

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
September 12, 2016**

2:30 p.m.

**Cypress Room
University Center**

**Stanley Jones
Registrar/Secretary of the Academic Committee**

ACADEMIC COMMITTEE
AGENDA
September 12, 2016

1. Minutes of the April 11, 2016 meeting. (pages 1-6) were approved by email April 15, 2016.
2. **COLLEGE OF BUSINESS**
 - a. Substantive change/Program modification for the MBA – concentration Healthcare Administration (pages 7-8)
3. **COLLEGE OF THE ARTS**
 - a. Revised requirements for the MAT in Music Education (pages 9-12)
4. **COLLEGE OF ARTS AND SCIENCES**
 - a. Revised Core Area D.2.A (pages 13-37)
 - b. New minor in Biology (pages 38-39)
 - c. Revised requirements for the EU Studies Certificate Program (pages 40-44)
 - d. New course ENGR 4800 (pages 45-49)
 - e. New course HIST 3260 (pages 50-61)
 - f. Revised prerequisites for MATH 3161 (pages 62-63)
5. **COLLEGE OF NURSING AND HEALTH SCIENCES**
 - a. New program Doctor of Nursing Practice (pages 64-81)
 - b. New course NURS 8310 (pages 82-87)
 - c. New course NURS 8311 (pages 88-93)
 - d. New course NURS 8312 (pages 94-98)
 - e. New course NURS 8313 (pages 99-103)
 - f. New course NURS 8314 (pages 104-108)
 - g. New course NURS 8315 (pages 109-112)
 - h. New course NURS 8316 (pages 113-117)
 - i. New course NURS 8317 (pages 118-122)
 - j. New course NURS 8318 (pages 123-127)
 - k. New course NURS 8319 (pages 128-132)
6. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
 - a. Revised requirement of the Master of Social Work (pages 133-135)
 - b. Revised title and course description SOWK 7300 (pages 136-138)
 - c. Revised title and course description SOWK 7310 (pages 139-141)
 - d. Revised title and course description SOWK 7400 (pages 142-144)
 - e. Revised course description SOWK 7611 (pages 145-147)
 - f. Revised course description SOWK 7612 (pages 148-150)
 - g. Revised course description SOWK 7700 (pages 151-153)
 - h. Revised course description SOWK 7800 (pages 154-156)
 - i. Revised course description SOWK 7830 (pages 157-159)
 - j. Revised course description SOWK 7850 (pages 160-162)
 - k. Revised course description SOWK 7860 (pages 163-165)
 - l. New course SOWK 7610 (pages 166-178)
7. **Pending items**
 - a. Revised course CHEM 1010 – USG General Education Council approval
 - b. Prospectus - DNP – Doctor of Nursing Practice – BOR approval (SEP12 AC)
 - c. Prospectus – PSM – Professional Science Master’s in Chemistry and Biochemistry – BOR approval (SEP12 AC)
 - d. New minor Logistics and Supply Chain – BOR approval (SEP15 AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
April 11, 2016

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, April 11, 2016. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Dr. Michelle Ritter, Ms. Catherine Bowers, Dr. Gary Futrell, Dr. Patti Campbell, Ms. Sarah Arnett, Ms. Cartherine Bowers (Proxy for Dr. Nicole Cox), Dr. Frank Flaherty, Dr. Michelle Ritter (Proxy for Dr. Ellis Head), Dr. Katherine Lamb, Dr. Linda Floyd, Ms. Laura Carter, Ms. Jessica Lee and Dr. Xiaoi Ren.

Members Absent: Dr. Marc Pufong, Dr. Kristen Johns, Dr. Nicole Cox, Dr. Lorna Alvarez-Rivera, Dr. Ray Elson, Dr. Ellis Heath, and Dr. Lars Leader.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Bonnie Cohen, Dr. Michael Black, Ms. Teresa Williams, Dr. Doug Farwell, Dr. Shirley Andrews, Dr. Kelly Heckaman, Dr. David Wasieleski, and Dr. Teddi Cunningham.

The Minutes of the March 7, 2016 meeting were approved by email on March 14, 2016. (pages 1-8).

A. College of the Arts

1. Revised course description, Music Education (MUE) 3000, "Introduction to Music Education", (INTRO TO MUSIC EDUCATION – 2 credit hours, 2 lecture hours, 1 lab hours, and 3 contact hours), was approved effective Fall 2016 with the effective date changed from Spring 2016 to Fall 2016. (pages 9-11).
2. Revised course title, Music Education (MUE) 7100, "Professional Development Seminar I: Foundations", (PROF DEV SEM I: FOUNDATIONS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer 2016. (pages 12-14).
3. Revised course number, title and credit hours, Music Education (MUE) 7101, "Professional Development Seminar II: Clinical Practice", (PROF DEV SEM II: CLINICAL PRAC – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Summer 2017. (pages 15-22). Deactivation MUE 7200.
4. New course, Music Education (MUE) 7102, "Professional Development Seminar III: Capstone", (PROF DEV SEM II: CAPSTONE – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Summer 2016 with description changed to read ... focuses on evaluation of teaching... (pages 23-32).

B. College of Arts and Sciences

1. New course, Linguistics (LING) 6000, "Principles of Language Study", (PRINCIPILES OF LANGUAGE STUDY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2016. (pages 33-40).
2. New course, Linguistics (LING) 6160, "Language in Society", (LANGUAGE IN SOCIETY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2016. (pages 41-49).

C. College of Education and Human Services

1. New minor in Addiction Studies was approved effective Fall Semester 2016 with course title of PSYC 3460 corrected "Other" was changed to "Larger". (pages 50-51). **BOR Notification**
2. New course, Psychology (PSYC) 3460, "Families and Larger Systems", (FAMILIES AND LARGER SYSTEMS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the prerequisite moved to the beginning of the course description. (pages 52-60).
3. New course, Psychology (PSYC) 4450, "Treatment of Addictions", (TREATMENT OF ADDICTIONS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the description changed to – Prerequisite: PSYC 1101. Coverage of the impact chemical dependency may have on individuals, families, and American society. Diagnosis of substance abuse, models of treatment, and treatment planning will be key elements

- of the course. (pages 61-73).
4. Revised curriculum for the MED in School Counseling was approved effective Fall Semester 2016. (pages 74-76).
 5. Revised course credit hours and description, School Counseling (SCHC) 7800, "Orientation to the Counseling Profession", (ORIENTATION TO COUNSELING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 77-79).
 6. Revised course credit hours and description, School Counseling (SCHC) 7900, "Counseling Skills and Techniques", (COUNSELING SKILLS & TECHNIQUES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 80-81).
 7. Deactivation of MS in Psychology – Clinical/Counseling Track was approved effective Fall Semester 2017. (pages 8283).
 8. Revised Senior College Curriculum for the BSED in Special Education – Deaf Education was approved effective Fall Semester 2016. (pages 84-85).
 9. Revised Senior College Curriculum for the BSED in Early Childhood Education was approved effective Fall Semester 2016. (pages 86-88).
 10. Revised Senior College Curriculum for the BSED in Special Education – Early Childhood and Special Education General Curriculum was approved effective Fall Semester 2016. (pages 89-91).
 11. Revised course prerequisites and description, Early Childhood Education (ECED) 3190, "Early Childhood Practicum and Seminar: PreK-K", (ECED PRACTICUM/SEMINAR: PREK-K – 2 credit hours, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2016. (pages 92-94).
 12. Revised course title, prerequisites and description, Early Childhood & Special Education (ECSE) 3220, "Professional Roles and Relationships in Special Education", (PROF ROLES/RELATIONSHIP IN SPE – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the following description. (pages 95-97).
 Prerequisites: Appropriate 2999 course and a minimum GPA of 2.75. Co-requisites: ECSE 3210; a field experience, as prescribed by the instructor. Candidates will learn how to develop the Individualized Education Program (IEP) document and prepare for and conduct the IEP meeting; advocate for and communicate effectively with parents; and use collaborative skills and culturally responsive practices to resolve conflicts and build consensus across professional partnerships.
 13. Revised course prerequisites and description, Early Childhood Education (ECED) 3300, "Mathematics and Technology in Early Childhood", (MATH & TCHNLGY IN EARLY CHLDHD – 3 credit hours, 3 lecture hours, 0 lab hours, and 0 contact hours), was approved effective Fall Semester 2016 with the following description. (pages 98-100).
 Prerequisites: Appropriate 2999 course, and minimum GPA of 2.75. Co-requisite: ECED 4690, or a practicum approved at the program level. Recent developments in curriculum and methods on instruction of contemporary school mathematics in grades P-5, including the use of manipulative materials, technology, and other resources.
 14. Revised course title, prerequisites and description, Early Childhood Education (ECED) 3690, "Early Childhood Practicum and Seminar: Grades 4-5", (ECED PRACTICUM/SEMINAR GR 4-5 – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 101-103).
 15. Revised course prerequisites and description, Early Childhood Education (ECED) 4500, "Science and Technology in Early Childhood Education", (SCIENCE & TECH EARLY CHILD ED – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the following description. (pages 104-106).
 Prerequisites: Appropriate 2999 course, and minimum GPA of 2.75. Co-requisite: ECED 3690 or a practicum approved at the program level. Application of developmentally appropriate science programs in the context of standards-based inquiry and focusing on constructivist models of student learning of content, attitudes, and skills. Instructional technology will be integrated with curriculum for grades P-5.
 16. Revised course title, prerequisites and description, Early Childhood Education (ECED) 4690, "Early Childhood Practicum and Seminar: Grades 1-3", (ECED PRACTICUM/SEMINAR GR 1-3 – 2 credit hours, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Fall Semester 2016. (pages 107-109).

17. Revised course title, prerequisites and description, Early Childhood & Special Education (ECSE) 3010, "Planning, Instruction, and Developmentally Appropriate Practices", (PLAN INSTRCTN DEV APPR PRACTIC – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the following description. (pages 110-112).
Prerequisites: Appropriate 2999 course, and minimum GPA of 2.75. Co-requisite: ECSE 3390, ECED 3190, or a practicum approved at the program level. Evidence-based practices, theories of learning, and developmentally appropriate strategies that underlie the teaching and learning processes related to planning, instruction, and assessment for Pre-K and K learners in inclusive settings and the associated curricular disciplines.
18. Revised course prerequisites and description, Early Childhood & Special Education (ECSE) 3020, "Intermediate Assessment, Planning, and Instruction", (INTER ASSESS PLAN & INSTR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the following description. (pages 113-115).
Prerequisites: Appropriate 2999 course, ECSE 3010, and minimum GPA of 2.75. Co-requisite: ECSE 3490, ECED 3690, or a practicum approved at the program level. The use of selected evidence-based practices and theories of learning processes related to assessment, planning, and instruction to meet the diverse and individualized needs of students in Grades 4-5.
19. Revised course prerequisites and description, Early Childhood & Special Education (ECSE) 3210, "Introduction to the Management of Learning Environments", (INTRO MGNT LRN ENVIRONMENTS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the following description. (pages 116-118).
Prerequisites: Appropriate 2999 course, and minimum GPA of 2.75. Co-requisite: ECSE 3490, ECED 3690, or a practicum approved at the program level. Fundamentals of creating classroom environments that are conducive to learning. The course will focus on individual and group management strategies that facilitate inclusion of students with disabilities in the classroom and basic behavior management principles for students in grades Pre-K-5.
20. Revised course title, prerequisites and description, Early Childhood & Special Education (ECSE) 4010, "Assessment, Planning, and Differentiated Instruction", (ASMNT PLAN & DIFFERNTD INSTR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the following description. (pages 119-121).
Prerequisites: Appropriate 2999 course, ECSE 3010, ECSE 3020, and minimum GPA of 2.75. Co-requisite: ECSE 4390, ECED 4690, or a practicum approved at the program level. Expansion of candidates' knowledge and skills regarding appropriate evidence-based practices and theories of learning in grades 1-3 that underlie the teaching and learning processes related to assessment, planning, differentiated instruction, and associated curricular disciplines to meet the needs of diverse learners in general education, inclusive settings, and special education classrooms.
21. Revised course title, prerequisites and description, Literacy (LITR) 3110, "Emergent Literacy Through Children's Literature and the Arts", (EMERGNT LITRCY – CHLD LIT&ARTS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the following description. (pages 122-124).
Prerequisites: Appropriate 2999 course, and a minimum GPA of 2.75. Co-requisite: ECSE 3390, ECED 3190, or a practicum approved at the program level. An integrated approach to incorporating emergent literacy skills with aesthetic appreciation and creative expression. Emphasis is on methods for using children's literature and the fine arts to develop life-long readers.
22. Revised course prerequisites and description, Literacy (LITR) 3110, "Early Literacy", (EARLY LITERACY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the following description. (pages 125-127).
Prerequisites: Appropriate 2999 course, and a minimum GPA of 2.75. Co-requisite: ECSE 3390, ECED 3190, or a practicum approved at the program level. Introduction to content, theoretical perspectives, and evidence-based strategies for teaching children in the primary grades to read and write. Major topics include the reading process, phonemic awareness, phonics, comprehension, fluency, and vocabulary. Teacher candidates are expected to plan and implement learned skills and knowledge in a PreK-K classroom.
23. Revised course prerequisites and description, Literacy (LITR) 3130, "Developing Literacy", (DEVELOPING LITERACY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the following description. (pages 128-130).
Prerequisites: Appropriate 2999 course; LITR 3110; LITR 3120; and a minimum GPA of 2.75. Co-requisite: ECSE 3490, ECED 3690, or a practicum approved at the program level. Application of methods for teaching listening, speaking, reading, writing, viewing, and visually representing in a 4-5 grade classroom. Instructional methods of processes for writing and comprehending various forms of texts; motivating students to read and write; developing vocabulary, comprehension strategies, and higher-order thinking; and applying technology are emphasized.

D. College of Nursing and Health Sciences

1. Revised Senior College Curriculum for the BSN in Nursing was approved effective Fall Semester 2016. (pages 131-134).
2. Revised course credit hours, prerequisites and description, Nursing (NURS) 3102, "Pharmacology in Nursing Practice", (PHARMACOLOGY IN NURS PRACTICE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 135-137).
3. Revised course credit hours, prerequisites and description, Nursing (NURS) 3103, "Health Assessment Across the Lifespan", (HEALTH ASSESSMENT ACROSS LIFESPAN – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2016. (pages 138-140).
4. Revised course credit hours, prerequisites and description, Nursing (NURS) 3111, "Nursing Care I: Health Promotion and Competencies", (NC I:HEALTH PROMOTION – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2016. (pages 141-143).
5. New course, Nursing (NURS) 3201, "Professional Nursing Development I: Research and Evidence-Based Practice", (PND I: RESEARCH & EBP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 144-150).
6. New course, Nursing (NURS) 3202, "Mental Health Nursing Care", (MENTAL HEALTH NURSING CARE – 5 credit hours, 4 lecture hours, 3 lab hours, and 7 contact hours), was approved effective Fall Semester 2016 with the description changed to read ...lifespans. Students actively engaged... (pages 151-158).
7. New course, Nursing (NURS) 3203, "Nursing Care II: Acute Health Alterations", (NC II; ACUTE HEALTH ALT – 7 credit hours, 4 lecture hours, 9 lab hours, and 13 contact hours), was approved effective Fall Semester 2016. (pages 159-169).
8. New course, Nursing (NURS) 4114, "Nursing Care III: Chronic and Multisystem Alterations", (NC III: CHRONIC & MULTISYS ALT – 7 credit hours, 4 lecture hours, 9 lab hours, and 13 contact hours), was approved effective Fall Semester 2016. (pages 170-180).
9. New course, Nursing (NURS) 4124, "Nursing Care of Women, Children, and Families", (NSG CARE OF WMN, CHDRN, & FAM– 8 credit hours, 6 lecture hours, 6 lab hours, and 12 contact hours), was approved effective Fall Semester 2016. (pages 181-190).
10. New course, Nursing (NURS) 4201, "Community Health Nursing Care", (COMMUNITY HEALTH NSG CARE – 4 credit hours, 3 lecture hours, 3 lab hours, and 6 contact hours), was approved effective Fall Semester 2016 with the description changed to read ...I courses. A study emphasizing holistic nursing...preserve the health of... (pages 191-197).
11. New course, Nursing (NURS) 4202, "Professional Nursing Development II: Leadership and Management", (PND II: LEADERSHIP & MGMT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the description changed to. (pages 198-204).
Prerequisite: Successful completion of all Senior I courses. Preparation for the transition from student to professional nurse, focusing on the development of leadership skills and the introduction of management concepts and competencies.
12. New course, Nursing (NURS) 4224, "Professional Nursing Practice", (PROFESSIONAL NURSING PRACTICE– 8 credit hours, 3 lecture hours, 15 lab hours, and 18 contact hours), was approved effective Fall Semester 2016 with the description changed to read ...2 courses. A comprehensive... (pages 205-211).
13. Deactivation of NURS 3101 was approved effective Fall Semester 2016. (pages 212-213).
14. Revised curriculum for the MSN – Track – Family Psychiatric Mental Health Nurse Practitioner was approved effective Fall Semester 2016. (pages 214-216).
15. Revised curriculum for the MSN – Track – Family Nurse Practitioner was approved effective Fall Semester 2016. (pages 217-219).
16. Revised curriculum for the MSN – Track – Adult Gerontology Nurse Practitioner was approved effective Fall Semester 2016. (pages 220-221).

17. Revised Post Masters: Family Nurse Practitioner Pathway was approved effective Fall Semester 2016. (pages 223-223).
18. Revised Post Masters: Family Psychiatric Mental Health Nurse Practitioner Pathway (current AGNP) was approved effective Fall Semester 2016. (pages 224-225).
19. Revised Post Masters: Family Psychiatric Mental Health Nurse Practitioner Pathway (current FNP) was approved effective Fall Semester 2016. (pages 226-227).
20. Revised Post Masters: Family Psychiatric Mental Health Nurse Practitioner Pathway (current PNP) was approved effective Fall Semester 2016. (pages 228-230).
21. Revised Post Masters: Adult-Gerontology Nurse Practitioner Pathway (current MSN) was approved effective Fall Semester 2016. (pages 231-232).
22. Revised Post Masters: Family Nurse Practitioner Pathway (current NP) was approved effective Fall Semester 2016. (pages 233-234).
23. Revised Post Masters: Family Nurse Practitioner Pathway (current MSN) was approved effective Fall Semester 2016. (pages 235-236).
24. Revised Post Masters: Family Psychiatric Mental Health Nurse Practitioner Pathway (current MSN) was approved effective Fall Semester 2016. (pages 237-239).
25. Deactivation of NURS 7340 was noted effective Fall Semester 2016. (pages 240-241).
26. Revised course credit hours, Nursing (NURS) 7200L, "Advanced Health Assessment Practicum", (ADV HEALTH ASSESS PRACTICUM – 2 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2016 approved with the credit hours changed from 0-2-2 to 0-6-2. (pages 242-243).
27. Revised course credit hours, title and description, Nursing (NURS) 7328, "Advanced Practice Nursing Women's Health", (APN: Women's Health– 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 approved with the description changed to read ...implement evidence-based plans... . (pages 244-246).
28. Revised course title, Nursing (NURS) 7328L, "Advanced Practice Nursing: Women's Health Practicum", (APN: WOMEN'S HEALTH PRACTICUM – 2 credit hours, 0 lecture hours, 8 lab hours, and 8 contact hours), was approved effective Fall Semester 2016. (pages 247-249).
29. Revised course title, and description, Nursing (NURS) 7329, "Advanced Practice Nursing: Pediatrics", (APN: PEDIATRICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 approved with the description changed to read ...adolescents using diagnostic...implement evidence-based plans... . (pages 250-252).
30. Revised course title and description, Nursing (NURS) 7329L, "Advanced Practice Nursing: Pediatrics Practicum", (APN: PEDIATRICS PRACTICUM – 2 credit hours, 0 lecture hours, 8 lab hours, and 8 contact hours), was approved effective Fall Semester 2016. (pages 253-255).
31. Revised course title, prerequisite, co-requisite, and description, Nursing (NURS) 7330, "Advanced Practice Nursing: Adult Health I", (APN: ADULT HEALTH I – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the description changed to read ...older adult using diagnostic ...evidencebased diagnoses, and treatments... . (pages 256-258).
32. Revised course title, prerequisite, co-requisite, and description, Nursing (NURS) 7330L, "Advanced Practice Nursing: Adult Health I: Practicum", (APN: ADULT HEALTH I: PRACTICUM – 3 credit hours, 0 lecture hours, 9 lab hours, and 9 contact hours), was approved effective Fall Semester 2016. (pages 259-261).
33. Revised course title, co-requisites, and description, Nursing (NURS) 7350, "Advanced Practice Nursing: Adult Health II", (APN: ADULT HEALTH II – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 262-264).

