Stephen F. Austin State University
DeWitt School of Nursing
Professional Transition I
SYLLABUS
Course Number:  NUR 435
Section Number:  501
Summer II 2011

Course Instructor
Karen Migl, Ph.D, RNC, WHNP-BC

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CoSM Class Syllabus / Policy

Summer II 2011
NUR 435
Professional Transition II

Name: Dr. Karen Migl
Department: Nursing
Email: kmigl@sfasu.edu
Phone: (936) 468-7729
Office: Room 162
Office Hours: Online
Class meeting time and place: Online

Text and Materials:
Required:
Recommended:

Course Description
This course builds on NUR 434 (Professional Transition I) and previous, concurrent, and prerequisite courses. Students have the opportunity to analyze current trends and issues in nursing and healthcare that impact the role of the BSN.

Number of Credit Hours
6 credit hours (6 lecture)

Course Prerequisites and Co-requisites
NUR 434

Course Requirements:
See course calendar for specific dates.

Program Learning Outcomes/Terminal Objectives
Graduates of the program will:
1. Apply knowledge of the physical, social, and behavioral sciences in the provision of nursing care based on theory and evidence based practice.
2. Deliver nursing care within an established legal and ethical parameters in collaboration with clients and members of the interdisciplinary health care team.
3. Provide holistic nursing care to clients while respecting individual and cultural diversity.
4. Demonstrate effective leadership that fosters independent thinking, use of informatics, and collaborative communication in the management of nursing care.
5. Assume responsibility and accountability for quality improvement and delivery of safe and effective nursing care.
6. Serve as an advocate for clients and for the profession of nursing.
7. Demonstrate continuing competence, growth, and development in the profession of nursing.

**General Education Core Curriculum Objectives/Outcomes**

NUR 435 not in Core Curriculum

**Student Learning Outcomes/Course Objectives**

1. Analyze the current role of the BSN
2. Analyze trends and issues in professional
3. Integrate nursing research into practice as a BSN
4. Demonstrate interdisciplinary collaboration
5. Address moral, legal, economic, and ethical issues affecting nursing practice

**Module/Unit Objectives**

**Module 9-Challenges in Teaching and Learning**

- Describe how students' different learning styles and types of intelligence affect the teaching-learning process.
- Discuss principles and practices that support effective teaching-learning experiences.
- Discuss the similarities and the differences between cutting-edge teaching-learning theories.
- Describe the use of adult-centered teaching strategies.
- Discuss the Internet's role in teaching and learning.

**Module 10- Legal Aspects of Nursing Practice**

1. Identify and define legal terminology relevant to nursing practice.
2. Discuss the role of the Nurse Practice Act and the nursing board in regulating nursing practice.
3. Describe the four elements necessary to prove negligence or malpractice.
4. Discuss clinical situations that could result in legal exposure for the nurse.

**Module 11-Ethical Dimensions of Nursing and Health Care**

- Identify the values and beliefs that mean the most to you and that affect your role as a nurse.
- Discuss the key elements in the American Nurses Association (ANA) *Code of Ethics for Nurses* and the International Council for Nurses (ICN) *Code of Ethics for Nurses*.
- Define and describe ethical principles, ethical dilemmas, moral distress, and moral concepts.
- Identify resources for nurses when they are confronted with an ethical problem or are in moral distress.

**Module 12-Cultural Aspects of Health and Illness**
• Analyze population trends and their potential effects on nursing practice.
• Define key terms related to cultural competence.
• Discuss six cultural components (commonalities) to consider when performing a cultural assessment.
• Discuss barriers to providing culturally competent care.
• Identify strategies to deliver culturally competent nursing care to clients of another background.

Module 13 - Health and Health Promotion

• Differentiate among the following concepts: wellness, health, health promotion, health protection, and disease prevention.
• Compare models and theories that explain health behavior.
• Discuss barriers to the practice of positive health behaviors.
• Discuss the role of Healthy People 2010 in setting health priorities for the American public.
• Describe the use of a health risk appraisal.

