

# EPC Senate Report

April 5, 2018

1. Action Items
  - A. Archeology Concentration in Anthropology –New Concentration
  - B. Minor in History-Credit Change
  - C. Nursing Major – Credit Change
  - D. Physics Major with Teacher Prep – Credit Change
  - E. CSDS 680 – Credit Change
  - F. MANG 497 – Credit Change
  - G. Outdoor Education – Credit Change
  - H. HPE 202 – Credit Change
  - I. Liberal Studies Degree Removal
  - J. HIST Teacher Prep Program Change
  - K. CSDS 460 – Name, Credit, Prereq Change
  - L. PSYC 420-Number, Credit, Catalog Copy Change
  
2. Information Items
  - A. LATN 211 – Core Course
  - B. ART 212 – Core Course
  - C. MUSC 221 – Core Course
  - D. MUSC 225 – Core Course
  - E. ATIR – Program Change
  - F. HPE – Program Change
  - G. KINS 388 – New Course
  - H. KINS – Program Change
  - I. Supply Chain Certificate Change
  - J. MANG 363 - Program Change
  - K. MUSC 158 – Core Course
  - L. MUSC 224 – Core Course
  - M. MUSC 331 – Core Course
  - N. SOCL 320 – Core Course
  - O. MATH 304 Core Course
  - P. Math 320 Core Course
  - Q. Math 115 Name and Description Change
  - R. Math 116 – Name Change
  - S. Math 215 – Name and Description Change
  - T. Math 216 – Name Change
  - U. MUSC 385 – New Course
  - V. BIOL 473 – New Course with Fee
  - W. CHEM 325 – New Course with Fee
  - X. CHEM 380 – New Course
  - Y. HIST 367 – New Course
  - Z. HIST 382 – New Course
  - AA.MUSC 383 – New Course

BB. MUSC 449 – New Course  
CC. MUSC 483 – New Course  
DD. POSC 250 – New Course  
EE. POSC 270 – New Course  
FF. PSYC 315 - New Course  
GG. PSYC 340 – New Course  
HH. BIOL 313 – New Course  
II. PSYC 313- New Course  
JJ. SOCL 301 – Submitted to Storage (with course change)  
KK. THEA 100 – New Course  
LL. THEA 400 – New Course  
MM. MUSC – BA Program Change  
NN. MUSC – Piano Program Change  
OO. SOCL – Family Studies Program Change  
PP. SOCL - Program Change  
QQ. SOCL – Minor Change  
RR. Homeland Security – Program Change  
SS. GERM 210 – Core Course  
TT. GERM 211 – Core Course  
UU. FREN 210 – Core Course  
VV. CSDS 502 – Prereq Change  
WW. CSDS 512 – Prerequisite and Title Change  
XX. CSDS 525 – Prerequisite Change  
YY. CSDS 526 – Prerequisite Change  
ZZ. CSDS 542 – Prerequisite Change  
AAA. CSDS 585 – Prerequisite Change  
BBB. CSDS 622 – Prerequisite Change  
CCC. CSDS 622 – Prerequisite Change  
DDD. CSDS 685 – Prerequisite and Title Change  
EEE. CSDS 683 – New Course  
FFF. CSDS Graduate Program Change  
GGG. SLIB 570 Prerequisite Change  
HHH. SLIB 670 – Prerequisite Change  
III. SLIB 691 – Course Description Change  
JJJ. SLIB 605 – New Course  
KKK. SLIB Program Change  
LLL. Liberal Studies Program Change  
MMM. INST Program Change  
NNN. GAND 422 – New Course with Fee  
OOO. HIST Major PreLaw Concentration Change  
PPP. HIST Major Program Change  
QQQ. HIST Major Public History Concentration Change  
RRR. FREN 211 – Core Course  
SSS. SPAN 211 – Core Course  
TTT. SPAN 210 – Core Course  
UUU. BIOL Major Program Change  
VVV. BIOL Major Clinical Sciences Program Change  
WWW. BIOL Major Teacher Prep Program Change

XXX. GAND 322 – Course to Storage  
YYY. GAND Program Change  
ZZZ. HIST 300 – Prereq Change  
AAAA. IES Major Program Change  
BBBB. IES Minor Program Change  
CCCC. Math 245 – Delete Course  
DDDD. Math Minor Change  
EEEE. POSC Major Base Change  
FFFF. POSC Global Politics Concentration Change  
GGGG. POSC Prelaw Concentration Change  
HHHH. POSC Major relationship with LDST courses  
IIII. THEA 315 - Prerequisite Change  
JJJJ. THEA 415 - Course to Storage  
KKKK. THEA Major Program Change  
LLLL. ASL 110 – Core Course  
MMMM. ASL 210 – Core Course  
NNNN. FREN 212 – Core Course  
OOOO. GERM 212 – Core Course  
PPPP. SPAN 212 – Core Course  
QQQQ. SPAN 320 – Core Course  
RRRR. BSBA Program Change  
SSSS. CSDS Program Change  
TTTT. HBSI 100 – Core Course  
UUUU. CHEM 350 – Prereq and Description Change  
VVVV. ENGL Creative Writing Minor Change  
WWWW. MUSC 171,172,271,272,371,372,471,472 – Description Change  
XXXX. MUSC 181,182,281,282,381,382,481,482 – Description Change  
YYYY. MUSC Major BM Performance Change  
ZZZZ. NEUR 210 – Core Course  
AAAAA. PSYC Major Change  
BBBBB. THEA Major Change  
CCCCC. ART Major Change (Studio and Ed Concentrations)  
DDDDD. Math Major Change  
EEEEE. RECR 437 – Credit Change  
FFFFFF. TR Major Change  
GGGGG. SW Major Change

# LONGWOOD UNIVERSITY

## CSDS 460: Introduction to Neurogenic Communication Disorders

Spring 2017

<b>INSTRUCTOR:</b> Ann Cralidis, Ph.D., CCC/SLP	<b>OFFICE:</b> 315 W. 3 <sup>rd</sup> St., Office 105 <b>OFFICE HOURS:</b> Mondays, 2-4 PM Tuesdays, 9:30-11:30 AM Other times by appointment
<b>EMAIL:</b> <a href="mailto:cralidisal@longwood.edu">cralidisal@longwood.edu</a> <b>PHONE:</b> 434.395.4951 <b>FAX:</b> 434.395.4916	<b>MAILING ADDRESS:</b> 315 W. 3 <sup>rd</sup> St., Office 105 Farmville VA 23901
<b>SPECIAL INFORMATION:</b> Email is the best and fastest way to reach me!!	<b>COURSE MEETS:</b> M/W, 1-1:50 PM <b>LOCATION:</b> 315 W. 3 <sup>rd</sup> St, #112 <b>FIRST CLAS:</b> 01.18.17 <b>LAST CLASS:</b> 05.01.17
<b>IMPORTANT DATES:</b>  Classes Begin: 01.18.17 @ 4 PM Final Add/Drop Date: 01.25.17 by 5 PM Deadline to Withdraw with "W": 03.13.17 by 5 PM Spring Break: 03.06 – 03.10.17 Last Day of Classes: 05.02.17	<b>SPECIAL NOTES:</b>  Students are encouraged to drop in during office hours or to make an individual appointment to ask questions about content or assignments.

**COURSE DESCRIPTION:** This course is an introduction to the study of theories, principles, and procedures for the evaluation and treatment of neurologically based communication disorders. 2 credits. Pre-requisite: CSDS 455 or approved course equivalent.

Successful completion of the Communication Sciences and Disorders program prepares students for graduate education in speech language pathology, audiology, deaf education, special education, as well as careers in a variety of human services fields.

### REQUIRED TEXTS:

\*\*Mancinelli, J. M., & Klein, E. R. (2014). Acquired language disorders: A case-based approach. San Diego, CA: Plural Publishing. *Note: This is the primary textbook for this course.*

Webb, W., & Adler, R. K. (2007). *Neurology for the speech-language pathologist* (5<sup>th</sup> ed.). Stoneham, MA: Butterworth – Heinemann. ISBN 0750675268.

Textbooks may be purchased at the Longwood University bookstore online ([www.longwood.bncollege.com](http://www.longwood.bncollege.com)) or in person at 116 S. South St., Farmville, VA. You can also order from an independent vendor such as Amazon. If you elect to order, allow 10 – 14 days for shipping.

**COURSE OBJECTIVES AND LEARNING ACTIVITIES** (and corresponding Council of Academic Accreditation in Audiology and Speech-Language Pathology Standards.)

Course Objective	Activity	CAA Standard
<p>1) The student will demonstrate an understanding of the etiologies of aphasia, right hemisphere disorder, traumatic brain injury, dementia, and motor speech disorders.</p>	<p>Lectures, Exams Case studies completed in class. Apply It tasks – in class Research Prospectus</p>	<p>Standard 3.1 B.</p> <p>“Acquire and demonstrate knowledge of the nature of speech-language, hearing and communication disorders and differences ... including etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, linguistic, and cultural correlates [in the area of] hearing, including the impact on speech and language.</p> <p>Acquire and demonstrate knowledge in ... principles and methods of prevention, assessment, and intervention for people with communication disorders across the life span, including consideration of anatomical/physiological, psychological, developmental, linguistic, and cultural correlates of the disorders [in the area of hearing]</p> <p>Interaction and interdependence of speech, language, and hearing in the discipline of human communication sciences and disorders.”</p> <p>“Acquire and demonstrate</p>

		<p>skills in ...  Effective interaction with patients, families, professionals, and other individuals, as appropriate,  Delivery of services to culturally and linguistically diverse populations.”</p>
<p>2) The student will demonstrate differential diagnosis among th aphasia, right hemisphere disorder, traumatic brain injury, dementia, and motor speech disorders.</p>	<p>Lectures, Exams</p> <p>Case studies completed in class.</p> <p>Demonstration of the most common evaluative measures used to assess neurogenic communication disorders.</p> <p>Informal class discussion on the perception of disease or trauma that gives rise to neurogenic communication disorders in various ethnic and cultural groups.</p> <p>Apply It tasks – in class</p>	
<p>3) The student will demonstrate the ability to differentiate the classifications of aphasia, right hemisphere disorder, traumatic brain injury, dementia, and motor speech disorders.</p>	<p>Lectures, Exams</p> <p>Apply It tasks – in class.</p> <p>Case studies completed in class.</p> <p>Research Prospectus</p>	

<p>4) The student will demonstrate the ability to formulate and implement direct and indirect intervention strategies appropriate to the diagnosis.</p>	<p>Lectures, Exams</p> <p>Apply It tasks – in class</p> <p>Case studies completed in class.</p> <p>Research Prospectus</p>	
<p>5) The student will demonstrate an understanding of concomitant factors that may influence the diagnosis and treatment of aphasia, right hemisphere disorder, traumatic brain injury, dementia, and motor speech disorders.</p>	<p>Exams, Lectures.</p> <p>Apply it Tasks - in class</p> <p>Case studies completed in class.</p> <p>Research Prospectus</p>	

**CONTACTING THE INSTRUCTOR:** Email is the best and fastest way to reach me. I will make every effort to respond to all communications within 48 business hours. Communications that are sent after 12 PM on Friday or on weekends/holidays will be addressed the next business day. Every effort will be made to review and grade assignments within 10 school days.

**CANVAS AND COURSE CONTENT:** Each student is responsible for verifying his/her access to Canvas. All course documents, including PowerPoint (PPT) slides, handouts, and the like, will be posted to Canvas. You can choose to review them online or print them. Additional information regarding assignments, expectations, updates, and announcements will be posted on Canvas as needed. You are responsible for checking Canvas; plan to visit Canvas at least twice per week for any updated information. **Do not expect to receive an in-class reminder about posted information.**

**MAKE-UP WORK AND EXTRA CREDIT:** None.

**GRADE DISPUTE: Grades are EARNED; they are not gifts!!** If you feel that an assignment or examination was graded in error, then you are required to dispute the grade within 48 hours of receiving the grade. You are to contact the instructor via email, in person, or telephone for grade disputes. **Moreover, the instructor will review and recalculate grades only when a computational error is suspected.** You may only request a review of computation. Beyond the 48-hour time period, no adjustment in grade will be made.

## **LATE WORK:**

1) Any assignment not submitted at the beginning of class is deemed late and will incur a penalty:

I will deduct 10 percent of the total point value of the assignment for each calendar day beyond the required submission date/time; this includes holidays/weekends. No work will be accepted that is more than one week (7 days) late; the grade for submissions made on or after this point will be a "0." No work will be accepted after the last day of class (05.02.17); work submitted after this date will receive a grade of "0."

2) **Missed Exams: Not showing up for class on the date that an exam is to be given is inexcusable.** The following terms will apply:

A. You can miss one exam for any reason and be allowed to make-up the exam. *Make-up exams may not be the same exam that is given in class!*

B. Beyond that one exam, I now require documentation if you must be absent on exam day:

- If you are sick, you must submit a physician's note.
- If someone in your family has passed away, you must submit the obituary or physician statement.
- If someone in your family is having surgery or is ill or has had some sort of unfortunate event to befall upon them, you must submit documentation from the appropriate party.

You will not be allowed to make-up any exam without documentation. Documentation must be produced within 5 days. Failure to produce documentation will result in a grade of "0" being given for that exam.

It is impossible to write a comprehensive missed exam policy. If you have extenuating, extraordinary, highly unusual, extremely atypical circumstances (sinus infections, ear infections, general malaise, etc., do not qualify!) that will cause you to miss an exam, please see me 1:1.

**3) Late Arrival to Class:** You may be late to class three (3) times for any reason. You are deemed late at 1 minute past the start of class. Beyond the 3 class limit, I will deduct 10% from your final grade for every single day that you are late to class; in other words, if you are late a 4<sup>th</sup> time to class, I will deduct 10% - if you are late a 5<sup>th</sup> time, I will deduct another 10%.

**RESPONSIBILITIES OF THE LEARNER:** The learning environment for this course is both interactive and self-directed. By interactive, I mean that we, as a class, will participate in a collective and collaborative exchange of the course material. By self-directed, I mean that you, as the student and as a consumer of information, are responsible for what you learn, how much you learn, and ultimately, what skills and knowledge you take from this course. During the course, students are expected to interact in a courteous and professional manner, recognizing the value of others' opinions, even if they are different from your own.

**HONOR CODE:** All students are expected to abide by the Honor Code and to respect the intellectual property and copyright of others. The following Honor Code Statement is required on all written work:



*I have neither given nor received help on this paper (test, quiz, etc.) nor am I aware of any infraction of the Honor Code.*

Students are expected to abide by the Longwood University Honor Code at all times. Suspicion of any in-class or related violation will be investigated and university policy will be followed. Consequences for violation of the Honor Code on any individual assignment may include a grade of "0" on the assignment in question, a grade of "F" in the course, and/or referral to the Longwood University Judicial Board.

For more information about Longwood's Honor Code, visit:

<http://www.longwood.edu/assets/sacs/docs/Honor%20and%20Judicial%20Honor%20Code.pdf>

A copy of the academic pledge document may be found here:

<http://www.longwood.edu/judicial/12021.htm>

**PLAGIARISM:** Any ideas, phrases, sentences, illustrations (including pictures, graphs, charts, and the like) and arguments that you present must be your own creative work. All text passages that are taken from another author's work must be properly cited using APA format. This includes any text that you paraphrase, as well as another's opinions, data, examples, and illustrations. Work that is quoted verbatim must be cited in APA format, including quotations and page numbers. It is deemed plagiarism if you copy work from an article, textbook, or website, **EVEN IF** you change a few words in each sentence. You must cite your source(s) in preparing any written or presented information for this class. You will receive a grade of "0" on any assignment that contains evidence of cheating or plagiarism.

**DISABILITY STATEMENT:** If you have a disability and require accommodations, please meet with me early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (note taking support, extended time for tests, etc.), you will need to register with the Office of Disability Resources (Graham Hall, 395.2391). The office will require appropriate documentation of disability. All information is kept confidential.

**You are required to submit the necessary documentation by the end of the third scheduled day of class.**

**RELIGIOUS OBSERVATIONS:** The instructor will accommodate adjustments to the schedule due to dates that conflict with a student's religious observations, **if informed in writing by the end of the first week of class.**

**INCLEMENT WEATHER:** In the event of inclement weather, you must check local or area radio and television stations, or the Longwood University website, to determine whether the campus is closed.

**ATTENDANCE POLICY:** Students are expected to attend each class and to arrive promptly for the beginning of class. The instructor may assign a grade of "0" or "F" on work missed because of unexcused absences. In accordance with the Longwood University policy on class attendance:

1. A student's grade may be lowered by no more than one letter grade if the student misses 10% of the scheduled classes (3 in number) with unexcused absences).

2. A student may be assigned a grade of “F” if the student misses a total (excused and unexcused absences) of 25% of class meetings (7 in number).
3. A pattern of tardiness may also affect a student’s grade – See the policy on Late Arrivals in this syllabus.

**THE ATTENDANCE POLICY WILL BE ENFORCED FOR THIS CLASS!**

**SMART PHONES:** Set to “off” or “vibrate” during class. If you must take or make a call during class, you must excuse yourself from the classroom. **Electronic devices must be turned off during exams.**

**LAPTOPS:** Permitted and encouraged in class. Given the nature and volume of material we will cover in this course, you are strongly encouraged to use your laptop to take notes during class time. Use of a laptop for nonacademic purposes such as sending and receiving email or visiting social networking websites such as Facebook is prohibited. **Laptops must be turned off during exams.**

**TEXTING:** Prohibited during class and exams.

**EVALUATION METHODS AND ASSIGNMENTS:**

Eight (8) Mini-Exams	400 points (50 points / each exam)
Final Exam	200 points
Research Prospectus	300 points
CSD Cumulative Exam	100 points

**TOTAL POINTS: 1000 points**

**GRADING POLICY:**

930-1000	A	700-729	C-
900-929	A-	680-699	D+
880-899	B+	630-679	D
830-879	B	600-629	D-
800-829	B-	0-599	F
780-799	C+		
730-779	C		

**NOTE:** Your final grade is calculated based upon the total number of earned *points*. I do not use percentages in calculating a final grade. In the final grade column on Canvas, you should be able to change your view from percentage to points. If the total number of points you earn for this class equals 899, then your grade will be a B+. *I do not round grades.*

**EVALUATION METHODS IN DETAIL:**

**EXAMS:** There will be eight (8) mini-exams throughout the semester *and* a final exam. See the tentative schedule for dates. **Each mini-exam is worth 50 points and will contain 10 questions worth 5 points each. The final exam is worth 200 points.** All exams will

consist of short answer questions and/or true – false questions. Unless otherwise informed, exams will be taken during class time.

**RESEARCH PROSPECTUS:** A research prospectus is a preliminary plan for conducting a study. This is not a detailed, technical **research** proposal, but, rather, a considered analysis of the issues you are likely to confront in such a study. In essence, it is a preliminary proposal. You will not have to actually carry out data collection for this project.

You will work in the groups you created for the FB project, but you will submit only one paper per group. With your group, you must first decide upon an area of speech-language pathology that you are most interested in studying/researching; since this course is on neurogenic communication disorders, your topic will need to focus on this area. For example, you could propose an investigation that would explore some aspect of language function in Parkinson’s disease, or information processing speed and how it relates to grocery shopping skills in survivors of severe traumatic brain injury, or you could look at vocabulary growth in a child with Down syndrome.

The best way to cultivate a research question (if you don’t already have one), is to first read the relevant literature. What questions do you have? Therein lies the basis for the start of a research proposal!

**Your paper must have the following sections, in the order indicated below:**

1) Literature review or introduction to your topic:	100 points
2) Research hypothesis/hypotheses:	70 points
3) Method, including description of participants and your procedure (what you would do if you were collecting data):	60 points
4) Statistical analysis/analyses:	15 points
5) References:	55 points

**TOTAL: 300 POINTS**

You will write your paper in sections and then present a final copy at the end for review. Here are the due dates:

1) Literature review or introduction to your topic: Friday, April 14 @ 5 PM  
*Specifics:* The literature review (“lit review”) provides the background for your research problem; it includes current knowledge and findings about a given topic. It tells us what we know or don’t know about a given topic. Studies that you select should closely relate to your research topic.

2) Research hypothesis/hypotheses: Friday, February 3 @ 5 PM  
*Specifics:* Your hypothesis is your research statement where you speculate or predict the outcome of a research project. The purpose is to find the answer to a question. The research hypothesis should be an extension of or in some way relate to your lit review.

3) Method: Friday, February 24 @ 5 PM  
*Specifics:* In this section, you will explain each step you will take in order to conduct your research (remember, you aren’t actually collecting any data). You will describe your participants – who are they? Do they have traumatic brain injury? Aphasia? Huntington’s disease? ASD? Do they not have any brain injury or disease at all? What criteria did your

participants have to meet in order to be included in the study? You will also describe your procedure; that is, your data collection. Are you giving participants a test and then scoring the test, where your test scores are your data? Maybe you are asking parents to rate their child's expressive language abilities; the parental ratings are your data.

4) Statistical analysis/analyses:

Friday, March 31 @ 5 PM

*Specifics:* After you have collected your data, you have to do something with it in order to make it meaningful, and that something is most often a statistical analyses. Once you have your Method section written out, share it with a statistician who can advise on the type(s) of analysis(es) you would want to run.

5) References + Final Draft of Prospectus:

Friday, April 28 @ 5 PM

*Specifics:* References, both in text and at the end of your paper, must be cited in APA Edition 6. The final draft will include the sections above.

**Rubric:** On Canvas. Review it so you can see how your grade will be calculated.

**My prospectus:** I've included a copy of a prospectus I wrote in doc school. Feel free to use it as a guide.

**Formatting:** 8-10 pages in length, not counting the references at the end of the document. Use either Times New Roman or Arial 12-point font, Word only, double-spaced. Put page numbers in upper right hand corner.

**CSD CUMULATIVE EXAM:** This is a 50-question exam, all multiple choice, that is a measure of your retention of all that you have learned in the CSD major. This exam is timed @ 60 minutes and you will take it online. A passing score is 75. You have three attempts to pass the exam in the event that you do not achieve a score of 75 on the first try.

## TENTATIVE CLASS SCHEDULE

**01.18.17** Introduction to the class & review of class procedures / syllabus  
Neuroanatomy and physiology (Ch. 1)

**01.23.17** Neuroanatomy and physiology (Ch. 1)

**01.25.17** Neuroanatomy and physiology (Ch. 1)

**01.30.17** **MINI EXAM 1**  
Traumatic Brain Injury (TBI) (Ch. 7)

**02.01.17** Traumatic Brain Injury (TBI) (Ch. 7)

*Non-Class Day Reminder: Research hypothesis/hypotheses @ 5 PM on Friday, February 3*

**02.06.17** Traumatic Brain Injury (TBI) (Ch. 7)

- 02.08.17**     **MINI EXAM 2**  
Blast-Induced Neuro Trauma (BINT) - Supplemental
- 02.13.17**     Blast-Induced Neuro Trauma (BINT) – Supplemental
- 02.15.17**     Blast-Induced Neuro Trauma (BINT) – Supplemental
- 02.20.17**     The Fluent Aphasias (Ch. 4)
- 02.22.17**     **MINI EXAM 3**  
The Fluent Aphasias (Ch. 4)

*Non-Class Day Reminder: Method section due @ 5 PM on Friday, February 24*

- 02.27.17**     The Fluent Aphasias (Ch. 4)
- 03.01.17**     **MINI EXAM 4**  
The Non-Fluent Aphasias (Ch. 3)
- 03.06.17**     **NO CLASS; SPRING BREAK ☺**
- 03.10.17**     **NO CLASS; SPRING BREAK ☺**
- 03.13.17**     **MINI EXAM 5**  
The Non-Fluent Aphasias (Ch. 3)
- 03.15.17**     The Non-Fluent Aphasias (Ch. 3)
- 03.20.17**     Chronic Traumatic Encephalopathy (CTE) - Supplemental
- 03.22.17**     **MINI EXAM 6**  
Chronic Traumatic Encephalopathy (CTE) – Supplemental
- 03.27.17**     Chronic Traumatic Encephalopathy (CTE) – Supplemental
- 03.29.17**     Dementia (Ch. 8)

*Non-Class Day Reminder: Statistical analysis/analyses due @ 5 PM on Friday, March 31*

- 04.03.17**     **MINI EXAM 7**  
Dementia (Ch. 8)  
Pediatric Neuro Disorders (supplemental)
- 04.05.17**     Pediatric Neuro Disorders (supplemental)
- 04.10.17**     Pediatric Neuro Disorders (supplemental)
- 04.12.17**     Right Hemisphere Disorder (RHD) (Ch. 6)

*Non-class Day Reminder: Literature review due @ 5 PM on Friday, April 14*

**04.17.17** Right Hemisphere Disorder (RHD) (Ch. 6)

**MINI EXAM 8**

**04.19.17** Right Hemisphere Disorder (RHD) (Ch. 6)

**CSD CUMULATIVE EXAM (ONLINE) DUE**

**04.24.17** **REVIEW FOR FINAL EXAM**

**04.26.17** **NO CLASS; RESEARCH DAY ☺**

*Non-Class Day Reminder: References + Final Draft of Prospectus due @ 5 PM on Friday, April 28*

**05.01.17** **LAST DAY OF CLASS**

**REVIEW FOR FINAL EXAM**

**FINAL EXAM: TBA**

#### **Mandatory Reporting of Crimes and Sexual Misconduct**

In accord with its history and mission, Longwood University believes that each individual should be treated with respect and dignity and that any form of crime or violence is incompatible with Longwood's commitment to the dignity and worth of the individual. Longwood University is committed to providing a healthy living, learning and working environment which promotes personal integrity, civility and mutual respect. If you have been the victim of a crime or sexual misconduct we encourage you to report this. If you disclose this to a faculty member or employee, she or he is required by law to notify the appropriate University officials. The faculty member or employee cannot maintain complete confidentiality and is required to report the information that has been shared. Please know that all reported information is treated with discretion and respect and kept as private as possible. For more information about your options at Longwood:

<http://www.longwood.edu/police/crimereports.htm>

<http://www.longwood.edu/studentconduct/12050.htm>

<http://www.longwood.edu/titleix>

**UNDERGRADUATE NEW PROGRAM CURRICULUM FORM**  
**MAJOR OR MINOR OR CONCENTRATION OR CERTIFICATE**  
**Within an existing degree program\***

\*For a new degree program or new CIP code designation, in addition to EPC program and course forms you must complete all procedures and forms found in the "SCHEV Proposal Guidelines."

