

000151

## Change Undergraduate Course

### Change a Course

Subject: AL-Athletic Leadership  
Number: 3490  
Effective Term: Summer 2017  
Title: Principles of Coaching

Honors Course:

Add Honors Course:

Last Term Course was taught: 201701

#### Brief Statement of Change Based on Assessment Results:

Growing numbers of students who coach during summer and college career are interested in coaching courses based on the national standards for sport coaches.

### 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 Prerequisite(s) / Corequisite(s)

From Athletic Leadership minor  
To None

### Learning Objectives

Demonstrate knowledge of national standards for sport coaches,  
Complete nationally recognized coach certification,  
Demonstrate mission and purpose of interscholastic athletics,  
Learn diversity of interscholastic state coaching association requirements in USA,  
Recognize appropriate coaching behaviors and responsibilities, and  
Develop a coaching philosophy that supports the mission of the school, the national standards for sport coaches and constructive physical, mental, spiritual/emotional development of student athletes

### Topical Outline

Week One: Student and Course Introduction  
Week Two: Educational Athletics  
Week Three: The Role of the Teacher-Coach  
Week Four: The Teacher-Coach as Manager  
Week Five: The Teacher-Coach and Interpersonal Skills  
Week Six: The Teacher-Coach and Physical Conditioning  
Week Seven and Eight: The Coach as Teacher  
Week Nine: NFHS Exam and Certification  
Week Ten: National Standards for Sport Coaches Review  
Week Eleven: Current Issues  
Week Twelve: Media, Culture, Ethics and Student-Athlete Responsibility  
Week Thirteen: Interscholastic Athletic Eligibility  
Week Fourteen: The Role of Parents in the Interscholastic Athletic Program  
Week Fifteen: Final Project

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Evaluation	
Undergraduate	
A	90 - 100
B	80 - 89
C	70 - 79
D	60 - 69
F	< 60
15% discussion board content	
20% student assignments	
40% tests and quizzes	
15% national coach certification	

**Syllabus**  
Upload File: [AL3490 2017 Cur Req Revision Syllabus Template SHORT FORM-20170315120314.docx](#)  
**Description:** Principles of Coaching Syllabus

**Form**  
**User ID:** djcat    **Name:** Deborah Cadorette  
**Date:** 03/16/2017    **Number:** 29077

*Tris Brady* \_\_\_\_\_ 03/25/17  
Chair, Department Curriculum Committee Date

*Art Conception* \_\_\_\_\_ 3/27/17  
Department Chair Date

*Wanda Jones* \_\_\_\_\_ 3/25/17  
Chair, College Curriculum Committee Date

*Cyrtum* \_\_\_\_\_ 3-27-17  
College Dean Date

\_\_\_\_\_  
Director, Calhoun Honors College Date

*John D. Stiff* \_\_\_\_\_ 4/7/2017  
Chair, Undergraduate Curriculum Committee Date

\_\_\_\_\_  
Chair, Graduate Curriculum Committee Date

*Robert W. Jones* \_\_\_\_\_ 8/24/17  
Provost Date

\_\_\_\_\_  
President Date

## Principles of Coaching, AL 3490

<b>Catalog Description:</b>	Investigation into the scientific basis of the coaching profession, middle and high school levels. Topics include developing a coaching philosophy, sport psychology, sport pedagogy, sport physiology, athletic administration and risk management. Current issues regarding sportsmanship, gender equity compliance, and cultural diversity are researched and synthesized.
<b>Prerequisites/ Corequisites:</b>	None
<b>Textbooks:</b>	Duke, Jeff. (2014) 3D Coach. Grand Rapids, Michigan: Revell, a division of Baker Publishing Group.
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. Students will demonstrate knowledge of the National Standards for Sport Coaches with examples from researched articles and various approved sport theme movies.</li> <li>2. Students will complete the National Federation of High Schools Fundamentals of Coaching course and certification</li> <li>3. Students will demonstrate how the mission and purpose of interscholastic athletics might be communicated to the school district students, parents, visitors and spectators.</li> <li>4. Students will design a Parent Night Presentation that recognizes nationally recognized protocol for positive parent interaction in interscholastic athletics</li> <li>5. All students will have an option of applying for eligibility to receive any of the (three) Clemson AL certificates. Contact <a href="mailto:djcat@clemsun.edu">djcat@clemsun.edu</a> for more information.</li> </ol>
<b>Topical Outline:</b>	<p>Week One and Two: Introduction, syllabus and NFHS registration  Week Three and Four: Educational Athletics and the Role of the Teacher/Coach  Week Five and Six: The Teacher/Coach as Manager  Week Seven and Eight: The Teacher/Coach and Interpersonal Skills  Week Nine and Ten: The Teacher/Coach and Physical Conditioning  Week Eleven: The Coach as Teacher  Week Twelve: National Standards for Sport Coaches (NASPE, 2006)  Week Thirteen: Application of National Standards &amp; Current Trends  Week Fourteen: Student-Athlete Development and Philosophy  Week Fifteen: Examination/Project</p>

