.
- ❖ Students will be able to navigate within the learning management system.
- ❖ Students will be able to identify important ASU historical facts.
- ❖ Students will be able to explain the importance of diversity.
- ❖ Students will be able to create a personal budget.
- ❖ Students will be able to locate information for campus resources and services.
- ❖ Students will be able to develop a personal academic plan based on their program of study.
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Course Objectives

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- ❖ Students will be able to explain the importance of diversity.
- ❖ Students will be able to create a personal budget.
- ❖ Students will be able to locate information for campus resources and services.

- ❖ Students will be able to develop a personal academic plan based on their program of study.
- ❖ Students will be able to identify types of plagiarism and potential consequences.
- ❖ Students will be able to critically assess perceived personal academic grit (perseverance)

Course Activity Components

- ❖ Review course syllabus, course information, policies, and procedures.
- ❖ GAView PowerPoint
- ❖ GAView Navigation Video
- ❖ Student Resources
- ❖ Buck Back Week Scavenger Hunt
- ❖ Title IX & Sexual Misconduct Video
- ❖ ASU History Presentation
- ❖ ASU History Videos
- ❖ About ASU
- ❖ Notable Alumni
- ❖ Albany State University Alma Mater
- ❖ Diversity 2018 Video
- ❖ Plagiarism
- ❖ Plagiarism Defined
- ❖ TurnItIn
- ❖ Avoiding Plagiarism
- ❖ Evaluating Web Resources
- ❖ MLA Formats
- ❖ APA Formats
- ❖ Overview of the Financial Aid Process video
- ❖ Responsible Borrowing Video
- ❖ DOCO and ASU Financial Aid video
- ❖ Angela Duckworth - Grit Video
- ❖ Grit Scale Questionnaire
- ❖ ASU 1101 Healthy Living Slideshow

Course Assessment Components

- ❖ Introduction Discussion Board
- ❖ Syllabus Quiz
- ❖ GAView Quiz
- ❖ Mindset Survey Parts 1 and 2
- ❖ Kuder Journey Career Assessment
- ❖ Career Pathway Debriefing
- ❖ ASU History Multimedia Presentation
- ❖ Academic Integrity Quiz
- ❖ Scholarship Essay
- ❖ Academic Calendar Assignment
- ❖ Academic Planning Assignment
- ❖ Discussion: How Gritty Are You?
- ❖ ASU Foundation Scholarship Submission
- ❖ Alcohol and EverFi Assignment Part 1 and 2
- ❖ Healthy Living Assignment
- ❖ Excel Budgeting Assignment
- ❖ Discussion: Conclusions – Success at ASU
- ❖ ASU History Oral Presentation

I. Course Schedule

Date	Topics Aligned with Student Learning Outcomes	Learning Activities	Assessments
Module 1 – Assignments Due 9/1			
8/19 - 8/30	Examine course policies and procedures Establish communication with instructor and classmates Navigate within the GaVIEW LMS Identify ways to become socially engaged with clubs and activities Locate information for campus resources and services	Review course syllabus, course information, policies, and procedures. Review Student Resources Tab Watch GaVIEW Navigation video View GaVIEW Presentation Mindset Survey Part 1 Compete in the ASU Buck Back Week Scavenger Hunt	Log into GaVIEW and complete Orientation Quiz Syllabus Acknowledgement Quiz Mindset Survey Part 1 Discussion- Introductions Kuder Journey Career Assessment Career Pathway Debriefing (During Scheduled Weeks)
Module 2 – Assignments Due 9/15			
9/2 - 9-13	Students will be able to identify important ASU historical facts. Students will be able to explain the importance of diversity.	Read About Albany State University Watch Diversity Video Watch ASU History Videos View ASU History PowerPoint View Notable Alumni Learn Alma Mater	ASU History Multimedia Group Presentation
Module 3 – Assignments Due 9/29			
9/16 - 9/27	Students will be able to identify types of plagiarism and potential consequences.	Review Plagiarism Defined Review Turnitin Review Avoiding Plagiarism Review Plagiarism Review Evaluating Web Resources MLA Formats APA Formats	Academic Integrity Quiz Scholarship Essay – First Draft

Module 4 – Assignments Due 10/13			
9/30 - 10/11	Students will be able to develop a personal academic plan based on their program of study.	How to Study Effectively Video 6 Strategies for Effective Learning SAP Policy Overview of the Financial Aid Process Responsible Borrowing Financial Aid Video	Academic Planning Assignment DegreeWorks
Module 5 – Assignments Due 10/27			
10/14 - 10/25	Students will be able to critically assess perceived personal academic grit (perseverance)	Angela Duckworth – Grit video Grit Scale Questionnaire Register for ASU Foundation Scholarships	Discussion – How Gritty Are You? Scholarship Essay Final Draft and Online Submission
Module 6 – Assignments Due 11/10			
10/28 - 11/8	Students will demonstrate an awareness of the importance of a personal health and wellness plan	Healthy Living Slideshow Title IX Video Continue to prepare History Presentation	Healthy Living Assignment Alcohol and EverFi Assignment Part 1 Alcohol and EverFi Assignment Part 2
Module 7 – Assignments Due 11/24			
11/11 - 11/22	Students will be able to create a personal budget	Excel Budget Assignment Excel Budget Spreadsheet Continue to prepare History Presentation	Excel Budget Assignment (quiz)
Module 8 – Assignments Due 12/6			
11/25 - 12/5	Students will reflect on activities and assignments during the semester. Students will conduct oral group presentations	Edit ASU History Presentation	Mindset Part 2 Discussion – Conclusions ASU History Oral Group Presentations

II. Method of Student Evaluation

A. Course Grading Policy

Activity and/or Description		Maximum Possible Score
Assignments		
1	Discussions	200 pts
2	Assignments & Quizzes	1300 pts
3	Final Presentation	500 pts
Total Points		2000 pts

B. ASSESSMENT

The final grade in the course will be determined as follows: (modify as needed)

Discussions	10%
Assignments & Quizzes	65%
Final Project	25%

C. **COURSE GRADES** The final grade in the course is defined as follows:

Grade Equivalent	Points
A	2000 – 1790
B	1789 – 1590
C	1589 – 1390
D	1389 – 1190
F	1189 and below

III. Course Policies

A. Course Information and Instructor Expectations

Students are required to make a C (350 points and above) to pass the class. If students do not pass the class they are required to retake the course. Your Final Exam is your Final Story Project. Failure to submit your final story project will result in an “F” for the assignment.

B. Academic Honesty/Integrity

See the following link for the University Honor Code and Academic Dishonesty Policy

<https://www.asurams.edu/docs/legal-affairs/policies/Academic-Honor-Code-Policy.pdf#search=dishonesty>

The consequence for a violation of the Academic Honesty Code is “zero points” for the assignment. Add any additional information related to your discipline.

C. Students with Disabilities

a. Please refer to the following link for Counseling and Disability Services:

<https://www.asurams.edu/student-affairs/counseling-disability-services/>

Students with Disabilities:

If you are a student with a disability, you should consult Counseling & Disability Services, BCB 170, 500-2013, to identify which accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs.

D. Campus Carry Information

a. Please refer to the following link for Campus Safety Information:

<https://www.asurams.edu/fiscal-affairs/police/campus-safety-at-asu.php>

E. Sexual Misconduct Policy (Harassment Policy)

- a. Please refer to the following link for Title IX: Sexual Misconduct Policy:

<https://www.asurams.edu/legal-affairs/title-ix/>

F. University Math and Writing Centers Reinforcement Policy

- a. Support for math and writing is available at the various math and writing centers across campus. Please ask your instructor for help locating the most convenient one for you.
- b. Writing Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-writing-center.php> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-writing-center.php>
- c. Math Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-math-center.php> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-math-center.php>
- d. SmartThinking is available through GA VIEW. Please sign into GA VIEW and find the tutoring opportunities on the toolbar.

G. Integration of Technology

The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), a general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technology difficulties, please consult Information Technology Services, <https://www.asurams.edu/Technology/> for assistance with common issues.

All candidates should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately of any changes to your e-mail address. All candidates should also know how to access the course in GAVIEW and be able to complete and submit assignments.

***NOTE:** “ASU RAMmail account is the university’s official means of electronic communication with students. Students are required to use the ASU website (www.asurams.edu) and RAMmail for important university’s official information on financial aid, current class schedule, registration holds, account balances, etc. In order to communicate with students by other means as needed, each student is required to provide the university with his/her current telephone number(s) and mailing address via BannerWeb.”

H. Course Attendance Policy

Please refer to the following link for attendance policy: <https://catalog.asurams.edu/undergraduate/academic-affairs-requirements-regulations-support-services/general-policies/>

I. Class Cancellation Policy

Provide a statement of your class cancellation policy OR use the ASU Policy from the most recent policy handbook.

J. Important University Dates

- a. Please refer to the online calendar for additional information:

https://www.asurams.edu/enrollment-management/office_of_the_registrar/academic-calendar/

IV. Directions and Rubrics

ASU 1101 Discussion Board Rubric

Criteria	Excellent	Good	Average	Needs Improvement
Quality of Initial Post	33.33 points Initial post is 250 words or more. Student demonstrates knowledge of the subject being discussed.	26.66 points Initial post is 200 words. Student demonstrates some knowledge of the subject being discussed.	23 points Initial post is 150 words. Student demonstrates minimal knowledge of the subject being discussed.	0 points Initial post is 100 words or less. Student demonstrates no knowledge of the subject being discussed.
Response to Peers	33.33 points Substantial response of 100 words or more. Responded to the two peers required.	26.66 points Substantial response of 100 -50 words or more. Responded to the two peers required.	23 points Minimal response of 50. Responded to the one peer.	0 points Less than 50 words or less. Responded to the one or no peers.
Professional Writing	33.33 points Initial post and response well-organized and free of grammatical and mechanical errors.	26.66 points Initial post and response somewhat organized and few grammatical and mechanical errors.	23 points Initial post and response good and many grammatical and mechanical errors.	0 points Initial post and response unorganized and several grammatical and mechanical errors.

ASU History Multimedia Presentation Rubric

Criteria	Excellent	Good	Average	Needs Improvement
Quality of Information and Historical Facts Presented	25 points The presentation represented an excellent balance of historical facts from its inception to the modern era. The main points were very clear and very detailed. Information was accurate and very organized.	20 points The presentation represented a very good balance of historical facts. The main points were clear and detailed. Information was accurate and organized.	17.5 points The presentation lacked an effective amount historical facts and details. The main points were somewhat clear, but poorly organized.	1 point The presentation lacked too many significant historical facts and details. The main points were not clear or organized.
Use of Multimedia and Visual Tools	25 points Visual aids are very creative, clear, and easy to read or hear. Presentation is consistently enhanced by the visual tools.	20 points Visual aids are usually creative, clear, and easy to read or hear. Presentation is often enhanced by the visual tools.	17.5 points Visual aids are reasonably creative, clear, and easy to read or hear. Presentation is sometimes enhanced by the visual tools.	1 point Visual aids demonstrate no creativity or clarity and were often difficult to read or hear. Presentation is weakened by the visual tools.
Mechanics: Spelling, Punctuation, Capitalization	25 points Presentation is well-organized and free of grammatical and mechanical errors.	20 points Presentation is somewhat organized and few grammatical and mechanical errors.	17.5 points Presentation is not organized with many grammatical and mechanical errors.	1 point Presentation is unorganized and has several grammatical and mechanical errors.
Overall Presentation Effectiveness	25 points This was an exceptional presentation and extremely effective	20 points This was a very good presentation and very effective	17.5 points This presentation was average and effective	1 point This presentation was weak and lacked effectiveness

ASU Foundation Scholarship Essay Rubric

Criteria	Excellent	Good	Average	Needs Improvement
Introduction: Thesis Statement, Main Points, Body/Supporting Sentences, Conclusion	25 points The main idea and thesis statement was clearly articulated. There is substantial supporting details. The conclusion sums up the paper and restates the main idea.	20 points The main idea and thesis statement can be identified. The supporting details are relevant. The conclusion is clearly stated.	17.5 points The main idea and thesis statement should be clearer and stronger. The supporting details should be stronger. Conclusion does not completely sum up the main idea of the paper.	0 points The main idea is not clearly stated, there is little to no supporting details. The conclusion is not clearly stated.
Organization: Structure Transitions	25 points The structure of the essay is clear. The transitions from one paragraph to the other is clear and written at a mature level.	20 points The structure of the essay is evident. The transitions from one paragraph to the other are present within the whole essay.	17.5 points The structure of the essay is organized clearly. Transition from one paragraph to the other is present.	0 points The structure of the essay is not organized. The transitions from one paragraph to the other is not present. The essay is incomplete.
Style: Audience Awareness	25 points The essay shows excitement, the feelings of the writer is present.	20 points The writer is aware of their audience, little enthusiasm. The writer keeps the audience's attention.	17.5 points The writer occasionally shows awareness of the audience. The writer does not keep the attention of the reader throughout the essay.	0 points The writer is not aware of their audience. There is little to no enthusiasm.
Mechanics: Spelling, Punctuation, Capitalization	25 points The essay is well-organized and free of grammatical and mechanical errors. The essay had an estimate of 1000 words.	20 points The essay is somewhat organized and has few grammatical and mechanical errors. The essay had an estimate of 900 to 750 words.	17.5 points The essay is good with some grammatical and mechanical errors. The essay had an estimate of 700 - 500 words.	0 points The essay is unorganized and has several grammatical and mechanical errors. The essay had an estimate of 250 words or less.

ASU History Oral Presentation Rubric

Criteria	Excellent	Good	Average	Needs Improvement
Quality of Information and Historical Facts Presented	125 points The presentation represented an excellent balance of historical facts from its inception to the modern era. The main points were very clear and very detailed. Information was accurate and very organized.	100 points The presentation represented a very good balance of historical facts. The main points were clear and detailed. Information was accurate and organized.	87.5 points The presentation lacked an effective amount historical facts and details. The main points were somewhat clear, but poorly organized.	1 point The presentation lacked too many significant historical facts and details. The main points were not clear or organized.
Use of Multimedia and Visual Tools	125 points Visual aids were very creative, clear, and easy to read or hear. Presentation was consistently enhanced by the visual tools.	100 points Visual aids were usually creative, clear, and easy to read or hear. Presentation was often enhanced by the visual tools.	87.5 points Visual aids were reasonably creative, clear, and easy to read or hear. Presentation was sometimes enhanced by the visual tools.	1 point Visual aids demonstrated no creativity or clarity and were often difficult to read or hear. Presentation was weakened by the visual tools.
Verbal Communication	125 points Speakers' voices were very confident, steady, strong, and clear. Speakers consistently used inflections to emphasize key points or to create interest. Speakers' talking pace was consistently appropriate.	100 points Speakers' voices were steady, strong and clear. Speakers often used inflections to emphasize key points and create interest. Speakers' talking pace was mostly appropriate.	87.5 points Speakers' voices were generally steady, strong and clear. Speakers sometimes used inflections to emphasize key points and create interest. Speakers' talking pace was appropriate.	1 point Speakers' voices were consistently too weak or too strong. Speakers failed to use inflections to emphasize key points and create interest. Speakers' talking pace was consistently too slow or too fast.
Overall Presentation Effectiveness	125 points This was an exceptional presentation and extremely effective	100 points This was a very good presentation and very effective	87.5 points This presentation was average and effective	1 point This presentation was weak and lacked effectiveness



**Darton College of Health Professions
Health and Human Performance Division
WELL 1106 – Walk, Jog and Run
Fall Semester 2019**

Course Number: WELL 1106.52

CRN Number: 89469

Credit Hours: 2 hours

Course Time Frame: Aug 19 – Dec 5

Class Day: M/W

Class Time: 5:00 pm – 5:50 pm

Location: 3004

Instructor: Michael D. Moore

Office: 239 HPER Gym

Office Hours: By appointment only

Contact: 229-500-2870

Pre-requisites: None

Co-requisites: None

Course Description

This course is designed to help students understand the principles of training for the health-related components of fitness. The principles of cardio-respiratory training will be put into action by walking, jogging and running during the semester. Students will partake in both aerobic and anaerobic type exercise regiments.

Learning Outcomes: At the completion of WELL 1106 the student will be able to:

1. Identify main concepts, essential terminology, and the four components of physical fitness.
2. Categorize specific cardio-vascular exercises correlated with basal metabolic levels
3. Comprehend and apply the principles of training concepts
4. Measure Basal Metabolic Rates (BMR) and understand training zones
5. Demonstrate ability to apply proper technique while walking, jogging, and running.
6. Identify and differentiate exercise programs as it relates to personal goal outcomes as well as assessing personal fitness levels
7. Verify proper nutritional recommendations for a continued lifetime of fitness
8. Demonstrate endurance training utilizing cardiovascular training.

Learning Assessments:

- Quizzes and Comprehensive Final Exam **(1,3,4,6,7)**
- Develop, execute, and maintain training program **(2,5,8)**
- Outside class activities **(4,5,8)**
- Testing Progression **(2,4,8)**
- Subjective element for participation portion of individual grade **(2,4,5,8)**

Required Information/Materials: No Text Book Required

All course material/information can be found under Georgia View (D2L) -

No Text Book Required- However; information below will serve as course text book

1. Terminology, Concepts, Information
2. Components of Fitness
3. Principles of Training
4. Program Development
5. Nutritional Information

***Integration of Technology**

The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), a general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technology difficulties, please consult Information Technology Services, <https://www.asurams.edu/technology/>, for assistance with common issues.

All candidates should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately of any changes to your e-mail address. All candidates should also know how to access the course in GAVIEW and be able to complete and submit assignments.

***NOTE:** "ASU RAMmail account is the university's official means of electronic communication with students. Students are required to use the ASU website (www.asurams.edu) and RAMmail for important university's official information on financial aid, current class schedule, registration holds, account balances, etc. In order to communicate with students by other means as needed, each student is required to provide the university with his/her current telephone number(s) and mailing address via BannerWeb."

Method of Instruction: (Pedagogy)

1. Lecture portion
 - a. Utilizing power point presentation, audio/video demonstration
2. Lab exercise demonstrations
 - a. Demonstrate, orientation, teaching technique, safety aspects
3. Online portion
 - a. Conduct quizzes, worksheets, discussions
4. Testing
 - a. Pre & Post testing to illustrate progression

Testing Exercises (progression)

Mile Test. (***Timed three times throughout the semester***)

Target Heart Rate Assignment

Aerobic & Anaerobic Testing

Method of Evaluation:

Grading Rubric (estimation; point total may change)

- Final overall Grade is based on a Total Number of Points Earned throughout the semester on the following areas/assignments
1. Participation - 5 pts (per day) (max) (*Based on Number of days in semester*)
 - Students are subjected to losing participation points based on: tardiness, performance, program, instructor
 - Subjective element for this portion of grade
 2. Quizzes
 - 2- Quizzes. (Information obtain from lecture & Nutrition) all on D2L (Ga. View)
 3. Assignments/Questions/Worksheets
 - Students will complete class assignments regarding course information. (Ga. View)
 4. Maintain Outside Log Sheet (Phone App)
 - Students will maintain log sheet throughout the semester
 5. Testing Progression
 6. Final Examination (subject to change)
 - A comprehensive final exam will culminate at the end of the semester
 - An exemption clause exist for final examination

Grading Rubric (estimation; point total may change)

Participation-5pts per day (estimate 35 days)	175pts
Quizzes-(2)	60pts
Assignments- multiple	50pts
Log Sheets (phone app)-multiple	50pts
Testing Progression- (2)	40pts

Total Points- 375pts

ASU Grading Scale:

90 - 100% =	A
80 - 89% =	B
70 - 79% =	C
60 - 69% =	D
<<<69% =	F

Course Goals/Objectives: At the conclusion of WELL 1106, the students will be able to:

1. Identify four components of fitness and how to apply in program design
2. Comprehend principles of training and how to apply in program design
3. Develop and execute a cardio-vascular program
3. Understanding safety aspects with regards to Target Heart Rate, Training Zones, Max HR
4. Compare & Contrast aerobic and anaerobic cardiorespiratory exercises
6. Importance of nutrition and rest to aid growth and recovery

Course Policies:

Communication: It is imperative students check ASU e-mail account daily. Besides in-class communication, e-mail will be utilized as main realm of communication for this course. Reminders, assignment updates, course updates, and all pertinent information will be sent via e-mail. Students are responsible to view e-mails and continue to remain up to date regarding all correspondence and communication for this course throughout the semester.

Attendance Policy:

- Students will incur the maximum point deduction (-10) of participation points per absence.
- Instructor reserves the right to deduct participation points per day based on the subjective element of this grade.
- Students must partake in class participation during the designated times per the schedule of the course.
- Students will not be granted the opportunity to make-up a missed class on their own time.
- This course has built-in make-up days which can be used for missed classes or as extra credit.
- Regular missed days will not be excused; Therefore, days missed due to; regular missed day, a sick day, a doctor's note, court appearance (unless jury duty), missed the bus, car broke down, etc.... will not be granted an excused absence
- Automatic excused days include school functions or a prior agreed upon circumstance with the instructor.
- Note: Some Excused Absences will be on an individual basis and several items will be considered. (See Emergency Clause). Group excuses for college sponsored activities from the Vice President of Student Affairs will be considered legitimate as well as athletic contests and be an excused day from class.

Class scheduled time:

- Students are expected to be on-time for class (see tardy policies)
- **Exception:** Ram Rush Bus. If bus cause tardy, student will be provided an opportunity to make up missed time.

Tardiness:

- Students must sign the tardy sheet in order to earn points for class any day a student shows past the normal class start time.
- Students are granted a five-minute grace period at the start of class and will not lose participation points until after the grace period. See below for point deduction for being tardy.
 - After Five minutes late constitutes **one-point deduction** from participation grade
 - Ten minutes late constitutes **two-point deduction** from participation grade
 - Fifteen minutes late constitutes **three-point deduction** from participation grade

Students will be not permitted in class after the first 15-minutes of the start of class

Participation:

- Each day is worth **5pts maximum** and will be based on time, intensity, completion of workout, and progression throughout the semester. (See tardy policies regarding point deduction)
- Students are required to participate in a designed strength training program.
- The first portion of the course will be more structured with workout programs provided by the instructor. As the semester progresses students will design a strength training program of their own and execute.
- Students must illustrate progression when conducting their own strength training program design. (*Note- this course is not designed as a cardio exercise course, rather a resistance training course; Students' will not earn credit if one chooses not to perform nor incorporate elements of a strength training.*)
- This portion of students' grade includes a **Subjective Element**. Students will be graded on intensity, use of time, and level of execution. Students could lose points if instructor observes the aforementioned items to be compromised. This includes; time usage, intensity, level of execution, tardy, completing resistance training, etc...

Dress Out:

- Must wear appropriate clothing.
- Comfortable and non-restricting Athletic Training Apparel recommended.
- No Jeans, No open toed shoes, No tank-tops.
- Students will not receive credit and be asked to leave if not in proper workout apparel.

Quizzes:

- Students will complete multiple quizzes throughout the semester.
- Quizzes will include terminology, different styles and methods of strength training programs, major muscle groups and their scientific names, as well as other identified information.
- All Quizzes will be completed on D2L (Ga. View) and must be done during the time frame provided to complete.
- Students will not be granted a make-up opportunity unless prior arrangements are first made with the instructor.
- Quizzes are times and students will be provided (2) attempts: Highest grade is scored.

Assignments/Questions/Worksheets:

- Students will complete course assignments throughout the semester regarding pertinent information for this course.
- All assignments will be located and complete on Ga. View (D2L)

Maintain Outside Log Sheet (Phone App):

- Students will maintain log sheet throughout the semester for activities required outside of class time.
- Students will need to download/obtain some type of Fitness App. (i.e. iHeart, Fitbit, Samsung Health etc..)

Testing Process:

- Students will partake in testing throughout the semester.
- Progression must occur for grading purposes
- Testing will consist of Mile, Heart Rate, Aerobic & Anaerobic

Final Exam:

- Students will complete a final comprehensive exam at the end of the semester.
- Students will need to take the final exam on the designated day unless prior arrangements were communicated and agreed upon with the instructor. **(NO EXCEPTIONS)**
- *Students which maintain an (A) average with all other assignments at the end of the semester will be Exempt from Final Exam*

Make-Up Work and Tests:

- If granted an opportunity to make up a missed quiz or assignment it must be done within five days of an absence.
- It is the student's responsibility to work with the instructor to make-up missed quiz or assignment. (*See attendance for policy on missed classes with excuses.*)

Emergency Extensions Clause & Missed Days Clause:

- Students will be expected to complete all assignments on-time as well as be in class and/or active in D2L if an online student.
- However, it is understood that extenuating circumstances occur in life and this is no different for

- college students.
- **An extenuating circumstance is defined as; an emergency that has occurred to an individual or within their immediate family which requires urgent attention, therefore affecting attendance, work output, and assignment completion.**
- Students that miss class time or unable to complete online assignments due to an emergency must keep in contact with the instructor to ensure student can keep up with missed assignments.
- **Student also must contact instructor within a reasonable time if an extenuating circumstance occurs.** Reasonable time will be deemed as no longer than 3-5 days upon the extenuating circumstance. If student does not adhere to this time frame then student **WILL NOT** be Granted an emergency extension.
- **Please note, this clause only covers an emergency situation in which the instructor has the authority to classify a situation as an emergency situation.**
- In the case of a situation of this nature, documentation must be provided as well.

Missed Days Clause:

- Students will be Granted **Three FREE Days.** This entitles each student to use a FREE card to earn participation points if they miss a class. However, this can only be used Once a Month and it is the students responsibility to inform the instructor they would like to exercise their FREE card for an absence. Again, only ONE can be used within a month time period.

Withdraw from Course:

- In order to withdraw from this course without penalty, a student must do so before mid-term.
- This process begins with the student then student's advisor.
- Student will be purged and dropped from the course roster if he/she does not attend any classes within the first week.
- *(Note: Understand it is the student's responsibility to withdraw from the course, the instructor will not complete this process)*

Guidelines for Medical Clearance:

- In general, if you are under 35, have no physical complaints, and have had a medical checkup within the past 2 years; it is probably safe for you to begin an exercise program at your current level of physical activity and gradually increase it.
- If a student has a condition that will prevent them from fully participating in this course then arrangements with the instructor has to be agreed upon or student should perhaps take another course until they are fully healthy and able to participate in this course.

Regardless of your age, consult your physician before beginning fitness program if:

- You are not feeling well.
- You have specific health concerns.
- You experience leg cramps with brisk walking.
- You experience shortness of breath when others don't.
- You are 20 percent over your desirable weight and much of the excess is body fat.
- You have been sedentary for a long time.
- You have a history of any cardiovascular disease.
- You are 35 or older or have a history of any of the following risk factors for coronary heart disease:
 - Diabetes
 - Hypertension
 - High blood cholesterol levels
 - A blood relative who had a heart attack before age 60
 - Cigarette smoking.

Medical Issues/Problems:

- If a student incurs a medical issue or injury while enrolled in the course a meeting with the instructor will be required to find a solution and develop an action plan in order for the student to continue in the course and earn the necessary credit.
- Students are encouraged to register for a Health course or non-activity course to suffice the Health & Wellness requirement if a medical condition will prevent student from performing basic activities at a minimum ability to pass this course.

**IF YOU NEED ASSISTANCE, PLEASE MAKE AN APPOINTMENT TO SEE THE INSTRUCTOR.
PLEASE NOTE: YOU CANNOT BRING CHILDREN WITH YOU TO CLASS.**

ASU Course Evaluation Process:

I encourage all students to please complete the end of the semester course evaluation for PHED 1105 Strength Training. As an Assistant Professor I use this information to continually find ways to enhance this course as well as maintain a high standard for students. Students will receive e-mails regarding the evaluation through their MyASU (Georgia View) (D2L) e-mail account.

**** The following link will provide updated Albany State University Course Policies information which includes a statement about the mandatory course evaluations of faculty by students ****

http://www.asurams.edu/fac_staff/pol_proc/policies/20120808-Course_Policies_and_Information.pdf

Additional Course Policies and Information

Academic Dishonesty: Academic dishonesty is a serious matter and will not be tolerated. Penalties for academic dishonesty are outlined in the Albany State University Student Handbook. Students should also consult the PTA program Student Handbook for additional information and Program policies regarding academic dishonesty.

(See ASU Student Handbook for rules on academic honesty/integrity Page 62)

<https://www.asurams.edu/academic-affairs/dchealthprof/docs/2018-2019-Undergraduate-Student-Handbook-ASN.pdf>

The consequence for a violation of the Academic Honesty Code is “zero points” for the assignment. Add any additional information related to your discipline.

ADA: In compliance with the Americans with Disabilities Act (ADA), Albany State University will honor requests for reasonable accommodations made by individuals with disabilities. Students must self disclose their disability to the office of Disability Services before academic accommodations can be implemented.

Students with Disabilities

a. **Please refer to the following link for Counseling and Disability Services:**

<https://www.asurams.edu/student-affairs/counseling-disability-services/rights-and-responsibilities.php>

Students with Disabilities:

If you are a student with a disability, you should consult the Testing & Disability Services, New Student Center – Green Zone 2-141, 500-2013, to identify which accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs.

- **It is the student responsibility to discuss accommodations needed with the instructor before class assignments begin.**
- **Student should keep in contact with instructor to ensure accommodations are being met and student is able to ascertain comprehend course material and that accommodations and modifications are increasing students’ progression in the course.**

Confidentiality: As a general rule confidential information will not be presented in this class, however students are required to observe confidentiality rules in the event confidential information may be presented. Students will be required to complete a HIPPA training session as part of this course.

Cell Phone: All cell phones must be turned off during all class and laboratory periods. Students that fail to follow this policy will be asked to leave and will be required to make up the work at a later time. Multiple violations will result in the student receiving a zero for that day’s assignment.

Zero Tolerance Policy - ASU’s Alcohol and Drug Policy:

A zero-tolerance policy is one which requires a severe penalty to be imposed which is unbending in its imposition, and often does not give allowance for extenuating circumstances. It is, as it states, completely intolerant of the behavior for which it requires consequences, no matter what. As part of a “zero tolerance policy”, ASU will take disciplinary action for any and every alcohol, weapons, drug, sexual misconduct, hazing or gang activity related violation on campus. ASU will also take disciplinary action for many of the violations reported off campus, provided these violations have a connection to the campus. This would include violations that endanger students or may cause harm to the campus community.

Please read and refer to this code in its entirety at: <https://www.asurams.edu/docs/legal-affairs/policies/student-code-of-conduct.pdf>

House Bill 280-Campus Carry Gun Policy:

This policy applies to all members of the ASU Community; which includes faculty, staff, students, and the public while on property owned or leased by ASU. It allows anyone who is properly licensed in the State of Georgia to carry a handgun in a concealed manner on property owned or leased by public colleges and universities, with some

exceptions. It is the responsibility of the license holder to know the law and understand any restrictions pertaining to this law.

***Please refer to the following link for Campus Safety Information:** <https://www.asurams.edu/docs/legal-affairs/policies/HB-280-Campus-Carry-Policy-at-ASU.pdf>

Sexual Misconduct Policy (Harassment Policy)

Please refer to the following link for Title IX: Sexual Misconduct Policy: <https://www.asurams.edu/legal-affairs/title-ix/sexual-misconduct-policy/>

University Math and Writing Centers Reinforcement Policy:

- a. Support for math and writing is available at the various math and writing centers across campus. Please ask your instructor for help locating the most convenient one for you.
- b. Writing Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-writing-center.php> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-writing-center.php> OR <https://www.asurams.edu/academic-affairs/asuonline/online-writing-center/>
- c. Math Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-math-center.php> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-math-center.php>
- d. SmartThinking is available through GA VIEW. Please sign into GA VIEW and find the tutoring opportunities on the toolbar.

Academic Honor Code (Statement):

Student Academic Honor Code: The Albany State University Student Code of Conduct and the Academic Honor Pledge establish standards of conduct designed to foster the development of well-educated, mature, ethical, and responsible citizens. As a student of Albany State University, you are responsible for upholding these standards of conduct and living up to the principles of the Academic Honor Code.

Academic Honor Code Policy:

The Albany State University Student Code of Conduct and the Academic Honor Pledge establish standards of conduct designed to foster the development of well-educated, mature, ethical, and responsible citizens. As a student of Albany State University, you are responsible for upholding these standards of conduct and living up to the principles of the Academic Honor Code. *It is understood that all students are required to abide by the ASU Academic Honor Code as stated in the Student Code of Conduct.* Lack of awareness is not a legitimate reason for failure to abide by the Student Code of Conduct. By signing the acknowledgement agreement at the end of this syllabus, I understand that if I fail to uphold the principles of this Academic Honor Code, I will accept any penalty that may be imposed upon me following due process.

The entire Academic Honor Code and Student Code of Conduct can be found at:

<https://www.asurams.edu/docs/legal-affairs/policies/Academic-Honor-Code-Policy.pdf>

ASU Final Grade Appeal Policy:

Students may appeal grades but an appeal is only applicable for final course grades.

Any student who believes that he/she has been assigned a final grade for a course which is unfair, biased, miscalculated, or which is based upon an unwarranted deviation from the established grading procedures may appeal to his/her course faculty for assistance in the resolution of academic problems. The student should make every effort to resolve the problem(s) with the instructor(s) before the semester ends. If the grievance is unresolved at that level, the student should utilize the following chain of command:

1. Confer with the program coordinator and the academic advisor within 10 days following the meeting with the instructor(s). If unresolved, the student may appeal as necessary to the following
2. Department Chairperson within 10 days following the above meeting. If unresolved,
3. Dean of the College within 10 days following the meeting with the Chairperson. If unresolved, make an appeal to the
4. The Individual College's Student Grievance committee within 10 days following the meeting with the Dean. If unresolved, the student can make an appeal to the
5. Provost for Academic Affairs or Vice President for Student Affairs (depending on the situation) within 10 days following the meeting with the College Grievance Committee. If unresolved, make an appeal to the
6. President of the University within 10 days following the meeting with the Provost. If unresolved,
7. Board of Regents, University System of Georgia.

This entire policy can be found at: <https://www.asurams.edu/catalogs/2017-2018/Undergraduate-Catalog.pdf>

Important University Dates:

Please refer to the online calendar for additional information: <https://www.asurams.edu/docs/academic-affairs/master/FY-19-to-FY-23.pdf>

For full information regarding ASU course policies: Student Code of Conduct (ex: Disability Statement, Academic Honor Code, Drug and Alcohol Policy, etc.), please review the college policies available at:
<https://www.asurams.edu/docs/legal-affairs/policies/2017-2018-Student-Code-of-Conduct.pdf>

Also, please review the ASU Student Handbook available at:
<https://www.asurams.edu/wp-content/uploads/handbooks/students/2017-Student-Handbook.pdf>

**Students are responsible for accessing this information online; however, if you would like a print copy of this information, please contact your instructor. Instructor-specific course policies are listed in this syllabus.
*****You will be held accountable for the content on the 2 links listed above.**

I have received a copy of the syllabus for this course. I have read and understand the requirements necessary to successfully complete this course and I understand that it is my responsibility to follow the policies set forth and complete the work required in order to pass this course.

Once again, I am also acknowledging my understanding of the Academic Honesty Policy, the Honor Code, and all other Program Handbook policies.

I have received a copy of the syllabus for the course and understand the requirements for successful completion of this course.

Student Name: (Print) _____

Student Signature: _____

Date: _____



College of Arts and Sciences
Department of Mathematics and Computer Science

COURSE	MATH 1111
COURSE TITLE	College Algebra
CRN	30645
CREDIT HOURS	3 semester hours
PREREQUISITES	Mathematics Placement test
Co-REQUISITES (if applicable)	MATH 0999-17 CRN 30644
INSTRUCTOR	Instructor's name: Li Feng Email: li.feng@asurams.edu Telephone (229)500-2282 Alternate Telephone Number: Office Hours: MW: 12:00 noon – 1:00 pm and 2:15 pm – 3:00 pm TTh: 12: 15pm - 2:00 pm
CLASS MEETING TIMES	MW 1:00-2:15 pm
CLASS MEETING LOCATION	BCB, 142 (Also MATH 0999: 3:00pm – 3:50pm at BCB 141)

REQUIRED TEXT: *College Algebra, Abramson, Openstax.* Students are not required to purchase this textbook. Student can download for free at <https://openstax.org/details/books/college-algebra>

Required Materials: TI-83 or TI-84 graphing calculator is required for this course. No other model calculator will be allowed during testing.

Course Description: This course includes a study of topics in real numbers, linear and quadratic equations, complex numbers, various types of other functions and their graphs, exponential and logarithmic functions, systems of linear equations and inequalities

Institutional Student Learning Outcomes (ISLOs)

❖ **The outcome for communication**

Communication Skills – Students will effectively express and exchange ideas through listening, speaking, reading, writing and other modes of interpersonal expression.

- Create a written summary of the main ideas extracted from information gathered.
- Effectively organize communications, ensuring there is a clear introduction and conclusion, the content is well-sequenced and there are appropriate transitions.
- Know and use active listening skills.

- Make effective presentation, formatting and stylistic choices when developing a communication.
- Translate or explain what written information means and/or how it can be used.
- Understand the role of context, audience and purpose when developing a communication.
- Use appropriate posture, gestures, eye contact and vocal expressiveness to effectively communicate information.
- Use high-quality, credible, relevant sources to support writing.
- Use visual representations such as graphs, charts or graphics to enhance the meaning of the message that is being communicated.
- When communicating, use language that is appropriate to the audience.