<b>Department:</b> Sociology, Anthropology, and Criminal Justice	<b>Submission Date:</b> 10/31/2017
<b>Degree:</b> Anthropology & Archaeology BA/BS Degree, Archaeology Concentration	<b>Program Name:</b> Anthropology and Archaeology
<b>Major</b> <input type="checkbox"/> <b>Minor</b> <input type="checkbox"/> <b>Concentration</b> <input checked="" type="checkbox"/> <b>Certificate</b> <input type="checkbox"/>	
<b>Catalog Year of Implementation (must be next academic year or later):</b> 2018-19	

**I. OUTLINE OF THE PROPOSED MAJOR, MINOR OR CONCENTRATION, INCLUDING CATALOG COPY**

<p><b>ANTHROPOLOGY and ARCHAEOLOGY MAJOR, BA, BS DEGREE</b>  <b>Archaeology Concentration</b></p> <p><b>A. General Education Core Requirement/39-40 credits</b>          Anthropology Majors are required to take Anthropology 200, which fulfills the Historical and Contemporary Insights pillar Core Foundation requirement.          Anthropology Majors are required to take Anthropology 202, which fulfills the Scientific Reasoning pillar Core Foundation requirement.</p> <p><b>B. Additional Degree Requirements, BA/3 credits</b>          Additional Degree Requirements, BS/3-4 credits</p> <p><b>C. Major Requirements/46 credits</b>          ANTH 200 Cultural Anthropology/(3 credits counted in Core Curriculum)          ANTH 202 Archaeology/(3 credits counted in Core Curriculum)          ANTH 203 Physical Anthropology/3 credits          ANTH 204 Language and Culture/3 credits          ANTH 280 Archaeological Laboratory Methods/3 credits          ANTH 296 Field Methods in Archaeology/6 credits          ANTH 350 Advanced Archaeology &amp; Cultural Resources Management/3 credits          ANTH 403 Forensic Anthropology/3 credits          ANTH 410 Research Methods in Cultural Anthropology/3 credits          ANTH 450 Archaeological Theory/3 credits          ANTH 460 Anthropological Theory/3 credits          ANTH 461 Senior Seminar in Anthropology/3 credits          EASC (GEOG) 275 Introduction to Geographic Information Systems/4 credits</p> <p><i>Choose six credits from the following:</i>          ANTH 314 Indians of North America/3 credits          ANTH 315 South American Indians/3 credits          ANTH 316 People of Africa/3 credits          ANTH 317 Peoples of the Pacific/3 credits          ANTH 318 Moundbuilder Cultures of the Eastern United States/3 credits</p> <p><i>Choose three credits from the following:</i>          ANTH 320 Folklore/3 credits          ANTH 321 Supernatural Belief Systems/3 credits          ANTH 325 Gender and Society/3 credits          ANTH 355 The Community/3 credits</p> <p><b>D. No grade below C- is accepted for graduation in major course work</b></p>
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**UNDERGRADUATE NEW PROGRAM CURRICULUM FORM  
MAJOR OR MINOR OR CONCENTRATION**

E. General Electives BA Degree/30-32 credits  
General Electives BS Degree/30-31 credits

F. Total Credits Required for BA or BS in Anthropology and Archaeology/120

**II. NEW COURSES THAT WILL BE PROPOSED AS PART OF THIS PROGRAM**

None

**III. RATIONALE FOR PROGRAM**

Archaeology Concentration is being added to formalize a key component of our major and have it reflected in student degrees.

**IV. RESOURCE ASSESSMENT, IF CHANGE WARRANTS IT**

**A. Estimate additional staff requirements for this program.**

None

**B. Estimate the amount and cost of any extra equipment, library resources, computer hardware or software, or other resources that would be required to carry out this program.**

None

**V. ANTICIPATED ENROLLMENT IN PROGRAM AFTER FIVE (5) YEARS**

20

**VI. AFFECTED DEPARTMENTS OR PROGRAMS**

If the proposed program could have an impact on other departments or programs, the appropriate affected chairs or program directors should be notified of the proposed changes. Where teaching licensure may be affected, the licensure officer should also be notified.

**Licensure Officer:** Enter name of licensure officer if applicable.

**Date Notified:** Select date.

**A. List other departments/programs that might be affected.**

Department of Biological and Environmental Sciences

**B. List individuals contacted and date contacted.**

Mark Lewis Fink, Ph.D., 10/25/2017

**VII. LIBRARY NOTIFICATION**

The library liaison for the proposing department must be notified.

**Library Liaison:** Sarah Reynolds

**Date Notified:** 10/31/2017

All curriculum proposals/changes are processed in the date order received.



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**UNDERGRADUATE NEW PROGRAM CURRICULUM FORM  
MAJOR OR MINOR OR CONCENTRATION**

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Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.

For the Curriculum Development Handbook and all forms, see <http://blogs.longwood.edu/curriculum/>.

The signature page follows as a separate sheet.

# UNDERGRADUATE NEW PROGRAM CURRICULUM FORM MAJOR OR MINOR OR CONCENTRATION

## V. APPROVALS

**Department:** Sociology, Anthropology, and Criminal Justice

**Program Name:** Anthropology and Archaeology

### SIGNATURE PAGE

	Date Received	Date Approved	Signature
1. Department Curriculum Committee Chair	_____	_____	_____
2. Department Chair	_____	_____	_____
3. College Dean	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____
5. EPC	_____	_____	_____
6. Faculty Senate	_____	_____	_____
7. Provost/VPAA *	_____	_____	_____
8. OAIR (notification)	_____	_____	_____
9. BOV/SCHEV *	Provost/VPAA will submit materials for approval		
10. Received by Registrar	_____		

\* New degree programs, spin-off or new CIP codes must be submitted to BOV and SCHEV.

**All curriculum proposals/changes are processed in the date order received. In order to be included in the next academic year's catalog, all paperwork must be submitted no later than:**

- February 1 to the College Curriculum Committee
- March 1 to the Educational Policy Committee (EPC)

**Changes that affect spring advising for fall classes must have received approval from EPC and Senate before the registrar opens up the fall schedule for registration in March. Such proposals should reach the chair of EPC by the end of the fall semester. Submission within the deadlines does not guarantee processing in time for the next academic year's catalog. For new degree programs that must go to SCHEV for approval, entry into the catalog may not occur for at least another year.**

# COURSE CHANGE CURRICULUM FORM UNDERGRADUATE NON-CORE CURRICULUM

**Department:** Social Work and Communication Sciences and Disorders      **Submission Date:** 3/14/2018

**Catalog Year of Implementation (must be next academic year or later):** 2018-2019

## I. PROPOSED COURSE CHANGE INFORMATION

	Check if no change	
CURRENT (required)		PROPOSED CHANGE (if applicable)
<b>Course Prefix:</b> <u>CSDS</u>	<input checked="" type="checkbox"/>	_____
<b>Course Number:</b> <u>460</u>	<input checked="" type="checkbox"/>	_____
<b>Course Title:</b> <u>Introduction to Neurogenic Communication Disorders</u>		<u>Special Populations in Communication Disorders</u>
<b>Credit Hours:</b> <u>2</u>	<input type="checkbox"/>	<u>3</u>

If yes, enter a justification for the change in credit hours and include a copy of the **current** syllabus.

The content of this course is being revised to include disorders associated with voice, fluency, cleft lip and palate, and swallowing. Currently, students do not receive this information in any other undergraduate coursework and need this information in order to be adequately prepared to pursue graduate-level education in either communication sciences and disorders or audiology. An increase in credit hours is indicated in order to accommodate for the time needed to teach this additional information during class.

**May this course be repeated for credit when content changes?**  Yes       No

If yes, maximum credit hours: 3

<b>Prerequisites:</b> <u>CSDS 455</u>	<input checked="" type="checkbox"/>	_____
<b>Writing Intensive:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Speaking Intensive:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No

If adding a speaking intensive designation, attach a copy of the department speaking intensive policy.

<b>Cross-listed Prefix:</b> _____	<input type="checkbox"/>	_____
<b>Cross-listed Number:</b> _____	<input type="checkbox"/>	_____

### Current Catalog Copy:

**CSDS 460.** *Introduction to Neurogenic Communication Disorders.* This course is an introduction to the study of theories, principles, and procedures for the evaluation and treatment of neurologically-based communication disorders. Prerequisite: CSDS 455 or approved course equivalent. 2 credits.

### Proposed New Catalog Copy (Must match description on proposed course syllabus):

**CSDS 460: Special Populations in Communication Disorders:** Introduction to the nature, evaluation, and treatment of communication disorders that exist in special populations of children and adults. Particular attention will be given to acquired brain injury, neurodegenerative diseases, the dementias,

**COURSE CHANGE CURRICULUM FORM  
UNDERGRADUATE NON-GENERAL EDUCATION**

cleft lip and palate, voice, fluency, and swallowing disorders. Pre-requisite: CSDS 455 3 credits.

Delete course from catalog

Submit course to storage

**Attach a proposed syllabus in the format specified by the FPPM that contains the proposed changes.** Course description on syllabus must match the proposed new catalog copy provided above.

**II. REQUIRED FOR MAJOR, MINOR, CONCENTRATION**

CSDS major only.

**III. RATIONALE FOR PROPOSED CHANGES**

The content of this course is being revised to include the disorders associated with voice, fluency, cleft lip and palate, and swallowing. Currently, students do not receive this information in any other undergraduate coursework and need this information in order to be adequately prepared to pursue graduate-level education in either communication sciences and disorders or audiology.

**IV. RESOURCE ASSESSMENT, IF CHANGE WARRANTS IT**

**A. How frequently do you anticipate offering this course?**

Spring semester only.

**B. Describe anticipated change in staffing for the course:**

None.

**C. Estimate the cost of new equipment required due to the change:**

None.

**D. Estimate the cost and describe additional library resources:**

None.

**E. Will the change in the course require additional computer use, hardware or software?** No.

If yes, please describe and estimate cost: [Click here to respond](#)

**F. Will a new or changed course fee be assessed?** No.

If yes, the **Fee Recommendation Worksheet** must accompany this form. See the Budget Office forms page at <http://solomon.longwood.edu/offices--departments/budget-office/forms--documents/>.

All curriculum proposals/changes are processed in the date order received.

**COURSE CHANGE CURRICULUM FORM**  
**UNDERGRADUATE NON-GENERAL EDUCATION**

Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.

For the Curriculum Development Handbook and all forms, see <http://blogs.longwood.edu/curriculum/>.

The signature page follows as a separate sheet.

**COURSE CHANGE CURRICULUM FORM  
UNDERGRADUATE NON-GENERAL EDUCATION**

V. APPROVALS

**Course Prefix:** CSDS      **Course Number:** 460  
**Course Title:** Special Populations in Communication Disorders

A change to the title or course number on this form implies that title or course number will change  
anywhere it occurs in the catalog.

**SIGNATURE PAGE**

	<b>Date Received</b>	<b>Date Approved</b>	<b>Signature</b>
1. Department Curriculum Committee Chair	_____	_____	_____
2. Department Chair	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:			
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
3. College Dean	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____
5. EPC *	_____	_____	_____
6. Faculty Senate *	_____	_____	_____
7. Received by Registrar	_____		

\* EPC and Senate approval required for change in credit hours.

**All curriculum proposals/changes are processed in the date order received. In order to be included in the next academic year's catalog, all paperwork must be submitted no later than:**

- February 1 to the College Curriculum Committee
- March 1 to the Educational Policy Committee (EPC)

**Changes that affect spring advising for fall classes must have received approval from EPC and Senate before the registrar opens up the fall schedule for registration in March. Such proposals should reach the chair of EPC by the end of the fall semester. Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.**

LONGWOOD UNIVERSITY

CSD 460: Special Populations in Communication Disorders

Spring 2019

<b>INSTRUCTOR:</b> TBD	<b>OFFICE:</b> TBD <b>OFFICE HOURS:</b> TBD
<b>EMAIL:</b> TBD <b>PHONE:</b> TBD <b>FAX:</b> TBD	<b>MAILING ADDRESS:</b> 315 W. 3 <sup>rd</sup> St., Office 105 Farmville VA 23901
	<b>COURSE MEETS:</b> TBD <b>LOCATION:</b> 315 W. 3 <sup>rd</sup> St, #112 <b>FIRST CLAS:</b> TBD <b>LAST CLASS:</b> TBD
<b>IMPORTANT DATES:</b>  Classes Begin: TBD Final Add/Drop Date: TBD Deadline to Withdraw with "W": TBD Last Day of Classes: TBD	<b>SPECIAL NOTES:</b>  Students are encouraged to drop in during office hours or to make an individual appointment to ask questions about content or assignments.

**COURSE DESCRIPTION:** Introduction to the study of the nature, evaluation, and treatment of communication disorders that exist in special populations of children and adults. Particular attention will be given to acquired brain injury, neurodegenerative disease, the dementias, cleft lip and palate, and voice, fluency, and swallowing disorders. 3 credits. Pre-requisite: CSDS 455

Successful completion of the Communication Sciences and Disorders program prepares students for graduate education in speech language pathology, audiology, deaf education, special education, as well as careers in a variety of human services fields.

**REQUIRED READINGS:** Seikel, T., Constantopoulos, C., & Drumright, T. (in press). *Neuroanatomy and Neurophysiology for Speech and Hearing Science*. San Diego, CA: Plural Publishing.

The textbook can be purchased from the Longwood University Bookstore, online at [longwood.bncollege.com](http://longwood.bncollege.com) or at 200 N. Main St., Farmville, VA. You can also purchase the text from online purveyors such as [www.amazon.com](http://www.amazon.com)

**COURSE OBJECTIVES AND LEARNING ACTIVITIES** (and corresponding Council of Academic Accreditation in Audiology and Speech-Language Pathology Standards.)

<b>Course Objective</b>	<b>Activity</b>
1) The student will demonstrate an understanding of the etiologies of acquired brain injury, neurodegenerative diseases, the dementias, cleft lip and palate, and voice, fluency, and swallowing disorders.	Lectures, Exams Class discussion Case studies In-class tasks
2) The student will demonstrate differential diagnosis among acquired brain injury, neurodegenerative diseases, the dementias, cleft lip and palate, and voice, fluency, and swallowing disorders.	Lectures, Exams Class discussion Case studies In-class tasks
3) The student will demonstrate the ability to differentiate the classifications of acquired brain injury, neurodegenerative diseases, the dementias, cleft lip and palate, and voice, fluency, and swallowing disorders.	Lectures, Exams Class discussion Case studies In-class tasks
4) The student will demonstrate the ability to formulate and implement direct and indirect intervention strategies appropriate to the diagnosis.	Lectures, Exams Class discussion Case studies In-class tasks
5) The student will demonstrate an understanding of concomitant factors that may influence the diagnosis and treatment of acquired brain injury, neurodegenerative diseases, the dementias, cleft lip and palate, and voice, fluency, and swallowing disorders.	Lectures, Exams Class discussion Case studies In-class tasks

**CONTACTING THE INSTRUCTOR:** Email is the best way to reach the instructor.



**CANVAS AND COURSE CONTENT:** Each student is responsible for verifying his/her access to Canvas. All course documents, including PowerPoint (PPT) slides, handouts, and the like, will be posted to Canvas.

**MAKE-UP WORK AND EXTRA CREDIT:** None.

**GRADE DISPUTE:** If you feel that an assignment or examination was graded in error, then you must dispute the grade within 48 hours of receiving the grade.

**LATE WORK:** Any assignment not submitted at the beginning of class is deemed late and will incur the following penalty: 10% of the total point value of the assignment will be deducted for each calendar day beyond the due date. No work will be accepted that is more than four days late; work submitted after this time period will earn a grade of "0."

**MISSED EXAMS:** Ten percent (10%) will be automatically deducted from the total point value of any exam you miss *unless* you can produce a doctor's note or an obituary.

**RESPONSIBILITIES OF THE LEARNER:** The learning environment for this course is both interactive and self-directed. By interactive, I mean that we, as a class, will participate in a collective and collaborative exchange of the course material. By self-directed, I mean that you, as the student and as a consumer of information, are responsible for what you learn, how much you learn, and ultimately, what skills and knowledge you take from this course. During the course, students are expected to interact in a courteous and professional manner, recognizing the value of others' opinions, even if they are different from your own.

**HONOR CODE:** All students are expected to abide by the Honor Code and to respect the intellectual property and copyright of others. The following Honor Code Statement is required on all written work:

*I have neither given nor received help on this paper (test, quiz, etc.) nor am I aware of any infraction of the Honor Code.*

Students are expected to abide by the Longwood University Honor Code at all times. Suspicion of any in-class or related violation will be investigated and university policy will be followed. Consequences for violation of the Honor Code on any individual assignment may include a grade of "0" on the assignment in question, a grade of "F" in the course, and/or referral to the Longwood University Judicial Board.

For more information about Longwood's Honor Code, visit:

<http://www.longwood.edu/assets/sacs/docs/Honor%20and%20Judicial%20Honor%20Code.pdf>

A copy of the academic pledge document may be found here:

<http://www.longwood.edu/judicial/12021.htm>

**PLAGIARISM:** Plagiarism is taking another's ideas, thoughts, written words, pictures/images, photos, graphs, illustrations, phrases, and any other information and passing it off as if it is your own original work. **Simply changing a few words is also deemed plagiarism** – you must paraphrase any and all works, plus give credit. **Any information that you obtain from another source must be properly documented in text and in a references page using**

**APA format only.** APA is very specific in terms of punctuation, capitalization, etc. Don't know how to use APA? Check out this link:

<https://owl.english.purdue.edu/owl/resource/560/01/>

Any work that is plagiarized will receive a grade of "0."; the instructor retains the option to take evidence of plagiarism to the LU Judicial Board. Also, PPTs for this class must not be cited as a reference as the material contained within those slides was obtained elsewhere. Also, references you cite must be from the original source whenever possible.

**DISABILITY STATEMENT:** If you have a disability and require accommodations, please meet with the instructor early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (note taking support, extended time for tests, etc.), you will need to register with the Office of Disability Resources (Graham Hall, 395.2391). The office will require appropriate documentation of disability. All information is kept confidential.

**RELIGIOUS OBSERVATIONS:** Reasonable adjustments to the schedule due to dates that conflict with a student's religious observations will be made; see the instructor for additional information.

**INCLEMENT WEATHER:** Class will not be held if campus is closed.

**ATTENDANCE POLICY:** Students are expected to attend each class and to arrive promptly for the beginning of class. The instructor may assign a grade of "0" or "F" on work missed because of unexcused absences. In accordance with the Longwood University policy on class attendance:

1. A student's grade may be lowered by no more than one letter grade if the student misses 10% of the scheduled classes (3 in number) with unexcused absences).
2. A student may be assigned a grade of "F" if the student misses a total (excused and unexcused absences) of 25% of class meetings (7 in number).
3. A pattern of tardiness may also affect a student's grade – See the policy on Late Arrivals in this syllabus.

**SMART PHONES:** Set to "off" or "vibrate" during class. Excuse yourself from the classroom if you must make/take a call in the classroom. **Phones must off during exams.**

**SMART WATCH WITH INTERNET:** Prohibited @ all times. Do not access during exams.

**LAPTOPS:** Permitted and encouraged in class for academic purposes only. **Laptops must be turned off during exams.**

**TEXTING:** Prohibited @ all times.

## EVALUATION METHODS AND ASSIGNMENTS:

Exams	400
Final Exam	200
CSD Cumulative Exam	300
Special Projects	100

**TOTAL POINTS AVAILABLE: 1000 points**

## GRADING POLICY:

930-1000	A	700-729	C-
900-929	A-	680-699	D+
880-899	B+	630-679	D
830-879	B	600-629	D-
800-829	B-	0-599	F
780-799	C+		
730-779	C		

## TENTATIVE CLASS SCHEDULE

Weeks 1-2: Introduction to the course, review of anatomy & physiology, & fluent and nonfluent aphasia.

Week 3-4: Chronic traumatic encephalopathy (CTE) & Blast-induced Neurotrauma (BINT)

Week 5-6: Dysphagia

Week 7-8: Pediatric & Adult Traumatic brain injury (TBI) & dementia

Week 9-10: Voice

Week 11-12: Fluency disorders

Week 13-14: Right hemisphere disorder

Week 15-16: Craniofacial anomalies & pediatric neurological conditions (cerebral palsy, autism spectrum disorder, Cri-du-chat, Prader Willi, Down Syndrome)

## RESOURCES:

Groher, M. E., & McCrary, M. A. (2015). *Dysphagia: Clinical management in adults and children* (2<sup>nd</sup> ed.). Maryland Heights, MO: Mosby. ISBN 0323187013.

Han, D. Y. (2016). *Acquired brain injury: Clinical essentials for neurotrauma and rehabilitation professionals*. New York, NY: Springer Publishing. ISBN 0826131360.

Kummer, A. W. (2013). *Cleft palate and craniofacial anomalies: Effects on speech and resonance* (3<sup>rd</sup> ed.). Clifton Park, NY: Delmar Cengage Learning. ISBN 1133732364.

Logan, K. J. (2014). *Fluency disorders*. San Diego, CA: Plural Publishing. ISBN 1597564079.

Murray, T., Carrau, R. L., & Chan, K. (2016). *Clinical management of swallowing disorders* (4<sup>th</sup> ed.). San Diego, CA: Plural Publishing. ISBN 1597569348

Sapienza, S., & Ruddy, B. H. (2017). *Voice disorders* (3<sup>rd</sup> ed.). San Diego, CA: Plural Publishing. ISBN 1597567183.

Webb, W., & Adler, R.K. (2016). *Neurology for the speech-language pathologist* (6<sup>th</sup> ed.). Maryland Heights, MO: Mosby. ISBN 032310279.

### Mandatory Reporting of Crimes and Sexual Misconduct

In accord with its history and mission, Longwood University believes that each individual should be treated with respect and dignity and that any form of crime or violence is incompatible with Longwood's commitment to the dignity and worth of the individual. Longwood University is committed to providing a healthy living, learning and working environment which promotes personal integrity, civility and mutual respect. If you have been the victim of a crime or sexual misconduct we encourage you to report this. If you disclose this to a faculty member or employee, she or he is required by law to notify the appropriate University officials. The faculty member or employee cannot maintain complete confidentiality and is required to report the information that has been shared. Please know that all reported information is treated with discretion and respect and kept as private as possible. For more information about your options at Longwood:

<http://www.longwood.edu/police/crimereports.htm>

<http://www.longwood.edu/studentconduct/12050.htm>

<http://www.longwood.edu/titleix>

# COURSE CHANGE CURRICULUM FORM GRADUATE

**Department:** Social Work and Communication Sciences and Disorders

**Submission Date:** 1/29/2018

**Catalog Year of Implementation (must be next academic year or later):** 2018-19

## I. PROPOSED COURSE CHANGE INFORMATION

<b>CURRENT (required)</b>	<b>Check if no change</b>	<b>PROPOSED CHANGE (if applicable)</b>
<b>Course Prefix:</b> <u>CSDS</u>	<input checked="" type="checkbox"/>	_____
<b>Course Number:</b> <u>680</u>	<input checked="" type="checkbox"/>	_____
<b>Course Title:</b> <u>Practicum in Speech-Language, Hearing, and/or Dysphagia</u>	<input checked="" type="checkbox"/>	_____
<b>Credit Hours:</b> <u>1-6, 6 required</u>	<input type="checkbox"/>	<u>1-4, 4 required</u>

If yes, enter a justification for the change in credit hours and include a copy of the **current** syllabus.  
Enter a justification for the change in credit hours.

**May this course be repeated for credit when content changes?**  Yes  No

If yes, maximum credit hours: 6

<b>Prerequisites:</b> <u>Prerequisites: B- or better in CSDS 580 and successful application to the CSD Clinical Affairs Committee.</u>	<input type="checkbox"/>	<u>Prerequisites: B- or better in CSDS 580 and approval by the CSD Clinical Affairs Committee.</u>
<b>Cross-listed Prefix:</b> _____	<input checked="" type="checkbox"/>	_____
<b>Cross-listed Number:</b> _____	<input checked="" type="checkbox"/>	_____

### Current Catalog Copy:

COMMUNICATION SCIENCES AND DISORDERS 680. Practicum in Speech-Language and Hearing, and/or Dysphagia. Directed fieldwork with individuals with communication and/or swallowing disorders in the Longwood University speech-language clinic. Prerequisites: B- or better in CSDS 580 and successful application to the CSDS Clinical Affairs Committee. May be repeated to a maximum of 8 credits. Fee required per credit. 1-6 credits, 6 credits required.

### Proposed New Catalog Copy (Must match description on proposed course syllabus):

COMMUNICATION SCIENCES AND DISORDERS 680. Practicum in Speech-Language and Hearing, and/or Dysphagia. Directed fieldwork with individuals with communication and/or swallowing disorders in the Longwood University speech-language clinic. Prerequisites: B- or better in CSDS 580 and approval by the CSD Clinical Affairs Committee. May be repeated to a maximum of 6 credits. Fee required per credit. 1-4 credits, 4 credits required.

Delete course from catalog

Submit course to storage

# COURSE CHANGE CURRICULUM FORM GRADUATE

Attach a proposed syllabus in the format specified by the FPPM that contains the proposed changes. Course description on syllabus must match the proposed new catalog copy provided above.

## II. REQUIRED FOR MAJOR, CONCENTRATION, PROFESSIONAL ENDORSEMENT OR CERTIFICATE

Communication Sciences and Disorders

## III. RATIONALE FOR PROPOSED CHANGES

Historically, graduate students have completed 3 semesters (2 credits each semester) of CSDS 680 (Spring first year, summer first year, fall 2nd year). Spring and summer are conducted at our internal speech and hearing clinic (on-campus with Longwood supervisors). Fall 2nd year is their first external placement. Therefore, we created CSDS 683 to align with the fact that the students would be going to an external placement.

## IV. RESOURCE ASSESSMENT, IF CHANGE WARRANTS IT

### A. How frequently do you anticipate offering this course?

2 times per year (spring and summer)

### B. Describe anticipated change in staffing for the course:

No additional staffing will be required.

### C. Estimate the cost of new equipment required due to the change:

N/A

### D. Estimate the cost and describe additional library resources:

N/A

### E. Will the change in the course require additional computer use, hardware or software? Select one.

If yes, please describe and estimate cost: N/A

### F. Will a new or changed course fee be assessed? No

If yes, the **Fee Recommendation Worksheet** must accompany this form. See the Budget Office forms page at <http://solomon.longwood.edu/offices--departments/budget-office/forms--documents/>.

