

Change Undergraduate Course

Change a Course

Subject: SPAN-Spanish
Number: 4150
Effective Term: Fall 2018
Title: Span for Health Prof

Honors Course:

Add Honors Course:

Last Term Course was taught: ~~201708~~ 2019

Brief Statement of Change Based on Assessment Results:

Course will be changed from SPAN 4150 to SPAN 3150. The purpose is to bring this course forward in course sequencing. Offering this medical terminology Spanish course earlier will help students be better prepared for their subsequent 4000-level L&IH courses in the major and their internship abroad in a Spanish speaking country.

Rationale for Changing a Course

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

Change Number

To 3150

Learning Objectives

Objectives

To develop linguistically adequate and culturally relevant communication with Spanish-speaking patients, this course have the following objectives:

1. To develop medical terminology knowledge in Spanish for (a) anatomy and physiology; (b) causes, diagnoses, and treatment of specific diseases; (c) and for the most situations encountered in health care.
2. To learn and to practice communicative tools and vocabulary in Spanish to resolve typical problems related to the health profession. Students will learn useful phrases within a medical context, as well as acquire more vocabulary and grammatical knowledge via exercises, communicative activities and reading of real-life dialogues.
3. To increase awareness of Hispanic cultural issues in the health professions.

Topical Outline

Topical Outline

This course will include, but it is not restricted to the following topics:

Week 1

- What is public health?

Organizing the course: Introductions, revision of the syllabus, reviewing rubrics for assignments, and forming working teams

Week 2

- 1) The Hispanic population in the United States and in SC: Demographics
- 2) Culturally competent communication with Hispanic patients in health care settings

Week 3

Introduction to Anatomy and Physiology concepts

- The human body
- Tissues and Cells

Week 4 Digestive system

- Function and organs
- Selected Gastrointestinal, liver and pancreatic disorders

Week 5 Respiratory system

- Function and organs
- Selected respiratory illnesses

Week 6 Cardiovascular (circulatory) system

- Function and organs
- Selected cardiovascular diseases

Week 7 Urinary system

- Function and organs
- Selected urinary track illnesses

Week 8 Nervous system

- Function and organs
- Selected nervous systems illnesses

Week 9 Chronic diseases among U.S. Hispanics: Diabetes

- Frequency and distribution of the disease
- Risk and protective factors
- Best practices to reduce the negative impact of diabetes among U.S.-Hispanics

Week 10 Chronic diseases among U.S. Hispanics: High Blood Pressure (HBP)

- Frequency and distribution of the disease
- Risk and protective factors
- Best practices to reduce the negative impact of HBP among U.S.-Hispanics

Week 11 Medical Emergencies:

Week 12 Endocrine system

- Function and organs
- Selected endocrine illnesses and metabolic disorders

Week 13 Pharmacotherapy:

- Antimicrobial and antimycotic agents
- Folk Medicine

Week 14 Immune System and Infectious Diseases

Week 15 Oncology

- Selected cancers

Evaluation

Undergraduate

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

Grades:

- Midterm 25%
- Final Exam 25%
- Student presentation 20%
- Representing a medical visit 15%
- Class assignments and participation 15%

Percentages

90-100 (A); 80-89 (B); 70-79 (C); 60-69 (D); 0-59 (F).

Syllabus

Upload File: [Span-3150-Syllabus-AM03142018-20180314214456.pdf](#)

Form

User ID: ared Name: Arelis Moore Peralta
 Date: 03/14/2018 Number: 34352

3-27-18

Chair, Department Curriculum Committee

Date

Scheider Dept.

3/27/18

Department Chair

Date

Chair, College Curriculum Committee

Date

W. Hanna

3/28/18

3/28/18

College Dean

Date

Director, Calhoun Honors College

Date

Chair, Undergraduate Curriculum Committee

Date

Chair, Graduate Curriculum Committee

Date

Provost

Date

President

Date

Clemson University
Department of Languages
L&IH Program
SPAN 3150 - Spanish for Health Professionals

Professor: Dr. Maria Rosa Judez

Office Location: ### Strobe Tower Office Hours: T & TH 11:00 AM – 12:30 PM or by appointment

Phone: 656-####

E-mail: mjudezr@clemsun.edu

Description of the course:

Prerequisites: six credits in Spanish at the 3000 or 4000 level.