❖ **The outcome for problem solving**

Critical Thinking Skills – Students will be able to apply and utilize analytical and synthetic skills to think through a problem, define its characteristics, evaluate alternatives design and test effective solutions. Students will demonstrate the following abilities:

- Clearly and completely state and describe a problem/issue.
- Consider the context, costs, benefits and consequences of potential solutions to problems or issues.
- Create and/or organize data and information into meaningful patterns in order to interpret and draw inferences from it.
- Develop a plan to implement a solution to a problem or issue.
- Evaluate information to identify limitations and biases.
- Identify quality sources for data and information pertinent to a problem or issue being examined.
- Identify the best solution to a problem or issue.
- Use creativity and alternative thinking to brainstorm new ideas and possible solutions to problems or issues.
- Use rules or frameworks to provide context for and understand problems or issues

❖ **The outcome for critical thinking**

Problem Solving Skills - *Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.*

Expected Student Learner Outcomes (SLOs)

After the successful completion of this course, the student will be able to:

- ❖ Evaluate formulas, equations, functions and inequalities.
- ❖ Solve equations, functions, inequalities and systems of equations.
- ❖ Graph equations, functions and inequalities.
- ❖ Develop equations and functions to solve application problems.
- ❖ Combine and evaluate functions using algebraic properties.

Course Objectives

Upon completion of the course, students will be able to demonstrate with 80% mastery or higher, the following knowledge-based competencies, and the professional skills and dispositions associated with the course. Specifically, students will be able to:

1. Use algebraic skills to simplify expressions.
2. Use skills learned to solve real-world problems.
3. Solve linear, quadratic, and absolute value equations using various methods including technology.
4. Determine the solution of inequalities by various methods.
5. Plot points in the Cartesian coordinate system, determine the distance between two points in a plane, determine, and compute the slope of a straight line.
6. Define a function, determine the domain and range of functions, and distinguish between equations which give rise to functions from equations which do not give functions using algebraic and graphical techniques.
7. Evaluate various types of functions.
8. Discuss properties of graphs of functions.
9. Graph and discuss the properties of quadratic functions.
10. Use the graphing calculator and other methods to graph polynomial functions of higher degree, identifying its zeros, and relative maximum and minimum points.
11. Apply the division algorithm to polynomial functions.
12. Solve systems of equations using various methods including technology.

I. Course Schedule (This is tentative schedule, it is up to the Instructor to teach the order of the topics)

TENTATIVE CLASS CALENDAR/SCHEDULE

Dates	Chapters, Assignments, and Assessments Dates	
	Monday	Wednesday
Week 1	<i>Chapter 1. Prerequisites</i> Review of syllabus, course policies and expectations. Chapter 1: Review 1.1. Review of Real Numbers and Their Properties	1.1. Review of Real Numbers and Their Properties 1.2. Exponents and scientific notation
Week 2:	1.3. Radicals & Rational Exponents 1.4. Polynomials	1.5. Factoring Polynomials 1.6. Rational Expressions
Week 3	Chapter 2: Equations, Inequalities 2.1 Rectangular Coordinate Systems and	2.2 Linear Equations in One Variable

Dates	Chapters, Assignments, and Assessments Dates	
	Monday	Wednesday
	Graphs	
Week 4:	2.3 Models and Applications 2.4 Complex Numbers	Test 1
Week 5	2.5 Quadratic Equations	2.6. Other Types of Equations
Week 6:	2.6. Other Types of Equations	2.7 Linear Inequalities and absolute value Inequalities
Week 7:	2.7 Linear Inequalities and absolute value Inequalities	Chapter 3: Functions 3.1 Functions and Function Notation
Week 8:	3.2 Domain and Range 3.3 Rates of Changes; Behavior of Graphs	Test 2/Midterm
Week 9:	3.4 Composition of Functions 3.5 Transformation of Functions	3.6 Absolute value of Functions 3.7 Inverse Functions
Week 10:	4.1 Linear Functions 4.2 Modeling with Linear functions	Chapter 5: Polynomial & rational Functions 5.1 Quadratic Functions
Week 11:	5.2 Power Functions & Polynomial Functions 5.3 Graphs of Polynomial Functions	5.4 Dividing Polynomials 5.5 Zeros of Polynomial Functions
Week 12:	Test 3	5.6 Rational Functions
Week 13:	Chapter 6: Exponential and Logarithmic Functions 6.1 Exponential Functions 6.2 Graphs of Exponential Functions	6.3 Logarithmic Functions 6.4 Graphs of Logarithmic Functions
Week 14:	6.5 Logarithmic Properties	Test 4
Week 15:	Chapter 7: Systems of Equations and Inequalities 7. 1 System of Linear Equations: Two variables	7. 1 System of Linear Equations: Two variables
Week 16:	Review for the Final	Review for the Final
May	<i>FINAL EXAMS BEGIN!</i>	

II. Method of Student Evaluation

Four tests will be given at the scheduled time. There will be **no make-up test given for any reason** except an illness treated by a physician (in such case, student must inform the instructor in advance or within 24 hours after the test and must have a written proof from the doctor), or an absence necessitated by a student activity approved by the Dean (in such case, student must inform the instructor in advance and take the test early). A test that is missed will receive a grade of zero (0). Homework will be assigned for each section. Homework assignments to be turned in for a grade will be announced in class. Students have at least two days for doing the homework assignments to be turned in. **No late homework for any reason.** Each test will count as 20% toward the final grade. The quizzes and homework grade will be combined and will count as another 20%. That is,

Test 1	20%	
Test 2	20%	
Test 3	20%	
Test 4	20%	
Homework, Quizzes and Attendance		20%
<hr/>		
Total	100%	

There will be a departmental unified comprehensive final exam. Time and place to be announced.

The grading scale will be A=[90, 100]; B=[80, 90); C=[70, 80); D=[60, 70); F= below 60.

III. Course Policies

A. Course Information and Instructor Expectations

No cell phone during lectures and tests.

No late homework.

No makeup tests.

Attendance/Absence Policy

Each student is expected to be in class each day. Absence in excess of three class sessions scheduled may reduce the final grade for the course (the first three absence are free, the 4th absence will take out 3 points, the 5th one will take out another 3 points, and, the 6th one will take out another 4 points from the final grade). Students are responsible for getting class material and assignments if they are absent.

B. Academic Honesty/Integrity

Provide the instructor statement on academic honesty, plagiarism, etc.

(See ASU Student Handbook for rules on academic honesty/integrity Page 62)

<https://www.asurams.edu/student-affairs/student-handbook/2017-handbook/>

The consequence for a violation of the Academic Honesty Code is “zero points” for the assignment. Add any additional information related to your discipline.

C. Students with Disabilities

a. Please refer to the following link for Counseling and Disability Services:

<https://www.asurasm.edu/student-affairs/counseling-disability-services/>

Students with Disabilities:

If you are a student with a disability, you should consult the Testing & Disability Services, New Student Center – Green Zone 2-141, 903-3610 or 3611, to identify which accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs.

D. Campus Carry Information

a. Please refer to the following link for Campus Safety Information:

<https://www.asurams.edu/police-policy-procedures/>

E. Sexual Misconduct Policy (Harassment Policy)

a. Please refer to the following link for Title IX: Sexual Misconduct Policy:

<https://www.asurams.edu/adminstration/title-ix/sexual-misconduct-policy/>

F. University Math and Writing Centers Reinforcement Policy

- a. Support for math and writing is available at the various math and writing centers across campus. Please ask your instructor for help locating the most convenient one for you.
- b. Writing Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-writing-center/> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-writing-center/>
- c. Math Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-math-center/> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-math-center/>
- d. SmartThinking is available through GA VIEW. Please sign into GA VIEW and find the tutoring opportunities on the toolbar.

G. Integration of Technology

The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), a general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technology difficulties, please consult Information Technology Services, <https://www.asurams.edu/Technology/> , <https://www.asurams.edu/Technology/getting-started-students/> OR <https://www.asurams.edu/Technology/?s=student+support> for assistance with common issues.

All candidates should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately of any changes to your e-mail address. All candidates should also know how to access the course in GAVIEW and be able to complete and submit assignments.

***NOTE: “ASU RAMmail account is the university’s official means of electronic communication with students. Students are required to use the ASU website (www.asurams.edu) and RAMmail for important university’s official information on financial aid, current class schedule, registration holds, account balances, etc. In order to communicate with students by other means as needed, each student is required to provide the university with his/her current telephone number(s) and mailing address via BannerWeb.”**

H. Course Attendance Policy

Provide a statement of your attendance policy OR use the ASU Policy from the most recent policy handbook. Please refer to the following link for attendance policy: <https://catalog.asurams.edu/undergraduate/academic-affairs-requirements-regulations-support-services/general-policies/>

I. Class Cancellation Policy

Provide a statement of your class cancellation policy OR use the ASU Policy from the most recent policy handbook.

J. Important University Dates

- a. Please refer to the online calendar for additional information:
<https://www.asurams.edu/academic-affairs/academic-services-registrar/academic-calendar/>

IV. Directions and Rubrics (Modify according to your assessments)

(Provide students with a rubric for each graded assignment or opt for a general rubric to grade your assignments)

Category	Rubric for Assignment X		
	Unacceptable – 1	Acceptable - 3	Target – 5
homework	<60%	60-79%	80-100%
quizzes	<60%	60-79%	80-100%
tests	<60%	60-79%	80-100%
Attendance	5 or more absences	4 absences	3 or less absences

I have received a copy of the syllabus for this course. I have read and understand the requirements necessary to successfully complete this course and I understand that it is my responsibility to follow the policies set forth and complete the work required in order to pass this course.

Once again, I am also acknowledging my understanding of the Academic Honesty Policy, the Honor Code, and all other Program Handbook policies.

I have received a copy of the syllabus for the course and understand the requirements for successful completion of this course.

Student Name: (Print) _____

Student Signature: _____

Date: _____

Bibliography/References

Albany State University—East Campus
 Albany, Georgia 31705
Department of English, Modern Languages, & Mass Communication
ENGL 1101.45 English Composition I
 Course Outline Fall 2019

TEXTBOOK (Required)

Mack, Jeffery and Geneva Diamond. *Albany State University Guide to First-Year Writing*. Fountainhead Press, 2019. (ISBN: 9781644850572)

REFERENCE OR SUPPLEMENTARY TEXT(S): TBA

CLASS MEETING DAYS/TIMES	TR 11:00am-12:15pm
CLASS LOCATION	Fine Arts Center 202 (E236—East Campus)
CLASS INSTRUCTOR	Dr. Stephanie Hankerson
EMAIL ADDRESS	stephanie.hankerson@asurams.edu
INSTRUCTOR OFFICE PHONE	(229) 500-2192
DEPARTMENT OFFICE PHONE	(229) 500-2018
INSTRUCTOR OFFICE LOCATION	Fine Arts Bldg. 313 (East Campus)
INSTRUCTOR OFFICE HOURS	MWF 10:00am-11:00am and 12:00pm-1:00pm; TR 8:15am-9:15am and 12:30pm-1:30pm, and by appointment

ENGL 1101 COURSE PREREQUISITE: No Prerequisite

COURSE DESCRIPTION

English 1101 is designed to teach the mechanics of expression and the development and organization of ideas into paragraphs and essays.

INSTITUTIONAL STUDENT LEARNING OUTCOMES (ISLOs)

- **Communicate efficiently and effectively** in oral and written forms, read and understand literary papers, conduct research, make written and oral presentations on various topics, and collect, analyze, and interpret readings. (**Communication Abilities; Institutional Learning Outcome. ISLO-I**).
- Demonstrate **problem-solving skills** in basic and advanced composition and literary concepts and apply the learned skills and knowledge to solve a variety of real-life problems. (**Problem-Solving Abilities. ISLO II**).
- Acquire and leave with strong **critical thinking skills** and written and oral communication skills to enable them seek careers requiring effective written and oral communication skills and/or attend graduate schools (**Critical Thinking Abilities. ISLO III**).

EXPECTED STUDENT LEARNER OUTCOMES (SLOs)

As a result of completing this course the student should be able to:

- Read actively and think critically about college-level texts to comprehend, assimilate, evaluate, and synthesize information from multiple sources.
- Write focused, reading-based or life-centered/experiential, well-supported essays that demonstrate effective organization, critical thinking and syntactic maturity.
- Demonstrate the ability to organize an essay that supports a position with sound reasoning and relevant evidence.
- Students will make significant revisions of drafts, including rethinking positions which are insufficiently supported, rewriting with greater awareness of audience, and proofreading for conformity to accepted conventions of composition.
- Demonstrate the ability to function successfully in a group.

COURSE OBJECTIVES

English Composition 1101 is designed to help students:

- Become skilled thinkers, writers, and communicators who can compose for a variety of disciplines and rhetorical contexts.
- Develop a fuller understanding of the contextual interactions of the writer's purposes, audience expectations, subjects, and their contributions to critical thinking and effective writing.
- Develop organization skill for effective reflective, expository, and analytical paragraphs and essays.

COURSE ACTIVITY COMPONENTS

In this course, students will be required to complete:

- Frequent in-class assignments, journal writing, freewriting(s), rehearsals for test taking, structured prewriting activities, and responses to readings.
- Students will develop and revise essays that are written in and out of class.
- Students will be evaluated on demonstrated progress in writing skills and techniques.
- Students will be required to demonstrate basic levels of technology proficiency.

CLASS ATTENDANCE POLICY

Class attendance is mandatory at Albany State University. ASU attendance policy states that: "All students are expected to be in class on time for all class meetings. Attendance begins the first day of class and all students are expected to remain in class for the entire class period unless prior arrangements have been made with the instructor. Absenteeism cannot exceed the credit hours for the course." This means that if a course meets two times per week, a student cannot miss the class more than two times during the semester without suffering a substantial penalty. Excessive absences may result in the lowering of the grade earned by one letter grade e.g. "A" to "B" or "D" to "F." (NOTE: This includes "excused and unexcused" absences.)

You are allowed two (2) absences without penalty, i.e. you are eligible to earn all twenty-five (25) participation points. If you have three (3) absences, you may only earn up to fifteen (15) participation points. Excessive absences, four (4) absences or more, could be grounds for failure of this course, or, if the student is allowed to continue for a passing grade, will result in a zero (0) for participation. Lateness will also affect your grade adversely (**Note:** you will not be able to take a quiz if you arrive after it has been handed in; you will not be given extra time to complete a quiz if you arrive late).

CLASS CANCELLATION POLICY

In the event of unexpected emergencies, students will be notified at class time of an alternate assignment for a scheduled course session. In the event of an expected session cancellation, students will be notified in class, via official ASU email, or via the official ASU course web page (GeorgiaVIEW, <https://asurams.view.usg.edu>). Please check your email and course web page regularly.

DEPARTMENTAL CLASS DECORUM STATEMENT

Because the Department is committed to student success, we request that each student be mindful of the impact of his/her actions on others. During class, no student should perform any action that will distract others from their

learning experience, in any way. Any form of disruptive behavior in class is strictly prohibited, as outlined in the *ASU Student Judicial System Handbook*: Student Code of Conduct, Value II—Self Discipline, Section 3—Disorderly Conduct/Obstruction/Disruption and/or Unlawful Gathering, and Section 9—Classroom Disruption. Such violations will result in immediate action by the Department and possible Judiciary proceedings against the student. <https://www.asurams.edu/docs/legal-affairs/policies/student-code-of-conduct.pdf>

Students are expected to be prepared for class and to be courteous to fellow students. Please set cell phones to vibrate/silent (Please refrain from texting or using IM in class). Turn off any portable music players, and remove earbuds once class starts. You may use your laptop/tablet/smartphone for reading our text, note taking or research during class. Once you arrive in class, please do not leave the class until you are excused by the instructor.

CAMPUS CARRY INFORMATION

Please refer to the following link for Campus Safety Information: <https://www.asurams.edu/police-policy-procedures/>

SEXUAL HARASSMENT (MISCONDUCT) POLICY

Please refer to the following link for Title IX: Sexual Misconduct Policy: <https://www.asurams.edu/adminstration/title-ix/sexual-misconduct-policy/>

INTEGRATION OF TECHNOLOGY:

The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), a general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technology difficulties, please consult Information Technology Services, <https://www.asurams.edu/Technology/>, <https://www.asurams.edu/Technology/getting-started-students/> OR <https://www.asurams.edu/Technology/?s=student+support> for assistance with common issues.

All students should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately of any changes to your e-mail address. All candidates should also know how to access the course in GAVIEW and be able to complete and submit assignments.

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UNIVERSITY MATH AND WRITING CENTERS REINFORCEMENT POLICY

- Support for math and writing is available at the various math and writing centers across campus. Please ask your instructor for help locating the most convenient one for you.
- Writing Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-writing-center/> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-writing-center/>
- Math Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-math-center/> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-math-center/>
- SmartThinking is available through GA VIEW. Please sign into GA VIEW and find the tutoring opportunities on the toolbar.

ACADEMIC DISHONESTY

See Student Code of Conduct for policy on academic integrity (policy below).

The intentional misrepresentation of one's work to deceive for personal gain, when in fact said work is not that person's or assisting another to do the same. Academic Dishonest includes, but is not limited to cheating, plagiarism, and fabrication. **SANCTIONS:** Consequences can range from "zero points" on the assignment, to probation and a recommended grade of "F" in the course and/or University suspension for not less than one year.

PLAGIARISM CHECKER: This course section may use plagiarism prevention technology. Students may have the option of submitting papers online through a plagiarism prevention service or having the papers submitted by the instructor. The papers may be retained by the service for the sole purpose of checking for plagiarized content in future student submissions.

AMERICANS WITH DISABILITIES ACT

If you are an individual with a disability who requires accommodations, please discuss this with the instructor during the first week of class (preferably, immediately after the first class period). It is your responsibility to contact the Office of Counseling and Disability Services at 500-2013 to secure verification of your accommodations. The instructor will, upon receipt of a letter from the Office of Counseling and Disability Services, make the recommended academic accommodations for you.

Please refer to the following link for Counseling and Disability Services:

<https://www.asurasm.edu-student-affairs/counseling-disability -services/>

ESSAYS, JOURNALS, AND IN-CLASS ASSIGNMENTS

All essays and revisions should be turned in by the posted deadline. In-class essays must be written during the class period in order to receive full credit. In-class essays may only be made up if there is a documented emergency or an official university activity. Otherwise, it will be considered late. The more formal essays will be drafted in class but later revised and typed. **Unless there is a documented emergency or an official university activity, I do not accept late essays (I define "late" as not informing me prior to the due date that you may need more time on the assignment).** If you do foresee a problem on an essay, please let me know before the essay is due so that other arrangements can be made.

Journals should be **completed by the date the reading is to be discussed** in class. Students will receive journal topics/questions a session before the journal is due.

Assignments should be completed by the posted deadline.

EXAMS

Make-up exams will only be allowed in the case of an excused absence (illness or university related absence) and will be administered at the instructor's discretion. If it is not an illness, i.e. it is a foreseeable event, you should expect to take exams/quizzes early.

ESSAY AND ASSIGNMENT SUBMISSIONS

Our class will be using **GeorgiaVIEW** to house course documents, attendance and updated grades. I expect you to check it before we meet for class just in case there are any **announcements** (for example, if class is cancelled) or **assignments** (including quizzes and discussion questions). You will have access to our syllabus, study guides, and links to other websites. Assignments will be posted there and will be due as listed. **Please note: Major essays will be uploaded to the site for full credit. Any online make-up work should be uploaded to the "Make-up Work" folder on GeorgiaVIEW and can only be uploaded with prior authorization from the instructor.**

COURSE ASSESSMENT COMPONENTS

The final assessment of a student's performance and assignment of grades will be based on the following:

75	In-class Essays, Journals and Class Assignments
600	Narration, Description, Reader Response, Cause and Effect, Process, and Comparison-Contrast Essays
200	Exit Exam
100	Midterm Exam
25	Class Attendance and Participation

Note that eighty percent (80%) of a student's grade will be determined on the basis of demonstrated writing skills.

Grading System

All exams, quizzes, and course work will be assigned a grade according to the following scale.

Each individual assignment will follow the basic formula of earned points/ total points possible =% (100-90 A; 89-80 B; 79-70 C; 69-60 D; 59-0 F)

Your final grade will be based on your total amount of points earned:

- A 1000-895
- B 894-795
- C 794-695
- D 694-595
- F 594-below

COURSE CONTENT

Course Outline: (Please note that readings and assignments are due on the dates listed. This outline is subject to change.)

Week 1	
8/20	Introduction; Diagnostic Essay
8/22	Discuss Diagnostic; <i>Chapter 1: Why Write?</i>
Week 2	
8/27	<i>Chapter 2: Active Reading and Critical Thinking</i>
8/29	<i>Chapter 3: The Writing Process</i> ; Selected Reading: Bateman, Justine, "The Pursuit of Fame Requires Betraying Your True Self."; Conferences (sign up in class)
Week 3	
9/3	<i>Chapter 4: Planning and Drafting</i> ; Prewriting strategies
9/5	In-class Essay #1
Week 4	
9/10	<i>Chapter 4: Planning and Drafting</i> , "From Topic to Thesis" and "Structuring Strategies"
9/12	In-class Essay #2
Week 5	
9/17	<i>Chapter 4: Planning and Drafting</i> ; Selected Reading: King, Martin Luther King, Jr., "Letter From Birmingham Jail."
9/19	First draft: Reader Response ; "Introductions" and "From Paragraph to Essay"

Week 6	
9/24	Second draft/Workshop: Reader Response; "Conclusions."
9/26	Final draft: Reader Response; <i>Chapter 6: Revising;</i> Proofreading and Grammar Review
Week 7	
10/1	<i>Chapter 5: Composition at Albany State;</i> Topic: What is "Cool"? Describe an icon or an instance where you believe "coolness" is demonstrated.
10/3	First draft: Cool
Week 8	Homecoming Week
10/8	Midterm
10/10	Second draft/Workshop: Cool
Week 9	
10/15	Final draft: Cool; Topic: Recount an instance that caused you to change your opinion of someone or something. What were your thoughts or opinions before it happened? How did it change your views? <i>Chapter 5: Composition at Albany State, "Narration"</i>
10/17	First draft: New View
Week 10	
10/22	Conferences. No Class (Sign up)
10/24	Second draft/Workshop: New View
Week 11	
10/29	Final draft: New View; <i>Chapter 5: Composition at Albany State, "Cause/Effect";</i> Topic: Discuss the effects of social media on society.
10/31	First draft: Social Media
Week 12	
11/5	Second draft/Workshop: Social Media
11/7	Final draft: Social Media; <i>Chapter 5: Composition at Albany State, "Comparison/Contrast";</i> Topic: Discuss how your experiences growing up compare/contrast to those of your parents. Do you think that growing up is harder for this generation? Why or why not?
Week 13	
11/12	First draft: Comparison and Contrast; Selected Reading

11/14	Second draft/Workshop: Comparison and Contrast; Selected Reading
Week 14	
11/19	<u>Final draft: Comparison and Contrast; Film.</u>
11/21	Film.
Week 15	
11/26	<i>Chapter 5: Composition at Albany State, "Process";</i> Topic: Present your plan for success. What steps need to be taken to reach your vision of a successful life? (Upload Second draft by 11/27)
11/28	Thanksgiving Holidays. No Class.
Week 16	
12/3	<u>Final draft: Success Plan; Last day of in-class instruction</u>
12/5	Exit Exam

GUIDELINES FOR GRADING ESSAYS:

The "A" Essay: The "A" essay should display originality of thought in stating and developing a central idea. The material should, therefore, be presented in a clear, logical and thought-provoking manner. Also, the essay should contain all the positive qualities of good writing, such as clarity of purpose, effectiveness in organization, significance in content, and vividness in language. Sentences should be well constructed and should contain no major grammatical or spelling errors.

The "B" Essay: The "B" essay should have a clearly stated central idea and should be logically and adequately developed. This essay should also contain some of the qualities of good writing noted in the "A" essay. It should be comparatively free of serious errors as far as standard written English is concerned. The "B" essay must indicate competence, but it may lack the originality of thought and style that characterizes the "A" essay.

The "C" Essay: The average essay usually receives a grade of "C." It should have a central idea that is organized clearly enough to convey its purpose to the reader. It should not contain many serious grammatical or structural errors. Although the essay may have few sentence-level mistakes, the overall essay lacks the vigor of thought, development, and expression that typifies the above-average essay ("A" or "B").

The "D" Essay: The grade of "D" indicates below-average achievement in expressing ideas clearly, correctly, and effectively. Most essays in this category fail to clearly express a central idea or to develop it adequately. In addition, this essay contains various examples of incorrect English usage, such as grammatical, mechanical, and spelling errors.

The "F" Essay: The "D" and "F" essays are examples of unsatisfactory work. The grade "F," however, indicates a student's failure to avoid serious grammatical and structural errors. Furthermore, the "F" essay contains almost none of the requisites (focus, purpose, and development) listed in the passing essays ("A", "B," or "C").



ALBANY STATE UNIVERSITY
Arts & Science
Sociology & Psychology

COURSE: **SOCI 1101**

COURSE TITLE: **Introduction to Sociology**

CRN

CREDIT HOURS 3 semester hours

INSTRUCTOR

Dr. Pamela Pitman Brown
Pamela.brown@asurams.edu
***NEW OFFICE PHONE 229-500-2165**
229.288.7305 (Text Only Please...include your name/class)
Office Hours TBD

CLASS MEETING TIMES/LOCATION:

4C: Tuesday/Thursday 9:30-10:45

COURSE REQUIREMENTS

Textbook:

OpenStax Sociology 2E

Link to text:

<https://openstax.org/details/books/introduction-sociology-2e>

The absolute first thing you will want to do is to obtain your textbook! Fortunately this class uses a FREE TEXTBOOK! You can download a copy and print it out, or you can download to your Kindle or you can download it to iBooks! You can also look at it online!

You can also purchase a copy at the bookstore if you would like!

Course Description: A survey of the discipline of sociology. Topics include sociological theory, group formation, deviance and major social institutions.

Institutional Student Learning Outcomes (ISLOs)

The outcome for communication:

PLO 4: Communicate sociological knowledge in the discipline appropriate oral, written, and graphic forms.

The outcome for problem solving:

PLO 5 : Students will be able to apply “sociological imagination,” sociological theories, and concepts to analyzing current events, political, economic, and cultural news from reputable news or scholarly sources.

Student Learner Outcomes (SLOs)

As a result of completing this course, the student should be able to:

SLO1: Discuss and identify the core concepts of sociology, and to understand how society works.

SLO2: Illustrate how sociological concepts introduced in the classroom have real world applicability.

SLO3: Discuss and identify the essential theories used in sociology.

SLO4: Engage in critical thinking to gain a better understanding of the society in which you live.

SLO4: Communicate sociological knowledge in the discipline appropriate oral, written, and graphic forms.

SLO 5: Locate scholarly journal or news articles and understand the difference between scholarly and non-scholarly sources.

Course Objectives (COs)

CO 1: Students will gain an understanding of how sociological theories, themes, and concepts relate to the real world via Sociology in the News assignments. (SLO 1; SLO2; SLO 3; SLO 4; SOL5)

CO 2: Students will interact with others and the instructor via discussions or activities within the classroom based on theories and sociological constructs ((SLO 1; SLO2; SLO 3; SLO 4)

CO 3: Students will learn evaluation of scholarly and non-scholarly sources (SLO5)

Course Activity Components & Course Assessment Components

Activities: Sociology in the News.

During the class, you will locate 10 current news articles (these can be from reputable online news sources/noted as scholarly sources, such as *Time/Newsweek/The Wall Street Journal/The New York Times* & the local paper/news channels, concerning sociological issues. Some will be completed in class and some will be completed on your own time. More information is given in the expanded syllabus.

Quizzes: There will be 8 quizzes @ 50 points each (multiple choice & true false) on your textbook information. Please note there is no final exam or midterm exam in this course. All quizzes will be completed prior to the assigned due date.

Weekly Discussions: There will be 10 discussions worth 16 points each. More information is given in the expanded syllabus.

I. Course Schedule

Assignments			
Date	Topics Aligned with Student Learning Outcomes	Activity	Assignments
Week 1 & 2	<u>August 19-September 1</u> Readings/Activities for Week 1 & Week 2: Chapter 1: An Introduction to Sociology Chapter 2: Sociological Research	Sociology in the news #1 <i>Due September 10th at 5pm</i>	<i>Discussion #1: Introduction to Class; Due August 20th at 5pm</i> <i>Discussion #2: Due August 27th at 5pm</i> QUIZ #1: Chapters 1 & 2 <i>Due September 10th at 5pm</i>
Week 3 & 4	<u>September 2 -15</u> Labor Day: September 2 nd	SOCIOLOGY IN THE NEWS #2 <i>Due September</i>	<i>Discussion #3: September 10th at 5PM</i>

	<p>Readings/Activities for Week 3 & Week 4: Chapter 3: Culture Chapter 4: Society and Social Interactions Chapter 5: Socialization</p>	<p><i>24th at 5pm</i></p>	<p>QUIZ #2: Chapters 3 -5 <i>Due September 24th at 5pm</i></p>
<p>Week 5 & 6</p>	<p><u>September 16 -29</u> Readings/Activities for Week 5 & Week 6: Chapter 6: Groups and Organizations Chapter 7: Deviance, Crime, and Social Control</p>	<p>SOCIOLOGY IN THE NEWS #3 <i>Due October 18th at 5PM</i></p>	<p><i>Discussion #4 Due October 10th at 5pm</i> QUIZ #3: Chapters 6 & 7 <i>Due October 10th at 5pm</i></p>
<p>Week 7 & 8</p>	<p><u>September 30 –October 13th</u> MIDTERM GRADES DUE OCTOBER 6th!! Fall Break October 9th – October 11th Readings/Activities for Week 7 & Week 8: Chapter 9: Social Stratification in the U. S. Chapter 11: Race and Ethnicity</p>	<p><i>Sociology in the News #4: Due October 18th at 5PM</i></p>	<p><i>Discussion #5: Due October 31st at 5pm</i> <i>Quiz #4: Due October 31st at 5pm</i></p>
<p>Week 9 & 10</p>	<p><u>October 14th-October 27th</u> Readings/Activities for Week 9 & Week 10: Social Institution Family Chapter 12: Gender, Sex, and Sexuality Chapter 14: Marriage & Family</p>	<p><i>Sociology in the News #5</i> <i>Due November 14th at 5PM</i></p>	<p><i>Discussion #6: Due November 10th at 5pm</i> <i>Quiz #5: Due November 10th at 5pm</i></p>
<p>Week 11 & 12</p>	<p><u>October 28th-November 10th</u> Readings/Activities for Week 11 & Week 12: Social Institutions Religion & Education Chapter 15: Religion Chapter 16: Education</p>	<p><i>Sociology in the News #6</i> <i>Due November 28th at 5PM</i></p>	<p><i>Discussion #7: Due November 28th at 5pm</i> <i>Quiz #6: Due November 28th at 5pm</i></p>
<p>Week 13 & 14</p>	<p><u>November 11th-November 24th</u> Readings/Activities for Week 13 & Week 14: Social Institutions Government/Political & Economic Chapter 17: Government & Politics Chapter 18: Work & the Economy</p>	<p><i>Sociology in the News #7</i> <i>Sociology in the News #8</i> <i>Due May 1st at 11:59PM</i></p>	<p><i>Discussion #8 Due May 1st at 11:59PM</i> <i>Quiz #7: Due December 1st at 11:59PM</i></p>

SOCI 1101 Intro to Sociology FALL 2019

Week 15 & 16	<p>November 24th- December 4th Thanksgiving Break November 25th – November 29th LAST WEEKS! Readings/Activities for Week 15 & Week 16: Chapter 13: Aging and the Elderly Chapter 19: Health and Medicine</p>	<p><i>Sociology in the News #9</i> <i>Sociology in the News #10</i> <i>Due December 4th at 11:59PM</i></p>	<p><i>Discussion #9</i> <i>Due December 4th at 11:59PM</i> <i>Discussion #10:</i> <i>Due December 4th at 11:59PM</i> <i>Quiz #8: Due December 4th at 11:59PM</i></p>
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Activity and/or Description		Maximum Possible Score
Assignments		
1	Quiz #1	50
2	Quiz #2	50
3	Quiz #3	50
4	Quiz #4	50
5	Quiz #5	50
6	Quiz #6	50
7	Quiz #7	50
8	Quiz #8	50
9	Discussion #1	16
10	Discussion #2	16
11	Discussion #3	16
12	Discussion #4	16
13	Discussion #5	16
14	Discussion #6	16
15	Discussion #7	16
16	Discussion #8	16
17	Discussion #9	16
18	Discussion #10	16
19	Sociology in the News #1	40
20	Sociology in the News #2	40
21	Sociology in the News #3	40
22	Sociology in the News #4	40
23	Sociology in the News #5	40
24	Sociology in the News #6	40
25	Sociology in the News #7	40
26	Sociology in the News #8	40
27	Sociology in the News #9	40
29	Sociology in the News #10	40
30	Attendance	40

II. Method of Student Evaluation

A. Course Grading Policy

Provide a statement on your grading policy and procedures. Be clear and concise so all students understand what each is being graded on.

B. ASSESSMENT The final grade in the course will be determined as follows: (modify as needed)

Assignments		Points	% of Final Grade
Quizzes	8 @ 50 points each	400	40%
Sociology in the News Assignment/ Weekly Activities	10 @ 40 points each	400	40%
Weekly Discussion	16 @ 10 points each	160	16%
Attendance	2.5 points per week	40	4%
TOTAL		1,000	100%

C. COURSE GRADES The final grade in the course is defined as follows:

Grade Equivalent	Percentage Equivalent
A	100 – 90
B	89 – 80
C	79 – 70
D	69 – 60
F	Below 60

III. Course Policies

A. Course Information and Instructor Expectations

You should cover any rules and regulations in this section. If you want the students to know your expectations be clear about what you want (cell phone usage, tardy, attendance, etc.)

B. Academic Honesty/Integrity

Provide the instructor statement on academic honesty, plagiarism, etc.

(See ASU Student Handbook for rules on academic honesty/integrity Page 62)

<https://www.asurams.edu/student-affairs/student-handbook/2017-handbook/>

The consequence for a violation of the Academic Honesty Code is “zero points” for the assignment. Add any additional information related to your discipline.

C. Students with Disabilities

a. Please refer to the following link for Counseling and Disability Services:

<https://www.asurasm.edu/student-affairs/counseling-disability-services/>

Students with Disabilities:
If you are a student with a disability, you should consult the Testing & Disability Services, New Student Center – Green Zone 2-141, 903-3610 or 3611, to identify which accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs.

D. Campus Carry Information

a. Please refer to the following link for Campus Safety Information:

<https://www.asurams.edu/police-policy-procedures/>

E. Sexual Misconduct Policy (Harassment Policy)

a. Please refer to the following link for Title IX: Sexual Misconduct Policy:

<https://www.asurams.edu/adminstration/title-ix/sexual-misconduct-policy/>

F. University Math and Writing Centers Reinforcement Policy

- a. Support for math and writing is available at the various math and writing centers across campus. Please ask your instructor for help locating the most convenient one for you.
- b. Writing Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-writing-center/> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-writing-center/>
- c. Math Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-math-center/> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-math-center/>
- d. SmartThinking is available through GA VIEW. Please sign into GA VIEW and find the tutoring opportunities on the toolbar.

G. Integration of Technology

The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), a general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technology difficulties, please consult Information Technology Services, <https://www.asurams.edu/Technology/>, <https://www.asurams.edu/Technology/getting-started-students/> OR <https://www.asurams.edu/Technology/?s=student+support> for assistance with common issues.

All candidates should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately of any changes to your e-mail address. All candidates should also know how to access the course in GAVIEW and be able to complete and submit assignments.

***NOTE: “ASU RAMmail account is the university’s official means of electronic communication with students. Students are required to use the ASU website (www.asurams.edu) and RAMmail for important university’s official information on financial aid, current class schedule, registration holds, account balances, etc. In order to communicate with students by other means as needed, each student is required to provide the university with his/her current telephone number(s) and mailing address via BannerWeb.”**

H. Course Attendance Policy

Provide a statement of your attendance policy OR use the ASU Policy from the most recent policy handbook. Please refer to the following link for attendance policy: <https://catalog.asurams.edu/undergraduate/academic-affairs-requirements-regulations-support-services/general-policies/>

I. Class Cancellation Policy

Provide a statement of your class cancellation policy OR use the ASU Policy from the most recent policy handbook.

J. Important University Dates

- a. Please refer to the online calendar for additional information:
<https://www.asurams.edu/academic-affairs/academic-services-registrar/academic-calendar/>

Syllabus Acknowledgement

I have received a copy of the syllabus for this course. I have read and understand the requirements necessary to successfully complete this course and I understand that it is my responsibility to follow the policies set forth and complete the work required in order to pass this course.

Once again, I am also acknowledging my understanding of the Academic Honesty Policy, the Honor Code, and all other Program Handbook policies.

I have received a copy of the syllabus for the course and understand the requirements for successful completion of this course.

Student Name: (Print) _____

Student Signature: _____

Date: _____

Contemporary Logistics (LOGM 3220)**Credit:** 3 Hours**Meeting Hours:** R: 6:00 p.m.– 8:30 p.m.**Meeting Location:** PH 225**Instructor:** Dr. Nadeepa “Wick”ramage**Email:** Nadeepa.Wickramage@asurams.edu**Phone:** 229-420-7025**Office:** PH 220**Office hours:** M 1:00 p.m. – 3:00 p.m., R 3:00 p.m. – 5:00 p.m., and By appointment

Course Description: This course explores the concept of logistics from a managerial and global perspective. Participants will study a broad range of logistical areas ranging from supply chain management to transportation and warehousing.