All curriculum proposals/changes are processed in the date order received.  
Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.

For the Curriculum Development Handbook and all forms, see <http://blogs.longwood.edu/curriculum/>.

The signature page follows as a separate sheet.

# COURSE CHANGE CURRICULUM FORM GRADUATE

## V. APPROVALS

**Course Prefix:** CSDS **Course Number:** 680

**Course Title:** Practicum in Speech-Language, Hearing, and/or Dysphagia

A change to the title or course number on this form implies that title or course number will change anywhere it occurs in the catalog.

### SIGNATURE PAGE

	Date Received	Date Approved	Signature
1. Department Curriculum Committee Chair	_____	_____	_____
2. Department Chair	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:			
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
3. College Dean	_____	_____	_____
4. Graduate Dean	_____	_____	_____
5. Graduate Curriculum Committee	_____	_____	_____
6. EPC *	_____	_____	_____
7. Received by Registrar	_____		

\* EPC approval required for change in credit hours.

All curriculum proposals/changes are processed in the date order received. In order to be included in the next academic year's catalog, all paperwork must be submitted no later than:

- February 1 to the Graduate Curriculum Committee
- April 1 to the Educational Policy Committee (EPC)

Changes that affect spring advising for fall classes must have received approval from EPC and Senate before the registrar opens up the fall schedule for registration in March. Such proposals should reach the chair of EPC by the end of the fall semester. Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.

## CSDS 680: PRACTICUM IN SPEECH-LANGUAGE AND HEARING, AND/OR DYSPHAGIA

Instructor:	E-mail:
Office:	CT Team Meetings: TBA
Phone:	

Practica experiences in speech-language, hearing, and/or dysphagia are designed to scaffold clinical experiences to promote the development of increasing clinical competence and confidence while providing students with the opportunity to achieve the 400 clinical clock hours required by ASHA for clinical certification in speech-language pathology.

### **Course Description:**

Directed fieldwork with individuals with communication and/or swallowing disorders in the Longwood University speech-language clinic. Prerequisites: B- or better in CSDS 580 and approval by the CSD Clinical Affairs Committee. May be repeated to a maximum of 6 credits. Fee required per credit. 1-4 credits, 4 credits required.

### **Text:**

Paul, R. and Cascella, P.W. (2007). *Introduction to clinical methods in communication disorders 2<sup>nd</sup> Ed.* Baltimore, MD: Brookes.

Roth, F. and Worthington, C.K. (2011). *Treatment resource manual for speech-language pathology 4<sup>th</sup> Ed.* Clifton Park, NY: Thomson Delmar.

Shipley, K.G. & McAfee, J.G. (2008). *Assessment in speech-language pathology: A resource manual 4<sup>th</sup> Ed.* San Diego, CA: Singular.

### **Recommended Text:** [This text will be very helpful to you as you move into external placements.](#)

Nicolosi, L., Harryman, E. and Kresheck, J. (2003) *Terminology of communication disorders: Speech-language-hearing 5<sup>th</sup> ed.* Philadelphia, PA: Lippincott Williams & Wilkins Publishers.

### **Course Objectives and the Council of Academic Accreditation in Audiology and Speech-Language Pathology Standards**

#### **Relationship of Course objectives, assignments, and CAA Standards**

Course Objective	Course Assignment	Applicable CAA Standards
1. Maintain professional records (including assessments, interventions, and therapy notes and logs) of clients in therapy. 2. Demonstrate appropriate interpersonal skills when working with clients and family or caregivers. 3. Identify and select appropriate quantifiable or qualitative criteria to measure progress.	<ul style="list-style-type: none"> <li>• Skills observation</li> <li>• Participation in Clinical Teaching Teams</li> </ul>	Standard III-D: The applicant must possess knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing



<p>4. Select and administer a variety of appropriate speech, language, and/or communication assessments and evaluative tools and demonstrate an understanding of the ongoing nature of observation and assessment in communication disorders therapy</p> <p>5. Develop an appropriate plan of treatment based on assessment and/or evaluative data</p> <p>6. Write comprehensive therapy plans according to the designated format.</p> <p>7. Select and demonstrate use of a variety of materials and techniques used in therapy</p> <p>8. Select and appropriately utilize therapy materials based on the goals and techniques identified in the client's plan of treatment.</p> <p>9. Plan and appropriately utilize therapy procedures and techniques based on the goals in client's plan of treatment.</p> <p>10. Adapt materials and techniques for different ages and disabilities.</p> <p>11. Demonstrate a variety of ways in which positive reinforcement can be used to encourage appropriate target behavior.</p> <p>12. Demonstrate a familiarity with counting desired behaviors and obtaining percentages of correct responses to determine if progress is being made.</p> <p>13. Demonstrate a familiarity with a variety of outcome measures (including observation, client interviews and reporting scales, etc).</p> <p>14. Generate written reports make which efficiently and accurately reflect client status and progress.</p> <p>15. Develop and maintain professional records of clients regarding daily progress during therapy utilizing designated formats.</p>	<ul style="list-style-type: none"> <li>• Final supervisor evaluation</li> </ul>	<p>disorders, including consideration of anatomical/physiological, psychological, developmental, and Linguistic and cultural correlates of the disorders.</p> <p>Standard IV-G: The applicant for certification must complete a program of study that includes supervised clinical experiences sufficient in breadth and depth to achieve the following skills outcomes (in addition to clinical experiences, skills may be demonstrated through successful performance on academic course work and examinations, independent projects, or other appropriate alternative methods):</p>
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**Course Requirements MANDATORY Attendance at Clinical Teaching Team meetings for students taking 680 for the first time! Typically there are 4-5 meetings throughout the semester with a possibility of attendance at webinars.**

**Clinical Teaching Teams:** All students will be assigned to a mandatory clinical teaching team which will involve individual assignments that will be completed throughout the semester. Due dates of these assignments are determined by the CT supervisor assigned to each group. The clinical teaching team is a collaboration of students and supervisors in which students will discuss what types of therapy techniques, challenges, resources and evidenced based practice. Students will learn from other students and professionals in the area of behavior management, treatment, evaluation and writing skills.

**2. Completion of Hours/Maintenance of Records.** For CSDS 680, each student will be assigned a varying caseload of clients either in the clinic or at an assigned external site. The student will maintain his or her own log of hours on the appropriate forms (ASHA Clock Hours Log and Semester Summary and Client Population Diversity Log). *It is the student's responsibility to record all hours in Calipso and submit to the supervisor for approval every Friday during his/her placement.*

**2. Evaluation and Treatment Implementation.** Students will meet periodically with the clinical supervisor or external site supervisor to review their progress. The schedule of periodic reviews will be determined collaboratively by the supervisor and student based on student performance and needs. Students will be expected to evaluate clients, develop therapy plans, select appropriate materials and

strategies, maintain updated and appropriate records, and generate coherent, well-written reports. See course objectives at the beginning of this syllabus.

3. **Student Clinician Self-Assessment.** Each student will complete a self-assessment clinical effectiveness at the end of each section of CSDS 680.

4. **Practicum Evaluation.** The student's practicum supervisor will complete a mid-term and a final practicum evaluation of each student. Each student will have a variety of clinical supervisors throughout the semester and each supervisor will complete an individual evaluation of the student's performance.

5. **Student Evaluation of Supervisor.** The student will complete an online evaluation of the practicum supervisor.

6. **Case Study Presentation:** Student will be expected to answer a case study question at the end of the internship successfully. The question will be presented 15 minutes before and then the student is to answer questions presented by faculty and staff, which will be based on evaluation, treatment, etc. (30% of final grade)

### **Professional Responsibilities of Students**

1. Dress and behave professionally while on the facility property as well as during the actual clinic sessions. Professional dress is expected at all times. Sweat suits, jeans, jogging suits, and tight suggestive clothing are considered inappropriate. Loose fitting dress shorts worn with tights/hose are acceptable. Gentlemen will not be required to wear a tie; however, T-shirts are not acceptable. The way you dress sets the tone for how students and other professionals will treat you.

2. ***Attend the clinic and/or your external placement each time you are scheduled.*** Use the sign-in/sign-out procedure that is required. Lack of attendance, tardiness, or leaving early will have major implications for your practicum grade or may result in your removal from the practicum assignment, a grade of "Incomplete," or a grade of "F." Your therapy assignment will have a pre-determined start and finish date. In general, there are no excuses for shirking your practicum assignment and taking early weekends or holidays. **Any change to your assigned placement (days/hours, etc) must be requested in writing of Mrs. Daly before discussing with the external supervisor.**

Any absences must be first communicated to the supervising SLP either in person or by phone in advance of absence. You should write down the name of the person with whom you talked if you did not speak directly with your clinical supervisor. **Documentation of your absences and notification to supervisor is important in all cases!**

**Longwood University spring and fall breaks do not apply when a student is in an external placement facility.**

3. Maintain **confidentiality** at all times of whom and what you observe or the work that you do. Discuss your client and any associated situations with the supervisor or appropriate Longwood University instructors **only**.

4. Meet with the supervisor according to a prescribed schedule (weekly at the beginning of the semester, less frequently toward the end of the semester).

5. Respond appropriately to the supervisor's constructive feedback related to the design and implementation of therapy. Following each observed session, the supervisor will provide the student clinician with written feedback (for the clinic and clinic contract assignments). The student's subsequent task will be to adjust therapy design or interaction to accommodate feedback.

6. All work submitted to clinical supervisors must be typed and without error. If errors or necessary changes are noted by the supervising SLP, documents will be returned to the student for correction and resubmission prior to collection of appropriate signatures.

7. Submit written reports in a timely fashion. Therapy plans must be submitted prior to implementation. For placements at the clinic, diagnostic reports are expected within seven days following the evaluation. Final progress reports must be submitted 1 week prior to the end of the semester, so the supervisor can provide feedback and the report is ready for discussion with the caregiver at the last session of the semester.

### **Honor Code**

Students are expected to abide by the Longwood University Honor Code at all times. Any suspicion of a violation will be immediately investigated and university policy will be followed.

**Grading:** The supervisor(s) evaluation of the student along with the successful submission of all required forms (as listed above) and case study presentation will determine the student's course grade. Students must achieve a grade of B- or better in all practicum courses. **Supervisor evaluation 70% and case study 30%**

### **Grading Scale:**

<b>Clinical Performance Rating</b>	<b>Letter Grade</b>
2.3 and above	A
2.21-2.29	B+
2.08-2.20	B
2.01-2.07	B-
2.00 and below	C

### **Mandatory Reporting of Crimes and Sexual Misconduct**

In accord with its history and mission, Longwood University believes that each individual should be treated with respect and dignity and that any form of crime or violence is incompatible with Longwood's commitment to the dignity and worth of the individual. Longwood University is committed to providing a healthy living, learning and working environment which promotes personal integrity, civility and mutual respect. If you have been the victim of a crime or sexual misconduct we encourage you to report this. If you disclose this to a faculty member or employee (with the exception of our Limited Reporting and Confidential Reporting Resources; for example, the Counseling and Psychological Services (CAPS) staff), they are required by law to notify the appropriate University officials. The faculty member or employee cannot maintain complete confidentiality and is required to report the information that has been shared. Please know that all reported information is treated with discretion and respect and kept as private as possible. For more information about your options at Longwood:

<http://www.longwood.edu/titleix>

<http://www.longwood.edu/police/crimereports.htm>

<http://www.longwood.edu/studentconduct/sexual-misconduct/>

### **Disability Statement**

If you have a disability and require accommodations, please meet with me early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (note taking support, extended time or tests, etc.), you will need to register with the Office of Disability Resources (Graham Hall, 395-2391). The office will require appropriate documentation of disability. All information is kept confidential.

### Class Schedule

This schedule is tentative and may be revised during the semester if necessary

Date	CANVAS Module	Topic	Reading
	<b>Module 1</b>	First Half of Practicum Midterm	
	<b>Module 2</b>	Second Half of Practicum Final Grade	

# PROGRAM CHANGE CURRICULUM FORM UNDERGRADUATE

<b>Department:</b> History, Political Science, and Philosophy	<b>Submission Date:</b> 2/6/2018
<b>Major</b> <input type="checkbox"/> <b>Minor</b> <input type="checkbox"/> <b>Concentration</b> <input checked="" type="checkbox"/> <b>Certificate</b> <input type="checkbox"/>	
<b>Catalog Year of Implementation (must be next academic year or later):</b> 2018-19	
<b>If retroactive, specify catalog year:</b>	

## I. SUMMARY OF PROPOSED PROGRAM CHANGE INFORMATION

	Check if no change	
CURRENT (required)		PROPOSED CHANGE (if applicable)
<b>Program Name:</b> <u>Teacher Preparation in History and Social Science BA Degree</u>	<input checked="" type="checkbox"/>	
<b>Credit Hours:</b> <u>138</u>	<input type="checkbox"/>	<u>133 - 137</u>
If yes, enter a justification for the change in credit hours. Implementation of the new Core Curriculum will allow students to use some coursework to meet both Core and Major requirements at the same time. Note that this is a reduction in required credit hours.		
<b>Course(s) to be added:</b> _____	<input type="checkbox"/>	<u>HIST 125; HIST 126; HIST 150; HIST 151; HIST 382; ECON 218</u>
<b>Course(s) to be removed:</b> <u>HIST 100; HIST 110; HIST 120; HIST 130; EDUC 370; ECON 111</u>	<input type="checkbox"/>	
Indicate courses to be substituted for removed courses <b>Course(s) to be changed:</b> _____	<input checked="" type="checkbox"/>	<u>HIST 150; HIST 151; HIST 125; HIST 126; HIST 382; ECON 218</u>
<b>Other Changes:</b> _____	<input type="checkbox"/>	<u>C or better required for HIST 125, HIST 126, HIST 150, HIST 151. Designated as Pillar requirements: PSYC 101, HIST 222, POSC 100.</u>

## II. PROPOSED REVISION IN CATALOG DESCRIPTION OF PROGRAM

### ~~TEACHER PREPARATION IN HISTORY AND SOCIAL SCIENCE BA DEGREE~~

~~Majors in history seeking an endorsement for History and Social Science secondary education in Virginia should be thoroughly familiar with the professional education requirements for entry into and completion of the Teacher Preparation program listed elsewhere in this catalog. Concentrators must complete coursework in history, political science, geography, economics, psychology, sociology, and education. To qualify for EDUC 370: Practicum II, concentrators must complete both halves of world history and both halves of the US history survey courses, and either HIST 100: Foundations of Western Civilization or HIST 110: Modern Western Civilization with no less than a grade of C in each course. Concentrators will take HIST 300: Teaching History and Social Sciences in the Secondary School in the spring semester before the year they will complete student teaching. Additionally, they must complete all coursework requirements and pass the Praxis II: Social Studies Content Knowledge test before they may proceed to student teaching (HIST 482: Directed Teaching in the Secondary School).~~

#### ~~A. General Education Core Requirements/38 credits~~

~~Students are required to take either POSC 331 or 332 for General Education Goal 12.~~

#### ~~B. Additional Degree Requirements/6 credits~~

#### ~~C. Major Requirements/61 credits~~

~~Core Requirements/10 credits (plus 6 credits included in General Education)~~

# PROGRAM CHANGE CURRICULUM FORM

## UNDERGRADUATE

HIST 120	World History to 1500/3 credits
HIST 130	World History: 1500 to the Present/3 credits
	(satisfies General Education Goal 9)
HIST 221	United States History Colonial Times to 1877/3 credits
	(satisfies General Education Goal 8)
HIST 222	United States History 1877 to Modern Times/3 credits
HIST 250	Historical Methods/3 credits
HIST 450	Career Preparation in History/1 credit

### 1. UNITED STATES HISTORY/6 credits

*Choose one of the following US History courses:*

HIST 320	African American History/3 credits
HIST 324	American Indian History/3 credits

*Choose three additional credits from courses at the 300 level or above identified as US—United States History Electives in the History Course Descriptions. NOTE: If HIST 407, 408, 409 Seminar in U.S. History is taken to fulfill this requirement a second seminar course is required to fulfill the Seminar in History requirement.*

### 2. EUROPEAN HISTORY/6 credits

*Choose six credits from courses at the 300 level or above identified as EU—European History Electives in the History Course Descriptions. NOTE: If HIST 414, 415, 416 Seminar in European History is taken to fulfill this requirement a second seminar course is required to fulfill the Seminar in History requirement.*

### 3. NON WESTERN HISTORY AND POLITICS/3 credits

*Choose three credits from courses at the 200 level or above identified as NW—Non Western History Electives in the History Course Descriptions.\*\**

**\*\*** This requirement may also be satisfied with POSC 375 Latin American Politics and Government/3 credits

**\*\*** If HIST 420, 421, 422 Seminar in Non Western History is taken to fulfill this requirement a second seminar course is required to fulfill the Seminar in History requirement.

### 4. SEMINAR IN HISTORY/3 credits

*Choose three credits from the following Seminar courses:*

HIST 407, 408, 409	Seminar in U.S. History/3 credits
HIST 414, 415, 416	Seminar in European History/3 credits
HIST 420, 421, 422	Seminar in Non Western History/3 credits

### 5. POLITICAL SCIENCE/6 credits

*Choose six credits from the following Political Science courses:*

POSC 255	Introduction to Comparative Politics/3 credits
POSC 275	The American Judiciary/3 credits
POSC 343	American Foreign Policy/3 credits
POSC 350	The American Presidency/3 credits
POSC 353	The American Congress/3 credits
POSC 357	Constitutional Rights and Liberties/3 credits
POSC 455	Constitutional Law/3 credits

### 6. SOCIAL SCIENCES STATE LICENSURE REQUIREMENTS/27 credits

ECON 111	Contemporary Economic Issues and Social Policy/3 credits
ECON 217	Principles of Economics (Micro Emphasis)/3 credits
GEOG 201	Basic Elements of Geography/3 credits
GEOG 241	Cultural Geography/3 credits
GEOG 352	World Regional Geography/3 credits
POSC 150	American Government and Politics/3 credits
POSC 216	American State and Local Government/3 credits
PSYC 101	Introduction to Psychology/3 credits
SOCL 101	Principles of Sociology/3 credits

### D. Secondary Education Licensure Grades 6-12/33 credits (Plus 1 credit included in General Education)

*(One credit of the 12 hour directed teaching experience satisfies General Education Goal 14.)*

EDUC 245	Human Growth and Development/3 credits
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# PROGRAM CHANGE CURRICULUM FORM UNDERGRADUATE

EDUC 260	Introduction to the Teaching Profession/2 credits
EDUC 270	Practicum One Week/1 credit (take in First Summer School session at end of freshman or sophomore year)
EDUC 370	Practicum Three Weeks/3 credits (prerequisite: admission to the Teacher Preparation program; take in First Summer School session at end of sophomore or junior year)
EDUC 432	Content Area Literacy/3 credits
EDUC 455	Principles of Secondary Education/4 credit
EDUC 487	Classroom Management and System Issues/3 credits
HIST 300	Teaching History and the Social Sciences in the Secondary School/3 credits (take in the Spring semester before student teaching; offered only in the Spring semester each year)
EDUC 473	Inquiry into the Classroom Community/3 credits (take the semester following HIST 300)
HIST 482	Directed Teaching of Social Studies in the Secondary School/12 credits

**E. Total credits required for BA in History/Social Science with Secondary Education Endorsement/138**

## TEACHER PREPARATION IN HISTORY AND SOCIAL SCIENCE BA DEGREE

Majors in history seeking an endorsement for History and Social Science secondary education in Virginia should be thoroughly familiar with the professional education requirements for entry into and completion of the Teacher Preparation program listed elsewhere in this catalog. Concentrators must complete coursework in history, political science, geography, economics, psychology, sociology, and education. To qualify for HIST 382: Practicum in Teaching History and the Social Sciences in the Secondary School, concentrators must complete both halves of world history and both halves of the US history survey courses, and either HIST 150: Historical Inquiry I or HIST 151: Historical Inquiry II with no less than a grade of C in each course. Concentrators will take HIST 300: Teaching History and Social Sciences in the Secondary School in the spring semester before the year they will complete student teaching. Additionally, they must complete all coursework requirements and pass the required assessments for state licensure (Virginia Communication Literacy Assessment and Praxis II: Social Studies Content Knowledge) before they may proceed to student teaching (HIST 482: Directed Teaching in the Secondary School).

### A. Core Curriculum Requirements/39-40 credits

- History majors in Teacher Preparation are required to take PSYC 101, which fulfills the Scientific Reasoning pillar of the Foundations requirements.
- History majors in Teacher Preparation are required to take HIST 221, which fulfills the Historical and Contemporary Insights pillar of the Foundations requirements.
- History majors in Teacher Preparation are required to take POSC 100, which fulfills the Human Behavior and Social Institutions pillar of the Foundations requirements.
- History majors in Teacher Preparation are required to take HIST 125, which fulfills the Global Citizenship pillar Foundations requirement for students who place into a 200-level language course or above.
- Core Curriculum Perspectives courses with a HIST or POSC prefix may also be used to satisfy the associated major requirements in the United States History, European History, Non-Western History and Politics and Political Science categories listed below.

### B. Additional Degree Requirements/3 credits

In addition to the courses required for the Core Curriculum Program, students completing the History BA Degree are required to take one additional course in either the Humanities or Foreign Language.

### C. Major Requirements/58-61 credits

As noted in section A some courses that meet major requirements are also designated Core Curriculum courses; such courses taken to meet Core requirements will be considered to also satisfy the associated major requirements.

#### 1. FOUNDATION REQUIREMENTS/13-16 credits (Plus 3-6 credits included in Core Curriculum)

HIST 125	World History I/3 credits (Satisfies FGLO Pillar for some students)
HIST 126	World History II/3 credits
HIST 150	Historical Inquiry I/3 credits
or HIST 151	Historical Inquiry II/3 credits

# PROGRAM CHANGE CURRICULUM FORM

## UNDERGRADUATE

HIST 221	United States History Colonial Times to 1877/3 credits ( <i>Satisfies FHCI Pillar</i> )
HIST 222	United States History 1877 to Modern Times/3 credits
HIST 250	Historical Methods/3 credits
HIST 450	Career Preparation in History/1 credit

### 2. UNITED STATES HISTORY/6 credits

*Choose one of the following US History courses:*

HIST 320	African American History/3 credits
HIST 324	American Indian History/3 credits

*Choose three additional credits from courses at the 300-level or above identified as US – United States History Electives in the History Course Descriptions.*

### 2. EUROPEAN HISTORY/6 credits

*Choose six credits from courses at the 300-level or above identified as EU – European History Electives in the History Course Descriptions.*

### 3. NON-WESTERN HISTORY AND POLITICS/3 credits

*Choose three credits from courses at the 200-level or above identified as NW – Non-Western History Electives in the History Course Descriptions.\**

\* This requirement may also be satisfied with POSC 375 Latin American Politics and Government/3 credits

### 4. SEMINAR IN HISTORY/3 credits

*Choose three credits from the following Seminar courses:*

HIST 407, 408, 409	Seminar in U.S. History/3 credits
HIST 414, 415, 416	Seminar in European History/3 credits
HIST 420, 421, 422	Seminar in Non-Western History/3 credits

### 5. POLITICAL SCIENCE/6 credits

*Choose six credits from the following Political Science courses:*

POSC 200	Global Politics/3 credits
POSC 275	The American Judiciary/3 credits
POSC 343	American Foreign Policy/3 credits
POSC 350	The American Presidency/3 credits
POSC 353	The American Congress/3 credits
POSC 357	Constitutional Rights and Liberties/3 credits
POSC 455	Constitutional Law/3 credits

### 6. SOCIAL SCIENCES STATE LICENSURE REQUIREMENTS/21 credits (*Plus 6 credits included in Core Curriculum*)

ECON 217	Principles of Economics (Micro Emphasis)/3 credits
ECON 218	Principles of Economics (Macro Emphasis)/3 credits (Prerequisite: ECON 217)
GEOG 201	Basic Elements of Geography/3 credits
GEOG 241	Cultural Geography/3 credits
GEOG 352	World Regional Geography/3 credits
POSC 100	The American Political System/3 credits ( <i>Satisfies FHBS Pillar</i> )
POSC 216	American State and Local Government/3 credits
PSYC 101	Introduction to Psychology/3 credits ( <i>Satisfies FSRC Pillar</i> )
SOCL 105	Sociology in Practice/3 credits

### D. Secondary Education Licensure Grades 6-12/33 credits

EDUC 245	Human Growth and Development/3 credits
EDUC 260	Introduction to the Teaching Profession/2 credits
EDUC 270	Practicum One-Week/1 credit (take in First Summer School session at end of freshman or sophomore year)
EDUC 432	Content Area Literacy/3 credits
EDUC 455	Principles of Secondary Education/1 credit
EDUC 487	Classroom Management and System Issues/3 credits
HIST 300	Teaching History and the Social Sciences in the Secondary School/3 credits (take in the Spring semester before student teaching; offered only in the Spring semester each year)
HIST 382	Practicum in Teaching History and the Social Sciences in the Secondary School/2 credits (take during the same semester as HIST 300)



## PROGRAM CHANGE CURRICULUM FORM UNDERGRADUATE

EDUC 473	Inquiry into the Classroom Community/3 credits (take the semester following HIST 300)
HIST 482	Directed Teaching of Social Studies in the Secondary School/12 credits

**E. Total credits required for BA in History/Social Science with Secondary Education Endorsement/133-137**

### HISTORY COURSE DESCRIPTIONS (HIST)

General Education Course \*  
Writing Intensive Course WR  
Speaking Intensive Courses SP  
American History Elective US  
European History Elective EU  
Non-Western History Elective NW

### III. RATIONALE FOR PROPOSED CHANGES

HIST 100, 110, 120, 130 have been adapted to meet new Core Curriculum SLOs and have been approved as pillar courses under the numbers HIST 150, 151, 125, 126. Major requirements have been adjusted to reflect the new Core Curriculum requirements. Offering EDUC 370 became untenable due to school systems unwillingness to host practicum students during the SOL testing period. HIST 382 replaces EDUC 370 and embeds it in the spring semester where it is designed to work in complement with the methods class HIST 300. The change needs to be retroactive to 2016-2017 because EDUC 370 has already been eliminated and current freshmen and sophomores must replace it with HIST 382. ECON 218 will now be required for licensure in place of ECON 111 as ECON 111 will not be offered by the College of Business in order to offer sections of CTZN 110. The ECON 217-218 sequence prepares students to teach secondary school economics.