SPAN 3150 Spanish for Health Professionals 3 (3) Medical concepts and terminology in Spanish aimed at developing linguistically adequate and culturally relevant communication with Spanish-speaking patients and increasing awareness of Hispanic cultural issues in the health professions. Designed for students who plan to work in professions related to public health and health care provision.

Objectives

Students who are in health-related fields often come in contact with Spanish-speaking persons. In this context, language barriers and cultural factors can be the source of miscommunication with possible serious consequences for the patient. English-speaking family members should not be considered to help communicate the medical information that the patient, who speak little or no English, needs. Therefore, there is a great need for medical personnel who can speak Spanish by using the correct medical terminology in this language. Staff should be prepared to interview patients and record their medical histories accurately and completely, in a culturally appropriate manner.

To develop linguistically adequate and culturally relevant communication with Spanish-speaking patients, this course have the following objectives:

1. To develop medical terminology knowledge in Spanish for (a) anatomy and physiology; (b) causes, diagnoses, and treatment of specific diseases; (c) and for the most situations encountered in health care.
2. To learn and to practice communicative tools and vocabulary in Spanish to resolve typical problems related to the health profession. Students will learn useful phrases within a medical context, as well as acquire more vocabulary and grammatical knowledge via exercises, communicative activities and reading of real-life dialogues.
3. To increase awareness of Hispanic cultural issues in the health professions.

Texts:

- Course packet available in CANVAS.
- **Book Resources** (With the exception of the dictionary, selected books will be scanned and placed into Canvas. Therefore, you do not have to purchase these books unless you prefer to do so:
 1. O. Herrera McElroy and L. Grabb. 2005. **Spanish-English English-Spanish Medical Dictionary**, 3rd Edition. Philadelphia: Lippincott Williams & Wilkins. ISBN-10:0-7817-5011-3. ISBN-13: 978-0-7817-5011-0.

2. Online Dictionaries (These are a resource to avoid purchasing the recommended dictionary above).
3. Gonzalez-Lee, T. & Simon, H.J. (1990). **Medical Spanish: Interviewing the Latino patient; a cross-cultural perspective**. New Jersey: Prentice Hall. ISBN: 0-13-572819-3.
4. Munson, C.H., Ed. (2009). **Medical Spanish Made Incredibly Easy**, 3rd Edition. Philadelphia: Wolters Kluwer/Lippincott Williams & Wilkins. ISBN-10: 0-7817-8941-9. ISBN-13:97807817-8941-7.
5. Wilber, C.J. & Lister, S. (2005). **Medical Spanish: The instant survival guide**, 4th Edition. Philadelphia, PA: Elsevier. ISBN 0750674946.
6. deHernandez, L. (2002). **Emergencia: Emergency Translation Manual**. Canada: Thomson Learning, Inc./Delmar. ISBN: 0-7668-3626-6
7. de Vattuone, L.F. (2005). **Anatomía y fisiología humanas**, 2nd Edition. Buenos Aires: GZ Editores. ISBN: 987-21603-9-2.
8. Rush, P. & Houston, P. (2003). **Spanish for health care**. New Jersey: Prentice Hall. ISBN: 0-13-040946-4.

- **Internet resources:**

- Medline Plus (<http://medlineplus.gov/spanish/>)
- L&IH 127 (<http://clemson.libguides.com/lih127spring2014>)
- CDC-Español (<http://www.cdc.gov/spanish/>)
- Orphanet: Portal de Información sobre Enfermedades Raras (http://www.orpha.net/consor/cgi-bin/Disease_Search.php?lng=ES)

Requirements:

1. This class will be based on research and conducted in Spanish.
2. Students must check their emails and Canvas for information and assignments. The instructor reserves the right to change or announce additional homework assignments throughout the course.
3. Students must complete the required readings, PowerPoints, and assigned materials.
4. Students will complete a Midterm and a Final Exam.
5. Presentations in PowerPoint: student will prepare PowerPoint presentations (in groups and individually) on topics assigned by the professor.