34. Revised course title, and description, Nursing (NURS) 7350L, "Advanced Practice Nursing: Adult Health II Practicum", (APN: ADULT HEALTH II PRACTICUM – 3 credit hours, 0 lecture hours, 9 lab hours, and 9 contact hours), was approved effective Fall Semester 2016. (pages 265-267).

Respectfully submitted,

Stanley Jones
Registrar
A study emphasizing

RECEIVED

MAR 24 2016

SUBSTANTIVE CHANGE/PROGRAM MODIFICATION
Curricular Change to an Existing Program

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Institution: Valdosta State University

Institutional Contact (President or Vice President for Academic Affairs): Dr. Brian Gerber

Date: 18 March 2016

School/Division: Langdale College of Business Administration

Department: Management and Healthcare Administration

Degree Name: Master of Business Administration

Major: Healthcare Administration

CIP Code: 51.0701

Anticipated Start Date for Curricular Changes: August 1, 2016

Rationale for Curriculum Modification:

The current program is called "Master of Business Administration with concentration in Healthcare Administration" (MBA-HCAD). It differs significantly from the "Master of Business Administration" (MBA). The MBA-HCAD requires a 36-hour program of study compared to the 30-hour program of study required for the MBA. Additionally, only 12 hours of credit is common to both programs of study.

This is not a request to change the program of study for either program, but rather, it is a request to rename the MBA-HCAD program in such a way that there is a distinction made on the diploma of the student earning the degree.

In less than three years since its inception, enrollment in the online MBA-HCAD program has grown to be over 70% of the size of the traditional face-to-face MBA (36 *versus* 50 enrolled in the two programs, respectively.)

Currently, no USG institution offers a Master of Business Administration in Healthcare Administration. However, in addition to Valdosta State University's Master of Business Administration with a concentration in Healthcare Administration, there are four institutions within the USG currently offering master's programs with healthcare administration concentrations with the CIP Code 51.0701 Health/Health Care Administration/Management and 51.0799 Health and Medical Administrative Services. However, these programs are more clinical in nature whereas the reclassification of the VSU MBA with a concentration in healthcare administration to an MBA in healthcare administration is a business program.

In keeping with the University System of Georgia's Core Mission Statement for Comprehensive Institutions, the MBA in Healthcare Administration supports the requirement to provide "a range of disciplinary and interdisciplinary academic programming at the baccalaureate and masters levels" and "raise the educational level within the university's scope of influence." The USG Strategic Plan: Strategic Imperative 1, states that USG is committed to the development of new and flexible academic programs that expand opportunities in distance learning. USG is committed to improving the diversity of academic programs. Strategic Imperative 2 has a focus on economic development and community partnerships. The MBA in Healthcare Administration accomplishes both of these objectives. VSU's MBA in Healthcare Administration addresses the Governor's High Demand Career Initiative Report which states a need for healthcare sector workers.

The field of healthcare is growing rapidly and each clinical position filled requires administrative infrastructure to coordinate and manage effective care. The College of Business, located across the street from South Georgia Medical Center, seeks to leverage existing relationships to provide the business skills necessary to success in an ever more cost-conscious medical environment. VSU offers several pre-professional health majors such as nursing, exercise physiology, athletic training, communication disorders, so the MBA in Healthcare Administration aligns to current offerings in health sciences and business administration.

Currently no MBA in healthcare administration is available in Valdosta State University's 41 county service region.

In Georgia's Hot Careers to 2020¹, prepared by the Georgia Department of Labor, the health services sub-sector is projected to grow by 120,000 jobs and employ nearly 540,000 by 2020. Occupations growing at the fastest rate through 2020 include healthcare support occupations growing by 26.6 percent to almost 108,000 jobs while healthcare practitioners and technical occupations will grow by 25.1 percent.

¹ http://explorer.dol.state.ga.us/mis/current/hot_careers_current.pdf



Curriculum Comparison:

<u>Current Program of Study</u>	<u>Proposed Program of Study</u>
<p>The Langdale College MBA requires completion of 10 graduate courses (30 hours).</p> <p>Required Graduate Courses 21 hours MBA 7030 Managerial Accounting MBA 7050 Marketing Strategies MBA 7350 Managerial Finance MBA 7500 Managerial Economics MBA 7630 Leadership and Motivation MBA 7660 Adv. Quantitative Methods MBA 7900 Strategic Management</p> <p>Choose THREE Electives: (Any MBA or MACC course)</p>	<p>The Langdale College MBA with a concentration in Healthcare Administration requires completion of 12 graduate courses (36 hours).</p> <p>Required MBA/Healthcare Courses 27 Hours MBA 7030 Managerial Accounting MBA 7050 Marketing Strategy MBA 7830 Financial Management in Healthcare MBA 7660 Adv. Quantitative Methods MBA 7630 Leadership and Motivation MBA 7810 Healthcare Economics MBA 7870 Healthcare Strategic Leadership MBA 7800 Introduction to Healthcare Systems and Policies MBA 7899 Healthcare Administration Practicum</p> <p>Elective MBA/Healthcare Courses 9 Hours MBA 7640 Strategic Human Resources Management MBA 7820 Insurance and Risk Management MBA 7840 Legal Aspects of Healthcare MBA 7850 Healthcare Information Systems MBA 7860 Healthcare Operations Management</p> <p>Total hours required for the degree 36 Hours</p>

Note: The completed form is to be submitted using the sharepoint tool and website under the auspices of the Vice President for Academic Affairs (submission url: https://sharepoint.bor.usg.edu/team_sites/academicaffairs/SitePages/Home.aspx)



Valdosta State University

Request for a Curriculum Change

RECEIVED

APR 13 2016

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Degree and Program Name: Master of Arts in Teaching (MAT) Music
 Date of Submission (MM/DD/YYYY): 04/12/2016
 Department Initiating Proposal: Music
 Semester Effective: Summer 2017

Area of Change: Core Senior Graduate

Catalog Page URL: <http://catalog.valdosta.edu/graduate/graduate-degree-programs/arts/music/>

Present Requirements

Requirements for the Master of Arts in Teaching (MAT) Music Degree

Required Core Courses		21 hours
MUE 2999	Admission to Teacher Education	0
MUE 7100	Professional Development Seminar I	3
MUE 7200	Professional Development Seminar II	3
MUE 7640	General Music Curriculum	3
MUE 7790	Clinical Practice in Music Education	6
MUE 7800	Practicum in Music	3
MUSC 7040	Technology for Teachers	1
MUSC 7650	Graduate Conducting	2

Select one of the following Tracks (Choral or Instrumental):

Choral Track Courses		15 hours
MUE 73XX	Instrumental Methods	2
Choose from MUE 7330, MUE 7340, MUE 7360, MUE 7710, MUE 7720, MUE 7730		
MUE 7610	Choral Music Curriculum	3
MUE 7750	Advanced Vocal Pedagogy	2
MUSC 5101	Graduate Diction I	2
MUSC 5102	Graduate Diction II	2
MUSC 5511	Choral Literature I	2
MUSC 5512	Choral Literature II	2

Instrumental Track Courses		15 hours
MUE 73XX	Instrumental Methods	5
Choose from MUE 7330, MUE 7340, MUE 7360, MUE 7710, MUE 7720, MUE 7730		
MUE 7370	Vocal Methods	1
MUE 7400	Instrument Repair	1
MUE 7600	Instrumental Curriculum	2
MUE 7700	Marching Band Techniques	2
MUE 7740	OR Advanced String Pedagogy	2
MUSC 5500	Band Literature I	1
MUSC 5520	OR Symphonic Literature I	1

MUSC 5510	Band Literature II	
MUSC 5521	OR Symphonic Literature II	2
MUSC 6760	Jazz Pedagogy	1
Total hours required for the degree		36

Proposed Requirements (Highlight changes)

Required Core Courses		21 hours
MUE 2999	Admission to Teacher Education	0
MUE 7100	Professional Development Seminar I: Foundations	3
MUE 7101	Professional Development Seminar II: Clinical Practice	1
MUE 7102	Professional Development Seminar III: Capstone	2
MUE 7640	General Music Curriculum	3
MUE 7790	Clinical Practice in Music Education	6
MUE 7800	Practicum in Music	3
MUSC 7040	Technology for Teachers	1
MUSC 7650	Graduate Conducting	2
Select one of the following Tracks (Choral or Instrumental):		
Choral Track Courses		15 hours
MUE 73XX	Instrumental Methods	2
Choose from MUE 7330, MUE 7340, MUE 7360, MUE 7710, MUE 7720, MUE 7730		
MUE 7610	Choral Music Curriculum	3
MUE 7750	Advanced Vocal Pedagogy	2
MUSC 5101	Graduate Diction I	2
MUSC 5102	Graduate Diction II	2
MUSC 5511	Choral Literature I	2
MUSC 5512	Choral Literature II	2
Instrumental Track Courses		15 hours
MUE 73XX	Instrumental Methods	5
Choose from MUE 7330, MUE 7340, MUE 7360, MUE 7710, MUE 7720, MUE 7730		
MUE 7370	Vocal Methods	1
MUE 7400	Instrument Repair	1
MUE 7600	Instrumental Curriculum	2
MUE 7700	Marching Band Techniques	
MUE 7740	OR Advanced String Pedagogy	2
MUSC 5500	Band Literature I	
MUSC 5520	OR Symphonic Literature I	1
MUSC 5510	Band Literature II	
MUSC 5521	OR Symphonic Literature II	2
MUSC 6760	Jazz Pedagogy	1
Total hours required for the degree		36

Justification (Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)

Improving Student Learning Outcomes

Explain: The COEHS recommended that the MAT (Master of Arts in Teaching) Music degree program include a professional development seminar course during the clinical practice semester. The redistribution of two credit hours from MUE 7101 Professional Development Seminar II: Clinical Practice allows for the creation of a third seminar course (MUE 7102 Professional Development Seminar III: Capstone).

Adopting best practices in the Field

Explain:

Meeting mandates of State/Federal/Outside Accrediting Agencies

Explain:

Other

Explain: The course number, title, and description are altered to denote the appropriate sequencing and instructional content of professional development seminar courses offered in the MAT (Music) degree program.

Source of Data to Support Suggested Change

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain:

Direct Measures (Materials collected and evaluated from program assessment purposes including tests, portfolios, specific assignments, etc.)

Explain: COEHS recommendation

Plan for Assessing the Proposed Program

Indirect Measures (SOIs, student, employer, or alumni surveys, etc.)

Explain: SOIs, departmental assessments, and alumni surveys



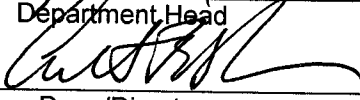
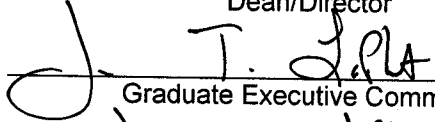
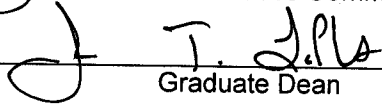
Direct Measures (Materials collected and evaluated from program assessment purposes including tests, portfolios, specific assignments, etc.)

Explain: Assignments and successful submission of Certification Assessment

Other

Explain:

Approvals

	<u>4/13/16</u>
College/Division Executive Committee	Date
	<u>4/12/16</u>
Department Head	Date
	<u>4/12/16</u>
Dean/Director	Date
	<u>4-26-16</u>
Graduate Executive Committee	Date
	<u>4-26-16</u>
Graduate Dean	Date
_____ Academic Committee	_____ Date

MGB 1/20/16
Revised program.docx

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

Specify: Area A,B,C,D,F

D.2.A

Current Catalog Page Number:
online catalog under Core
Curriculum of the USG (no
page #)

**Proposed Effective Date for
Curriculum Change:**
(Month/Year): 08/2017

Degree & Program Name:
(e.g., BFA, Art): Biology

Present Requirements:

Currently, BIOL1108 counts toward Area F.

Proposed Requirements (Underline changes after printing this form:

Allow BIOL1108 to count toward the area D.2.A
requirements.

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: By having BIOL1108 count toward Area D.2.A more students outside the Biology major may enroll in this course, which would improve their understanding of plant and animal biology.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Both faculty and students have expressed an interest in this course counting as area D.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

Indirect measures: SOIs; student, employer, or alumni surveys, etc. Monitor enrollment numbers and comments from SOIs and student surveys will be used to evaluate the effectiveness this course in Area D.2.A.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head: *Robert Gerson* Date: 3-14-16

College/Division Exec. Committee: *Connie Richards* Date: 4/21/16

Dean(s)/Director(s): *Connie Richards* Date: 4/21/16

Grad. Exec. Committee:
(for graduate course) Date:

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

Form last updated: January 6, 2010

Core Curriculum Course Proposal Form – Areas A - E

Proposing institutions and reviewing bodies should review the following before completing their sections of this form.

Requests for courses to be added to Areas A-E or Overlays.

- Is the course at the collegiate level?
- Is the course broadly focused?
- Is the discipline of the course appropriately specified?
- Does the numbering of the course reflect the appropriate level (freshman, sophomore, junior . . .)?
- Do the course prefix, numbering, and description conform with the USG list of Common Course Prefixes, Numbers, and Descriptions? Academic and Student Affairs Handbook, Section 2.4.10 (http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.10 common course prefixes numbers and descriptions)

Requests for inclusion in Areas A – E:

- See Academic and Student Affairs Handbook, Section 2.4.4 Details Regarding Areas A-F (http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.4 details regarding areas af)
- See Academic and Student Affairs Handbook, Section 2.4.5 Rules Regarding Inclusion in Areas A-F (http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.5 rules regarding inclusion in areas af)
- See prerequisite rules, Academic and Student Affairs Handbook, Section 2.4.7 (http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.7 prerequisites and exceptions)

Requests for courses to meet overlay requirements in US Perspectives, Global Perspectives, or Critical Thinking:

- See Academic and Student Affairs Handbook, Section 2.4.3 US, GL, and CT Learning Goals (http://www.usg.edu/academic_affairs_handbook/section2/handbook/C738/#p2.4.3 us gl and ct learning goals)

There are 4 parts to this form:

- Part 1 is to be filled out by the institution proposing the course.
- Part 2 is to be filled out by the Academic Advisory Committee.
- Part 3 is to be filled out by the Regents' Advisory Committee on Academic Affairs (if needed).
- Part 4 is to be filled out by the Council on General Education.

Part 1. To be filled out by the institution proposing the course.

NOTE: This form and all ancillary information (including syllabi) should be filled out in **Word** and saved as a single document using the following file-naming convention:

UniqueAbbreviationForYourCollegeCoursePrefixCourseNumber, for example: **GCSUPSYC1101.docx**

You will then fill out some very brief information and upload the entire document to the USG website at: http://core.usg.edu/core_forms/course_proposal_form

Please do not delete any pages of this document.

1. **Institution:** Valdosta State University
2. **This is a proposal for** (mark one box below):

<input type="checkbox"/>	Change in an already-approved course only, no change in Area or Overlay. A change in a course that is already approved for Areas A-E and/or an Overlay at your institution. (If this is a change, please provide information in the boxes below on the current course, complete information on the new course, and a rationale for the change.)
Course change information:	
From:	
To:	
<input checked="" type="checkbox"/>	Placement of a course into the Areas A – E or an Overlay of the Core Curriculum

3. **Course Subject** (e.g., philosophy): Biology
4. **Course Prefix and Number** (e.g., PSYC 1101): **BIOL 1108K**
5. **Course Title** as it appears (or will appear) in catalog: Principles of Biology II
6. **Lecture Hours-Laboratory Hours-Credit Hours** (e.g., 3-0-3): **3-3-4**
7. **Provide a catalog description of the course** in the box below.

An introduction to physiological processes in plants and animals. Structure, nutrition, transport, coordination, reproduction and development will be addressed.

Common Course Prefixes, Numbers, and Descriptions

Does this course use a common course prefix and number as listed in the *Academic and Student Affairs Handbook Section 2.4.10*? (Please review the list of common course prefixes, numbers and descriptions at [Academic and Student Affairs Handbook, section 2.4.10](#))

<input checked="" type="checkbox"/>	Yes
<input type="checkbox"/>	No

If you responded "no," is a common course prefix and number available for this course?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

If you responded "no" that you are **not using a common course prefix** and number, and "yes" that a **common course prefix and number is available for this course**, please explain in the space below why your institution does not want to use the common course prefix and number and why your institution selected the prefix and number indicated on this proposal.

CORE AREAS (A-E)

Mark all CORE AREAS (A-E) that this course is requested to satisfy. For Core Areas that you have marked, state your institution's Council on General Education-approved learning outcome(s) for that area, and explain how this course satisfies your institution's approved learning outcomes.

<input type="checkbox"/>	Area A (English, Mathematics)
	State your institution's approved learning outcome(s) for Area A:
	Explain how the proposed course satisfies the Area A learning outcome(s) listed above:
<input type="checkbox"/>	Area B (Institutional Options)
	State your institution's approved learning outcome(s) for Area B:
	Explain how the proposed course satisfies the Area B learning outcome(s) listed above:
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
	State your institution's approved learning outcome(s) for Area C:
	Explain how the proposed course satisfies the Area C learning outcome(s) listed above:
<input checked="" type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
	State your institution's approved learning outcome(s) for Area D:
	Students will demonstrate understanding of the physical universe and the nature of science, and they will use scientific methods and/or mathematical reasoning and concepts to solve problems.
	Explain how the proposed course satisfies the Area D learning outcome(s) listed above:
	In lecture and lab students learn content about physiological processes in plants and animals, structure-function relationships, and use the scientific method to conduct experiments, collect and analyzed data, and draw conclusions using basic statistical tests.
	If Area D, select appropriate major(s):
<input checked="" type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)
	State your institution's approved learning outcome(s) for Area E:
	Explain how the proposed course satisfies the Area E learning outcome(s) listed above:

OVERLAY REQUIREMENTS

Mark all **OVERLAY REQUIREMENTS** that this course is requested to satisfy. For Overlay requirements that you have marked, state your institution's Council on General Education-approved learning outcome(s) for that Overlay, and explain how this course will satisfy your institution's approved learning outcomes.

<input type="checkbox"/>	Learning Goal I - US Perspectives
	State your institution's approved learning outcome(s) for US Perspectives:
	Explain how the proposed course satisfies the US Perspectives learning outcome(s) listed above:
<input type="checkbox"/>	Learning Goal II - Global Perspectives
	State your institution's approved learning outcome(s) for Global Perspectives:
	Explain how the proposed course satisfies the Global Perspectives learning outcome(s) listed above:
<input type="checkbox"/>	Learning Goal III - Critical Thinking
	State your institution's approved learning outcome(s) for Critical Thinking:
	Explain how the proposed course satisfies the Critical Thinking learning outcome(s) listed above:

Courses proposed to satisfy **overlay** requirements (*if you checked a box immediately above*) must also be part of a core Area (Areas A-E). Indicate which core area(s) this course is already approved for or is proposed to be approved for.