### IV. RESOURCE ASSESSMENT, IF CHANGE WARRANTS IT

**A. Estimate any change in staff requirements that would result from the program change.**

None.

**B. Estimate the amount and cost of any extra equipment, library resources, computer hardware or software, or other resources that would be required to carry out the program change.**

None.

### V. AFFECTED DEPARTMENTS OR PROGRAMS

If the proposed program changes could have an impact on other departments or programs, the appropriate affected chairs or program directors should be notified of the proposed changes. Where teaching licensure may be affected, the licensure officer should also be notified.

**A. List other departments/programs that might be affected.**

No change.

**PROGRAM CHANGE CURRICULUM FORM  
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**B. List individuals contacted and date contacted.**

N/A

All curriculum proposals/changes are processed in the date order received.  
Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.

For the Curriculum Development Handbook and all forms, see <http://blogs.longwood.edu/curriculum/>.

The signature page follows as a separate sheet.

# PROGRAM CHANGE CURRICULUM FORM UNDERGRADUATE

## V. APPROVALS

**Department:** History, Political Science, and Philosophy

**Program Name:** Teacher Preparation in History and Social Science BA Degree

### SIGNATURE PAGE

	Date Received	Date Approved	Signature
1. Department Curriculum Committee Chair	_____	_____	_____
2. Department Chair	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:			
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
3. College Dean	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____
5. EPC	_____	_____	_____
6. Faculty Senate *	_____	_____	_____
7. Provost/VPAA *	_____	_____	_____
8. OAIR * (notification)	_____	_____	_____
9. BOV/SCHEV *	Provost/VPAA will submit materials for approval		
10. Received by Registrar	_____		

\* **Substantive changes, including changes in degree program title, require additional approvals. See the approval process matrices on the Academic Initiatives and Curriculum Development blog and consult the EPC chair prior to submitting materials.**

**All curriculum proposals/changes are processed in the date order received. In order to be included in the next academic year's catalog, all paperwork must be submitted no later than:**

- February 1 to the College Curriculum Committee
- March 1 to the Educational Policy Committee (EPC)

**Changes that affect spring advising for fall classes must have received approval from EPC and Senate before the registrar opens up the fall schedule for registration in March. Such proposals should reach the chair of EPC by the end of the fall semester. Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.**

**PROGRAM CHANGE CURRICULUM FORM  
UNDERGRADUATE**

# PROGRAM CHANGE CURRICULUM FORM UNDERGRADUATE

<b>Department:</b> History, Political Science, and Philosophy	<b>Submission Date:</b> 1/30/2018
<b>Major</b> <input type="checkbox"/> <b>Minor</b> <input checked="" type="checkbox"/> <b>Concentration</b> <input type="checkbox"/> <b>Certificate</b> <input type="checkbox"/>	
<b>Catalog Year of Implementation (must be next academic year or later):</b> 2018-19	
<b>If retroactive, specify catalog year:</b> Enter retroactive catalog year.	

## I. SUMMARY OF PROPOSED PROGRAM CHANGE INFORMATION

CURRENT (required)	Check if no change	PROPOSED CHANGE (if applicable)
<b>Program Name:</b> <u>Minor in History</u>	<input checked="" type="checkbox"/>	_____
<b>Credit Hours:</b> <u>18</u>	<input type="checkbox"/>	<u>21</u>
<p>If yes, enter a justification for the change in credit hours.            Under the old catalog eighteen credits of coursework in History plus General Education Goal 7 (3 credits) were required. The Goal 7 credits were counted separately from the eighteen. The proposed change, therefore, does not actually increase the number of required credit hours.</p>		
<b>Course(s) to be added:</b> _____	<input checked="" type="checkbox"/>	_____
<b>Course(s) to be removed:</b> <u>HIST 100; HIST 110; HIST 120; HIST 130</u>	<input type="checkbox"/>	_____
Indicate courses to be substituted for removed courses		<u>HIST 150; HIST 151; HIST 125; HIST 126</u>
<b>Course(s) to be changed:</b> _____	<input checked="" type="checkbox"/>	_____
<b>Other Changes:</b> _____	<input checked="" type="checkbox"/>	_____

## II. PROPOSED REVISION IN CATALOG DESCRIPTION OF PROGRAM

**~~MINOR IN HISTORY~~**  
~~Students seeking a minor are required to complete 18 credits of work and satisfy General Education Goal 7. General Education Goals 8 and 9 may also be satisfied by taking courses in the History minor.~~

~~HIST 100 Foundations of Western Civilization/3 credits (may satisfy General Education Goal 7)~~  
~~or HIST 120 World History to 1500/3 credits (may satisfy General Education Goal 9)~~  
~~HIST 110 Modern Western Civilization/3 credits (may satisfy General Education Goal 7)~~  
~~or HIST 130 World History: 1500 to Present/3 credits (may satisfy General Education Goal 9)~~  
~~HIST 221 United States History Colonial – 1877/3 credits (may satisfy General Education Goal 8)~~  
~~HIST 222 United States History 1877 – Modern Times/3 credits (may satisfy General Education Goal 8)~~  
~~History Electives/9 credits at 200 level or above~~

**MINOR IN HISTORY**  
 Students seeking a minor are required to complete 21 credits of work. Students may count up to two Pillar courses and one Perspectives course toward the minor.

HIST 125 World History I/3 credits  
 or HIST 150 Historical Inquiry I/3 credits  
 HIST 126 World History II/3 credits  
 or HIST 151 Historical Inquiry II/3 credits  
 HIST 221 United States History Colonial – 1877/3 credits  
 HIST 222 United States History 1877 – Modern Times/3 credits  
 History Electives/9 credits at 200 level or above

**PROGRAM CHANGE CURRICULUM FORM  
UNDERGRADUATE**

**III. RATIONALE FOR PROPOSED CHANGES**

HIST 100, 110, 120, 130 have been adapted to meet new Core Curriculum SLOs and have been approved as pillar courses under the numbers HIST 125, 126, 150, 151.

**IV. RESOURCE ASSESSMENT, IF CHANGE WARRANTS IT**

**A. Estimate any change in staff requirements that would result from the program change.**

No change

**B. Estimate the amount and cost of any extra equipment, library resources, computer hardware or software, or other resources that would be required to carry out the program change.**

None

**V. AFFECTED DEPARTMENTS OR PROGRAMS**

If the proposed program changes could have an impact on other departments or programs, the appropriate affected chairs or program directors should be notified of the proposed changes. Where teaching licensure may be affected, the licensure officer should also be notified.

**A. List other departments/programs that might be affected.**

[Click here to respond.](#)

**B. List individuals contacted and date contacted.**

[Click here to respond.](#)

All curriculum proposals/change are processed in the date order received.

Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.

For the Curriculum Development Handbook and all forms, see <http://blogs.longwood.edu/curriculum/>.

The signature page follows as a separate sheet.

# PROGRAM CHANGE CURRICULUM FORM UNDERGRADUATE

## V. APPROVALS

**Department:** History, Political Science, and Philosophy

**Program Name:** Minor in History

### SIGNATURE PAGE

	Date Received	Date Approved	Signature
1. Department Curriculum Committee Chair	_____	_____	_____
2. Department Chair	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:			
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
3. College Dean	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____
5. EPC	_____	_____	_____
6. Faculty Senate *	_____	_____	_____
7. Provost/VPAA *	_____	_____	_____
8. OAIR * (notification)	_____	_____	_____
9. BOV/SCHEV *	Provost/VPAA will submit materials for approval		
10. Received by Registrar	_____		

\* **Substantive changes, including changes in degree program title, require additional approvals. See the approval process matrices on the Academic Initiatives and Curriculum Development blog and consult the EPC chair prior to submitting materials.**

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- February 1 to the College Curriculum Committee
- March 1 to the Educational Policy Committee (EPC)

**Changes that affect spring advising for fall classes must have received approval from EPC and Senate before the registrar opens up the fall schedule for registration in March. Such proposals should reach the chair of EPC by the end of the fall semester. Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.**

**PROGRAM CHANGE CURRICULUM FORM  
UNDERGRADUATE**



# COURSE CHANGE CURRICULUM FORM UNDERGRADUATE NON-CORE CURRICULUM

<b>Department:</b> Health, Athletic Training, Recreation, and Kinesiology	<b>Submission Date:</b> 2/19/2018
<b>Catalog Year of Implementation (must be next academic year or later):</b> 2018-19	

## I. PROPOSED COURSE CHANGE INFORMATION

CURRENT (required)	Check if no change	PROPOSED CHANGE (if applicable)
<b>Course Prefix:</b> <u>HPEP</u>	<input checked="" type="checkbox"/>	_____
<b>Course Number:</b> <u>202</u>	<input checked="" type="checkbox"/>	_____
<b>Course Title:</b> <u>Introduction to Physical Education</u>	<input checked="" type="checkbox"/>	_____
<b>Credit Hours:</b> <u>3</u>	<input type="checkbox"/>	<u>2</u>

If yes, enter a justification for the change in credit hours and include a copy of the **current** syllabus.  
Enter a justification for the change in credit hours.

**May this course be repeated for credit when content changes?**     Yes     No

If yes, maximum credit hours:

<b>Prerequisites:</b> <u>Health and Physical Education major and overall grade point average of at least 2.0.</u>	<input checked="" type="checkbox"/>	
<b>Writing Intensive:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Speaking Intensive:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No

If adding a speaking intensive designation, attach a copy of the department speaking intensive policy.

<b>Cross-listed Prefix:</b> _____	<input checked="" type="checkbox"/>	
<b>Cross-listed Number:</b> _____	<input checked="" type="checkbox"/>	

### Current Catalog Copy:

This is course introduces the future physical educator to the history, philosophies, and basic skills necessary to teach in a movement setting. This course provides an overview of physical education standards (national and state), lesson planning, lesson implementation, assessment, and reflection. The course is both classroom and activity-based. Prerequisites: Health and Physical Education major and overall grade point average of at least 2.0. 3 credits.

### Proposed New Catalog Copy (Must match description on proposed course syllabus):

This is course introduces the future physical educator to the history, philosophies, and basic skills necessary to teach in a movement setting. This course provides an overview of physical education standards (national and state), lesson planning, lesson implementation, assessment, and reflection. The course is both classroom and activity-based. Prerequisites: Health and Physical Education major and overall grade point average of at least 2.0. 2 credits.

Delete course from catalog

Submit course to storage

**COURSE CHANGE CURRICULUM FORM  
UNDERGRADUATE NON-GENERAL EDUCATION**

Attach a proposed syllabus in the format specified by the FPPM that contains the proposed changes. Course description on syllabus must match the proposed new catalog copy provided above.

**II. REQUIRED FOR MAJOR, MINOR, CONCENTRATION**

HPE major, Pk-12 Licensure Concentration or Health Promotion Concentration

**III. RATIONALE FOR PROPOSED CHANGES**

This change reflects the current requirements for the HPE major in accordance with national standards. In addition, this change will keep the overall credits for the major the same to compensate for the new core curriculum credit changes.

**IV. RESOURCE ASSESSMENT, IF CHANGE WARRANTS IT**

**A. How frequently do you anticipate offering this course?**

Once per academic year

**B. Describe anticipated change in staffing for the course:**

None

**C. Estimate the cost of new equipment required due to the change:**

None

**D. Estimate the cost and describe additional library resources:**

None

**E. Will the change in the course require additional computer use, hardware or software? No**

If yes, please describe and estimate cost: [Click here to respond](#)

**F. Will a new or changed course fee be assessed? No**

If yes, the **Fee Recommendation Worksheet** must accompany this form. See the Budget Office forms page at <http://solomon.longwood.edu/offices--departments/budget-office/forms--documents/>.

All curriculum proposals/changes are processed in the date order received.  
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For the Curriculum Development Handbook and all forms, see <http://blogs.longwood.edu/curriculum/>.

The signature page follows as a separate sheet.

**COURSE CHANGE CURRICULUM FORM  
UNDERGRADUATE NON-GENERAL EDUCATION**

V. APPROVALS

**Course Prefix:** HPEP **Course Number:** 202

**Course Title:** Introduction to Physical Education

A change to the title or course number on this form implies that title or course number will change anywhere it occurs in the catalog.

**SIGNATURE PAGE**

	<b>Date Received</b>	<b>Date Approved</b>	<b>Signature</b>
1. Department Curriculum Committee Chair	_____	_____	_____
2. Department Chair	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:			
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
3. College Dean	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____
5. EPC *	_____	_____	_____
6. Faculty Senate *	_____	_____	_____
7. Received by Registrar	_____		

\* EPC and Senate approval required for change in credit hours.

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Introduction to Physical Education Profession  
HPEP 202  
Fall

Instructor:  
Office location:  
Office phone:  
Office hours:

**Course description:** This course introduces the future physical educator to the history, philosophies, and basic skills necessary to teach in a movement setting. This course provides an overview of physical education standards (national and state), lesson planning, lesson implementation, assessment, and reflection. The course is both classroom and activity-based. Prerequisites: Health and Physical Education major and overall grade point average of at least 2.0. 2 credits.

**Course objectives:**

Upon successful completion of this course, the teacher candidate will be able to:

1. Identify historical perspectives of physical education issues and relevant legislation. (part of NASPE 1.4)
2. Identify the activities and characteristics of physical education and sport in selected periods and societies throughout history.
3. Explain how conditions and developments in sport and physical education in previous periods of history have influenced or are related to the current status of sport and physical education.
4. Identify selected important persons and their contributions which have had a significant influence on the development of modern sport and physical education.
5. Identify traditional sports and activities as well as current trends in physical education and sport in countries outside the USA.
6. Identify and describe significant social and political issues relating to the Olympic Games.
7. Identify philosophical and social perspectives of physical education issues and legislation. (NASPE 1.4).
8. Discuss the relationship between different social institutions and conditions (including politics, religion and ritual, socio-economic status, the military, and systems of formal education) and sport and physical education.
9. Identify some of the relevant issues confronting physical education and sport today.
10. Explain/defend purposes and values of physical education. (NASPE 1.4)
11. Plan and implement lessons based on selected motor learning theories. (NASPE 1.1, 1.2, 3.3, 3.4)
12. Describe and implement selected Teaching Styles (such as Styles A and B as described in Mosston, 2002) utilized in physical education lessons. (NASPE 4.2, 4.3)
13. Select and implement current technology to promote student learning in physical education. (NASPE 3.7)
14. Demonstrate knowledge of the Commonwealth of Virginia's Physical Education Standards of Learning and 2014 NASPE National Standards and Grade-Level Outcomes in K-12 Physical Education. (NASPE 3.2)
15. Describe and implement procedures to maximize learning time. (NASPE 4.5)

**Required Text:**

Mechikoff, R. A. (2014). *A history and philosophy of sport and physical education: From ancient civilizations to the modern world* (6th ed.). Boston, MA: WCB McGraw-Hill

Graham, G. (2008). *Teaching Children Physical Education: Becoming a Master Teacher* (3rd Ed.). Champaign, IL: Human Kinetics.

SHAPE America (2014). *National Standards & Grade Level Outcomes for K-12 Physical Education*.  
Champaign, IL: Human Kinetics.

Physical & Health Education Teacher Education (PHETE) Program. Admission and Retention Handbook  
(2017-2018).

**Course Content:**

- I. Course Policy and Procedures
- II. History, philosophy and sociology of physical education and sport
  - A. History and Philosophy of Sport and Physical Education

**III. Theory & Pedagogy**

- A. National Standards & Virginia Standards of Learning in Physical Education
- B. Planning
- C. Lesson Plans (template)
- D. Objectives
- E. Learning Domains
- F. Set Induction
- G. Instant Activities
- H. Demonstrations

**IV. Instructor Led Teaching (practical)**

- A. Sample teaching sessions (Comparative Discussion, Reflection, and Action Plan)

**V. Student Led Teaching (practical)**

- A. Target Games
- B. Student Choice

**Course Schedule:** Note: This is a tentative course outline and is subject to change.

<i>Date</i>	<i>Topic</i>	<b>Read</b>	<b>Assignments</b>	<b>Teacher Behavior</b>	<b>Lesson Planning</b>	<b>Reflection</b>
<i>Week 1 - Tuesday</i>	<b>Module 1</b> Course introduction Dispositions History & Philosophy Overview	Mechikoff Chapter 1				
<i>Thursday</i>	Continued – Egypt, China, Mesoamerica	Chapter 2	<b>Quiz # 1</b>			
<i>Week 2 Tuesday</i>	Continued - Greece	Chapter 3				
<i>Thursday</i>	<b>Module 2</b> Philosophy of Sport & PE	Chapter 8	<b>Quiz # 2</b>			
<i>Week 3 Tuesday</i>	Continued	Chapter 9				
<i>Thursday</i>	Continued	Chapter 10	<b>Quiz # 3</b>			
<i>Week 4</i>	<b>Module 3</b>	Chapter 15				

<b>Tuesday</b>	Social & Political History of Olympics					
<b>Thursday</b>	Continued	Chapter 16	<b>Quiz # 4</b>			
<b>Week 5 Tuesday</b>	Continued	Chapter 17				
Thursday	History & Philosophy Exam		Paper due			
Week 6 Tuesday	<b>Module 4</b> Section Introduction: What should physical education look like? What kind of teacher are you? National & VA State Physical Education Standards Safety / Risk Assessment	Graham Chapter 1  National standards  VA Standards of Learning	<b>Quiz #5</b> Syllabus National & VA Standards of Learning			
Thursday	<b>Module 4</b> continued The challenge of teaching physical education					
Week 7 Tuesday	<b>Module 5</b> Planning & Lesson Plans Objectives (Psychomotor, Cognitive, Affective) Reflection 'in action' and 'on action'	<b>Chapter 2</b>	<b>Quiz #6</b> Planning Objectives		<b>Lesson Plan #1</b> Lesson Objectives VA SOLs	
Thursday	Module 2 – Continued - Planning formats and components					
Week 8 Tuesday	<b>Module 6</b> Creating a positive learning environment	<b>Chapter 3</b>	<b>Quiz #7</b>			
Thursday	Minimizing off-task behavior	<b>Chapter 4</b>	<b>Quiz # 8</b>			
Week 9 Tuesday	<b>Module 7</b> Getting the lesson started Communication	<b>Chapter 5</b>	Set Induction Instant Activity	<b>Video #1</b> Set Induction Instant Activity Motivating	<b>Lesson Plan #1</b> Set Induction Instant Activity	

	Set induction and instant activity Grouping and organizing					
Thursday	<b>Module 8</b> Skill Breakdown (Open & Closed Skills; Discrete, Serial, and Continuous Skills) Skill Cues & common errors Critical Features		<b>Quiz #9</b> Breakdown of Skills			
Week 10 Tuesday	<b>Module 9</b> Demonstrations (examples and non-examples)	<b>Chapter 6</b>	<b>Quiz #10</b> Demonstrations			
Thursday				<b>Video #2</b> Demonstrations Skill Breakdown		
Week 11 Tuesday	Motivating children to practice	<b>Chapter 7</b>				
Thursday	<b>Module 10</b> Instructional Styles A + B Practice Styles Back to the Wall Teacher Movement	<b>Chapter 8</b>	<b>Quiz #11</b> Instructional styles A + B			
Week 12 Tuesday	Developing the Content Task Progression Informing, Extending, Refining, Applying Tasks	<b>Chapter 9</b>	<b>Quiz #12</b> Task Progression			
Thursday				<b>Video #3</b> I, E, R, A	<b>Lesson Plan #1</b> Lesson Activities Time	
Week 13 Tuesday	<b>Module 11</b> Teacher/ Student Interaction Feedback Developmentally Appropriate Pinpointing	<b>Chapter 10</b>	<b>Quiz #13</b> Feedback			

Thursday	<b>Module 9</b> Adaptations/ Modifications Learning Styles	<b>Chapter 12</b>	<b>Quiz #14</b> Adaptations/ Modifications	<b>Video #4</b> Feedback Adaptations/ Modifications		
Week 14 Tuesday	<b>Module 10</b> Assessment Check for Understanding Closure	<b>Chapter 13</b>	<b>Quiz #15</b> Closure Assessment		<b>Lesson Plan #1</b> Closure & Check for Understanding	
Thursday	<b>Micro Teaching – Teaching Target Games</b>			<b>Video #5</b> Closure Check for Understanding	<b>Lesson Plan #1</b> Complete Lesson Plan	<b>Reflection #1</b>
Week 15 Tuesday	<b>Micro Teaching – Student Choice (must have approval from instructor)</b>				<b>Lesson Plan #2</b> Complete Lesson Plan	<b>Reflection #2</b>
Thursday  LAST DAY	<b>Micro Teaching – Student Choice (must have approval from instructor)</b>					<b>Reflection #2</b>
TBA	<b>FINAL EXAM</b>					

**Assignments:**

**Paper (15 points)** Five page paper in which the student selects a historical, philosophical, or social perspectives of Physical Education issues and includes all applicable legislation – Minimum of five references required. This paper will be included in your professional portfolio.

**Quizzes (5 points each).** Students will complete 15 quizzes online throughout the course. These quizzes will be completed before attending class. Quizzes will cover the prior reading material in preparation for class.

**History Exam –(15 points)**

**Cumulative Final Exam (50 points).** Students will complete an online final exam. The exam will be comprehensive and will cover all material in classroom and practical sessions.

**Teaching Behaviors (100 points).** Students must demonstrate competency in 10 different teaching behaviors. All behaviors must receive a mark of ‘acceptable’ or higher. Further information will be provided at a later date. All necessary materials for the assignment can be found on canvas.

**Lesson Plans (25 points each).** Students will complete a lesson plan following the PHETE template every time they teach. Students will complete a micro teach twice throughout the semester. Lesson plans must be turned in prior to the lesson or credit will not be given and students.



**Reflections (10 points each).** Students will complete a reflection immediately following each teaching episode. Further information will be provided at a later date.

### **Learning Opportunities**

Paper	15
Final exam on history	15
Quizzes	5 x 12
Teaching Behaviors	100
Lesson Plans	25 x 2
Reflections	10 x 2
Final Comprehensive Exam	50
<b>Total</b>	<b>320</b>

### **Grading Scale, based on percentage of obtained and possible points**

A = 93-100%
A- = 90-92
B+ = 87-89
B = 83-86%
B- = 80-82
C+ = 77-79
C = 70-79%
C- = 70-72
D+ = 67-69
D = 63-66%
D- = 60-62
F = 59% or less

### **Class Attendance (from University Policies and Procedures Manual)**

1. Students are expected to attend all classes. Failure to attend class regularly impairs academic performance. Absences are disruptive to the educational process for others. This is especially true when absences cause interruptions for clarification of material previously covered, failure to assume assigned responsibilities for class presentations, or failure to adjust to changes in assigned material or due dates.
2. It is the responsibility of each instructor to give students a copy of his or her attendance policy in the course syllabus.
  - a. Instructors may assign a grade of zero or "F" on work missed because of unexcused absences.
  - b. Instructors have the right to lower a student's course grade by no more than one letter grade if the student misses 10% of the scheduled class meeting times for unexcused absences.
  - c. Instructors have the right to assign a course grade of "F" when a student has missed a total (excused and unexcused) of 25% of the scheduled class meeting times.
    - A. Students must assume full responsibility for any loss incurred because of absence, whether excused or unexcused. Instructors should permit students to make up work when the absence is excused. Excused absences are those resulting from the student's participation in a university sponsored activity, from recognizable emergencies, or from serious illness. Faculty may require documentation for excused absences in their attendance policy. Student Health Services can provide documentation for students hospitalized locally or absent at the direction of the Student Health Services personnel.

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There is a strong correlation between points earned and number of classes attended. Further, quizzes, exams, and assignments missed are recorded as a "Zero" unless there is notification from the student to the instructor PRIOR to the missed class AND arrangements for make up work are made and confirmed by both parties.

**Longwood Honor Code:** The Longwood University Honor Code is far more than a set of rules and guidelines to govern student life. The system is a set of moral standards for everyone to follow and take with them

wherever their lives may lead. This Code, which forbids lying, cheating, and stealing, is intended to promote an atmosphere of trust in which students are assumed honorable unless their actions prove otherwise. As members of this institution and community, all students are expected to live by the Honor Code and pledge all class work.

Activities such as plagiarism or cheating on assignments, quizzes, exams, or any other work associated with the course cannot be tolerated. Expect to fail the course AND be called to an Honor Board hearing if you engage in actions which violate the Honor Code. Possible sanctions imposed by the Board include expulsion from the University. Attaining the one or two points you may gain from cheating versus the total loss of course credit or worse is simply not worth the risk. *Do Not Do It!*

**Special Needs:** Any student who feels s/he may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact me privately. If you have not already done so, please contact the Office for Disability Resources (103 Graham Building, 395-2391) to register for services.

**Professionalism.** This concept includes all of the professional behaviors that will be expected when you become a teacher. They include conduct, attendance, turning in work on time, and appearance in professional settings. During “professional” assignments, both in our classroom and outside of it, the PHETE dress code will be followed. In addition to professional dress, professional behavior is expected at all times in the classroom, during all activities related to class, and especially when a teacher candidate is in a teaching setting. High expectations are set for teachers in the field and for those planning to become teachers. To that end, teacher candidates must be aware of the language they use, comments they make, behaviors they display, and personal decisions they make. It is impossible to list everything the teacher candidate should or should NOT do. However, the four dispositions related to professionalism described on page 22 of the PHETE Manual provide an overview. Within the PHETE program, a clear expectation for student dress will be enforced. When the PHETE major is in a school, representing the program at another university or in a Longwood University event, the following dress code applies:

**PHETE dress code:** Students may wear a nylon warm-up or Bermuda-length shorts, collared golf or polo shirt, a Longwood University sweat shirt, and appropriate shoes for indoor or outdoor use. All clothing should be in good repair and fitted for active wear. Students may not chew gum or wear head gear or excessive jewelry. Shirt tails should be tucked in and a belt worn if appropriate. Men should be clean shaven unless they have groomed facial hair. Identification badges should be worn at all times and the teacher candidate **MUST** sign in and sign out when entering/leaving the school. Students who are not professionally dressed will not be allowed to teach and will not receive any credit for the day’s work.

**Other notes:**

1. All cellular phones and communicative devices **MUST** be turned off during class time.
2. A professional work ethic is expected. Neither make-up work nor extra credit work will be assigned in lieu of missed assignments, quizzes, or exams.
3. The instructor reserves the right to modify the course syllabus, should circumstance dictate, in order to improve the course.