Module 14 - Vulnerable Populations

• Differentiate between risk and vulnerability.
• Analyze societal factors, such as poverty and discrimination, which contribute to the development of vulnerable populations.
• Discuss nursing strategies for working effectively with vulnerable populations.

Module 15 - Complementary and Alternative Practice and Products; Components of Holistic Health

• Define common terms and the five categories of alternative/complementary practices and products in the U.S.
• Recognize the growth of complementary/alternative therapies as components of an integrated health system in the 21st century.
• Discuss the six core principles of complementary/alternative practice and their relationship to nursing practice.
• Discuss selected alternative/complementary practices and products.
• Identify the methods of action, purported indications, side effects, interactions, and contraindications of commonly used nutritional supplements and herbs.
• Discuss nursing considerations related to the safe and appropriate use of complementary and alternative modalities.
# Course Calendar:

## Schedule of Assignments

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<th>Module 9</th>
<th>Activity</th>
<th>Discussion Board</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>Challenges in Teaching and Learning Chapter 10: pages 223-241</td>
<td>Lesson 1 Share Your Thoughts About Types of Intelligence and Learning Styles Answer discussion questions and post Respond to 1 answer of your classmate and post</td>
<td>07-15-11</td>
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<tr>
<td>Lesson 2</td>
<td>Share Your Thoughts and Experiences About Effective Teaching and Learning Answer discussion questions and post Respond to 1 answer of your classmate and post</td>
<td>07-15-11</td>
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<tr>
<td>Lesson 3</td>
<td>Match the Theories with the Descriptions Share Your Thoughts and Experiences About Teaching and Learning Answer discussion questions and post Respond to 1 answer of your classmate and post</td>
<td>07-15-11</td>
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<tr>
<td>Lesson 4</td>
<td>Test Your Knowledge Take Chapter 10 Exam Reality Check: Critical-Thinking Questions Answer discussion questions and post Respond to 1 answer of your classmate and post</td>
<td>07-15-11</td>
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</table>

| Module 10  | Activity                                           | Discussion Board                                      | Assignment Due |
| Legal Aspects of Nursing Practice Chapter 11: | | | |

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<thead>
<tr>
<th>Lesson 1</th>
<th>Crossword Puzzle on Legal Terminology</th>
<th>Share Your Thoughts and Experiences About Legal Issues</th>
<th>07-19-11</th>
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<tr>
<td></td>
<td></td>
<td>Answer discussion questions and post</td>
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<td>Respond to 1 answer of your classmate’s and post</td>
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<tr>
<td>Lesson 2</td>
<td>Case study</td>
<td>Share Your Thoughts and Experiences About Legal Issues</td>
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<td>Answer discussion questions and post</td>
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<td>Respond to 1 answer of your classmate’s and post</td>
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<tr>
<td>Lesson 3</td>
<td>Test Your Knowledge</td>
<td>Reality Check: Critical-Thinking Questions Choose 2 questions to answer and post</td>
<td>07-19-11</td>
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<td>Take Chapter 11 Exam</td>
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<td>Respond to 1 answer of your classmate’s and post</td>
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<td>Take Legal/Ethical pre test</td>
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<tr>
<th>Module 11</th>
<th>Activity</th>
<th>Discussion Board</th>
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<tbody>
<tr>
<td>Ethical Dimensions of Nursing and Health Care Chapter 12: pages 260-287</td>
<td>Match the Term the Definitions</td>
<td></td>
<td>07-22-11</td>
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<tr>
<td>Lesson 1</td>
<td>Match the Term the Definitions</td>
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<td>07-22-11</td>
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<tr>
<td>Lesson 2</td>
<td>Discuss the Following Case Studies</td>
<td>Discuss case studies and post Respond to 1 answer of your classmate’s and post</td>
<td>07-22-11</td>
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</tbody>
</table>
### Lesson 3
- **Activity:** Share Your Thoughts About Codes of Ethics and Similar Resources for Nurses
- **Discussion Board:** Discuss topics and post
- **Assignment Due:** 07-22-11
- **Post:** Respond to 1 answer of your classmate and post