Area A (English, Mathematics)	
<input type="checkbox"/>	Already approved.
<input type="checkbox"/>	Proposed for approval via this proposal
Area B (Institutional Options)	
<input type="checkbox"/>	Already approved.
<input type="checkbox"/>	Proposed for approval via this proposal
Area C (Humanities, Fine Arts, Ethics)	
<input type="checkbox"/>	Already approved.
<input type="checkbox"/>	Proposed for approval via this proposal
Area D (Natural Sciences, Mathematics, Technology)	
<input type="checkbox"/>	Already approved.
<input type="checkbox"/>	Proposed for approval via this proposal
Area E (Social Sciences)	
<input type="checkbox"/>	Already approved.
<input type="checkbox"/>	Proposed for approval via this proposal

8. ~~In the box below, explain how this specific course fits within the context of the institution's mission and general education program and advances the University System and the institution's general education learning outcomes.~~

If this is a course proposal for Area B, explain how the course addresses the institution's philosophy, goals, and objectives for courses offered in Area B. Also note that courses specific to the major, skills-based courses and orientation courses are not appropriate for Area B of the Core.

No response required. Will be replaced with a better question in the future.

Course Prerequisites:

Learning Support Prerequisites or Corequisites (enter "none" if not applicable):

BIOL 1107

Other Prerequisites (enter "none" if not applicable):

None

Course Co-requisites (enter "none" if not applicable):

None

Requests for Exceptions to the Prerequisite Rules

The Academic and Student Affairs Handbook, section 2.4.7 states that:

Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A - E. Applications will be considered first by the relevant Regents Academic Advisory Committees (the advisory committee for the degree program and the advisory committee for course), then by the Administrative Committee on Academic Affairs (RACAA), and then by the Council on General Education.

Are you requesting that students in a particular program or programs be required to take specific courses from electives within Areas A-E? (Courses that are required of all students at your institution do not count here.)

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If yes, which program or programs?

Please review section 2.4.7 of the Academic and Student Affairs Handbook and provide a rationale in support of your request.

9. Course approval by institution

List each step of the approval process at your institution, and provide the dates on which your proposal was approved by each body or at each level. **By submitting this proposal, you are affirming that this proposal has already received all appropriate approvals at your institution.**

Date	Level or approving body
1-26-16	Biology Department

10. Have any proposals for this course previously been submitted by your institution to the Council on General Education?

<input type="checkbox"/>	Yes
<input checked="" type="checkbox"/>	No

If yes, please indicate the date or dates (for repeat submissions) as best you can.

What actions were taken on your previous submission(s)?

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	Tabled

If a previous proposal was tabled or withdrawn, please explain.

How have you changed this proposal since the last time you submitted a proposal for this course?

Appropriate Academic Advisory Committee to Review This Proposal

Please indicate the most appropriate Academic Advisory Committee to review this proposal. You can find a list of Academic Advisory Committees at http://www.usg.edu/academic_planning/committees/

Please provide the following contact information:

VPAA Name:	Brian Gerber
VPAA Email Address:	b1gerber@valdosta.edu
VPAA Phone Number:	229-333-5950
VPAA Mailing Address:	West Hall Room 107, 1500 N. Patterson St., Valdosta, GA 31698

Please fill in the **Course Description Template** below. This should be generic information that will apply to ALL sections of the course to be taught at your institution, not just to courses taught by a particular instructor.

Course Learning Outcomes

Provide a bulleted list of the course learning outcomes.

- Develop and test hypotheses, collect and analyze data
- Explain the phylogenetic relationships among the major tax of life
- Demonstrate an understanding of the cellular basis of life and physiological processes of plants and animals.
- Demonstrate an understanding of the physical universe and the nature of science.
- Demonstrate

Course Content

Provide a topical outline demonstrating the breadth and depth of the course. Please be as comprehensive as possible within the limits of an outline.

Below is an example outline taken covering course content taken from a syllabus from Spring 2014

January

- 13 Introduction to Physiology and Phylogenies
 - 15 Chapter 31 (excerpts): Introduction to Animals and Chapter 40: Homeostasis and the Role of Physiological Systems
 - 17 **NO CLASS: BUT Extra Credit Assignment will be posted on Blazeview that will be due on Wed, 1-**
- 22
- 20 Martin Luther King, Jr. Day—NO CLASS
 - 22 Chapter 40 (cont'd) and Chapter 41: Animal Hormones
 - 24 Chapter 41 (cont'd)
 - 27 Chapter 43: Animal Reproduction
 - 29 Chapter 43 (cont'd)
 - 31 Chapter 45: Neurons and the Nervous System (will be on Exam 2)

February

- 3 **Exam 1 (thru Animal Reproduction)**
- 5 Chapter 45 (cont'd) and Chapter 47: Mammalian Nervous System
- 7 Chapter 46: Sensory Systems
- 10 Chapter 46 (cont'd)
- 12 Chapter 48: Muscles
- 14 Chapter 48 (cont'd)
- 17 **Exam 2 (thru Muscles)**
- 19 Chapter 49: Gas Exchange
- 21 Chapter 49 (cont'd) and Chapter 50: Circulatory System
- 24 Chapter 50 (cont'd): Circulatory System
- 26 Chapter 51: Nutrition and Digestion
- 28 Chapter 51: Nutrition and Digestion (cont'd)

March

- 3 Chapter 52: Salt and Water Balance
- 5 Chapter 52: Salt and Water Balance (cont'd)
- 7 Catch-up and Review
- 10 **Exam 3 (thru Salt and Water Balance)**
- 12 Chapter 28: Seedless Plants
- 14 Chapter 28 (cont'd)
- 17-21 SPRING BREAK—NO CLASS
- 24 Chapter 28 (cont'd) and Chapter 29: Evolution of Seed Plants
- 26 Chapter 29 (cont'd)
- 28 Catch-up and Review
- 31 **Exam 4 (thru Seed Plants)**

April

- 2 Chapter 34: The Plant Body

- 4 Chapter 34 (cont'd)
 - 7 Chapter 34 (cont'd) and Chapter 35: Transport in plants
 - 9 Chapter 35 (cont'd)
 - 11 Chapter 35 (cont'd) and Chapter 36: Plant Nutrition
 - 14 Chapter 36 (cont'd)
 - 16 Chapter 36 (cont'd)
 - 18 Chapter 37: Regulation of Plant Growth
 - 21 **Exam 5 (thru Plant Nutrition)**
 - 23 Chapter 37 (cont'd)
 - 25 Chapter 38: Reproduction in Flowering Plants
 - 28 Chapter 38 (cont'd)
 - 30 Chapter 39: Plant Responses to Environmental Challenges
- May
- 1 Chapter 39 (cont'd)
 - 5 Catchup and Review
 - 8 **8:00-10:00a.m. Exam 6 (thru Plant Responses) and Cumulative Final**

Assessment Strategies

Provide a list of the principal student activities that will measure attainment of course learning outcomes including, but not limited to, reading assignments, writing assignments, tests, and examinations. What necessary activities does the institution require for courses taught by more than one faculty member?

- Lecture exams
- Lab practicals
- Lecture quizzes
- Lab quizzes
- Lecture homework assignments
- Lab homework assignments
- Lab reports to analyze data collected in lab
- Pre-lab and post-lab online assignments associated with lab manual

Instructional Strategies

Provide a list of the instructional strategies that will be used to achieve course learning outcomes, such as lecture or non-traditional methods such as online classes or the use of experiential instruction.

- Traditional lecture in lecture component of course
- Shorter lecture at the beginning of each lab period followed by hands-on experiments and observations completed by the students

Potential Textbooks

Provide examples of possible textbooks for the course.

- Currently we are using Sadava et al.'s Life: The Science of Biology textbook, but we are in the process of doing a trial of the free OpenStax Biology textbook in Fall 2016.

Part 2. To be filled out by the Chair of the Regents' Academic Advisory Committee

This part of the form should be completed by the *Academic Advisory Committee Chair* after the course proposal has been reviewed by the appropriate Regents' Academic Advisory Committee(s).

Upon completion of the form, please resave the form and send as an attachment to: Barbara.Brown@usg.edu

Please do not delete any pages of this document.

Course Title:

Institution:

1. Date the review by the Regents' Academic Advisory Committee was completed:

2. Did the Regents' Academic Advisory Committee **approve** this proposal?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

3. Please paste the Academic Advisory Committee Review in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook. (See beginning of this form (before Part 1) for criteria and links.)

Text here. Box will expand as needed.

4. Please mark the areas of the Core Curriculum for which your committee has approved the changed or proposed course.

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)
<input type="checkbox"/>	Learning Goal I - US Perspectives
<input type="checkbox"/>	Learning Goal II - Global Perspectives
<input type="checkbox"/>	Learning Goal III - Critical Thinking

Exceptions to the Prerequisite Rules?

Academic and Student Affairs Handbook section 2.4.7 Prerequisites and Exceptions

Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A–E. Institutions may apply for up to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for courses in Area F or in the major's degree requirements.

Applications [for exceptions] will be considered first by the relevant **Academic Advisory Committees** (the advisory committee for the degree program and the advisory committee for course), then by the Regents' Administrative Committee on Academic Affairs (RACAA), then by the Council on General Education (Gen Ed Council). The Gen Ed Council will make a recommendation to the Executive Vice Chancellor and Chief Academic Officer of the USG.

Did the institution apply for an exception to the general prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

Did the advisory committee **approve** exceptions to the prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

Please paste the Academic Advisory Committee comments on the request for an exception to the prerequisite rules in the box below. Please clearly outline the programs that will be allowed to require particular courses within Areas A - E and the courses that may be required.

Text here. Box will expand as needed.

Please provide contact information for the **Chair** of the Regents' Academic Advisory Committee.

Academic Committee:	
Chair name:	
Chair institution:	
Chair daytime phone number:	
Chair email address:	

Reminder: After completing this part of the form, please save and send to

**Barbara.Brown@usg.edu as an email
attachment.**

Part 3. To be filled out by the Regents' Advisory Committee on Academic Affairs (if needed).

Course Title:
Institution:

Academic and Student Affairs Handbook section 2.4.7 Prerequisites and Exceptions

Courses in one area (A–E) may be prerequisites for other courses in that area.

Except as noted below,

- No course in Area A–E may be a prerequisite for any course outside Areas A–E
- No course in one area (A–E) may be a prerequisite for any course in any other area (A–E).

Institutions may apply for permission to specify that students in one or more of their degree programs are required to take particular courses within Areas A–E. Institutions may apply for up to 9 hours of such requirements. If permission is granted, these courses may be prerequisites for courses in Area F or in the major's degree requirements.

Applications [for exceptions] will be considered first by the relevant Academic Advisory Committees (the advisory committee for the degree program and the advisory committee for course), then by the **Regents' Administrative Committee on Academic Affairs (RACAA)**, then by the Council on General Education (Gen Ed Council). The Gen Ed Council will make a recommendation to the Executive Vice Chancellor and Chief Academic Officer of the USG.

1. Date the RACAA review was completed:

--

2. Did the institution apply for an exception to the general prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

3. Did RACAA **approve** exceptions to the prerequisite rules?

<input type="checkbox"/>	Yes
<input type="checkbox"/>	No

4. Please paste the RACAA comments on this request in the box below. Please list the programs that will be allowed to require particular courses within Areas A-E and the courses that may be required.

Text here. Box will expand as needed.

5. Please provide contact information for the **RACAA Chair**.

Chair name:	
Chair institution:	
Chair daytime phone number:	

Chair email address:

Reminder: After completing this part of the form, please save and send to Barbara.Brown@usg.edu as an email attachment.

Part 4: To be filled out by the System Liaison for the Council on General Education.

Course Title:

Institution:

1. Date the review by the Council on General Education was conducted:

2. What action did the Council on General Education take with respect to this proposal?

<input type="checkbox"/>	Approved
<input type="checkbox"/>	Denied
<input type="checkbox"/>	Withdrawn
<input type="checkbox"/>	Tabled

3. Please paste any comments from the Council on General Education in the box below. Comments should focus on the appropriateness of inclusion of the proposed course in the core curriculum, utilizing the criteria in the Academic and Student Affairs Handbook. (See beginning of this form for criteria and links.)

Text here. Box will expand as needed.

4. Please mark the areas of the Core Curriculum for which the Council on General Education has approved the changed or proposed course.

<input type="checkbox"/>	Area A (English, Mathematics)
<input type="checkbox"/>	Area B (Institutional Options)
<input type="checkbox"/>	Area C (Humanities, Fine Arts, Ethics)
<input type="checkbox"/>	Area D (Natural Sciences, Mathematics, Technology)
<input type="checkbox"/>	math/science majors
<input type="checkbox"/>	health professions majors
<input type="checkbox"/>	non-math/science/health professions majors
<input type="checkbox"/>	Area E (Social Sciences)
<input type="checkbox"/>	Learning Goal I - US Perspectives
<input type="checkbox"/>	Learning Goal II - Global Perspectives
<input type="checkbox"/>	Learning Goal III - Critical Thinking

5. Please provide contact information for the System Liaison to the Council on General Education.

Liaison name:	Barbara L. Brown
Liaison daytime phone number:	404-962-3107

Liaison email address:	Barbara.Brown@usg.edu
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Form last updated 12/16/15

Sample Syllabus

BIOL 1108K Lecture: Principles of Biology II Spring Semester 2016

Lecture: Sections A,B,C,D,E,F and G: Tuesday and Thursday 8:00 a.m. –9:15 a.m., Room 1011 Bailey Science Center

Instructor: Dr. John Elder
Office: BC 2088
Office hours: Monday Through Thursday: 9:15a.m. – 11:00 a.m., or by appointment
Office Phone: (229) 333-5762
Email: jfelder@valdosta.edu

BIOL 1108 Course Description. : An introduction to physiological processes in plants and animals. Structure, nutrition, transport, coordination, reproduction, and development will be addressed.

Course Objectives: The goal of this course is to stimulate student learning of these basic concepts and to encourage contemplation of the significance of each concept to the general field of biology. The course lecture focuses on basic organismal level physiological processes of plants and animals. Diversity of organisms will be addressed in lab.

Educational Goals and Outcomes: At the end of this course students should be able to demonstrate:

1. an ability develop and test hypotheses, collect and analyze data, and present the results and conclusions
2. a knowledge of major physiological systems in plants and animals:
3. an understanding of structure/function relationships
4. a knowledge of basic nutrition
5. a knowledge of biological materials transport
6. a knowledge of reproduction
7. a knowledge of organismal development
8. a knowledge of sensory systems

These goals support the Department of Biology Education Outcome #2, #3 and #5 and VSU General Education #5 .

Required Materials :

Text: Sadava, D. et al. 2014. **LIFE: The Science of Biology**. 10th Edition. Sinauer Associates, Inc., Sunderland, MA, and W.H. Freeman & Co., Gordonsville, VA.

Or:

Openstax Biology: Lucky you! Your e-textbook is free and a print version is available at very low cost!

The book is available in a wide variety of free online formats via the website listed below. You can use the book in whichever format(s) you want; we recommend that you download the entire .pdf so that you always have access to your book. Biology from OpenStax College, ISBN 1-938168-09-7, <https://openstaxcollege.org/textbooks/biology> Printed copies at a significantly reduced textbook rate are also for sale via your college bookstore or www.openstaxcollege.org

Laboratory Manual: Electronic version

Title: Biology Lab Manual, T.J. Grove, 2015, ISBN #: 9781680750201

Material: 5.5 in. X 8.5 in. Access card

Suggested Retail: \$50

Bookstore Discount: 10%

“Clickers”: Each student is required to obtain a **Turning Technologies NXT clicker** (available in the bookstore). All students are responsible for having their clickers with them in class. All points accumulated in lecture quizzes are generated by clickers. If you do not bring your clicker, no points will be recorded for your quiz ☹. Clicker info is available at: <http://www.valdosta.edu/distance/clickers/index.shtml>.

Grade Assessment: Your final grade will be based on your performance on lecture examinations, quizzes, laboratory assignments, laboratory quizzes and laboratory practical exams

Lecture:

Exams. There will be three lecture exams followed by a final exam. Students are required to learn the lecture material and the readings from the text for all exams. Related information presented in the laboratory may also be included in exams. Each of the exams and the final exam will be worth 100 points each. The final exam will be taken during the allotted time published online and posted below. **There are NO MAKEUP EXAMS**, with the exception of those students with a Formal University excuse or an emergency. Otherwise, a missed exam will be equal to zero points.

Lecture quizzes: There will be intermittent short quizzes on the readings and lecture. Overall quiz average grades will be worth the equivalent to 1 test. These quizzes will be scored using student clickers. No paper or make up quizzes will be accepted for a grade. Any missing clicker quiz grade will be assigned a zero and no makeup accepted after the class quiz. It is the students responsibility to obtain a clicker, bring it to every class and ensure their current ID is registered with this course on Blazeview.

Laboratory: Since several different people are teaching lab sections, each will provide individual expectations for lab grades. Numerical lab grades are turned in to the lecturer for averaging into your final score for the course at the end of term.

Students will be graded on their performance in laboratory based on attendance, quiz grades, group lab projects, selected homework assignments, lab practical exams and any other assignments as specified by your instructor. **There are NO MAKEUP LABS.** Note that it is departmental policy that any student missing more than 2 unexcused labs or 3 labs total cannot receive a grade higher than "D" for the course. It is your responsibility to sign in on the lab roll at each meeting.

Overall Grade Assessment:

Calculate your overall grade as follows:

$(\text{Lab average grade} \times .25) + (4 \text{ lecture exam grades} + \text{quiz grade average} / 5 \times .75) = \text{Overall percentage grade.}$

Overall letter grades will be assigned on a 10 point scale: 90-100% = A, 80-90% = B, 70-80% = C, 60-70% = D, and, 59 % and below = F.

Mid-term or in-progress grades: The instructor is required to submit in-progress grades prior to mid-term as posted (3/3/2016). In theory, a mid-term grade is necessary for a student to assess how s/he is doing in class by midterm. In this course, students will have feedback on at least one major exam by midterm, several lab quizzes, lab assignments, and any homework or writing assignments. The instructor will, in general, assign an overall average grade at this point on the normal scale of A-F viewable on Banner. Students receiving a grade of "D" or lower should therefore carefully evaluate their option of dropping this course by midterm without academic penalty.

Attendance Policy: Attendance in this course is highly recommended, unless you are sick. Students should be seated at the beginning of class. If you are late, your attendance may not be acknowledged. The student is responsible for all material missed regardless of the reason for absences. **ABSOLUTELY NO LECTURES OR LABORATORIES CAN BE "MADE UP."** Laboratories in particular are important not to miss as stated above. In the event that a student will miss a lab, s/he should notify the instructor in writing within 24 hours of the missed lab. It is the instructor's prerogative to accept the excuse or not. Attendance will be recorded for lab sessions using a lab roll. **Students who miss two labs without an excuse or three labs total cannot receive a grade above a "D" for the entire 1108 course.**

Disruptive behavior: No disruptive behavior of any kind will be tolerated in this course. Students should restrict talking and discussion to pertinent questions related to course material and these questions should be directed toward the instructor. Entering a classroom late or early is discouraged. Any student disrupting lectures will be required to leave the classroom. Use of cellular telephones, pagers, or any similar remote communication device is prohibited during scheduled lectures, laboratories, or examinations. If students bring cellular telephones or similar devices to lecture, it is their responsibility to switch them off prior to the beginning of the lecture period. See your student handbook for specifics constituting disruptive behavior.

Cheating: Students caught cheating will receive a grade of "F" for the assignment in question and possibly for the course. Cheating will be reported to the Dean of Students. See your Student handbook for what constitutes catalogue cheating and plagiarism. See the student handbook for specifics constituting academic dishonesty and consequences. .