**VCLA Requirement:**

Virginia wants highly qualified teachers who can demonstrate competent skills in mathematics, reading, and writing. These competencies must be documented before a student can be admitted into teacher education. You must provide documentation of successfully completing the Virginia Communication and Literacy Assessment (VCLA) test by the conclusion of this semester. Website: [www.vcla.nesinc.com](http://www.vcla.nesinc.com). This test is now available through Pearson Vue in Lynchburg, Newport News, Richmond, Roanoke, and Vienna. A composite score of **470** is required between the reading section and the writing section. You will have approximately four hours to complete both portions. It is an untimed test and the website will provide a great deal of information.

Scores must be posted on the OPS canvas site and a copy given to your instructor before you will receive a grade in this course.

### **Mathematics Competency (ACT or CASE):**

You must provide documentation of successfully completing the ACT or CASE test by the conclusion of this semester. The mathematics competency is met if you achieve a **530** on the math portion of the SAT (AND a composite score of 1100 for verbal and mathematics) or **22** on the mathematics portion of the ACT (and a combined reading and English score of 46). If you have done either of those, then you have met this requirement. If you are using your ACT or SAT mathematics scores, an official copy of those will be needed (We can take copies of copies, but they do need to be copies of official scores). You may have those from the Education Testing Service or you may have them on your high school transcript.

But if you do not have either the SAT or ACT scores, MANY PHETE majors take the Core Academic Skills for Educators (CASE) in mathematics (Test # 5732). You need a score of **150** to pass. The CASE test is computer-based and available in many locations around Virginia (Alexandria, Bristol, Chesapeake, Falls Church, Glen Allen, Lynchburg, and Roanoke. Go to [www.ets.org](http://www.ets.org) for more information and to register. It will cost approx. \$100 to take the test. There is information about the test on the website AND for \$17 more you can have access to an on-line version that you may take as many as 10 times to practice. We recommend this highly. Books to help you prepare will also be on reserve in the Longwood Library, just go to the main desk. There is a three hour time limit on their use. If you do not pass, you must wait 30 days to re-take it.

### **PRAXIS II Information:**

Students will be required to take the PRAXIS II exam in the semester before student teaching. The following areas from this course will be evaluated in the PRAXIS II:

#### Physical Education

#### III. Content Knowledge and Student Growth and Development

##### A. Core Concepts

1. Current and historical trends, issues, and developments in physical education (e.g., laws, teaching methods, theories, concepts and techniques)

#### IV. Management, Motivation, and Communication/Collaboration, Reflection, and Technology

##### B. Communication

1. Effective verbal and nonverbal communication skills in a variety of physical activity settings
2. Specific and appropriate instructional feedback in skill acquisition, student learning, and motivation

#### V. Planning, Instruction, and Student Assessment

##### A. Planning and Instruction

3. Provide feedback to enhance skill development
6. Identification, development and implementation of appropriate program and instructional goals and objectives.
7. Development of unit and lesson plans based on local, state, and national standards; program goals; instructional goals; and student's needs.
8. Appropriate instructional strategies to facilitate learning in the physical activity setting based on selected content, student needs, safety concerns, facilities and equipment and instructional models.
10. Explanations, demonstrations, and appropriate instructional cues and prompts to link physical activity concepts to learning experiences and to facilitate motor skill performance.

#### NASPE/NCATE Standards for Beginning Physical Education Teachers (BPET)

**Standard 1: Scientific and Theoretical Knowledge.** Physical Education teacher candidates know and apply discipline-specific scientific and theoretical knowledge concepts critical to the development of physically educated individuals.

Outcomes – The teacher candidate will:

- 1.1 Describe and apply physiological and biomechanical concepts related to skillful movement, physical activity and fitness.
- 1.2 Describe and apply motor learning, psychological/behavioral theory related to skillful movement, physical activity, and fitness.
- 1.3 Describe and apply motor development theory and principles related to skillful movement, physical activity, and fitness.
- 1.4 Identify historical, philosophical, and social perspectives of physical education issues and legislation.
- 1.5 Analyze and correct critical elements of motor skills and performance concepts.

**Standard 2: Skill and Fitness Based Competence.** Physical Education teacher candidates are physically educated individuals with the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the NASPE K - 12 Standards.

Outcomes – The teacher candidate will:

- 2.1 Demonstrate personal competence in motor skill performance for a variety of physical activities and movement patterns.
- 2.2 Achieve and maintain a health-enhancing level of fitness throughout the program.
- 2.3 Demonstrate performance concepts related to skillful movement in a variety of physical activities.

**Standard 3: Planning and Implementation.** Physical Education teacher candidates plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students.

Outcomes – The teacher candidate will:

- 3.1 Design and implement short and long term plans that are linked to program and instructional goals as well as a variety of student needs.
- 3.2 Develop and implement appropriate (e.g., measurable, developmentally appropriate, performance based) goals and objectives aligned with local, state, and/or national standards.
- 3.3 Design and implement content that is aligned with lesson objectives.
- 3.4 Plan for and manage resources to provide active, fair, and equitable learning experiences.
- 3.5 Plan and adapt instruction for diverse student needs, adding specific accommodations and/or modifications for student exceptionalities.
- 3.6 Plan and implement progressive and sequential instruction that addresses the diverse needs of all students.
- 3.7 Demonstrate knowledge of current technology by planning and implementing learning experiences that require students to appropriately use technology to meet lesson objectives.

**Standard 4: Instructional Delivery and Management.** Physical Education teacher candidates use effective communication and pedagogical skills and strategies to enhance student engagement and learning.

Outcomes – The teacher candidate will:

- 4.1 Demonstrate effective verbal and non-verbal communication skills across a variety of instructional formats.
- 4.2 Implement effective demonstrations, explanations, and instructional cues and prompts to link physical activity concepts to appropriate learning experiences.
- 4.3 Provide effective instructional feedback for skill acquisition, student learning, and motivation.
- 4.4 Recognize the changing dynamics of the environment and adjust instructional tasks based on student responses.
- 4.5 Utilize managerial rules, routines, and transitions to create and maintain an effective learning environment.
- 4.6 Implement strategies to help students demonstrate responsible personal and social behaviors in a productive learning environment.

**Standard 5: Impact on Student Learning.** Physical Education teacher candidates utilize assessments and reflection to foster student learning and inform instructional decisions.

Outcomes – The teacher candidate will:

- 5.1 Select or create appropriate assessments that will measure student achievement of goals and objectives.
- 5.2 Use appropriate assessments to evaluate student learning before, during, and after instruction.
- 5.3 Utilize the reflective cycle to implement change in teacher performance, student learning, and instructional goals and decisions.

**Standard 6: Professionalism.** Physical Education teacher candidates demonstrate dispositions essential to becoming effective professionals.

Outcomes – The teacher candidate will:

- 6.1 Demonstrate behaviors that are consistent with the belief that all students can become physically educated individuals.
- 6.2 Participate in activities that enhance collaboration and lead to professional growth and development.
- 6.3 Demonstrate behaviors that are consistent with the professional ethics of highly qualified teachers.
- 6.4 Communicate in ways that convey respect and sensitivity.

## **PRAXIS II information**

Students who are majoring in Physical & Health Education -Teacher Education will be required to take the PRAXIS II (0857) exam prior to student teaching. Several areas from this course will be evaluated in the PRAXIS II. They are:

### **III. Content knowledge and student growth and development.**

**A. 6 Current and historical trends, issues, and developments in physical education (e.g., laws, teaching methods, theories, concepts, and techniques**

### **IV. Management, motivation, and communication/collaboration, reflection, and technology**

**A. 1 Principles of classroom management practices that create effective learning experiences in physical education settings**

**A. 6 Development and use of an effective behavior management plan.**

**B. 3 Specific and appropriate classroom management and instructional information in a variety of ways (e.g., verbally and nonverbally and via bulletin boards, music, task cards, posters, and technology**

**E. 1 Design, development and implementation of student learning activities that integrate information technology**

### **V. Planning, instruction, and student assessment**

**A. 5 Current issues, trends, and laws affecting the choice of appropriate physical education activities**

**A. 6 Identification, development, and implementation of appropriate programs and instructional goals and objectives**

**A. 7 Development of unit and lesson plans based on local, state, and national standards; program goals; instructional goals; and student needs**

**A.10 Explanations, demonstrations, and appropriate instructional cues, and prompts to link physical activity concepts to learning experiences, and to facilitate motor skill performance**

**B. 1 Assessment of skill performance and fitness via a variety of tools (e.g., observations, data, charts, graphs, and rating scales.)**

**Recommended Web-Sites of Interest:**

Shape America

<http://www.shapeamerica.org/>

National Standards for Physical Education (NASPE)

<http://www.shapeamerica.org/standards/pe/>

State of Virginia Physical Education Standards

[http://www.doe.virginia.gov/testing/sol/standards\\_docs/physical\\_education/complete/stds\\_physedk-12.pdf](http://www.doe.virginia.gov/testing/sol/standards_docs/physical_education/complete/stds_physedk-12.pdf)

PE Central: The premier web site for health and physical education teachers.

<http://www.pecentral.org/>

PE Links 4U

<http://www.pelinks4u.org/>

**Bibliography**

Fronske, H. (2008). Teaching Cues for Sport Skills for Secondary School Students (4<sup>th</sup> Ed.). San Francisco: Pearson.

McCracken, B. (2001). It's Not Just Gym Anymore. Champaign, IL.: Human Kinetics.

Mood, D., Musker, F., & Rink, J. (2012). Sports and Recreational Activities (15<sup>th</sup> Ed.). Boston, MA: McGraw Hill.

Mosston, M., & Ashworth, S. (2002). Teaching Physical Education (5<sup>th</sup>). Boston, MA: Cummings.

National Association for Sport and Physical Education (2004). Moving into the Future: National Standards for Physical Education (2<sup>nd</sup> Ed.). Boston, MA: McGraw Hill.

Schmottlach, N., & McManama, J. (2010). Physical Education Handbook (12<sup>th</sup> Ed.). San Francisco: Pearson.

# PROGRAM CHANGE CURRICULUM FORM UNDERGRADUATE INTERDISCIPLINARY

<b>Department:</b> Liberal Studies (LSTU courses)	<b>Submission Date:</b> 3/12/2018
<b>Major</b> <input checked="" type="checkbox"/> <b>Minor</b> <input type="checkbox"/> <b>Concentration</b> <input type="checkbox"/> <b>Certificate</b> <input type="checkbox"/>	
<b>Catalog Year of Implementation (must be next academic year or later):</b> 2018-19	
<b>If retroactive, specify catalog year:</b> Enter retroactive catalog year.	

## I. SUMMARY OF PROPOSED PROGRAM CHANGE INFORMATION

CURRENT (required)	Check if no change	PROPOSED CHANGE (if applicable)
<b>Program Name:</b> _____	<input checked="" type="checkbox"/>	_____
<b>Credit Hours:</b> _____	<input checked="" type="checkbox"/>	_____
If yes, enter a justification for the change in credit hours. Enter a justification for the change in credit hours.		
<b>Course(s) to be added:</b> _____	<input checked="" type="checkbox"/>	_____
<b>Course(s) to be removed:</b> _____	<input type="checkbox"/>	Remove BA Degree Option
Indicate courses to be substituted for removed courses		
<b>Course(s) to be changed:</b> _____	<input checked="" type="checkbox"/>	_____
<b>Other Changes:</b> _____	<input checked="" type="checkbox"/>	_____

## II. PROPOSED REVISION IN CATALOG DESCRIPTION OF PROGRAM

Please see Catalog Copy for removed BA Degree option.

## III. RATIONALE FOR PROPOSED CHANGES

According to my data on Liberal Studies graduates since 2015, not one Liberal Studies major has pursued the BA degree option, as it adds to their time to degree and does not add marketable content to their teaching licensure. Students who wish to add to their content pursue a minor or a Middle School concentration.

## IV. RESOURCE ASSESSMENT, IF CHANGE WARRANTS IT

**A. Estimate any change in staff requirements that would result from the program change.**  
None

**B. Estimate the amount and cost of any extra equipment, library resources, computer hardware or software, or other resources that would be required to carry out the program change.**  
None

**PROGRAM CHANGE CURRICULUM FORM  
UNDERGRADUATE INTERDISCIPLINARY**

**V. AFFECTED DEPARTMENTS OR PROGRAMS**

If the proposed program changes could have an impact on other departments or programs, the appropriate affected chairs or program directors should be notified of the proposed changes.

**A. List other departments/programs that might be affected.**

None

**B. List individuals contacted and date contacted.**

None

All curriculum proposals/changes are processed in the date order received.  
Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.

For the Curriculum Development Handbook and all forms, see <http://blogs.longwood.edu/curriculum/>.

The signature page follows as a separate sheet.



**PROGRAM CHANGE CURRICULUM FORM  
UNDERGRADUATE INTERDISCIPLINARY**

V. APPROVALS

**Program Name:** Liberal Studies – Remove Degree Option

SIGNATURE PAGE

	Date Received	Date Approved	Signature
1. Interdisciplinary Committee Chair	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:			
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
2. College Dean(s) whose programs may be affected	_____	_____	_____
	_____	_____	_____
	_____	_____	_____
3. EPC	_____	_____	_____
4. Faculty Senate *	_____	_____	_____
5. Provost/VPAA *	_____	_____	_____
6. Received by Registrar	_____		

**\* Substantive changes, including changes in degree program title, require additional approvals. See the approval process matrices on the Academic Initiatives and Curriculum Development blog and consult the EPC chair prior to submitting materials.**

**All curriculum proposals/changes are processed in the date order received. In order to be included in the next academic year’s catalog, all paperwork must be submitted no later than:**

- February 1 to the Interdisciplinary Program Committee
- March 1 to the Educational Policy Committee (EPC)

**Changes that affect spring advising for fall classes must have received approval from EPC and Senate before the registrar opens up the fall schedule for registration in March. Such proposals should reach the chair of EPC by the end of the fall semester. Submission within the deadlines does not guarantee processing in time for the next academic year’s catalog.**

# MANG 497: BUSINESS STRATEGY



**Semester:** SPRING 2018  
**Section/Days/Room/Time:**  
All Sections W 5:30-7:10 Hiner 207  
Section 01 TR 9:30 – 10:45 Hiner 213  
Section 02 TR 11:00 - 12:15 Hiner 213  
Section 03 TR 2:00 – 3:15 Hiner 213  
Section 04 TR 5:30 – 6:45 Hiner 213

**Instructor:** Steven Samaras  
**E-mail:** samarassa@longwood.edu  
**Office:** Hiner G15.3  
**Office Hours:** W 1:30 – 4:30PM  
TR 3:30 – 4:30PM  
& by mutually convenient appointment.  
**Office Phone:** (434) 395 - 4913

*Attendance in all above class times is required!!!*

**Credit Hours:** 4

## BASIC COURSE INFORMATION

### Required Course Materials:

1. Gamble, J.E., Peteraf, M.A., & Thompson, A.A., Essentials of Strategic Management: The Quest for Competitive Advantage, 5<sup>th</sup> edition, McGraw-Hill Education, 2017. There are alternative delivery options (E-Book) or other editions of this text. Check the cases with the schedule in this syllabus to make sure you have all the cases you need.
2. The Business Strategy Game Simulation – Available with purchase of a new text (above) from Longwood University Bookstore. If you acquire your text used or from elsewhere, instructions will be provided on how to acquire access to the simulation. **Do not register for the simulation until instructed to do so and you are assigned to a simulation team.**

### Recommended Course Materials:

1. Supplementary readings may be suggested by the instructor for anyone desiring a perspective different or beyond that offered in the text.

### Course Description:

Integrates the various functional areas of business in terms of policy level decision-making. The comprehensive case study method is used along with a Business Strategy Simulation. 4 Credits. Writing Intensive.

### Recommended Skills/Preparation:

Prerequisites: Cumulative and major GPA of 2.33 or greater, FINA 350, MANG 360, MARK 380, and senior standing.

### Writing Intensive: Speaking Intensive:

Yes  
No

## Tentative Course Schedule (May be adjusted by the instructor if necessary)

Date	Day	Tuesday in Sections	Wednesday All Sections H207	Thursday in Sections
118	R			Introduction to Course / Team Building
123	T	Intro to Simulation / simulation instructions/ simulation registration		
124	W		Lecture Chapter 1 / Strategy / Business Models / Chapter 2 Strategy as Process	
125	R			Chapter 1 Discussion/Lab
130	T	Chapter 2 Discussion/Lab		
131	W		Lecture Chapter 3 External Environment - PESTEL Analysis	
201	R			PESTEL Discussion
206	T	PESTEL Lab		
207	W		Lecture Chapter 3 External Environment - Five Forces Analysis	
208	R			Five Forces Discussion
213	T	Five Forces Lab		
214	W		Lecture Chapter 4 - Resources and Competencies	
215	R			Chapter 4 Discussion/Lab
220	T	Cola Wars		
221	W		Lecture Chapters 5 & 6 - Generic Strategies and Adaptation	
222	R			Chapter 5 & 6 Discussion/Lab
227	T	Chapter 5 & 6 Discussion/Lab		
228	W		Major Field Test Review Session 1 TBA	
301	R			Chapter 8 Lecture /Discussion - Multi-Business Strategy
313	T	Chapter 7 Lecture / Discussion International Strategy		
314	W		Major Field Test Review Session 2 TBA	
315	R			Team Case Workshop
320	T	Case 1 Presentations		

Date	Day	Tuesday in Sections	Wednesday All Sections H207	Thursday in Sections
321	W		Major Field Test Review Session 3 TBA	
322	R			Case 2 Presentations
327	T	Case 3 Presentations		
328	W		Major Field Test Review Session 4 TBA	
329	R			Case 4 Presentations
403	T	Case 5 Presentations		
404	W		MAJOR FIELD TEST IN BUSINESS Locations TBA	
405	R			Individual Case Workshop
410	T	Individual Case Workshop		
411	W		Simulation Recap and Debriefing Instructions	
412	R			Individual Cases to Writing Center Deadline MAKE APPOINTMENTS EARLY!!!!
417	T	Debriefing Workshop		
418	W		Simulation Debriefings Industries TBA	
419	R			Final Case Workshop
424	T	Final Case Workshop		
425	W		Simulation Debriefings Industries TBA	
426	R			Individual Cases DUE by 5:30 PM!!!
501	T	Make-up day		

***SIMULATION 'DECISION ROUND SCHEDULE' on next page.***

# Decision Round Schedule

All times are displayed in the US/Eastern time zone —

Decision	Deadline For Saving Entries	
Quiz 1 Available	24-Jan-2018	8:00 am
Practice Decision 1 - Practice Year 11	31-Jan-2018	11:59 pm
Quiz 1 Deadline	1-Feb-2018	11:59 pm
Quiz 2 Available	2-Feb-2018	8:00 am
Practice Decision 2 - Practice Year 12	3-Feb-2018	11:59 pm
<b>End of Practice Period</b> (Data reset to Year 11 and practice results are no longer available)	5-Feb-2018	11:30 am
Decision 1 - Year 11	10-Feb-2018	11:59 pm
Quiz 2 Deadline	16-Feb-2018	11:59 pm
Decision 2 - Year 12	17-Feb-2018	11:59 pm
Decision 3 - Year 13	24-Feb-2018	11:59 pm
Decision 4 - Year 14	10-Mar-2018	11:59 pm
Decision 5 - Year 15	17-Mar-2018	11:59 pm
Decision 6 - Year 16	24-Mar-2018	11:59 pm
Decision 7 - Year 17	31-Mar-2018	11:59 pm
Decision 8 - Year 18	7-Apr-2018	11:59 pm
Decision 9 - Year 19	12-Apr-2018	11:59 pm
Decision 10 - Year 20	16-Apr-2018	11:59 pm
Comprehensive Exam Available	25-Apr-2018	11:59 pm
End-of-Game Peer Evaluations Available	26-Apr-2018	6:00 am
End-of-Game Peer Evaluations Deadline	3-May-2018	11:59 pm
Comprehensive Exam Deadline	4-May-2018	12:00 pm

## COURSE OBJECTIVES

This course is intended to represent a capstone experience and afford you the opportunity to synthesize everything you have learned and/or experienced into a systematic decision making processes. Success in the business environment often requires a novel approach that takes stock of the strengths and resources that you (individually or your organization) possess and how you configure/deploy the same to take advantage of opportunities and/or defend against threats.

As far as planning for organizations, the ability to make strategy corrections decreases in terms of flexibility and speed as the organization increases in size and in terms of the number of impacted stakeholders. It is in this light that the term “strategy” becomes relevant. The successful organization needs strategies that are tight enough to keep the organization focused on the achievement of long term goals while at the same time not so restrictive as to prevent the organization from growing, diversifying, changing, adapting, and innovating when necessary.

This course has as objectives the following desired outcomes –

1. Understand the relationship between mission, vision, objectives, and strategy
2. Understand and apply the basic methods through which to analyze the macro external and industry environments and how to seek out opportunities and identify potential threats.
3. Understand and apply the basic methods through which to analyze the firm’s internal environment with regard to resources and capabilities while recognizing positions of strengths or weaknesses.
4. Understand and apply the basic methods to analyze the potentially diverse units of a multi-business organization and the implications for resource allocations to those units, as well as the development of synergies.
5. Understand how the differences in culture, politics, legal systems, ethics, and transportation issues of the international environment impact the strategies of global firms.
6. Experience some practice applying the course concepts through the use of business case studies and while competing in a live business strategy simulation.
7. Develop the confidence to make recommendations to key stakeholders in situations where the present strategy is deemed (by virtue of the analytical techniques of the course) to no longer be effective.

### **Upon completion of this course, students should be able to:**

1. Define and understand the relationship between mission, vision, objectives, and strategy
2. Know, understand and apply the basic methods through which to analyze the macro external and industry environments and how to seek out opportunities and identify potential threats.
3. Know, understand and apply the basic methods through which to analyze the firm’s internal environment with regard to resources and capabilities while recognizing positions of strengths or weaknesses.

4. Understand the basic methods to analyze the performance of the diverse units of a multi-business organization and the implications for resource allocations to those units, as well as the development of synergies.
5. Understand the differences in culture, politics, legal systems, ethics, and transportation issues of the international environment impact the strategies of global firms.
6. Apply business concepts through the use of case studies of diverse business situations and the simulation; both of which will challenge your use of the strategic management tools in different configurations.
7. Develop the confidence to make recommendations to key stakeholders in situations where the present strategy may no longer be effective.
8. Present well supported recommendations in a convincing manner using analysis from the course and any other relevant techniques developed in other courses leading up to this capstone.

## Degree Outcomes

In this course students will:



Demonstrate a Conceptual Understanding of Business Disciplines



Demonstrate Critical Thinking Skills in Solving Problems



Demonstrate the Ability to Adapt, to Innovate, and to Solve Problems in an Uncertain and Changeable Environment



Demonstrate A High Degree of Proficiency in Written Communication Skills

## OVERVIEW OF COURSE FORMAT

**Readings and Class Participation:** In order to be able to participate effectively in class and on the cases assigned cases, readings and any other assignments are expected to be completed before the scheduled class sessions. Class time will mostly be devoted to the application of the readings and for use in the analysis of case studies assigned for the course. Most of the readings will be completed in the first half of the semester leaving time for application of concepts and presentations in the second half. During the course, teams will be assigned an industry group for which they are expected to be able to suggest how the course materials may be applicable to that industry. Through these discussions, we can learn a lot about how industry differences complicate strategic management as well as help us to realize that some of the material may not be appropriate in all situations. The cases that are assigned to these teams will be

competitors in or firms closely related to those industries. Up to 25 points will be awarded for consistent participation and contributions in class. If I find that student contributions are not adequate or preparation appears to be weak, I reserve the right to conduct quizzes in order to account for these points. There will be some lectures during class sessions - these lectures should not be considered a substitute for the reading or vice versa. The lectures will often alert you to other perspectives, considerations, applications, or techniques that are not covered in the text. Some of the chapter lectures may be recorded and placed in Canvas for you to revisit at your leisure.

**Case Work:** As indicated on the schedule, you will be reading (all students), analyzing (assigned teams), writing (assigned teams), presenting (assigned teams), and critiquing (all students) several case studies during the semester. Five cases will be presented by teams as per schedule. For each team case, two teams will make formal presentations (instructions to follow). Each team will not be in the room when the other is presenting and the class in the audience should note any differences between the two presentations and ask the teams questions as well as critiquing their ideas and presentations (instructions to follow). Presentations and answers to questions/comments will be worth up to 150 points each (team based).

Every individual in the class will analyze and write a case study which will be announced after the team industries are selected. This writing exercise will take place in two parts. A first draft worth up to 100 points will be presented to the writing center for review and editing on or before April 12. **MAKE YOUR WRITING CENTER APPOINTMENT EARLY** because their availability fills up fast at that time of the semester. If you do not get your paper to the writing center by that date you cannot earn the 100 points. The **FINAL** version of the write-up will be worth up to 250 points and is due at 5:30 PM on April 26. It is the intention of this assignment to serve as the ‘writing intensive’ portion of this course. These individual write-ups will be sent to the University Assessment Committee for evaluation of writing skills and **CRITICAL THINKING**.

For all in-class cases, all teams and all members should participate in the discussion and analysis. This will help you to develop your case analysis skills for the individual write-up case. Individual class participation scores will be based in large part on these contributions.

**Exams:** There will be two exams that will be taken ‘online’ during a scheduled window of opportunity that will be announced. The two exams will be worth 75 points each.

**Simulation:** The “Business Strategy Game” simulation is a great opportunity for you to experience strategy building, implementation, and adjustments in real time with real live competitors. You will be assigned to a team (same as the case team above) which will form a company in the simulation and will compete with other teams in this athletic footwear industry. The simulation is highly complex and will utilize many of the skills you develop in the course as well as in prior courses you have completed. It is essential that the teams develop some rules and procedures related to meeting and making decisions in the simulation, as well as a “strategy” to compete with the other teams. More about the simulation will be presented during the first class sessions. It is essential that you realize that all of the due dates in the schedule are already programmed into the simulation and cannot be changed. If your team misses a decision deadline without saving decisions, the impact on your team strategy and performance could be catastrophic. There will be two scheduled practice rounds for the teams to “get their feet wet” and then ten live rounds that count. Prior to the decision deadline of the first live round



(February 10, 2018 at 11:59PM), each team will provide a brief statement outlining the strategies they are planning for the upcoming simulation. This strategy is not ‘cast in stone’ and will be worth up to 30 points for the team. As a team, you will earn up to 100 points depending on how your team places competitively in the “round of record” (8, 9, or 10 which will not be revealed until after round ten is completed). On April 18 & 25, 2018, each team will be responsible for presenting a detailed debriefing of what they did during the simulation and an explanation of their results. Further instructions will follow. Due to the number of students registered for MANG 497 this term, additional debriefing time may be required and will be announced as the simulation winds down. The debriefing will be worth up to 50 points. In addition, a team that finishes the simulation in a trailing position could earn some of their points (of the 100) back with a thorough presentation of why they ended up where they did in terms of intent or competitive dynamics. Likewise, the winning team could lose some of their points if their presentation is not thorough and honest. Each student will also take two quizzes and a final simulation comprehensive exam through the simulation system (as listed on the simulation schedule) to ascertain that all team members have a working knowledge of the simulation. Each quiz will be worth up to 20 points and the final comprehensive exam will be worth up to 30 points. Each team member will also complete a team member evaluation via the simulation system (will make up part of the whole team member evaluation score).