Course Corequisites:

MGMT 3106

Recommended Textbook:

Contemporary Logistics, 11th Edition by Paul R. Murphy and A. Michael Knemeyer

ISBN#: 978-0132953467**Course Learning Goals:**CLG1: **Define** basic logistics terminology.CLG2: **Discuss** the process of planning, organizing, and controlling logistics systems.CLG3: **Explain** managerial roles in logistics decision-making.CLG4: **Discuss** the role of logistics in logistics security, transportation management, supply chain management, warehouse management, logistics information systems and global logisticsCLG5: **Apply** logistics knowledge to a real-world scenario.**Student Learning Outcomes (Our students will...):**SLO1: **Demonstrate** an understanding of basic logistics terminology by responding to chapter exercisesSLO2: **Illustrate** the Supply Chain Operation Reference ModelSLO3: **Describe** how too much ownership can impact management resourcesSLO4: **Discuss** how too much ownership can increase costsSLO5: **Explain** how uncontrolled outsourcing can increase variability in quality, schedules and cost

Course Schedule: (Subject to change depending upon class progression)

Module	Topic	Chapter	Presentation Date	Assignment	Exam
Module 1	Overview of Logistics and the Supply Chain	Chapter 1	Aug-16		
	Logistics and Information Technology	Chapter 2	Aug-23	Aug-30	
Module 2	Issues in Logistics	Chapter 3,4	Aug-30		
	Supply Chain Management	Chapter 5	Sep-06	Sep-13	
Module 3	Procurement	Chapter 6	Sep-13		
	Managing customer service	Chapter 7	Sep-20	Sep-27	Sep-27
Module 4	Inventory Management	Chapter 8	Oct-04	Oct-18	
	Facility Location	Chapter 10	Oct-18	Oct-25	
Module 5	Warehousing and Material Handling	Chapter 11	Oct-25	Nov-01	
Module 6	Transportation Systems	Chapter 12	Nov-01		
	Transportation Management	Chapter 12	Nov-08	Nov-15	
Module 7	Global Logistics & Review	Chapter 14	Nov-15		
	Project Presentations		Nov-29		Dec-06

Note: Students are responsible for reading all assigned chapters BEFORE the class.

Grading:

You can earn a total of 100 points for your final grade in the class. Your final grade will be based on the following:

Assignments (best n-1 out of n)	15%
Quizzes (best n-1 out of n)	15%
Project	15%
Participation in class	05%
Midterm Exam	25%
Final Exam	25%

Letter grades will be awarded at the end of the course as follows: A = 90 to 100%; B = 80 to 89.99%; C = 70 to 79.99%; D = 60 to 69.99%.

Assessment Format:

This class is assessed using the following tools: (1) Homework Assignments; (2) Quizzes; (3) Project; (4) Midterm and Final Exams; (5) Participation in class. Thoroughly review the criteria for each type of assignment and follow the submission instructions in detail.

Homework Assignments:

At the end of each module you will be assigned discussion and critical thinking questions to answer. These questions are designed to elicit your opinions and thoughts regarding some aspect of the material covered in each module. Your work must be in complete sentences and proper grammar. Although you are encouraged to discuss your responses with other classmates, you may not merely copy another student's submission. Late submissions will not be receiving any credit. **Lowest assignment grade will be dropped when final grade is calculated.**

Quizzes:

15-minute quizzes will be given at the end of each module and will be open book and notes. Each quiz is worth 10 points. The quizzes will include questions that, for the most part, are relatively straightforward and short answers are expected. **Lowest quiz grade will be dropped when final grade is calculated.**

Course Project (Research Paper and Presentation):

A course project will be assigned during the semester. Each student will collaborate with one or more fellow student(s) in the project. Each case includes a report that must be typed and written in accordance with scientific research procedures and other activities. **More specific guidelines will be announced during the semester.**

Exams:

Midterm and final exams will be open book and open notes. However, no internet sources will be allowed. Final exam is not cumulative.

Participation in class:

Another aspect of this course is to encourage professionalism and participation in discussions. I encourage all students to participate in class discussions. However, it is hard to monitor in-class discussions, I will open a new discussion board for every module and this is where you can post questions, comments, and/or general discussion about the topics in the module. The discussion board is the best way you can interact with your classmates as a whole and share experiences, in addition to the in-class discussions. To ensure that all students have the opportunity to participate in class discussions, all students are required to monitor the boards regularly and participate when you have something to contribute.

As future professionals, I encourage all students to practice professionalism in class. Attending the class on-time, paying attention during the class, wearing appropriate attire, and respecting others' opportunities to learn by not chatting, not using electronic devices, and not walking out of the class are few things that I expect students to practice as future professionals.

Re-Grading and Make-Up Policies:

All graded material will be made available to students. Once a graded item has been returned, each student has 72 hours to challenge the grade. Grade challenges must be typed and include the problem in question, the original response, and a description of the grading error, all attached to the graded item. In addition, please give your name and e-mail address. All challenges will be responded to within 72 hours of receipt.

Please do not ask for “extra work” or “extra credit”, as grades will stand as entered once the challenge period has expired. In addition, no final course grades will be changed unless a numerical error is made during grade computation.

Make-up exams will be given only if you have an official or pre-approved reason or medical emergency. If you have a personal medical emergency and miss an exam, in-class exercise, or assignment due date, you must submit valid proof. Incomplete grades will be given only if you have a valid medical reason and proof for not completing the requirements of the course.

Due Dates:

Assignments will not be accepted late, nor will partial credit be granted. If you believe you have an excusable reason for not submitting your assignment on the due date, you must contact the instructor in advance of that date and provide written documentation from an independent source verifying the nature of your request. The instructor will then submit your request to the Dean of the College of Business for consideration. Under no circumstances will such requests be considered after the due date for the assignment in question, unless you are able to produce written documentation that the matter was an emergency that physically prevented you from being able to contact the instructor in advance. Technical problems such as internet blackouts or equipment failures are not valid excuses.

Email:

You are responsible for all e-mail messages sent by the instructor. Public messages intended for the entire class are sent automatically to campus accounts via list serve. If the student elects to forward campus mail to an off-campus account, the student remains responsible for these messages regardless of whether or not they are successfully delivered.

Attendance:

I strongly believe it is in your best interest to attend all classes. Therefore, I record attendance for the class. However, there will be no penalization for not attending classes. The accountability associated with this freedom is that if you miss class, you are solely responsible for any and all deficiencies that result.

Students are authorized to leave if the instructor is more than 15 minutes late for a lecture. However, every possible effort will be made to inform you for any classes that are canceled due to an unscheduled conflict or emergency. Always check your e-mail!

For a 3-credit course, during a 16-week semester, undergraduate students are expected to spend 3 hours per week reviewing the content (online and text book) and 3-5 hours doing the related readings, quizzes, and assignments. That is about 8 hours per week per course, or little more than 1 hour per day. **Plan to spend at least 1 hours per day** for this course if you want to succeed in the course.

Electronic Devices Policy:

If you need a laptop, tablet, or any other device for taking notes or otherwise participating in class, that's fine. However, please do not use a personal device for any purpose unrelated to our class. All devices should be silenced. Cell phones should be put away, except in the rare instance that I ask you to use them for an activity. I recommend that you power them down. If there is a serious need to leave your cell phone on, such as a family emergency, please put it on vibrate and let me know. If you leave the classroom to take a call, I'll understand why. I will reduce professionalism grades for electronic device use unrelated to class. If you plan to come to the class, please "be in the class". Thank you.

Instructor Responsibilities:

Here is what you can expect from your instructor in this course:

- Plan and design this course and alter it based on student needs, as appropriate.
- Review the syllabus for this course on the first day of class. It is your contract with the instructor.
- Provide timely feedback both orally and in writing, including graded exams and assignments.
- Bring expertise and experience to the classroom to maximize learning opportunities.
- Be respectful, supportive and encouraging of every student, realizing each student is unique and has different learning strengths and styles.
- Be patient as students struggle with new ideas and concepts.
- Provide interaction among students to maximize participation and learning.

Academic Integrity:

Plagiarism will not be tolerated under any circumstances. An act of plagiarism will result in an automatic failing grade. Cases of plagiarism are referred to the Dean of the College of Business for further action in addition to failure on the graded class work. Plagiarism involves any case of you quoting directly the work of another person and not using quotation marks, offsets, footnotes, accepted acknowledgments (APA/MLA style) within your written context, and bibliography reference. Merely referencing a publication in the bibliography and then copying passages from it verbatim without proper acknowledgment or referencing is plagiarism.

Plagiarism includes submission of homework from previous semesters.

The ASU Student Handbook defines Academic Dishonesty as "the intentional misrepresentation of one's work to deceive for personal gain, when in fact said work is not that person's or assisting another to do the same. Academic dishonesty includes, but is not limited to: cheating, plagiarism, and fabrication." It further provides the following **Minimum Sanctions**:

1. **First Offense - Probation and a recommended F in the course.**
2. Second Offense - University suspension for not less than one year.

All papers submitted for grading, will be scrutinized via software (Turnitin.com) designed to determine if the work is your own. The simplest way to avoid plagiarism is to be clear about the

sources of information you use. Many of the ideas used in essays, articles and books inevitably build on the work of others, and it is only honest and courteous to acknowledge that work. If any of your written work is plagiarized, either from your fellow students, another person, or from other written or published sources, your course grade will automatically be an “F” and you will be subject to disciplinary action under the ASU conduct regulations. (See ASU’s Student Handbook for all forms of academic and conduct rules and regulations, all of which will be strictly applied and enforced.)

Accommodations:

Albany State University and the College of Business are committed to providing reasonable accommodations to assist individuals with disabilities in reaching their academic potential. If you have a documented disability which may impact your performance, attendance or participation in this course and you wish to seek classroom accommodations, you should immediately contact the Disability Counseling Center. Their office is located in ASU’s New Student Center (GREEN ZONE). Ms. Velsenna King, Student Disability Coordinator, can be reached at 229-903-3611. You, the student, must self-identify by personally registering with the Office of Student Disability Services. Once you provide proper medical documentation you will then be provided accommodations. Their staff will assist you with the registration process. You must then bring the letter that stipulates those accommodations directly to the instructor.

Please note that classroom accommodations cannot be provided prior to your instructor’s receipt of an Accommodation Letter signed by ASU’s Disability Counselor. The counselor will prepare the official letter of accommodation that you then must hand deliver to your instructor. I will then meet with you in complete confidentiality to review course requirements and to discuss the accommodations that were specified in the letter. Please note that disclosure of a student’s particular disability to a faculty member is not required for a student to receive accommodations. Disability Services cannot disclose the nature of any student’s disability without the student’s written consent. For additional information see <http://www.ada.gov/>

Writing Realized

ASU Writing Realized classes are classes that use technology and revolutionary concepts in learning to add writing/learning opportunities in classes across the curriculum. Writing Realized classes are the model of what all your ASU classes are quickly becoming –hybrid classes that have both a face-to-face and an online component.

In our Writing Realized class model, students will engage in frequent, brief, ungraded, or low- risk, student shared, online writing, combined with visits to the Writing Realized writing labs.

Which will supplement and complement what occurs in the face-to-face classroom.

Writing Realized classes value the practice of having students develop and work within their own personal networks [PLNs] within the community of their classroom and beyond, sharing ideas and benefiting from their ‘classmates’ and their teacher’s input. As we continue to assess the effectiveness of *Writing Realized*, students will be asked to participate in some testing, surveying, or measurement of student writing in addition to their usual class content.

As part of *Writing Realized* students will develop the following Writing Literacies as they work through their assignments:

1. to research additional information
2. to sharpen critical thinking abilities
3. to involve the use of technology in enhancing learning and
4. to reflect on how using these processes enhance knowledge

Student writing will be evaluated at times for participation only and other times for the quality and form of the writing, as it meets assignment requirements. Our writing specialist is Mr. Tim Wesselman – JPL 317/319: 430-0512. See <https://google.com/site/asugepwritingprogram/>

College of Business Mission:

The mission of ASU's College of Business is to create a vibrant learning community of quality business education, primarily through the scholarship of teaching, for a diverse student population desiring skills and competencies demanded by the dynamic global economy.

In accordance with its mission, the College of Business displays the following characteristics:

1. Emphasis on teaching excellence;
2. Technology-enhanced learning environment;
3. Functional education for students of all backgrounds;
4. A commitment to student's success and outstanding professionalism of students, faculty, and staff.

The College of Business is envisioned to become a vital, growing, and highly competitive College with market-driven programs; a College that enjoys broad support from its shareholders as a result of earned respect for its demonstrated ability to deliver good deeds--value added services. The College's core values are:

1. Academic excellence by faculty and students is paramount;
2. Meaningful research and community services are provided to enhance quality of life;
3. Dynamic and functional business education is expected and realized;
4. Students, faculty, and staff are happy and enthusiastic about their responsibilities;
5. Professional successes are anticipated and achievable for all students of the College.

College Learning Goals:

Goal 1: Effective Communicators

Objective 1: Oral Communication. Our students will *prepare* and *deliver* professional and effective quality presentations, incorporating appropriate technologies, on business topics.

Objective 2: Written Communication. Our students will *prepare* professional quality business documents and/or memos summarizing their analysis of a business issue.

Goal 2: Ethical and Analytical Business Problem Solvers

Objective 1: Our students will systematically *apply* decision making models to identify business problems, *generate* and *evaluate* solutions, and *propose* a feasible solution.

Objective 2: Our students will *understand* the nature of business ethics.

Objective 3: Our students will *apply* relevant principles of ethical behaviors to identify ethical problems and *propose* appropriate solutions.

Goal 3: Technology Competent

Objective 1: Our students will be *proficient* with word processing, spreadsheet, database, data communication, internet, financial calculations and presentation software

Goal 4: Business Professionals

Objective 1: Our students will *exhibit* appropriate professional behaviors in an actual work environment, including: appropriate dress, punctuality, and demeanor.

Objective 2: Our students will be *prepared* to interview for professional jobs with a quality resume' and application letter.

Objective 3: Our students will *demonstrate* effective team behaviors.

Goal 5: Globally and Environmentally Aware

Objective 1: Our students will *understand* global business frameworks, models, core concepts and best practices in a global environment.

Objective 2: Our students will *analyze* global potential through country analyses, including: political, cultural, economic, legal, and strategic approaches.

Objective 3: Our students will *practice* environmental conservation and awareness.



ALBANY STATE UNIVERSITY
College of Arts and Sciences
Department of Mathematics and Computer Science

Syllabus Calculus III Spring 2019

COURSE	MATH 2213-01
COURSE TITLE	Calculus III
CRN	29131
CREDIT HOURS	4 semester hours
PREREQUISITES	MATH 2212 (Calculus-II)
INSTRUCTOR	Dr. Vijay J. Kunwar Email: vijay.kunwar@asurams.edu Telephone: 229-500-2284
OFFICE LOCATION	BILLY C. BLACK (BCB) 119
OFFICE HOURS	Monday, Wednesday: 10:55 am - 12:55 pm Tuesday, Thursday: 10:30 am – 12:30 pm 01:30 pm – 02:30 pm (ONLINE) Or by appointment.
CLASS MEETING TIMES	Monday - Thursday: 08:00 am – 08:50 am
CLASS MEETING LOCATION	BILLY C. BLACK (BCB) 190

REQUIRED TEXT AND MATERIALS:

- ❖ Textbook: (a) Calculus, 10th Edition, Larson/Edwards Or,
(b) Calculus, Volume 2 and 3, Open Stax; These books can be downloaded
free here: <https://openstax.org/subjects/math>
- ❖ Texas Instruments TI-83/TI-83 Plus, TI-84/TI-84 Plus/Color graphing calculator
- ❖ WebAssign Access: Homework will ONLY be submitted via internet using
WebAssign. Class Key: **asurams 4920 9006**. You must purchase access to this site.

Note: This syllabus is subject to change at the discretion of the instructor. In the event of such changes, the updates will be announced in the classroom. It is student's responsibility to attend each scheduled class and hence get informed of any changes.

Course Description: Calculus III continues as a continuation of Calculus I and Calculus II, and it is the third course in the elementary calculus series. This course deals with the study of vectors and space geometry, real-valued functions, functions of several variables and their derivatives and applications, multiple integration, lines and surface integrals, and analysis of vector fields.

Course Goal: Students will acquire the knowledge to solve variety problems involving vectors and space geometry, functions of several variables, multiple integrations, vectors and scalar fields.

Institutional Student Learning Outcomes (ISLOs)

❖ The outcome for communication

Communication Skills – Students will effectively express and exchange ideas through listening, speaking, reading, writing and other modes of interpersonal expression.

- Create a written summary of the main ideas extracted from information gathered.
- Effectively organize communications, ensuring there is a clear introduction and conclusion, the content is well-sequenced and there are appropriate transitions.
- Know and use active listening skills.
- Make effective presentation, formatting and stylistic choices when developing a communication.
- Translate or explain what written information means and/or how it can be used.
- Understand the role of context, audience and purpose when developing a communication.
- Use appropriate posture, gestures, eye contact and vocal expressiveness to effectively communicate information.
- Use high-quality, credible, relevant sources to support writing.
- Use visual representations such as graphs, charts or graphics to enhance the meaning of the message that is being communicated.
- When communicating, use language that is appropriate to the audience.

❖ The outcome for critical thinking

Critical Thinking Skills – Students will be able to apply and utilize analytical and synthetic skills to think through a problem, define its characteristics, evaluate alternatives design and test effective solutions. Students will demonstrate the following abilities:

- Clearly and completely state and describe a problem/issue.
- Consider the context, costs, benefits and consequences of potential solutions to problems or issues.
- Create and/or organize data and information into meaningful patterns in order to interpret and draw inferences from it.
- Develop a plan to implement a solution to a problem or issue.
- Evaluate information to identify limitations and biases.
- Identify quality sources for data and information pertinent to a problem or issue being examined.
- Identify the best solution to a problem or issue.

- Use creativity and alternative thinking to brainstorm new ideas and possible solutions to problems or issues.
- Use rules or frameworks to provide context for and understand problems or issues

❖ **The outcome for problem solving**

Problem Solving Skills - Students will be able to think critically and solve problems by identifying relevant information, evaluating alternatives, synthesizing findings and implementing effective solutions.

Expected Student Learning Outcomes (SLOs)

At the end of the course, students should be able to:

1. Solve a variety multivariable calculus problems, derivatives and integrations of functions of several variables.
2. Understand, solve, and apply knowledge and vectors to a variety of multiple dimensional systems.
3. Acquire strong content knowledge of Calculus III concepts which will be utilized in advanced math and engineering courses.
4. Apply technology to the solutions multivariate calculus problems and their applications.

Course Objectives:

Upon completion of the course, candidates will be able to demonstrate with 70% mastery or higher, the following knowledge-based competencies, and the professional skills and dispositions associated with each. Specifically, candidates will be able to:

1. Discuss convergent and divergent sequences and series.
2. Distinguish between conic sections.
3. Plot and graph polar coordinates and transform equations from polar form to rectangular form and from rectangular form to polar form.
4. Find the derivatives of functions and the area of a region in polar form.
5. Perform operations in vector algebra.
6. Determine equations of lines and planes in three space satisfying given geometric conditions.
7. Draw the graphs of quadric surfaces in 3-space.
8. Find the domain and the range of functions of several variables.
9. Find the tangent and normal vectors at a point on a vector valued function.
10. Determine velocity and acceleration vectors.
11. Find the partial and total derivatives of a function of several variables.
12. Find the directional derivatives of a function of several variables.
13. Determine the equation of the tangent plane and normal line at a point on a given surface
14. Find the extreme values of a function of two variables.
15. Perform iterated integrals.

16. Find volume and surface integrals.
17. Perform change of variable to simplify double and triple integrals.
18. Find the curl and divergence of a vector-valued function in 3-space.
19. State and apply fundamental theorem of line integrals.
20. State and apply Green's Theorem and Divergence Theorem.

Course Content: We will cover Chapters 9-15 of the book.

I. Course Schedule (This is tentative schedule. The schedule may be changed or modified according as the progress in the class)

TENTATIVE CLASS CALENDAR/SCHEDULE

Weeks	Topics
Week 1	Review of syllabus, course policies and expectations. Chapter 9: Sections 9.1 – 9.3
Week 2:	Chapter 9: Sections 9.4 – 9.6
Week 3	Chapter 9: Sections 9.7 – 9.10
Week 4:	Chapter 10: Sections 10.1 – 10.3 Test 1
Week 5	Chapter 10: Sections 10.4 – 10.6
Week 6:	Chapter 11: Sections 11.1 – 11.3
Week 7:	Chapter 11: Sections 11.4 – 11.5
Week 8:	Chapter 11: Sections 11.6 – 11.7 Test 2
Week 9:	Chapter 12: Sections 12.1 – 12.3
Week 10:	Chapter 12: Sections 12.4 – 12.5
Week 11:	Chapter 13: Sections 13.1 – 13.3
Week 12:	Chapter 13: Sections 13.4 – 13.6 Test 3
Week 13:	Chapter 13: Sections 13.7 – 13.10
Week 14:	Chapter 14: Sections 14.1 – 14.4
Week 15:	Chapter 14: Sections 14.5 – 14.8
Week 16:	Chapter 15
Week 17:	Final Exam

II. Method of Student Evaluation

Students' progress will be assessed using four tools:

- ❖ **Attendance, Participation, and Behavior:** Student's timely attendance, active participation, and constructive behavior will be monitored throughout the semester. This component will have the total grade of 50 points.
- ❖ **Homework:** Homework will be assigned periodically. This component will have the total grade of 200 points.
- ❖ **Quizzes:** There will be FOUR in-class quizzes, each of grade 25 points. So, this component will have the total grade of 100 points.
- ❖ **Exams:** There will be THREE regular in-class exams, each worth 100 points. Additionally, there will be a FINAL examination that will carry the total grade of 150 points.

A. Course Grading Policy

Assignments	Activity	Total grades	Total Percentage
1	Attendance, Participation, Behavior	50 pts	6.25%
2	Homework	200 pts	25%
3	Quizzes (4)	100 pts	12.5%
4	Regular Exams (3)	300 pts	37.5%
5	Final Exam	150 pts	18.75%
Total Points		800 pts	100%

B. COURSE GRADES Based on the course grading policy above, the final grade in the course will be defined as follows:

Grade Equivalent	Percentage Equivalent
A	100 – 90
B	89 – 80
C	79 – 70
D	69 – 60
F	59 and below

III. Course Policies

A. Required Attendance Regulations: Class Attendance and Instructor's Expectations

Class attendance at Albany State University is compulsory; Students' grades are based on daily class participation and performance. Professors will not administer examinations and quizzes to students who have been absent from class for reasons other than official business of the University, sickness, or emergencies such as death in the immediate family, jury duty, court summons, etc. When students are absent for emergency reasons, the number of excused absences permitted should not exceed the number of credit hours awarded for the course except for the most extreme

unavoidable emergencies (e.g., death of family members, jury duty, etc.). The instructor will officially certify all excused absences. Students attending the class after 10 minutes or leaving the class while peers are still engaged will be considered absent if the instructor is not pre-notified of the situation.

- This class meets four times per week (Monday-Thursday) and begins at 08:00 am. Each student is expected to attend every session and to arrive before the class begins. Students are responsible for all class work and assignments whether or not they are in attendance. Some material will be presented in class from a different perspective than that given in the text. "Getting someone's notes" is a poor substitute for being present and involved in class discussion. However, if you must miss a class, it is your responsibility to find out what you missed.

- **Beepers and cellular telephones must be turned off during class sessions. Points may be deducted from final grade for each violation of this rule. Also, sleeping in class or hats in the classroom will result in a deduction of attendance grade. Students can be removed from the classroom due to use of phones, wearing hats, or sleep during class period.**

- **YOU MUST READ/SIGN UNDERSTANDING SYLLABUS BEFORE RECEIVING ANY GRADE FOR THE COURSE.**

- **If the total number of unexcused absence exceeds 3 days, the student's final grade may be dropped to the next lower grade.**

- **NO HOMEWORK WILL BE ACCEPTED LATE.**

- **ALL TURNED IN WORK MUST BE DONE IN PENCIL. NO WORK DONE IN PEN WILL BE ACCEPTED AND WILL RECEIVE A GRADE OF "0" FOR THAT ASSIGNMENT.**

- Mathematics is not a spectator sport. During most class periods there will be time for large and/or small group discussions about selected problems. It is important to learn to ask helpful questions and to listen constructively to each other. Constructive participation sometimes means allowing others time and space to think about the problem.

- "ASU RAM mail account is the university's official means of electronic communication with students. Students are required to use the ASU website (www.asurams.edu) and RAM mail for important university's official information on financial aid, current class schedule, registration holds, account balances, etc. In order to communicate with students by other means as needed, each student is required to provide the university with his/her current telephone number(s) and mailing address via Banner Web."

Attendance/Participation/Behavior:

Students will be graded on attendance, participation, and behavior. Professor may call on students at any given time to answer a problem, come to the board and solve a problem, give his/her peers a problem on the board. There will also be some in-class quizzes. Classroom attendance/

participation/behavior carries a total of 50 points. However, unexcused absence, cell phone use, and lack of participation in the classroom can affect the points. Any activity which is not proper and not conducive to the teaching/learning procedures will reduce the points.

CELL PHONES CANNOT BE USED AS CALCULATORS DURING EXAMS.

NO MAKE UP TESTS: Exceptions to this policy will be considered on a case-by-case basis. You must determine BEFORE the exam date whether your excuse will be acceptable and discuss with the professor. After receiving an excuse, you will have a maximum of two days to take the exam. If the exam is not taken within two days of the test, then the grade for that exam will be 0.

Generally, incomplete grades will not be given. If there is an emergency which causes a student to be unable to finish course requirements, the emergency must be documented by the student's advisor or by the advisory center.

If you have concerns about your progress or ability to keep up with course assignments, do not hesitate to discuss these concerns with me. Do not wait until the last minute.

B. Academic Honesty/Integrity

Students who cheat violate their own integrity and the integrity of the university by claiming credit for work they have not done, and knowledge they do not possess. **CHEATING OR PLAGIARISM IS A SERIOUS OFFENSE. ANY STUDENT CAUGHT CHEATING WILL AUTOMATICALLY RECEIVE A GRADE OF "0" ON THAT EXAM/QUIZ. MORE SERIOUS OFFENSE MAY END UP RECEIVING AN "F" FOR THE COURSE.** All students are expected to recognize and to abide by the policy on academic integrity found in the Student Handbook. Because you will be asked to do a lot of work in collaboration with your group members, I will ask you to sign all homework assignments attesting to the fact that you have actively participated in the work.

(See ASU Student Handbook for rules on academic honesty/integrity Page 62)

<https://www.asurams.edu/student-affairs/student-handbook/2017-handbook/>

C. Students with Disabilities

a. Please refer to the following link for Counseling and Disability Services:

<https://www.asurasm.edu-student-affairs/counseling-disability -services/>

Students with Disabilities:

If you are a student with a disability, you should consult the Testing & Disability Services, New Student Center – Green Zone 2-141, 903-3610 or 3611, to identify which accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs.

D. Campus Carry Information

- a. Please refer to the following link for Campus Safety Information:
<https://www.asurams.edu/police-policy-procedures/>

E. Sexual Misconduct Policy (Harassment Policy)

- a. Please refer to the following link for Title IX: Sexual Misconduct Policy:
<https://www.asurams.edu/adminstration/title-ix/sexual-misconduct-policy/>

F. University Math and Writing Centers Reinforcement Policy

- a. Support for math and writing is available at the various math and writing centers across campus. Please ask your instructor for help locating the most convenient one for you.
- b. Writing Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-writing-center/> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-writing-center/>
- c. Math Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-math-center/> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-math-center/>
- d. SmartThinking is available through GA VIEW. Please sign into GA VIEW and find the tutoring opportunities on the toolbar.

G. Integration of Technology

The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), a general knowledge of the operation and care of a computer and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technology difficulties, please consult Information Technology Services, <https://www.asurams.edu/Technology/> , <https://www.asurams.edu/Technology/getting-started-students/> OR <https://www.asurams.edu/Technology/?s=student+support> for assistance with common issues.

All candidates should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately of any changes to your e-mail address. All candidates should also know how to access the course in GAVIEW and be able to complete and submit assignments.

***NOTE:** “ASU RAMmail account is the university’s official means of electronic communication with students. Students are required to use the ASU website (www.asurams.edu) and RAMmail for important university’s official information on financial aid, current class schedule, registration holds, account balances, etc. In order to communicate with students by other means as needed, each student is required to provide the university with his/her current telephone number(s) and mailing address via BannerWeb.”

H. Class Cancellation Policy

Classes will not be cancelled unless in the case of an emergency. In such cases, the professor will notify candidates of class cancellations by phone and/or email. The Chair of the Department also will be notified. In addition, a memo of the cancellation will be placed outside the door of the class meeting location. In situations where there are special events sponsored by the University in which all candidates are expected to attend, the professor will check attendance at such events. The professor will modify the syllabus, as needed, to ensure coverage of relevant course content affected by the cancellation.

I. Important University Dates

Please refer to the online calendar for additional information:
<https://www.asurams.edu/academic-affairs/academic-services-registrar/academic-calendar/>

IV. Directions and Rubrics

Category	Rubric for Assignments		Target
	Unacceptable	Acceptable	
Attendance, Participation, Behavior	< 30 points	30 – 40 points	40 – 50 points
Homework	< 60 points	60 – 70 points	70 – 100 points
Quizzes	< 60 points	60 – 70 points	70 – 100 points
Regular Tests	< 60 points	60 – 70 points	70 – 100 points
Final Exam	< 90 points	90 – 105 points	105 – 150 points

SYLLABUS AGREEMENT

I have received a copy of the syllabus for this course. I have read and understand the requirements necessary to successfully complete this course and I understand that it is my responsibility to follow the policies set forth and complete the work required in order to pass this course.

I also acknowledge my understanding of the Academic Honesty Policy, the Honor Code, and all other Program Handbook policies.

Student Name: (Print) _____

Student Signature: _____

Date: _____

Bibliography/References

Add your reference list with appropriate and current references.



College of Arts and Sciences
Department of Biological Sciences

Failure to read the syllabus is not a valid excuse for an exception to any policy stated within the syllabus. It is each student's responsibility to read the syllabus and to make sure he/she understands the requirements for successful completion of the course with a grade of "C" or better. It is highly recommended that you reference this syllabus periodically throughout the semester.

COURSE BIOL 1112K
COURSE TITLE Introduction to Biological Sciences II
CRN 89587 Section 07/ 90831 Section 09
CREDIT HOURS 4 semester hours
PREREQUISITES BIOL 1111K

INSTRUCTOR Dr. Kenya Lemon
Kenya.Lemon@asurams.edu
229-500-2302
BCB 308 East campus
Office Hours: MW 3-5:30 pm; virtual hours- TR 7-8 pm

NOTE: office hours can be used for supplemental instruction and/or one-on-one tutoring.

CLASS MEETING TIMES Section 07: Lecture: TR 11:00 AM- 12:15 PM; Lab: F 10:00 -11:40 AM
Section 09: Lecture: TR 2:00-3:15 PM; Lab: M 10:00-11:40 AM

CLASS MEETING LOCATION Section 07: Lecture: BCB 193; Lab: BCB 338
Section 09: Lecture: Holley FAC 203B; Lab: BCB 320

COURSE REQUIREMENTS

1. Textbook- Concepts of Biology from OpenStax College ISBN 1938168119

The required text is an e-textbook that is free and available in a wide variety of free online formats via the web (<https://www.openstax.org/details/concepts-biology>). Printed copies at a significantly reduced rate are also for sale at [openstax.org](https://www.amazon.com) and can be purchased online at [Amazon.com](https://www.amazon.com).

Required reading: Particular chapters are required as homework assignments and exams are based on these chapters.

2. Notebook for lab
3. An active login account for GaVIEW (<https://albanystate.view.usg.edu>)
4. Lab coats are recommended

Course Description

Introduction to Biological Science II is a course designed for non-science majors that emphasizes human anatomy and physiology, classical and molecular genetics, evolution, ecology, and surveys the plant and animal kingdoms through lectures, audio-visual aids, selected laboratory experiments, and demonstrations.

Institutional Learning Outcomes

- Students nearing completion of their educational program demonstrate effective communication skills that are appropriate for their major field of study, depth of study, and degree level.
- Students nearing completion of their educational program demonstrate effective analytical problem solving skills that are appropriate for their major field of study, depth of study, and degree level.
- Students nearing completion of their educational program demonstrate sufficient expertise in their major field of study or disciplinary specialization as appropriate for their depth of study in the field and degree level.

Departmental Learning Outcomes

- Graduating Seniors in the Biological Sciences B.S. program will demonstrate effective oral and written communication skills pertaining to Science (Bachelor's Level).

1 READING IS FUNDAMENTAL!

The professor reserves the right to make changes in the course during the semester as necessary.

- Graduating Seniors in the Biological Sciences B.S. program will demonstrate proficiency in designing and performing experiments, and in data analysis pertaining to Science (Bachelor's Level).
- Graduating Seniors in the Biological Sciences B.S. program will demonstrate sufficient knowledge in the major field of Biological Sciences (Bachelor's Level).

Expected Student Learner Outcomes

As a result of completing this course the student should be able to:

Lecture:

1. Think critically concerning key concepts of basic biological concepts
2. Communicate basic biological concepts, both orally and written

Lab:

1. Define and manipulate physical measurements
2. Use basic biological equipment and techniques
3. Present data and results in a clear and logical manner
4. Analyze data and draw conclusions

While most students are skilled at remembering and understanding, I strive for application for it is the ultimate goal of any course I teach! I also challenge my students to analyze and synthesize biology concepts. By engaging in active learning during class, you will have numerous opportunities to practice application, analysis and synthesis of biological ideas.

I. Course Schedule

This is a tentative outline and is designed to give you some idea where you should be at any given time in your reading. Students are encouraged to make use of the Chapter Reviews at the end of each chapter and to attempt the questions at the end of each section. Dates for exams will be posted in GaVIEW and announced in class. Learning outcomes will be assessed by in-class quizzes, homework problems, and exams (in-class and/or online).

Lecture

<p>You are encouraged to attempt all recommended activities (hint hint) although these are not required. IC= in-class activity HW= homework assignments covering reading assignments, typically one for each chapter, typically given through GaVIEW LHW= lab homework assignments; should be placed in your lab notebook</p>			
Week	Chapter	Learning Objectives	Assignments (all due dates are posted on GaVIEW)
1 & 2	Introduction & Pretest; Ch. 9 Molecular Biology	<ol style="list-style-type: none"> 1. Describe the structure of DNA 2. Distinguish between DNA replication and DNA transcription 3. Briefly describe translation 4. Describe how gene regulation is different in prokaryotes and eukaryotes <p>Lab 1: Laboratory procedures and safety; DNA Lab 2: Genetically engineered organisms research (electronic device needed)</p>	<p>HW1</p> <p>LHW1: DNA Practice worksheet</p>
2& 3	Ch. 10 Biotechnology	<ol style="list-style-type: none"> 1. Discuss cloning 2. Discuss how biotechnology is used in medicine and agriculture 3. Describe genetic engineering 4. Define genomics and proteomics <p>Lab 3: Exploring gene therapy virtual lab</p>	<p>HW2</p> <p>Week 2 Class assignment: Gene therapy review</p> <p>LHW 2: DNA extraction virtual lab</p>
4*	<p>EXAM 1 (open notes) covering Chapters 9 & 10 Students are not allowed to leave the classroom to retrieve notes once the exam has been handed out. A scantron and pencil are required.</p> <p>Lab 4: DNA extraction</p>		<p>LHW 3: The PCR Method virtual lab</p>

2 READING IS FUNDAMENTAL!

The professor reserves the right to make changes in the course during the semester as necessary.

4 & 5	Ch. 16 The Body's Systems	<ol style="list-style-type: none"> 1. Describe thermoregulation of endothermic and ectothermic animals 2. Explain how the kidneys serve as the main osmoregulatory organs in the human body 3. Describe the ways in which organs work together to digest food in the body 4. Describe the functions of the circulatory and respiratory systems to include the organs involved 5. Describe how blood flows throughout the body 6. Explain how the different hormones and glands work to maintain homeostasis 7. Explain the role of joints and muscles in skeletal movement 8. Describe the form and function of a neuron 9. Describe the basic parts and functions of both the central nervous system and the peripheral nervous system 10. Which system do you believe to be the most important? Why? <p>Lab 5: Understanding Human Body Systems</p>	HW3
6	Ch. 17 The Immune System and Disease Introduction of Group Presentations	<ol style="list-style-type: none"> 1. Explain why viruses are not considered living 2. Describe viral replication 3. Describe how vaccines are used to prevent and to treat viral diseases 4. Explain how innate immunity is similar and yet different from adaptive immunity. Be sure to discuss cells involved in both responses. 5. Explain immune tolerance 6. Define hypersensitivity and autoimmunity 7. List diseases that either affect the immune system or are the result of a faulty immune system <p>Lab 6: Communicable diseases</p>	HW4 LHW 4: Immunology virtual lab
7	Ch. 18 Animal Reproduction and Development	<ol style="list-style-type: none"> 1. Describe advantages and disadvantages of asexual and sexual reproduction 2. Discuss methods of asexual reproduction and sexual reproduction 3. Describe how global warming will affect certain populations 4. Describe the role of cleavage and gastrulation in animal development 5. Briefly explain how multiples (i.e. twins, triplets) result 6. Label human male and female reproductive anatomies 7. Describe the similarities and differences between spermatogenesis and oogenesis 8. Describe the roles of male and female reproductive hormones <p>Lab Exam I</p>	HW5 Lab notebooks due
8	Review & Midterm- Exam 2 covers Chapters 16 - 18. A scantron and pencil are required.		
	Lab 7: Microscopy virtual lab		
9	Presentation prep	Lab 8: Microscopy lab p52	
10	Ch. 12 Diversity of Life	<ol style="list-style-type: none"> 1. List the different levels of the taxonomic classification system 2. Describe how systematic and taxonomy relate to phylogeny 3. Compare homologous and analogous traits 	HW6 LHW 5: Are they related? activity

3 READING IS FUNDAMENTAL!

The professor reserves the right to make changes in the course during the semester as necessary.