Student identification: Students should have in their possession at all times their VSU student identification card. In order to verify the identification of students officially enrolled in the course, it is the instructor's prerogative to request official student photo identification cards at any time during lecture. During examinations, students will routinely be asked to display their VSU student identification cards visibly on the desk top and to make them available for inspection by their instructor and/or assistants.

Privacy Act (FERPA): The Family Educational Rights and Privacy Act (FERPA) prohibit the public posting of grades by social

security number or in any manner personally identifiable to the individual student. No grades can be given by email or over the telephone, as positive identification cannot be made by this manner.

Students with Disabilities: Students requesting classroom accommodations or modifications because of a documented disability must contact the Access Office for Students with Disabilities located in room 1115 Nevins Hall. The phone number is (229) 245-2498.

Biology Tutoring: The Student Success Center (SSC) at Valdosta State University is located in Langdale Residence Hall above the Tech Shop and is available to all students. The SSC provides free peer tutoring in core curriculum courses, including biology, chemistry, math, writing, and foreign languages. The SSC also provides free professional academic advising and on-campus job information in one location. Call 333-7570 to make an appointment, or visit the website: www.valdosta.edu/ssc.

Important Dates:

January

- 12 - First class
- 18 - MLK Holiday

February

- 2 - Exam 1

March

- 1 - Exam 2
- 3 - Midterm - last day to drop without penalty
- 28 - 12 - 20 Spring Break

April

- 5 - Test 3
- 28 - Last Lecture

May

- 2 - Study Day _ No Classes
- 3 - Final Test 4 (8:00 am - 10:00 am)

Tentative lecture topics readings:

- Introduction; Evolution: Phylogeny;
- Chapter 31 Animal origins and the Evolution of Body Plans
- Chapter 32 Protostome Animals
- Chapter 33 Deuterostome Animals.
- Chapter 40: Physiology, Homeostasis, and Temperature Regulation
- Chapter 41: Animal Hormones
- Chapter 43: Animal Reproduction

EXAM 1

- Chapters 45: Neurons, Glia, Nervous System
- Chapter 46: Sensory Systems
- Chapters 47: Mammalian Nervous System
- Chapter 48: Musculoskeletal system
- Chapter 49: Gas Exchange
- Chapter 50: Circulatory System
- Chapter 51: Nutrition and Digestion

EXAM 2

- Chapter 52: Salt and Water Balance
- Chapter 28: Seedless Plants;
- Chapter 29: Evolution of Seed Plants
- Chapter 34: The Plant Body

EXAM 3

- Chapter 35: Transport in Plants
- Chapter 36: Plant Nutrition
- Chapter 37: Regulation of Plant Growth
- Chapter 38: Reproduction in Flowering Plants
- Chapter 39: Plant Responses to Environmental Challenges
- Review for Final Exam

EXAM 4

Course expectations:

Procedures for Exams, Tests and Quizzes:

1. No talking will be allowed during the exam or quizzes.
2. Each student will be given an exam to be completed and handed back to the instructor.
3. You must bring a pencil and will take the exam during the stated lecture time only.
4. You must bring a registered clicker to class and will take quizzes during the stated lecture time only.
5. A student with more than a single clicker in their possession during any lecture class or exam constitutes cheating by the owners of the clickers and the person in possession of the clickers. All clickers present will be confiscated and their owners will receive a zero for the exam or the course depending on circumstances. Clickers will be returned to the owners after investigating the circumstances of the infraction.
6. Any missing clicker quiz grade will be assigned a zero and no makeup accepted after the class quiz. It is the students responsibility to obtain a clicker, bring it to every class and ensure their current ID is registered with this course on Blazeview.
7. No talking will be allowed during the exam, but students are welcome to come to the instructor's desk to ask questions about the exam. **Turn off your cell phones during exams!**
8. Every student should bring their University ID.
9. **NOTE:** You will have the class time only to complete each lecture exam.

General expectations and behaviors in order to do well in the course:

- a. I understand that this is a science class and that my enrollment is voluntary. I am **here to learn the science** and I am free to drop the course if I do not wish to learn the material.
 - i. Biology is a science – it is perceived to be hard for many people.
 - ii. As is true for any scientific discipline, the study of biology requires a large body of highly detailed and technical information that must be mastered.
 - iii. Biology, as is true for any science, has a large amount of technical terminology that must be mastered.
 - iv. It is not sufficient to simply “memorize” the facts and terminology, but one must also understand the many concepts relevant to modern biology.
- b. I understand that my **grades are based solely upon my level of performance**, not on what I may want or think I need.
 - i. Students do not get a grade simply by attending.
 - ii. Students must work at achieving their desired grade.
 - iii. Work means putting in significant amounts of study time. Many hours repeatedly going over the material.
 - iv. Goofing off and poor attendance usually means failing the course.
- c. I understand that the final grade I receive in this course is the grade I **“EARNED”**. The instructor does not **“GIVE”** me a grade.
- d. I understand that it is the instructor's responsibility to evaluate my performance and to assign a **grade that certifies the level at which I KNOW and UNDERSTAND the course material**.
- e. I understand that I **earn my grade by demonstrating** on assigned tests, quizzes and assignments that I **KNOW and UNDERSTAND** the course material.
- f. I understand that it is my responsibility to **master ALL course material** to the level necessary to achieve the grade I want in this class.
- g. I understand that the grade I receive is **NOT based** on the amount of work or effort I do. Effort is my responsibility.
- h. I understand that **late assignments will not be accepted** and will summarily receive a grade of zero.
- i. I understand that **incomplete work will not be accepted** and will summarily receive a grade of zero.
- j. I understand that **work that does not follow instructions in all respects will not be accepted** and will summarily receive a grade of zero.
- k. I understand that in the event of a **personal emergency** resulting in missed assignments it is my responsibility to contact the instructor as soon as possible. I also understand that any possible make up work is strictly at the instructor's discretion on a case by case basis.
- l. I understand that it is **my responsibility** to make sure I understand all assignment instructions and due dates. It is not the instructors fault if I fail to meet these expectations.
- m. I understand that my grades are based only upon the assignments given. There are **no opportunities for “extra credit” or “additional assignments”**.

- n. I understand that it is **my responsibility to seek additional help** from the instructor or campus tutorial services when needed.
- o. I understand that the time to worry about my grades is all **during the term**. Grades are final after the class is over.
- p. I understand that **no late or additional assignments will be accepted** for any reason after the course closes.
- q. I understand that **grades are not negotiable**. Complaining or begging extra points after the fact are not appropriate behaviors.
- r. I understand that my **grade will be based on the criteria** detailed earlier in this syllabus and that it is my responsibility to seek clarification if it is needed.
- s. I understand that this course will assign grades on a **10 point scale and no curve** is to be used in assigning those grades.
- t. I understand that the instructor cannot and will not predict nor promise any grades before all scores for all assignments are done and the class is completed.
- u. I understand that the instructor will only discuss my final grade for purposes of explanation or correction of a possible mistake. Discussions about disappointment with grades, complaints about grades, grade changes or general whining about poor performance will not be entertained.

BIOL 1108 Principles of Biology II Laboratory Syllabus (Spring 2016)

Instructor: John Elder

Office: 2088 Bailey Science Center

Office hours: M,T,W,TH, 8:00am – 9:30am or by appointment

Email: jfelder@valdosta.edu

Section: I - Thursday 11:00 -1:50 am , Room 1073 Bailey Science Center

Section: J – Friday 9:00 am – 11:50 am, Room 1073 Bailey Science Center

Text: Biology Lab Manual, T.J. Grove, 2015, ISBN #: 9781680750201

Material: 5.5 in. X 8.5 in. Access card

Suggested Retail: \$50

Bookstore Discount: 10%

Lab assignments, Quizzes and Lab Practical Exams:

Throughout the semester lab assignments, homework assignments and quizzes will be given (**worth a total of 50% of your lab grade** for all assignments). No late assignments will be accepted. Two lab practical exams will be given as scheduled, one covering animals and one covering plants (**Practical exam averages will be worth the remaining 50 % of your lab score**). Questions may include microscope slides, whole specimens and a written component. Absolutely no make up exams can be given. Lab practical exams are only set up once during the week they are scheduled.

Lab Conduct:

- **Cell phones are not allowed** to be used for texting in lab. Using phones to goof off during lab will result in a 0 for the day – same as a missed lab – 3 will result in failing the course.
- No eating or drinking during the lab.
- Arrive on time. Assignments are due at the start of lab. Students arriving 10 minutes late will not be able to turn in assignments and will receive a zero (0) on those assignments. No late assignments will be accepted.
- Attendance to lab is mandatory. Excused absences are usually given only for medical or family emergencies and documentation must be provided. In these cases the professor determines whether or not an absence is “excused” or not. **If a student misses three labs for any reason the student cannot earn higher than a “D” for his/her final grade for the 1108 course.** Labs cannot be made up outside of scheduled laboratory sessions. Students are still responsible for all lab content and assignments even if they received an excused absence.
- Students must take care of lab equipment. Notify the professor if something is not working properly or if something breaks during the course of the lab
- Each student will be assigned a microscope. It is the student’s responsibility to properly use the microscope. After lab the professor will check each scope to make sure that it was put away properly. Failure to do so will result in one point being subtracted from the student’s total lab points (not the final percentage) each week it is not put away properly. Notify the professor if your microscope is not functioning properly.
- It is strongly advised to maintain a laboratory notebook with drawings, descriptions, data etc. of the laboratory exercises. The only requirements of the notebook are that it be a spiral bound notebook. The notebook will help you study for the practical exams.
- Study the materials – you will see them again on quizzes and exams.

Disruptive behavior: No disruptive behavior of any kind will be tolerated in this course. Students should restrict talking and discussion to pertinent questions related to course material and these questions should be directed toward the instructor. Entering a classroom late or early is discouraged. Any student disrupting lectures will be required to leave the classroom. Use of cellular telephones, pagers, or any similar remote communication device is prohibited during scheduled lectures, laboratories, or examinations. If students bring cellular telephones or similar devices to lecture, it is their responsibility to switch them off prior to the beginning of the lecture period. See your student handbook for specifics constituting disruptive behavior.

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chemistry, math, writing, and foreign languages. The SSC also provides free professional academic advising and on-campus job information in one location. Call 333-7570 to make an appointment, or visit the website: www.valdosta.edu/ssc.

TENTATIVE LAB SCHEDULE AND TOPICS

WEEK

- 1 Introduction and Learn to Use Excel (Lab 1)
- 2 Diversity: Porifera and Cnidaria (Lab 8a)
Vertebrate Animal Tissues (Lab 8b)
- 3 Diversity: Platyhelminthes (Lab 9a)
Vertebrate Anatomy (Lab 9b)
- 4 Diversity: Annelida and Mollusca (Lab 10a)
Sensory Systems and Muscle Structure and Function
(Lab 10b)
- 5 Diversity: Nematoda and Arthropoda (Lab 11a)
Cardiovascular System (Lab 11b)
- 6 Diversity: Echinodermata and Chordata (Lab 12a)
Digestive System and Excretory Systems (Lab 12b)
- 7 **LAB PRACTICAL EXAM**
- 8 Non-Vascular Plants (Lab 2)
- 9 Vascular Land Plants (Lab 3)
- 10 Roots, stems and leaves (Lab 4)
- 11 Angiosperm Development (Lab 5)
- 12 Growth and Transpiration (Lab 6)
- 13 Pollution
- 14 **LAB PRACTICAL EXAM**

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

Specify: Area A,B,C,D,F

Current Catalog Page Number:
page 117

Proposed Effective Date for Curriculum Change:
(Month/Year): 08/2015

Degree & Program Name:
(e.g., BFA, Art): Minor, Biology

Present Requirements:

Currently, there is no biology minor available for students

Proposed Requirements (Underline changes after printing this form:

Minor in Biology.....15 hours

BIOL3200 (3 credits)

BIOL3250 (4 credits)

8 hours of any upper division biology course excluding BIOL4830, BIOL4840, BIOL4850, BIOL4900.

A minimum grade of "C" is required for all BIOL courses. At least 9 hours must be completed at VSU.

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improve student learning outcomes: Offering a Biology minor to students in other majors and programs (e.g. Psychology, Chemistry, Pre-Nursing, Exercise Physiology, Education) will result in a solid foundation in understanding biology on different levels of biological organization from molecular, cellular, physiological, organismal, and ecological.

Adopting current best practice(s) in field:

Meeting mandates of state/federal/outside accrediting agencies:

Other: Not only will a minor help increase student understanding of biology, but it may help to increase enrollment and retention in VSU courses.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. Both faculty and students have expressed an interest in a biology minor from conversations and SOIs.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

Indirect measures: SOIs; student, employer, or alumni surveys, etc. Comments from SOIs and student surveys will be used to evaluate the effectiveness of a minor in biology

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head: *Robert Gorman* Date: *3-14-16*

College/Division Exec. Committee: *Connie Richards* Date: *4/21/16*

Dean(s)/Director(s): *Connie Richards* Date: *4/21/16*

Grad. Exec. Committee:
(for graduate course) Date:

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

Form last updated: January 6, 2010

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum
 Senior Curriculum
 Graduate Curriculum
 Other Curriculum

Specify: Area A,B,C,D,F

Current Catalog Page Number:
101-102

Proposed Effective Date for Curriculum Change:
(Month/Year): January 2016

Degree & Program Name:
(e.g., BFA, Art): EU Studies Certificate Program

Present Requirements:

Under either track, an application to the program cannot be made until successful completion of the following: (1) the introductory course on the European Union (POLS 4380) with a grade of "C" or better, (2) 30 semester hours of academic credit, and (3) a course in World or Western Civilization (HIST 1011, 1012, or 1013).

To earn the EU Studies certificate, students must complete the certificate curriculum (18 hours) and fulfill the practicum experience requirement.

PRACTICUM EXPERIENCE

Since it is deemed crucial that students demonstrate more than an academic knowledge of the European Union to be certified as adequately prepared in the subject, a "real life" practicum experience pertaining to the EU must be performed either in the form of an overseas visit or an internship. The overseas option is broadly defined and can be accommodated by a wide range of activities, including study or research abroad. The same flexibility applies to the internship, which can be served domestically or internationally. A student's specific practicum experience must be approved by the program's campus representative.

Proposed Requirements (Underline changes after printing this form:

Under either track, an application to the program cannot be made until successful completion of the following: (1) the introductory course on the European Union (EURO 3234 or POLS 4301) with a grade of "C" or better, (2) 30 semester hours of academic credit, and (3) a course in World or Western Civilization (HIST 1011, 1012, or 1013), or Global Issues (POLS 2401).

To earn the EU Studies certificate, students must complete the certificate curriculum (15 hours).

The EU Studies Certificate Curriculum . . . 18 hours
 The European Union (POLS 4380) 3 hours
 *Multidisciplinary Menu 12 hours
 Capstone Seminar in EU Studies 3 hours
 Taken either as a Directed Study (POLS 4700) or
 online course

*A student must complete 4 courses from an approved menu of courses dealing substantially with the EU. These courses must be distributed among at least three different discipline areas: Social Sciences, Humanities and Fine Arts, Business and Economics, and Natural and Health Sciences. The program's campus representative decides which courses qualify for the certificate. No more than one course in this menu can be taken at the 1000-2000 level, with the exception of EU Studies online courses (see below) and study abroad courses. Students may substitute for up to two menu courses by performing an internship or composing a thesis.

ONLINE COURSES AND TRANSATLANTIC JOINT CERTIFICATE

The EU Studies program has developed a curriculum of online courses in conjunction with European university partners. These are courses in different discipline areas that deal with various aspects of the EU and are taught jointly by University System institutions and European universities at specified times throughout the academic year. The program's campus representative maintains an updated list of these courses and a teaching schedule, as well as information about course registration.

The EU Studies Certificate Curriculum.. 15 hours
 Introduction to the European Union (EURO 3234 or POLS 4301) 3 hours
 *Multidisciplinary Menu 9 hours
 Capstone Seminar in EU Studies 3 hours
 Taken either as a Directed Study (POLS 4700) or EURO online course

*A student must complete 3 courses from an approved menu of courses dealing substantially with the EU. These courses must be distributed among at least two different discipline areas: Social Sciences, Humanities and Fine Arts, Business and Economics, and Natural and Health Sciences. The program's campus representative decides which courses qualify for the certificate. No more than one course in this menu can be taken at the 1000-2000 level, with the exception of study abroad courses. Students may substitute up to two menu courses by performing an internship or composing a thesis.

ONLINE COURSES

The EU Studies program has developed a curriculum of online courses that can be used to meet the certificate's requirements (see below). These courses, bearing the EURO prefix, are in different discipline areas that deal with various aspects of the EU and are taught jointly by University System institutions each semester. Students register for these courses, which are taught on GoView, at their home institution. A course schedule is available from the program's campus representative and on the program web site: <http://www.eustudiesprogram.org>

- EURO 3234 - Introduction to the EU
- EURO 4130 - EU Law and Legal Systems
- EURO 4160 - Federalism and Multilevel Governance in the EU
- EURO 4230 - Doing Business in the EU
- EURO 4260 - European Monetary Union

- EURO 4330 - EU Science and Technology Policy
- EURO 4430 - EU Environmental Policy
- EURO 4530 - European Social Policy
- EURO 4630 - Communications and Media
- EURO 4730 - EU Foreign Policy
- EURO 4760 - US-EU Relations
- EURO 4830 - EU Studies Capstone Course

The EU Studies program offers the option of acquiring a certificate that is jointly conferred with a European institution. This option requires students to complete—with a grade of “B” or better—a minimum of two online courses that are co-taught with European partner universities. Students completing this option have the EU Studies certificate awarded by both their home institution and one in Europe, thus giving them an academic credential from a respected European university.

AREAS OF DISTINCTION

In addition to acknowledging competence in the EU generally, the certificate also highlights special achievements by providing a notation of “distinction” in two areas:

- foreign language proficiency (6 semester hours at or above the 2000 level)
- composition of a thesis

The foreign language distinction must be earned in a European language approved by the program’s campus representative as appropriate to the certificate’s objectives. A student with prior language skills can earn a distinction by successful completion of an examination demonstrating competence equivalent to the 2000 level. The exam is administered at the student’s home institution.

The thesis can be written anytime during the final year of study. It is supervised by a committee composed of three faculty members representing at least two different academic disciplines. The program’s campus representative maintains a more detailed description of thesis requirements.

AREAS OF DISTINCTION

In addition to acknowledging competence in the EU generally, the certificate also highlights special achievements by providing a notation of “distinction” in three areas:

- a practicum experience
- foreign language proficiency (6 semester hours at or above the 2000 level)
- composition of a thesis

The practicum experience pertaining to the EU must be performed either in the form of an overseas visit or an internship. The overseas option is broadly defined and can be accommodated by a wide range of activities, including study or research abroad. The same flexibility applies to the internship, which can be served domestically or internationally. A student’s specific practicum experience must be approved by the program’s campus representative.

The foreign language distinction must be

*
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earned in a European language approved by the program's campus representative as appropriate to the certificate's objectives. A student with prior language skills can earn a distinction by successful completion of an examination demonstrating competence equivalent to the 2000 level. The exam is administered at the student's home institution.

The thesis can be written anytime during the final year of study. It is supervised by a committee composed of three faculty members representing at least two different academic disciplines. The program's campus representative maintains a more detailed description of thesis requirements.

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: The certificate program's previous requirements (practicum experience, 18 hours, courses from 3 discipline areas) were too onerous and deterred students from pursuing the certificate. The changes will make the certificate more feasible and attractive to students and should boost enrollment in the certificate program, while maintaining academic rigor and the program's interdisciplinary focus.

The EU Studies Certificate is a collaborative program between 13 USG institutions. The changes to the certificate program's curriculum were approved by the EU Studies Program Steering Committee at its March 6, 2015 meeting.