<b>Evaluation</b>	Discussion and Participation	25%
	Assignments and Project	20%
	Tests and Quizzes	40%
	NFHS Certification	15%
	90-100%	A
	80-89%	B
	70-79%	C
	60-69%	D
	<59%	F
<b>Additional Information</b>		
<b>Form Originator</b>	Deborah Giehl Cadorette	



in athletics, at the high school, intercollegiate, and professional levels, has increased dramatically since the enactment of Title IX. Through the outcomes addressed in the course, students will become more effective leaders, coaches and advocates for female athletes.

**Textbook(s)**

Taggart, L. (2007). Women Who Win: Female Athletes on Being the Best. Berkeley: Seal Press.

**Learning Objectives**

- Understand the historical context of women in American society, law and athletics,
- Consider when and why the roles of women changed,
- Interact with other members of the class to explore the current roles of women in athletics,
- Absorb other viewpoints concerning the roles of women in American society and athletics,
- Think about successful leadership policies, strategies and ideas for women,
- Learn about the psychology of female athletes,
- Consider common problems, difficulties and disorders associated with female athletes,
- Analyze how coaching women differs from coaching men,
- View and consider successful female athletes, and analyze coaching and teamwork strategies that were successful for those women,
- Explore possible areas of expansion for women in athletics, and
- Develop a leadership philosophy and strategies for coaching women.

**Topical Outline**

- Weeks One and Two: Introduction and Historical Background
- Week Three: Psychology of Female Athletes
- Week Four: Coaching Women vs. Coaching Men
- Weeks Five and Six: Collaborative Project: Women in High School Coaching
- Week Seven: Biographical Review of Female Athlete and Coaches
- Week Eight: Midterm
- Week Nine: Female Leadership Strategies
- Week Ten: Female Coaching Strategies
- Week Eleven: Title IX
- Week Twelve: Biographical Review of Female Athlete and Coaches
- Week Thirteen: Current Issues
- Week Fourteen: Biographical Review of Female Athlete and Coaches
- Week Fifteen: Final Project

**Syllabus**

Upload File: [CW Short Form Syll-20170216113346.docx](#)