		4. Discuss the purpose cladistics	
		Lab 9: Microscopy lab II	
11	Ch. 13 Diversity of Microbes, Fungi, and Protists	<ol style="list-style-type: none"> 1. Describe the basic structure of a prokaryote and how they reproduce 2. Identify bacterial diseases that caused historically important plagues and epidemics 3. Discuss antibiotic resistance 4. Describe the use of prokaryotes in food processing and bioremediation 5. Describe the endosymbiotic theory 6. Discuss the main characteristics of protists 7. Describe important pathogenic species of protists 8. Describe the roles of protists as food sources and as decomposers 9. List the characteristics of fungi 10. Describe fungal parasites and pathogens of plants and infections in humans 11. Describe the importance of fungi in the environment 12. Explain the beneficial role of fungi in food and beverage preparation and in the chemical and pharmaceutical industry 	<p>HW 7</p> <p>LHW 6: What kill germs? virtual lab</p>
		Lab time will be used for presentation reviews and quiz	
12	Ch. 14 Diversity of Plants	<ol style="list-style-type: none"> 1. Describe the major characteristics of the plant kingdom 2. Describe the adaptations that allowed plants to colonize land 3. Describe the distinguishing traits of the 3 types of bryophytes 4. Describe the major classes of seedless vascular plants 5. Discuss the characteristics of gymnosperms 6. List the 4 groups of modern-day gymnosperms and provide examples of each 7. Describe the main parts of a flower and their purpose 8. Discuss the main 2 groups into which flower plants are divided 	<p>HW8</p> <p>LHW 7: Exploring Sponges, Cnidarians, Flatworms, and Roundworms virtual lab</p>
		Lab time will be used for presentation reviews and quiz	
13	Ch. 15 Diversity of Animals	<ol style="list-style-type: none"> 1. List the features that distinguish the animal kingdom from other kingdoms 2. Explain the process of animal reproduction and embryonic development 3. Compare and contrast the embryonic development of protostomes and deuterostomes 4. Describe the organizational features of the simplest animals 5. Compare and contrast the following organisms: sponges, cnidarians, flatworms, nematodes, arthropods, mollusks, annelids, echinoderms, chordates, fish, amphibians, reptiles, birds, and primates 	<p>HW9</p> <p>LHW 8: Animal Kingdom chart</p>
		Lab time will be used for presentation reviews and quiz	
14	Ch. 19 Population and Community Ecology	<ol style="list-style-type: none"> 1. Describe how ecologists measure population size and density 2. Use life tables to calculate mortality rates 3. Describe the 3 types of survivorship curves and relate them to specific populations 4. Describe examples of exponential growth and logistic growth 	<p>HW10</p> <p>Recommended: Communities and Biomes Virtual Lab and Population Biology Virtual Lab</p>

4 READING IS FUNDAMENTAL!

The professor reserves the right to make changes in the course during the semester as necessary.

		5. Explain why death is important, biologically speaking	
		Lab Exam II	
15	Exam 3: Chapters 12-19 Thanksgiving		Lab notebooks due
16	Post Exam and Review		

Lab

Week	Lab	Lab HomeWork (LHW)	LHW due date Sec. 07	LHW due date Sec. 09
1	L1 Laboratory procedures and safety; DNA	LHW 1: DNA Practice worksheet	8.30	8.26
2	L2 Genetically engineered organisms research			
3	L3 Exploring gene therapy virtual lab	LHW 2: DNA extraction virtual lab	9.13	9.9
4	L4 DNA extraction	LHW 3: PCR Method virtual lab	9.20	9.16
5	L5 Understanding Human Body Systems			
6	L6 Communicable diseases	LHW 4: Immunology virtual lab	10.4	9.30
7	LAB EXAM I; Lab notebooks due			
8	L7 Microscopy virtual lab			
9	L8 Microscopy lab			
10	L9 Microscopy lab II	LHW 5: Are they related? activity	11.1	10.28
11	Presentation reviews and quiz	LHW 6: What kills germs? virtual lab	11.8	11.4
12	Presentation reviews and quiz	LHW 7: Exploring Sponges, Cnidarians, Flatworms, and Roundworms virtual lab	11.15	11.11
13	Presentation reviews and quiz	LHW 8: Animal Kingdom chart	11.22	11.18
14	Lab Exam II			
15	Thanksgiving; Lab notebooks due (11.26)			
16	Review			

II. Method of Student Evaluation

A. Course Grading Policy

All electronically submitted assignments must be in the form of a Microsoft Word document or Pages for Mac. Files submitted in any other format (i.e. PDFs, JPGs, text files) will receive a zero. Late assignment submissions will be penalized 15 points each day and all missing assignments will be given a grade of zero.

Class Activities (35%): Includes Exams, Quizzes, Presentations, and any in-class activities. Two grades will be dropped from this section.

Exams

- Exams are based on lectures, handouts, discussions, reading assignments, and labs.
- Rarely are make-up exams given. If an exam is missed due to official university business, hospitalization, or death in the family, a student must contact the professor within 24 hours of the missed exam. Requests for remediation must be accompanied by documentation substantiating the reason for missed work.
- If a multiple-choice exam is given and scantrons are utilized, failure to write the test number on your scantron will result in a zero. This policy applies to all exams where the instructions state this policy.
- Electronic devices, including but not limited to cell phones and tablets, are not permitted during an exam. If such an item is seen during an exam, a zero will be given. Headphones must be removed during all exams.
- Five points will be deducted for every five minutes that a student arrives late to an exam. This penalty reflects the disruption caused by students entering late.
- Should I arrive more than five minutes late on the day of an exam, all students will receive ten bonus points for that particular exam.
- The final comprehensive exam is not eligible to be dropped.

Quizzes

- Quizzes cover reading assignments and/or previously discussed topics.
- They are given at the beginning of class and they cannot be made up.

5 READING IS FUNDAMENTAL!

The professor reserves the right to make changes in the course during the semester as necessary.

Presentations

1. Students will present at least one presentation, covering a given biological topic.
2. The class will decide upon groups.
3. The rubric is posted on GaVIEW.

Homework (HW) (20%): The two lowest grades will be dropped assuming there are at least nine HW assignments.

1. Homework covers reading assignments and should be used as practice for exams. Students should read the chapter before taking each one.
2. These assignments are typically always on GaVIEW unless otherwise stated.
3. Each HW assignment must be completed by the due date/time. Due dates will be posted on GaVIEW.
4. These assignments cannot be made up.
5. Once you begin a HW assignment on GaVIEW, it must be completed in that sitting; they cannot be saved and reopened.
6. If you experience technical issues with a HW assignment, you will need to contact the IT and/or the Online Student Support department.

Labs (35%): No grades in this section will be dropped.

1. Labs **cannot** be made up so do not miss one. If you are absent, you may not obtain data from your classmates.
2. Students must have access to the lab procedures. This means students must either print out the lab or have an electronic copy to use in lab as hard copies will rarely be provided.
3. Lab homework assignments are devised to assist with understanding the labs that will be conducted. In some cases, these assignments will coincide with lecture. Each assignment should be placed in your lab notebook.
4. Students can expect at least two lab exams that cover the content from lab homework assignments and labs conducted in class.
5. Lab notebooks will be graded twice during the semester, the week before midterm and the week before the end of the semester. No lab notebooks will be accepted after the dates they are requested.
6. If you know you are going to be absent on the day notebooks are due, you must turn in your notebook ahead of time to avoid being penalized.
7. While you may work with your lab partners in analyzing your data, you must submit your own lab report in your own words. You may not submit tables, graphs, figures, or any other parts of a report that are duplicates of someone else's work. No two labs should be exactly alike.
8. Work areas should always be cleaned before leaving lab. Points are deducted if the lab must be cleaned after class has ended.

Lab Notebook- a lab notebook is mandatory. See the Lab Notebook Rubric for more information.

It is highly recommended that you include the following for each in-class lab as the information is beneficial and will be valuable when it comes time to write your lab report (if applicable).

1. Group members if applicable
2. Calculations used in lab that are determined during the experiment
3. Locations of any individual and/or group materials
4. Materials and methods for conducting the experiment
5. Results and conclusions
6. Any issues/concerns

Dress Code while in Lab

1. Students must wear a lab coat unless otherwise instructed
2. Students must wear close-toed shoes (no sandals or flip-flops even in socks are worn)
3. Students should be covered from the neck to below the knees (no short skirts or shorts, no sleeveless clothing, no pants/jeans with holes and no bare midriffs)
4. Students should not wear baggy or loose fitting clothing
5. Students should wear a pair of safety goggles with side shields when handling chemicals
6. No dangling jewelry should be worn during an experiment
7. Depending on the nature of the experiment, gloves should be worn
8. Long hair must be secured and tied back away from face and held in the back

The following will affect your lab grade:

- a. Missing labs, virtual and in-class
- b. Missing lab homework assignments
- c. Missing information from labs

- d. Missing professor signatures
- e. Inappropriate lab attire (- .25 for each incident)

B. ASSESSMENT

The final grade in the course will be determined as follows:

Class Activities → 35%

Final Exam → 10%

Homework → 20%

Lab → 35%

Class participation is mandatory. Some students fear talking in class because they do not want to be wrong. Know that making mistakes is KEY to learning. It makes more sense to make mistakes in class and on homework when the stakes are low, rather than on an exam/presentation. This is partially why participation is so important. Such engagement allows students to learn from each other, sharpens communication skills, and provides a mechanism by which students can articulate their thoughts. It also allows me to determine where weaknesses and strengths are so that I can interject as needed. Examples of ways to participate:

- Explicitly relate or link your observations and comments to the topic(s) being discussed
- Ask and answer questions
- Complete problems on the board
- Taking notes during discussion that are then made available to the rest of the class
- Email (or GroupMe message) questions or comments after class
- Post articles that relate to topics discussed in class **AND** then state how the article relates to class
- Make a comment to link others' contributions
- Disagree with someone in a respectful and constructive way

Simply coming to class is not considered participation.

C. COURSE GRADES

The final grade in the course is defined as follows:

A= 90-100

B = 80-89

C= 70-79

D= 60-69

F= 59 and below

The final grade is not rounded. Example: 69.9=D, 70= C. This policy takes into account the numerous dropped grades awarded to each student. All grades will be uploaded into GaVIEW when assignments and activities have been graded. GaVIEW sends an announcement once grades have been posted so there is no need to email me asking when grades will be posted. By default, ungraded items are automatically given the designation of "dropped" in GAVIEW. Once the assignments have been graded, "dropped" will no longer appear unless the grade received is the lowest grade you have.

III. Course Policies

A. Course Information and Instructor Expectations

1. While the last day to submit assignments is the last day of the semester, please note that no assignments will be accepted once they have been graded and returned.
2. I will not discuss grades via email nor GroupMe, therefore students wishing to discuss grades should make an appointment or drop by during office hours.
3. **Students are strongly encouraged to utilize office hours and/or peer tutoring.**
4. **The comprehensive final exam will be given according to the university's schedule for final exams so plan accordingly.**
5. If you have official university business on the date an assignment is due, you must submit your assignment before the due date.
6. If you know you will be absent on the date an assignment is due, you must submit your assignment before the due date to avoid being penalized.
7. If you have an emergency on the date an assignment is due, you must submit your assignment the next day (not next class meeting date) to avoid being penalized.
8. The final exam will not be administered to any student who arrives more than 20 minutes after the scheduled exam time. A zero will be given.
9. Should a student miss the final exam or choose not to take it, a grade of zero will be given.
10. Educational research has shown that students who read and complete homework before class, actively participate in class, and review notes regularly, can and will succeed.

7 READING IS FUNDAMENTAL!

The professor reserves the right to make changes in the course during the semester as necessary.

11. I do not offer extra credit assignments. Instead of waiting until the end of the semester to discuss your grades with me, periodically check your status in GAVIEW and/or make an appointment to discuss your grades throughout the semester.
12. Attendance is taken by roll. Should class be canceled due to convocation and roll is taken at the convocation, it is the student's responsibility to ensure he/she signs it. Failure to sign will result in penalties.
13. The use of cellular telephones, beepers, and radios and earphones are not permitted during class unless stated. The beeping of any electronic device will result in a ten-point deduction from an exam to the offending student for each incident.
14. Disruptive behavior will not be tolerated as it interferes with the learning process of fellow students. Any student who exhibits a behavior, which I deem to be disruptive to the learning of fellow students, will be asked to leave class for that scheduled period. Repeated behaviors may possibly result in an official complaint filed with the appropriate school officials.
15. I do not answer emails or GroupMe on the weekends or after 7 pm (except during virtual office hours), so plan accordingly. Email is preferred to direct messages on GroupMe.
- 16. Please do not send me messages detailing your illness.**
17. My office is always locked, regardless of the reason. Therefore, any student visiting during office hours is advised to wait a few minutes as I may have stepped away from the office for any number of reasons.
18. If an appointment is missed and/or if I am not available during the scheduled office hour period, please send an email to kenya.lemon@asurams.edu and/or see the Departmental Office.

EMAIL

19. Be clear and courteous in your email exchanges- both with me and with your colleagues in the class.
20. Emails without a subject will not be answered. The subject should include your reason for emailing (examples: Question regarding Midterm grade; Appointment needed).
21. Include your RAM id.
22. Be certain to sign your emails with your name, as anonymous messages will not be answered.
23. Check spelling, grammar, and punctuation. I will not respond to poorly written email messages.
24. I strive to respond to all emails within two business days. If you are simply passing along information ("Dr. Lemon, I wanted to let you know I will be absent this Friday." or "Dr. Lemon, I'm sick so I won't be in class.", do not expect a response.

Letters of Recommendation

If you desire a letter of recommendation, send me an email asking for such at least 14 business days before the letter is needed (an email should be sent for EACH letter you wish to be written. See GaVIEW for more information. Letters will only be written for academic pursuits (i.e. professional school, internships) and community service organizations.

What you can expect

1. An environment conducive to active learning that allows students to experiment with ideas, develop concepts, and to integrate concepts into systems
2. Various teaching methods
3. Constructive criticism and feedback
4. Incorporation of student recommendations
5. Assignments will be returned in a timely fashion
6. Inspiration and motivation

B. Academic Honesty/Integrity

Neither plagiarism nor cheating will be tolerated. Information utilized from various journal articles must be paraphrased and appropriately referenced within the body of the proposal and/or assignment and identified at the end in the reference citation list if applicable. Failure to acknowledge and/or improper citations will result in a zero. I will upload all assignments to TurnItIn.com to check for plagiarism. No two submissions should be the same; if this occurs, all involved will receive a zero.

C. Students with Disabilities

- a. Please refer to the following link for Counseling and Disability Services:

<https://www.asurams.edu/student-affairs/counseling-disability-services/rights-and-responsibilities.php>

Students with Disabilities:

If you are a student with a disability, you should consult the Testing & Disability Services, New Student Center – Green Zone 2-141, 903-3610 or 3611, to identify which accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs.

D. Campus Carry Information

- a. Please refer to the following link for Campus Safety Information:

<https://www.asurams.edu/docs/legal-affairs/policies/HB-280-Campus-Carry-Policy-at-ASU.pdf#search=campus%20carry%20information>

E. Sexual Misconduct Policy (Harassment Policy)

- a. Please refer to the following link for Title IX: Sexual Misconduct Policy: <https://www.asurams.edu/legal-affairs/title-ix/sexual-misconduct-policy/>

F. University Math and Writing Centers Reinforcement Policy

- a. Support for math and writing is available at the various math and writing centers across campus. Please ask your instructor for help locating the most convenient one for you.
- b. Writing Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-writing-center.php> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-writing-center.php> OR <https://www.asurams.edu/academic-affairs/asuonline/online-writing-center/>
- c. Math Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-math-center.php> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-math-center.php> OR https://www.asurams.edu/docs/learning-centers/Chapter-2_Presenting.pdf#search=math%20center
- d. SmartThinking is available through GAVIEW. Please sign into GAVIEW and find the tutoring opportunities on the toolbar.

G. Integration of Technology

The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), a general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technology difficulties, please consult Information Technology Services, <https://www.asurams.edu/technology/>, for assistance with common issues.

All candidates should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately of any changes to your e-mail address. All candidates should also know how to access the course in GAVIEW and be able to complete and submit assignments.

***NOTE: "ASU RAMmail account is the university's official means of electronic communication with students. Students are required to use the ASU website (www.asurams.edu) and RAMmail for important university's official information on financial aid, current class schedule, registration holds, account balances, etc. In order to communicate with students by other means as needed, each student is required to provide the university with his/her current telephone number(s) and mailing address via BannerWeb."**

H. Course Attendance Policy

Class attendance is **mandatory** at ASU. Attendance begins the first day of class and all students are expected to remain in class for the entire class period unless prior arrangements have been made with me. Attendance is necessary for your success in my course as the in-class activities are a crucial part of the learning experience. Absenteeism cannot exceed four unexcused absences during the semester without suffering a penalty. Each additional unexcused absence will result in one point being deducted from your participation grade. These points will be deducted at the end of the semester. If necessary, five points will be deducted from exam grades for each additional unexcused absence. **NOTE: all bonus points and/or bonus grades are forfeited if you exceed more than four unexcused absences.**

- Examples of excused absences: official business for the university and hospitalization
- Examples of unexcused absences: work, court hearings, and doctor's appointments
- Regardless of excused or unexcused absences, each student is responsible for the material presented and discussed during class sessions.
- If a student is late or leaves early, the student is responsible for missed information.
- Documentation of an absence is required in determining if your absence is excused.
- Condolences for the loss of a loved one, but to be considered an excused absence due to funeral arrangements, students must provide an obituary.
- Arriving more than 5 minutes late and/or leaving more than 5 minutes before the class ends will count as an absence for every two occurrences.

- Each student is responsible for monitoring class absences to ensure that the maximum allowed absences in this course is not exceeded. Attendance can be viewed in GaVIEW.

I. Class Cancellation Policy

If class is canceled, notifications are typically sent through GAVIEW and GroupMe, a social application accessible on most cell phones (also on the web). Students are encouraged to join the class' GroupMe group. It is the student's responsibility to check GAVIEW and/or GroupMe for emails and other notifications.

J. Important University Dates

- a. Please refer to the online calendar for additional information:

<https://www.asurams.edu/docs/academic-affairs/master/FY-19-to-FY-23.pdf#search=university%20calendars>

IV. Directions and Rubrics

Each assignment contains its directions and all rubrics can be found in the Rubrics Content folder on GaVIEW.

I have received a copy of the syllabus for this course. I have read and understand the requirements necessary to successfully complete this course and I understand that it is my responsibility to follow the policies set forth and complete the work required in order to pass this course.

Once again, I am also acknowledging my understanding of the Academic Honesty Policy, the Honor Code, and all other Program Handbook policies.

I have received a copy of the syllabus for the course and understand the requirements for successful completion of this course.

Student Name: (Print) _____

Student Signature: _____

Date: _____

This syllabus was adapted from a number of sources including syllabi created by Dr. S. Williams (ASU), Dr. J. McCrary (ASU), Dr. K. Hogan (UNC-Chapel Hill).

Voice Studio Syllabus

2017-2018

Applied Voice Course # 1141, 1142, 2142, 3141E, 3142, 3142E, 4141, 4141E, 4142

Traci Davis, Assistant Professor of Voice
College of Visual and Performing Arts, Studio 155
E-mail: traci.davis@asurams.edu
Cell: 713-306-9330

Course Description

The purpose of this course is to provide the voice student with the proper skills necessary for the development of good, solid vocal technique that should last a lifetime. Instruction includes learning correct posture, breath support(appoggio), resonance, articulation, pronunciation of vowels and consonants, excellent diction, style, musicality and performance techniques.

Objectives

The objective of this course is to instruct, inspire and encourage each student to develop his or her instrument to its fullest potential. The ultimate goal is to prepare the student for their professional singing career goals.

Course Requirements

The student must attend each lesson unless excused because of illness or unforeseen emergency. Unexcused lessons will not be made-up. The student must give 24 hours notice of cancellation. Please do not come to a lesson if you are ill. Lessons missed due to the student's illness will be rescheduled at a convenient time. Lessons missed due to the professor's absence will be made up as soon as possible at a time that is mutually agreeable. Please be punctual and properly attired. Please do not wear flip-flops to your lesson.

All songs in a foreign language must be translated word for word in your music. A poetic translation should be written on a separate piece of paper. IPA symbols should be written in the music as well.

Junior recitals are *strongly* encouraged and senior recitals are required.

Junior recitals will be approximately 30 minutes of music which will include selections in Italian, French, German and English. It is suggested that all your music be totally memorized 3 weeks **before** the recital at which time you will be asked to perform portions of your selections or in their entirety in a hearing.

Seniors will present a recital 45 minutes in length which will include selections in Italian, French, German and English. It is suggested that all your music be totally memorized 3 weeks **before** your recital. 3 weeks before the recital, you will be asked to perform selections in their entirety before a listening panel.

Daily practice is essential. This includes vocalizing as well as study of texts, rhythms, notes and translations.

Recital Attendance

In addition to the required recital attendance for the semester, it is also required that all students in my studio attend the recitals of our studio members. Unexcused absences from recitals will be reflected in your final studio grade. Please inform me in advance if you are ill or if your work schedule prohibits your required attendance.

Studio Class

Studio class is held every Friday from 12:00-12:50 p.m. The course will benefit each student in their performance ability as well as your ability to communicate constructive feedback to your colleagues. It is a requirement that as a voice student that you attend this class regularly. ATTENDANCE WILL BE TAKEN. If you are scheduled to perform for class, please make sure that you sign up for a practice time with Dr. Noda, NO LATER THAN the Thursday before your scheduled performance.

Materials

Depending on the year of study, each student will require various anthologies of Italian, German, French and English Art Songs. Oratorio and Opera scores may also be needed for this type of repertoire. Xerox copies of individual pieces are acceptable for use at lessons.

All music must be kept in a binder and each student must provide all copies of their assigned repertoire to their accompanist. Please be sure that the copies provided for your pianist is in its entirety and not cut off at the top or bottom. Please mark and cuts, cadenzas, etc., as neatly as possible.

The use of a recording device is strongly encouraged at all lessons. This is a helpful tool in the student's vocal study.

Class Attendance Policy

The nature of this course does not lend itself to excessive absences. Students are expected to attend all class sessions punctually and regularly. A student will be dropped from the class if he/she is absent for three (3) or more class sessions.

Course Grading Policy

The professor of record will evaluate the class on a weekly basis using a combination of weekly examinations, homework assignments, project assignments, quizzes and daily attendance and participation.

Grading Scale

A = 90-100

B = 80-89

C = 70-79

D = 60-69

F = 0-59

Class Cancellation Policy

Classes will not be cancelled unless in the case of an emergency. In such cases, the professor will notify students of class cancellations by communication with the Department Secretary. In addition, a memo of the cancellation will be placed outside the door of the class meeting location. In situations where there are special events sponsored by the University in which all candidates are expected to attend, the professor will check attendance at such events. The professor will modify the syllabus, as needed, to ensure coverage of relevant course content affected by the cancellation.

Disability Policy:

If you are an individual with a disability and require accommodations, please discuss this with the instructor during the first week of class (preferably, immediately after the first class period). It is your responsibility to inform the Counseling and Student Disability Services (CSDS), in room 140 in the Reese Student Union, of your disability; the Student Disability Coordinator can be reached at (229) 430-1711/4667. The instructor will, upon receipt of a letter from the Office of Student Disability Services, make the recommended academic accommodations for you.

Dress Code: None

Sexual Harassment Policy:

Albany State University ("ASU" or "University") is committed to providing a positive and rewarding educational experience and a safe campus environment which acknowledges the dignity and worth of every individual. The purpose of this policy is to prohibit any form of sexual discrimination by or against any campus constituent and to ensure that every report of sexual discrimination is taken seriously and that prompt and appropriate action is taken.

Sexual misconduct is a serious threat to the University community, a violation of University policy, prohibited by Title IX and in some instances a criminal act. In accordance with Title IX, the University is committed to (1) prohibiting acts of sexual misconduct; (2) providing comprehensive support to the alleged victim while safeguarding the due process rights of the accused; and (3) clearly identifying, defining and articulating behavioral standards and expectations required of all members of the University community. Albany State University

constituents are expected to adhere to Sexual Misconduct policy 4.1.7 as prescribed by the University System of Georgia. The policy is outlined below.

<https://www.asurams.edu/albany-state-university/administration/title-ix/sexual-misconduct-policy/>

Gun Carry Policy:

While current law already allows license-holders to keep weapons secured in motor vehicles, beginning on July 1, House Bill 280 will allow anyone who is properly licensed in the State of Georgia to carry a handgun in a concealed manner on property owned or leased by public colleges and universities, with some exceptions as explained below. It will not allow any other type of gun to be carried around campus; nor will it allow handguns to be carried openly. (House Bill 280 does not apply, however, to institution-sponsored events or excursions away from campus on property not owned or leased by a University System institution.)

The statute defines *concealed* as “carried in such a fashion that does not actively solicit the attention of others and is not prominently, openly, and intentionally displayed except for purposes of defense of self or others.” A license-holder therefore may carry a handgun while it is substantially (“but not necessarily completely”) covered by an article of clothing he or she is wearing, or contained within a bag (“of a nondescript nature”) he or she is carrying, or in another similar manner that generally keeps it out of the view of others.

There are a number of exceptions to the new law that limit the places on campus where handguns may be carried. Even license-holders may not carry a handgun into the following locations on college/university-owned or leased property:

- Buildings and property used for athletic sporting events. This exception includes stadiums, gymnasiums and similar facilities in which intercollegiate games are staged (but does not extend to so-called “tailgating” areas where fans may congregate outside the gates of the sports facility). It does not extend to student recreation centers and similar facilities that are not used for intercollegiate games.
- Student housing facilities including residence halls and similar buildings where students live such as fraternity and sorority houses. (Note that any housing that is not on property owned or leased by a University System institution is not covered by House Bill 280.)
- Spaces – including any room, continuous collection of rooms or outdoor facility – that are used for preschool or childcare. In order to qualify, preschool and childcare spaces must have controlled access (meaning access via personnel stationed at the door or an electronic mechanism) limited to authorized people.
- Rooms and other spaces during the times when they are being used for classes in which high school students are enrolled, whether through dual enrollment and programs such as Move On When Ready or through college and career academies or other specialized programs such as Early College. License-holders who want to carry handguns to class will need to visit the institution’s registrar or other designated employee, who after verifying their enrollment

status will tell them which of their classes, if any, have high school students enrolled. Institutions shall not, however, keep any listing of those who inquire. (Note also that the names of enrolled high school students may not be revealed in accordance with applicable privacy laws.) It is the responsibility of license-holders to seek out this information and make themselves aware of which classrooms fall within this exception.

- Faculty, staff and administrative offices. This exception includes offices and office suites occupied by faculty, staff and administrators but does not include more general public common spaces outside of those areas.
- Rooms during the times when they are being used for disciplinary proceedings of any kind, including those regarding students, faculty or staff. These would include any meetings or hearings that are part of the University System's or the institution's sexual misconduct, student conduct, dispute resolution, grievance, appeals or similar processes.

Under the new law, it is a misdemeanor crime for a license-holder to carry a handgun "in a manner or in a building, property, room, or space in violation of" these provisions. Doing so also may be a violation of the institution's student code of conduct and personnel rules. It will be the responsibility of those license-holders who choose to carry handguns on campus to know the law and to understand where they can go while carrying. Institutions will not provide gun storage facilities or erect signs outside restricted areas.

Each institution will need to review its campus conduct and weapons policies to ensure that they comply with these changes to the law. While House Bill 280 provides for specific exceptions where handguns may not go, it does not give individual institutions discretion to bar or further limit handguns on their campuses. Institutions therefore may not place additional restrictions or prohibitions on the carrying of handguns beyond those contained in the law. Neither should anyone else attempt to interfere with the ability of license-holders to carry concealed handguns on campus.

It is incumbent upon each of us to follow the law. Students, faculty and staff should not attempt themselves to monitor or to enforce compliance with the statute by those who do carry handguns. Only law enforcement personnel, including the University System's more than 800 POST-certified officers, will be responsible for enforcing the law. If others have concerns or questions, they should contact their campus law enforcement departments. In the coming weeks, the University System Office of Safety and Security will be providing training to campus law enforcement officers.

Important University Dates

September 3	Labor Day
October 1- 2	Midterm Exams
October 4	Last day to drop a course without academic penalty
November 21-25	Thanksgiving
December 1-6	Final Exams
December 8	Commencement

[Home](#)



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ALBANY STATE UNIVERSITY
Professional Education Unit
“Teaching for Continuous Learning and Performance-Based Preparation”
EDUC 3402 COURSE SYLLABUS

1. General Information

Course Number: EDUC 3402

Course Title: Preparation Practicum II

Credit Hours: 2 semester credit hours

Course Description from ASU Catalog: An individually arranged introductory course of classroom observation during field placement in public schools. Prerequisite: Admission to Teacher Education.

Term and Year: Fall 2019

Class Meeting: 11:00-12:40 Friday

Class Location: BCBB 183

2. Instructor Contact Information

Name: P. F. Washington

Office Location: Billy C Black Building 287A

Office Telephone: 229-500-2154

E-Mail: patsy.washington@asurams.edu

Office Hours Monday 12:00-2:00, Tuesday: 12:00-2:00, Wednesday: 12:00-2:00,
Thursday: 12:00-2:00

3. Textbook(s) and/or Required or Recommended Readings

EdTPA Handbook (Required Readings)

Software: word-processing program

4. Course Prerequisites and General Information

Students enrolled in 3000 and 4000 level courses must have been admitted to Teacher Education. If a student's name does not appear on the ATE list, he/she will be administratively dropped from the class. A student may incur financial challenges if he/she receives financial aid for classes that were not approved for enrollment.

5. Course Objectives/Standards-Based Instruction

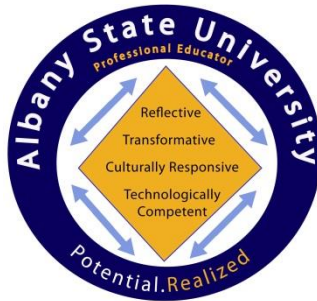
The objectives of this course are identified below and are aligned with the following unit, state and national standards:

- Professional Education Unit Conceptual Framework
- Georgia Professional Standards Commission Educator Preparation Rules
- The Interstate Teacher Assessment and Support Consortium (InTASC)
- The Council for the Accreditation of Educator Preparation (CAEP)
- Georgia Assessments for the Certification of Educators (GACE)
http://www.gace.nesinc.com/PDFs/GA_fld081082_TD-Framework.pdf

Upon completion of this practicum course, candidates should demonstrate development of the following objectives:

- Determine the context for teaching and learning that produces the greatest impact on student learning
- Identify student characteristics relevant to their academic achievement
- Integrate student characteristics and learning experiences into the planning of teaching and extended learning experiences
- Integrate student characteristics and learning experiences into the implementation of planned teaching and learning experience
- Assess student acquisition, understanding, use and support of academic or curriculum-related language/communication development
- Monitor the progress of student learning and academic achievement
- Reflect upon own cultural practices; nurture and mentor cultural diversity.
- Identify and reflect upon ways to support and accommodate ALL learners.
- Practice the pedagogy, content and strategies that are being or have been presented in the courses that connect to this practicum
- Assess his/her strengths and weaknesses in the P-12 setting and formulate ways to remediate potential problems
- Reflect on the practicum experience in a written reflective journal.
- Observe, plan and implement developmentally and individually appropriate instructional practices under the supervision of a cooperating teacher in a P-12 setting.
- Demonstrate collaboration skills necessary to be an effective member of a team
- Adhere to state and federal legislation along with professional and ethical code.

Professional Education Unit - Conceptual Framework Statement



The Professional Education Unit of Albany State University develops Teachers and Other School Professionals who meet Unit Performance Standards identified in the Conceptual Framework.

Candidates: Reflect on Knowledge – Transform with Skills - Respond to Diverse Cultures with Dispositions - Demonstrate Competence in Technology

Completers: An ASU Professional Educator is a Reflective, Transformative, Culturally-responsive and Technologically-competent Practitioner

Initial Candidates/Completers - Unit performance standards are introduced, developed and practiced at the initial level.

Advanced Candidates/Completers – Unit performance standards are reinforced, mastered and accomplished at the advanced level.

UNIT PERFORMANCE STANDARDS

***1. Reflective Practitioner:**

1a. Professional Knowledge - The candidate demonstrates an understanding of the curriculum, subject content, pedagogical knowledge, and the needs of students by providing relevant learning experiences.

1b. Assessment Uses - The candidate systematically gathers, analyzes, and uses relevant data to measure student progress, to inform instructional content and delivery methods, and to provide timely and constructive feedback to both students and parents.

1c. Communication - The candidate communicates effectively with students, parents or guardians, district and school personnel, and other stakeholders in ways that enhance student learning.

***2. Transformative Practitioner:**

2a. Instructional Strategies - The candidate promotes student learning by using research based instructional strategies relevant to the content area to engage students in active learning and to promote key skills.

2b. Assessment Strategies - The candidate systematically chooses a variety of diagnostic, formative, and summative assessment strategies and instruments that are valid and appropriate for the content and student population

2c. Academically Challenging Environment - The candidate creates a student-centered, academic environment in which teaching and learning occur at high levels and students are self-directed learners.

***3. Culturally-responsive Practitioner:**

3a. Instructional Planning - The candidate plans using national, state and local school district curricula and standards, effective strategies resources, and data to address the differentiated needs of all students.

3b. Differentiated Instruction - The candidate challenges students by providing appropriate content and developing skills which address individual learning differences.

3c. Positive Learning Environment - The candidate provides a well-managed safe, orderly environment that is conducive to learning and encourages respect for all.

3d. Professionalism - The candidate demonstrates a commitment to professional ethics and the school's mission, participates in professional growth opportunities, and contributes to the profession.

***4. Technologically-Competent Practitioner:**

4a. Integration – The candidate demonstrates understanding and the ability to integrate technology into curricula and administrative routines.

4b. Usage - The candidate demonstrates understanding and the ability to use multimedia tools and applications to conduct research and analyze data.

4c. Application - The candidate demonstrates understanding and the ability to apply technology in the teaching and learning process, collaborating and networking with colleagues to enhance professional growth.

Specific Course Information

Field Experience:

The Field and Clinical Experiences Handbook serves as the official policy guiding all field and clinical experiences.

Each candidate will spend a minimum of 60 hours in an assigned practicum setting. The 60 hours should be spread over 10 weeks; two days per week; a minimum of 3 hours per day OR 1 day per week; a minimum of 6 hours per week. Field Experiences will begin in Week 5 of the Practicum Course. Any missed days will need to be made up on a day that is agreeable to the cooperating teacher.

Initially you will do focused observations, learn students' names, and assist your cooperating teacher with tasks such as tutoring students, working with groups, and preparing materials. Gradually, you will begin to plan and teach lessons. During this time you will assist the teacher and work with students. You will plan and teach a minimum of 3 lessons. These lessons may be for a portion of the class period or for the full class period. All lessons must fit the curriculum and be planned with the cooperating teacher. You are expected to spend a minimum of ½ hour per week with the cooperating teacher in planning/conference time. All lesson plans need at least one-day prior approval from your cooperating teacher before being taught.

Please Note – Failure to satisfactorily complete the Field Experience will result in you failing this course. Additionally, failure to develop lesson plans, and/or the written reflection paper, and/or unexcused absences from seminar and/or the field experience commitments will result in you failing this course.

Important Placement Guidelines: In order to ensure that each field experience is successful and to maximize the learning experience, certain guidelines for placement choices have been set.

Supervision: Each candidate will be supervised in the Practicum Experience by a cooperating teacher and university supervisor. The university supervisor may or may not schedule observations with the candidate based on the published course schedule. Therefore, it is the expectation that candidates are following the course schedule and will notify both the cooperating teacher and university supervisor if there are needed changes. Also, any absences should also be promptly reported to both the cooperating teacher and university supervisor. Any absences should be made up with permission of cooperating teacher and university supervisor.

Field Experience Days:

Candidates are expected to display **PROFESSIONAL BEHAVIOR** at all time. You are at your placement to learn, to observe, and to practice the school-based part of teaching. It is important that you display professional conduct at ALL TIMES.

- Maintain a professional relationship with your students, administrators, teachers, and parents.
- Create a supportive atmosphere, but avoid becoming overly familiar.

Professional Attire: Teacher education candidates are expected to wear professional attire when working in the schools. Professional attire includes: slacks/pants, (**no jeans**), shirts/blouses (no revealing tops, no bare midriffs, no T-shirts), dresses/skirts (at or longer than fingertips when arms are extended at the side), and appropriate shoes, (no flip-flops, no athletic shoes, unless you are a physical education candidate).

This practicum course requires you to obtain a total of 60 clock hours of field experiences in a classroom setting in which instruction is being provided to students in PK-12.

If the 60 hours are not completed, the candidate will not receive a satisfactory grade for the practicum course. The experience hours should be conducted during times in which the students are engaged in learning activities in an academic content area, and carried out for the duration of that scheduled class period.

Description of Activities/Exercises/Projects

I. Ethics Assignment:

Candidates are expected to view the Georgia Professional Standards Commission presentation of professional ethics at the following site: <http://www.gapsc.com/Rules/Current/Ethics/505-6-.01.pdf>

II. Educator Disposition: Candidates are expected to read Essential Disposition for Educators.

- III. Practicum Observation/Discussion Checklist:** During the first weeks of field placement, candidates are to observe and discuss classroom activities. This will increase communication between the candidates and the cooperating teachers. The candidates are to obtain the cooperating teachers' signature verifying that the activities have been completed.
- IV. Cooperating Teacher Information**
- V. Field Experience Lesson Plan(s) and edTPA Task 2:** Candidates are expected to develop and implement **field-based** lesson plan(s) in their field placements before the end of the semester.