The curriculum of EURO online courses has just recently been approved and added to the course inventories at program institutions, including VSU in Fall 2014.

Source of Data to Support Suggested Change:

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Certificate enrollment numbers and evidence gleaned from discussions with students about the certificate and factors keeping them from pursuing it.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

Indirect measures: SOIs; student, employer, or alumni surveys, etc.

Certificate enrollment numbers, to measure the increased attractiveness and appeal of the certificate program. Increased enrollments will help meet one of the program's basic objectives, which is to promote increased awareness of and knowledge about the EU and transatlantic relations.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Student learning outcomes are assessed on an on-going basis throughout the year. Each online course instructor is responsible for assessing students through class discussion, exams, quizzes, assignments, and term papers, among other assessment tools. In addition, students evaluate each course via a standardized online assessment tool. Faculty is assessed based in part on student evaluations at a face-to-face meeting of the program's Steering Committee held each November. Each online course is assessed for content by the program Director and the instructor(s) and updated each time it is taught.

The EU Studies Certificate Program is currently in the process of revising and updating its assessment procedures for both its online courses and the program. An assessment committee was formed by the Steering Committee in March 2015, and it is due to present its initial report at the program's November 2015 Steering Committee meeting.

Approvals:

Department Head:



Date:

4/12/16

College/Division Exec. Committee:

Connie Richards

Date:

4/20/16

Dean(s)/Director(s):

Connie Richards

Date:

4/21/16

Grad. Exec. Committee:
(for graduate course)

Date:

Graduate Dean:
(for graduate course)

Date:

Academic Committee:

Date:

JUL 20 2016

REQUEST FOR A NEW COURSE

Valdosta State University

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 06/28/2016 (mm/dd/yyyy)		
Department Initiating Request: Physics/Engineering Studies	Faculty Member Requesting: Barry Hojjatie	
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) ENGR 4800	Proposed New Course Title: Engineering Internship Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Engineering Internship	
Semester/Year to be Effective: Spring 2017	Estimated Frequency of Course Offering: Spring, Summer, and Fall terms every year	
Indicate if Course will be : <input type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective		
Lecture Hours: N/A	Lab Hours: N/A	Credit Hours: 1-6
Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: MATH 2261, Co-requisite PHYS 2211, a minimum GPA of 2.5, and permission of the internship coordinator. Graded "Satisfactory" or "Unsatisfactory." Active participation in supervised research or an applied engineering project. Credit hours are approved by the engineering internship coordinator and are based on the project. A daily log of activities, a report on work done and experience gained, and a research paper related to the project performed are required.		
Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data. <input checked="" type="checkbox"/> Improving student learning outcomes: <input checked="" type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input type="checkbox"/> Other:		
Source of Data to Support Suggested Change: <input checked="" type="checkbox"/> Indirect Measures: SOIs, student, employer, or alumni surveys, etc. <input type="checkbox"/> Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)		

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
- Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:		
Dept. Head:	<i>Edward E Chatelein</i>	Date: <i>6/29/16</i>
College/Division Exec. Comm.:	<i>Connie Richards</i>	Date: <i>7/15/16</i>
Dean/Director:	<i>Connie Richards</i>	Date: <i>7/15/16</i>
Graduate Exec. Comm.: (for graduate course):		Date:
Graduate Dean: (for graduate course):		Date:
Academic Committee:		Date:

Form last updated: January 6, 2010

ENGR 4800, (Spring 2017)

Course Title: Engineering Internship

Prerequisite: MATH 2261, Co-requisite PHYS 2211, and a minimum GPA of 2.5.

Text: None, References:

1. Vector Mechanics for Engineers, Statics, Beer, Johnston & Eisenberg, Eight Ed, McGraw-Hill,
2. Mechanics of Materials, by Beer, Johnston, DeWolf, and Mazurek, Fifth Edition, McGraw-Hill,
3. Fundamentals of Thermodynamics, Six Edition, Sonntag, Borgnakke, and Van Wylen,
4. Fundamental of Engineering Thermodynamics by M. J. Moran and H. N. Shapiro (5th Ed),
5. Instructor notes and other references, related web sites search by student.

Lecture Times: This is an internship course to provide a practical work experience related to various fields of engineering and connect fundamentals of engineering principles to real-world applications and there is no formal lecture, however, students will meet with the internship coordinator periodically during the semester.

Instructor/internship Coordinator: Dr. Barry Hojjatie, Phone: (229) 333-5753, Office: 2011/2023 Nevins Hall. Email: bhojjati@valdosta.edu Office hrs: By appointment.

Catalog Description of the Course: Graded "Satisfactory" or "Unsatisfactory". Active participation in supervised research or applied engineering project. Credit hours are agreed by the engineering internship coordinator and are based on the project. A daily log of activities, a report on work done and experience gained and a research paper related to the project performed are required.

Outcomes: Students will demonstrate knowledge of scientific and mathematical principles related to the course subjects, will demonstrate the ability to analyze, to evaluate, and to make inferences from oral, written, and visual materials provided in the course. (Items 5 and 6 in VSU general Educational Outcome). Also the students will be able to apply scientific and mathematical principles to solve engineering problems related to the subject (item 4 in the catalog related to Education Outcome in Engineering). Upon successful completion of this course, the student should be able to: learn how to do an independent study related to his/her assigned project in engineering/physics.

Course Expectations/Policy: You are required to create a daily log of your activities. The field research topic or work assigned should be related to your intended field of engineering. You are expected to take initiative in finding related resources and making efforts to understand the engineering fundamentals related to your project. You are expected to do a general literature review of technical materials related to the subject of your project. Also, it is expected that you present your project at the VSU Symposium or other meetings determined by the internship coordinator. **Academic Honesty:** All work that you turn in for grade/credit must be your own (unless you have been instructed to do otherwise). When using other resources such as internet, other published materials, or communication with others, you should provide citations and references. Everyone that contributes to your work should be given appropriate recognition/credit for his/her contribution and you should not try to take credit for work of others.

Tests: Although there is no final exam in this course, however you should demonstrate an in-depth knowledge of the subject by answering technical questions that are asked by the internship coordinator at a one-on-one meeting at the end of the project. You are expected to prepare progress report or show your progress in the course to the instructor on a weekly basis. Also, you are expected to prepare a final report and an abstract for the VSU Undergraduate Symposium or the Georgia Academy of Science and present your work as a poster or an oral presentation. Your final grades will be based on your demonstration of your in depth knowledge about the project topic, progress reports, final report, amount of graphical or other presentation materials that you created on your (not copying from others) and your presentations. If your written reports or other materials that you are expected to submit are not accurate, late, not readable, or too messy, it may adversely affect your final grade.

Final Report: Your final report should be related to the activities that you have done during the internship. It should consist of the following sections:

1. Introduction and motivation of the project,
2. A literature review based on an internet search that contains technical materials related to your project
3. Methods and procedures that should include related pictures taken by you or obtained from other resources (with appropriate references or credits) with descriptions.
4. Results that should include graphical and tabular data and appropriate description of the data obtained from the project.
5. Conclusion that should summarize the results and show how this project experience has enhanced your understanding of the engineering topic.

Grades and Evaluation Criteria: The final grade that will be reported for this course is either "Satisfactory" (S), or "Unsatisfactory" (U); however, "S" or "U" will be based on the following criteria quantitative evaluation of your performance. If you successfully complete at least 70% of the following areas and do the required elements (shown below), you will receive a grade of "S", otherwise your grade for the course will be a "U".

1. Attendance in work place and scheduled meetings (required): 10%,
2. Daily log of your activities (required): 10%,
3. Providing weekly or biweekly progress report to the internship coordinator (required): 20%,
4. Final Report (required): 30%,
5. Preparing error-free results and presentation materials (e.g., creating high quality PowerPoint slides or a Poster), and giving a quality presentation at an appropriate research meeting or conference (e.g., VSU Symposium): 20%,
6. Demonstration of in-depth knowledge of the subject and answering related technical questions asked by the internship coordinator at a one-on-one meeting at the end of the project: 10%.

Note that items 1-4 are required elements of your internship for receiving a satisfactory grade ("S") in the course. You need to have a log book at the first day of your internship and record your daily activities and progress in that book and show it to the internship coordinator at the end of your project.

RECEIVED

JUN 16 2016

REQUEST FOR A NEW COURSE

Valdosta State University

OFFICE OF THE REGISTRAR
VALDOSTA STATE UNIVERSITY

Date of Submission: 01/11/2016 (mm/dd/yyyy)

Department Initiating Request:
HISTORY

Faculty Member Requesting:
Dr. Sebastian Bartos

Proposed New Course Prefix & Number:
(See course description abbreviations in the
catalog for approved prefixes)
HIST 3260

Proposed New Course Title:
Saints and Society in the Middle Ages
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character
spaces)
Saints Society Middle Ages

Semester/Year to be Effective:
Spring 2017

Estimated Frequency of Course Offering:
once every two years

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) History of the medieval cult of saints, its theology, practices and political effects from late Antiquity to the fifteenth century. The course will focus on evolving understandings of sanctity, diverse models of holiness, the social function of shrines and relics, and the institutionalization of cults of saints.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: This new course will expand the department's coverage of European history.

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. The course will be one of Dr. Bartos' new offerings that he has developed since he arrived at VSU in 2011 to start offering previously absent courses in medieval history taught by a specialist. It responds to the students' interest and demand for distinct thematic courses pertaining to religious beliefs and practices in the pre-modern West, on both undergraduate and graduate levels. The course will expand VSU's teaching of cultural and social issues attracting general interest and particular interest of ambitious students. By increasing diversity in course offering, it will enhance the attractiveness of VSU's programs in history and the prestige of the university as a whole.

- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs and faculty peer observations will be our main tools of assessing the effectiveness of the course.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)
- Other: The BA and MA in History is assessed under a plan approved by VSU's assessment bodies and in accordance with SACS guidelines.

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:	
Dept. Head: <i>Chris Meyers</i>	Date: <i>6/14/16</i>
College/Division Exec. Comm.: <i>Connie Richards</i>	Date: <i>6/14/16</i>
Dean/Director: <i>Connie Richards</i>	Date: <i>6/14/16</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

Valdosta State University
College of Arts and Sciences
Department of History

History XXX – Saints and Society in the Middle Ages

XXX
XXX
West Hall XXX

Dr. Sebastian Bartos

Office: Ashley Hall, Room 2116
Tel: 229-219-3278 (x. 3278 on campus)
E-mail: spbartos@valdosta.edu
Office hours: XXX

Course Description:

History of the medieval cult of saints, its theology, practices and political effects from late Antiquity to the fifteenth century. The course will focus on evolving understandings of sanctity, diverse models of holiness, the social function of shrines and relics, and the institutionalization of cults of saints.

From the first martyrs for Christian faith in the Roman Empire to female mystics in late medieval Europe, saints were an integral part of medieval religious and social life. They were seen as extraordinary human intercessors between Heaven and Earth, God and the people, the mundane and the mysterious. However, the answers to the questions of what constituted God's exemplary human agents, how people understood the attributes of sainthood and who was able to manipulate the cult of the saints and control access to their relics, changed over centuries. These changes reflect the evolution of Christianity in its social and institutional dimensions. Students will examine the cult of the saints in the context of popular piety, gender relations and the history of the Roman Church. Learning about the multifaceted function of the cult in medieval society will lead to a better understanding of the culture, social relations and institutions of the medieval Christian West.

Course objectives:

For Departmental Educational Outcomes, see Catalogue, History Department
<http://www.valdosta.edu/catalog/>

- Students will demonstrate knowledge of historical facts, methodologies and historiography. Assessment: in-class discussions, written assignments and oral presentations as stipulated in the course syllabus [Department Outcomes 1 & 2 & VSU Gen Ed Outcomes 2 & 6]
- Students will demonstrate proper use and function of primary and secondary source material. Assessment: written assignments, classroom discussions, research projects [Department Outcomes 1 & 2 & VSU Gen Ed outcomes 1, 2, & 6]
- Students will demonstrate the ability to express themselves in comprehensive, academically proper and formal manners. Assessment: classroom discussions, written assignments based on required reading, oral presentations, a research term paper [Department Outcome 3 & VSU Gen Ed outcome 4]
- Students will demonstrate the ability to critically analyze reading material and oral instructions and manifest critical historical thinking. Assessment: written essays on assigned readings, classroom discussions, and a major research paper as stipulated in the course syllabus [per Department Outcome 4 & VSU Gen Ed outcome 7]

Readings

- * Book: Patrick Geary, *Furta Sacra. Thefts of Relics in the Central Middle Ages* (Princeton, 1990).
- * Excerpts from books and book chapters will be posted on BLAZEVIEW or will be on reserve in the Odum Library, as indicated.
- * Articles can be found in *Jstor* (via VSU Odum Library Database).
- * Access to primary sources will be provided through weblinks on the syllabus.

Grading

- active participation and attendance – 10%
- in-class 10-minute oral presentation summarizing a reading assignment – 10%
- in-class 10 minute oral presentation on research paper – 10%
- paper proposal submitted online – Pass/Fail (Fail = paper grade reduced by 10%) – due XXX
- twelve-page term paper submitted online – 20% (due XXX, voluntary early draft by XXX)
- map test – 10%
- test – 10%
- midterm examination – 10%
- final examination – 20%

Graduate Students will be asked to additionally provide a summary of four articles (2 pages for each article) chosen from the reading assignments. The twenty-five page term paper will be a small research project and must be submitted with graduate standards of scholarship and documentation (Chicago/Turabian Style). The grade for the first paper

draft is Pass/Fail. Failure to submit a first draft carries a 10% penalty for the final paper grade. The grade distribution for graduate students will be as follows:

- active participation and attendance – 10%
- in-class 10-minute oral presentation summarizing a reading assignment – 10%
- in-class 10 minute oral presentation on research paper – 10%
- paper proposal submitted online – Pass/Fail (Fail = final paper grade reduced by 10%) – due XXX
- twenty-five-page term paper submitted online – 25% (mandatory early draft XXX, final draft XXX)
- articles/book chapters written report – 10% (due XXX)
- map test – 10%
- midterm examination – 10%
- final examination – 15%

In-class oral presentation general requirements and expectations:

- The presentations have a formal character – professional appearance, demeanor and delivery are expected
- The presentations must be in PowerPoint or similar format and contain a written outline.
- The duration of the presentations should be no less than 10 minutes and no more than 15 minutes.
- In the presentation summarizing the reading assignment the student must identify the main thesis of the assigned text, narrate the author's arguments and then present his/her own critical opinions.
- The presentation on the research paper must include a clearly stated subject of the student's research focus, a working thesis, methods of proving it, and major arguments developed in the paper. The student is expected to discuss specific sources that are researched for the paper. This would include their origin and general content.
- The student must be ready to answer the instructor's and the students' questions pertaining to his/her preliminary research.

Term paper general requirements and expectations:

- The suitability of the paper topic needs to be consulted with the instructor no later than XXX (topic must be based on one of the course themes listed in the syllabus).
- The written proposal must include a clearly stated subject of the student's research focus and working bibliography.
- The bibliography must include at least two primary sources, including at least one primary text from *The Crusades: A Reader*, ed. S. J. Allen and Emilie Amt.
- The bibliography must include at least two secondary sources, excluding the course textbooks.

- An appendix to the written proposal must include scanned photocopies of the editorial pages and tables of content (from books) or first pages (from articles and sources online) of the material used in research
- Chicago/Turabian documentation style is required.
- Term paper must be submitted online through TurnItIn via BlazeView
- Late submission of the paper carries a penalty of 10% for each additional day of lateness.

In order to avoid unnecessary disappointments the following should be noted:

- Students are expected to arrive in a timely manner and remain in the classroom for the duration of the session. Partial attendance will not be counted.
- Leaving the classroom during the session will result in marking the student absent unless a medical note is presented afterwards or the student has obtained the instructor's permission prior to the session.
- The grade for "active participation and attendance" is based on the student's general attentiveness and meaningful participation and thus related to the level of preparedness for each class and frequency of attendance.
- No more than three absences are allowed for a student who aims to be in good standing in "active participation and attendance."
- Absence on the day a test/exam is given will result in an F (0 points), unless one of the following is presented to the instructor: a proper medical note, a formal note about a family emergency, an official note about participation in a university event as required by an appropriate Valdosta State University department or program, or a formal note about military training. If the student's absence is legitimate, the student will be expected to arrange a "make-up" test with the instructor during the first week after the original date of the test.
- There is no special review session in this course, although students are encouraged to ask the instructor to clarify material from a prior session in the beginning of each class meeting. Students are expected to work systematically throughout the entire semester.
- There will be no extra credit opportunities. No scholarship held by a student can serve as an argument to alter or negotiate the final grade for the course. Students will receive a grade based solely upon the criteria as stated above.
- Cheating on tests will result in the student's failure of the course.
- Plagiarism on the term paper results in an F grade (0 points) for the paper.
- In the case of an absence from a regular session, the student is not expected to provide an excuse or an explanation. It is, however, the student's responsibility to obtain notes from classmates.
- If there is a particularly urgent matter that needs the instructor's immediate attention the student should send the instructor a formal message with an appropriate salutation, his or her full name and the course number.

- No active electronic devices including laptops, cell phones, and iPods are allowed in the classroom.
- Basic civility is expected and renders such activities as leaving the classroom during the session, arriving late, napping, and chatting with classmates unacceptable. The professor reserves the right to ask students who are disruptive in these and any other manners to leave the classroom. In such cases the student will receive 0 points in the category of "active participation and attendance."
- Questions that can be answered by consulting the syllabus will not be responded to by the instructor

Please note that if you are experiencing difficulties related to the course, timely communication with me during office hours is crucial to your eventual success. I will be happy to assist you to improve your performance.

Schedule of Classes and Readings

Introduction

SAINTHOOD AND HAGIOGRAPHY

* *Soldiers of Christ: Saints and Saints' Lives from Late Antiquity and the Early Middle Ages*, eds. Thomas Noble and Thomas Head, Introduction, XIII-XXIII (BLAZEVIEW)

* *The Orb*: Thomas Head, "Hagiography"

<http://www.the-orb.net/encyclop/religion/hagiography/hagio.htm>

* *Medieval Sourcebook*: The Passion of St. Florian

<http://www.ucc.ie/milmart/BHL3054.html>

THE RISE OF CHRISTIANITY AND THE CULT OF MARTYRS I

* Peter Brown, "Enjoying the Saints in Late Antiquity," *Early Medieval Europe* 9 (2000): 1-24 (BLAZEVIEW)

* *Medieval Sourcebook*: The Martyrdom of Polycarp

<http://www.fordham.edu/halsall/basis/martyrdom-polycarp-lightfoot.html>

THE RISE OF CHRISTIANITY AND THE CULT OF MARTYRS II

* *Soldiers of Christ*, Introduction, XXIII-XXXI (BLAZEVIEW)

* *Medieval Sourcebook*: The Passion of Saints Perpetua and Felicity

<http://www.fordham.edu/halsall/source/perpetua.html>

* *Medieval Sourcebook*: The Passion of St. Sergius and Bacchus

<http://www.ucc.ie/milmart/BHL7599.html>

* *Medieval Sourcebook*: Ambrose of Milan, The Finding of SS. Gervasius and Protasius

<http://www.fordham.edu/halsall/source/ambrose-letter22.html>

SAINTHOOD IN TRANSITION FROM LATE ANTIQUITY TO THE EARLY MIDDLE AGES I

* Peter Brown, "The Rise and Function of the Holy Man in Late Antiquity," in *Society and the Holy in Late Antiquity* (Chicago, 1982), 103-52 (BLAZEVIEW)

SAINTHOOD IN TRANSITION FROM LATE ANTIQUITY TO THE EARLY MIDDLE AGES II

* Claudia Rapp, "For the Next to God, You are My Salvation': Reflections on the Rise of the Holy Man in Late Antiquity," in *The Cult of Saints in Late Antiquity and the Middle Ages* (Oxford, 1999), 63-82 (BLAZEVIEW)

* *Medieval Sourcebook* : The Life of Paulus the First Hermit

<http://www.newadvent.org/fathers/3008.htm>

* *Medieval Sourcebook*: Evagrius, "St. Simeon Stylites"

<http://www.fordham.edu/halsall/source/evagrius-simeon.html>

TEST

SANCTITY IN EARLY MEDIEVAL EUROPE I

* *Soldiers of Christ*, Introduction, XXXI-XLIV (BLAZEVIEW)

* Paul Fouracre, "The Origins of the Carolingian Attempt to Regulate the Cult of Saints," in *The Cult of Saints in Late Antiquity and the Middle Ages*, ed. J. Howard-Johnston and P. Hayward (Oxford, 1999), 143-166 (BLAZEVIEW).