### Lesson 4
- **Activity:** Test Your Knowledge
  - Take Chapter 12 Exam
- **Discussion Board:** Case Study: An Ethical Dilemma
- **Assignment Due:** 07-22-11
  - Take Legal/Ethical PostTest
- **Post:** Answer and post
  - Respond to 1 answer of your classmate’s and post
- **Assignment Due:** 07-22-11

### Module 12
- **Diversity in Health and Illness**
- **Activity:** Share Your Thoughts and Experiences About Cultural Bias and Awareness
- **Discussion Board:** Answer and post
- **Assignment Due:** 07-26-11
- **Post:** Respond to 1 answer of your classmate and post

### Lesson 1
- **Activity:** Share Your Thoughts About How Nurses Can Best Demonstrate Their Cultural Competence
- **Discussion Board:** Answer questions about the video and post
- **Assignment Due:** 07-26-11
- **Post:** Respond to 1 answer of your classmate and post

### Lesson 2
- **Activity:** Lucia, a Hispanic Mother, Needs Surgery (watch video)
- **Discussion Board:** Share Your Thoughts About How Nurses Can Best Demonstrate Their Cultural Competence
- **Assignment Due:** 07-26-11
- **Post:** Answer questions about the video and post
  - Respond to 1 answer of your classmate and post
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<tr>
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<th>Test Your Knowledge</th>
<th>Reality Check: Critical-Thinking Questions</th>
<th>07-26-11</th>
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<tbody>
<tr>
<td></td>
<td>Take Chapter 14 Exam</td>
<td>Answer and post</td>
<td>Cultural Assignment Due</td>
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<td>Respond to 1 answer of your classmate and post</td>
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<tr>
<td>Module 13</td>
<td>Activity</td>
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<tr>
<td>Health and Health Promotion</td>
<td>Match the Models of Health with Descriptions</td>
<td>Share Your Thoughts About Health Promotion and Models of Health</td>
<td>07-29-11</td>
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<tr>
<td>Chapter 15: pages 329-353</td>
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<td>Answer and post Respond to 1 answer of your classmate and post</td>
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<td>Lesson 1</td>
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<tr>
<td>Lesson 2</td>
<td>Match the Theories with Descriptions</td>
<td>Share Your Thoughts About Health Behavior</td>
<td>07-29-11</td>
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<td>Answer and post Respond to 1 answer of your classmate and post</td>
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<td>Share Your Thoughts About Modifying Individual Health Behavior</td>
<td>Answer and post Respond to 1 answer of your classmate’s and post</td>
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<td>Lesson 4</td>
<td>Test Your Knowledge</td>
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<td>07-29-11</td>
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<td>Take Chapter 15 Exam</td>
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<th>Module 14</th>
<th>Activity</th>
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<td>Vulnerable Populations</td>
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<td>Chapter 19: pages 394-406</td>
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<td><strong>Lesson 1</strong></td>
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<td>Share Your Thoughts and Experiences About the Vulnerable Populations in Your Community</td>
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<td>Answer and post</td>
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<td>Respond to 1 answer of your classmate and post</td>
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<td><strong>Lesson 2</strong></td>
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<td>Share Your Thoughts and Experiences About Poverty and Homelessness</td>
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<td>Answer and post</td>
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<td>Respond to 1 answer of your classmate and post</td>
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<td>Test Your Knowledge</td>
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<td>Reality Check: Critical-Thinking Questions</td>
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<td>Answer questions and respond to 1 answer of your classmate’s</td>
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<td>08-02-11</td>
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<td>Module 15</td>
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<tr>
<td>Complementary and Alternative Practices and Products: Components</td>
<td>Read your Module and answer Discussion</td>
<td>Complete all activities for grade</td>
<td>08-05-11</td>
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<tr>
<td>Lesson 1</td>
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<td>CAPPs and Your Nursing Practice</td>
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<tr>
<td>Lesson 2</td>
<td>Case Study: Informing the Misinformed: How Should You Respond?</td>
<td>Complete for grade</td>
<td>08-05-11</td>
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<tr>
<td>Lesson 3</td>
<td>Reality Check: Critical Thinking Questions</td>
<td>Answer questions to one topic of interest Respond to 1 answer of your classmate and post</td>
<td>08-05-11</td>
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<tr>
<td>Chapter 16: Genetics and Genomics in Professional Nursing Page 354</td>
<td>Read chapter Take Chapter 16 Exam</td>
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<td>08-08-11 Monday</td>
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<tr>
<td>Chapter 18: Intimate Partner Violence as a Health Care Problem</td>
<td>Read chapter Take Chapter 18 Exam</td>
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<td>08-11-11 Thursday</td>
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All Learning Modules are due as posted.