**Major Field Test in Business (April 4 from 5:30PM – 8PM Locations to be announced):** All graduating seniors are required to take and pass (70%) the Major Field Test in Business (MFT-B). The test is scored on a 200 point scale (you must score 140 or better) and you may earn up to 50 points toward your course grade based upon the percentage of the 200 you earn on the test. **Passing the MFT-B is a requirement for graduation!!!!** Take this seriously. To help you prepare, there will be a few review sessions scheduled during the Wednesday meetings, as well as some online reviews provided by faculty members. **You cannot graduate if you do not pass the MFT-B!!! If you do not pass on April 4, you may retake the MFT-B a second time; however, YOU WILL BE REQUIRED TO PAY THE EXAM FEE (\$25) YOURSELF for any additional attempts beyond the first one for which the College of Business and Economics pays.**

**Team Member Evaluations:** Toward the end of the semester, you will receive a form on which you will evaluate the efforts provided by each member of your team. This along with the evaluations via the simulation is worth up to 25 points so make sure that you do your fair share so you will earn the respect and maximum available points from your teammates.

## STUDENT GRADING

### Points possible

Component	Graded as Individual or Group	Points Possible
Team Case Presentation	Team	150
Individual Case First Draft to Writing Center	Individual	100
Individual Case Final Write-up	Individual	250
Exam 1	Individual	75
Exam 2	Individual	75
Simulation Comprehensive Exam	Individual	30
Major Field Test	Individual	50
Simulation Quiz 1	Individual	20
Simulation Quiz 2	Individual	20
Simulation Strategy Statement	Team	30
Competitive Standing ( upon completion)	Team	100
Simulation Debriefing	Team	50
Participation/Contribution	Individual	25
Team Member Evaluation	Individual	25
Total Points Available		1000

### Grading Scale

Equal or Over	GRADE	Equal or Over	GRADE
920	A	720	C
900	A-	700	C-
880	B+	680	D+
820	B	620	D
800	B-	600	D-
780	C+	BELOW	F

## COURSE POLICIES

**Exams/Tests:** Make up exams will be allowed only if there is a documented medical reason or a verified Longwood University event for which you must participate. If you require special test taking conditions, you must present the instructor with documentation before the scheduled exam.

**Assignments:** No late assignments will be accepted.

**Communication Policy:** Email will be the primary means of communication in this class. AS students, you are expected to check your email at least once per day. Students may also contact me by calling my office phone during office hours or at other times that I might be available. Email is the best method.

**Code of Conduct:** “All students are expected to maintain professional behavior in the classroom setting, according to the Longwood University Honor Code, spelled out in the Student Handbook. Students have specific rights in the classroom as detailed in Student Handbook. The Student Handbook also specifies proscribed conduct that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Student Handbook carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty responsibility to enforce responsible classroom behaviors, and I will do so, beginning with verbal warnings and progressing to dismissal from and class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.”

**Honor Code:** Cheating in any form will not be tolerated in any form in the College of Business and Economics. If the instructor determines that a student has cheated on an assignment, the grade of “F” may be assigned for the entire course. “Cheating” is the use of unauthorized resources and/or the work of another including, but not limited to, homework, tests, papers, presentations, and exams. Unless specifically instructed otherwise, students are to assume that all coursework is to be the work of the individual student alone. If a student is unsure as to whether collaboration is permitted, the student should contact the professor in advance of performing the work.

**Computers and Cell Phones Policy:** **CELL PHONES ARE PROHIBITED** at all times. Laptops may be used in class but only for educational purposes. If a student is caught on his or her phone or laptop for non-educational purposes, the student will be asked to leave the class. Please do not be a distraction to others trying to learn in our class.

**Attendance Policy:** According to Longwood University policy, an instructor may lower a student’s grade by one full letter if 10% of the class is missed and fail the student if 25% of the class is missed. Students are expected to attend every class. I understand that emergencies do happen so students will be expected to let me know as soon as possible and I will try to make some adjustments if the situation warrants. ID swipes will be used for attendance purposes so make sure your Longwood ID is valid and works in the attendance system.

**Inclement Weather Policy:** Please see [www.longwood.edu](http://www.longwood.edu) for the latest announcements regarding whether classes and the university will be open or not due to bad weather.

## ADDITIONAL RESOURCES

**Disability Accommodation:** Longwood University seeks to provide equal access to its programs, services and activities for people with disabilities. If a student has a disability and require

accommodations, please meet with me early in the semester to discuss learning needs. If a student wishes to request reasonable accommodations (note taking support, extended time for tests, etc.), the student will need to register with the Office of Disability Resources (Graham Hall, (434) 395-2391). The office will require appropriate documentation of disability. All information is kept confidential.

**Religious Accommodation:** If an academic or work requirement conflicts with a student's religious practices and/or observances, the student may request reasonable accommodations. The request must be in writing, and the instructor or supervisor will review the request. The student and the instructor may also seek assistance from the Dean of Students (<http://www.longwood.edu/dos/> )

**Writing Center:** Aside from the assigned visit, if a student wants help with writing, The Writing Center is very helpful. (<http://www.longwood.edu/academicsuccess/15878.htm>).

**Computer Help:** If a student has technical issues and needs assistance, please contact the Longwood Help Desk at (434) 395-4357 or [helpdesk@longwood.edu](mailto:helpdesk@longwood.edu). Please visit their webpage (<http://www.longwood.edu/usersupport> ) for hours of operation and additional information.

**Mental Health:** The Student Health and Wellness Center can help with mental health problems. Please visit their website (<http://www.longwood.edu/health/23517.htm> ) to schedule an appointment. For general counseling please visit The Counseling Center (<http://www.longwood.edu/counseling/index.html> ) to schedule an appointment.

**Tutoring(Optional):** The Center for Academic Success provides free tutoring for this class. Please visit their website (<http://www.longwood.edu/academicsuccess/> ) for more details. To request a tutor, please go to <http://www.longwood.edu/academicsuccess/15994.htm> and fill out the form.

## OTHER CLASS POLICIES AND INFORMATION

1. All assignments must be typed. No handwritten work will be accepted.
2. Let the instructor know as soon as possible if you have problems with material or projects. See me during office hours, or drop me an e-mail.
3. Never ask, "**Will this be on the test?**" or, "How would you ask this on an exam?" You are to assume that any and everything related to concept understanding will be asked on every exam.
4. Spend adequate time every day reviewing notes, clarifying understanding, reading outside material, doing homework, etc. This is not an easy class. Do your fair share of work for your team.
5. Never remind me what grade you "**have to get**" in this course, or what your GAP is. These are both irrelevant to concept learning.
6. Minimize your concern for grades and maximize your concern for learning. The latter takes care of the former.
7. My evaluation process concerning your work on exams, homework, and overall grade is **not open to debate**, but suggestions are welcome. A correct answer will not earn maximum points if the logic and support (evidence) for the answer is not provided. Answers must be convincing. In this course, there may be several 'correct' answers – what makes them excellent is the justification for the answer you choose and that you convince the reader as to why that answer is good.

## **Business Policy - Fall 2###**

**Management 497-01 MWF 10:00AM-10:50AM Hiner 213**

*All sections must be able to meet on scheduled Mondays  
between 6PM & 9PM in Hiner 213 for special classes(tba) and  
Major Field Test and Concentration Test and related reviews..*

**Instructor:** Dr. Steven Samaras  
**Office:** Hiner 15-3  
**Phone:** 434 395-4913  
**Email:** samarassa@longwood.edu  
**Office Hours:** MW 2:00PM – 3:00PM

### **Course Catalog Description:**

Integrates the various functional areas of business in terms of policy level decision-making. The comprehensive case study method is used. Prerequisites: Cumulative GPA of 2.33 or greater, FINA 350, MANG 360, MARK 380, and senior standing in final semester. 3 credits.

### **Text & Readings:**

Required Readings:

Competitive Strategy: Techniques for Analyzing Industries and Competitors

By Michael E. Porter

Copyright 1980 by The Free Press.

New introduction copyright 1998 by The Free Press

Green to Gold: How smart companies use environmental strategy to innovate, create value, and build competitive advantage.

By Daniel C. Esty & Andrew S. Winston

Copyright 2006,2009 John Wiley & Sons

Additional required and optional readings may be assigned.

### **Course Objectives:**

This course is intended to represent a capstone experience and afford you the opportunity to synthesize everything you have learned and/or experienced up to this point into a systematic decision making processes. The intention is far from the development of a “one size fits all approach” or what I often refer to as a “recipe for success.” Success in the business environment often requires a novel approach that takes stock of the strengths and resources that you (individually or your organization) possess and how you configure/deploy the same to take advantage of opportunities and/or defend against threats. You will be expected to exert your critical thinking abilities throughout this

course in order to understand the context of decisions and to select the choice that is best supported by your own analysis.

Decisions that we make as individuals, although many may be difficult, allow each of us the flexibility to rethink those decisions and when necessary, make instant revisions to the plan. As far as planning for organizations, the ability to make strategy corrections decreases in terms of flexibility and speed as the organization increases in terms of the number of impacted stakeholders. It is in this light that the term “policy” becomes relevant. The successful organization needs policies/strategies that are tight enough to keep the organization focused on the achievement of long term goals while at the same time not so restrictive as to prevent the organization from growing, diversifying, changing, adapting, innovating, etc. when necessary.

This course has as objectives –

- To encourage you to maintain and utilize your own “tool-box” of analytical techniques, communications skills, performance measures, etc. from which you may utilize as decisions relative to Policy/Strategy need to be made. Just as an experienced mechanic does not buy the entire toolset in one box, over your careers you too will add some and dispose of others. These tools may be acquired from others or may be developed by you to meet some specific need. Your toolbox needs constant updating – lifelong learning.
- To practice communicating difficult news and/or novel solutions to an audience that you must convince to either change or stay on a difficult course.
- To experience decision making when the outcomes are not certain. Thorough analysis may reduce uncertainty but is not a guarantee of success. You will have to find a balance between the extremes of taking reckless action without any analysis and becoming paralyzed by analysis. Never-the-less, as a manager, you must make decisions – not avoid them.
- To understand the impact of other decision makers as competitors who may try to undo what you have (or your organization has) done.
- To experience decision making in a team based environment. To understand how to work when not everyone on the team agrees with a particular course of action.
- To understand that most policy decisions will not please all stakeholders at all times. There are tradeoffs, and ethically sound approaches must be found for such circumstances.
- TO EXERCISE AND TEST YOUR CRITICALTHINKING ABILITIES!!!

### **Course Content:**

#### **Readings**

**Readings** are expected to be completed *before* the scheduled class. This enables the class to explore the assigned content in practical situations. Through class discussions including *all* participants, we can explore how some of the material will be applied differently in various contexts. ***Class time will not be devoted to a restatement of the reading material*** so it is imperative that if you have questions about anything in the reading material, you ask in class or during office hours (in class is better because maybe

others have the same question). You will be awarded 50 points toward grading for your *individual active participation and contributions* in class discussions beyond expectations of the Industry Trade Association requirements.

You will be expected to have some understanding of environmental issues that are related to your Industry (and of course your individual company). More on this under the teamwork section. You will probably be called upon in class to share your take on such events or stories.

### **Writing Assignments**

Three written assignments are listed in brief on the schedule – more instructions will follow later. Each assignment will be collected from every individual for grade only on or before the start of the listed class session – no late assignments will be accepted. These assignments will cover two case studies (to be assigned) and your Final Paper related to an individual company in your industry. More on these assignments under the team work section. The first two case study assignments will be worth up to 50 points each for a total of up to 100 points.

**Team Work.** You will be assigned an Industry Trade Association. Once formed, the Industry Trade Associations will each select an industry from the list provided by the instructor (first come first served) or present an industry not on the list for instructor approval. Other selections will be approved based on not being too similar to another industry, not being too obscure in the coverage by the press, and not being considered too easy – all determined by the instructor's sole discretion. Any industries selected must have at a minimum, as many well-known companies as there are team members in the Industry Trade Association because each student will prepare a final write-up and presentation of a single company in the industry.

Instructions relative to the various assignments and presentations to be made by the teams will be provided separately and on a timely basis for you to prepare. You will gather information by any resources such as the Wall Street Journal, Business Week, or from other sources. Make sure you document/cite the sources of any information presented in class or in write-up assignments. Note: Wikipedia is not a resource that will impress the grader so use it only where it is appropriate to use such a resource and not where it is simply easier than finding a more credible resource.

Each of the teams is self managed and each is able to determine how to organize the leadership/management, and how the work is to be allocated among the members. The instructor does not care how you run your teams as long as the work is completed on time and as assigned. Team based grade components will be allocated equally among all members of each team.

**Team member evaluations:** You will evaluate the performance of each member of your team as they will you. For a member that has contributed more to the performance of the team, you may assign higher levels of compensation. This is accomplished via a team member evaluation form that is completed individually and confidentially. Through a formula, the average of the team members' evaluations will match the percentage score of the all of the team's assignments. If the team earned "A's" on all work, the average of all team members will be "A" while if the team earned "C" on all team assignments, the team average of member evaluations will also be "C." You may earn up to 50 points.

**Team Disciplinary Actions:** If a member of your team is not contributing up to the rest of the team's expectations, you may seek to have that person removed from your team via the following procedure.

- 1) A majority of the team will meet with instructor to discuss the situation. Instructor will determine if action is warranted.
- 2) If action is warranted, a warning may be given to the team member by the other members of the team. This warning shall describe the reasons for the action and provide reasonable (as discussed with instructor) remedial expectations of the team member that can be accomplished during a mandatory probationary period of no less than six class sessions (2 weeks).
- 3) If after two weeks, improvement has not occurred, the member having been duly warned and advised of need for improvement, may be terminated from the team by the other team members.

The consequences of being "fired" from a team are severe because you will loose all the points that would have been earned as a member of the team. The prescription: DO YOUR FAIR SHARE AND DON'T GET FIRED.

**Exams:** Exams 1 & 2 will be multiple choice and/or short answer questions relating to the reading materials covered on the schedule up to the exam date (and since the first exam for exam 2). It is therefore essential that you have in fact read and understood the material. There is a lot of material in the book that will not be discussed in class so you should not rely solely on class notes to prepare for the exams. Each of the two exams will be worth up to 100 points each.

**Individual Company Presentations:** Each member of each Industry Trade Association will present their individual (well analyzed) recommendations (including environmental considerations) and contingency plans to the class relative to that student's company in that industry on the dates indicated in the attached schedule. One industry per day will be presented – the order to be determined later by volunteering or by drawing lots. In each of these sessions, the Industry Trade Association will summarize as a group, the overall findings of their accumulated reports in a fifteen minute State of the Industry presentation. Then each member in turn will present analysis, justified recommendations, major implementation issues, and contingency plans in a 5-10 minute session for their individual companies. Time is tight so you should rehearse your presentation(s) because you will be penalized if too short and may be cut off and graded on what you did present



if too long. The balance of the time will be spent by the class asking questions and making critical comments. Each member of the Industry Trade Association team will earn 50 points of the team's 100 Industry Trade Association points and all team members get the same points for the quality of the general industry presentation. Up to 50 points of the Individual Presentation Score will be awarded based on each member's company presentation. More instructions about these presentations will be provided during the semester. The remaining 50 points of the Contributions of the Industry Trade Association will be awarded (all team members receive the same) based on the sharing of industry information by the team in class during discussions throughout the semester.

**FINAL COMPANY WRITE-UP – This is your Final Exam Equivalent:** The final exam will be an extensive - detailed write-up outlining all relevant analysis from the course, well justified and formulated recommendations, implementation issues, and contingency plans- including necessary environmental “green” issues. Each student will work on the company previously selected from those available in the Industry Trade Association to which the student belongs. No two students may write on the same company; however, you may discuss similarities and differences within your Industry Trade Association to better understand competitive issues. The expectations on this assignment are high and since it is a final exam equivalent. The write-up must demonstrate a cumulative understanding of *all relevant course material* as well as a demonstration of your *critical thinking skills*. This assignment will be forwarded to the University Assessment Office for evaluation of writing skills, critical thinking abilities, and logical construction of the paper. ***Start working on yours at the earliest possible time and throughout the semester.*** These will be due before the start of class on December 4. You will turn in two copies (with your name only appearing on a cover sheet and each set neatly stapled in the top left corner) of this final paper – one of which will be sent unmarked to the university's assessment office. You must also send me a copy as a WORD file attachment to an email prior to the due date. This project will be worth up to 250 points.

**Major Field Test:** All graduating College of Business and Economics majors required to take this course are also required to take and PASS the Major Field Test (MFT). The MFT is generally graded on a 200 point scale. Since this is a comprehensive “Capstone” course, the College of Business has determined that this course is the best venue to offer the test. ***The MFT is not a requirement of this course.*** A passing score is considered to be 140 out of a possible 200. If you do not pass the MFT, you will not graduate. There are make-up versions but these are considerably more difficult than the computer one offered the first time around. The faculty of CBE has graciously volunteered their time to offer review sessions to be held on Monday evenings-you should make good use of these. To sweeten the deal, I will award 20 extra credit points to any student who passes the exam with a score that ranks in the 86<sup>th</sup> – 89<sup>th</sup> percentile of all MFT test takers (not just Longwood) or 40 extra credit points for passing in the 90<sup>th</sup> or better percentile of all MFT test takers (not just Longwood) as determined by E.T.S. (the test authors) who provides the percentile table.

**Grading:** You will earn your final course grade based on the points you accumulate during the semester. Keep track of these measures so you will have an idea of your standing in the course. Your points are the compensation you receive for each assignment and you redeem them – and only them – for your grade. You may not transfer your points to or from others. The grade components and relative points for each are listed below:

Writing Case Assignments 1 & 2 (50 pts each)	up to	100 points
Contributions of the Industry Trade Association	up to	100 points
Exam One	up to	100 points
Exam Two	up to	100 points
Final Exam Case Write-up	up to	250 points
Individual Final Presentation	up to	050 points
Team Member Evaluation	up to	050 points
Class Participation/Contribution	up to	050 points
 Total	 up to	 800 points

Points will be converted to grades as follows:

Excellence in learning and scholarship	>= 720	90%	=	A
Substantial mastery of course objectives	>= 640	80%	=	B
Average Work	>= 560	70%	=	C
Substandard but sufficient to pass	>= 480	60%	=	D
	< 480		=	F

Maximum points for any course component will only be awarded to students who have demonstrated effort above and beyond expectations. To earn above 90 percent of the points of any grade component you must demonstrate excellence in learning and scholarship and an effort above the average expected of students who have taken this course. To earn above 80 percent of the points of any grade component you must demonstrate substantial mastery of course objectives. Average work will earn you 70-79% of points in a course component. Expectations escalate as the course progresses so just because your effort nets you 90% on the first writing assignment, without improvement and keeping up with added material and expectations, you may earn less on the later assignments for the same amount of effort.

Instructor reserves the right to adjust this schedule should it be necessary due to circumstances beyond normal control.

**Class & Assignment Schedule:** See Attached Schedule

### **Attendance Policy:**

Students will be allowed to make up work only when the absence is excused. Excused absences will be considered to be those resulting from the student's participation in a university sponsored activity when advanced notice is given (and supported with adequate documentation), from obvious emergencies that physically prevent attendance in class, or from serious documented illness (Student Health Services can provide documentation for students hospitalized locally or absent at the direction of the Student Health Services personnel).

This course is one that both you and your fellow participants benefit from ongoing interaction and participation and as such, unexcused absences (in addition to not being allowed to make up missed work) will incur penalties (per university policy) as follows:

- 80 point reduction (one letter grade) for four or more unexcused absences.
- 160 point reduction for more than six unexcused absences.
- a letter grade of "F" if more than nine unexcused absences are recorded.

### **Honor Code:**

The pledge: "*I have neither given nor received help on this work, nor am I aware of any infraction of the Honor Code.*" shall appear on all written assignments and exams submitted relative to this course. Individual assignments must have the pledge and signature of the student on any one written page (not on the back) of each assignment or they will not be considered for grade. When material is presented in oral and/or media form (power-point or otherwise), a cover sheet with the title and date of that presentation containing the signed honor pledge must be turned in at the time of the presentation or the presentation will not count for any points.

Several assignments in this course will be completed by teams of participants. For these assignments, the honor pledge will still be stated but will be signed by all team members and given or received help on this work shall imply beyond the membership of the team.

If it is more convenient, each student may sign an honor pledge form (available from instructor) to cover all work done in the course – for individual work. For team assignments, everyone on the team will sign an honor pledge form (available from me) covering all members of the team throughout the entire course.

Cheating in any form will not be tolerated in the College of Business and Economics. If the instructor determines that a student has cheated on an assignment, the grade of zero points may be assigned for the assignment or an "F" for the entire course, and honor charges may be filed. Cheating is the provision and/or use of unauthorized resources and/or the work of another, including but not limited to, homework, tests, papers, presentations and exams. Unless specifically instructed otherwise, students are to assume that all course work is to be the work of the individual student alone. If a student is unsure as to whether collaboration is permitted, the professor should be contacted in advance of performing the work.

All papers submitted in this course are subject to evaluation using plagiarism detection software. Plagiarism is a violation of the honor code. Be certain to cite all sources of information used to give credit to others who have made their work available for your use. Any and all honor code violations will be referred through designated channels for disposition.

**Inclement Weather & Cancellation Policy:**

This class will abide by the University decisions regarding closures due to weather or potential disasters. In the event of a closure, readings will proceed according to schedule. Any assignments due on a cancelled day will be due the next class session (along with any assignments scheduled for that session). If the cancellation impacts an examination date, the exam will be given on the next scheduled class session.

If class is cancelled by the instructor (for example - illness), instructions will be provided via email to the entire class (official longwood.edu addresses only).

**Accommodations:**

Any student who feels s/he may need an accommodation based on the impact of a physical, psychological, medical, or learning disability should contact Dr. Sally Scott privately. If you have not already done so, please contact the Office for Disability Services (103 Graham Building, 395-2391) to register for services. Accommodations may not be retroactively applied.

**Cell Phones:**

Cell phones shall not be on desks during class sessions. Cell phones can be a distraction in the classroom and should be turned off. Anyone whose cell phone rings during the class session will as a courtesy, bring cookies to be passed out to the entire class at the end of the next class session. Failure to bring cookies as satisfaction of your cell phone offense may incur the wrath of fellow class participants. Cell phones shall be off and put out of the sight of anyone during exams. Anyone caught using cell phones for any reason in class will be marked for an unexcused absence for that day without notification of such action. Cell phones visible during exams will result in an automatic zero for the exam.

**Courtesy:**

All discussions are to be held in a professional manner as would be acceptable in any organization. If you disagree with someone, be careful to attack the concept without attacking the person.

Dress appropriately

- Avoid wearing clothing with offensive language or pictures.
- Avoid wearing hats in class – I like to see your eyes.
- Dress appropriately for presentations.

Avoid unrelated items that could be distractions to others: MP3 players, games, magazines, etc.. Reading of non-related course materials or use of any device not related to the course during class will result in an unexcused absence being recorded for that class session.

Avoid leaving the classroom during the scheduled period. It is only 50 minutes so take care of any personal needs before or after class.

**Extra Credit:**

Extra credit assignments (other than the points for the 86th percentile or better on the Major Field Test) will not be allowed so don't ask. It is not fair to provide additional opportunity to earn points unless they are offered to everyone in the course – past, present, and future.

**Late Assignments:**

Late assignments will not be accepted. If you are going to miss class due to an excused absence, it is your responsibility to get any assigned work to my office prior to its due day and time. **THERE WILL BE NO EXCEPTIONS!!!** Make sure you have honor pledge on your paper and pages stapled to hand in at the beginning of class unless otherwise specified. *You will be penalized 25% if you arrive to class late and turn in your paper.* Failure to include the honor code will result in a 10% reduction in grade and that grade will not be recorded until the honor code is affixed to the assignment.

**ONE LAST RULE: TALK TO ME! TALK TO ME!! TALK TO ME!!!**

**I would like you to consider me a coach as much as a professor. Ask questions. Seek clarification. Check if you are not sure.**

# COURSE CHANGE CURRICULUM FORM UNDERGRADUATE NON-CORE CURRICULUM

<b>Department:</b> Management and Marketing	<b>Submission Date:</b> 2/13/2018
<b>Catalog Year of Implementation (must be next academic year or later):</b> 2018-19	

## I. PROPOSED COURSE CHANGE INFORMATION

CURRENT (required)	Check if no change	PROPOSED CHANGE (if applicable)
<b>Course Prefix:</b> <u>MANG</u>	<input checked="" type="checkbox"/>	_____
<b>Course Number:</b> <u>497</u>	<input checked="" type="checkbox"/>	_____
<b>Course Title:</b> <u>Business Strategy</u>	<input checked="" type="checkbox"/>	_____
<b>Credit Hours:</b> <u>3</u>	<input type="checkbox"/>	<u>4</u>

If yes, enter a justification for the change in credit hours and include a copy of the **current** syllabus. The course is now taught in a lab and lecture format and meets in three 1.25 hour sessions per week; thus far exceeding the contact hours required for a 3-credit course. We plan to increase the evening meeting time to 1 hour and 40 minutes to fulfill the contact hours required for one hour of laboratory credit. The lab time is necessary for the application of business concepts in a business simulation and through case analysis. The lab time also includes review for the major field achievement test, as well as the administration of the test itself.