* *Medieval Sourcebook*: Willibald, "The Life of St. Boniface" (excerpts)

<http://www.fordham.edu/halsall/basis/willibald-boniface.html>

SANCTITY IN EARLY MEDIEVAL EUROPE II

* Cynthia Hahn, "Seeing and Believing: The Construction of Sanctity in Early-Medieval Saints' Shrines," *Speculum* 72 (1997): 1079 -1106

SHRINES, RELICS AND IMAGES OF SAINTHOOD

* Magdalena Carrasco "Sanctity and Experience in Pictorial Hagiography" in Renate Blumenfeld-Kosinski and Timea Szell (eds.), *Images of Sainthood in Medieval Europe* (Ithaca, NY, 1991), 33-66 (BLAZEVIEW)

THE BIRTH OF HAGIOGRAPHY

* Felice Lifshitz, "Beyond Positivism and Genre: 'Hagiographical' Texts as Historical Narrative," *Viator* 25 (1994): 95-113

THE EVOLUTION OF HAGIOGRAPHIC TRADITIONS

* Evelyn Birge Vitz, "From the Oral to the Written in Medieval and Renaissance Saints' Lives," in *Images of Sainthood in Medieval Europe*, 97-114 (BLAZEVIEW)

MIDTERM EXAMINATION

WOMEN AND SANCTITY IN EARLY GERMANIC EUROPE I

* *Sainted Women of the Dark Ages*, eds. Jo Ann McNamara, John Halborg, E. Gordon Whatley (London, 1992), Introduction, 1-15 (BLAZEVIEW)

* Julia Smith, "The Problem of Female Sanctity in Carolingian Europe c.780-920," *Past and Present* 146 (1995): 3-37

WOMEN AND SANCTITY IN EARLY GERMANIC EUROPE II

* Jo Ann McNamara, "The Need to Give: Suffering and Female Sanctity in the Middle Ages," in *Images of Sainthood in Medieval Europe*, 199-221 (BLAZEVIEW)

READING GERMANIC HAGIOGRAPHY

* *Sainted Women of the Dark Ages*, Clothild, Queen of the Franks, 38-50; Balthild, Queen of Neustria, 264-278 (BLAZEVIEW)

THE HIERARCHICAL CHURCH AND CANONIZATION I

* Andre Vauchez, *Sainthood in the Later Middle Ages*, trans. Jean Birrell (Cambridge: Cambridge University Press, 1997), 11-32 (BLAZEVIEW)

* Michael Goodich. *Vita Perfecta, The Ideal of Sainthod in the Thirteenth Century* (Stuttgart, 1982), 21-47 (BLAZEVIEW)

THE HIERARCHICAL CHURCH AND CANONIZATION II

- * Andre Vauchez, *Sainthood in the Later Middle Ages*, 33-57; 85-103 (BLAZEVIEW)

THE HIERARCHICAL CHURCH AND CANONIZATION III

- * Aviad Kleinberg. *Prophets in Their Own Country: Living Saints and the Making of Sainthood in the Later Middle Ages* (Chicago, 1992), 21-39 (BLAZEVIEW)

- * Michael Goodich, "The Politics of Canonization in the Thirteenth Century: Lay and Mendicant Saints," *Church History* 44 (1975): 294-307

FEMALE SANCTITY IN THE LATER MIDDLE AGES I

- * Renée Neu Watkins, "Two Women Visionaries and Death: Catherine of Siena and Julian of Norwich" *Numen* 30 (1983): 174-198

FEMALE SANCTITY IN THE LATER MIDDLE AGES II

- * Michael Goodich, *Vita Perfecta*, 173-185 (BLAZEVIEW)
- * Anne Llewellyn Barstow, "Joan of Arc and Female Mysticism," *Journal of Feminist Studies in Religion* 1 (1985): 29-42

SAINTHOOD IN THE AGE OF THE MONASTIC AND GREGORIAN REFORMS

- * Maureen C. Miller Source, "Masculinity, Reform, and Clerical Culture: Narratives of Episcopal Holiness in the Gregorian Era," *Church History* 72 (2003): 25-52

SAINTS AND PUBLIC AUTHORITY

- * Candace Lines, "Secret Violence": Becket, More, and the Scripting of Martyrdom," *Religion & Literature* 32 (Summer, 2000): 11-28

- * *Medieval Sourcebook*: Edward Grim, "The Murder of Thomas Becket"
<http://www.fordham.edu/halsall/source/grim-becket.html>

SAINTS AND KNIGHTHOOD

- * James B. MacGregor, "Negotiating Knightly Piety: The Cult of the Warrior-Saints in the West, ca. 1070-ca. 1200," *Church History* 73 (2004): 317-345

THE MENDICANT ORDERS AND THEIR SAINTS

* John Coakley, "Gender and the Authority of Friars: The Significance of Holy Women for Thirteenth- Century Franciscans and Dominicans," *Church History* 60 (1991): 445-460

* Mira circa nos: the bull of canonization of st. Francis of Assisi
<http://www.ewtn.com/library/PAPALDOC/G9MIRA.HTM>

* The bull of canonization of Gregory IX
<http://www.domcentral.org/trad/domdocs/0007.htm>

SAINTS ON THE LATE MEDIEVAL FRONTIER OF CHRISTENDOM

* James D. Ryan, "Missionary Saints of the High Middle Ages: Martyrdom, Popular Veneration, and Canonization," *The Catholic Historical Review* 90 (2004): 1-28

Patrick Geary, *Furta Sacra. Thefts of Relics in the Central Middle Ages* (Princeton, 1990)
– discussion

Furta Sacra. Thefts of Relics in the Central Middle Ages - discussion

POPULAR DEVOTION AND SANCTITY

* Andre Vauchez, "Lay People's Sanctity in Western Europe: Evolution of a Pattern," in *Images of Sainthood in Medieval Europe*, 21-32. (BLAZEVIEW)

* Richard Kieckhefer, "Holiness and the Culture of Devotion: Remarks on Some Late Medieval Male Saints, in *Images of Sainthood in Medieval Europe*, 288-305 (BLAZEVIEW)

CONTEMPORARYS' COMMENTARIES ON SANCTITY AND CRITICISM OF RELICS

* *A Letter of Bishop Amulo of Lyon*
<http://urban.hunter.cuny.edu/~thead/amulo.htm>

* The Apology of Claudius of Turin
<http://urban.hunter.cuny.edu/~thead/claudius.htm>

* *Medieval Sourcebook: Guibert de Nogent, "On Relics"*
<http://www.fordham.edu/halsall/source/nogent-relics.html>

FINAL EXAMINATION

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum
Specify: Area A,B,C,D,F

Current Catalog Page Number:
386

Proposed Effective Date for Curriculum Change:
(Month/Year): 8/2016

Degree & Program Name:
(e.g., BFA, Art): B.S. Early Childhood Education; B.S. Deaf Education

Present Requirements:

MATH 3161 Mathematics for Early Childhood Teachers I 3-0-3
Prerequisite: ECSE 2999 and a grade of "C" or higher in MATH 2008.
An in-depth study of the concepts and processes underlying the p-s school mathematics curriculum, with special emphasis on numeration, number systems, estimation, algebraic thinking, and computational algorithms. Problem solving and historical context serve as unifying strands

Proposed Requirements (Underline changes after printing this form:)

MATH 3161 Mathematics for Early Childhood Teachers I 3-0-3
Prerequisite: ECSE 2999 or DEAF 2999 and a grade of "C" or higher in MATH 2008. An in-depth study of the concepts and processes underlying the p-s school mathematics curriculum, with special emphasis on numeration, number systems, estimation, algebraic thinking, and computational algorithms. Problem solving and historical context serve as unifying strands

Justification:

Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improve student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies:
- Other: Deaf Education is also required to take MATH 3161 and the prerequisite of DEAF 2999 was inadvertently omitted.

Source of Data to Support Suggested Change:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head: *Doug Harrell* Date: *5-10-16*

College/Division Exec. Committee: *Lonnie Richards* Date: *5/10/16*

Dean(s)/Director(s): *Lonnie Richards* Date: *5/10/16*

Grad. Exec. Committee:
(for graduate course) Date:

Graduate Dean:
(for graduate course) Date:

Academic Committee: Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW PROGRAM

Valdosta State University

The Formal Proposal must be approved at all levels of faculty governance (department, college or division, Graduate Executive, Academic Committee, Faculty Senate) before being submitted to the University System of Georgia.

Proposed Effective Date: Spring 2017
Consortium program with UNG and Armstrong University

Degree and Program Name:
Post Master's certificate : Doctor of Nursing Practice

Requirements: (attach new or revised course proposals separately) Requirements for the Post Master's Doctor of Nursing Practice:track.....34.0

NURS 8310 Epidemiology/Biostatistics.....	3.0
NURS 8311 Population Health.....	3.0
NURS 8312 Health Care Informatics.....	3.0
NURS 8313 Leadership and Ethics.....	3.0
NURS 8314 Translating Research into Practice	3.0
NURS 8315 Process Improvement and Evaluation.....	3.0
NURS 8316 DNP Project Seminar.....	3.0
NURS 8317 Organizational Policy and Practice.....	3.0
NURS 8318 DNP Project	3.0-7.0
NURS 8319 Systems Leadership.....	3.0

Total Hours required for certificate.....34.0

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field This program will enhance professional competence, provide access to specialized knowledge, and address the shortage of doctoral-prepared advanced practice nurses and faculty in the region.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies Meets the requirements for DNP (or eDNP) education outlined in the American Association of Colleges of Nursing's The Essentials of Doctoral Education for Advanced Nursing Practice (2006). The Institute of Medicine has attempted to address a number of shortcomings in healthcare, including errors, fragmentation of care, and the need for restructuring of health professional education due to increased practice demands caused by the complexity of the current healthcare system (IOM, 1999, 2001, 2003). Healthcare reform has also focused attention on the important role advanced practice nurses, such as nurse practitioners, nurse midwives, clinical nurse specialists, and nurse anesthetists, will play in the future. At the same time, the exponential increase in knowledge and technology has extended the length of programs in all the healthcare professions, including pharmacy, physical therapy, audiology, and occupational therapy. All of these professions have adopted practice or professional doctorates as the degree required for entry to practice.

Other

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

The eDNP position statement (AACN, 2004, p. 4) identifies the benefits of practice focused doctoral programs as:

- enhancing the development of needed advanced competencies for increasingly complex practice, faculty, and leadership roles;
- providing increased knowledge to improve nursing practice and patient outcomes;
- preparing nurses with enhanced leadership skills to strengthen practice and health care delivery; and
- providing a better match of program requirements and credits and time with the credential earned.

Assessment Plan for the proposed program:

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, student employment

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exams; portfolios; clinical project

Approvals:		
Dept. Head: <i>Bruce S. Cohen</i>		Date: <i>4-13-16</i>
College/Division Exec. Comm.: <i>W. E. Rutter</i>		Date: <i>4-12-14</i>
Dean/Director: <i>J. Novello</i>		Date: <i>4/13/16</i>
Graduate Exec. Comm.: (for graduate course): <i>J. T. J. J. J.</i>		Date: <i>4-26-16</i>
Graduate Dean: (for graduate course): <i>J. T. J. J. J.</i>		Date: <i>4-26-16</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

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USG eDNP Admission Criteria

MSN-DNP (with APRN certification)

Consortium
Individual graduate school admission committees
Admission to individual Universities and Graduate Nursing Programs.
Proficiency in tech/D2L
Background/drug screen
Current BLS
Proof liability; \$1M/\$3M
University specific health form
University Health insurance or waiver
3 letters of recommendation from individuals knowledgeable of the applicant's professional, intellectual, and academic abilities. (If graduated in the last 5 years, one letter must be from a graduate clinical faculty). Examples provided.
Submission of essay: -clinical, educational, leadership experiences that have prepared for doctoral studies - short and long term goals related to APRN practice and attainment of DNP degree - 2-3 pages, double spacing, 12 font.
3.5/4 graduate GPA
MSN or APRN MS accredited program
Current APRN license in state of residence or practice
CV -education -practice experience -professional development -community activities -research -publications -presentations
Waivered with 3.5 GPA in graduate work
Documentation of clinical hours
Current practice as APRN (at time of admission)
Interview required
Written/verbal English language proficiency -Meet University adm requirements

Thoughts:

USG eDNP Program Outcomes

1. Develop, integrate, synthesize, and evaluate scientific underpinnings for advanced nursing practice in the DNP role.
2. Lead the integration of system theories, health economics and ethics resulting in improved quality and health outcomes.
3. Use analytical methods to critically appraise the literature; design, implement, and evaluate evidence-based practice that result in safe and effective clinical outcomes for individuals and populations in the DNP role.
4. Use information systems and patient care technologies, applying ethical, regulatory and legal principles, to facilitate system interoperability and transform patient care to maximize healthcare outcomes.
5. Evaluate and advocate for social justice, equity, and ethical healthcare policies at all levels to impact healthcare for individuals and populations.
6. Lead, facilitate, and evaluate inter-professional collaborative practices that improve patient and population outcomes in the DNP role.
7. Promote improved national health status by focusing on clinical prevention, healthcare access, and social determinants of health.
8. Perform as a practice scholar to design, direct, and evaluate system changes to promote safe and innovative evidence-based practice.
9. Demonstrate leadership skills to consult and collaborate on intra-professional and inter-professional teams to foster effective communication, enhance patient outcomes, and create change in complex health care delivery systems.

USG eDNP Progression and Graduation Criteria

MSN-DNP (with APRN certification)

Consortium
Admission to individual Universities and Graduate Nursing Programs.
Maintain documents for program admission and progression: licensure, liability, CPR, health insurance, health appraisal. Failure to do so after notification will result in administrative withdrawal.
May not register for project until all prerequisites are complete without I
All students must complete __ hours of project and must be registered for project hours in all semesters faculty resources are utilized.
4 calendar years
Must meet specific outcomes for project as delineated for each semester. If the identified outcomes are not met to the satisfaction of the committee chair, the student will receive a grade of "U" the semester for project and will not be allowed to progress.
Students must pass a comprehensive assessment in the final semester of study in order to complete degree requirements. If determined by the student's project committee, the project defense may be considered the assessment.
Application for graduation 2 semesters anticipated date of graduation.
Any change to program of study must be agreed on and signed by student, advisor, and program coordinator and submitted to Graduate Studies.
Any student who earns a grade of C or lower or fails to maintain a 3.0 GPA in doctoral studies will result in academic dismissal.

eDNP Admission Rubric
MSN to DNP ADMISSIONS INTERVIEW RUBRIC

NON-COGNITIVE QUALITIES	3 POINTS	2 POINTS (2.5 points may be given)	0-1 POINTS	POINTS
<p align="center">Interpersonal skills</p> <p>Qualities desired:</p> <ul style="list-style-type: none"> • Professional • Articulate & focused • Professional response to questions • Maintains professional boundaries • Relaxed • Good listener • Responsive 	6-7 qualities	3-5 qualities	1-2 qualities	
<p align="center">Motivation</p> <p>Qualities desired:</p> <ul style="list-style-type: none"> • Projects enthusiasm • Articulates motivation • Provides examples of past goals met • Provides evidence of boldness and professionalism in the face of challenge 	4-5 quality	2-3 qualities	0-1 qualities	
<p align="center">Problem-Solving</p> <p>Able to:</p> <ul style="list-style-type: none"> • Assess aspects of the challenge • Articulates alternative solutions with rationale • Evaluates solution (how did that solution work or did you have to alter it)? 	All 4 steps	2-3 steps	0-1 steps	
<p align="right">Total Score</p>				

CONTENT	3 POINTS	2 POINTS (2.5 points may be given)	0-1 POINT	POINTS
Previous degree GPA (Use most recent degree for scoring; verify self-report with transcripts)	Greater than 3.5/4.0	3.5/4.0	Does not meet criteria for GPA	
CV/Resume	Clearly meets all criteria: <ul style="list-style-type: none"> • Education • Practice experience • Professional development • Community activities • Research • Publication/presentations 	Contains: <ul style="list-style-type: none"> • Education • Practice experience • Professional development • And at least one other element: • Community activities • Research • Publications/presentation s 	Contains: <ul style="list-style-type: none"> • Education • Practice experience • Professional development • But has no other elements 	
Essay	Clearly expresses: <ul style="list-style-type: none"> • Clinical, educational, and leadership experiences that have prepared for doctoral studies. • Identifies short and long term goals related to APRN practice and DNP degree • 2-3 pages double spacing, 12 font 	Expresses: <ul style="list-style-type: none"> • Clinical, educational, and leadership experiences that have prepared for doctoral studies. • Identifies short or long term goals related to APRN practice and DNP degree but not both. • Format is not compliant with 2-3 pages double spacing, 12 font 	Expresses: <ul style="list-style-type: none"> • Some of the required experiences that prepared for doctoral studies, but overall is incomplete. • Identifies short or long term goals related to APRN practice and DNP degree but not both or goals do not relate to APRN practice or DNP degree. • Format may or may not be compliant with 2-3 pages double spacing, 12 font 	
References 3 letters of recommendation from individuals knowledgeable of the applicant's professional, intellectual, and academic abilities. Examples provided. (If graduated in the last 5 years, one letter must be from a graduate clinical faculty. Be sure request for recs includes the above instructions.	Contains: <ul style="list-style-type: none"> • All references from appropriate sources • Evidence of professional, intellectual, and academic abilities. • Examples provided from all references 	Contains: <ul style="list-style-type: none"> • All references from appropriate sources • Evidence of professional, intellectual, and academic abilities. • No examples provided 	Contains: <ul style="list-style-type: none"> • References provided from appropriate or inappropriate sources • Lacks evidence of professional, intellectual, and academic abilities. • In appropriate examples are provided 	
Relevant work experience	<ul style="list-style-type: none"> • Currently practicing as APRN 		<ul style="list-style-type: none"> • Not currently practicing as APRN 	171

Relationships among DNP courses, AACN DNP Essentials and Valdosta State University DNP program objectives

Course Number and Title	Course Description	AACN Essential	DNP Program Outcomes
NURS 8310: Epidemiology and Biostatistics	Application, analysis, and interpretation of distribution, risk, and prevention of disease in populations. Principles and methods of epidemiologic investigation including patterns of illness in populations and research designs for investigating the etiology of disease are explored. Bio-statistical measures are utilized to determine risk, incidence, and prevalence of populations.	1,2,3,7	1, 3,4, 7, 8
			<ol style="list-style-type: none"> 1. Analyze basic epidemiological concepts, including the natural history of disease, models of disease transmission, levels of prevention, and causality, including environmental and genetic causes of disease. 2. Examine the use of descriptive and analytic epidemiological methods to study the occurrence of health-related states and events, the determinants of health, and the effectiveness of health promotion and risk reduction strategies in selected populations. 3. Perform basic data management procedures including creating a data set, performing descriptive and inferential statistics, and displaying data graphically using SPSS programming. 4. Interpret descriptive and inferential statistics,