Attendance Policy

The academic resources of Clemson University are provided for the intellectual growth and development of students. Class attendance is critical to the educational process; therefore, students should attend scheduled courses regularly if they are to attain their academic goals.

Students with excessive absences may need academic or medical assistance. Please report instances to the Dean of Students' Office, 656-0935.

In the event of an emergency, the student should make direct contact with the course instructor, preferably before a class or an exam takes place. Students should speak with their course instructors regarding any scheduled absence as soon as possible and develop a plan for any make-up work. It is the student's responsibility to secure documentation of emergencies, if required. A student with an excessive number of absences may be withdrawn at the discretion of the course instructor.

Absence from class is detrimental to the learning process, so course instructors may use reasonable academic penalties which reflect the importance of work missed because of unexcused absences. Course instructors who penalize students for unexcused absences must specify attendance requirements as related to grading in the course syllabus and must keep accurate attendance records. Course instructors are obligated to honor exceptions to the university attendance policy for students covered by the Americans with Disabilities Act, as verified through paperwork issued by Student Accessibility Services.

Notification of Absence:

The Notification of Absence module in Blackboard/Canvas allows students to quickly notify instructors (via an email) of an absence from class and provides for the following categories: court attendance, death of family member, illness, illness of family member, injury, military duty, religious observance, scheduled surgery, university function, unscheduled hospitalization, other anticipated absence, or other unanticipated absence. The notification form requires a brief explanation, dates and times. Based on the dates and times indicated, instructors are automatically selected, but students may decide which instructors will receive the notification. This does not serve as an “excuse” from class, and students are encouraged to discuss the absence with their instructors, as the instructor is the only person who can excuse an absence. If a student is unable to report the absence by computer, he/she may call the Dean of Students Office for assistance.

Faculty members should feel free to call the Dean of Students for help in considering the validity and sufficiency of the documentation provided by students. The Dean of Students Office also assists students in identifying appropriate methods of documenting absences and assists families in using the electronic Notification of Absence system when students are unable to do so themselves.

Disclaimer: Materials have been carefully selected, but some may contain language and images that some viewers could find very graphic. Students should feel free to discuss their opinions with the professor.

Important Dates:

Jan 11, W Classes begin

Jan 16, M Martin Luther King Jr. holiday

Jan 18, W Last day to register or add a class or declare Audit

Jan 25, W Last day to drop a class or withdraw from the University without a W grade

Mar 17, F Last day to drop a class or withdraw from the University without final grades

Mar 20-24, M-F Spring break

Apr 27-28, Th-F Classes meet; exams permitted in labs only

May 1-5, M-F Examinations

May 8, M 9:00 A.M.—Deadline to submit candidate grades

May 10, W 9:00 A.M.—Deadline to submit other grades

Academic Integrity

“As members of the Clemson University community, we have inherited Thomas Green Clemson’s vision of this institution as a “high seminary of learning.” Fundamental to this vision is a mutual commitment to truthfulness, honor, and responsibility, without which we cannot earn the trust and respect of others. Furthermore, we recognize that academic dishonesty detracts from the

value of a Clemson degree. Therefore, we shall not tolerate lying, cheating, or stealing in any form.”

When, in the opinion of a course instructor, there is evidence that a student has committed an act of academic dishonesty, the instructor must make a formal written charge of academic dishonesty, including a description of the misconduct to Dr. Jeff Appling, Associate Dean of Undergraduate Studies. The reporting instructor may, at his/her discretion, inform each involved student privately of the nature of the alleged charge. In cases of plagiarism (I.B.2.) instructors may use the Plagiarism Resolution Form available from the Office of Undergraduate Studies. Instructors using this form for the first time must consult with Dr. Appling (656-3022) prior to meeting with the student.