**May this course be repeated for credit when content changes?**     Yes     No

If yes, maximum credit hours: *Enter maximum credits, if applicable.*

<b>Prerequisites:</b> _____	<input checked="" type="checkbox"/>	
<b>Writing Intensive:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Speaking Intensive:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<input checked="" type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
If adding a speaking intensive designation, attach a copy of the department speaking intensive policy.		
<b>Cross-listed Prefix:</b> _____	<input checked="" type="checkbox"/>	_____
<b>Cross-listed Number:</b> _____	<input checked="" type="checkbox"/>	_____

### Current Catalog Copy:

**MANG 497.** *Business Strategy.* Integrates the various functional areas of business in terms of policy level decision-making. The comprehensive case study method is used. Prerequisites: Cumulative and major GPA of 2.33 or greater, FINA 350, MANG 360, MARK 380, and senior standing. 3 credits. WR.

### Proposed New Catalog Copy (Must match description on proposed course syllabus):

**MANG 497.** *Business Strategy.* Integrates the various functional areas of business in terms of policy level decision-making. The comprehensive case study method is used along with a Business Strategy Simulation. Prerequisites: Cumulative and major GPA of 2.33 or greater, FINA 350, MANG 360, MARK 380, and senior standing. 4 credits. WR.

Delete course from catalog

Submit course to storage

**COURSE CHANGE CURRICULUM FORM  
UNDERGRADUATE NON-GENERAL EDUCATION**

Attach a proposed syllabus in the format specified by the FPPM that contains the proposed changes. Course description on syllabus must match the proposed new catalog copy provided above.

**II. REQUIRED FOR MAJOR, MINOR, CONCENTRATION**

Required for the business administration major.

**III. RATIONALE FOR PROPOSED CHANGES**

Course content is increased to include more intensive case work and a business strategy simulation that takes place over 12-14 weeks, as well as the review sessions for the major field achievement test and the test itself.

**IV. RESOURCE ASSESSMENT, IF CHANGE WARRANTS IT**

**A. How frequently do you anticipate offering this course?**

2-3 sections each Fall and 3-4 sections each Spring as per anticipated future enrollments.

**B. Describe anticipated change in staffing for the course:**

None required

**C. Estimate the cost of new equipment required due to the change:**

None required

**D. Estimate the cost and describe additional library resources:**

None required

**E. Will the change in the course require additional computer use, hardware or software? No**

If yes, please describe and estimate cost: [Click here to respond](#)

**F. Will a new or changed course fee be assessed? No**

If yes, the **Fee Recommendation Worksheet** must accompany this form. See the Budget Office forms page at <http://solomon.longwood.edu/offices--departments/budget-office/forms--documents/>.

All curriculum proposals/changes are processed in the date order received.  
Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.

For the Curriculum Development Handbook and all forms, see <http://blogs.longwood.edu/curriculum/>.

The signature page follows as a separate sheet.

**COURSE CHANGE CURRICULUM FORM  
UNDERGRADUATE NON-GENERAL EDUCATION**

V. APPROVALS

**Course Prefix:** Enter the course prefix. **Course Number:** Enter the course number.

**Course Title:** Enter the course title.

A change to the title or course number on this form implies that title or course number will change  
anywhere it occurs in the catalog.

SIGNATURE PAGE

	Date Received	Date Approved	Signature
1. Department Curriculum Committee Chair	_____	_____	_____
2. Department Chair	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:			
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
3. College Dean	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____
5. EPC *	_____	_____	_____
6. Faculty Senate *	_____	_____	_____
7. Received by Registrar	_____		

\* EPC and Senate approval required for change in credit hours.

All curriculum proposals/changes are processed in the date order received. In order to be included in the next academic year's catalog, all paperwork must be submitted no later than:

- February 1 to the College Curriculum Committee
- March 1 to the Educational Policy Committee (EPC)

Changes that affect spring advising for fall classes must have received approval from EPC and Senate before the registrar opens up the fall schedule for registration in March. Such proposals should reach the chair of EPC by the end of the fall semester. Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.



# PROGRAM CHANGE CURRICULUM FORM UNDERGRADUATE

<b>Department:</b> Nursing	<b>Submission Date:</b> 2/6/2018
<b>Major</b> <input checked="" type="checkbox"/> <span style="margin-left: 200px;"><b>Minor</b> <input type="checkbox"/></span> <span style="margin-left: 100px;"><b>Concentration</b> <input type="checkbox"/></span>	
<b>Catalog Year of Implementation (must be next academic year or later):</b> 2018-19	
<b>If retroactive, specify catalog year:</b> Enter retroactive catalog year.	

## I. SUMMARY OF PROPOSED PROGRAM CHANGE INFORMATION

CURRENT (required)	Check if no change	PROPOSED CHANGE (if applicable)
<b>Program Name:</b> <u>Nursing</u>	<input checked="" type="checkbox"/>	
<b>Credit Hours:</b> <u>120</u>	<input type="checkbox"/>	<u>122-123</u>
<p>If yes, enter a justification for the change in credit hours.            The change in credit hours is due to the increase in core requirement credits and the need to move PHIL 315 into Major Requirements as it will no longer be offered as a General Education/Core Requirement.</p>		
<b>Course(s) to be added:</b> _____	<input checked="" type="checkbox"/>	_____
<b>Course(s) to be removed:</b> _____	<input checked="" type="checkbox"/>	_____
<p>Indicate courses to be substituted for removed courses</p>		
<b>Course(s) to be changed:</b> _____	<input checked="" type="checkbox"/>	_____
<b>Other Changes:</b> <u>Academic Progression statement</u>	<input checked="" type="checkbox"/>	<u>Adding minimum of C requirement to additional degree requirements</u>

## II. PROPOSED REVISION IN CATALOG DESCRIPTION OF PROGRAM

**NURSING PROGRAM**

The Department of Nursing offers a four-year program leading to the Bachelor of Science in Nursing (BSN) degree. Built on a strong science foundation, the program includes coursework in the liberal arts and humanities and extensive clinical experiences in both healthcare settings and in the clinical simulation laboratory. ~~The Nursing courses program~~ includes a summer clinical externship and a final semester intensive practicum. In addition, the Department of Nursing offers an RN to BSN Degree Completion Program for nurses who have graduated from accredited associate degree programs and are licensed as a Registered Nurse.

The department contributes to the university's mission by developing Citizen Leaders who can meet the health care needs of our region, our state and beyond. Longwood has a chapter of the Student Nurses Association, linking our students to other nursing students nationwide.

The department and program are approved by the Virginia State Board of Nursing and the Virginia State Council on Higher Education.

The baccalaureate program at Longwood University is accredited by the Commission on Collegiate Nursing Education (<http://www.aacn.nche.edu/ccne-accreditation>).

# PROGRAM CHANGE CURRICULUM FORM

## UNDERGRADUATE

### Admission Requirements

Admission to the Nursing Program is competitive. Students will be admitted to the BSN program as freshmen or as second year internal or external transfer students. Freshmen admission will follow the same process and requirements as general Longwood University admission. Students may be considered for transfer admission into the BSN program for Fall of the sophomore year on a competitive basis as space permits, as long as all required first year courses have been successfully completed. Transfer applicants are expected to have completed at least 30 credits with a minimum cumulative GPA of at least 2.75. Transfer students are accepted only as space is available and students interested in transferring into the nursing program at Longwood University should seek guidance from the Longwood University Admissions Department. The program proceeds in a clearly defined pattern which cannot be easily modified. Therefore, all students will be expected to attend full time. The application deadline for all external applicants is December 1<sup>st</sup> annually. The application deadline for all internal transfer students is December 1<sup>st</sup> annually. Freshmen and Transfer applications are found on the LU Admissions webpage at [www.longwood.edu/admissions](http://www.longwood.edu/admissions). Internal Transfer applications are found on the LU Nursing webpage at [www.longwood.edu/nursing](http://www.longwood.edu/nursing).

### Academic Progression

A minimum grade of C must be earned in every pre/co-requisite to nursing courses, ~~and~~ all courses listed under nursing major requirements, **and additional degree requirements**. A cumulative G.P.A. of 2.75 must be achieved by the beginning of each fall semester of the 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> nursing program levels or students will forfeit their seat in the nursing program. Students are subject to specified course grading and progression requirements listed in the Nursing Student Handbook.

### NURSING MAJOR, BSN DEGREE

#### A. General Education Core Curriculum Requirements/38 **39-40** credits

~~See General Education Requirements~~

~~PHIL 315 is required for General Education Goal 12~~

~~MATH 171 is recommended for General Education Goal 5~~ **Statistical Decision Making/3 credits – fulfills the Quantitative Reasoning Pillar**

~~SOCL 101 or 102 or PSYC 101 is recommended for General Education Goal 8~~

**EDUC 245 Human Growth and Development/ 3 credits fulfills Human Behavior and Social Institutions Pillar**

#### B. Additional Degree Requirements/~~7~~ **4** credits

~~BIOL 304 Microbiology~~ **for the Healthcare Professional /4 credits**

~~SOCL 331 Social Gerontology/3 credits~~

#### C. Major Requirements/~~74~~ **77** credits

BIOL 206 Anatomy and Physiology I/4 credits

BIOL 207 Anatomy and Physiology II/4 credits

**MATH 171 Statistical Decision Making/(3 credits counted in Core Curriculum)**

**EDUC 245 Human Growth and Development/(3 credits counted in Core Curriculum)**

**PHIL 315 Biomedical Ethics/3 credits**

**SOCL 331 Aging and the Life Course/3 credits**

NURS 100 Intro to Nursing and the Health Care System/3 credits

NURS 210 Health Assessment Across the Lifespan/3 credits

NURS 220 Clinical Skills for Nursing Practice/3 credits

NURS 225 Nutrition: Health and Disease/3credits

NURS 230 Foundations of Nursing Practice/4 credits

NURS 310 Principles of Pathophysiology/4 credits

NURS 320 Principles of Pharmacology/3 credits

NURS 325 Nursing Care of Women, Children, and Families/6 credits

NURS 341 Nursing Care of Adults and Families/5 credits

NURS 360 Intro to Research and Evidence Based Practice/3 credits

## PROGRAM CHANGE CURRICULUM FORM UNDERGRADUATE

NURS 370	Nursing Care of the Older Adult/1 credit
NURS 393	Nursing Care of Patients with Complex Health Problems/5 credits
NURS 410	Nursing Care of Patients with Psychiatric/Mental Health Problems/4 credits
NURS 420	Community Health Nursing/4 credits
NURS 430	Health Care Policy and Regulation/3 credits
NURS 440	Managing for Safety and Quality Outcomes/3 credits
NURS 491	Senior Seminar: Transitions to Nursing/1 credit
NURS 492	Internship to Nursing/5 credits ( <del>one credit fulfills General Education Goal 14</del> )

**D. General Electives/2 credit**

2 elective credit

**Total credits required for BSN in Nursing/120-122-123**

### III. RATIONALE FOR PROPOSED CHANGES

The Core Curriculum requires programs to revise their additional degree requirements and courses required to fulfill Core Curriculum Pillars. Additionally the program will still require PHIL 315 which was previously offered under the General Education Curriculum therefore this will be moved to a Major Requirement.

### IV. RESOURCE ASSESSMENT, IF CHANGE WARRANTS IT

**A. Estimate any change in staff requirements that would result from the program change.**

None for nursing faculty

**B. Estimate the amount and cost of any extra equipment, library resources, computer hardware or software, or other resources that would be required to carry out the program change.**

NONE .

### V. AFFECTED DEPARTMENTS OR PROGRAMS

If the proposed program changes could have an impact on other departments or programs, the appropriate affected chairs or program directors should be notified of the proposed changes.

**A. List other departments/programs that might be affected.**

Sociology and Philosophy

**B. List individuals contacted and date contacted.**

Jake Milne - Department Chair Sociology, Anthropology, & Criminal Justice 2/6/18

David Coles - Department Chair History, Political Science, & Philosophy 2/6/18

## PROGRAM CHANGE CURRICULUM FORM UNDERGRADUATE

All curriculum proposals/changes are processed in the date order received.  
Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.

For the Curriculum Development Handbook and all forms, see <http://blogs.longwood.edu/curriculum/>.

The signature page follows as a separate sheet.

# PROGRAM CHANGE CURRICULUM FORM UNDERGRADUATE

## V. APPROVALS

**Department:** Nursing

**Program Name:** Nursing Major, BSN Degree

### SIGNATURE PAGE

	Date Received	Date Approved	Signature
1. Department Curriculum Committee Chair	_____	_____	_____
2. Department Chair	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:			
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
3. College Dean	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____
5. EPC	_____	_____	_____
6. Faculty Senate *	_____	_____	_____
7. Provost/VPAA *	_____	_____	_____
8. OAIR * (notification)	_____	_____	_____
9. BOV/SCHEV *	Provost/VPAA will submit materials for approval		
10. Received by Registrar	_____		

\* Substantive changes, including changes in degree program title, require additional approvals. See the approval process matrices on the Academic Initiatives and Curriculum Development blog and consult the EPC chair prior to submitting materials.

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- February 1 to the College Curriculum Committee
- March 1 to the Educational Policy Committee (EPC)

Changes that affect spring advising for fall classes must have received approval from EPC and Senate before the registrar opens up the fall schedule for registration in March. Such proposals should reach the chair of EPC by the end of the fall semester. Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.

# PROGRAM CHANGE CURRICULUM FORM UNDERGRADUATE

<b>Department:</b> Health, Athletic Training, Recreation, and Kinesiology	<b>Submission Date:</b> 1/29/2018
<b>Major</b> <input type="checkbox"/> <b>Minor</b> <input checked="" type="checkbox"/> <b>Concentration</b> <input type="checkbox"/> <b>Certificate</b> <input type="checkbox"/>	
<b>Catalog Year of Implementation (must be next academic year or later):</b> 2018-19	
<b>If retroactive, specify catalog year:</b> 2017-18	

## I. SUMMARY OF PROPOSED PROGRAM CHANGE INFORMATION

CURRENT (required)	Check if no change	PROPOSED CHANGE (if applicable)
<b>Program Name:</b> <u>Outdoor Education</u>	<input checked="" type="checkbox"/>	_____
<b>Credit Hours:</b> <u>21</u>	<input type="checkbox"/>	<u>18</u>
If yes, enter a justification for the change in credit hours. Enter a justification for the change in credit hours.		
<b>Course(s) to be added:</b> _____	<input checked="" type="checkbox"/>	_____
<b>Course(s) to be removed:</b> <u>HLTH 260</u>	<input type="checkbox"/>	_____
Indicate courses to be substituted for removed courses		
<b>Course(s) to be changed:</b> _____	<input checked="" type="checkbox"/>	_____
<b>Other Changes:</b> _____	<input checked="" type="checkbox"/>	_____

## II. PROPOSED REVISION IN CATALOG DESCRIPTION OF PROGRAM

See Attached

## III. RATIONALE FOR PROPOSED CHANGES

This will reduce the amount of total credits in the Outdoor Education Minor from 21 credits to 18 credits. Students will be encouraged and recommended to take an advanced Emergency Care and First Aid class or Wilderness First Responder (WFR) course in the community. This credit reduction will be more in line with other minor programs across the campus.

## IV. RESOURCE ASSESSMENT, IF CHANGE WARRANTS IT

**A. Estimate any change in staff requirements that would result from the program change.**  
None

---

**B. Estimate the amount and cost of any extra equipment, library resources, computer hardware or software, or other resources that would be required to carry out the program change.**  
None

## V. AFFECTED DEPARTMENTS OR PROGRAMS

**PROGRAM CHANGE CURRICULUM FORM  
UNDERGRADUATE**

If the proposed program changes could have an impact on other departments or programs, the appropriate affected chairs or program directors should be notified of the proposed changes. Where teaching licensure may be affected, the licensure officer should also be notified.

**A. List other departments/programs that might be affected.**

None

**B. List individuals contacted and date contacted.**

None

All curriculum proposals/changes are processed in the date order received.

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**PROGRAM CHANGE CURRICULUM FORM  
UNDERGRADUATE**

**V. APPROVALS**

**Department:** Health, Athletic Training, Recreation, and Kinesiology

**Program Name:** Outdoor Education Minor

**SIGNATURE PAGE**

	Date Received	Date Approved	Signature
1. Department Curriculum Committee Chair	_____	_____	_____
2. Department Chair	_____	_____	_____

The Department Chairs, whose programs may be affected, have been notified:

Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____

3. College Dean	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____
5. EPC	_____	_____	_____
6. Faculty Senate *	_____	_____	_____
7. Provost/VPAA *	_____	_____	_____
8. OAIR * (notification)	_____	_____	_____
9. BOV/SCHEV *	Provost/VPAA will submit materials for approval		
10. Received by Registrar	_____		

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## **OUTDOOR EDUCATION MINOR/21 18 credits**

Rená A. Koesler, PhD, *Professor of Recreation*

The minor in Outdoor Education is open to those students interested in developing the skills, knowledge and experience in the outdoor education field. Students will gain the necessary skills and experience to teach, lead, and/or serve individuals who wish to use the natural environment as well as enhance their appreciation of it. Students who minor in Outdoor Education are required to take the following courses. Grades below "C-" will not apply toward the fulfillment of minor requirements.

~~\*Students who enroll in the Wilderness First Responder (WFR) course, successfully pass the exam AND receive the certification will be waived from taking the HLTH 260 class. Verification of certification must be given to Dr. Koesler, Coordinator of the Outdoor Education Program.~~

**\*In order to be most marketable in obtaining a job in the outdoor education field, it is highly recommended students take the Wilderness First Responder (WFR) training course offered at various locations around the state and country. This training will give the outdoor educator the experience and knowledge necessary to treat and evacuate ill or injured participants from a remote or backcountry environment.**

RECR 237	Adventure Programming/3 credits
RECR 340	Introduction to Outdoor Adventure Skills/3 credits (canoeing, rock climbing, orienteering)
RECR 350	Ropes Course and Initiative Dynamics/3 credits
RECR 375	Leadership Development Through Wilderness Pursuits/3 credits
<del>HLTH 260</del>	<del>Emergency Care and First Aid/3 credits</del>
RECR 420	Environmental Education Resources/3 credits
RECR 487	Practicum Experience in Outdoor Education/3 credits

## **PRE-PROFESSIONAL CLINICAL STUDIES MINOR/19 credits**

Margaret Frederick Thompson, EdD, *Program Coordinator and Clinical Coordinator, Associate Professor of Athletic Training*

The purpose of this minor is to provide the student with applied knowledge of athletic training clinical theory and skills. It is primarily designed for those students pursuing other medical and allied health fields or graduate education. It is an attractive and marketable combination with the following programs: pre-medicine, pre-physical therapy, pre-occupational therapy, and pre-nursing.

The minor in Pre-professional Clinical Studies does not meet Board of Certification or Virginia licensure eligibility requirements, and therefore does not lead to certification as an Athletic Trainer.

ATTR 210	Basic Skills in Athletic Training/3 credits
ATTR 300	Injury Mechanism and Assessment I (Lower Extremity)/3 credits
ATTR 310	Injury Mechanism and Assessment II (Upper Extremity)/3 credits

# PROGRAM CHANGE CURRICULUM FORM UNDERGRADUATE

<b>Department:</b> Chemistry and Physics	<b>Submission Date:</b> 1/22/2018
<b>Major</b> <input checked="" type="checkbox"/> <b>Minor</b> <input type="checkbox"/> <b>Concentration</b> <input checked="" type="checkbox"/> <b>Certificate</b> <input type="checkbox"/>	
<b>Catalog Year of Implementation (must be next academic year or later):</b> 2018-19	
<b>If retroactive, specify catalog year:</b>	

## I. SUMMARY OF PROPOSED PROGRAM CHANGE INFORMATION

CURRENT (required)	Check if no change	PROPOSED CHANGE (if applicable)
<b>Program Name:</b> <u>Physics</u>	<input checked="" type="checkbox"/>	
<b>Credit Hours:</b> <u>120/Teacher prep concentration 121-123</u>	<input type="checkbox"/>	<u>Teacher prep concentration 125-127</u>
<p>If yes, enter a justification for the change in credit hours.            The teacher preparation concentration did not have room for additional credits in the program. The increase in credits to the core curriculum necessitated an increase in the overall credits.</p>		
<b>Course(s) to be added:</b> _____	<input type="checkbox"/>	<u>All concentration: PHYS 220, PHYS 222, PHYS 223, PHYS 370</u> <u>Physics concentration only: PHYS 470</u>
<b>Course(s) to be removed:</b> _____	<input type="checkbox"/>	<u>All concentrations: PHYS 260, PHYS 331, PHYS 460</u> <u>Dual-Degree and Biophysics</u> <u>Concentrations: "Choose at least one credit from the following:" - old General education Goal 14</u> <u>Biophysics Concentration: BIOL 302</u>
<p>Indicate courses to be substituted for removed courses</p>		
<b>Course(s) to be changed:</b> _____	<input checked="" type="checkbox"/>	
<b>Other Changes:</b> _____	<input type="checkbox"/>	<u>Biophysics Concentration: Add BIOL 302 as biology elective option</u> <u>Remove PHYS 201 from B.S. requirement</u> <u>Add CHEM 111 as core requirement for all concentrations</u> <u>Add EDUC 245 as core requirement for teacher prep concentration</u>

## II. PROPOSED REVISION IN CATALOG DESCRIPTION OF PROGRAM

**PHYSICS MAJOR, BA, BS DEGREE**

~~A. General Education Core Requirement/30 credits~~  
~~Completion of MATH 261 waives General Education Goal 5.~~  
~~Completion of PHYS 202 waives General Education Goal 6.~~  
~~Completion of PHYS 492/496/498 or SCED 490 waives General Education Goal 14.~~

**A. Core Curriculum Requirements/39-40 credits**  
 Physics majors are required to take CHEM 111, which fulfills the Scientific Reasoning pillar of the Foundational Requirements.  
 Physics majors are strongly encouraged to take MATH 164, which fulfills the Quantitative Reasoning pillar of the Foundations Requirements, as it is a prerequisite for MATH 261  
 Physics majors in Teaching Preparation in Physics Concentration are required to take EDUC 245, which fulfill the

# PROGRAM CHANGE CURRICULUM FORM UNDERGRADUATE

Human Behavior and Social Institutions pillar of the Foundational Requirements.

**B. Additional Degree Requirements for BA Degree/~~6 credits~~ 3 credits**

**Additional Degree Requirements for BS Degree/~~8 credits~~ 4 credits**

MATH 262            The Differential and Integral Calculus **II**/4 credits

~~PHYS 201~~            ~~University Physics I/4 credits~~

**C. PHYSICS MAJORS MUST CHOOSE ONE OF THE FOLLOWING CONCENTRATIONS:**

**General Physics Concentration/~~50 credits~~ 52 credits**

CHEM 111            Fundamentals of Chemistry I/4 credits (**3 credits counted in Core Curriculum Requirement**)

MATH 261            The Differential and Integral Calculus **I**/4 credits (**MATH 164 is a prerequisite**)

MATH 361            **Multivariable** Calculus ~~III~~/4 credits

MATH 362            Differential Equations/3 credits

**PHYS 220**            **University Physics I/4 credits**

~~PHYS 202-221~~        ~~University Physics II/4 credits~~

**PHYS 222**            **University Physics I Lab/2 credits**

**PHYS 223**            **University Physics II Lab/2 credits**

~~PHYS 260~~            ~~Introduction to Experimental Design/3 credits~~

PHYS 321            Modern Physics/3 credits

PHYS 324            Thermodynamics/3 credits

~~PHYS 331~~            ~~AC/DC Circuits/4 credits~~

PHYS 332            Classical Electricity and Magnetism/3 credits

PHYS 352            Mechanics/3 credits

**PHYS 370**            **Advanced Physics Lab I/3 credits**

PHYS 401            Quantum Mechanics/3 credits

~~PHYS 460~~            ~~Advanced Experimental Design/2 credits~~

**PHYS 470**            **Advanced Physics Lab II/3 credits**

Physics Elective (at the 200 level or above)/6 credits

**Choose at least one credit from the following:**

PHYS 492            Internship in Physics/1-15 credits

PHYS 496            Research Projects Physics/1-4 credits

PHYS 498            Honors Research in Physics/3 credits

**Dual-Degree Engineering Concentration/56 credits**

CHEM 111            Fundamentals of Chemistry I/4 credits (**3 credits counted in Core Curriculum Requirement**)

CHEM 112            Fundamentals of Chemistry II/4 credits

MATH 261            The Differential and Integral Calculus/4 credits (**MATH 164 is a prerequisite**)

MATH 361            **Multivariable** Calculus ~~III~~/4 credits

MATH 362            Differential Equations/3 credits

**PHYS 220**            **University Physics I/4 credits**

~~PHYS 202-221~~        ~~University Physics II/4 credits~~

**PHYS 222**            **University Physics I Lab/2 credits**

**PHYS 223**            **University Physics II Lab/2 credits**

~~PHYS 260~~            ~~Introduction to Experimental Design/3 credits~~

PHYS 321            Modern Physics/3 credits

PHYS 324            Thermodynamics/3 credits

~~PHYS 331~~            ~~AC/DC Circuits/4 credits~~

PHYS 332            Classical Electricity and Magnetism/3 credits

PHYS 352            Mechanics/3 credits

**PHYS 370**            **Advanced Physics Lab I/3 credits**

Physics Elective (at the 200 level or above)/6 credits

Engineering Electives/7 credits – fulfilled at transfer institution

**Choose at least one credit from the following:**

~~PHYS 492~~            ~~Internship in Physics/1-15 credits~~

~~PHYS 496~~            ~~Research Projects Physics/1-4 credits~~

~~PHYS 498~~            ~~Honors Research in Physics/3 credits~~

# PROGRAM CHANGE CURRICULUM FORM

## UNDERGRADUATE

### Biophysics Concentration/~~80 credits~~ 74 credits

BIOL 120	Integrative Biology/4 credits
BIOL 250	Introduction to Genetics and Cell Biology/4 credits
BIOL 251	Introduction to Ecology and Evolution/4 credits
BIOL 288	Sophomore Seminar/3 credits
BIOL 301	Comprehensive Human Anatomy and Physiology I/4 credits
BIOL 302	Comprehensive Human Anatomy and Physiology II/4 credits
<i>or</i> BIOL 304	Microbiology for the Healthcare Professional /4 credits
<i>or</i> BIOL 412	Biochemistry/4 credits
<i>or</i> BIOL 324	Genetics/4 credits
CHEM 111	Fundamentals of Chemistry I/4 credits <b>(3 credits counted in Core Curriculum Requirement)</b>
CHEM 112	Fundamentals of Chemistry II/4 credits
CHEM 211	Organic Chemistry I Lecture/3 credits
CHEM 212	Organic Chemistry II Lecture/3 credits
CHEM 213	Organic Chemistry Laboratory I/1 credit
CHEM 214	Organic Chemistry Laboratory II/1 credit
MATH 261	The Differential and Integral Calculus I/4 credits <b>(MATH 164 is a prerequisite)</b>
MATH 361	<b>Multivariable</b> Calculus <del>III</del> /4 credits
MATH 362	Differential Equations/3 credits
<b>PHYS 220</b>	<b>University Physics I/4 credits</b>
PHYS <del>202-221</del>	University Physics II/4 credits
<b>PHYS 222</b>	<b>University Physics I Lab/2 credits</b>
<b>PHYS 223</b>	<b>University Physics II Lab/2 credits</b>
PHYS 260	<del>Introduction to Experimental Design/3 credits</del>
PHYS 321	Modern Physics/3 credits
PHYS 324	Thermodynamics/3 credits
PHYS 331	<del>AC/DC Circuits/4 credits</del>
PHYS 332	Classical Electricity and Magnetism/3 credits
PHYS 352	Mechanics/3 credits
<b>PHYS 370</b>	<b>Advanced Physics Lab I/3 credits</b>
PHYS 460	<del>Advanced Experimental Design/2 credits</del>