CATALOG OBJECTIVES
1. Analyze the current role of the baccalaureate prepared nurse.
2. Analyze trends and issues in professional nursing.
3. Integrate nursing research into practice as a baccalaureate prepared nurse.
4. Demonstrate interdisciplinary collaboration.
5. Address moral, legal, economic, and ethical issues affecting nursing practice.

COURSE OBJECTIVES
The student will

1. Relate concepts and principles of the arts, sciences, humanities, and nursing as a source for making nursing practice decisions as a BSN.
2. Demonstrate responsibility and accountability of consistent behavior patterns and professional communication skills.
3. Analyze the role of the BSN in the current healthcare system.
4. Evaluate one’s own nursing practice and delivery of care by members of the interdisciplinary healthcare team.
5. Analyze current trends and issues in professional nursing.
6. Address moral, ethical, economic and legal issues affecting nursing practice.
7. Integrate nursing research into practice as a BSN.
8. Demonstrate the interdisciplinary collaboration process respecting holistic, socio-economic, spiritual, and ethno-culturally diverse characteristics of clients and team members.

UNIT OBJECTIVES

Module 9
Challenges in Teaching and Learning

Objectives

Upon successful completion of the module, you should be able to do the following:

- Describe how students' different learning styles and types of intelligence affect the teaching-learning process.
- Discuss principles and practices that support effective teaching-learning experiences.
- Discuss the similarities and the differences between cutting-edge teaching-learning theories.
- Describe the use of adult-centered teaching strategies.
- Discuss the Internet's role in teaching and learning.

To challenge your understanding of the material, we will use content from your textbook and present real-life situations via the following methods:

- interactive exercises,
- discussion questions, and
- interactive case studies.
Assignment:

- Reading: Chapter 10: pages 223-241

**Module 10**

**Legal Aspects of Nursing Practice**

**Objectives**

Upon successful completion of the module, you should be able to do the following:

- Identify and define legal terminology relevant to nursing practice.
- Discuss the role of the Nurse Practice Act and the nursing board in regulating nursing practice.
- Describe the four elements necessary to prove negligence or malpractice.
- Discuss clinical situations that could result in legal exposure for the nurse.

To challenge your understanding of the material, we will use content from your textbook and present real-life situations via the following methods:

- interactive exercises,
- discussion questions, and
- interactive case studies.

Assignment:

Reading: Chapter 11: pages 242-259

- **Take Legal/Ethical Test**

**Module 11**

**Ethical Dimensions of Nursing and Health Care**

**Objectives**

Upon successful completion of the module, you should be able to do the following:

- Identify the values and beliefs that mean the most to you and that affect your role as a nurse.
Discuss the key elements in the American Nurses Association (ANA) *Code of Ethics for Nurses* and the International Council for Nurses (ICN) *Code of Ethics for Nurses*.

Define and describe ethical principles, ethical dilemmas, moral distress, and moral concepts.

Identify resources for nurses when they are confronted with an ethical problem or are in moral distress.

To challenge your understanding of the material, we will use content from your textbook and present real-life situations via the following methods:

- interactive exercises,
- discussion questions, and
- interactive case studies.

**Assignment:**

- Reading: Chapter 12: pages 260-287

**Module 12**

**Diversity in Health and Illness**

**Objectives**

Upon successful completion of the module, you should be able to do the following:

- Analyze population trends and their potential effects on nursing practice.
- Define key terms related to cultural competence.
- Discuss six cultural components (commonalities) to consider when performing a cultural assessment.
- Discuss barriers to providing culturally competent care.
- Identify strategies to deliver culturally competent nursing care to clients of another background.