The candidates will present a project consisting of Task 2 requirements that can be used to document instruction. This will be an oral presentation. The candidates will videotape the implementation of one of the field experience lesson plans. The candidates will use this information to complete edTPA –Task 2.

- VI. Field Experience Connections Report/edTPA Technology Project:** To make connections to the lessons and experiences during practicum, the candidates will document their experiences. **Please address all of the questions in the Connection Report.**
The edTPA Technology Project will include Context for Learning, Lesson Plan(s) and Technology Questions.
Field Connection Report Questions

- A. Classroom Management:** Observe the management of the classroom. Discuss with the cooperating teacher his/her classroom management style.
 - Who are the students? What are their prior learning experiences? What are their cultural experiences? Are there special needs that affect the management of the students?
 - Describe the classroom. How is the classroom arranged? Is the spacing arranged for specific needs of the students?
 - Describe classroom procedures. How does the teacher direct transitions within the classroom? Do the procedures and transitional activities address issues that may exist within the classroom?
 - Discuss how activities and materials can be used to impact negative behavior.
 - Reflect. How does this experience impact your management style?
- B. Technology:** Candidates will observe the learning environment and how technology, materials, and activities are used with the students.
 - What type of technology is present in the classroom? What type of technology is available for usage within the school?
 - Does the cooperating teacher integrate technology into lessons? Explain.
 - Does the teacher use technology as an assessment tool? Explain.
 - Reflect. How knowledgeable are you in using the technology within the classroom? How would you use technology within this classroom? If given the opportunity, how would you use technology during the teaching/learning process?
- C. Instructional Strategies:** Candidates will observe the learning environment and focus on instructional strategies.
 - What strategies did the cooperating teacher use that demonstrated an understanding of the subject matter and the students' needs?

- What type of learning experiences did the cooperating teacher provide to teach subject matter?
- What opportunities did the cooperating teacher provide so that students could practice objectives?
- Reflect. How knowledgeable is the candidate of the curriculum? What is the candidate's perception of his/her ability to provide relevant experiences for the students?

D. Assessment: Does monitoring academic success impact student learning? How?

VII. *(Sanford Inspire Module-Candidates are to provide evidence of completed assessments.)

**Sanford Inspire Modules Fall 2019
Assignments**

Practicum 1

Planning and Delivery		Due Date
Components of Direct Instruction		
• Lesson Opening-1	30	9-23
• Elements of Lesson Closure-2	30	10-21
Elements of Delivery		
• How to Model Effectively-6	60	11-18

Practicum 2

Planning and Delivery		Due Date
• Developing Behaviors for Cooperative Learning-1	30	9-24
Check for Understanding		
• Delivering Effective Feedback-2	30	10-22
• Using Feedback to Foster Discussions-3	60	11-19

Practicum 3

Learning Environment		Due Date
Managing Student Behaviors		
• Basic Proactive Classroom Management Strategies-1	30	9-25
• Causes of Misbehavior-2	30	10-23
• Delivering Consequences-5	30	11-20

VIII. Practicum Summary Report Forms

A. Time sheet. (Field Experience Verification Log). This time sheet must be signed by the cooperating teacher/supervisor on each day that you conduct your observations.

B. Self-Evaluation Disposition Rubric. Candidates are expected to conduct themselves in a professional manner at all times. Professionalism includes such things as establishing positive relationships and interactions with peers, colleagues, and instructors. This includes being respectful to others who are sharing information with the class, being flexible to unforeseen

changes in schedules, assignments, and classes. The candidates will complete a disposition self - evaluation.

C. Dispositions Evaluation Rubric. Candidates are expected to conduct themselves in a professional manner at all times. Professionalism includes such things as establishing positive relationships and interactions with peers, colleagues, and instructors. This includes being respectful to others who are sharing information with the class, being flexible to unforeseen changes in schedules, assignments, and classes. The cooperating teacher and university supervisor will evaluate the candidates at the end of the semester.

D. Class Profile Sheet. The Class Profile Sheet should be included to demonstrate that you have worked with a variety of students with different demographic data. This data will be used to document that you are being prepared to become a culturally responsive practitioner.

- IX. Teach-In Participation (Optional) :** Candidates are required to participate and assist Practicum 3 candidates with the Teach-In Project at the partnership school.
- X. Technology WebQuest or edTPA Task 1, Task 2, and Video Recording-**The candidates will create a Content Area WebQuest (See Instructions). This project will be designed as a developmentally appropriate web-based project for a content area that addresses content and student technology standards.
edTPA Technology Project=The candidates will create lesson plans

COURSE POLICIES

CLASS ATTENDANCE POLICY: Students are expected to complete reading assignments before class, bring a copy of them to class, and consistently contribute meaningfully to class discussions. (Note: This may include pop quizzes if students' participation in class discussions is not satisfactory.) Furthermore, you must attend the entire class session in order to participate and you must stay until class is adjourned to receive credit, make significant contributions to class discussions, presentations, and other course related activities. The professor understands that events can occur, during the semester that might require students to miss class. Consistent with this understanding, one point will be deducted for each unexcused absence. Verification will be required for excused absences. Please look at university policy located in the catalog for the designated authority for official absence excuse. If you are participating in a University activity, you should request permission to attend prior to absence from class and the request should be accompanied with documentation from the faculty sponsor for the event. For example, if you miss class because you are in the band, you should provide a letter documenting the event from the director of the band. In addition, for each early departure from class and excessive tardiness, 1/2 point will be subtracted from your final grade. For each unexcused absence you will lose 1 point from your total points awarded in the class. **Please turn all cell phones off or place on silent. No laptops, iPads, tablets or phones are to be used during class.**

ASSIGNMENT GUIDELINES: All assignments must be double spaced use 12-point-font and be typewritten or word processed. You should keep a copy or file of your paper and all graded

assignments returned to you until the end of the semester. If the assignment is not submitted by 5:00 PM on the due date **the assignment will not be accepted.**

ACADEMIC HONESTY: Written assignments that include material that is similar to that from course reading materials or other sources should include a citation including source, author, and page number. Quotation marks should be used if the material is copied directly from the readings and text citations should be used (Citation Example: Kozol, 1988, p.22). If the material is paraphrased, (Citation Example: Kozol, 1988) should appear immediately following the paraphrased material. Failing to do so constitutes violation of the Albany State University Academic Honesty Code. In addition, written assignments that are similar or identical to those of other students in the class is also a violation of the Code. Finally, you may not submit the work of someone else as your own or work that you have submitted for another class or another PART of this class.

Documentation of field experience hours must be accurately reported. Documenting hours that have not been completed is an ethical violation.

(See ASU Student Handbook for rules on academic honesty

https://mycampus.asurams.edu/c/document_library/get_file?uuid=ddad970c-56a3-4f2b-b512-13731b825ca4&groupId=732159.)

The consequence for a violation of the Academic Honesty Code is “zero points” for the assignment. An EPP Student Concern Form will also be completed for the infraction and uploaded in LiveText. Additionally, Academic Dishonesty demonstrates a candidate’s failure to acceptably meet EPP Performance Standard 9: Professionalism and will be denoted on the candidate’s Disposition Assessment. Any candidate with two or more document incidences of Academic Dishonesty will be referred to Student Affairs for judicial review and may be subject to dismissal from the EPP.

Students with Disabilities: If you are a student with a disability, you should consult with Counseling, Testing & Disability Services, New Student Center – Green Zone 2-141, 229-903-3611, to identify which accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs.

UNIVERSITY WRITING REINFORCEMENT POLICY: Writing is integral to teaching and learning in all disciplines. Writing in this course will be evaluated with rubrics established for the different class activities.

INTEGRATION OF TECHNOLOGY: The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), a general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technology difficulties, please consult Student Technology, <https://mycampus.asurams.edu/web/support/student-technology1>, for assistance with common issues.

All candidates should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify me (the professor) immediately of any changes to your e-mail address.

GENERAL STATEMENTS FROM THE PROFESSOR:

- Read the course syllabus carefully. Make sure that you understand all of the course requirements, assignments/activities, timelines, expectations, and grading policy.
- Do not be reluctant to contact the professor to ask questions about things that you do not understand or desire further clarity.
- Read all “required” class readings.

Course Grading Policy

The grades in this course will be based on a point system. The total number of collective points earned on each individual assignment will determine the final grade. The total maximum possible points that can be earned in this course will be 100 points.

Final grades will be based on the following:

Class Participation (Attendance, Professional Behavior, etc.) Attendance points will be given.	5
Cooperating Teacher Demographic Sheet	5
Observation/Discussion Form	5
Lesson Plan(s)	10
Technology WebQuest Project or edTPA Task 1 & 2/Technology Recording	20
Field Experience Connections Report or edTPA technology project	15
Practicum Summary Report/Documentation of Field Experience Hours	30
Teach-In Participation/ Sanford Inspire Assessments	10
Total Points	100

The grading scale is as follows:

100– 70 = Satisfactory (S)

69 or below = Unsatisfactory (U)

Tentative Schedule-3402

Date	Topic	Assignment
August		
8-20	Course Introduction, Requirements, Assignments Field Experience Requirement Complete the Background clearance application and check your liability insurance.	Read the Code of Conduct
8-27	Professionalism Course Introduction, Requirements, Assignments Field Experience Requirement Code of Ethical Conduct, Dispositions, Expectations of a Candidate, Expectations of a Teacher Professionalism: Field Assignments, Professionalism, Field Experience Handbook Discussion, Field Placement Responsibilities (Candidates should have a copy of liability insurance and background clearance completed.)	Read edTPA definitions included in the handbook Read edTPA Introduction. Look at questions on the Context for Learning.
9-3	edTPA Handbook Discussion—Live Text	
9-10 Lesson Planning edTPA	edTPA-What is it?, Definitions, Lesson Planning, Bloom’s Taxonomy, LiveText Review: Field Assignments, Professionalism: Field Experience Handbook	Read edTPATask 1, edTPA vocabulary words Review ASU Teacher Education lesson plan format and the vocabulary needed to complete the plan

	<p>Discussion, Field Placement Responsibilities</p> <p>Review: edTPA Vocabulary Discussion, Context for Learning-Discuss the template for the Context for Learning,</p> <p>Lesson Planning & Context for Learning</p>	<p>Field: Continue to complete Practicum</p> <p>Observation/Discussion Checklist</p> <p>Define edTPA Vocabulary Words</p> <p>Read edTPA Handbook.</p>
9-17	Teach-In Lincoln Elementary School	
<p>9-24</p> <p>Context for Learning Technology</p>	<p>Discuss co-teaching and how it relates to field experience. (Use handout charts for discussion.) What role does the candidate have in this setting?</p> <p>Instructional Technology: Technology Project Presentation (Jefferson)</p> <p>Implementing technology into Classroom Instruction</p> <p>edTPA Vocabulary Words, documentation discussion (context for learning),</p> <p><i>Discuss Context for Learning.</i></p> <p><i>Cooperating Teacher Info Due</i></p> <p>Complete Sanford Inspire Assessment</p> <p>Lesson Plan Due Group 1 Presentation</p> <p>Sanford Inspire 1 Due</p>	<p>Field: Continue to complete Practicum</p> <p><i>Observations should be completed. Candidates are to be actively involved in field placement classroom activities.</i></p> <p>Read edTPA Task 1 for discussion.</p> <p>Work on Lesson Plan.</p>
10-1 Technology	<p><i>Due: Practicum Observation Checklist Form & Teacher Information Due</i></p> <p>Lesson Planning Due (Presentation Group 2)</p> <p>edTPA Task 1 (planning commentary) Discussion-Discuss the questions on the</p>	<p><i>Candidates are to be actively involved in field placement classroom activities.</i></p> <p>Read Task 1 & 2 edTPA</p> <p>HW: Write a lesson plan that can be used in your field will be implemented in</p>

	template. How can theory be embedded in the edTPA commentary?	the field placement. Plan with your mentor teacher.
10-8 Technology	<p><u><i>Discuss edTPA Task 1-Use the lesson plan to respond to questions on the edTPA template.</i></u></p> <p>Instructional Technology: Technology Day-Project Discussion-What progress have you made? Technology Quest</p>	<p>Read edTPA Handbook.</p> <p><i>Candidates are to be actively involved in field placement classroom activities.</i></p>
10-15	<p>How to Use the Lesson Plan with Technology edTPA- Use Lesson Plan to guide the discussion for Task 2. Use template on LiveText.</p>	<p>Work on completing the Field Experience Report.</p> <p><i>Candidates are to be actively involved in field placement classroom activities. Read Task 2.</i></p>
10-22	<p>Discuss Technology Project Presentation (Lesson Plans) Due Group 1 Sanford Inspire 2 Due</p>	<p>Read edTPA Handbook.</p>
10-29	<p>edTPA-Task 1 &2 Look at the rubrics. Due: Field Experience Report/ Tech Project (lesson Plans) Presentation Due</p>	<p><i>Candidates are to be actively involved in field placement classroom activities. Start working on Lesson Plan 2.</i></p> <p>Read edTPA Handbook.</p> <p><i>Complete Videotaping If Necessary</i></p>
11-5	<p>Task 3 Discussion (edTPA Task 3)</p> <p>Documentation-Web Quest Technology Project Presentation/Task 2 Presentation: Group 1</p>	<p><i>Candidates are to be actively involved in field placement classroom activities.</i></p> <p>Read edTPA Handbook.</p> <p><i>Videotaping If Necessary</i></p>

11-12	Documentation-WebQuest Technology Project Presentation/Task 2 Presentation: Group 2 Practicum Summary Forms Due	<i>Candidates are to be actively involved in field placement classroom activities.</i>
11-19	Field Day—Go to placement. Sanford Inspire 3 Due	
11-26	Guest Speaker-Using Assessment Data-Task 3	
12-3	Practicum Report Forms Due	

Technology Assessment Content Area WebQuest

Purpose

The purpose of the project is to design a developmentally appropriate web-based project for your specific content area that addresses content and student technology standards. A WebQuest is a research-based inquiry-oriented lesson format in which most or all the information that learners work with comes from the web. WebQuests extend the students' thinking to the higher levels of Bloom's taxonomy; analysis synthesis, evaluation and creativity. WebQuests also support a variety of instructional and cognitive practices such as critical thinking and problem solving through authentic assessment, cooperative learning, scaffolding, and technology integration. Because a WebQuest is on the Internet it allows you to communicate locally and globally with students, parents, peers, and the larger community.

This is an individual project. You may develop your project on any platform you wish. A few platform ideas are listed below:

- Zunal (<http://www.zunal.com>)
- Quest Gardens (<http://questgarden.com/>)
- Weebly (<http://www.weebly.com>)
- Wix (<http://www.wix.com>)
- Any other website creation platform (blogger, wordpress, etc.)

WebQuests are valuable tools for differentiating instruction. Teachers are able to select and evaluate multiple websites to use as reading content, allowing students to use the resource that works best for their level of understanding. Gifted students are able to research a topic deeply, while other students are exposed to the same websites. Students can then utilize the appropriate information for their abilities in order to complete the WebQuest. WebQuests also encourage accountability. Specific task guidelines and rubrics should be provided from the beginning of

the WebQuest project, so that all students are aware of exactly how they will be assessed on the project.

Project Overview

You must create an authentic web-based project that supports research-based learner-centered strategies, the diverse needs of all students, and higher-order thinking skills and creativity.

Examples

1. The Case of the Missing National Symbol- <http://caseofmissingnationalsymbol.weebly.com>
This WebQuest was designed for early elementary children. You'll notice that the designer included an audio option for the text on several pages.
2. Food Chain WebQuest- <http://erins84.wix.com/webquest>
This WebQuest is for fourth graders and has them exploring several ecosystems. This WebQuest offers students some choice in what they do.
3. CSI: Cooking Scene Investigation- <http://foodsafetycsi.weebly.com/>
This WebQuest was designed for high school students. This WebQuest offers choice in several of the required activities.

This project will count for 100 points of your final grade.

The project must include the following components:

- Attention-grabbing Introduction
- Video
- Related Graphics
- Tasks
- Process
- Evaluation
- Conclusion
- Resource Page

WebQuest Evaluation Rubric

	1 PT	5 PTS	10 PTS	Score
Overall Aesthetics/Technical Components				

Overall Visual Appeal	Background is gray. There are few or no graphic elements. No variation in layout or fonts. OR Color is too bright and/or font variations are overused and legibility suffers.	There are few graphic elements. There is some variation in type, size, color and layout.	Appealing graphic elements are included appropriately. Differences in type size and/or color are used well.	
Overall Technical Components	Video is not used anywhere in the WebQuest. Several links were broken.	Videos were used in the WebQuest but did not necessarily relate to the content being covered. Few links were broken.	Videos were used throughout the WebQuest that directly related to the content being addressed. There were no broken links.	
Introduction				
Motivational effectiveness of the Introduction	Introduction is purely factual, with no appeal to relevance or social importance.	Introduction relates somewhat to the learner's interests and/or describes a compelling question or problem.	The Introduction draws the reader into the lesson by relating to the learner's interests or goals and/or engagingly describing a compelling question or problem.	
Cognitive effectiveness of the Introduction	Introduction doesn't prepare the reader for what is to come, or build on what the learner already knows.	Introduction makes some reference to learner's prior knowledge and previews to some extent what the lesson is about.	The Introduction builds on learner's prior knowledge by explicitly mentioning important concepts or principles, and effectively prepares the learner for the lesson by foreshadowing new concepts and principles.	

Task				
Cognitive level of the task	Task requires simply comprehending web pages and answering questions.	Task requires analysis of information and/or putting together information from several sources.	Tasks requires synthesis of multiple sources of information, and/or taking a position and/or going beyond the data given and make a generalization or creative product.	
Process				
Clarity of Process	Process is not clearly stated. Students would not know exactly what they were supposed to do just from reading this.	Some directions are given, but there is missing information. Students might be confused.	Every step is clearly stated. Most students know exactly where they were in the process and what to do next.	
Richness of Process	Few steps, no separate roles assigned.	Some separate tasks or roles assigned. More complex activities required.	Lots of variety in the activities performed. Different roles and perspectives are taken.	
Resources/Resource Page				
Quantity of Resources	Few online resources used.	Moderate number of resources used.	Many resources provided, including off-line resources.	
Quality of Resources	Links are mundane. They lead to information that could be found in a classroom encyclopedia.	Some links carry information not ordinarily found in the classroom.	Links make excellent use of the Web's timeliness and colorfulness.	
Resource Page	Very few resources used are listed here. Standards covered are not listed.	Most of the resources used throughout the WebQuest are listed. Standards listed do not match the content of the WebQuest.	All resources used are properly listed. Standards are listed that will be addressed with this activity	
Evaluation				

Clarity of Evaluation Criteria	Students have no idea on how they'll be graded.	Criteria for success are at least partially described.	Criteria for gradations of success are clearly stated, perhaps in the form of a rubric for self, peer or teacher use.	
Total Score				

WebQuest Lesson Plan Template

Name of Lesson: _____

Grade Level: _____ Subject: _____

Prepared By: _____

<p><u>Objectives</u> State the learning goals, objectives, or purpose of the project.</p>	<p><u>Standards Addressed</u> State subject-specific standards and grade specific technology standards to be addressed by the project.</p>
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WebQuest Component	Essential Information	Needed Materials and Technology; Other Resources (Websites, books, etc.)
Introduction		
Tasks		

Process		
Evaluation		
Conclusion		
Resource Page		

WebQuest Component Descriptions

Introduction	Develop a context for the problem based on a real-world problem or task that will focus attention on the subject matter and generate learner interest in the project. Includes a guiding or central question.
Task	Describe the problem or task learners perform and creative work learners produce to demonstrate they have transformed the information they collected and synthesized into useful knowledge.
Process	Describe the step-by-step procedures the learner should follow to complete the project including procedures for interactions and exchanges among participants. State what Web resources are available for the learner to accomplish the task and the learning strategies needed to accomplish the task such as brainstorming, teamwork, role-[laying, or how to organize the information collected.
Evaluation	Describe how learner performance will be evaluated. State what assessment process (rubrics) will be used to determine if learners have understood the material and activities of the lesson. State who will perform the assessment, format for the assessment, assessment deadline, and distribution of assessment results.
Conclusion	Summarize what learners have accomplished and present questions about the task that stimulate who class discussion or that can be used for debriefing. Include reflective questions and

	additional links to encourage learners to extend their learning beyond the task presented in the WebQuest.
Resource Page	List both online and offline sources of images, music, text, or other content that were used and provide links back to the original source when appropriate. Include all subject specific and grade level specific standards addressed. Acknowledge anyone who helped create the WebQuest and/or provided resources or help.

Teach-In Celebration

At the end of the semester, Practicum 3 students will be responsible for completing a grade level Teach-In Project at Robert Harvey Elementary School. Candidates will develop a lesson plan that will focus on an identified need of the partnership school. They will create activities that focus on the standards and objective(s) of the identified need.

- Choose a partner or partners.
- Focus on the skill(s).
- Write a lesson (activity) plan.
- Develop an activity or activities that the students can complete at each center. Please be creative.
- The candidates will have all of the supplies and resources available for the activity prior to the Teach-In Celebration.
- Technology activities should be included in the activities.
- The students at the partnership school will rotate to different center groups until all of them have visited at least two.
- Practicum candidates are required to participate. This is not an optional activity.

Field Experience Lesson Plan Requirements

Practicum 1-lesson (co-teaching permissible) <i>At least:</i>	Practicum 2-lesson(s)/co-teaching- <i>At least:</i>	Practicum 3-short lesson(s)/co-teaching- <i>At least:</i>
<ul style="list-style-type: none"> • 1 planned small group lesson, one-on-one, or • 1 planned whole group lesson-field placement or • 1 planned lesson with one target student 	<ul style="list-style-type: none"> • 1 planned small group lesson or whole group lesson • 1 planned whole group lesson-field placement • 1 planned lesson with one target student 	<ul style="list-style-type: none"> • 1 planned small group lessons • 1 whole group lessons • 1 planned lesson with one target student
The practicum candidate should always participate in the daily activities in their assigned classroom. These lessons should:	The practicum candidate should always participate in the daily activities in their assigned classroom. These lessons should:	The practicum candidate should always participate in the daily activities in their assigned classroom. These lessons should:

<ul style="list-style-type: none"> • Be planned prior to teaching them in the classroom. • Be written using the ASU edTPA lesson plan format. • Should provide detailed information on how to teach the lesson. <p>This would be a great time to invite the university supervisor in to observe.</p>	<ul style="list-style-type: none"> • Be planned prior to teaching them in the classroom. • Be written using the ASU edTPA lesson plan format. • Should provide detailed information on how to teach the lesson. <p>This would be a great time to invite the university supervisor in to observe.</p>	<ul style="list-style-type: none"> • Be planned prior to teaching them in the classroom. • Be written using the ASU edTPA lesson plan format. • Should provide detailed information on how to teach the lesson. <p>This would be a great time to invite the university supervisor in to observe.</p>
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Weeks 1 & 2 of the field placement experience can be used for observation. During the remaining weeks, candidates should be actively involved in the classroom activities. Please refer to the Practicum Information Booklet for ways that the candidate should be involved in the everyday classroom activities.

Sanford Inspire Modules Spring 2019 Assignments

Practicum 1

Planning and Delivery		Due Date
Components of Direct Instruction		
• Lesson Opening-1	30	2-8
• Elements of Lesson Closure-2	30	3-1
Elements of Delivery		
• How to Model Effectively-6	60	4-5

Practicum 2

Planning and Delivery		Due Date
• Developing Behaviors for Cooperative Learning-1	30	2-8
Check for Understanding		
• Delivering Effective Feedback-2	30	3-1
• Using Feedback to Foster Discussions-3	60	4-5

Practicum 3

Learning Environment		Due Date
Managing Student Behaviors		
• Basic Proactive Classroom Management Strategies-1	30	2-8
• Causes of Misbehavior-2	30	3-1

• Delivering Consequences-5	30	4-5
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Assignment Information and Forms



**DIVISION OF EDUCATION
COOPERATING TEACHER INFORMATION**

Name _____ Date _____
School _____ Email _____

Certification Type _____ Certification Field(s) _____

Grade Level Currently Teaching _____ Subject Area: _____

Highest Degree Earned: _____

Years of Teaching Experience: _____

Have you mentored students prior to this experience? _____

How do you believe that you can help a field experience candidate with their professional growth?

Teaching Experience

<i>School</i>	<i>County</i>	<i>Began</i>	<i>Ended</i>	<i>Number of School Years</i>	<i>Grades and Subjects Taught</i>

This form should be completed on the first day of placement and submitted to the Practicum instructor.

Observation and Discussion Form

Name _____

This sheet should be submitted to the practicum instructor. The candidate should provide his/her initials in the appropriate blocks after each task is completed.

Discussion with Cooperating Teacher

	Candidate Initials		Candidate Initials
Classroom Rules		Rules outside of the Classroom	
School Rules		Classroom management	
School Calendar		Curriculum	
Teacher's hours		Seating arrangement	
Candidate hours and field days		Textbooks	
Lesson Plans		Fire Drills	
Event procedures		Technology	
Restroom Break Procedures		Practicum syllabus, cooperating teacher handbook, requirements (Be specific!)	
Proper attire			

Observation of Cooperating Teacher

	Candidate Initials		Candidate Initials
Classroom management		Seating Arrangement	
Time Management		Technology Uses	
Lesson Planning		Teaching Strategies	
Reinforcement		Differentiation	

Observation of Procedure

	Candidate Initials		Candidate Initials
Transitions		Individualization	
Time Management		Giving Directions	
Group Work		Feedback to students	
Assessments			

Reflection:

Candidate's Signature _____

Lesson Plan Reflection and Documentation (Optional)

Candidate Name _____ **Practicum** _____

Small Group or Whole Group Instruction

Date _____

- The candidate created a positive atmosphere. Yes No
- The candidate provided clear directions and instructions. Yes No
- The candidate provided feedback to the students. Yes No
- The candidate used technology to enhance the lesson. Yes No
- The candidate was able to maintain the students' attention. Yes No
- The candidate provided a closing to the lesson. Yes No
- The lesson was paced appropriately. Yes No
- All resources and materials were available and accessible. Yes No

Comments: _____

Cooperating Teacher Information

_____ completed the lesson in my class on _____
_____ (date).

_____ Cooperating Teacher Signature

This form can be used to guide the feedback session after the candidate has completed teaching a lesson.

My practicum student, _____, has not completed a lesson with the students (small group, whole group, individual).

Comment(s):

**Albany State University
Division of Education
EDTPA-Aligned Lesson Plan Segment**

Name:	Grade:	Subject:
Central Focus:		
GPS/CCGPS Standard:		
Interdisciplinary or Integrative Connections: (i.e. reading/writing across-the-curriculum)		
Academic Language Demand:		
Vocabulary:		
Instructional Supports, Accommodations, Modifications, and Alternative Assessments:		
Total Duration:		

Lesson Plan #1	
Title:	Duration:
Objectives:	
Opening: (Describe the instructional strategy and learning task – address syntax and discourse needed to understand and/or apply content)	
Work Period: (Describe the instructional strategy and learning task– address syntax and discourse needed to understand and/or apply content)	
Closing: (Describe the instructional strategy and learning task – address syntax and discourse needed to understand and/or apply content)	
Informal and Formal Assessments (Describe alternative assessments as well):	
Materials:	



UNIVERSITY SYSTEM OF GEORGIA

DIVISION OF EDUCATION

Practicum Report Forms: Practicum Log-Part A

Circle one: Fall Semester Spring Semester Year _____
Circle one: Practicum 1 Practicum 2 Practicum 3

Name _____

System: _____ School _____

Cooperating Teacher _____ Room Number _____

Date	Arrival Time	Departure Time	Hours Completed	Candidate' signature
			Total:	

I, _____ (cooperating teacher's signature) acknowledge that the practicum log is accurate.



**Practicum Report Forms: Practicum Progress Final Self-Evaluation
Practicum Candidates**

Part B

Based on your observation of this candidate's performance, the candidate should assess his/her development in the following competencies using the quantifiers provided. Thank you.

Candidate _____ Date _____
 School Placement _____ Grade _____
 Placement _____
Cooperating Teacher _____
 University Supervisor _____

Target (T)	Acceptable (A)	Unacceptable (U)	NE (NE)
As expected at this point	Developing at this point and will need some assistance and practice to reach the target level	Unacceptable level of performance and will require major growth and practice	No evidence and unable to assess candidate at this point

Part I

- _____ Designs materials, learning activities, visual aids, and lessons for students
- _____ Maintains meaningful student engagement
- _____ Manages a safe, orderly environment
- _____ Uses appropriate technology to enhance student learning
- _____ Understands whole group/small group, individual teaching expectations and strategies
- _____ Understands teaching duties and responsibilities
- _____ Demonstrates effective oral communication skills
- _____ Demonstrates effective written communication skills with all stakeholders (children, parents, teachers, staff, administrators, etc.)
- _____ Demonstrates a positive and enthusiastic attitude toward children and teaching
- _____ Demonstrates professionalism (punctuality, attendance, professional boundaries, conversation, appearance, ethical practice)
- _____ Accepts constructive feedback and makes adjustments based on reflections
- _____ Demonstrates preparedness in teaching and learning

Part II

Provide a check in the appropriate column to indicate the extent of contact in which the candidate has had relative to each activity.

Activity	Observed	Not Observed	Comments
Small group Instruction			
Individualized Instruction			
Whole Group Instruction			
Assessment			
Material Preparation			
Professional Meetings (IEP, Faculty, PTA, Open House, etc.)			
Parent/Teacher Conference			

Candidate's Signature _____



**Practicum Report Forms: Practicum Progress Final Evaluation
Practicum Candidates**

Part C—Cooperating Teacher

Based on your observation of this candidate's performance, the cooperating teacher should assess his/her development in the following competencies using the quantifiers provided.

Thank you.

Candidate _____ Date _____

School Placement _____ Grade _____

Placement _____

Cooperating Teacher _____

University Supervisor _____

Target (T)	Acceptable (A)	Unacceptable (U)	NE (NE)
As expected at this point	Developing at this point and will need some assistance and practice to reach the target level	Unacceptable level of performance and will require major growth and practice	No evidence and unable to assess candidate at this point

Part I

- _____ Designs materials, learning activities, visual aids, and lessons for students
- _____ Maintains meaningful student engagement
- _____ Manages a safe, orderly environment
- _____ Uses appropriate technology to enhance student learning
- _____ Understands whole group/small group, individual teaching expectations and strategies
- _____ Understands teaching duties and responsibilities
- _____ Demonstrates effective oral communication skills
- _____ Demonstrates effective written communication skills with all stakeholders (children, parents, teachers, staff, administrators, etc.)
- _____ Demonstrates a positive and enthusiastic attitude toward children and teaching
- _____ Demonstrates professionalism (punctuality, attendance, professional boundaries, conversation, appearance, ethical practice)
- _____ Accepts constructive feedback and makes adjustments based on reflections
- _____ Demonstrates preparedness in teaching and learning

Part II

Provide a check in the appropriate column to indicate the extent of contact in which the candidate has had relative to each activity.

Activity	Observed	Not Observed	Comments
Small group Instruction			
Individualized Instruction			
Whole Group Instruction			
Assessment			
Material Preparation			
Professional Meetings (IEP, Faculty, PTA, Open House, etc.)			
Parent/Teacher Conference			

Cooperating Teacher's Signature _____

**Practicum Report Forms: Practicum Class Profile Sheet
Field Experience Report-Part D**

Candidate _____ Practicum/Semester/Year _____

School _____ Grade/Content Area: _____

Cooperating Teacher _____

Number of Students in Your Class: _____

Age Range of the Students _____

Gender: _____ Females _____ Males _____ Not Specified

Number of Students with Disabilities _____

Ethnicities:

_____ Native American _____ Black Non-Hispanic _____ White Non-Hispanic
_____ Hispanic _____ Asian _____ Pacific Islander
_____ Alaskan Native _____ Other

Number of Student in which English is their second language: _____

Language/Number of Students	
_____	/ _____
_____	/ _____
_____	/ _____
_____	/ _____

Field Experience Report

Answer all of the questions.

- A. Classroom Management:** Observe the management of the classroom. Discuss with the cooperating teacher his/her classroom management style.
- Who are the students? What are their prior learning experiences? What are their cultural experiences? Are there special needs that affect the management of the students?
 - Describe the classroom. How is the classroom arranged? Is the spacing arranged for specific needs of the students?
 - Describe classroom procedures. How does the teacher direct transitions within the classroom? Do the procedures and transitional activities address issues that may exist within the classroom?
 - Discuss how activities and materials can be used to impact negative behavior.
 - Reflect. How does this experience impact your management style?
- B. Technology:** Candidates will observe the learning environment and how technology, materials, and activities are used with the students.
- What type of technology is present in the classroom? What type of technology is available for usage within the school?
 - Does the cooperating teacher integrate technology into lessons? Explain.
 - Does the teacher use technology as an assessment tool? Explain.
 - Reflect. How knowledgeable are you in using the technology within the classroom? How would you use technology within this classroom? If given the opportunity, how would you use technology during the teaching/learning process?
- C. Instructional Strategies:** Candidates will observe the learning environment and focus on instructional strategies.
- What strategies did the cooperating teacher use that demonstrated an understanding of the subject matter and the students' needs?
 - What type of learning experiences did the cooperating teacher provide to teach subject matter?
 - What opportunities did the cooperating teacher provide so that students could practice objectives?
 - Reflect. How knowledgeable is the candidate of the curriculum? What is the candidate's perception of his/her ability to provide relevant experiences for the students?
- D. Assessment:** Does monitoring academic success impact student learning? How?



ALBANY STATE UNIVERSITY
College of Professional Studies
Department of Social Work
Course Syllabus

Course Title	SOWK 6055: Generalist Field Experience I
Course CRN	89242
Credit Hours	3
Instructor	Ms. Jamie Swain
Semester/Year	Fall 2019
Day of Class	Mondays – Fridays
Time of Class	8:00 AM – 5:00 PM
Classroom	Agency Field Site
Instructor’s Office	CMH 115
Instructor’s Phone	229/500-2385 or 229/317-3494
Alternate Phone	229/500-2234 (Social Work Office)
Instructor’s Email	jamie.swain@asurams.edu
Office Hours	Monday and Wednesday 9:00 AM – 4:00 PM Tuesday and Thursday 9:00 AM – 10:30 AM Additional times and after 5:00 PM by appointment

Course Prerequisites	Admission to the MSW Program; completion of, or concurrent enrollment in, all first semester foundation year coursework; concurrent enrollment in SOWK 6051; and consent of the MSW Field Coordinator
Course Co-Requisites	SOWK 6020; SOWK 6021; SOWK 6031; SOWK 6011; SOWK 6051
Required Course Texts and Materials	Learning Contract – Located in GeorgiaVIEW under “Content” Albany State University <i>MSW Field Manual</i> , ASU Website

COURSE DESCRIPTION

This Generalist Practice Year Field Experience is the opportunity for MSW Students to integrate their classroom learning and to demonstrate their abilities to apply generalist social work knowledge, values and skills in practice to enhance the wellbeing of individuals, families, groups, communities and organizations. Field placements are under the supervision of an experienced professional master social worker to provide a wide range of learning opportunities to support the development of generalist practice. Students complete 225 clock hours of field work in the Fall semester and another 225 clock hours of field work in the Spring semester to complete the required 450 clock hours of foundation field instruction. **No prior life or work experiences are accepted in lieu of field experience, as mandated by the Council on Social Work Education, our accrediting body.**

INSTITUTIONAL LEARNING OUTCOMES

#	Institutional Learning Outcome
1	The student will be able to demonstrate effective communication skills appropriate to the major field of study, depth of study, and degree level.
2	The student will be able to demonstrate effective analytical problem solving skills that are appropriate to the major field of study, depth of study, and degree level.
3	The student will be able to demonstrate effective critical thinking skills appropriate to the major field of study, depth of study, and degree level.