Course Number and Title	Course Description	Prerequisites	Course Objectives	USG - Program Outcome
NURS 8311: Population Health	The implementation and analysis of population-based disease prevention and health promotion strategies to achieve national and international goals for improving aggregate, community, environmental, occupational, and cultural/socioeconomics dimensions of health. The course focuses on issues affecting health, including communicable and non-communicable disease, emergency preparedness, and the impact of disparity and social determinants on health.	2,6,7	<p>epidemiologic measures of risk, graphic data displays, and translate the findings to clinical practice.</p> <p>5. Evaluate research in terms of the appropriateness of the bio-statistical methods used to test hypotheses or answer research questions and conclusions drawn by investigator</p>	1, 2, 3, 5, 7, 8, 9
			<ol style="list-style-type: none"> 1. Analyze appropriate scientific data for clinical prevention and population health 2. Synthesize concepts of health promotion, risk reduction, illness prevention, and cultural diversity and sensitivity 3. Evaluate the links among practice organizational, population, fiscal, and policy issues for achievement of health-related organizational or public policy goals 4. Define actual and emerging problems and plan the design, implementation, and evaluation of aggregate level health interventions 5. Conduct comprehensive 	

Course Number and Title	Course Description	CSC Number	Course Objectives	CSC, DNP, or FIM Outcomes
NURS 8312 Health Care Informatics	Analysis and synthesis of information science concepts, principles, and methods to generate knowledge for best practice. The course focuses on application of research; management of individual and aggregate data; assessment of efficacy of decision support, productivity, and web-based learning tools; and evaluation of integrated communication systems.	4	<p>organizations, systems, and/or community assessments to identify aggregate health or system needs</p> <ol style="list-style-type: none"> 1. Apply information theories and models of the process of improving access, costs, and quality of healthcare. 2. Utilize basic technologies to implement healthcare information systems and health informatics applications in health care organizations. 3. Identify methods for data management and evaluation to advance the use of selected healthcare technologies in the management of healthcare systems. 4. Analyze elements needed for selection, design, and implementation of clinical information systems. 5. Evaluate the ethical standards 	<ol style="list-style-type: none"> 1. (PO 1, 2, 4) 2. (PO 2, 4, 6, 8, 9) 3. (PO 1, 3, 4) 4. (PO 4) 5. (PO 4, 5)

Course Number and Title	Course Content	Course Outcomes	Learning Objectives	Program Outcomes
	<p>that occur with the use of health care informatics in consumer health information that is readable and sensitive to diverse cultures.</p>	<p>6. (PO 2, 4, 7)</p>		
	<p>6. Articulate challenges and opportunities in the use of healthcare information systems and electronic healthcare data to support best practice.</p>	<p>7. (PO 3,4)</p>		
	<p>7. Analyze the processes of securing patient privacy and confidentiality and system security related to the use of information, information technology, communication networks and patient care technology.</p>	<p>8. (PO 3, 4)</p>		
<p>NURS 8313: Leadership and Ethics</p>	<p>Emphasis is on the ethical principles and responsibilities used in interprofessional practice healthcare decisions. Application of ethically sound solutions to complex issues</p>	<p>1. 5</p> <p>2. 6,9</p>	<p>1,2, 5</p>	<p>1. Evaluate ethical issues in the delivery of healthcare that impacts the DNP in general and in the area of the student's scholarship specifically.</p> <p>2. Explore the leadership role of the DNP with regard to assessment of risk and</p>

Course Number and Title	Course Description	Assessment	Course Outcome	USC and Program Outcomes
	related to individuals, populations, and systems care will be studied.		<p>collaboration with others regarding ethical/moral responsibility within complex healthcare systems.</p> <p>3. Apply knowledge found in the ethical literature to healthcare problems, including those in marginalized areas such as, rural and multicultural populations to promote ethical decisions and behaviors in complex healthcare systems.</p> <p>4. Incorporate assessment of leadership competencies in a personal plan for DNP role development.</p> <p>5. Apply concepts of quantum and complexity thinking into decision making practice role and organizational realities. (PO 8)</p> <p>6. Analyze leadership theories for application to the DNP role (PO 1, 2)</p>	<p>3. 3,4</p> <p>4. 1,9</p> <p>5. 8</p> <p>6. 1,2</p>
NURS 8314: Translating Research into Practice	The synthesis and integration of knowledge related to translation of research into practice, evaluation of practice, and design of activities aimed at improving health care practices and outcomes, and participation in collaborative outcome-driven research.	1, 3	<p>1. Critically analyzes data and evidence for improving advanced nursing practice (3, 4)</p> <p>2. Critically appraise research to support system change to improve quality and safety and patient outcomes. (2, 3, 9)</p> <p>3. Utilize the methods, models, and tools to evaluate practice. (3, 4)</p>	<p>1. 3, 4</p> <p>2. 2, 3, 9</p> <p>3. 3, 4</p> <p>4. 2, 6, 9</p> <p>5. 3, 4, 7, 8</p>

Course Number and Title	Course Description	Prerequisites	Learning Objectives	DNP Program
NURS 8315: Process Improvement and Evaluation	Examination of the concepts of quality improvement and its role on the quality and safety of health care systems and patient outcomes. Exploration of the methods, models, and tools used to evaluate practice variation and minimize risk of harm to lead change across complex organizations is covered.	1,2, 6	<p>4. Integrates knowledge from the humanities and sciences within the context of nursing science. (2,6, 9)</p> <p>5. Applies best available evidence to continuously improve quality of clinical practice (3, 4, 7, 8)</p>	<p>1. 2, 4, 9</p> <p>2. 1,2, 9</p> <p>3. 5, 6</p> <p>4. 2, 3, 5, 6, 7</p> <p>5. 1, 3, 5, 6, 8, 9</p> <p>6. 2, 3, 6, 8, 9</p>
NURS 8316: DNP Project Seminar	Development and design of an evidence-based project focusing on quality improvement aimed at practice and/or systems level change	1-8	<p>1. Establish foundational knowledge in health care systems and outcomes management. (PO 2, 4, 9)</p> <p>2. Apply outcomes management theories to advanced practice. (PO 1, 2, 9)</p> <p>3. Derive appropriate management strategies for patient populations. (PO 5, 6)</p> <p>4. Synthesize cultural, social/family, spiritual and quality of life issues as they impact clinical care of patient and patient aggregates. (PO 2, 3, 5, 6, 7)</p> <p>5. Utilize principles of outcomes assessment to evaluate patient care delivery and/or health systems. (PO 1, 3, 5, 6, 8, 9)</p> <p>6. Analyze models of research outcomes and clinical practice integration. (PO 2, 3, 6, 8, 9)</p> <p>1. Employ effective strategies for completing all DNP project approval requirements;</p> <p>2. Complete a written DNP</p>	1-9

Course Number and Title	Course Description	AACSB Learning Objectives	Course Objectives	Program Outcomes
	to enhance health outcomes for a population of interest. Completion of a minimum of 100 clinical hours is required.		<p>project proposal that links scholarly exercises and EBP derived from the population health needs assessment and clinical experiences that improve practice and health outcomes;</p> <p>3. Demonstrate leadership, including project management and skills, through development and design of the DNP project;</p> <p>4. Successfully defend the DNP project proposal.</p>	
NURS 8317: Organizational Policy and Practice	Analysis of health care policy and advocacy for change to improve health care delivery at multiple organizational levels. The course focuses on evaluating the influence of political and economic conditions on health policy and the delivery of quality care.	2,5	<p>1. Employ principles of health policy to develop and implement effective plans for practice level and/or system-wide practice initiatives that will improve healthcare outcomes. (PO 2)</p> <p>2. Analyze health policy and related healthcare issues. (PO 5)</p> <p>3. Describe the current and historical distribution of national health expenditures and the various sources of health care financing. (PO 2, 5)</p> <p>4. Recognize types of health care rationing and explain where and</p>	<p>1. 2</p> <p>2. 5</p> <p>3. 2, 5</p> <p>4. 2, 5, 7</p> <p>5. 2, 5, 7</p> <p>6. 2, 5, 7</p> <p>7. 5, 7</p> <p>8. 2, 4, 5</p>

Course Number and Title	Course Description	CACN Program	Course Outcome	DNP Program Outcome
			<p>how they are utilized. (PO 2, 5, 7)</p> <ol style="list-style-type: none"> 5. Describe the role of government in the delivery of health insurance and services including Medicare and Medicaid. (PO 2, 5, 7) 6. Compare and contrast various methods of cost constraint such as managed care, restricted networks, capitation and price controls. (PO 2, 5, 7) 7. Explore how individuals, interest groups and legislative members interact to establish government health policy and regulation. (PO 5, 7) 8. Compare health care policies globally to strengthen/improve health care outcomes in a variety of populations. (PO 2, 4, 5) 	
NURS 8318: DNP Project	Implementation, evaluation and dissemination of previously proposed evidence-based practice interventions for quality improvement aimed at practice and/or systems level change to enhance health outcomes for a	1-8	<ol style="list-style-type: none"> 1. Implement approved DNP project; 2. Analyze findings from the approved DNP project; 3. Synthesize findings and draw conclusions from the approved DNP project; 	1-9

Course Number and Title	Course Description	Course Outcome	Learning Objectives
	<p>population of interest. Completion of 400 clinical hours is required in this multi-semester course.</p>	<ol style="list-style-type: none"> 4. Critique the strengths and weaknesses of the design, delivery, and evaluation of the DNP project on improving health outcomes; 5. Prepare and submit a final manuscript for dissemination; 6. Successfully complete an oral defense of the final DNP Project. 	
<p>NURS 8319: Systems Leadership</p>	<p>The integration of management theories into the nursing process for the delivery of advanced practice nursing services in a variety of systems. Healthcare financial planning, budgeting, reimbursement, and decision-making strategies are applied to healthcare organizations. Theoretical models, analytical methods, and evaluation strategies are explored.</p>	<ol style="list-style-type: none"> 1. Evaluate how organizational structure, care processes, financing, marketing, strategic planning and policy decisions impact the quality of health care. 2. Utilize transformational leadership skills as they relate to healthcare systems improvement and healthcare systems process to improve healthcare delivery. 3. Evaluate the impact of health care delivery systems on patients, providers, other stakeholders, integrating quality and safety improvement measures. 4. Develop and engage in DNP leadership skill building through examination of the leader's role in capacity 	<p>2,6,8</p> <p>3, 4</p> <p>3, 6, 9</p> <p>3, 4, 5</p> <p>1, 9</p>

Course Number and Title	Course Description	AACSB Essential	Course Outcomes	DNP Program Outcomes
			<p>building, systems thinking, systems analysis, quality improvement and practice in collaboration with health teams and external partnerships</p> <p>5. Improve self-awareness, leadership goals and develop understanding of how leadership styles impact individuals and groups when addressing complex challenges and opportunities for improvement within organizations</p>	<p>4, 9</p>

RECEIVED

REQUEST FOR A NEW COURSE

Valdosta State University

APR 12 2017

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 04/12/2016 (mm/dd/yyyy)

Department Initiating Request:
Nursing

Faculty Member Requesting:
Bonni S. Cohen DNP

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
NURS 8310

Proposed New Course Title:
Epidemiology & Biostatistics

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Epidemiology & Biostatistics

Semester/Year to be Effective:
spring 2017

Estimated Frequency of Course Offering:
biannual

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Admission to the eDNP program: Application, analysis, and interpretation of distribution, risk, and prevention of disease in populations. Principles and methods of epidemiologic investigation including patterns of illness in populations and research designs for investigating the etiology of disease are explored. Bio- statistical measures are utilized to determine risk, incidence, and prevalence of populations.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field: This program will enhance professional competence, provide access to specialized knowledge, and address the shortage of doctoral-prepared advanced practice nurses and faculty in the region.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Meets the requirements for DNP education outlined in the American Association of Colleges of Nursing's The Essentials of Doctoral Education for Advanced Nursing Practice (2006). The Institute of Medicine has attempted to address a number of shortcomings in healthcare, including errors, fragmentation of care, and the need for restructuring of health professional education due to increased practice demands caused by the complexity of the current healthcare system (IOM, 1999, 2001, 2003). Healthcare reform has also focused attention on the important role advanced practice nurses, such as nurse practitioners, nurse midwives, clinical nurse specialists, and nurse anesthetists, will play in the future. At the same time, the exponential increase in knowledge and technology has extended the length of programs in all the healthcare professions, including pharmacy, physical therapy, audiology, and occupational therapy. All of these professions have adopted practice or professional doctorates as the degree required for entry to practice.

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Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The DNP position statement (AACN, 2004, p. 4) identifies the benefits of practice focused doctoral programs as:

- enhancing the development of needed advanced competencies for increasingly complex practice, faculty, and leadership roles;
- providing increased knowledge to improve nursing practice and patient outcomes;
- preparing nurses with enhanced leadership skills to strengthen practice and health care delivery; and
- providing a better match of program requirements and credits and time with the credential earned.

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI's, student employment

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exams; portfolio's; clinical project

Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:		
Dept. Head: <i>Bruce Coke</i>		Date: <i>4/12/16</i>
College/Division Exec. Comm.: <i>mi E Kutt</i>		Date: <i>4/12/16</i>
Dean/Director: <i>J. Novello</i>		Date: <i>4/12/16</i>
Graduate Exec. Comm.: (for graduate course): <i>J. T. J. Pt</i>		Date: <i>4-26-16</i>
Graduate Dean: (for graduate course): <i>J. T. J. Pt</i>		Date: <i>4-26-16</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

UNIVERSITY SYSTEM OF GEORGIA
eDNP

COURSE NUMBER: NURS 8310

COURSE TITLE: Epidemiology & Biostatistics

CREDIT: 3-0-3

PRE-REQUISITE/CO-REQUISITE: Admission to eDNP Program

PLACEMENT IN CURRICULUM: First semester, first year

COURSE DESCRIPTION:

Application, analysis, and interpretation of distribution, risk, and prevention of disease in populations. Principles and methods of epidemiologic investigation including patterns of illness in populations and research designs for investigating the etiology of disease are explored. Bio-statistical measures are utilized to determine risk, incidence, and prevalence of populations.

This required course supports Essentials I, II, III, VII *AACN Essentials of Doctoral Education for Advanced Nursing Practice*.

COURSE OUTCOMES: Upon completion of this course students will be able to:

Course Outcomes
<ol style="list-style-type: none">1. Analyze basic epidemiological concepts, including the natural history of disease, models of disease transmission, levels of prevention, and causality, including environmental and genetic causes of disease. (PO 3, 7, 8)2. Examine the use of descriptive and analytic epidemiological methods to study the occurrence of health-related states and events, the determinants of health, and the effectiveness of health promotion and risk reduction strategies in selected populations. (PO 7)3. Perform basic data management procedures including creating a data set, performing descriptive and inferential statistics, and displaying data graphically using SPSS programming. (PO 4)4. Interpret descriptive and inferential statistics, epidemiologic measures of risk, graphic data displays, and translate the findings to clinical practice. (PO 3, 7)5. Evaluate research in terms of the appropriateness of the bio-statistical methods used to test hypotheses or answer research questions and conclusions drawn by investigator. (PO 1, 3)

TOPICAL OUTLINE:

- I. Introduction to Epidemiology
 - A. Principles of Epidemiology
 - B. Patterns of Illness/Disease
 - C. Investigating An Outbreak

- D. The Role of Environment and Genetics
- II. Introduction to Bio-statistics
 - A. Using Research & Statistics in Health Care
 - B. Descriptive Statistics: Getting to Know the Data
 - C. Key Principles Underlying Statistical Inference: Probability and the Normal Distribution
 - D. Hypothesis Testing with Inferential Statistics
- III. Evaluating Research Using Bio-statistical Methods
 - A. Interpreting Data
 - B. Comparing Differences Between Groups
 - C. Associations, Correlations, and Regression
 - D. Quantifying the Extent of Disease
 - E. Public Health Surveillance

REQUIRED TEXTS:

Kellar, S. P., Kelvin, E. A. (2013). *Munro's Statistical Methods for Health Care Research* (6th ed.). Philadelphia, PA: Lippincott Williams & Wilkins (Wolters Kluwer Health).

Macha, K. & McDonough, J.P. (2012). *Epidemiology for Advanced Nursing Practice*. Sudbury, MA: Jones & Bartlett Learning. ISBN: 978-0-7637-8996-1.

U. S. Department of Health and Human Services, Centers for Disease Control and Prevention. (2011). *Principles of epidemiology in public health practice* (3rd ed.). Atlanta, GA: Author. This book is available as a ".pdf" document at the following link: <http://www.cdc.gov/ophss/csels/dsepd/SS1978/SS1978.pdf> or can be read online at this link: <http://www.cdc.gov/ophss/csels/dsepd/SS1978/>

SPSS Statistical Software (Statistics Base GradPack).

Kirkpatrick, L.A., & Feeney, B. A. (2016) *A Simple Guide to SPSS: Version 23.0. (14th ed.)* Cengage. Boston, MA. ISBN: 978-1-305-87771-9.

Evaluation/Outcomes:

1. **Module Quizzes** – 40% of course grade – there will be a total of 8 module quizzes, every other week as outlined on course calendar. Each quiz will count 5% towards the overall student grade for a combined total of 40% of course grade.

2. **Epidemiologic Investigation** – 30% of course grade – students will be assigned to investigate a disease or illness using the principles of epidemiologic investigation. Students will write-up their investigation in a paper (no longer than 5 pages) using APA format. Students will also present their investigation in class as outlined on course calendar.

3. **Module Assignments** – 20% of course grade - each learning module will have an assignment

Edit Date: 3.2016

for the student to complete as outlined on the course syllabus. These assignments will be averaged and account for 20% of course grade.

4. Discussions/Class Participation – 10% of course grade - students are expected to attend and participate in all classes and class discussions. Absence from class or failure to participate in class discussions will result in a 5% deduction for each class missed or each class discussion without participation.

COURSE DELIVERY METHODS:

The course will be delivered completely online using both synchronous and asynchronous methods as outlined on the course calendar.

RECEIVED

APR 12 2016

REQUEST FOR A NEW COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 04/12/2016 (mm/dd/yyyy)		
Department Initiating Request: Nursing	Faculty Member Requesting: Bonni S. Cohen DNP	
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) NURS 8311	Proposed New Course Title: Population Health Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) Population Health	
Semester/Year to be Effective: spring 2017	Estimated Frequency of Course Offering: biannual	
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective		
Lecture Hours: 3	Lab Hours: 0	Credit Hours: 3
Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Admission to the eDNP: The implementation and analysis of population-based disease prevention and health promotion strategies to achieve national and international goals for improving aggregate, community, environmental, occupational, and cultural/socioeconomics dimensions of health. The course focuses on issues affecting health, including communicable and non-communicable disease, emergency preparedness, and the impact of disparity and social determinants on health.		
Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data. <input type="checkbox"/> Improving student learning outcomes: <input checked="" type="checkbox"/> Adopting current best practice(s) in field: This program will enhance professional competence, provide access to specialized knowledge, and address the shortage of doctorally-prepared advanced practice nurses and faculty in the region <input checked="" type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: meets the requirements for DNP education outlined in the American Association of Colleges of Nursing's The Essentials of Doctoral Education for Advanced Nursing Practice (2006). The Institute of Medicine has attempted to address a number of shortcomings in healthcare, including errors, fragmentation of care, and the need for restructuring of health professional education due to increased practice demands caused by the complexity of the current healthcare system (IOM, 1999, 2001, 2003). Healthcare reform has also focused attention on the important role advanced practice nurses, such as nurse practitioners, nurse midwives, clinical nurse specialists, and nurse		
DNP Proposal		

anesthetists, will play in the future. At the same time, the exponential increase in knowledge and technology has extended the length of programs in all the healthcare professions, including pharmacy, physical therapy, audiology, and occupational therapy. All of these professions have adopted practice or professional doctorates as the degree required for entry to practice.