To challenge your understanding of the material, we will use content from your textbook and present real-life situations via the following methods:

- interactive exercises, and
- discussion questions.
- Cultural Assignment Due

**Assignment:**

- Reading: Chapter 14: pages 312-328
Module 13

Health and Health Promotion

Objectives

Upon successful completion of the module, you should be able to do the following:

- Differentiate among the following concepts: wellness, health, health promotion, health protection, and disease prevention.
- Compare models and theories that explain health behavior.
- Discuss barriers to the practice of positive health behaviors.
- Discuss the role of Healthy People 2010 in setting health priorities for the American public.
- Describe the use of a health risk appraisal.

To reinforce your understanding of the material, this module will use content from your textbook and present real-life situations via:

- interactive exercises, and
- discussion questions.

Assignment:

- Reading: Chapter 15: pages 329-353

Module 14

Vulnerable Populations

Objectives

Upon successful completion of the module, you should be able to do the following:

- Describe the characteristics of vulnerable populations.
- Differentiate between risk and vulnerability.
- Analyze societal factors, such as poverty and discrimination, which contribute to the development of vulnerable populations.
- Discuss nursing strategies for working effectively with vulnerable populations.

To challenge your understanding of the material, we will use content from your textbook and present real-life situations via the following methods:

- interactive exercises, and
- discussion questions.
Assignment:

- Reading: Chapter 19: pages 394-406

Module 15

Complementary and Alternative Practice and Products; Components of Holistic Health

Objectives

After completing this module, you should be able to:

- Define common terms and the five categories of alternative/complementary practices and products in the U.S.
- Recognize the growth of complementary/alternative therapies as components of an integrated health system in the 21st century.
- Discuss the six core principles of complementary/alternative practice and their relationship to nursing practice.
- Discuss selected alternative/complementary practices and products.
- Identify the methods of action, purported indications, side effects, interactions, and contraindications of commonly used nutritional supplements and herbs.
- Discuss nursing considerations related to the safe and appropriate use of complementary and alternative modalities.

Assignments:

- Various exercises and discussion questions

Grading Policy:

Students enrolled in Nursing 435 are expected to be self-directed in their learning and to be prepared for learning activities using prior knowledge and completion of assigned learning activities. Faculty will serve as resource persons.

Students are expected to keep faculty apprised of course progress, as well as any difficulties encountered in meeting the course requirements. Evaluation methods include self and faculty analysis of course work assignments.

A grade of 75% is required to progress in the program.

Point Values for Assignments:

Learning activities (within modules) 10 x 7 Modules 70 points
Discussion activities 50 x 7 Modules 350 points
Cultural Nursing Assignment 100
Legal/Ethical Exam 50
Chapter Exams 10, 11, 12, 14, 15, 16, 18, 19 50 x 8 Chapters 400 points

Total 970

Attendance Policy:
Course is online and all assignments are due according to calendar.

Academic Integrity (A-9.I)

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes but is not limited to (1) using or attempting to use unauthorized materials to aid in achieving a better grade on a component of a class; (2) the falsification or invention of any information, including citations, on an assigned exercise; and/or (3) helping or attempting to help another in an act of cheating or plagiarism. Plagiarism is presenting the words or ideas of another person as if they were your own. Examples of plagiarism are (1) submitting an assignment as if it were one's own work when, in fact, it is at least partly the work of another; (2) submitting a work that has been purchased or otherwise obtained from an Internet source or another source; and (3) incorporating the words or ideas of an author into one's paper without giving the author due credit.

Please read the complete policy at http://www.sfasu.edu/policies/academic_integrity.asp

In addition, you may include your own guidelines for academic integrity as appropriate.

Withheld Grades Semester Grades Policy (A-54)

Ordinarily, at the discretion of the instructor of record and with the approval of the academic chair/director, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F. If students register for the same course in future terms the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

The circumstances precipitating the request must have occurred after the last day in which a student could withdraw from a course. Students requesting a WH must be passing the course with a minimum projected grade of C.
Add additional information as needed to meet your departmental or course needs.

Students with Disabilities

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 468-3004 / 468-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.