EXPECTED STUDENT LEARNER OUTCOMES

As a result of successfully completing this class, students will be able to:

EPAS Practice Behavior #	Course Practice Behavior #	EPAS Practice Behavior	Practice Behavior Outcome Measurement	Dimensions (Knowledge, Values, Skills, Cognitive and Affective Processes)
1a	1	Demonstrate the ability to make ethical decisions by applying the standards of the NASW <i>Code of Ethics</i> , relevant laws and regulations, models for ethical decision-making, ethical conduct in research, and additional code of ethics as appropriate to the context	<i>Learning Contract Completion</i> <i>MSW Mid-Term & Final Field Evaluation</i>	Knowledge, Values, Skills, Cognitive and Affective Processes
1b	2	Demonstrate the ability to accurately use reflection and self-regulation to manage personal values and maintain	<i>Learning Contract Completion</i>	Knowledge, Values, Skills, Cognitive and Affective Processes

		professionalism in practice situations	<i>MSW Mid-Term & Final Field Evaluation</i>	
1c	3	Demonstrate professional demeanor in behavior, appearance, and in oral, written and electronic communication	<i>Learning Contract Completion</i> <i>MSW Mid-Term & Final Field Evaluation</i>	Knowledge, Values, Skills, Cognitive and Affective Processes
1d	4	Demonstrate the ability to use technology ethically and appropriately to facilitate practice outcomes	<i>Learning Contract Completion</i> <i>MSW Mid-Term & Final Field Evaluation</i>	Knowledge, Values, Skills, Cognitive and Affective Processes
1e	5	Demonstrate the ability to use supervision and consultation to guide professional judgment and behavior	<i>Learning Contract Completion</i> <i>MSW Mid-Term & Final Field Evaluation</i>	Knowledge, Values, Skills, Cognitive and Affective Processes
2a	6	Demonstrate the ability to effectively apply and communicate an understanding of the importance of diversity and difference in shaping life experiences in practice at the micro, mezzo, and macro levels	<i>Learning Contract Completion</i> <i>MSW Mid-Term & Final Field Evaluation</i>	Knowledge, Values, Skills, Cognitive and Affective Processes
2b	7	Demonstrate the ability to present themselves as learners and engage clients and constituencies as experts of their own experiences	<i>MSW Mid-Term & Final Field Evaluation;</i> <i>Reflective Writing & Portfolio Assignment</i>	Knowledge, Values, Skills, Cognitive and Affective Processes
2c	8	Demonstrate the ability to effectively apply self-awareness and self-regulation to manage the influence of personal biases and values in working with diverse clients and constituencies	<i>Learning Contract Completion</i> <i>MSW Mid-Term & Final Field Evaluation</i>	Knowledge, Values, Skills, Cognitive and Affective Processes
3a	9	Demonstrate the ability to effectively apply an understanding of social, economic, and environmental justice to advocate for human rights	<i>Learning Contract Completion</i> <i>MSW Mid-Term & Final Field Evaluation</i>	Knowledge, Values, Skills, Cognitive and Affective Processes

		at the individual and system levels		
3b	10	Demonstrate the ability to engage in practice that advances social, economic, and environmental justice	<i>Learning Contract Completion</i> <i>MSW Mid-Term & Final Field Evaluation</i>	Knowledge, Values, Skills, Cognitive and Affective Processes
4a	11	Demonstrate the ability to use practice experience and theory to inform scientific inquiry and research	<i>Learning Contract Completion</i> <i>MSW Mid-Term & Final Field Evaluation</i>	Knowledge, Values, Skills, Cognitive and Affective Processes
4b	12	Demonstrate the ability to apply critical thinking to engage in analysis of quantitative and qualitative research methods and research findings	<i>Learning Contract Completion</i> <i>MSW Mid-Term & Final Field Evaluation</i>	Knowledge, Values, Skills, Cognitive and Affective Processes
4c	13	Demonstrate the ability to use and translate research evidence to inform and improve practice, policy, and service delivery.	<i>Learning Contract Completion</i> <i>MSW Mid-Term & Final Field Evaluation</i>	Knowledge, Values, Skills, Cognitive and Affective Processes
5a	14	Demonstrate the ability to identify social policy at the local, state, and federal levels that impact wellbeing, service delivery, and access to social services	<i>Learning Contract Completion</i> <i>MSW Mid-Term & Final Field Evaluation</i>	Knowledge, Values, Skills, Cognitive and Affective Processes
5b	15	Demonstrate the ability to assess how social welfare and economic policies impact the delivery of, and access to, social services	<i>Learning Contract Completion</i> <i>MSW Mid-Term & Final Field Evaluation</i>	Knowledge, Values, Skills, Cognitive and Affective Processes
5c	16	Demonstrate the ability to apply critical thinking to analyze, formulate, and advocate for policies that advance human rights and social, economic, and environmental justice.	<i>Learning Contract Completion</i> <i>MSW Mid-Term & Final Field Evaluation</i>	Knowledge, Values, Skills, Cognitive and Affective Processes
6a	17	Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-	<i>Learning Contract Completion</i> <i>MSW Mid-Term & Final Field Evaluation</i>	Knowledge, Values, Skills, Cognitive and Affective Processes

		in-the-environment perspective, and other multidisciplinary theoretical frameworks to engage with clients and constituencies		
6b	18	Demonstrate the ability to use empathy, reflection, and interpersonal skills to effectively engage diverse clients and constituencies.	<i>Learning Contract Completion</i> <i>MSW Mid-Term & Final Field Evaluation</i>	Knowledge, Values, Skills, Cognitive and Affective Processes
7a	19	Demonstrate the ability to collect and organize data, and apply critical thinking to interpret information from clients and constituencies	<i>Learning Contract Completion</i> <i>MSW Mid-Term & Final Field Evaluation</i>	Knowledge, Values, Skills, Cognitive and Affective Processes
7b	20	Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the analysis of assessment data from clients and constituencies	<i>Learning Contract Completion</i> <i>MSW Mid-Term & Final Field Evaluation</i>	Knowledge, Values, Skills, Cognitive and Affective Processes
7c	21	Demonstrate the ability to develop mutually agreed-on intervention goals and objectives based on the critical assessment of strengths, needs, and challenges within clients and constituencies	<i>Learning Contract Completion</i> <i>MSW Mid-Term & Final Field Evaluation</i>	Knowledge, Values, Skills, Cognitive and Affective Processes
7d	22	Demonstrate the ability to select appropriate intervention strategies based on the assessment, research knowledge, and values and preferences of clients and constituencies	<i>Learning Contract Completion</i> <i>MSW Mid-Term & Final Field Evaluation</i>	Knowledge, Values, Skills, Cognitive and Affective Processes
8a	23	Demonstrate the ability to critically choose and implement interventions to achieve practice goals and	<i>Learning Contract Completion</i>	Knowledge, Values, Skills, Cognitive and Affective Processes

		enhance capacities of clients and constituencies	<i>MSW Mid-Term & Final Field Evaluation</i>	
8b	24	Demonstrate the ability to effectively apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in interventions with clients and constituencies	<i>Learning Contract Completion</i> <i>MSW Mid-Term & Final Field Evaluation</i>	Knowledge, Values, Skills, Cognitive and Affective Processes
8c	25	Demonstrate the ability to use inter-professional collaboration, as appropriate, to achieve beneficial practice outcomes	<i>Learning Contract Completion</i> <i>MSW Mid-Term & Final Field Evaluation</i>	Knowledge, Values, Skills, Cognitive and Affective Processes
8d	26	Demonstrate the ability to negotiate, mediate, and advocate with, and on behalf of, diverse clients and constituencies	<i>Learning Contract Completion</i> <i>MSW Mid-Term & Final Field Evaluation</i>	Knowledge, Values, Skills, Cognitive and Affective Processes
8e	27	Demonstrate the ability to facilitate effective transitions and endings that advance mutually agreed-on goals	<i>Learning Contract Completion</i> <i>MSW Mid-Term & Final Field Evaluation</i>	Knowledge, Values, Skills, Cognitive and Affective Processes
9a	28	Demonstrate the ability to select and use appropriate methods for evaluation of outcomes	<i>Learning Contract Completion</i> <i>MSW Mid-Term & Final Field Evaluation</i>	Knowledge, Values, Skills, Cognitive and Affective Processes
9b	29	Demonstrate the ability to apply knowledge of human behavior and the social environment, the person-in-the-environment perspective, and other multidisciplinary theoretical frameworks in the evaluation of outcomes	<i>Learning Contract Completion</i> <i>MSW Mid-Term & Final Field Evaluation</i>	Knowledge, Values, Skills, Cognitive and Affective Processes
9c	30	Demonstrate the ability to critically analyze, monitor, and evaluate intervention	<i>Learning Contract Completion</i>	Knowledge, Values, Skills, Cognitive and Affective Processes

		and program processes and outcomes	<i>MSW Mid-Term & Final Field Evaluation</i>	
9d	31	Demonstrate the ability to apply evaluation findings to improve practice effectiveness at the micro, mezzo, and macro levels.	<i>Learning Contract Completion</i> <i>MSW Mid-Term & Final Field Evaluation</i>	Knowledge, Values, Skills, Cognitive and Affective Processes

DIMENSIONS ADDRESSED IN ORDER TO OBTAIN PRACTICE COMPETENCIES

A. Knowledge

The dimension of “knowledge” focuses on *knowledge acquisition and comprehension*. “Knowledge acquisition” refers to the recall of specific concepts and theories focused on in the readings and analyzed during lectures and classroom discussion. “Comprehension” refers to the accurate translation, interpretation, and extrapolation of these concepts, current research, theories, policies, and best practices necessary for gaining a thorough understanding of the social work profession.

B. Values

The dimension of “values” focuses on the beliefs, standards of conduct, and principles specified by the *NASW Code of Ethics*. These values include service, social justice, dignity and worth of the person, the importance of human relationships, integrity, and competence. Social workers look to the value base of the profession and its ethical standards, as well as relevant laws and regulations that impact social work practice at the micro, mezzo, and macro levels. Social workers understand how their personal experiences and affective reactions may influence their professional judgement and behavior and use reflection and self-regulation to manage those personal values to maintain professionalism in all practice situations.

C. Skills

The dimension of “skills” focuses on the proficiency in the use of one’s knowledge, talents, personality and resources. Social work skills include being proficient in communication, effectively engaging with diverse client systems at the micro, mezzo, and macro levels; collecting relevant data needed for problem resolution; assessing problems accurately; using and translating research evidence to inform and improve practice, policy, and service delivery; planning for change; intervening to attain mutually-agreed upon goals; matching needs with resources; evaluating the change process to determine its effectiveness; developing needed resources, critically analyzing, formulating, and advocating for policies that advance human rights and social, economic and environmental justice.

D. Cognitive and Affective Processes

Cognitive and Affective processes focus on *attending to, responding to and internalizing* the values of the profession, the ethical use of self in the professional setting, and the philosophical commitment of the MSW program. Attending, responding and internalizing are encouraged through the development of the awareness of feelings and attitudes that arise within others and us in response to the value dimensions of the course content. These processes are promoted through in-class and out-of-class activities that involve paying attention to and articulating, both orally and in writing, value-explicit content in language, behaviors, interactions and other forms of communication.

I. COURSE SCHEDULE

Date	Topics Aligned with Student Learning Outcomes	Activities/ Lab	Homework Assignments
Week 1	In Agency	Tasks identified on learning contract	As assigned by Field Instructor/Task Supervisor
Week 2	In Agency	Tasks identified on learning contract	As assigned by Field Instructor/Task Supervisor
Week 3	In Agency	Tasks identified on learning contract	As assigned by Field Instructor/Task Supervisor
Week 4	In Agency	Tasks identified on learning contract	As assigned by Field Instructor/Task Supervisor
Week 5	In Agency	Tasks identified on learning contract	As assigned by Field Instructor/Task Supervisor
Week 6	In Agency	Tasks identified on learning contract	As assigned by Field Instructor/Task Supervisor
Week 7	In Agency	Tasks identified on learning contract	As assigned by Field Instructor/Task Supervisor
Week 8	In Agency	Tasks identified on learning contract	As assigned by Field Instructor/Task Supervisor
Week 9	In Agency	Tasks identified on learning contract	As assigned by Field Instructor/Task Supervisor
Week 10	In Agency	Tasks identified on learning contract	As assigned by Field Instructor/Task Supervisor
Week 11	In Agency	Tasks identified on learning contract	As assigned by Field Instructor/Task Supervisor
Week 12	In Agency	Tasks identified on learning contract	As assigned by Field Instructor/Task Supervisor

Week 13	In Agency	Tasks identified on learning contract	As assigned by Field Instructor/Task Supervisor
Week 14	In Agency	Tasks identified on learning contract	As assigned by Field Instructor/Task Supervisor
Week 15	In Agency	Tasks identified on learning contract	As assigned by Field Instructor/Task Supervisor
Week 16	In Agency	Tasks identified on learning contract	As assigned by Field Instructor/Task Supervisor

DESCRIPTION OF LEARNER-CENTERED ACTIVITIES, EXERCISES, PROJECTS, LABS, WRITTEN ASSIGNMENTS, ETC.

Activity	Description of Activity
Activity 1: Learning Contract	Initial submission of learning contract
Activity 2: Time Sheet	Excel time sheet must be completed and submitted monthly
Activity 3: Activity Log	Activity Log (second page of excel time sheet) must be completed and submitted monthly
Activity 4: Supervision Log	Must be completed on required log and submitted monthly
Activity 5: Midterm Evaluation	Field Instructor/Task Supervisor completes the midterm evaluation ON THE LEARNING CONTRACT
Activity 6: Final Evaluation	Field Instructor/Task Supervisor completes the final evaluation ON THE LEARNING CONTRACT

II. METHOD OF STUDENT EVALUATION

Graded Assessment #1: Learning Contract
<p>Description The Learning Contract is the core of your field experience and each identified task will correlate classroom knowledge with direct field practice. Activities and tasks should be well thought out and applicable to one's unique intern/practicum site. A sample of practice tasks has been uploaded in GeorgiaVIEW for you to reference and assist in identifying appropriate tasks. Make sure you incorporate other course assignments as appropriate. You must communicate with your FI and have an understanding of your assignments and responsibilities to successfully complete this task. The learning contract will be utilized to complete your midterm evaluation and your final evaluation. This assignment is worth 400 points. Once signatures are obtained on this document, it MUST be scanned in and uploaded in GaVIEW as a pdf (no photographed documents accepted). See grading outline provided in class</p>

Graded Assessment #2: Time Sheet
<i>Description</i> Time must be recorded on the excel document. Time sheets must be submitted monthly. Due dates are outlined in GeorgiaVIEW. Signatures are required at the midterm and final submission. Once signatures are obtained on this document, it MUST be scanned in and uploaded in GaVIEW as a pdf (no photographed documents accepted). Approximately 112 hours must be logged at midterm and 225 hours logged by the end of the semester. Each time sheet submission is worth 10 points.
Graded Assessment #3: Activity Log
<i>Description</i> Activity logs are the second page/workbook of the excel time sheet document. Each time you are at your agency you must document your activities and relate your experiences back to the learning contract (1a, 5b, etc.). By the end of the semester you must have completed each practice behavior. No signatures are required for this document. Each submission is worth 10 points.
Graded Assessment #4: Supervision Log
<i>Description</i> Each supervision session with your field instructor must be documented and recorded on the supervision log provided. This document will be uploaded monthly, with signatures required at the midterm and final evaluation. 8 supervision hours are required by midterm and a total of 16 hours are required by the end of the semester. Each submission is worth 10 points.
Graded Assessment #5: Midterm Evaluation
<i>Description</i> The midterm evaluation is completed by your Field Instructor on your on the learning contract that the student completed at the beginning of the semester. The Field Instructor will evaluate each program goal, practice behavior and learning activities/tasks in the last column (far right) of the learning contract using the rating scale of 1 to 4 that is detailed on the learning contract. The student's ratings for each item (1a – 9d) will be used to calculate a final grade for this evaluation. Total possible points is 124 points.
Graded Assessment #6: Final Evaluation
<i>Description</i> The final evaluation is completed by your Field Instructor on your on the learning contract that the student completed at the beginning of the semester. The Field Instructor will evaluate each program goal, practice behavior and learning activities/tasks in the last column (far right) of the learning contract using the rating scale of 1 to 4 that is detailed on the learning contract. The student's ratings for each item (1a – 9d) will be used to calculate a final grade for this evaluation. Total possible points is 124 points.

A. COURSE GRADING POLICY

#	Assignment	Date Due	Maximum Possible Score
1	Learning Contract	9/13/19	400
2	Time Sheet	8/30/19	10
		9/30/19	10
		10/31/19	10
		12/5/19	10
3	Activity Log	8/30/19	10
		9/30/19	10
		10/31/19	10
		12/5/19	10
4	Supervision Log	8/30/19	10
		9/30/19	10
		10/31/19	10
		12/5/19	10
5	Midterm Evaluation	10/7/19	124

6	Final Evaluation	12/5/19	124
Total Points			768

A. ASSESSMENT

The final grade in the course is defined as follows:

#	Graded Assignment	Percent
1	Learning Contract	52%
2	Time Sheet	5%
3	Activity Log	5%
4	Supervision Log	5%
5	Midterm Evaluation	16.5%
6	Final Evaluation	16.5%
Total		100%

B. COURSE GRADES

The final grade in the course is defined as follows:

Grade Equivalent	Percentage Equivalent
A	688 – 768
B	611 – 687
C	534 – 610
D	457 – 533
F	456 and below

III. COURSE POLICIES

A. Course Information and Instructor Expectations

All assignments are graded and calculated to determine the final grade. While the agency Field Instructor/Task Supervisor makes a grade recommendation, it is the Field Coordinator who will make the final grade determination.

All CSWE requirements **MUST** be met to successfully complete field. If you fail to meet any one requirement you will have to repeat field **AND** field seminar, provided that you are not suspended or terminated from the MSW program.

All assignments are to be submitted through GeorgiaVIEW by the established due date.

Late assignments will only be accepted at the instructor's discretion and are subject to 5 points deducted each day past the due date.

All documents requiring signatures must be signed in pen/ink. NO ELECTRONIC SIGNATURES WILL BE ACCEPTED. A document is not considered complete until it is signed by the student and field instructor and/or task supervisor.

Title IV-E Students

All Title IV-E students are expected to complete their internship within the Department of Family and Children Services. All practice tasks and course assignments must be relevant to child welfare and further knowledge, skills, and abilities, values, cognitive, and affective processes with regard to the field of child welfare and best practices.

B. Academic Honesty and Integrity

All members of, and participants in, the academic life of the University are to be governed by academic honesty in all of their endeavors. Students and faculty are expected to uphold academic integrity and combat academic dishonesty. The academic honor system charges each faculty member and student with responsibility for:

- *Upholding the highest standards of academic integrity in one's own work;
- *Refusing to tolerate violations of academic integrity in the ASU community; and
- *Fostering a high sense of integrity and social responsibility on the part of every member of the ASU community.

Violations of this code include cheating, plagiarism, fabrication, receiving from a fellow student or another unauthorized source during examinations; obtaining, distributing, or referring to a copy of an examination which the instructor or social work program has not authorized to be made available for such a purpose; any act which impedes the ability of other students to have fair access to materials assigned or suggested by the instructor (e.g., removing or destroying library or other source materials); representing another's work, published or unpublished, as one's own; tampering with another student's work; altering grades or any other records related to the academic performance of students; or submitting false records or information in order to gain admission to the University or the social work program, etc. No student shall give or receive any assistance not authorized by the corresponding professor in the preparation of any assignment, report, project, or examination to be submitted as a requirement for academic credit. **The consequence for a violation of the Academic Honesty Code is "zero points" for the assignment.**

The following are the possible disciplinary penalties for violation of the Academic Code of Honesty, which may be imposed singularly or in any combination:

- Course failure
- Expulsion from Albany State University
- University suspension for no less than one year
- Probation
- Reprimand

Students are required to adhere to the policies defined in the *NASW Code of Ethics* and the Social Work Department's *Standards for Social Work Education*, as contained in the *Social Work Student*

Manual. All ASU students are required to adhere to the ASU Policy on Integrity and Honesty found in the *ASU Student Handbook* [<https://www.asurams.edu/wp-content/uploads/handbooks/students/2017-Student-Handbook.pdf>].

C. Students with Disabilities

Albany State University policies regarding students with learning disabilities and physical disabilities meet all State and Federal legislation, including the Rehabilitation Act of 1973 (Section 504) and the Americans with Disabilities Act of 1990 (Title II). The Regents Center for Learning Disorders at Georgia Southern is one of three centers in Georgia established by the Board of Regents to provide standardized assessment, resources, and research related to students within the University system suspected of having learning disorders. The Center can identify students with suspected specific learning disabilities, Attention Deficit/Hyperactivity Disorders (ADHD) or Acquired Brain Impairment. It is the Student's responsibility to inform the Office of Counseling and Student Disability Services (CSDS) of his/her disability. The professional staff reviews documentation supplied by the student or will provide a new evaluation. Any student interested in having an evaluation may contact the Office of Counseling and Student Disability Services for information concerning the availability of this service.

If you currently have an identified learning disability, it is your responsibility to inform the Office of Counseling and Student Disability Services (CSDS) of your disability and educational needs. The Office of Counseling and Student Disability Services is located in the New Student Center – Green Zone 2-141. The Coordinator of the Office of Counseling and Student Disability Services may be reached at (229) 903-3611, (229) 903-3610 or (229) 430-1711. If you are a student with a disability, you should contact the Testing and Disability Center to identify which accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs. The Instructor will, upon receipt of a letter from the Office of Counseling and Disability Services, make the recommended academic accommodations for you. If you are an individual with a disability who requires such accommodations, please discuss this with the Instructor during the first week of class, preferably immediately after the first class period). Please refer to the following link for further information on Counseling and Disability Services: <https://www.asurams.edu-student-affairs/counseling-disability-services/> .

D. Campus Carry Information

Please refer to the following link for Campus Safety Information:
<https://www.asurams.edu/police/gun-laws/>

E. Sexual Misconduct Policy (Harassment Policy)

Albany State University is committed to providing a positive and rewarding educational experience and a safe campus environment that acknowledges the dignity and worth of every individual. The purpose of this policy is to prohibit any form of sexual discrimination by or against any campus constituent and to ensure that every report of sexual discrimination is taken seriously and that prompt and appropriate action is taken. Sexual misconduct is a serious threat to the University community, a violation of University policy, prohibited by Title IX and in some instances a criminal act. In accordance with Title IX, the University is committed to (1) prohibiting acts of sexual misconduct; (2) providing comprehensive support to the alleged victim while safeguarding the due process rights of the accused; and (3) clearly identifying, defining and

articulating behavioral standards and expectations required of all members of the University community. Albany State University constituents are expected to adhere to Sexual Misconduct Policy 4.1.7 as prescribed by the University System of Georgia. Please refer to the following link for Title IX: Sexual Misconduct Policy: <https://www.asurams.edu/administration/title-ix/sexual-misconduct-policy/>.

F. University Math and Writing Centers Reinforcement Policy

- Support for math and writing is available at the various math and writing centers across campus. Please ask your instructor for help locating the most convenient one for you.
- Writing Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-writing-center> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-writing-center/>
- Math Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-math-center/> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-math-center/>

G. Integration of Technology

The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), a general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technical difficulties, please consult Information Technology Services at <https://www.asurams.edu/Technology> OR <https://www.asurams.edu/Technology/getting-started-students/> OR <https://www.asurams.edu/Technology/?s=student+support> for assistance with common issues.

All students should have a workable (functioning) ASU email account, know how to send and retrieve email messages with and without an attached file, know how to attach a file to an email message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the instructor immediately of any changes to your email address. All students should also know how to access the course in GA View and be able to complete and submit assignments.

***NOTE: “ASU RAM mail account is the university’s official means of electronic communication with students. Students are required to use the ASU website (www.asurams.edu) and RAM mail for important university’s official information on financial aid, current class schedule, registration holds, account balances, etc. In order to communicate with students by other means, as needed, each student is required to provide the University with her/his current telephone number(s) and mailing address via Banner Web.**

H. Course Attendance Policy

Per ASU policy, students are expected to attend all of their scheduled classes, laboratories, or clinic sessions when reasonably possible. Some justified and unavoidable absences are expected. Absences in excess of 10% of the sessions scheduled may reduce the grade for the course. A student is expected to account for absences, preferably in advance, to the instructor of the course and, at the discretion of the instructor, to promptly make up the work missed. Albany State University has implemented a No Show/Faculty Withdrawal Policy. The policy states the following:

- During the one-week period immediately following the first day of class, each faculty member notifies the Office of Registrar of those students on the class roster who have never attended class or actively participated in their online course. The students will be dropped and the course will not appear on the students' permanent academic records.
- Up until midterm or "last day to drop without academic penalty," the faculty member may withdraw any student who has ceased to attend/participate actively in a class, and the student will receive a grade of "W" on their academic record.
- After midterm or "last day to drop without academic penalty," faculty can continue to withdraw any student who has ceased to attend/participate actively in a class; however, the student will receive a grade of "WF" on their academic record.
- The Registrar's office notifies students of faculty/withdrawal actions; the Financial Aid Office is also notified. The student is responsible for understanding a withdrawal or faculty withdrawal may result in loss of financial aid and that failing to properly withdraw from a course may result in receiving a failing grade of "F" for the course.

Online Attendance

Attendance in online classes is verified in terms of participation, time spent in a particular unit or other part of online courseware, time spent in chats and online discussion, quality and quantity of chat and online discussion content, quality and quantity of e-mail, quality and quantity of course work, test participation, and other considerations. Distance learning courses at Albany State University are instructor-led classes and are not independent study or correspondence courses. Students are expected to engage actively in the course content, participate in student-teacher and student-student communications, and complete assignments and tests according to the requirements and schedule of the course instructor.

Failure to participate, communicate, or meet course requirements within the time frame required by the instructor may reduce the grade for the course or initiate faculty-withdrawal procedures as noted in the "Student Attendance Policy." Divisions or departments may have class attendance policies of a more specific nature within this general policy statement. Each instructor shall provide detailed policies and procedures in writing to each student at the beginning of the course.

Students who miss classes while serving as jurors will not be penalized for such absences but will be required to make up classwork missed as a result of jury service.

I. Class Cancellation Policy

In the event that the Instructor must cancel a class, students will be informed either in the syllabus (for planned absences such as conference attendance, workshops, etc.) or via email (in the case of illness, etc.) through GeorgiaView. Students are reminded that they are responsible for any information sent to them at their ASU email address. The Instructor will inform the Social Work Department's Administrative Assistant and the Chair of the Department of the class cancellation so a "Notification of Cancellation" may be placed on the classroom door and they can answer any questions or concerns that students might have.

J. Important University Date

Please refer to the online calendar for additional information:

<https://www.asurams.edu/academic-affairs/academic-services-registrar/academic-calendar>

IV. DIRECTIONS AND RUBRICS

Rubrics for the learning contract are uploaded in the GeorgiaVIEW course shell under Content.

STUDENT ACKNOWLEDGMENT AND AGREEMENT

By my signature, I acknowledge that I have received a copy of the syllabus for this course. I have read and understand the requirements necessary to successfully complete this course. I understand that it is my responsibility to follow all of the policies set forth in the syllabus. I understand and agree to satisfactorily complete all assignments and course work by the time specified in the syllabus.

I also acknowledge my understanding of the ASU Academic Honesty Policy, the ASU Honor Code, and all other handbook policies of Albany State University and the Department of Social Work and agree to fully adhere to them.

Course Number and Title	SOWK 6055
Semester/Year	Fall 2019
Student's Name [Please print]	
Student's Signature	
Date	

<https://catalog.asurams.edu/undergraduate/academic-affairs-requirements-regulations-support-services/general-policies/>

<https://www.asurams.edu/student-affairs/student-handbook/>

<https://www.asurams.edu/Legalaffairs/wp-content/uploads/policies/student-code-of-conduct.pdf>

<https://www.asurams.edu/student-affairs/student-conduct/>

<https://www.asurams.edu/Academics/collegeofarthum/wp-content/uploads/SW/BSW-Student-Manual.pdf>

<https://www.asurams.edu/Academics/collegeofarthum/wp-content/uploads/SW/MSW-Student-Manual.pdf>



**Darton College of Health Professions
Nursing Department
Associates of Science in Nursing Program**

**Syllabus
NURS 1112 Adult Health II
Fall 2019**

Course Number: NURS 1112

CRN Number: 90028 & 90029

Course Title: Adult Health II

Credit Hours: (4 lecture hours, 9 lab hours, 7 credit hours)

Class Times: Monday 6:30pm-10:30pm – L114

Instructor: Sandra L. Vargovich, MSN, RN, Assistant Professor of Nursing

Office Hours: Mon 2:00p-5:00p; Tues 9:00a-12:00p; & Thurs 9:00am-1:00pm

Phone Number: (229) 500-2349

Email: Sandra.Vargovich@asurams.edu

Cynthia Summerlin, DNP, FNP-C, MSN, RN, Assistant Professor of Nursing

Office Hours: Mon 2:00pm-5:00pm; Tues 9:00am-12:00pm; & Thurs 9:00am-1:00pm

Phone: (229) 500-2346

Email: Cynthia.summerlin@asurams.edu

Prerequisites: NURS 1105, NURS 1111, and BIOL 2412K with a grade of "C" or better

Co-Requisites: None

Course Description: Adult Health II places emphasis on the adult learner's development of increasing knowledge and personal responsibility and ethical behavior in the care of adult patients. Common health care alterations which are chronic in nature and that may require surgical intervention are emphasized. Course content focuses on evidence based practice, patient centered care, informatics, teamwork and quality improvement. Supervised clinical experiences provide adult learners with opportunities to refine safe, ethical nursing practice.

Learning Outcomes: At the completion of NURS 1112 the student will be able to:

1. Perform a comprehensive health assessment on adult patients including accurate assessment of patient's perceptions of their health care. (SLO 1).
2. Apply the nursing process to individuals experiencing acute and chronic illness (SLO 1 & 3).
3. Demonstrate the ability to work effectively with others on the health care team. To serve as patient advocate while providing quality care that promotes patient safety for adults with medical and/or surgical health alterations (SLO 2 & 5).
4. Identify the process involving all levels of health care working across departmental lines to ensure better health care for patients (SLO 4).
5. Advocate for high quality and safe patient care as a member of the inter-professional team. (SLO4 & 5).

6. Use verbal and nonverbal communication to assess patient needs and the effectiveness of their care and that promotes therapeutic relationships with adult patients and their families, as well as professional relationships with members of the health care team (SLO 2).
7. Use information technologies to access evidence based literature and patient information as well as communicate with members of the health care team, accurately documenting patient care in a secure and timely manner (SLO 3 & 6).
8. Identify, plan, and provide health and safety related education to adult patients and their families in conjunction with members of the health care team (SLO 5).
9. Use organizational and priority-setting skills when providing care to adult patients with medical and/or surgical health alterations (SLO 8).
10. Recognize the nurse's role in reporting patient safety and quality care concerns and in supporting activities that promote performance improvement (SLO 5 & 7).
11. Adhere to ethical, legal and professional standards while maintaining accountability and responsibility for the care provided to adult patients and their families (SLO 7).

Student Learning Outcomes:

1. **Patient-Centered Care:** Recognize that the practice of nursing is patient-centered, caring, culturally sensitive and based on the physiological, psychological, and spiritual needs of patients.
2. **Teamwork and Collaboration:** Collaborate as a member of the health care team to promote continuity of patient care.
3. **Evidence based practice:** Identify best current evidence from science and other creditable sources as a basis for nursing practice and clinical decision making.
4. **Quality Improvement:** Participate in the implementation of quality improvement strategies to improve care.
5. **Safety:** Provide a safe environment for patients, self, and others.
6. **Informatics:** Use information technology in the provision of patient care.
7. **Professionalism:** Practice nursing in a professional, ethical, and legal manner.
8. **Leadership:** Use leadership skills in the provision of safe, quality patient care.

Learning Assessments:

- Module Exams 1-6 (Fall & Spring, 1-5 Summer)
- Final Exam – Comprehensive
- Required ATI Assessments (see schedule in D2L course home)

Required Text(s):

Hinkle, J. & Cheever, K. (2014). *Brunner & Suddarth's Medical Surgical Nursing (14th ed.)*. Philadelphia, PA: Lippincott, Williams, & Wilkins.

Lippincott's CoursePoint+ for Hinkle & Cheever: *Brunner & Suddarth's Medical Surgical Nursing (14th ed.)*. Philadelphia: Lippincott Williams & Wilkins.

(2019) Lippincott's DocuCare. Philadelphia: Wolters Kluwer Health/Lippincott Williams & Wilkins

CoursePoint+ Includes:

Adaptive Learning Powered by PrepU for *Brunner & Suddarth's Medical Surgical Nursing (14th ed.)*. Philadelphia: Lippincott Williams & Wilkins.

References / Bibliography / Other Resources:

1. Coursepoint Plus, Lippincott
2. Lippincott Advisory through Course Point Plus
3. Assessment Technology Institute (ATI) Nursing Education. (2016). *ATI content mastery series: RN pharmacology for nursing review module edition 7.0*. Assessment Technologies Institute, LLC.
4. Online/On-campus Writing Center
5. Smarthinking Tutorials, drop-in sessions, and personal tutoring

Other Optional Review Textbooks for Course and Clinical

1. Lynn, P. (2015). *Taylor's clinical nursing skills: A nursing process approach* (5th ed.). Philadelphia, PA: Wolters Kluwer.
2. Taylor, C., et al. (2015). *Taylor's video guide to clinical nursing skills: Student set on enhanced DVD* (3rd ed.). Philadelphia, PA: Wolters Kluwer or
3. Taylor, C., et al. (2015). *Taylor's video guide to clinical nursing skills: Student set on thePoint* (3rd ed.). Philadelphia, PA: Wolters Kluwer.
4. Lynn, P. (2015). *Taylor's handbook of clinical nursing skills* (2nd ed.). Philadelphia, PA: Wolters Kluwer.
5. *vSim for Nursing | Fundamentals*. (2015). Philadelphia, PA: Laerdal Medical and Wolters Kluwer. 978-1-4698-9417-1
6. Carpenito-Moyet, L. (2009). *Nursing care plans and documentation: Nursing diagnoses and collaborative problems*. Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins.
7. Alfaro-LeFevre, R. (2014). *Applying nursing process: The foundations for clinical reasoning* (8th ed.). Philadelphia, PA: Wolters Kluwer.
8. Carpenito-Moyet, L. (2013). *Nursing diagnosis: Application to clinical practice* (14th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.
9. Carpenito-Moyet, L. (2012). *Handbook of nursing diagnosis* (14th ed.). Philadelphia, PA: Lippincott Williams & Wilkins.

Other Requirements: **Current** PPD, Basic Life Support (BLS) - American Heart Association Healthcare Provider Certification, Flu Vaccine, Required Program Class and Clinical Uniforms including shoes, supplies (green bag), fees according to catalog and program requirements. All required documents must be current in ACEMAPP including any specific facility documentation. Subsequently, all students are expected to update expired BLS and submit proof of updated BLS certification *prior to the end of the month of expiration*. Students are expected to update a PPD *prior to the expiration date*. **Failure to upload current PPD, BLS, or other course requirements into ACEMAPP will result in immediate withdrawal from all clinical activities and result in a clinical failure.**

Method of Instruction: Lecture, assigned readings, class support pages on Georgia View/D2L, Archived lecture sessions, computer assisted instructions of ATI case studies and practice tests, clinical experiences, pre- and post-clinical conferences, clinical simulations, group discussions, group presentations, videos, and nursing diagnosis exploration.

D2L Support: D2L support pages will be available for this class. Students can email their instructor, check grades, review syllabus and class schedule, and view any support information for classroom activities.

Integration of Technology: The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), a general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technology difficulties, please consult Information Technology Services, <https://www.asurams.edu/technology/index.php>, for assistance with common issues.

All candidates should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately of any changes to your e-mail address. All candidates should also know how to access the course in GAVIEW and be able to complete and submit assignments.

*******THE PREFERRED METHOD OF COMMUNICATION FOR THIS COURSE IS THROUGH GA VIEW/D2L EMAIL.**

***NOTE:** "ASU RAMmail account is the university's official means of electronic communication with students. Students are required to use the ASU website (www.asurams.edu) and RAMmail for important university's official information on financial aid, current class schedule, registration holds, account balances, etc. In

order to communicate with students by other means as needed, each student is required to provide the university with his/her current telephone number(s) and mailing address via BannerWeb.”

Method of Evaluation: Written/online (computer) exams and completion of online class discussions and assignments.

Course Grading:

Successful completion of this course (a final grade of “C” or better) will be dependent upon satisfactory performance in the clinical area (see clinical evaluation tool) and in the classroom area:

Total of 100 Points

70% exams (module, proctored ATI exam)	70 points
30% final exam	30 points

Grading Scale:

90 – 100 = A
 80 – 89 = B
 75 – 79 = C
 60 – 74 = D
 <60 = F

Program policy is that a final grade of “C” or better is required for successful completion of this course. “The final grade will be computed with **no rounding of the grades.**” Also, per policy as outlined in the Undergraduate Nursing Handbook, ASN, “If a **student is absent more than 10% of the course in one semester, it may constitute failure of the course.**” Further information concerning grading and attendance policies can be found in the Undergraduate Student Handbook (ASN).

Clinical Grading

The clinical evaluation consists of various learning activities designed to assist the student in meeting course objectives. The clinical evaluation tool is designed to provide the student with specific criteria on which his/her performance is evaluated. The “*” items will be evaluated as written criteria. The remaining items will be evaluated as performance criteria.

Clinical Performance Grading Scale:

Scale/Grade	Standard Procedure	Performance Quality	Assistance
Independent 5	Safe Accurate Without direction	Proficient, coordinated, confident. Expedient use of time.	Without direction
Supervised 4	Safe Accurate	Efficient, coordinated, confident. Expedient use of time.	With occasional physical or verbal direction (Guidance 1-2)
Assisted 3	Safe and accurate With assistance	Partial demonstration of skills. Inefficient or uncoordinated.	Frequent verbal and/or physical direction

		Delayed time expenditure.	(Guidance 3-4)
Marginal 2	Safe and accurate Only with continuous assistance	Unskilled and inefficient. Considerable and prolonged time expenditure.	Continuous verbal and/or physical direction (Guidance 5-6)
Dependent 1	Unsafe Inaccurate	Unable to demonstrate procedures. Lacks confidence, coordination and efficiency.	Continuous verbal and/or physical direction (Guidance 6 or more)

Clinical Written Work Grading Scale:

5	Independent	<ul style="list-style-type: none"> Outstanding effort and thought are obvious. All required areas are addressed in a complete and thorough manner. Information is accurate, and presentation is professional in appearance. Assignments are completed as directed and turned in on time.
4	Supervised	<ul style="list-style-type: none"> Overall, written work is complete and accurate but lacks depth. Considerable thought is evident. Presentation is professional in appearance. Assignments are completed as directed and turned in on time.
3	Assisted	<ul style="list-style-type: none"> Most of the assigned areas are addressed, but there are obvious gaps. Information is missing and/or not factual. Presentation is acceptable, but improvement is needed. Assignments are completed as directed and turned in on time.
2	Marginal	<ul style="list-style-type: none"> Important pieces of required information missing and/or not factual. Little effort or thought is evident. Presentation is non-professional.
1	Dependent	<ul style="list-style-type: none"> Majority of the information that was required has not been completed. Assignments are turned in late.