Instructors suspecting a violation of the academic integrity policy should *not* assign a grade penalty until the process is complete. For suspected academic dishonesty outside the course setting, please consult with the Associate Dean of Undergraduate Studies.

Instructors should include a class policy on submission of work that has been turned in for credit for a previous course.

Please call 656-3022 with any questions about academic integrity.

Copyright Statement

Materials in some of the courses are copyrighted. They are intended for use only by students registered and enrolled in a particular course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act. Students should be reminded to refer to the Use of Copyrighted Materials and “Fair Use Guidelines” policy on the Clemson University website for additional information: <http://www.clemson.edu/library/>

Accommodations for Students with Disabilities

Clemson University values the diversity of our student body as a strength and a critical component of our dynamic community. Students with disabilities or temporary injuries/conditions may require accommodations due to barriers in the structure of facilities, course design, technology used for curricular purposes, or other campus resources. Students who experience a barrier to full access to this class should let the professor know, and make an appointment to meet with a staff member in Student Accessibility Services as soon as possible. You can make an appointment by calling 864-656-6848, by emailing studentaccess@lists.clemson.edu, or by visiting Suite 239 in the Academic Success Center building. Appointments are strongly encouraged – drop-ins will be seen if at all possible, but there could be a significant wait due to scheduled appointments. Students who receive Academic Access Letters are strongly encouraged to request, obtain and present these to their professors as early in the semester as possible so that accommodations can be made in a timely manner. It is the student’s responsibility to follow this process each semester. You can access further information here: <http://www.clemson.edu/campus-life/campus-services/sds/>.

The Clemson University Title IX

The Clemson University Title IX (Sexual Harassment) statement must be included: Clemson University is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, religion, sex, sexual orientation, gender, pregnancy, national origin, age, disability, veteran's status, genetic information or protected activity in employment, educational programs and activities, admissions and financial aid. This includes a prohibition against sexual harassment and sexual violence as mandated by Title IX of the Education Amendments of 1972. This policy is located at <http://www.clemson.edu/campus-life/campus-services/access/title-ix/>. Mr. Jerry Knighton is the Clemson University Title IX Coordinator. He also is the Director of Access and Equity. His office is located at 110 Holtzendorff Hall, 864.656.3184 (voice) or 864.656.0899 (TDD).

Course Regulations

- This class will be taught in Spanish. This course covers medical terminology and as such, students will be responsible for completing all assignments by making sure grammar and pronunciation are correct.
- All assignments not submitted as scheduled in the syllabus will receive a 0% grade.
- Full student participation is required to ensure achieving class objectives.
- This course include discussion of medicine related topics, with the objective of improving the health situation of patients of Hispanic heritage or descent.
- Students must use a correct grammar and punctuation to explain concepts and to talk in simulated medical situations in Spanish.

Topical Outline

This course will include, but it is not restricted to the following topics:

1. The Hispanic population in the U.S., and in South Carolina (SC):
 - a. Demographics
 - b. Role of language in health care policies: DHHS; CLAS standard, etc.
2. Cultural competence in health care services provision to Hispanics
3. Terminology to examine body systems and its function (Anatomy and physiology concepts)
4. Selected diseases by body systems
5. Health administration-related topic: Health insurance accessibility

Grades:

- | | |
|---------------------------------------|-----|
| • Midterm | 25% |
| • Final Exam | 25% |
| • Student presentation | 20% |
| • Representing a medical visit | 15% |
| • Class assignments and participation | 15% |

Percentages

90-100 (A); 80-89 (B); 70-79 (C); 60-69 (D); 0-59 (F).