*Kristin K. Brady*

Chair, Department Curriculum Committee

02/20/2017

Date

*Rolt C. Conoppel*

Department Chair

2/20/17

Date

*M. J. Adams*

Chair, College Curriculum Committee

2/24/17

Date

*B. Roseberry*

College Dean

2-24-17

Date

Director, Calhoun Honors College

*John D. Hill*

Chair, Undergraduate Curriculum Committee

4/7/2017

Date

Date

Chair, Graduate Curriculum Committee

Date

Provost *Robert W. Jones*

*8/24/17*

Date

\_\_\_\_\_  
President

Date



Course Title: Athletics and Women: Current and Historical Issues

<b>Description:</b>	Addresses the various roles of women in the athletic environment, from high school, to intercollegiate athletics, to professional levels and considers the psychology of female athletes, the differences between coaching men and coaching women, and leadership strategies for women.
<b>Prerequisites:</b>	None.
<b>Required course for students in:</b>	This course is necessary to help to address the needs and concerns of those who plan to become coaches and may coach women. The number of women in athletics, at the high school, intercollegiate, and professional levels, has increased dramatically since the enactment of Title IX. Through the outcomes addressed in the course, students will become more effective leaders, coaches and advocates for female athletes.
<b>Textbooks:</b>	Taggart, L. (2007). <i>Women Who Win: Female Athletes on Being the Best</i> . Berkeley: Seal Press.
<b>Learning Objectives:</b>	<p>Upon completion of this course and associated assignments, students will/will have</p> <ul style="list-style-type: none"> <li>Understand the historical context of women in American society, law and athletics,</li> <li>Consider when and why the roles of women changed,</li> <li>Interact with other members of the class to explore the current roles of women in athletics,</li> <li>Absorb other viewpoints concerning the roles of women in American society and athletics.</li> <li>Think about successful leadership policies, strategies and ideas for women,</li> <li>Learn about the psychology of female athletes,</li> <li>Consider common problems, difficulties and disorders associated with female athletes,</li> <li>Analyze how coaching women differs from coaching men,</li> <li>View and consider successful female athletes, and analyze coaching and teamwork strategies that were successful for those women,</li> <li>Explore possible areas of expansion for women in athletics.</li> </ul> <p>Develop a leadership philosophy and strategies for coaching women.</p>
<b>Topical Outline:</b>	<p>Weeks One and Two: Introduction and Historical Background</p> <p>Week Three: Psychology of Female Athletes</p> <p>Week Four: Coaching Women vs. Coaching Men</p> <p>Weeks Five and Six: Collaborative Project: Women in High School Coaching</p> <p>Week Seven: Biographical Review of Female Athlete and Coaches</p> <p>Week Eight: Midterm</p>

Course Title: Athletics and Women: Current and Historical Issues

<b>Evaluation:</b>	<p>Week Nine: Female Leadership Strategies</p> <p>Week Ten: Female Coaching Strategies</p> <p>Week Eleven: Title IX</p> <p>Week Twelve: Biographical Review of Female Athlete and Coaches</p> <p>Week Thirteen: Current Issues</p> <p>Week Fourteen: Biographical Review of Female Athlete and Coaches</p> <p>Week Fifteen: Final Project</p> <p>Discussion Boards (32%): There will be 8 discussion boards, each of which will count for 4% of your grade. To get full credit for a discussion board, you will be expected to make an original post with your own thoughts prior to 11 pm on Wednesday during the week it is due. Your original post should be between 150 and 200 words. You will also be expected to make at least two thoughtful responses to the original posts of your colleagues. These response posts must be made by 11 pm on Sunday during the week the discussion board is due and should be between 50 and 100 words. Both original and response posts must be thoughtful and respectful of your colleagues. Simply agreeing or disagreeing with the assigned material or with someone else's post is not sufficient; you should always give a reason or an example to explain your conclusions. If any of these requirements are not met, points will be deducted at my discretion.</p> <p>Coaching Journals (15%): There will be 3 coaching journals, each of which will count for 5% of your grade. The coaching journals will allow you to reflect on coaching behaviors and team/coaching interactions that you witness that week, either in person or by watching a game or practice. These should be at least 300 words and will be submitted as a Word document.</p> <p>Partner Response Project (18%): You will work with another member of the class for the partner response project, which will be worth 18% of your final grade.</p> <p>Midterm (15%): The midterm will be a short test that will account for 15% of your final grade. It will include all readings and slides that have been assigned prior to the week of the midterm.</p> <p>Final Project (20%): The final project will be the construction of a leadership strategy for use in coaching females.</p>
<b>Grading Policy:</b>	<p><b>Grading:</b></p> <p>90 - 100 A</p> <p>80 - 89 B</p> <p>70 - 79 C</p> <p>&lt; 70 F</p>
<b>Form Originator</b>	Misty B. Soles

## Change Undergraduate Course

### Change a Course

Subject: AL-Athletic Leadership  
 Number: 3510  
 Effective Term: Summer 2017  
 Title: CPR/AED for Athletic Coaches  
 Honors Course:

Add Honors Course:

Last Term Course was taught: 201601

#### Brief Statement of Change Based on Assessment Results:

Additional class hours are required of students to prepare for national level of certification

### 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 Transcript Title

From CPR/AED for Athletic Coaches  
 To National Coach Certification Prep for Athletic Leadership