A student will receive an unsatisfactory clinical day when any of the following occur:

1. Clinical Performance: 3 (three) or more 1's or 2's in one clinical day(column);
2. Clinical Paperwork: 6 (six) or more 1's or 2's in one clinical day (column);
3. One (1) incident of gross unprofessional conduct. Examples include but are not limited to: (a) outward display of hostility toward patient; (b) neglecting to provide safe nursing care.

Students who earn an unsatisfactory clinical evaluation for the course cannot progress in the nursing course regardless of the theory grade. Students must repeat **both** the theory and clinical portion of the class if they are not successful in passing either part. A student will receive a clinical failure when any of the following occur:

1. Clinical absence greater than 10% in the semester. In NURS 1101, 1111, 1112, 1301, 1311, 2111, and 2311 4.5 contact hours constitute a clinical laboratory period. In NURS 2113 and 2313, 3 contact hours constitute a clinical laboratory period. In NURS 2115, a clinical laboratory period equals 6 contact hours.
2. Clinical Performance: 3 (three) or more 1's or 2's in any one performance objective (row);
3. Clinical Paperwork: 6 (six) or more 1's or 2's in any one paperwork objective (row);
4. Three (3) unsatisfactory clinical days in the semester.

Course Goal: The instructors of this course want you to be successful in this course. Content for NURS 1112 builds on previous content from core classes and all previous nursing classes. Students are expected to enter Adult Health II with a specific level of knowledge and skills. Successful completion of this course requires the *mastery* of all previous nursing courses and core classes. Active listening and active studying are crucial. When you have questions about course content and need assistance, begin taking the following steps as soon as possible: contact your instructor, set up a time to speak with them, visit Smart thinking for online tutoring, and/or visit the Academic counselor.

Course Objectives:

Module1: Management of clients with alterations in cognition and sensation: Neurological & Musculoskeletal

1. Differentiate between disorders affecting the musculoskeletal system as well alterations in cognition and sensation related to neurological status (PCC).
2. Recognize components of a focused assessment that should be included when collecting data on adults and older adults who have an alteration in cognition and sensation (PCC).
3. Apply knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to care for adults and older adults who have an alteration in cognition and sensation (PCC):
 - a. Headaches
 - b. Multiple Sclerosis (MS)
 - c. Parkinson's Disease
 - d. Huntington Disease
 - e. Myasthenia Gravis (MG)
 - f. Myasthenic crisis vs Cholinergic crisis
 - g. Amyotrophic Lateral Sclerosis (ALS)
 - h. Degenerative Disk Disease (DJD) & Laminectomy
 - i. Seizures
 - j. Epilepsies
 - k. Status Epilepticus
 - l. Trigeminal Neuralgia
 - m. Bell Palsy
 - n. Guillain-Barre Syndrome (GBS)
 - o. Hip fracture & Total Hip Arthroplasty
 - p. Total Knee Arthroplasty & Joint Replacement
 - q. Amputation
 - r. Laminectomy
 - s. Carpal Tunnel
4. Recognize alterations in pulse oximetry, laboratory values and diagnostics related to alterations in cognition and sensation (PCC): Lumbar Puncture, Joint Replacement, and Laminectomy.

5. List the responsibility of the nurse when caring for a client with musculoskeletal or neurological disorders (TW&C).
6. Collaborate with interdisciplinary team members regarding client outcomes for clients with musculoskeletal or neurological disorders (TW&C).
7. Identify priority actions for adults and older adults who have an alteration in cognition and sensation (S).
8. Provide health care education regarding safety needs for adults and older adults who have an alteration in cognition and sensation (S).
9. Compare and contrast medications commonly given for musculoskeletal and neurological disorders (I):
 - a. Anticonvulsant
 - b. Antiparkinsonian
 - c. Corticosteroids oral & injection
 - d. Cholinergic
 - e. Anticholinergics
 - f. Muscle Relaxants
 - g. Antidepressants
 - h. Immunomodulators
 - i. Immunosuppressants
 - j. Dopaminergics
 - k. Anti-vertigo
 - l. NSAIDS
 - m. Corticosteroids
 - n. Glucosamine chondroitin
 - o. Anticoagulant, antiplatelet Therapy
 - p. Non-Opioid Analgesics
 - q. Opioid Analgesics
 - r. Stool Softeners
10. Identify related quality improvement techniques to improve safety regarding the delegation of treatment of clients with musculoskeletal and neurological disorders (QI).
11. Discuss the correct use and functioning of therapeutic devices that support cognition and sensation (EBP).
12. Practice nursing in a professional, ethical and legal manner (P).
13. Accept accountability and responsibility in the supervision of client care (L).
14. Advocate for client care to ensure quality care is delivered (L).

Module 2: Management of clients with Alteration of Cardiac output and tissue perfusion (CV/PV Disorders)

1. Recognize components of a focused assessment that should be included when collecting data on adults who have an alteration in cardiac output and tissue perfusion (PCC).
2. Apply knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for adults who have an alteration in cardiac output and tissue perfusion (PCC):
 - a. Coronary Artery Disease (CAD)
 - b. Angina Pectoris
 - c. Acute Coronary Syndrome (MI)
 - d. Cardiomyopathy
 - e. Endocarditis, Myocarditis, Pericarditis, Arteritis
 - f. Mitral & Aortic Valve Prolapse
 - g. Mitral & Aortic Valve Stenosis
 - h. Mitral & Aortic Regurgitation (Insufficiency)
 - i. Heart Failure
 - j. Peripheral Vascular Disease (PVD)
 - k. Peripheral Artery Disease (PAD)
 - l. Aortic Aneurysms
 - m. Raynaud's Syndrome
 - n. Buerger's Disease
3. Identify priority actions for adults who have an alteration in cardiac performance and tissue perfusion (PCC).

4. Recognize alterations in pulse oximetry, laboratory values and diagnostics related to alterations in cardiac output and tissue perfusion (PCC): ECG, Stress test, Echocardiography, Cardiac catheter, hemodynamic testing, Percutaneous coronary interventions, CABG, Valve replacement.
5. Describe the role of the nurse in providing quality care to adults who have an altered cardiac or peripheral vascular status (PCC).
6. Distinguish among the various cultural beliefs and values and provide psychosocial support in implementing specific care for the client with impaired cardiac output and tissue perfusion (PCC).
7. Identify health care education and safety needs for adults who have an alteration in cardiac output and tissue perfusion (PCC).
8. Identify related quality improvement techniques to improve safety regarding administration of cardiac/peripheral vascular medications (QI).
9. Identify developing activities that promote health and decrease risk factors in regards to cardiac output and tissue perfusion (S).
10. Discuss wellness prevention activities for those with altered cardiac output and tissue perfusion (S).
11. Describe the uses, actions, side effects, contraindications, nursing implications, and client education needs of selected cardiac drugs (I):
 - a. Beta & Alpha-adrenergic blockers
 - b. Centrally acting alpha agents
 - c. Calcium Channel Blockers
 - d. RAAS Inhibitors (Ace Inhibitors, ARBs, Aldosterone antagonists)
 - e. Antiplatelet
 - f. Anticoagulants
 - g. Low-dose Heparin
 - h. Thrombolytic
 - i. Ranolazine
 - j. Diuretics
 - k. Nitrates
12. Describe the role of the nurse in providing quality care to adults who have an alteration in cardiac & peripheral vascular status (TW&C).
13. Apply evidence-based practice and research related to care of adults with altered cardiac and peripheral vascular status (EBP).
14. Practice nursing in a professional, ethical and legal manner (P).
15. Accept accountability and responsibility in the supervision of client care (L).
16. Advocate for client care to ensure quality care is delivered (L).

Module 3: Management of clients with alteration in Immunity: Cancer/HIV

1. Perform a comprehensive assessment with a focus on collecting data on adults and older adults who have alterations in immunity (PCC).
2. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan of care for adults who have alterations in immunity (PCC).
 - a. HIV
 - b. AIDS
 - c. Skin cancers (Basal Cell, Squamous Cell, Actinic Keratosis)
 - d. Breast cancer
 - e. Lung cancer
 - f. Colon cancer
 - g. Oral cancers
 - h. Lymphomas: Hodgkin's & Non-Hodgkin's
 - i. Neoplasms
 - j. Myelodysplastic Syndromes (MDS)
 - k. Multiple myeloma
 - l. Leukemia
3. Integrate cultural, ethical, and legal tenets into the plan of care for adults who have alterations in immune function (PCC).

4. Review etiological factors and physiology of cancers arising from various cell and tissue types (PCC).
5. Differentiate between the characteristics of normal and cancer cells (PCC).
6. Discuss cancer cells' ability to proliferate and metastasize to surrounding tissue and distant sites (PCC).
7. Compare and contrast various grading and staging systems related to cancer diagnosis (PCC).
8. Review the basic principles of chemotherapy, immunotherapy, hormonal, and radiation therapy (PCC).
9. Review genetic and environmental factors that increase an individual's cancer risk (PCC).
10. Ascertain priority actions for adults who have alterations in hematologic function or immunity (TW&C).
11. Ascertain the role of the nurse when providing quality care to adults who have an alteration in immunity (TW&C).
12. Demonstrate correct use and establish proper functioning of therapeutic devices that support immune function (S).
13. Provide health and safety related education to adults who have alterations in immunity function (S).
14. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to adults who have alterations in immunity (I).
 - a. Nonnucleoside reverse transcriptase inhibitors (NNRTI's)
 - b. Nucleoside reverse transcriptase inhibitors (NRTI's)
 - c. Nucleotide reverse transcriptase inhibitors (NtRTI's)
 - d. Protease inhibitors (PI's)
 - e. Entry Inhibitors Fusion
 - f. Immunosuppressants (cytotoxic, antibodies, Calcineurin inhibitors)
 - g. Nutrition/High calorie, high protein diet
 - h. NSAIDS
 - i. Antimetabolites
 - j. Anti/tumor antibiotics
 - k. Plant alkaloids (mitotic inhibitors)
 - l. Nitrosoureas
 - m. Nucleoside Analogs
 - n. Interferon
 - o. Corticosteroids
 - p. Hormone therapy
 - q. Antiestrogens
 - r. Biologic response modifier agents
 - s. Hematopoietic growth factors
 - t. Topical chemotherapy
15. Interpret diagnostic tests and perform related nursing intervention when providing care to adults who have alterations in immune function (QI).
16. Compare and contrast medications commonly given for nausea and vomiting associated with chemotherapy (QI).
17. Recognize and follow evidence-based practice in the administration and monitoring of chemotherapy (EBP).
18. Practice nursing in a professional, ethical and legal manner (P).
19. Accept accountability and responsibility in the supervision of client care (L).
Advocate for client care to ensure quality care is delivered (L).

Module 4: Management clients with alterations in digestion, absorption and excretion (Lower GI/GU)

1. Perform a comprehensive assessment with a focus on collecting data on adults and older adults who have alterations in digestion, absorption, and excretion (PCC).
2. Integrate cultural, ethical, and legal tenets into the plan of care for adults and older adults who have alterations in digestion, absorption and excretion (PCC).
3. Integrate knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations into the plan care for older adults who have alterations in digestion, absorption and excretion (PCC):
 - a. Acute Kidney Injury (AKI), Chronic Kidney Disease (CKD)
 - b. Acute & Chronic Renal Failure
 - c. End Stage Renal Disease (ESRD)
 - d. Nephrotic Syndrome
 - e. Dialysis (Peritoneal & Hemodynamic)
 - f. Peritonitis

- g. Urinary trauma
 - h. Urinary & Bowel Diversions/Ostomies
 - i. Intestinal Hernias/Obstruction
 - j. Crohn's Disease
 - k. Inflammatory Bowel Disease (IBS)
 - l. Ulcerative colitis
 - m. Constipation, Diarrhea
 - n. Hemorrhoids
 - o. Appendicitis
 - p. Malabsorption
4. Ascertain priority actions for adults who have alterations in digestion, absorption & excretion (QI).
 5. Integrate knowledge of the actions, contraindications, potential side effects, and nursing implications when administering medications to adults who have alterations in excretion (S).
 - a. Antihypertensives
 - b. Erythropoietin
 - c. Kayexalate
 - d. Calcium/Phosphorus binders
 - e. Amino salicylates
 - f. Corticosteroids
 - g. Immunomodulators
 - h. Antidiarrheal
 - i. IBS specific medications
 6. Demonstrate correct use and establish proper functioning of therapeutic devices that support digestion, absorption, and excretion (S).
 7. Interpret diagnostic tests and perform related nursing intervention when providing care to adults and older adults who have alterations in digestion, absorption, and excretion (I).
 8. Ascertain the role of the nurse when providing quality care to adults and older adults who have an alteration in digestion, absorption, and excretion (TW&C)
 9. Practice nursing in a professional, ethical and legal manner (P).
 10. Accept accountability and responsibility in the supervision of client care (L).
 11. Advocate for client care to ensure quality care is delivered (L).

Module 5: Management of clients with altered oxygenation - Lower Respiratory Disorders

1. Identify related quality improvement techniques to improve safety regarding the assessment and delegation of assessment of clients with altered oxygenation (QI).
2. Distinguish among the various cultural beliefs and values and provide psychosocial support in implementing specific care for the client with lower respiratory disorders (PCC).
3. Apply knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for adults with altered oxygenation (PCC):
 - a. Bronchitis
 - b. Lung abscess
 - c. Pulmonary emphysema
 - d. Asthma, Status asthmaticus
 - e. Chronic Obstructive Pulmonary Disease (COPD)
 - f. Emphysema
 - g. Pulmonary Hypertension (Cor pulmonale)
 - h. Pulmonary Embolism (PE)
 - i. Pulmonary Edema
 - j. Pneumoconiosis
 - k. Legionnaire's disease
 - l. Atelectasis
 - m. Aspiration
 - n. Sarcoidosis
 - o. Pneumonia

- p. Tuberculosis (TB)
 - q. Pleurisy
 - r. Pleural effusion
 - s. Empyema
4. Discuss the correct use and functioning of therapeutic devices used with clients with alterations in oxygenation and lower respiratory dysfunction (I).
 5. Describe the uses, actions, side effects, contraindications, nursing implications, and client education needs of selected respiratory medications (I):
 - a. Glucocorticoids (oral and inhaled)
 - b. Methylxanthines
 - c. Anticholinergics (inhaled)
 - d. Leukotriene modifiers
 - e. Beta 2-adrenergic agonists
 6. Identify priority actions for adults and older adults with an alteration in oxygenation and lower respiratory disorders (S).
 7. Describe the role of the nurse in providing quality care to adults and older adults with altered oxygenation and lower respiratory disorders (TW&C).
 8. Recognize the terminology of Acid Base Imbalances: Respiratory/Metabolic Acidosis/Alkalosis (EBP).
 9. Recognize alterations in and interpret laboratory data and diagnostics to determine effectiveness of treatment for client with lower respiratory disorders (EBP): Bronchoscopy, biopsy.
 10. Practice nursing in a professional, ethical and legal manner (P).
 11. Accept accountability and responsibility in the supervision of client care (L).
 12. Advocate for client care to ensure quality care is delivered (L).

Module 6: Management of clients with alterations of the Endocrine System

1. Recognize components of a focused assessment that should be included when collecting data on adults and older adults who have an alteration in the endocrine system (PCC).
2. Distinguish among the various cultural beliefs and values and provide psychosocial support in implementing specific care for the client with endocrine disorders (PCC).
3. Apply knowledge of anatomy, physiology, pathophysiology, nutrition, and developmental variations when helping to plan care for adults who have an alteration in regulation and metabolism specific to endocrine disorders (PCC):
 - a. Hypo & Hyperthyroidism
 - b. Diabetes insipidus
 - c. SIADH
 - d. Thyroiditis
 - e. Hypo & Hyperpituitarism
 - f. Hypo & Hyperparathyroidism
 - g. Addison's Disease
 - h. Cushing's syndrome
 - i. Adrenal insufficiency
 - j. Pheochromocytoma
 - k. Gallbladder: Cholecystitis, cholelithiasis
 - l. Pancreas: Acute & Chronic Pancreatitis
4. Identify priority actions for adults who have endocrine disorders (S).
5. Discuss the correct use and function of therapeutic device that support those with endocrine disorders
 - a. Nutrition/Addison's diet (high calorie, high sodium, low K+)
6. Apply knowledge of the actions, potential side effects, and nursing implications when administering medications to adults who have an alteration in the endocrine system (I):
 - a. Thyroid hormones
 - b. Thyrotropin-releasing hormones
 - c. Thyroid hormone synthesis inhibitor
 - d. Radioactive and nonradioactive iodine

- e. Antidiuretic hormone preparation
 - f. Posterior pituitary hormones
 - g. Anterior pituitary hormones
 - h. Growth hormones
 - i. Glucocorticoid and mineralocorticoid hormones
7. Identify related quality improvement techniques to improve safety regarding the delegation of assessment of the client with endocrine disorders (QI).
 8. Describe the role of the nurse in providing quality care to adults who have endocrine disorders (TW&C).
 9. Recognize and apply evidence base practice in control and maintenance of endocrine disorders (EBP).
 10. Practice nursing in a professional, ethical and legal manner (P).
 11. Accept accountability and responsibility in the supervision of client care (L).
Advocate for client care to ensure quality care is delivered (L).

Course Policies:

Specific Course Policies: Pocket calculators provided by instructor may be used during exams for this course. Use of cell phones and other electronic devices will not be allowed. Students will not be allowed to bring food or drinks during exams. No hats, caps, (anything that covers the head), or jackets/coats will be allowed to be worn during exams. Students will need a set of ear buds for standardized computer exams.

Per the Social Media policy in the Undergraduate Student Handbook—ASN, students may be held personally liable for proprietary, defamatory or libelous material posted on any form of social media.

Academic Dishonesty: Academic dishonesty is a serious matter and will not be tolerated. Penalties for academic dishonesty are outlined in the Albany State University Student Handbook.

(See ASU Student Handbook for rules on academic honesty/integrity)

Students should also consult the Undergraduate Student Handbook (ASN) for additional information and program policies regarding academic dishonesty.

<https://www.asurams.edu/academic-affairs/dchealthprof/docs/2018-2019-Undergraduate-Student-Handbook-ASN.pdf>

The consequence for a violation of the Academic Honesty Code is “zero points” for the assignment. Additional sanctions may include failure of the course related to gross unprofessional behavior.

ADA: In compliance with the Americans with Disabilities Act (ADA), Albany State University will honor requests for reasonable accommodations made by individuals with disabilities. Students must self disclose their disability to the office of Disability Services before academic accommodations can be implemented.

Students with Disabilities

Please refer to the following link for Counseling and Disability Services:

<https://www.asurams.edu/student-affairs/counseling-disability-services/rights-and-responsibilities.php>

Students with Disabilities:

If you are a student with a disability, you should consult the Testing & Disability Services, New Student Center – Green Zone 2-141, 500-2013, to identify which accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs.

Confidentiality: As a general rule confidential information will not be presented in this class, however students are required to observe confidentiality rules in the event confidential information may be presented. Students will be required to complete a HIPPA training session as part of this course.

University Math and Writing Centers Reinforcement Policy

- a) Support for math and writing is available at the various math and writing centers across campus. Please ask your instructor for help locating the most convenient one for you.
- b) Writing Center Information: : <https://www.asurams.edu/academic-affairs/learning-centers/east-writing-center.php> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-writing-center.php> OR <https://www.asurams.edu/academic-affairs/asuonline/online-writing-center/>
- c) Math Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-math-center.php> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-math-center.php>
- d) SmartThinking is available through GA VIEW. Please sign into GA VIEW and find the tutoring opportunities on the toolbar.

Attendance: This is a professional course. Attendance at all classes and labs/clinical is mandatory. Students will be expected to attend all class and lab/clinical sessions. If a student must miss class/lab/clinical for any reason they should notify the instructor **PRIOR** to the start of class/lab/clinical otherwise the absence will be considered unexcused. All excused absences must be approved by the instructor prior to the class. Please refer to the Student Handbook for what constitutes an excused absence. Any time that a class is missed, it is the responsibility of the student to make up the work missed. Refer to the Grading Policy and the Student Handbook for further information in this area. Whenever a student's accumulated absences exceed 10% of the total course/clinical time, it is likely to adversely affect their ability to successfully complete the course and may constitute failure of the course. Students with excessive absences will be counseled by the instructor on the necessity of being in class. Continuing absences may result in failure of the course. The ASU student attendance policy can be found at the following link: <https://www.asurams.edu/academic-affairs/academic-catalogs/>

Class Cancellation Policy:

1. Albany State University's decision to delay or cancel classes is almost always because of hazardous travel conditions. If bad weather requires the University to cancel classes, the local radio and television stations are informed.
2. Decisions are campus-specific (e.g., cancellation of classes at the Albany campuses but not the Cordele satellite campus). Distance learning students will need to use their best judgement and communicate about clinical attendance with their clinical preceptors.
3. If your campus cancels the next day's classes the day or night before clinical, then clinical is cancelled. For example, if on Thursday the University cancels classes for Friday, then Friday clinical is cancelled.
4. If faculty and students are already at the clinical facility when the campus classes are cancelled, then the instructor will decide, based on current and anticipated weather/travel conditions, whether clinical should be cancelled.
5. If the campus has not cancelled classes, clinical may still be cancelled if hazardous travel conditions exist. In this instance, the faculty will evaluate the weather and travel situation of their specific clinical facility/location and notify students according to an established student notification process previously communicated with the class.
6. Students must additionally use their own best judgment in traveling when clinical is not cancelled. Faculty cannot know all weather/travel conditions if the student is traveling from outside the immediate area.
7. Bottom line: **SAFETY FIRST!**

Tardiness: Students are expected to be in class on time. Arriving late to class is disrespectful to the other students and the instructor. Students who will be late must call the instructor prior to class with a valid reason for being late. Excessive tardiness (more than 3 per semester) will result in a 5 point deduction from the students final point total for each occurrence. Quizzes and exams will begin on time. Students arriving 15 minutes late will receive a zero for the quiz or exam and will not be allowed to make it up. Further, tardiness of over fifteen minutes will constitute an absence.

Make up Exams: Make-ups exams are at the Instructor's discretion. Tests are given to assess student learning and understanding. It is important for students to be present on test days. Makeup tests are not fair to the students who take exams on time and are a burden on the instructor. Therefore the following policy will apply. Occasionally students will have to be absent due to illness or for personal reasons, with this in mind the first time a student misses an exam no penalty for a makeup exam will be imposed, provided the other policies regarding absences are followed. For any additional missed exams by that student a 5% penalty will be assessed on the students score. Makeup exam may contain essay, fill in the blank, and more select all that apply than regular exams.

Math Tests: Each student must demonstrate 100% accuracy on one written and/or computer exam of dosage calculations each semester in NURS 1111, NURS 1112, NURS 1311, NURS 2111, NURS 2311, NURS 2113, and NURS 2115 to continue in the clinical/lab component of the course. A maximum of four (4) opportunities (one “Mock” Exam and three Math Exams) to demonstrate 100% accuracy on the dosage calculations exam will be provided each semester as noted above. Prior to dosage calculation exam 2 and/ or exam 3, the student will be required to submit approved remediation activities or assignments as assigned, by the course instructor. Without remediation, the student will forfeit the opportunity for the exam, earning a grade of zero for that exam. If the student fails the 3rd dosage calculation exam, he/she will receive a clinical unsatisfactory grade, and not be allowed to progress in the clinical/lab component of the course, resulting in a “D” for the overall course grade.

Late Work: Except in the case of excused absences or situations where the instructor has given prior permission, student assignments will be due on the date indicated. Work turned in late will be subject to the following penalties: Work that is one class period late will result in a 10 point deduction from the students earned points on the assignment (or a 2 assigned in their clinical folder). Work more than one class period late will not be accepted. In cases of an excused absence the work will be due before the next class period. If the work is not turned in before the next class period the work will be late and the same penalties will apply. All work must be made up/completed or no clinical time will be allotted. If clinical hours are not completed, the student will not pass the course.

Reading Assignments: This is a professional course, therefore it is expected that all reading assignments will be completed prior to class, and that students will come prepared to participate in discussions and ask appropriate questions.

Remediation: Remediation is required prior to taking math test 3 and the ATI retest. Failure to complete remediation will prevent the student from taking the exam(s). For test remediation **for a grade less than 75**, it is the student’s responsibility to make an appointment during the instructor’s office hours in order to further review the test.

Clinical Conduct: Laboratory experiences involve close contact with others, palpation, and exposure of body areas to allow examination and observation of structures. This shall be conducted with professionalism and respect for the privacy and personal space of all students. Any student who violates this policy will be asked to leave the laboratory/clinical and might endanger the student’s status in the class. Additionally, he/she will not be exempt from learning the instructional material presented in that laboratory session and material should be sought from classmates, not the instructor.

Dress Code:

1. **Classroom Uniform: Top:** A white oxford shirt to be purchased at the ASU Bookstore. **Bottoms:** Navy blue or black scrub pants are to be worn at all times and should be well-fitted. For students electing to instead wear a scrub-style dress or skirt, its length should be at the knee (or not over one inch above the knee). **Shoes:** Shoes must be either leather or vinyl, have closed toes and heels. The color must be black or white.
2. **Clinical Uniform:** The uniform dress code applies to all students enrolled in the Department of Nursing at Albany State University. The uniform must be clean, neat, and properly fitted. Uniforms are of wash and wear fabrics and should be washed after each wearing. Information concerning the purchase of uniforms (including purchase deadlines) may be obtained from the students’ clinical instructor or in the nursing office. Formal clinical uniforms are purchased from Meridy’s Uniform Company (Vidalia, GA). **Top:** A white scrub top in the appropriate style is to be worn at all times. The current style includes two sleeve “windows” in which patch inserts may be fitted. **Patch Inserts:** Sleeve patch inserts will be fitted in the sleeves of the scrub top. The left sleeve will bear “Darton College of Health Professions” insert, and the right sleeve will bear the “ASN Nursing” insert. Students should maintain professional appearance and personal hygiene when in uniform. **Hair and Nails:** Hair is to be neat and off the collar (hair should be one natural color); All students should have their hair neat and trim; Long hair and braided hair shall be pinned up – not touching the shirt collar, Mustaches and beards should be neat and well-maintained, and nail polish will not be allowed in the clinical setting.
3. **Student Identification:** A student identification badge is to be worn on the left chest area during the time a student is in any clinical area. This name badge will be made after enrollment in the first clinical nursing course during the first or second week of classes.

Progression/re-Enrollment/Re-entry Policy: Academic progression in the nursing program supports the development and synthesis of the necessary skills from fundamental understanding to complex critical thinking. The academic progression is designed to support educational success, licensure, and transition to practice. To facilitate timely progression and ultimate success, the Department of Nursing has in place the following guidelines: Students must abide by the following guidelines:

- a. Withdraw **only once** from any given nursing course during the regular drop/add period throughout the duration of the program.
- b. Withdraw from the University only one time once enrolled in the nursing program (this includes medical / hardship withdrawals).
- c. Receive a failing grade for a nursing course only **one time**. A WF is considered F.
- d. If a student is out of the program for more than one semester, the student must challenge previously completed courses to validate current knowledge and skills of the content. This includes all nursing courses with the exception of NURS 2117 (Leadership). Failure to successfully challenge each course may result in the student repeating the course(s) that he/she was unsuccessful.
- e. If a student is out of program for one year (12 months) or greater, the student must reapply to the nursing program, granted all other admission criteria are met. Admission to the nursing program is not guaranteed.

NOTE: Any of the above actions will prolong the student's progression by at least one semester and could be longer if space is not available. Any nursing course presented for graduation that was completed three calendar years or more prior to anticipated date of graduation must be successfully challenged or repeated for credit.

Students re-entering:

1. Must complete the Nursing Readmit Form available in the nursing office prior to the semester when they will return.
2. Must complete the University's re-enrollment requirement prior to re-entering the program (if out for more than one semester).
3. Will return under the current curriculum requirements.
4. May be required to complete additional course work, repeat ATI testing/review course requirements and/ or demonstrate competency of skills. If a student is out of the program for more than one semester, the student must challenge previously completed courses to validate current knowledge and skills of the content. This includes all nursing courses with the exception of NURS 2117 (Leadership). Failure to successfully challenge each course may result in the student repeating the course(s) that he/she was unsuccessful.
5. Must meet all program compliance requirements at least one month prior to the start of the semester of return.
6. The Chair and/or Assistant Chair may approve exceptions in extreme situations. The exception would require student review and development of an individualized plan of study.

NOTE: Re-entry into the program is not guaranteed and approvals are dependent upon resources and clinical availability.

Please contact the nursing office for the military exception to this policy. All exceptions must be approved by the Chair and/or Assistant Chair prior to the start of the semester.

Cell Phone: All cell phones must be turned off during all class periods and **are not allowed** in the clinical setting. "Clinical" is defined as the various settings utilized in any clinical nursing course (for example, skills laboratory, acute care facilities, sub-acute care and rehabilitation facilities, long-term care facilities, clinics and physician offices, and community settings). Students must first adhere to the policies of the clinical facility, as well as this Department of Nursing policy, regarding the use of electronic devices in clinical settings. Students that fail to follow this policy will be asked to leave, will receive a clinical unsatisfactory day, and will be required to make up the work at a later time.

Multiple violations of this policy and/or the policy of the clinical facility may result in disciplinary action up to and including course failure and/or program dismissal.

Safety Policies: In the laboratory/clinical setting, students must always use caution and proper body mechanics/procedures when performing any treatment techniques or patient skills.

Zero Tolerance Policy - ASU's Alcohol and Drug Policy:

A zero-tolerance policy is one which requires a severe penalty to be imposed which is unbending in its imposition, and often does not give allowance for extenuating circumstances. It is, as it states, completely intolerant of the behavior for which it requires consequences, no matter what. As part of a "zero tolerance policy", ASU will take disciplinary action for any and every alcohol, weapons, drug, sexual misconduct, hazing or gang activity related violation on campus. ASU will also take disciplinary action for many of the violations reported off campus, provided these violations have a connection to the campus. This would include violations that endanger students or may cause harm to the campus community.

Please read and refer to this code in its entirety at:

<https://www.asurams.edu/docs/legal-affairs/policies/student-code-of-conduct.pdf>

House Bill 280-Campus Carry Gun Policy

This policy applies to all members of the ASU Community; which includes faculty, staff, students, and the public while on property owned or leased by ASU. It allows anyone who is properly licensed in the State of Georgia to carry a handgun in a concealed manner on property owned or leased by public colleges and universities, with some exceptions. It is the responsibility of the license holder to know the law and understand any restrictions pertaining to this law.

***Please refer to the following link for Campus Safety Information:** <https://www.asurams.edu/docs/legal-affairs/policies/HB-280-Campus-Carry-Policy-at-ASU.pdf>

Sexual Misconduct Policy (Harassment Policy)

Please refer to the following link for Title IX: Sexual Misconduct Policy: <https://www.asurams.edu/legal-affairs/title-ix/sexual-misconduct-policy/>

Academic Honor Code (Statement):

Student Academic Honor Code: The Albany State University Student Code of Conduct and the Academic Honor Pledge establish standards of conduct designed to foster the development of well-educated, mature, ethical, and responsible citizens. As a student of Albany State University, you are responsible for upholding these standards of conduct and living up to the principles of the Academic Honor Code.

Academic Honor Code Policy

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The entire Academic Honor Code and Student Code of Conduct can be found at:

<https://www.asurams.edu/docs/legal-affairs/policies/Academic-Honor-Code-Policy.pdf>

ASU Grade Appeal Policy

Students may appeal grades but an appeal is only applicable for final course grades.

Any student who believes that he/she has been assigned a final grade for a course which is unfair, biased, miscalculated, or which is based upon an unwarranted deviation from the established grading procedures may appeal to his/her course faculty for assistance in the resolution of academic problems. The student should make every effort to resolve the problem(s) with the instructor(s) before the semester ends. If the grievance is unresolved at that level, the student should utilize the following chain of command:

1. Confer with the program coordinator and the academic advisor within 10 days following the meeting with the instructor(s). If unresolved, the student may appeal as necessary to the following
2. Department Chairperson within 10 days following the above meeting. If unresolved,
3. Dean of the College within 10 days following the meeting with the Chairperson. If unresolved, make an appeal to the
4. The Individual College's Student Grievance committee within 10 days following the meeting with the Dean. If unresolved, the student can make an appeal to the
5. Provost for Academic Affairs or Vice President for Student Affairs (depending on the situation) within 10 days following the meeting with the College Grievance Committee. If unresolved, make an appeal to the
6. President of the University within 10 days following the meeting with the Provost. If unresolved,
7. Board of Regents, University System of Georgia.

This entire policy can be found at the following link:

<https://www.asurams.edu/docs/catalogs/2017-2018/Undergraduate-Catalog.pdf>

For full information regarding ASU course policies: Student Code of Conduct (ex: Disability Statement, Academic Honor Code, Drug and Alcohol Policy, etc.), please review the college policies available at

<https://www.asurams.edu/docs/legal-affairs/policies/2017-2018-Student-Code-of-Conduct.pdf>

Also please review the ASU Student Handbook available at:

<https://www.asurams.edu/docs/catalogs/2017-2018/Undergraduate-Catalog.pdf>

Students are responsible for accessing this information online; however, if you would like a print copy of this information, please contact your instructor. Instructor-specific course policies are listed in this syllabus.

*******You will be held accountable for the content on the 2 links listed above.**

Important University Dates

Please refer to the online calendar for additional information:

<https://www.asurams.edu/docs/academic-affairs/master/FY-19-to-FY-23.pdf>

Directions and Rubrics

(Provide students with a rubric for each graded assignment or opt for a general rubric to grade your assignments)

Tentative Course Schedule:

**Darton College of Health Professions
Associate of Science in Nursing Program Syllabus
NURS 1112
Adult Health II
Fall 2019**

Module	To Do List	Dates
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1	<input type="checkbox"/> Review syllabus, course information, policies and procedures <input type="checkbox"/> Complete syllabus acceptance & Undergraduate Nursing Student Handbook quizzes (Quizzes) <ul style="list-style-type: none"> <input type="checkbox"/> Clinical Prep: ATI Practice Assessment: A&P; Drug Calc Desired/Have Parenteral IV meds; Skills module 2.0: Med Admin 4 & IV Therapy <input type="checkbox"/> Math exam 1 <input type="checkbox"/> Read Chapters: CH. 40 P.1144-1154, CH. 41 P.1164-1166, CH. 42 P.1202-1205 & 1214-1220, CH. 65, CH. 66 P. 1997-2007, CH. 69 P. 2072-2089 & CH. 70 P. 2101-2118 <input type="checkbox"/> Review recorded lectures for chapters: 40, 41, 42, 65, 66, 69, 70 <input type="checkbox"/> Complete ATI Assignments: Practice Assessment: Targeted Med Surg 2016: Neurosensory & Musculoskeletal; Pharm Made Easy 3.0: Neurological Part 1; Learning System 3.0: Neurosensory <input type="checkbox"/> Review Supplemental Videos in Module 1 <input type="checkbox"/> Module 1 Exam	8/23 8/27 8/26 9/8 9/9
2	<input type="checkbox"/> Read Chapters: CH. 25, CH. 27 P. 757-790, CH. 28, 29, & 30 <input type="checkbox"/> Review recorded lectures for chapters: 25, 27, 28, 29 & 30 <ul style="list-style-type: none"> <input type="checkbox"/> Math exam 2 <input type="checkbox"/> Complete ATI Assignments: Practice Assessment: Targeted Med Surg 2016: Cardiovascular; Learning System: Cardiovascular & Hematology Practice Test; Pharm Made Easy 3.0: Cardiovascular <input type="checkbox"/> Review Supplemental Videos in Module 2 <input type="checkbox"/> Module 2 Exam	9/16 9/22 9/23
3	<input type="checkbox"/> Read Chapters: CH. 15, CH. 23 P. 620-626, 34, 35, 36, CH. 45 P.1270-1273, CH. 47 P. 1343-1350, CH. 58 P. 1721-1751 & CH. 61 P. 1833-1842 <input type="checkbox"/> Review recorded lectures for chapters: CH. 15, 23, 34, 35, 36, 45, 47, 58, & 61 <input type="checkbox"/> Math exam 3 <input type="checkbox"/> Complete ATI Assignments: Practice Assessment: Targeted Med Surg 2016: Immune; Learning System 3.0: Oncology System; Pharm Made Easy 3.0: Immune <input type="checkbox"/> Review Supplemental Videos in Module 3 <input type="checkbox"/> Module 3 Exam	9/30 10/6 10/7
4	<input type="checkbox"/> Read Chapters: CH. 47, 54 & 55 P. 1637-1647 <input type="checkbox"/> Review recorded lectures for chapters: CH. 47, 54, & 55 <input type="checkbox"/> Complete ATI Assignments: Practice Assessment: Targeted Med Surg 2016: Gastrointestinal and Renal & Urinary; Real Life: Kidney Disease <input type="checkbox"/> Review Supplemental Videos in Module 4 <input type="checkbox"/> Module 4 Exam	10/20 10/21
5	<input type="checkbox"/> Read Chapters: CH. 13 P. 238-288, CH. 20 P. 483-508, CH.23 P. 583-620, CH. 24 P. 634-655 & CH. 71 P.2151-2152 <input type="checkbox"/> Review recorded lectures for chapters: 13, 20, 23, 24, & 71 <input type="checkbox"/> Complete ATI Assignments: Practice Assessment: Targeted Med Surg 2016: Respiratory; Skills Module 3.0: Oxygen Therapy; Pharm Made Easy 3.0: Respiratory <input type="checkbox"/> Review Supplemental Videos in Module 5 <input type="checkbox"/> Module 5 Exam WAC Due	11/3 11/4 11/10
6	<input type="checkbox"/> Read Chapters: 50, 52 <input type="checkbox"/> Review recorded lectures for chapters: 50,52 <input type="checkbox"/> Complete ATI Assignments: Learning System 3.0: Endocrine; Practice Assessment: Targeted Med Surg 2016: Endocrine; Pharm Made Easy 3.0: Endocrine <input type="checkbox"/> Review Supplemental Videos in Module 6 <input type="checkbox"/> Module 6 Exam	11/17 11/18
COURSE REVIEW	<input type="checkbox"/> ATI Exam <input type="checkbox"/> Final Exam	11/25; 12/2 12/5

Highlighted items are graded.