PROGRAM OF STUDIES

Weeks	Topics
Week 1	<ul style="list-style-type: none"> • What is public health? • Organizing the course: Introductions, revision of the syllabus, reviewing rubrics for assignments, and forming working teams
Week 2	<ol style="list-style-type: none"> 1) The Hispanic population in the United States and in SC: Demographics 2) Culturally competent communication with Hispanic patients in health care settings
Week 3	Introduction to Anatomy and Physiology concepts <ul style="list-style-type: none"> • The human body • Tissues and Cells
Week 4	Digestive system <ul style="list-style-type: none"> • Function and organs • Selected Gastrointestinal, liver and pancreatic disorders
Week 5	Respiratory system <ul style="list-style-type: none"> • Function and organs • Selected respiratory illnesses
Week 6	Cardiovascular (circulatory) system <ul style="list-style-type: none"> • Function and organs • Selected cardiovascular diseases
Week 7	Urinary system <ul style="list-style-type: none"> • Function and organs • Selected urinary track illnesses
Week 8	Nervous system <ul style="list-style-type: none"> • Function and organs • Selected nervous systems illnesses
Week 9	Chronic diseases among U.S. Hispanics: Diabetes <ul style="list-style-type: none"> • Frequency and distribution of the disease • Risk and protective factors • Best practices to reduce the negative impact of diabetes among U.S.-Hispanics
Week 10	Chronic diseases among U.S. Hispanics: High Blood Pressure (HBP) <ul style="list-style-type: none"> • Frequency and distribution of the disease • Risk and protective factors • Best practices to reduce the negative impact of HBP among U.S.-Hispanics
Week 11	Medical Emergencies
Week 12	Endocrine system <ul style="list-style-type: none"> • Function and organs • Selected endocrine illnesses and metabolic disorders

Weeks	Topics
Week 13	Pharmacotherapy: <ul style="list-style-type: none">• Antimicrobial and antimycotic agents• Folk Medicine Assignment: News related with health care provision to Hispanic patients: student teams' presentations
Week 14	Immune System and Infectious Diseases
Week 15	Oncology <ul style="list-style-type: none">• Selected cancers

Minor

Name: Art Lead Dept: Art

Change Minor

Effective Catalog Year: 2019-2020

Change Minor Requirements:

Current Catalog Description

Proposed Catalog Description

A minor in Art requires ART 1030, 1510 or 1520; AAH 1010, 1020 or ART 2100; at least six hours of ART or AAH courses at the 2000 level or above; and at least three hours of ART or AAH courses at the 3000 or 4000 level. A minor in Art requires ART 1030, 1510 or 1520; AAH 1010, 1020 or ART 2100; at least six hours of ART or AAH courses at the 2000 level or above; and at least three hours of ART or AAH courses at the 3000 or 4000 level.

Summary / Explanation

Minor students will now all take the same 1000 level Foundations class. This will provide all minors with the correct basis for p

Rationale for Change Minor

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

Form

User ID: awrangl Name: Anderson Wrangle
 Date: 03/15/2018 Number: 37899

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000023

Minor

Name: Art Lead Dept: Art

Change Minor

Effective Catalog Year: 2018-2019

Change Minor Requirements:

Current Catalog Description

A minor in Art requires ART 1030, 1510 or 1520; AAH 1010, 1020 or ART 2100; at least six hours of ART or AAH courses at the 2000 level or above; and at least three hours of ART or AAH courses at the 3000 or 4000

Proposed Catalog Description

A minor in Art requires ART 1510; AAH 1010, 1020 or ART 2100; at least six hours of ART or AAH courses at the 2000 level or above; and at least three hours of ART or AAH courses at the 3000 or 4000 level.

Summary / Explanation

Minor students will now all take the same 1000 level Foundations class. This will provide all minors with the correct basis for pursuing upper level art classes. This change will also clarify advising in the department and across the university.