### Change of Credit

From  
 Fixed Credit Course  
 Credit Hrs Contact Hrs  
 1 2  
 Variable Credit Course  
 Credit Hrs Contact Hrs  
 Min Max Min Max

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To  
 Fixed Credit Course  
 Credit Hrs Contact Hrs  
 Variable Credit Course  
 Credit Hrs Contact Hrs  
 Min Max Min Max  
 1 3 2 3

### Learning Objectives

1. Identify the responsibilities and characteristics of a responsible coach.
2. Know how to check a conscious and unconscious victim/athlete.
3. Demonstrate how to practice standard precautions to reduce the risk of disease transmission.
4. To know when and how to move a victim/athlete.
5. Identify the signs and symptoms of psychological and mental health problems.
6. Recognize and manage respiratory distress and respiratory arrest.
7. Recognize sudden illness and the steps for care.
8. Recognize and describe types and management of wounds.
9. Be able to identify the signs and symptoms of various soft tissue injuries and musculature injuries, and demonstrate how to care for them.
10. Recognize and provide appropriate prevention and management of cold and heat related illnesses.
11. Demonstrate how to clear the airway of a conscious/unconscious choking victim/athlete.
12. Demonstrate how to give adult victim/athlete CPR.
13. Demonstrate how to appropriately use an AED.
14. Successful completion of requirements for a nationally recognized Coaching, Sport, First Aid, Health, Safety and CPR/AED for Adult Certifications.
15. Successful completion of requirements for a nationally recognized Coaching, Sport First Aid, Health, Safety and CPR/AED for Adult Certifications.

### Topical Outline

- Week 1 On-line Work
- American Red Cross
- On-line Blended Learning Program
- Adult First Aid and CPR/AED
- National Federation of High School Athletic Association
- Sport First Aid, health and safety
  
- Week 2 On-line Work
- American Red Cross
- On-line Blended Learning Program
- Adult CPR/AED
- National Federation of High School Athletic Association
- Sudden Cardiac Arrest Certification
- Identify the responsibilities and characteristics of a responsible coach.

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- Week 3 On-line Work
- American Red Cross
- On-line Blended Learning Program
- Adult CPR/AED
- National Federation of High School Athletic Association
- Concussions in Sports Certification
  
- Week 4 On-line Work
- American Red Cross
- On-line Blended Learning Program
- Adult CPR/AED
- National Federation of High School Athletic Association
- Heat Illness Prevention Certification
- Heat & Cold Emergencies
  
- Week 5 On-line Work
- American Red Cross
- On-line Blended Learning Program
- Adult First Aid and CPR/AED
- ARC Exam (Before Giving Care)
  
- Week 6 In-Class Work
- Before Giving Care and Checking an Injured or Ill Person
- Overcoming barriers to action
- Good Samaritan Laws, Liability Issues
- Obtaining Consent
- Disease Transmission & Blood Borne Pathogens
- Blood Borne Pathogens / MRSA
  
- Week 7 In-Class Work
- Before Giving Care and Checking an Injured or Ill Person
- Glove Removal (SS)
- Checking a Conscious Victim (SS)
- Responding to Emergencies
- Taking a pulse
- Breathing Emergencies
- Anaphylaxis Asthma
- Epi-Pen Training & Demonstration (SS)
- Provisions of medication to students
- Asthma
- Sudden Illness
- Sudden Illness-Seizure/Stroke
- Heat and Cold Emergencies
  
- Week 8 In-Class Work
- Breathing Emergencies
- Breathing Difficulties
- Conscious Choking-Adult - (SS)
  
- Week 9 In-Class Work
- Signs and symptoms of Cardiac Emergencies
- Signs and symptoms of a Heart Attack
- CPR - How CPR works
- Adult/Child CPR (SS)
  
- Week 10 In-Class Work
- Review - Adult/Child CPR
- Unconscious Obstructed Airway/Choking
- Adult (SS)
- Child (SS)
- AED Essentials Training
- Adult AED (SS)
- Child AED (SS)
  
- Week 11 In-Class Work
- Cardiac Emergencies and CPR
- CPR-Adult - (SS)
- Unconscious Obstructed Airway- (SS)
- Using an AED (SS)
  