Grade Calculation

Module	Assignment	Activity	Hours
1	1	Syllabus & Undergraduate Handbook quizzes	Enrollment verification
	2	4 Clinical Prep ATI modules & IV Lab	7 hours of clinical
	3	Hospice Orientation	7 hours of clinical
	4	3 Module 1 ATI Assignments	3 hours of clinical
	5	Clinical Orientation	4 hours of clinical
	6	Math 1	Pass or fail
	7	Module 1 Exam	10%
2	8	3 ATI Modules	3 hours of clinical
	9	Clinical Case Study/Simulation	9 hours of clinical
	10	1 Clinical day	9 hours of clinical
	11	Math 2	Pass or fail
	12	Module 2 Exam	10%
3	13	3 ATI Modules	3 hours of clinical
	14	1 Clinical day	9 hours of clinical
	15	Math 3	Pass or fail
	16	Module 3 Exam	10%
4	17	3 ATI Modules	3 hours of clinical
	18	1 Clinical day	9 hours of clinical
	19	Module 4 Exam	10%
5	20	3 ATI Modules	3 hours of clinical
	21	1 Clinical day	9 hours of clinical
	22	Module 5 Exam	10%
6	23	3 ATI Modules	3 hours of clinical
	24	1 Clinical day	9 hours of clinical
	25	Module 6 Exam	10%
7	26	Comprehensive ATI Exam	10%
	27	1 Clinical Day	9 hours of clinical
	28	1 Clinical Day	9 hours of clinical
	29	Comprehensive Final Exam	30%

Grade Breakdown:

Module 1 Exam: 10%

Module 2 Exam: 10%

Module 3 Exam: 10%

Module 4 Exam: 10%

Module 5 Exam: 10%

Module 6 Exam: 10%

ATI Exam: 10%

Final Exam: 30%

100%

Math exam: 100% = pass or fail

Clinical: 108 hours required = Pass or Fail

Signature Page: Complete the syllabus assignment in your D2L course by the appropriate due date as your verification that you have received and understand this syllabus. Also print, fill out, and return the following 2 pages to your instructor:

**Darton College of Health Professions
Nursing Department
Associate of Science in Nursing Program
NURS 1112
Adult Health II**

I have received a copy of the syllabus for this course. I have read and understand the requirements necessary to successfully complete this course and I understand that it is my responsibility to follow the policies set forth and complete the work and/or clinical hours required in order to pass this course with a minimum grade of 75.

If for any reason I fail to do so, I understand that it will count as one D of the "2-D" policy and I will be dismissed from the program with a chance to return the following semester. Should I fail two courses this semester, I understand that they count as 2-D's and there is no chance to return to the program.

Once again, I am also acknowledging my understanding of the Academic Honesty Policy, the Honor Code, and all other undergraduate (ASN) Nursing Program policies.

I have received an electronic copy of the syllabus for NURS 1112 and understand the requirements for successful completion of this course.

Student Name: (Print) _____

Student Signature: _____

Date: _____

Albany State University

Student Acknowledgment of Receipt of Course Information

My signature below indicates that I have received a course syllabus for the following course, _____ . I have also been notified of the "Common Policies for all Courses at ASU" and the University's disability services policy.

I agree to read the syllabus thoroughly. I also agree to sign and deliver a copy of this "Student Acknowledgment" form by the posted deadline for reporting non-attendance. I understand that the policies contained within these documents apply directly to me and to all students in the class. I agree to abide by these policies, and recognize that failure to abide by these policies could result in action up to and including failure to pass the course, dismissal from the course, academic suspension or expulsion from the university.

Name (please print): _____

Student ID: _____

Signature: _____

Date: _____

I am a senior and will graduate this semester if all degree requirements are satisfied:

Yes No

Contact information (please PRINT clearly):

Local Address: _____

Local Phone: _____

ASU E-Mail: _____



Darton College of Health Professions

Health & Human Performance

2019 Fall Semester - Syllabus

Drugs and Drug Abuse

Course Number: HEDP 1166 – Online Course

Credit Hours: 2 hours (2 – 0 - 2)

Course Time Frame: Full term

Instructor: Dr. David Mann

Office: Online – email to set up a time to chat, or contact during the days/time below.

Office Hours: Monday & Wednesday (8 a.m. – 10 a.m.) Tuesday Evening (8 p.m. – 9 p.m.)

Online only

Contact: use GAView email

Course Description

Basic information about drug use and abuse which includes alcohol, depressants, narcotics, tobacco, stimulants, psychedelics, marijuana, over-the-counter drugs, and prescription drugs.

Prerequisite: None.

Required Text:

Text: Drugs, Society and Human Behavior, 15th edition

Author: Carl L. Hart and Charles Ksir

ISBN: 978-0-07-352974-5

Additional Materials: None

Method of Instruction (Pedagogy)

1. Lecture portion online

- a. Utilizing power point presentation, audio/video demonstration, text book
- 2. Online assignments
 - a. Conduct quizzes, worksheets
- 3. Research
 - a. Research outside material along with text book to complete assignments
- 4. Discussion
 - a. Enhance critical thinking and writing skills

***Integration of Technology**

The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), a general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technology difficulties, please consult Information Technology Services, <https://www.asurams.edu/technology/>, for assistance with common issues.

All candidates should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately of any changes to your e-mail address. All candidates should also know how to access the course in GAVIEW and be able to complete and submit assignments.

***NOTE:** “ASU RAMmail account is the university’s official means of electronic communication with students. Students are required to use the ASU website (www.asurams.edu) and RAMmail for important university’s official information on financial aid, current class schedule, registration holds, account balances, etc. In order to communicate with students by other means as needed, each student is required to provide the university with his/her current telephone number(s) and mailing address via BannerWeb.”

Grading Calculation:

Possible Points: 400 points

- | | | |
|----|---|-----------------|
| 1. | Quizzes (10@ 10 points each) | 100 pts. |
| 2. | Discussion Postings (10 @ 10 points each) | 100 pts. |
| 3. | Exams (4 @ 50 pts. each) | 200 pts. |
| | | <u>=400 pts</u> |

Grading Scale:

360 - 400	=	A
320 - 359	=	B
280 - 319	=	C
240 - 279	=	D
Below 239	=	F

Student Learning Outcomes

1. Identify and describe the various classifications of drugs
2. Define key drug terms
3. Describe the major methods for taking drugs
4. Explain how dose, age, body weight, gender, time, disease and emotional state affect drug actions
5. Identify how drugs get to and then affect the human brain
6. Explain the history of alcohol use
7. Compare the major classes of alcoholic beverages concerning typical servings and alcohol content
8. Describe how alcohol affects the human body/mind
9. Identify the various sedative-hypnotic drugs and explain their effect on the human body/brain
10. Explain the history of opiate use
11. Identify the various classes of narcotics and explain their effect on the human body/mind
12. Describe the physical damage that tobacco smoke can have on the human body
13. Explain the main methods of tobacco use and the dangers associated with each
14. Identify the various stimulant drugs and explain their effect on the human body/mind
15. Explain the history of both psychedelics and marijuana use
16. Identify the various psychedelic drugs and explain their effect on the human body/mind
17. Describe the various forms of marijuana use and explain the effects of each on the human body/mind
18. Identify various over-the-counter drugs and explain their effects on the human body/mind
19. Identify various prescription drugs and explain their effects on the human body/mind
20. Explain why athletes seem to be psychologically vulnerable to the use and abuse of psychoactive drugs
21. Explain why drug and alcohol abuse is so often seen as a family affair
22. Explain how the family can function in the primary prevention of drug abuse
23. Describe the basic elements of a comprehensive school policy against the use of alcohol and other drugs

Sample tied to Assessment:

- Quiz 1 – (1, 2, 3, 4, 21)
- Quiz 2 – (1, 2, 3, 5, 11)
- Quiz 3 – (1, 2, 3, 11, 14)
- Quiz 4 – (1, 2, 3, 9, 11)
- Quiz 5 – (1, 2, 3, 11)
- Quiz 6 – (1, 2, 3, 6, 7, 8, 21)
- Quiz 7 – (1, 2, 3, 12, 13, 18,19)
- Quiz 8 – (1, 2, 3, 10, 11, 15, 16, 17)
- Quiz 9 – (1, 2, 3, 11, 15, 16, 17, 20)
- Quiz 10 – (22, 23)
- Test 1 – (1, 2, 3, 4, 5, 21)
- Test 2 – (1, 2, 3, 6, 7, 8, 9, 11, 14, 21)
- Test 3 – (1, 2, 3, 10, 11, 12, 13, 15, 16, 17, 18, 19)
- Test 4 – (1, 2, 3, 11, 15, 16, 17, 20, 22, 23)

- Discussion 1 – (Introduction)
- Discussion 2 – (1, 2, 3, 5, 11)
- Discussion 3 – (1, 2, 3, 11, 14)
- Discussion 4 – (1, 2, 3, 9, 11)
- Discussion 5 – (1, 2, 3, 11)
- Discussion 6 – (1, 2, 3, 6, 7, 8, 21)
- Discussion 7 – (1, 2, 3, 12, 13, 18,19)
- Discussion 8 – (1, 2, 3, 10, 11, 15, 16, 17)
- Discussion 9 – (1, 2, 3, 11, 15, 16, 17, 20)
- Discussion 10 – (22, 23)

Course Policies:

Communication Policy

Communication in this course is essential for success and will aid in the reduction of stress throughout this course. **It is imperative for each student to check course e-mail on a daily basis as well as read all weekly news announcements on D2L, as I post and send information frequently.** Please feel free to e-mail me anytime, and unless it is a weekend or holiday, I have a 24-hour policy in which I will respond.

Communication Items

1. **Even though online classes do not have a required meeting time, class success is dependent on you checking your class at least every 48 hours. Going longer than two days without logging in could result in missed deadlines, assignments, announcements, etc.**
2. **D2L email is the best way to communicate questions and concerns to me. Do not use my back up email unless D2L is down. This will assure that your email will not be lost as spam or blocked because of email filters. You can expect to receive an initial reply to emails within 24 hours during the week and within 48 hours on weekends. I check my email several times per day except on weekends or if I am out of town. If I cannot adhere to this schedule due to being out of town, I will let you know ahead of time.**
3. **My back up email is dmann5@asurams.edu. Again, please only use this email if D2L is unavailable.**
4. **If you wish to talk with me, it is best if you send me an email with your phone number and several different times you will be available. I will be glad to return your call.**

5. **You will have opportunities to communicate with your fellow students primarily through the Discussion Tool. Discussion postings will be graded within 48 hours of the deadline.**
6. **All assessments, quizzes and discussion postings have a specific deadline on the due date. If you are having any kind of technical problems such as attaching a file for an assignment, etc., please contact the Online Help Desk immediately for assistance.**
7. **All quizzes and tests for the class are given through D2L, therefore your grade will be available immediately following completion of the test.**

Software Requirements: This course requires knowledge and ability to use Microsoft Word Microsoft Excel, Microsoft PowerPoint, Adobe PDF, or similar programs.

DISCUSSION POSTINGS

1. Discussion Postings are an integral part of the course and designed to promote active learning, create an in class discussion forum on key issues and topics and stimulate critical thinking skills. The following information is designed to inform you of the deadlines for postings, the policies concerning posts, how your post will be graded and the post topics.
2. **Grading of the Discussion Posts**
During each posting session, postings will be graded on a 10-point scale. Original posts will receive a maximum of 6 points with the grade focusing on **using outside sources to support your major points**, relating content to your own personal experiences; critically analyzing the content and not just writing a summary of the reading, and being grammatically correct without spelling errors. Reading and replying to other students' post will received a maximum of 4 points. Two replies are required.
3. Discussion groups will have designated opening and closing dates. Each discussion posting will be tied to a content module.
4. **Policies for student posts**
 - Show respect for the instructor and for other students in the class
 - Do not use all capitals letters since this means shouting.
 - Use standard English and do not abbreviate. Spell check, revise and edit your messages before posting.
 - Respect the privacy of other students
 - Express differences of opinion in a polite and rational way
 - Maintain an environment of constructive criticism when commenting on the work of other students
 - Do not use inappropriate or offensive language
 - Avoid a hostile or confrontational tone when communicating or working collaboratively with other students

TIMED TESTS

1. There will be four (4) timed tests during the semester. All tests will be timed and will be open book. These will be taken on the student's own computer.
2. Make-ups are discouraged and require a true emergency. To qualify for a make-up test, the instructor must be contacted within 48 hours of the end of the testing period and documentation supporting the reason for missing the test is required. Make-ups will not be given for "forgetting the test". The make-up will be scheduled at the instructor's convenience and may be a different and more difficult test.

QUIZZES

1. Quizzes are given online and are open book. Click on the quiz icon and follow the instructions. There are no make-ups for quizzes. Quizzes are graded following the listed deadline.
2. The quizzes are available the first day of class with each quiz having a listed deadline. This allows for sufficient time to deal with illness, computer problems, etc. Do not wait until the last minute to take a quiz. Allow time for problems beyond your control.

Emergency Extensions/Missed Assignments

- Students will be expected to complete all assignments on-time as well as be in class and/or active in D2L if an online student.
- However, it is understood that extenuating circumstances occur in life and this is no different for college students.
- **An extenuating circumstance is defined as; an emergency that has occurred to an individual or within their immediate family which requires urgent attention, therefore affecting attendance, work output, and assignment completion.**
- Students that miss class time or unable to complete online assignments due to an emergency must keep in contact with the instructor to ensure student can keep up with missed assignments.
- **Student also must contact instructor within a reasonable time if an extenuating circumstance occurs.**
- Reasonable time will be deemed as no longer than 3-5 days upon the extenuating circumstance.

- If student does not adhere to this time frame then student **WILL NOT** be Granted an emergency extension.
- *Please note, this clause only covers an emergency situation in which the instructor has the authority to classify a situation as an emergency situation.*
- In the case of a situation of this nature, documentation must be provided as well.

ASU Policies:

Academic Dishonesty: Academic dishonesty is a serious matter and will not be tolerated. Penalties for academic dishonesty are outlined in the Albany State University Student Handbook. Students should also consult the PTA program Student Handbook for additional information and Program policies regarding academic dishonesty.

(See ASU Student Handbook for rules on academic honesty/integrity Page 62)

<https://www.asurams.edu/docs/darton-college-health-professions/2017-2018-Undergraduate-Student-Handbook-BSN.pdf#search=student%20handbook>

The consequence for a violation of the Academic Honesty Code is “zero points” for the assignment. Add any additional information related to your discipline.

ADA: In compliance with the Americans with Disabilities Act (ADA), Albany State University will honor requests for reasonable accommodations made by individuals with disabilities. Students must self disclose their disability to the office of Disability Services before academic accommodations can be implemented.

Students with Disabilities

a. Please refer to the following link for Counseling and Disability Services:
<https://www.asurams.edu/student-affairs/counseling-disability-services/rights-and-responsibilities.php>

Students with Disabilities:

If you are a student with a disability, you should consult the Testing & Disability Services, New Student Center – Green Zone 2-141, 903-3610 or 3611, to identify which accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs.

Confidentiality: As a general rule confidential information will not be presented in this class, however students are required to observe confidentiality rules in the event confidential information may be presented. Students will be required to complete a HIPPA training session as part of this course.

Attendance: This is a professional course. Attendance at all classes and labs is mandatory. Students will be expected to attend all class and lab sessions. If a student must miss class for any reason they should notify the instructor **PRIOR** to the start of class otherwise the absence will be considered unexcused. ***Only one unexcused absence is allowed per course. Any unexcused absence beyond this will result in the loss of a letter grade from the final course grade. All excused absences must be approved by the instructor prior to the class. Please refer to the Student Handbook for what constitutes an excused absence. Any time that a class is missed, it is the responsibility of the student to make up the work missed. Refer to the Grading Policy and the Student Handbook for further information in this area. Whenever a student's accumulated absences exceed 10% of the total course time, it is likely to adversely affect their ability to successfully complete the course. Students with excessive absences will be counseled by the instructor on the necessity of being in class. Continuing absences may result in failure of the course. **Please refer to the following link for the ASU attendance policy:** <https://www.asurams.edu/academic-affairs/academic-catalogs/>

Tardiness: Students are expected to be in class on time. Arriving late to class is disrespectful to the other students and the instructor. Students who will be late must call the instructor prior to class with a valid reason for being late. Excessive tardiness (more than 3 per semester) will result in a 5-point deduction from the students' final point total for each occurrence. Quizzes and exams will begin on time. Students arriving 15 minutes late will receive a zero for the quiz or exam and will not be allowed to make it up.

Make up Exams: Make-ups exams are at the Instructor's discretion. Tests are given to assess student learning and understanding. It is important for students to be present on test days. Makeup tests are not fair to the students who take exams on time and are a burden on the instructor. Therefore, the following policy will apply. Occasionally students will have to be absent due to illness or for personal reasons, with this in mind the first time a student misses an exam no penalty for a makeup exam will be imposed, provided the other policies regarding absences are followed. For any additional missed exams by that student a 5% penalty will be assessed on the students score.

Late Work: Except in the case of excused absences or situations where the instructor has given prior permission, student assignments will be due on the date indicated. Work turned in late will be subject to the following penalties. Work that is one class period late will result in a 10-point deduction from the students earned points on the assignment. Work more than one class period late will not be accepted. In cases of an excused absence the work will be due before the next class period. If the work is not turned in before the next class period the work will be late and the same penalties will apply.

Reading Assignments: This is a professional course; therefore, it is expected that all reading assignments will be completed prior to class, and that students will come prepared to participate in discussions and ask appropriate questions.

Remediation: One remediation will be given for a failed practicum. In order for the student to continue in the course/program, he/she must pass each practicum prior to the next one given. Each competency level within the practical exam must be successfully completed, as well as an overall pass achieved for the practical exam competencies to be met. For written test remediation, **for a grade less than 75**, it is the student's responsibility to make an appointment during the instructor's office hours in order to further review the test.

Lab Conduct: Laboratory experiences involve close contact with others, palpation, and exposure of body

areas to allow examination and observation of structures. This shall be conducted with professionalism and respect for the privacy and personal space of all students. Any student who violates this policy will be asked to leave the laboratory and might endanger the student's status in the class. Additionally, he/she will not be exempt from learning the instructional material presented in that laboratory session and material should be sought from classmates, not the instructor.

Skills Check off / Practical Examination Policy: Students are required to demonstrate minimum competencies in the form of competency check-offs/practicums on selected skills, prior to performing these skills in the clinic. All competency check-offs/practicums must be successfully passed in order to receive a passing score for the course. Each lab competency check-off must be performed with a minimum competency 75% in order to pass the course. If any major component of the competency check-off (patient safety, professional behavior and communication, etc.) is of concern, you will not pass the check-off. If a student fails to pass a competency check-off on the first attempt, s/he is guaranteed ONE opportunity to repeat it. The best score possible on the second attempt will be 75%. Further opportunities to pass the competency check-off will be granted at the instructor's discretion and will involve a plan of remediation agreed upon by the student, the course instructor, and the Program Director. Remediation must be scheduled within 2 days of the failed check-off. Failure to pass the competency check-off after 3 attempts will result in the student failing the course.

Practical exams are formal tests of student competency and may involve performing a complete treatment session. Practical exams are scheduled during, or outside of, regularly scheduled lab times. Instructors will inform students of criteria for grading practical exams. In order to receive a passing grade for a practical exam, a student must have an exam score of 75% or higher and must not receive below a score of two (2) for any of the safety related exam items. If failed on the first attempt, practical exams may be retaken once in an attempt to demonstrate sufficient competency. In this situation, the grade for the first attempt will be used for determining the student's course grade while the second exam score will represent that the student demonstrated sufficient competency for the exam content. If a student fails to pass a practical exam after the second attempt, the highest course grade that can be achieved is a letter grade of D; the student will be considered out of progression from the PTA Program.

Cell Phone: All cell phones must be turned off during all class and laboratory periods. Students that fail to follow this policy will be asked to leave and will be required to make up the work at a later time. Multiple violations will result in the student receiving a zero for that day's assignment.

Dress Code: Laboratory Attire / Equipment: Gym shorts, t-shirts, and halter tops for women when necessary are required laboratory activities. It is the responsibility of the student to ensure that lab clothes are available at all times. Students will be dismissed from laboratory activities if inappropriately attired.

Safety Policies: In the laboratory students must always use caution and proper body mechanics/procedures when performing any treatment techniques or patient skills.

PTA Program Progression Standards / Policy:

- a. A grade of "C" or better is required for all PTA coursework in order to advance to subsequent classes.
- b. Students are required to take all PTA classes in sequence, as per the PTA program curriculum schedule.
- c. Clinical rotations must be passed with a grade of 75 or better to graduate. In the event of unsatisfactory performance, one rotation may be repeated if deemed appropriate by the Academic Coordinator of Clinical Education, the Clinical Instructor, and the Program Director.
- d. The PTA Program has a "2 strikes and you're out" policy. This may be 2 courses or failure of the same

course twice. For example: Students who fail to maintain a C or higher in a class will be dropped from the program and must re-apply, it is considered one strike. If the student is re-admitted to the program and fails to maintain a C or higher in any class (not just the one previously failed), it is considered the second strike and they are out of the program and cannot re-apply. This also applies if a student fails to maintain a C or higher in any 2 classes in any given semester, it is counted as 2 strikes and they are dropped from the program and cannot reapply for admission. This policy also applies to failure of clinical practicums.

- e. The PTA Program reserves the right to discontinue, at any time, the enrollment of a PTA student if, in the judgment of the PTA faculty, the Vice President for Academic Affairs, and the Dean of the College of Health Professions, the student does not appear to have the necessary qualifications or a career as a PTA.

Zero Tolerance Policy - ASU's Alcohol and Drug Policy:

A zero-tolerance policy is one which requires a severe penalty to be imposed which is unbending in its imposition, and often does not give allowance for extenuating circumstances. It is, as it states, completely intolerant of the behavior for which it requires consequences, no matter what. As part of a "zero tolerance policy", ASU will take disciplinary action for any and every alcohol, weapons, drug, sexual misconduct, hazing or gang activity related violation on campus. ASU will also take disciplinary action for many of the violations reported off campus, provided these violations have a connection to the campus. This would include violations that endanger students or may cause harm to the campus community.

Please read and refer to this code in its entirety at: <https://www.asurams.edu/docs/legal-affairs/policies/student-code-of-conduct.pdf#search=student%20code%20of%20conduct>

House Bill 280-Campus Carry Gun Policy

This policy applies to all members of the ASU Community; which includes faculty, staff, students, and the public while on property owned or leased by ASU. It allows anyone who is properly licensed in the State of Georgia to carry a handgun in a concealed manner on property owned or leased by public colleges and universities, with some exceptions. It is the responsibility of the license holder to know the law and understand any restrictions pertaining to this law.

***Please refer to the following link for Campus Safety Information:** <https://www.asurams.edu/docs/legal-affairs/policies/HB-280-Campus-Carry-Policy-at-ASU.pdf#search=campus%20carry%20information>

Sexual Misconduct Policy (Harassment Policy)

Please refer to the following link for Title IX: Sexual Misconduct Policy: <https://www.asurams.edu/legal-affairs/title-ix/sexual-misconduct-policy/>

University Math and Writing Centers Reinforcement Policy

- a. Support for math and writing is available at the various math and writing centers across campus. Please ask your instructor for help locating the most convenient one for you.
- b. Writing Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-writing-center.php> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-writing-center.php> OR <https://www.asurams.edu/academic-affairs/asuonline/online-writing-center/>
- c. Math Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-math-center.php> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-math-center.php> OR https://www.asurams.edu/docs/learning-centers/Chapter-2_Presenting.pdf#search=math%20center
- d. SmartThinking is available through GA VIEW. Please sign into GA VIEW and find the tutoring opportunities on the toolbar.

Academic Honor Code (Statement):

Student Academic Honor Code: The Albany State University Student Code of Conduct and the Academic Honor Pledge establish standards of conduct designed to foster the development of well-educated, mature, ethical, and

responsible citizens. As a student of Albany State University, you are responsible for upholding these standards of conduct and living up to the principles of the Academic Honor Code.

Academic Honor Code Policy

The Albany State University Student Code of Conduct and the Academic Honor Pledge establish standards of conduct designed to foster the development of well-educated, mature, ethical, and responsible citizens. As a student of Albany State University, you are responsible for upholding these standards of conduct and living up to the principles of the Academic Honor Code. *It is understood that all students are required to abide by the ASU Academic Honor Code as stated in the Student Code of Conduct.* Lack of awareness is not a legitimate reason for failure to abide by the Student Code of Conduct. By signing the acknowledgement agreement at the end of this syllabus, I understand that if I fail to uphold the principles of this Academic Honor Code, I will accept any penalty that may be imposed upon me following due process.

The entire Academic Honor Code and Student Code of Conduct can be found at:

<https://www.asurams.edu/docs/legal-affairs/policies/Academic-Honor-Code-Policy.pdf#search=academic%20honor%20code>

ASU Final Grade Appeal Policy

Students may appeal grades but an appeal is only applicable for final course grades.

Any student who believes that he/she has been assigned a final grade for a course which is unfair, biased, miscalculated, or which is based upon an unwarranted deviation from the established grading procedures may appeal to his/her course faculty for assistance in the resolution of academic problems. The student should make every effort to resolve the problem(s) with the instructor(s) before the semester ends. If the grievance is unresolved at that level, the student should utilize the following chain of command:

1. Confer with the program coordinator and the academic advisor within 10 days following the meeting with the instructor(s). If unresolved, the student may appeal as necessary to the following
2. Department Chairperson within 10 days following the above meeting. If unresolved,
3. Dean of the College within 10 days following the meeting with the Chairperson. If unresolved, make an appeal to the
4. The Individual College's Student Grievance committee within 10 days following the meeting with the Dean. If unresolved, the student can make an appeal to the
5. Provost for Academic Affairs or Vice President for Student Affairs (depending on the situation) within 10 days following the meeting with the College Grievance Committee. If unresolved, make an appeal to the
6. President of the University within 10 days following the meeting with the Provost.
If unresolved,
7. Board of Regents, University System of Georgia.

This entire policy can be found at:

<https://www.asurams.edu/catalogs/2017-2018/Undergraduate-Catalog.pdf>

Important University Dates

Please refer to the online calendar for additional information: <https://www.asurams.edu/docs/academic-affairs/master/FY-19-to-FY-23.pdf#search=university%20calendars>

For full information regarding ASU course policies: Student Code of Conduct (ex: Disability Statement, Academic Honor Code, Drug and Alcohol Policy, etc.), please review the college policies available at:

<https://www.asurams.edu/docs/legal-affairs/policies/student-code-of-conduct.pdf#search=student%20code%20of%20conduct>

Also, please review the ASU Student Handbook available at:

<https://www.asurams.edu/wp-content/uploads/handbooks/students/2017-Student-Handbook.pdf>

Students are responsible for accessing this information online; however, if you would like a print copy of this information, please contact your instructor. Instructor-specific course policies are listed in this syllabus.

*******You will be held accountable for the content on the 2 links listed above.**

Student Syllabi Signature Page:

I have received a copy of the syllabus for this course. I have read and understand the requirements necessary to successfully complete this course and I understand that it is my responsibility to follow the policies set forth and complete the work required in order to pass this course.

Once again, I am also acknowledging my understanding of the Academic Honesty Policy, the Honor Code, and all other Program Handbook policies.

I have received a copy of the syllabus for the course and understand the requirements for successful completion of this course.

Student Name: (Print) _____

Student Signature: _____

Date: _____



ALBANY STATE UNIVERSITY
College Name
Department Name

COURSE MKTG 4180- Marketing Information Systems
COURSE TITLE
CRN
CREDIT HOURS 3 semester hours
PREREQUISITES MKTG 3120

Co-REQUISITES (if applicable)

INSTRUCTOR Dr. Hatem Bata
Email: hatem.bata@asurams.edu
Telephone: 229-500-2124
Office Hours (Monday, Tuesday, and Wednesday 10:30-1:30 pm; Thursday 11-12 pm)

CLASS MEETING TIMES Online

CLASS MEETING LOCATION Georgia-view D2L

COURSE REQUIREMENTS (include required texts, materials, reading lists, lab journals, proctored exams, online requirements, etc.)

Course Description (Get this from catalogue)

- ❖ Marketing Information Systems is designed to help students gain an understanding of how and why Internet web sites and social media sites are developed and how organizations use them to generate sales and profits.
- ❖ Students will also learn the strategies companies use to drive traffic to their Internet and social media sites and the role that marketing plays in developing successful strategies.

Expected Student Learner Outcomes (SLOs)

As a result of completing this course the student should be able to:

Goal 1: Effective Communicators

- ❖ *Objective 1: Oral Communication. Our students will prepare and deliver professional and effective quality presentations, incorporating appropriate technologies, on business topics.*
- ❖ *Objective 2: Written Communication. Our students will prepare professional quality business documents and/or memos summarizing their analysis of a business issue.*

Goal 2: Ethical and Analytical Business Problem Solvers

- ❖ *Objective 1: Our students will systematically apply decision making models to identify business problems, generate and evaluate solutions, and propose a feasible solution.*
- ❖ *Objective 2: Our students will understand the nature of business ethics.*

- ❖ *Objective 3: Our students will apply relevant principles of ethical behaviors to identify ethical problems and propose appropriate solutions.*

Goal 3: Technology Competent

- ❖ Our students will be *proficient* with word processing, spreadsheet, database, data communication, internet, financial calculations and presentation software.

Goal 4: Prepared Professionals

- ❖ *Objective 1: Our students will exhibit appropriate professional behaviors in an actual work environment, including: appropriate dress, punctuality, and demeanor.*
- ❖ *Objective 2: Our students will be prepared to interview for professional jobs with a quality resume' and application letter.*
- ❖ *Objective 3: Our students will articulate how their work experience(s) are consistent with their career goals.*

Course Objectives

List the objectives that support the mastery of the SLOs

- ❖ Students will gain an understanding of each major social media tool
- ❖ Students will examine how the Internet can be used commercially
- ❖ Students will explain how social media can be used by organizations that have limited resources
- ❖ Students will describe how to attract and maintain an audience on the Web
- ❖ Students will analyze some of the external forces that spurred the Web's growth.

Course Activity Components

- ❖ **Exams:**

There will be 4 (4) exams given during the semester. Students will be notified in advance of the test date for exam given. There will be no make-up exams. All online exams will require students to download Respondus Lockdown Browser and Respondus Monitor. In order to complete exams, students must have a computer with a webcam.

- ❖ **Online Discussions:**

There will be several online discussions during the semester. Some of the discussions will be related to the chapters in the textbook, and others may be related to contemporary marketing issues. All students will be required to actively participate by posting their responses in a timely manner. To get full credit, you need to answer the question and reply to two of your colleagues' answers. Students will be required to post their responses about 200 words and also respond to the postings of other students in about 50 words.

Your posting to the topic should contain at least 200 words and your reply should be 50 words. Students' postings will be evaluated based on content, organization, documentation, and writing skills. Students must use the APA format to cite and document sources of information.

- ❖ **Assignments:**

Each student will be required to submit several written assignments on or before the required dates. No assignments will be accepted late, and they will be accepted only if submitted via the assignment drop box tool. The quality of a student's writing will affect the grade assigned to all written assignments. **Specifically, a minimum of 3 points will be deducted from any written assignment that has three or more writing errors. Assignments evaluated based on content, organization, documentation, and writing skills.** Any

assignment not passed in will be treated as one of the graded assignments, and the student will be given a zero on any missed assignment. **Students will be given a confirmation assignment that is due before the first weekend of class, students that fail to submit the confirmation assignment on time will be automatically dropped from the class.**

Course Assessment Components

II. Method of Student Evaluation

A. Course Grading Policy

Provide a statement on your grading policy and procedures. Be clear and concise so all students understand what each is being graded on.

Activity and/or Description		Maximum Possible Score
Assignments		Modify as needed
1	Exams	40 pts
2	Online Discussions	10 pts
3	Assignments	50 pts
Total Points		100 pts

B. ASSESSMENT The final grade in the course will be determined as follows: (modify as needed)

Exam	40%
Online discussions	10%
Written Assignments	50%

C. COURSE GRADES The final grade in the course is defined as follows:

Grade Equivalent	Percentage Equivalent
A	100 – 90
B	89 – 80
C	79 – 70
D	69 – 60
F	III nd below

III. Course Policies

A. Course Information and Instructor Expectations

- ❖ Students are expected to act as professionals toward their colleagues and the instructor to maintain a positive learning environment. Any student acting unprofessionally will be asked to leave the class and will be considered absent for that day.
- ❖ No late assignments are accepted.
- ❖ Students are required to adhere to the College of Business dress code when meeting with the instructor during office hours. Students will dress in appropriate business attire while attending class. Professional dress for women and men is business casual. Business casual may consist of the following items: slacks or khakis; dress shirts and blouses; a dress or skirt; polo shirts; blazers and sweaters; business casual shoes or dress shoes; Sneakers, gym shoes, jeans, sandals and flip flops should not be worn in class. No headwear (hats, caps, head rags) sunglasses, and earplugs should be worn during class.
- ❖ Students are required to submit the confirmation assignment before the deadline posted on the desire-to-learn system. Failure to submit the assignment on time will lead to dismissal from the class.

- ❖ Do not Contact me via D2L email My Email is Hatem.Bata@asurams.edu
- ❖ Professor Bata has right to change syllabus at any time

B. Academic Honesty/Integrity

Provide the instructor statement on academic honesty, plagiarism, etc.

(See ASU Student Handbook for rules on academic honesty/integrity Page 62)

<https://www.asurams.edu/student-affairs/student-handbook/2017-handbook/>

The consequence for a violation of the Academic Honesty Code is “zero points” for the assignment. Add any additional information related to your discipline.

C. Students with Disabilities

- a. Please refer to the following link for Counseling and Disability Services:

<https://www.asurasm.edu/student-affairs/counseling-disability-services/>

Students with Disabilities:

If you are a student with a disability, you should consult the Testing & Disability Services, New Student Center – Green Zone 2-141, 903-3610 or 3611, to identify which accommodations might be needed for this course. Please contact the course instructor as soon as possible to discuss your needs.

D. Campus Carry Information

- a. Please refer to the following link for Campus Safety Information:

<https://www.asurams.edu/police-policy-procedures/>

E. Sexual Misconduct Policy (Harassment Policy)

- a. Please refer to the following link for Title IX: Sexual Misconduct Policy:

<https://www.asurams.edu/adminstration/title-ix/sexual-misconduct-policy/>

F. University Math and Writing Centers Reinforcement Policy

- a. Support for math and writing is available at the various math and writing centers across campus. Please ask your instructor for help locating the most convenient one for you.
- b. Writing Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-writing-center/> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-writing-center/>
- c. Math Center Information: <https://www.asurams.edu/academic-affairs/learning-centers/east-math-center/> OR <https://www.asurams.edu/academic-affairs/learning-centers/west-math-center/>
- d. SmartThinking is available through GA VIEW. Please sign into GA VIEW and find the tutoring opportunities on the toolbar.

G. Integration of Technology

The use of technology is integral to the course design. You should have access to a computer (e.g., computer lab, library, home, or work), a general knowledge of the operation and care of a computer, and know some basic troubleshooting techniques. You should also have some basic understanding of how to use the Internet to seek, find, and retrieve information. Should you experience technology difficulties, please consult Information Technology Services, <https://www.asurams.edu/Technology/>, <https://www.asurams.edu/Technology/getting-started-students/> OR <https://www.asurams.edu/Technology/?s=student+support> for assistance with common issues.

All candidates should have a workable (functioning) ASU e-mail account, know how to send and retrieve e-mail messages with and without an attached file, know how to attach a file to an e-mail message, and how to download and open attached files. To ensure that you receive timely communications, it is your responsibility to notify the professor immediately of any changes to your e-mail address. All candidates should also know how to access the course in GAVIEW and be able to complete and submit assignments.

***NOTE: “ASU RAMmail account is the university’s official means of electronic communication with students. Students are required to use the ASU website (www.asurams.edu) and RAMmail for important**

university's official information on financial aid, current class schedule, registration holds, account balances, etc. In order to communicate with students by other means as needed, each student is required to provide the university with his/her current telephone number(s) and mailing address via BannerWeb."

H. Course Attendance Policy

Provide a statement of your attendance policy OR use the ASU Policy from the most recent policy handbook. **Please refer to the following link for attendance policy:** <https://catalog.asurams.edu/undergraduate/academic-affairs-requirements-regulations-support-services/general-policies/>

I. Class Cancellation Policy

Provide a statement of your class cancellation policy OR use the ASU Policy from the most recent policy handbook.

J. Important University Dates

a. Please refer to the online calendar for additional information:

<https://www.asurams.edu/academic-affairs/academic-services-registrar/academic-calendar/>

I have received a copy of the syllabus for this course. I have read and understand the requirements necessary to successfully complete this course and I understand that it is my responsibility to follow the policies set forth and complete the work required in order to pass this course.

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Student Name: (Print) _____

Student Signature: _____

Date: _____

Bibliography/References

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