Rationale for Change Minor

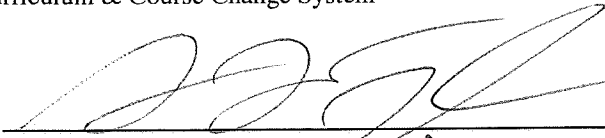
- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

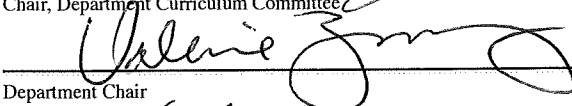
Form

User ID: awrangl Name: Anderson Wrangle

Date: 02/21/2018 Number: 37899

000024


 Chair, Department Curriculum Committee _____ Date February 21, 2018


 Department Chair _____ Date Feb 21, 2018


 Chair, College Curriculum Committee _____ Date 3/28/18


 College Dean _____ Date 3/28/18

 Director, Calhoun Honors College _____ Date

 Chair, Undergraduate Curriculum Committee _____ Date

 Chair, Graduate Curriculum Committee _____ Date

 Provost _____ Date

 President _____ Date

Change Major

If Gen Ed requirements are changed a separate Gen Ed Checklist form must accompany this form.

Major Name: History
Degree: Bachelor of Arts
Effective Catalog Year: 2019-2020

- Change Major Name to: HIST
- Change Degree to: Bachelor of Arts
- Change Curriculum Requirements
- Change General Education Requirements
- Add, Change, or Delete Concentration(s)
- Add, Change, or Delete Emphasis Area(s)

Curriculum Map: Non-WesternHistoryChanges2018-20180328085210.docx

Description: This is a description of the changes to one portion of the curriculum map

Additional Information: Description:

Summary/Explanation


Both of these courses had been previously overlooked on the curriculum map at their time of addition. Both are indeed non-western history courses and as such this is merely placing them in the curriculum map where they belong.

Rationale for Change Major

- Strengthen Program Requirement(s)
- Alignment of Student Learning Outcomes
- Alternative Delivery of Content
- Improve Time to Degree
- Evolution of the Discipline
- Changing Prerequisites
- Address DWF Rates
- General Education Modifications
- Other (Please specify.)

Form

User ID: terry2 Name: William Terry
Date: 03/28/2018 Number: 38856

Chair, Department Curriculum Committee  Date 3/28/18
3-28-18

Department Chair  Date 3/28/18

Chair, College Curriculum Committee  Date 3/28/18

College Dean _____ Date _____

Director, Calhoun Honors College _____ Date _____

Chair, Undergraduate Curriculum Committee _____ Date _____

Chair, Graduate Curriculum Committee _____ Date _____

Provost _____ Date _____

President _____ Date _____

Clemson University – Department of History and Geography

Memorandum

To: Clemson University Undergraduate Curriculum Committee
From: William Terry, Chair, Department of History and Geography Curriculum
Committee
CC: Rhonda Todd

The Department of History and Geography would like to make the following changes to the curriculum map with a small change to the list of approved courses that apply to the History BA Degree. Both of the courses below should be added to the list of courses that satisfy the non-Western history course requirement. This course list currently appears in the catalog as footnote #4 of the History major.

Courses to be added:

HIST 3350 - History of South Asia 1500-Present

HIST-3170 -History of Native American Religion and Culture

Footnote #4 should now read as follows (changes in **bold**):

4 Major requirement totals 27 credits. Students must take three credits each of U.S. history, European history and non-Western history, in addition to 12 credits of other HIST courses, at least three credits of which must be at the 4000 level. No more than six hours of 1000- and 2000-level history courses (in addition to HIST 2990 [or HIST 2020 and 2990 for students in the Public History Emphasis Area]) may be counted towards the Major Requirements. U.S. history—Three credits selected from HIST 1010, 1020, 3000, 3010, 3020, 3030, 3040, 3050, 3060, 3080, 3110, 3120, 3130, 3140, 3160, 3180, 3190, 3230, 3250, 3260, 3270, 3280, 3290, 3900, 3920, 4000 European history—Three credits selected from HIST 3210, 3220, 3530, 3540, 3550, 3610, 3630, 3650, 3670, 3700, 3720, 3730, 3740, 3750, 3770, 3780, 3800, 3810, 3840, 3850, 3860, 3870, 4500, 4510, 4600, 4700, 4710, 4720 Non-Western history—Three credits selected from HIST 3170, 3300, 3330, 3340, 3350, 3370, 3380, 3390, 3400, 3410, 3420, 3510