- Week 12 Open -class - Practice
- Cardiac Emergencies: CPR-Adult
- Unconscious Obstructed Airway
- Using an AED
- Sign-up for individual skills check next week
  
- Week 13 Individual Skills Check
- Week 14 Individual Skills Check
- Week 15 Comprehensive Final

**Evaluation**

Undergraduate

A 90 - 100

B 80 - 89

C 70 - 79

D 60 - 69

F &lt; 60

Participation 25%

Certificate Completion 25%

Decision Making; Skills Assessment 25%

Written Exams 25%

**Syllabus**Upload File: [AL3510\\_Curriculum\\_Syllabus\\_Change\\_SHORT\\_FORM\(1\)-20170207123516.docx](#)**Description:** CPR, AED for AL Coaches**Form****User ID:** juliasw    **Name:** Julia Wright**Date:** 02/07/2017    **Number:** 29110

2/7/2017

Change Undergraduate Course - Curriculum & Course Change System

*Kristin K. Scudly* 2/7/17  
Chair, Department Curriculum Committee Date

*Ref concerned* 2/7/17  
Department Chair Date

*[Signature]* 2/24/17  
Chair, College Curriculum Committee Date

*[Signature]* 2.24.17  
College Dean Date

*[Signature]* 4/7/2017  
Director, Calhoun Honors College Date

Chair, Undergraduate Curriculum Committee Date

*Robert Jones* 8/24/17  
Chair, Graduate Curriculum Committee Date

Provost Date

President Date

## National Coach Certification prep for Athletic Leadership, AL 3510

<b>Catalog Description:</b>	In this course, those with a duty to act, learn the skills needed to respond appropriately to cardiac and breathing emergencies in athletic environment. Each participant learns to become a more responsible coach and learn the protocol to safely return an athlete to play. Students also learn to use an Automated External Defibrillator (AED) to care for victims of cardiac arrest, and receive a nationally recognized and accepted CPR certification in the context of sport safety training as outlined in the National Standards for Sport Coaches.
<b>Prerequisites/ Corequisites:</b>	none
<b>Textbooks:</b>	<b>American Red Cross/First Aid/CPR/AED</b> ISBN: 978-1-58480-470-6 - \$8.50 Copyright: 2011
<b>Objectives:</b>	<ol style="list-style-type: none"> <li>1. Identify the responsibilities and characteristics of a responsible coach.</li> <li>2. Know how to check a conscious and unconscious victim/athlete.</li> <li>3. Demonstrate how to practice standard precautions to reduce the risk of disease transmission.</li> <li>4. To know when and how to move a victim/athlete.</li> <li>5. Identify the signs and symptoms of psychological and mental health problems.</li> <li>6. Recognize and manage respiratory distress and respiratory arrest.</li> <li>7. Recognize sudden illness and the steps for care.</li> <li>8. Recognize and describe types and management of wounds.</li> <li>9. Be able to identify the signs and symptoms of various soft tissue injuries and musculature injuries, and demonstrate how to care for them.</li> <li>10. Recognize and provide appropriate prevention and management of cold and heat related illnesses.</li> <li>11. Demonstrate how to clear the airway of a conscious/unconscious choking victim/athlete.</li> <li>12. Demonstrate how to give adult victim/athlete CPR.</li> <li>13. Demonstrate how to appropriately use an AED.</li> <li>14. Successfully complete CPR/AED certification, concussions certification, heat emergencies certification, and sudden cardiac emergencies certification.</li> <li>15. Successful completion of requirements for a nationally recognized Coaching, Sport First Aid, Health, Safety and CPR/AED for Adult Certifications.</li> </ol>