**Choose at least one credit from the following:**

PHYS 492	<del>Internship in Physics/1-15 credits</del>
PHYS 496	<del>Research Projects Physics/1-4 credits</del>
PHYS 498	<del>Honors Research in Physics/3 credits</del>

### Teacher Preparation in Physics Concentration/~~85 credits~~ 83 credits

CHEM 111	Fundamentals of Chemistry I/4 credits <b>(3 credits counted in Core Curriculum Requirement)</b>
MATH 261	The Differential and Integral Calculus I/4 credits <b>(MATH 164 is a prerequisite)</b>
MATH 361	<b>Multivariable</b> Calculus <del>III</del> /4 credits
MATH 362	Differential Equations/3 credits
<b>PHYS 220</b>	<b>University Physics I/4 credits</b>
PHYS <del>202-221</del>	University Physics II/4 credits
<b>PHYS 222</b>	<b>University Physics I Lab/2 credits</b>
<b>PHYS 223</b>	<b>University Physics II Lab/2 credits</b>
PHYS 260	<del>Introduction to Experimental Design/3 credits</del>
PHYS 321	Modern Physics/3 credits
PHYS 324	Thermodynamics/3 credits
PHYS 331	<del>AC/DC Circuits/4 credits</del>
PHYS 332	Classical Electricity and Magnetism/3 credits
PHYS 352	Mechanics/3 credits
<b>PHYS 370</b>	<b>Advanced Physics Lab I/3 credits</b>
Physics Elective	(at the 200 level or above)/6 credits
BIOL 120	Integrative Biology/4 credits
EASC 300	Dynamic Planet/3 credits
EDUC 245	Human Growth and Development/ <del>3 credits</del> <b>(3 credits counted in Core Curriculum Requirements)</b>
EDUC 260	Introduction to the Teaching Profession/2 credits

# PROGRAM CHANGE CURRICULUM FORM

## UNDERGRADUATE

EDUC 432	Content Area Literacy/3 credits
EDUC 473	Inquiry into the Classroom Community/3 credits
EDUC 487	Classroom Management and System Issues (Elementary & Middle)/3 credits
SCED 152	Principles of Secondary Education in Science/1 credit
SCED 252	Practicum in Science Education/2 credits
SCED 451	The Teaching of Secondary Science/2 credits
SCED 482	Directed Teaching in the Secondary School/9 credits
SCED 490	Research Methods Science Education/3 credits
SPED 489	Survey of Exceptional Children/3 credits

### D. General electives

General Physics Concentration/~~32-34 credits~~ **24-26 credits**  
Dual-Degree Engineering Concentration/~~26-28 credits~~ **20-22 credits**  
Biophysics Concentration/2-4 credits  
Teacher Preparation in Physics Concentration/0 credits

### E. Total credits required BA/BS

General Physics Concentration/120 credits  
Dual-Degree Engineering Concentration/120 credits Biophysics Concentration/120  
credits  
Teacher Preparation in Physics Concentration/~~121-123 credits~~ **125-127 credits**

## III. RATIONALE FOR PROPOSED CHANGES

New core curriculum and BA and BS requirements require program changes.

Core changes - CHEM 111 is a requirement for the major and will also be required as one of the pillar courses; EDUC 245 is a requirement for the Teacher Preparation in physics concentration and will also be required as one of the pillar courses.

BS changes - PHYS 201 was removed due to the change in required credit hours for the BS

Physics Major Requirement changes - The physics faculty met in the spring of 2017 to discuss the physics curriculum. At the meeting, it was decided that a number of changes would be made to better prepare physics majors for postgraduate success. After reviewing a report from the American Physical Society (APS), the faculty decided to incorporate more professional development into the curriculum as well as develop a curriculum that would reinforce the major principles in physics over the course of 4 years.

- The PHYS 201/202 sequence was renumbered to PHYS 220/221 and the lab component of this sequence was removed in order to provide more time to cover topics that are required in the intro sequence. As such, new lab courses to take the place of this removal were added into the curriculum (PHYS 222/223). The new lab courses will be taken during the second year of the program in order to reinforce the major principles over the course of 4 years. Topic on error analysis once covered in PHYS 260 will be incorporated into this new lab sequence.
- PHYS 260 was removed and a new course, PHYS 370, was added to replace PHYS 260. This new advanced lab course will revisit topics from Modern Physics (taken the prior year) through experimentation. Students will also perform some additional advanced physics experiments from other courses. The course will focus on professional development by requiring each student to develop a project proposal that will be undertaken if the student enrolls in PHYS 470 (Advanced Physics Lab II). Finally, the course will focus on professional development early in the students' junior year. This will encourage students to think about

## PROGRAM CHANGE CURRICULUM FORM UNDERGRADUATE

their future careers as well as provide resources for applying to internships and undergraduate research experiences.

- PHYS 460 was removed and a new course, PHYS 470, was added to the physics concentration only. This new lab course will be a continuation of PHYS 370. Student will continue to perform more advance lab experiments. They will also be required to conduct a minimum of one short research project that was proposed in PHYS 370. Student will be required to continue their professional development through scientific writing, oral presentations, and keeping an accurate scientific notebook. Finally, much of the lecture time in this course will be used to introduce students to some software and computer programming they may encounter post graduation.
- PHYS 331 was removed from the curriculum, as it is not a core physics course as outlined by the report from APS. This course will be offered as a physics elective.
- The old Goal 14 requirement (“choose one credit from the following”) was removed from the dual degree engineering and biophysics concentration in order to help reduce the number of credit hours required for each concentration.
- BIOL 302 was removed as a requirement for the biophysics concentration and added as a possible biology elective in order to help reduce the number of credit hours required for the concentration

#### IV. RESOURCE ASSESSMENT, IF CHANGE WARRANTS IT

**A. Estimate any change in staff requirements that would result from the program change.**

No change in staff is required

**B. Estimate the amount and cost of any extra equipment, library resources, computer hardware or software, or other resources that would be required to carry out the program change.**

No additional costs

#### V. AFFECTED DEPARTMENTS OR PROGRAMS

If the proposed program changes could have an impact on other departments or programs, the appropriate affected chairs or program directors should be notified of the proposed changes. Where teaching licensure may be affected, the licensure officer should also be notified.

**A. List other departments/programs that might be affected.**

none

**B. List individuals contacted and date contacted.**

none

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**PROGRAM CHANGE CURRICULUM FORM  
UNDERGRADUATE**

The signature page follows as a separate sheet.

# PROGRAM CHANGE CURRICULUM FORM UNDERGRADUATE

## V. APPROVALS

**Department:** Chemistry and Physics

**Program Name:** Physics major

### SIGNATURE PAGE

	Date Received	Date Approved	Signature
1. Department Curriculum Committee Chair	_____	_____	_____
2. Department Chair	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:			
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
3. College Dean	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____
5. EPC	_____	_____	_____
6. Faculty Senate *	_____	_____	_____
7. Provost/VPAA *	_____	_____	_____
8. OAIR * (notification)	_____	_____	_____
9. BOV/SCHEV *	Provost/VPAA will submit materials for approval		
10. Received by Registrar	_____		

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- March 1 to the Educational Policy Committee (EPC)

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## PSYC 420: Psychological Tests and Measurements Spring 2017

<b>Instructor:</b>	Dr. Danette Gibbs	<b>E-mail:</b>	<a href="mailto:gibbsdc@longwood.edu">gibbsdc@longwood.edu</a>
<b>Office:</b>	Ruffner 304	<b>Phone:</b>	434-395-4933
<b>Office hours:</b>	Tu 3:15 – 5:00 PM W 1:30 – 2:30 PM Th 10:45 AM – 12:00 PM Or by appointment	<b>Dept. Phone:</b>	434-395-2318
		<b>Class Time:</b>	TR 9:30-10:45
		<b>Room:</b>	Ruffner 315

**Course Description:** A survey of methods, techniques, and instruments for measuring individual differences in behavior, personality interests and intellectual ability. Prerequisite PSYC 234 (with grade of “C-“or better). 3 credits.

**Required Texts and Supplies:** Reynolds, C. R. & Livingston, R. B. (2012). *Mastering Modern Psychological Testing: Theory and Methods*. Pearson: Boston, MA.

- Other journal articles and supplemental readings will be provided for you on Canvas.
- Calculator with square root key may be beneficial.

**Course Objectives:** Through class participation and satisfactory performance on exams, quizzes, and assignments, students will:

1. Demonstrate an understanding of the ethics and social issues related to psychological testing.
2. Become familiar with some of the most well-known psychological tests and several of the major classifications of tests.
3. Develop awareness of the recent trends in psychological testing/assessment.
4. Master the basic principles of psychometrics and understand how to interpret the psychometric properties of tests.
5. Become familiar with the applications of assessment in various contexts (e.g., clinical, educational, etc.)
6. Apply the basic principles of test construction and validation to the development of a new psychological test.
7. Understand the limitations of psychological tests, including cultural biases and limitations in interpretation.

**\*NOTE:** This class does not qualify you to ethically administer or interpret psychological tests.



**Grading:** Your grade will be based on your performance on homework assignments, quizzes, a test development project and a comprehensive final exam.

8 Homework Assignments @ 15 points each	120 points
13 Quizzes @ 15 points each	195 points
Test Development Project	250 points
Comprehensive Final Exam	110 points
<b>Total Possible Points:</b>	<b>675</b>

- Late written assignments will be accepted only until the following class period with a 20% grade deduction. Late quizzes will not be calculated in your final grade.

**Homework Assignments:** Eight homework assignments will be given throughout the semester to help you apply various topics about which we are learning. Additional information about assignments will be provided in class and on Canvas no later than the class period prior to the assignment due date. Although individual assignments will vary, expect to spend one to two hours on most assignments. Late homework assignments will not be accepted.

**Quizzes:** Quizzes will be completed online through Canvas and will include 15 true/false multiple choice, and/or short answer items, worth 1 point each. Questions will cover assigned readings as well as any additional material presented in class. You will have 20 minutes to complete each quiz, and you must complete the quiz once it has been opened. Quizzes will be posted at least 72 hours before they are due, and must be completed by class time (9:30 AM) on the day indicated in the syllabus. Although Canvas will allow you to complete a quiz after the due date, late submissions will NOT be calculated into your final grade. (Any late grade assigned by Canvas will be deleted before your final grade calculation.)

**Test Development Project (TDP):** In self-selected groups of 2 students, you will conceptualize and develop a psychological test, applying many of the concepts we will be learning about throughout the semester. This project involves 6 separate assignments, involving: 1) literature review of your chosen construct; 2) item development; 3) collection of pilot data; 4) analysis of pilot data and refinement of test; 5) collection and analysis of data from research subject pool; and 6) development of a test manual or research report compiling your work and findings. Complete instructions for the assignments will be posted on Canvas. Late test development assignments will be accepted until the following class period, with a 20% grade deduction. Assignments will not be accepted for a grade after this time, but must be submitted for feedback before the next TDP assignment will be accepted.

**Comprehensive Final Exam:** The final exam will contain 110 questions, covering material from the entire semester. Questions may include true/false, multiple choice, short answer, and/or matching items, worth 1 point each. Exam items may cover material from the textbook, other assigned readings/materials, and class lectures and activities. A study guide will be provided to you the week before the final exam.

**Extra Credit:** A menu of extra credit options will be posted to Canvas.

- Extra credit can be earned by students who: 1) have missed no more than two class periods due to unexcused absences, 2) completed at least ten of the online quizzes and six of the homework assignments on time, and 3) turned in all Test Development Project assignments.
- Up to 21 points of extra credit can be earned, which is equivalent to approximately three percentage points added to your final grade.
- Written extra credit assignments may be graded like any other written assignment; quality counts.
- All extra credit must be submitted by May 2<sup>nd</sup> at 5:00 PM.



### **Attendance Policies:**

- Regular attendance and active participation in class discussions and activities is expected.
- Consistent with Longwood's attendance policy, a student will receive a 10% final grade reduction for having three (3) or more unexcused absences and a failing grade for having seven (7) or more absences (excused or unexcused).
- Only University-sponsored events, serious illness (i.e., hospitalization, written doctor orders to stay home), and recognizable emergencies (e.g., death in the family) will be excused. Appropriate documentation **MUST** be provided within one week of your return to class. Any other absence (e.g., court dates, family events, mild illness) will count toward your unexcused absences, so use them wisely. Please note: Student Health Services will **ONLY** provide documentation in cases where they send a student home.
- You are responsible for monitoring your own attendance. I will not notify you when you have reached the allowed number of absences. Do not e-mail me to find out how many absences or tardies you have.
- You are responsible for all announcements made, material presented, and any handouts, etc. given whether or not you were present. If your absence was excused, you may meet with the professor to go over any questions you have about missed material.
- Assignments due on the date of an excused absence will generally not be accepted late for full credit; therefore, make alternative arrangements for submission of your work (i.e., turn it in prior to the due date).
- Please do not leave the classroom during class except in the case of a true emergency.
- Three tardies and/or early departures from class (without notifying the professor ahead of time of a valid excuse for doing so) are equivalent to one unexcused absence. You are responsible for ensuring the professor changes your attendance to late rather than absent.



### **Expectations of Students:**

- Offer respect to all persons in the class at all times. Please be considerate of various beliefs and make sure that your contributions to class discussions are sensitive to others. Respect also means refraining from: excessive talking to your neighbor, reading/working on other assignments during class, frequently arriving late or leaving the classroom during class time, using an electronic device, appearing to sleep during class, and packing up early. Engaging in any of these behaviors may result in the loss of 5 points from your class point total with each violation.
- Participate in class, ask questions, offer comments, engage in class exercises, and complete all assignments and readings on time.
- Electronic devices (cell phones, laptops, tablets, e-readers, digital music players, etc.) are to be silenced and put completely out of sight prior to class starting, except when given permission to use them as a disability accommodation or for a specific activity as instructed by Dr. Gibbs.

**Expectations of Students (continued):**

- Check your e-mail and Canvas accounts regularly.
- Powerpoint slides will be provided on Canvas after the completion of each chapter. These slides are for your personal use only and are NOT to be shared online or with students not currently enrolled in this class.
- Maintain personal copies of all class assignments and graded materials until a final grade for the course has been assigned.
- Maintain confidentiality of responses given by your classmates and others in completion of assignments and when utilizing testing materials.
- Maintain confidentiality and protection of testing materials. Under no circumstances should testing materials leave the classroom or be shared with individuals outside of the class without prior permission from Dr. Gibbs. Violation may result in a grade penalty.
- During exams, food and use of electronic devices are not allowed, and no hats may be worn.
- Communicate with your instructor regarding your needs, concerns, or comments. (And please do so sooner rather than later – I'm glad to help, but it becomes more difficult to do so if the semester is almost over.)



**Honor Code:** All students are expected to abide by the Longwood Honor Code Conduct Standards and Regulations for all work completed for this course. Students are encouraged to study together but should submit their own independent work and may not receive assistance on quizzes or exams. Penalties for infractions of the Honor Code are detailed in the student handbook and may also include an academic penalty for this class (e.g., a failing grade for the assignment or the class) at the discretion of the professor.

**Communication and Cancellation of Classes:** In the case of a cancelled class due to weather or other unexpected circumstances, please refer to Canvas and your university e-mail account for further directions from me. I will utilize e-mail and Canvas as my primary modes of communication with students outside of class meetings.

**Students with Disabilities:** If you have a disability and require accommodations, please meet with me early in the semester to discuss your learning needs. If you wish to request reasonable accommodations (note taking support, extended time for tests, etc.), you will need to register with the Office of Disability Resources (ODR; Graham Hall, 395-2391). The office will require appropriate documentation of disability. All information is kept confidential.

## Course Requirements and Class Schedule:

*This schedule is subject to change based on the needs & interests of the class.*

<b>Date</b>	<b>Class Topic and Assigned Readings</b>	<b>Exams &amp; Assignments</b>
01/19	Syllabus Review and Introduction to the Course Chapter 1: Introduction to Assessment	
01/24	Chapter 1: Introduction to Assessment	Selection of TDP groups
01/26	Chapter 17: Best Practices: Legal and Ethical Issues;  APA Ethics Code, Standard 9;  Rights and Responsibilities of Test Takers	Quiz: Chapter 1
01/31	Chapter 2: Basic Statistics of Measurement	Quiz: Chapter 17;  HW #1  Preliminary ideas of TDP constructs submitted to Dr. Gibbs for approval
02/02	Chapter 3: The Meaning of Test Scores	Quiz: Chapter 2
02/07	Chapter 3: The Meaning of Test Scores	
02/09	Chapter 6: Item Development	Quiz: Chapter 3
02/14	Chapter 6: Item Development	TDP Part 1
02/16	Chapter 4: Reliability	Quiz: Chapter 6;  HW #2
02/21	Chapter 4: Reliability	TDP Part 2
02/23	Chapter 4: Reliability  Chapter 5: Validity	TDP Part 3 Due By Monday 2/27 @ 5:00 PM
02/28	Chapter 5: Validity	Quiz: Chapter 4;  HW #3
03/02	Chapter 5: Validity	
03/07	<b>SPRING BREAK!!</b>	
03/09	<b>SPRING BREAK!!</b>	
03/14	Chapter 7: Item Analysis	Quiz: Chapter 5;  HW #4
03/16	Chapter 7: Item Analysis	
03/21	Chapter 8: Achievement Tests	Quiz: Chapter 7;

03/23	Chapter 8: Achievement Tests	TDP Part 4
03/28	Chapter 9: Assessment of Intelligence	Quiz: Chapter 8;
03/30	Chapter 9: Assessment of Intelligence	HW #5
04/04	Chapter 11: Behavioral Assessment	Quiz: Chapter 9;
04/06	Chapter 11: Behavioral Assessment	
04/11	Chapter 10: Assessment of Personality	Quiz: Chapter 11;
		HW #6
04/13	Chapter 10: Assessment of Personality	HW #7
04/18	Test Exploration	TDP Part 5
04/20	Chapter 16: Assessment Accommodations	Quiz: Chapter 10;
		HW #8
04/25	Guest Speaker! School Psychology	
04/27	Chapter 15: The Problem of Bias in Psychological Assessment	Quiz: Chapter 16
05/02	Chapter 15: The Problem of Bias in Psychological Assessment	
<b>05/09</b>	<b>11:30 AM –2:00 PM: Comprehensive Final Exam</b> You will not be allowed to take the exam prior to this time.	TDP Part 6 due by start of the Final Exam

**Last Day to Drop a Class: January 25 (5:00 PM)**  
**Deadline to Withdraw from a Class: March 13 (5:00 PM)**

The grading scale is as follows. Please note, due to the availability of extra credit, I do NOT round grades:

Letter Grade	Total Points
A	628-675
A-	608-627
B+	588-607
B	561-587
B-	540-560
C+	520-539

Letter Grade	Total Points
C	493-519
C-	473-492
D+	453-472
D	426-452
D-	405-425
F	0-404

# COURSE CHANGE CURRICULUM FORM UNDERGRADUATE NON-CORE CURRICULUM

<b>Department:</b> Psychology	<b>Submission Date:</b> 1/26/2018
<b>Catalog Year of Implementation (must be next academic year or later):</b> 2018-19	

## I. PROPOSED COURSE CHANGE INFORMATION

	Check if no change	
CURRENT (required)		PROPOSED CHANGE (if applicable)
<b>Course Prefix:</b> <u>PSYC</u>	<input checked="" type="checkbox"/>	_____
<b>Course Number:</b> <u>420</u>	<input type="checkbox"/>	<u>345</u>
<b>Course Title:</b> <u>Psychological Tests and Measurements</u>	<input checked="" type="checkbox"/>	_____
<b>Credit Hours:</b> <u>3</u>	<input type="checkbox"/>	<u>4</u>

*If yes, enter a justification for the change in credit hours and include a copy of the **current** syllabus.*

The work required in this course was already basically meeting the objectives of lab courses in our department, which require students to practice research application and writing through the lens of the course topic; however, as a 3-credit course, we did not have enough time to adequately cover the material and teach students the needed statistical/computer skills for their semester-long project. Students became frustrated by the lack of opportunities to work on new skills in SPSS without guidance from the professor. By adding a lab component, we can remedy this issue, by spending additional dedicated time in a computer lab practicing application, as well as cover material that we were not previously able to include. The pre-requisites are the same as all other psychology lab courses (PSYC 233 and 234, although 233 was previously not officially listed in the catalog as a pre-requisite). Additionally, the course previously had very low enrollment, because it was a challenging course, required multiple pre-requisites, involved statistics, and was an elective in our department; however, the faculty of our department agreed that it is an important class that we want to continue to offer (esp. as some graduate programs strongly encourage or require this course for admission). By making this a 4-credit lab course, more students will be motivated to take the course as they are required to have a lab course as part of their major. Finally, we currently have difficulty meeting the need for psychology lab courses; adding this as a lab option will help meet this demand. We have also changed the course number to match all other departmental lab courses, which are offered at the 300 level.

**May this course be repeated for credit when content changes?**    Yes    No

If yes, maximum credit hours: *Enter maximum credits, if applicable.*

<b>Prerequisites:</b> <u>PSYC 234 (with grade of "C-" or better)</u>	<input type="checkbox"/>	<u>PSYC 233 and PSYC 234 (with grade of "C-" or better)</u>
<b>Writing Intensive:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Speaking Intensive:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<input checked="" type="checkbox"/>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<i>If adding a speaking intensive designation, attach a copy of the department speaking intensive policy.</i>		
<b>Cross-listed Prefix:</b> _____	<input checked="" type="checkbox"/>	_____
<b>Cross-listed Number:</b> _____	<input checked="" type="checkbox"/>	_____

**COURSE CHANGE CURRICULUM FORM  
UNDERGRADUATE NON-GENERAL EDUCATION**

**Current Catalog Copy:**

A survey of methods, techniques, and instruments for measuring individual differences in behavior, personality interests and intellectual ability. Prerequisite PSYC 234 (with grade of "C-" or better). 3 credits.

**Proposed New Catalog Copy** (*Must match description on proposed course syllabus*):

A survey of methods, techniques, and instruments for measuring individual differences in behavior, personality interests and intellectual ability. This lab course will give special attention to the psychometric properties required for sound psychological measurement as well as to how psychological tests are developed. Prerequisites PSYC 233 and 234 (with grades of "C-" or better). 3 lecture and one 2-hour lab period. 4 credits.

Delete course from catalog

Submit course to storage

**Attach a proposed syllabus in the format specified by the FPPM that contains the proposed changes.** Course description on syllabus must match the proposed new catalog copy provided above.

**II. REQUIRED FOR MAJOR, MINOR, CONCENTRATION**

It will be offered as one of several options for a psychology lab course, which is required of all psychology majors.

**III. RATIONALE FOR PROPOSED CHANGES**

To highlight the focus on test development and psychometrics, which is one-half to two-thirds of the emphasis of the course.

**IV. RESOURCE ASSESSMENT, IF CHANGE WARRANTS IT**

**A. How frequently do you anticipate offering this course?**

Every 2-3 semesters.

**B. Describe anticipated change in staffing for the course:**

None

**C. Estimate the cost of new equipment required due to the change:**

No change (a computer lab with SPSS access will continue to be required for the course).

**D. Estimate the cost and describe additional library resources:**

None.

**E. Will the change in the course require additional computer use, hardware or software? Select one.**



**COURSE CHANGE CURRICULUM FORM  
UNDERGRADUATE NON-GENERAL EDUCATION**

If yes, please describe and estimate cost: Yes, additional computer use. We will be meeting in a computer lab on a weekly basis for the added laboratory portion of the course. We do not anticipate any additional costs.

**F. Will a new or changed course fee be assessed?** No

If yes, the **Fee Recommendation Worksheet** must accompany this form. See the Budget Office forms page at <http://solomon.longwood.edu/offices--departments/budget-office/forms--documents/> .

All curriculum proposals/changes are processed in the date order received.

Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.

For the Curriculum Development Handbook and all forms, see <http://blogs.longwood.edu/curriculum/>.

The signature page follows as a separate sheet.

**COURSE CHANGE CURRICULUM FORM  
UNDERGRADUATE NON-GENERAL EDUCATION**

V. APPROVALS

**Course Prefix:** PSYC **Course Number:** 420

**Course Title:** Psychological Tests and Measures

A change to the title or course number on this form implies that title or course number will change anywhere it occurs in the catalog.

**SIGNATURE PAGE**

	<b>Date Received</b>	<b>Date Approved</b>	<b>Signature</b>
1. Department Curriculum Committee Chair	_____	_____	_____
2. Department Chair	_____	_____	_____
The Department Chairs, whose programs may be affected, have been notified:			
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
Department	_____	Date Notified	_____
3. College Dean	_____	_____	_____
4. College Curriculum Committee	_____	_____	_____
5. EPC *	_____	_____	_____
6. Faculty Senate *	_____	_____	_____
7. Received by Registrar	_____		

\* EPC and Senate approval required for change in credit hours.

**All curriculum proposals/changes are processed in the date order received. In order to be included in the next academic year's catalog, all paperwork must be submitted no later than:**

- February 1 to the College Curriculum Committee
- March 1 to the Educational Policy Committee (EPC)

**Changes that affect spring advising for fall classes must have received approval from EPC and Senate before the registrar opens up the fall schedule for registration in March. Such proposals should reach the chair of EPC by the end of the fall semester. Submission within the deadlines does not guarantee processing in time for the next academic year's catalog.**