**Topical Outline:**

- ❖ **Week 1 On-line Work**
  - **American Red Cross**
    - **On-line Blended Learning Program**
      - Adult First Aid and CPR/AED
  - **National Federation of High School Athletic Association**
    - Sport First Aid, health and safety
- ❖ **Week 2 On-line Work**
  - **American Red Cross**
    - **On-line Blended Learning Program**
      - Adult CPR/AED
  - **National Federation of High School Athletic Association**
    - **Sudden Cardiac Arrest Certification**
      - Identify the responsibilities and characteristics of a responsible coach.
- ❖ **Week 3 On-line Work**
  - **American Red Cross**
    - **On-line Blended Learning Program**
      - Adult CPR/AED
  - **National Federation of High School Athletic Association**
    - **Concussions in Sports Certification**
- ❖ **Week 4 On-line Work**
  - **American Red Cross**
    - **On-line Blended Learning Program**
      - Adult CPR/AED
  - **National Federation of High School Athletic Association**
    - **Heat Illness Prevention Certification**
      - Heat & Cold Emergencies
- ❖ **Week 5 On-line Work**
  - **American Red Cross**
    - **On-line Blended Learning Program**
      - Adult First Aid and CPR/AED
      - ARC Exam (Before Giving Care)
- ❖ **Week 6 In-Class Work**
  - **Before Giving Care and Checking an Injured or Ill Person**
    - Overcoming barriers to action
    - Good Samaritan Laws, Liability Issues
    - Obtaining Consent
    - Disease Transmission & Blood Borne Pathogens
      - ◆ Blood Borne Pathogens / MRSA
- ❖ **Week 7 In-Class Work**
  - **Before Giving Care and Checking an Injured or Ill Person**
    - Glove Removal (SS)
    - Checking a Conscious Victim (SS)
    - Responding to Emergencies
      - Taking a pulse
  - **Breathing Emergencies**
    - Anaphylaxis Asthma
      - Epi-Pen Training & Demonstration (SS)
      - Provisions of medication to students
    - Asthma
  - **Sudden Illness**
    - Sudden Illness-Seizure/Stroke

	<ul style="list-style-type: none"> <li>▪ Heat and Cold Emergencies</li> <li>❖ <b>Week 8 In-Class Work</b> <ul style="list-style-type: none"> <li>➤ Breathing Emergencies           <ul style="list-style-type: none"> <li>▪ Breathing Difficulties</li> <li>▪ Conscious Choking-Adult - (SS)</li> </ul> </li> </ul> </li> <li>❖ <b>Week 9 In-Class Work</b> <ul style="list-style-type: none"> <li>➤ Signs and symptoms of Cardiac Emergencies</li> <li>➤ Signs and symptoms of a Heart Attack           <ul style="list-style-type: none"> <li>▪ CPR - How CPR works               <ul style="list-style-type: none"> <li>• Adult/Child CPR (SS)</li> </ul> </li> </ul> </li> </ul> </li> <li>❖ <b>Week 10 In-Class Work</b> <ul style="list-style-type: none"> <li>➤ Review - Adult/Child CPR           <ul style="list-style-type: none"> <li>➤ Unconscious Obstructed Airway/Choking               <ul style="list-style-type: none"> <li>• Adult (SS)</li> <li>• Child (SS)</li> </ul> </li> <li>➤ AED Essentials Training               <ul style="list-style-type: none"> <li>• Adult AED (SS)</li> <li>• Child AED (SS)</li> </ul> </li> </ul> </li> </ul> </li> <li>❖ <b>Week 11 In-Class Work</b> <ul style="list-style-type: none"> <li>➤ <b>Cardiac Emergencies and CPR</b> <ul style="list-style-type: none"> <li>• CPR-Adult - (SS)</li> <li>• Unconscious Obstructed Airway- (SS)</li> <li>• Using an AED (SS)</li> </ul> </li> </ul> </li> <li>❖ <b>Week 12 <u>Open -class</u> - Practice</b> <ul style="list-style-type: none"> <li>Cardiac Emergencies: CPR-Adult</li> <li>Unconscious Obstructed Airway</li> <li>Using an AED</li> <li>Sign-up for individual skills check next week</li> </ul> </li> <li>❖ <b>Week 13 Individual Skills Check</b></li> <li>❖ <b>Week 14 Individual Skills Check</b></li> <li>❖ <b>Week 15 Comprehensive Final</b></li> </ul>
<b>Evaluation</b>	<p>A=90-100%            B=80-89%            C=70-79%            D=60-69%            F= 0-59%</p> <p>Participation 25%            Certification Completion 25%            Decision Making and Skills Assessment 25%            Written Exams 25%</p>
<b>Additional Information</b>	
<b>Form Originator</b>	