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) . The DNP position statement (AACN, 2004, p. 4) identifies the benefits of practice focused doctoral programs as:

- enhancing the development of needed advanced competencies for increasingly complex practice, faculty, and leadership roles;
- providing increased knowledge to improve nursing practice and patient outcomes;
- preparing nurses with enhanced leadership skills to strengthen practice and health care delivery; and
- providing a better match of program requirements and credits and time with the credential earned

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI's, student employment

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exams, portfolio's, Clinical project

Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:		
Dept. Head: <i>Ann Cohen</i>		Date: 4/12/16
College/Division Exec. Comm.: <i>m E Ruth</i>		Date: 4/12/16
Dean/Director: <i>Sh Norville</i>		Date: 4/12/16
Graduate Exec. Comm.: (for graduate course): <i>J T. Jellat</i>		Date: 4-26-16
Graduate Dean: (for graduate course): <i>J T. Jellat</i>		Date: 4-26-16
Academic Committee:		Date:

Form last updated: January 6, 2010

UNIVERSITY SYSTEM OF GEORGIA
eDNP

COURSE NUMBER: NURS 8311
COURSE TITLE: Population Health
CREDIT: 3-0-3

PRE-REQUISITE/CO-REQUISITE: Admission to eDNP program

PLACEMENT IN CURRICULUM: First semester, first year

COURSE DESCRIPTION: The implementation and analysis of population-based disease prevention and health promotion strategies to achieve national and international goals for improving aggregate, community, environmental, occupational, and cultural/socioeconomics dimensions of health. The course focuses on issues affecting health, including communicable and non-communicable disease, emergency preparedness, and the impact of disparity and social determinants on health.

This required course supports Essentials II, VI, VII *AACN Essentials of Doctoral Education for Advanced Nursing Practice*.

COURSE OUTCOMES:

Upon completion of this course students will be able to:

1. Analyze appropriate scientific data for clinical prevention and population health
2. Synthesize concepts of health promotion, risk reduction, illness prevention, and cultural diversity and sensitivity
3. Evaluate the links among practice organizational, population, fiscal, and policy issues for achievement of health-related organizational or public policy goals
4. Define actual and emerging problems and plan the design, implementation, and evaluation of aggregate level health interventions
5. Conduct comprehensive organizations, systems, and/or community assessments to identify aggregate health or system needs

TOPICAL OUTLINE:

- I. Concepts of population health
 - a. Healthy People 2020
 - b. Population based care
 - c. Evidence-based clinical prevention and population health
 - d. Health behavior
 - e. Processes of behavior change
 - f. Interventions for clinical prevention and population health
 - g. Chronic care management
 - h. Health disparities

- i. Cultural competency
- j. The aging population
- k. Health screening
- l. Disease management
- m. Health promotion
- n. Illness prevention
- o. Risk reduction
- p. The interdisciplinary healthcare team
- II. The science of population health
 - a. Strategies to improve population health
 - b. Translating best practices into clinical settings
 - c. Infectious diseases
 - d. Emergency/disaster preparedness
 - e. Quality and safety
 - i). health care delivery
 - ii). Healthcare processes
- III. The business of population health
 - a. ROI of prevention vs sick care
 - i). employee wellness programs
 - ii). Health benefits programs- the cost of occupational health
 - iii). Identify the stakeholders for intra and inter organizational population health
 - iv). Identify the value of integrating health care services in the community, including worksites and health care institutions
- IV. The politics of population health
 - a. Policy and regulation to advance the population health agenda
 - b. The economic imperative of health promotion
 - c. Making health policy to support chronic care management, quality and safety, and public health
 - d. Ethical considerations of health policy
 - e. Health determinant that influence distribution of population health interventions

REQUIRED TEXTS:

Nash, D. B., Raymond, J.F., Skoufalos, A., Clarke, J.L., Horowitz, M. (2016). Population Health Creating a Culture of Wellness. Jones & Bartlett.

EVALUATION/OUTCOMES

1. Discussion Boards (6 posts at 5 points each)	30%
2. Identification of Vulnerable Population	5%
3. Vulnerable Population Health Paper	25%
4. Needs Assessment Paper	40%

COURSE DELIVERY METHODS:

JKB, MLC, MMR, March 8, 2016

The course will be delivered both synchronously and asynchronously online as outlined on the course calendar.

RECEIVED

APR 12 2016

REQUEST FOR A NEW COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 04/12/2016 (mm/dd/yyyy)

Department Initiating Request:
Nursing

Faculty Member Requesting:
Bonni S. Cohen DNP

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
NURS 8312

Proposed New Course Title:
Health Care Informatics

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Health Care Informatics

Semester/Year to be Effective:
spring 2017

Estimated Frequency of Course Offering:
biannual

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Admission to the eDNP program: Analysis and synthesis of information science concepts, principles, and methods to generate knowledge for best practice. The course focuses on application of research; management of individual and aggregate data; assessment of efficacy of decision support, productivity, and web-based learning tools; and evaluation of integrated communication systems.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field: This program will enhance professional competence, provide access to specialized knowledge, and address the shortage of doctoral-prepared advanced practice nurses and faculty in the region.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Meets the requirements for DNP education outlined in the American Association of Colleges of Nursing's The Essentials of Doctoral Education for Advanced Nursing Practice (2006). The Institute of Medicine has attempted to address a number of shortcomings in healthcare, including errors, fragmentation of care, and the need for restructuring of health professional education due to increased practice demands caused by the complexity of the current healthcare system (IOM, 1999, 2001, 2003). Healthcare reform has also focused attention on the important role advanced practice nurses, such as nurse practitioners, nurse midwives, clinical nurse specialists, and nurse anesthetists, will play in the future. At the same time, the exponential increase in knowledge and technology has extended the length of programs in all the healthcare professions, including pharmacy, physical therapy, audiology, and occupational therapy. All of these professions have adopted practice or professional doctorates as the degree required for entry to practice.

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The DNP position statement (AACN, 2004, p. 4) identifies the benefits of practice focused doctoral programs as:

- enhancing the development of needed advanced competencies for increasingly complex practice, faculty, and leadership roles;
- providing increased knowledge to improve nursing practice and patient outcomes;
- preparing nurses with enhanced leadership skills to strengthen practice and health care delivery; and
- providing a better match of program requirements and credits and time with the credential earned.

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI's, student employment

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exams; portfolio's; clinical project

Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:		
Dept. Head:	<i>Bruce J. Cook</i>	Date: 4/12/16
College/Division Exec. Comm.:	<i>W. E. Muttz</i>	Date: 4/12/16
Dean/Director:	<i>J. Norville</i>	Date: 4/12/16
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. Platt</i>	Date: 4-26-16
Graduate Dean: (for graduate course):	<i>J. T. J. Platt</i>	Date: 4-26-16
Academic Committee:		Date:

Form last updated: January 6, 2010

UNIVERSITY SYSTEM OF GEORGIA
eDNP

COURSE NUMBER: NURS 8312
COURSE TITLE: Health Care Informatics
CREDIT: 3-0-3

PRE-REQUISITE/CO-REQUISITE: Admission to eDNP program

PLACEMENT IN CURRICULUM: Second semester, first year

COURSE DESCRIPTION: Analysis and synthesis of information science concepts, principles, and methods to generate knowledge for best practice. The course focuses on application of research; management of individual and aggregate data; assessment of efficacy of decision support, productivity, and web-based learning tools; and evaluation of integrated communication systems.

This required course supports Essentials IV *AACN Essentials of Doctoral Education for Advanced Nursing Practice*.

COURSE OUTCOMES: Upon completion of this course students will be able to:

Course Outcomes
<ol style="list-style-type: none">1. Apply information theories and models of the process of improving access, costs, and quality of healthcare. (PO 1, 2, 4)2. Utilize basic technologies to implement healthcare information systems and health informatics applications in health care organizations. (PO 2, 4, 6, 8, 9)3. Identify methods for data management and evaluation to advance the use of selected healthcare technologies in the management of healthcare systems. (PO 1, 3, 4)4. Analyze elements needed for selection, design, and implementation of clinical information systems. (PO 4)5. Evaluate the ethical standards that occur with the use of health care informatics in consumer health information that is readable and sensitive to diverse cultures. (PO 4, 5)6. Articulate challenges and opportunities in the use of healthcare information systems and electronic healthcare data to support best practice. (PO 2, 4, 7)7. Analyze the processes of securing patient privacy and confidentiality and system security related to the use of information, information technology, communication networks and patient care technology. (PO 3,4)8. Evaluate web resources for health informatics that support clinical decision-making. (PO 3, 4)

TOPICAL OUTLINE:

1. Introduction and History of Health Informatics and the Electronic Health Record: Prescribing; Monitoring Patient Access, Appointments, and Follow-up.
2. Health Systems Informatics: Cost and Barriers

3. National Health Information Network (NHIN)- a new Challenge for Public Health in the 21st Century
4. Nursing Informatics: Theory and Roles
5. Ethics and Integrity in Information Technology: HITECH, Meaningful Use, and HIPPA
6. Introduction to Information Science and Technology:
 - a. Computers, databases, and Information System Design
 - b. Network
 - c. Standards

REQUIRED TEXTS:

McGonigle, D. & Mastrian, K. (2012). Nursing Informatics and the Foundation of Knowledge. 2nd Edition, Sudbury, MA: Jones and Bartlett.

American Nurses Association. (2015) Scope and standards of nursing informatics practice, 2nd ed. Washington, DC: Author. ISBN: 9781558105799

American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.). Washington, DC: Author

Evaluation/Outcomes:

- | | |
|--------------------------|-----|
| 1. Discussions 7 units | 35% |
| 2. Website analysis | 15% |
| 3. Scholarly paper | 35% |
| 4. Presentation of paper | 15% |

COURSE DELIVERY METHODS:

The course will be delivered both synchronously and asynchronously online as outlined on the course calendar.

RECEIVED

REQUEST FOR A NEW COURSE
Valdosta State University

APR 12 2017

Date of Submission: 04/12/2016 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Department Initiating Request:
Nursing

Faculty Member Requesting:
Bonni S. Cohen DNP

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
NURS 8313

Proposed New Course Title:
Leadership and Ethics

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Leadership and Ethics

Semester/Year to be Effective:
spring 2017

Estimated Frequency of Course Offering:
biannual

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Admission to the eDNP: Emphasis is on the ethical principles and responsibilities used in interprofessional practice healthcare decisions. Application of ethically sound solutions to complex issues related to individuals, populations, and systems care will be studied.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field: This program will enhance professional competence, provide access to specialized knowledge, and address the shortage of doctoral-prepared advanced practice nurses and faculty in the region.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Meets the requirements for DNP education outlined in the American Association of Colleges of Nursing's The Essentials of Doctoral Education for Advanced Nursing Practice (2006). The Institute of Medicine has attempted to address a number of shortcomings in healthcare, including errors, fragmentation of care, and the need for restructuring of health professional education due to increased practice demands caused by the complexity of the current healthcare system (IOM, 1999, 2001, 2003). Healthcare reform has also focused attention on the important role advanced practice nurses, such as nurse practitioners, nurse midwives, clinical nurse specialists, and nurse anesthetists, will play in the future. At the same time, the exponential increase in knowledge and technology has extended the length of programs in all the healthcare professions, including pharmacy, physical therapy, audiology, and occupational therapy. All of these professions have adopted practice or professional doctorates as the degree required for entry to practice.

Other:

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The DNP position statement (AACN, 2004, p. 4) identifies the benefits of practice focused doctoral programs as:
- enhancing the development of needed advanced competencies for increasingly complex practice, faculty, and leadership roles;
 - providing increased knowledge to improve nursing practice and patient outcomes;
 - preparing nurses with enhanced leadership skills to strengthen practice and health care delivery; and
 - providing a better match of program requirements and credits and time with the credential earned.

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI's, student employment
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exams; portfolio's; clinical project
- Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:		
Dept. Head:	<i>Brian S. Cohen</i>	Date: <i>4/12/16</i>
College/Division Exec. Comm.:	<i>Tracy R. Kutt</i>	Date: <i>4/12/16</i>
Dean/Director:	<i>J. Noriell</i>	Date: <i>4/12/16</i>
Graduate Exec. Comm.: (for graduate course):	<i>J. T. DePina</i>	Date: <i>4-26-16</i>
Graduate Dean: (for graduate course):	<i>J. T. DePina</i>	Date: <i>4-26-16</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

**UNIVERSITY SYSTEM OF GEORGIA
eDNP**

COURSE NUMBER: NURS 8313
COURSE TITLE: Leadership and Ethics
CREDIT: 3-0-3

PRE-REQUISITE/CO-REQUISITE: Admission to DNP Program

PLACEMENT IN CURRICULUM: Second semester, first year

COURSE DESCRIPTION: Emphasis is on the ethical principles and responsibilities used in interprofessional practice healthcare decisions. Application of ethically sound solutions to complex issues related to individuals, populations, and systems care will be studied.

This required course supports Essentials I, II, V, VI *AACN Essentials of Doctoral Education for Advanced Nursing Practice*.

COURSE OUTCOMES: Upon completion of this course students will be able to:

Course Outcomes

- | |
|--|
| <ol style="list-style-type: none">1. Evaluate ethical issues in the delivery of healthcare that impacts the DNP in general and in the area of the student's scholarship specifically. (P O 5)2. Explore the leadership role of the DNP with regard to assessment of risk and collaboration with others regarding ethical/moral responsibility within complex healthcare systems. (P O 6, 9)3. Apply knowledge found in the ethical literature to healthcare problems, including those in marginalized areas such as, rural and multicultural populations to promote ethical decisions and behaviors in complex healthcare systems. (P O 3, 4)4. Incorporate assessment of leadership competencies in a personal plan for DNP role development. (P O 1, 9)5. Apply concepts of quantum and complexity thinking into decision making practice role and organizational realities. (P O 8)6. Analyze leadership theories for application to the DNP role (P O 1, 2) |
|--|

TOPICAL OUTLINE:

1. Ethical Theories and associated concepts
2. Leadership Theories
3. Leadership within the global community
4. Innovative Leadership
5. The fully engaged leader
6. Sustaining the spirit of Leadership
7. Evaluation of personal leadership style
8. DNP as a leader in healthcare

9. Principles used in Interprofessional Collaboration

REQUIRED TEXTS:

Grace, P. (2014). *Nursing ethics and professional responsibility in advanced practice*. Sudbury, MA: Jones and Bartlett Publishers. ISBN: 978-1449667429

Porter-O'Grady, T. & Malloch, K. (2015) *Quantum Leadership, Building Better Partnerships for Sustainable Health*, (4TH Ed), Burlington, MA: Jones and Bartlett Publishing. ISBS: 978-1-284-05068-4

Evaluation/Outcomes:

- | | |
|---|------|
| 1. Participation in synchronous discussions, including one written narrative, | 15 % |
| 2. Participation in Discussion Board | 25% |
| 3. Scholarly paper in APA 6 th ed. | 35% |
| 4. Presentation | 25% |

COURSE DELIVERY METHODS:

Synchronous and asynchronous online lectures; wikis, audiovisuals, case studies, exposure to experts, media, and electronic sources.

RECEIVED

APR 12 2016

REQUEST FOR A NEW COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 04/12/2016 (mm/dd/yyyy)

Department Initiating Request:
Nursing

Faculty Member Requesting:
Bonni S. Cohen DNP

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
NURS 8314

Proposed New Course Title:
Translating Research into Practice

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Translating Research into Prac

Semester/Year to be Effective:
spring 2017

Estimated Frequency of Course Offering:
biannual

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Admission to the eDNP: The synthesis and integration of knowledge related to translation of research into practice, evaluation of practice, and design of activities aimed at improving health care practices and outcomes, and participation in collaborative outcome-driven research

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes:
- Adopting current best practice(s) in field: This program will enhance professional competence, provide access to specialized knowledge, and address the shortage of doctoral-prepared advanced practice nurses and faculty in the region.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies: Meets the requirements for DNP education outlined in the American Association of Colleges of Nursing's The Essentials of Doctoral Education for Advanced Nursing Practice (2006). The Institute of Medicine has attempted to address a number of shortcomings in healthcare, including errors, fragmentation of care, and the need for restructuring of health professional education due to increased practice demands caused by the complexity of the current healthcare system (IOM, 1999, 2001, 2003). Healthcare reform has also focused attention on the important role advanced practice nurses, such as nurse practitioners, nurse midwives, clinical nurse specialists, and nurse anesthetists, will play in the future. At the same time, the exponential increase in knowledge and technology has extended the length of programs in all the healthcare professions, including pharmacy, physical therapy, audiology, and occupational therapy. All of these professions have adopted practice or professional doctorates as the degree required for entry to practice.

Other:

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The DNP position statement (AACN, 2004, p. 4) identifies the benefits of practice focused doctoral programs as:
- enhancing the development of needed advanced competencies for increasingly complex practice, faculty, and leadership roles;
 - providing increased knowledge to improve nursing practice and patient outcomes;
 - preparing nurses with enhanced leadership skills to strengthen practice and health care delivery; and
 - providing a better match of program requirements and credits and time with the credential earned.

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI's, student employment
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exams; portfolio's; clinical project
- Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:		
Dept. Head:	<i>Bonnie S. Coker</i>	Date: 4/12/16
College/Division Exec. Comm.:	<i>Wm E. Mith</i>	Date: 4-26-16
Dean/Director:	<i>J. Naville</i>	Date: 4/12/16
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. Platt</i>	Date: 4-26-16
Graduate Dean: (for graduate course):	<i>J. T. J. Platt</i>	Date: 4-26-16
Academic Committee:		Date:

Form last updated: January 6, 2010

UNIVERSITY SYSTEM OF GEORGIA
eDNP

COURSE NUMBER: NURS 8314

COURSE TITLE: Translating Research into Practice

CREDIT: 3-0-3

PRE-REQUISITE/CO-REQUISITE: Admission to the eDNP program

PLACEMENT IN CURRICULUM: third semester, first year

COURSE DESCRIPTION: The synthesis and integration of knowledge related to translation of research into practice, evaluation of practice, and design of activities aimed at improving health care practices and outcomes, and participation in collaborative outcome-driven research.

This required course supports Essentials I, III *AACN Essentials of Doctoral Education for Advanced Nursing Practice*.

COURSE OUTCOMES: Upon completion of this course students will be able to:

Course Outcomes (program outcomes)

1. Critically analyzes data and evidence for improving advanced nursing practice (3, 4)
2. Critically appraise research to support system change to improve quality and safety and patient outcomes. (2, 3, 9)
3. Utilize the methods, models, and tools to evaluate practice. (3, 4)
4. Integrates knowledge from the humanities and sciences within the context of nursing science. (2,6, 9)
5. Applies best available evidence to continuously improve quality of clinical practice (3, 4, 7, 8)

TOPICAL OUTLINE:

1. Critical appraisal of research to support practice
2. Qualitative research
3. Quantitative research
4. Mixed methods
5. Critical appraisal of research-based evidence
6. Navigating the IRB
7. Evaluating organizational frameworks for systems change
8. Quality improvement and safety science
9. Technology supporting search for evidence
10. DNP systems change project examples
11. Dissemination of evidence

REQUIRED TEXTS:

Melnyk, BM, Fineout-Overholt, E., (2015). Evidence-Based Practice in Nursing and Healthcare: A Guide to Best Practice (3rd Edition). Lippincott Williams & Wilkins. ISBN-10: 1451190948: ISBN-13: 9781451190946

Moran, K. Burson, R. & Conrad, D. (2014). The Doctor of Nursing Practice Scholarly Project: A Framework for Success. Sudbury, MA: Jones and Bartlett Publishers. ISBN-13: 9781449694197

Evaluation/Outcomes:

- | | |
|---|-----|
| 1. Discussion forums (4) | 40% |
| 2. Critical review of the research evidence | 60% |

COURSE DELIVERY METHODS:

The course will be delivered both synchronously and asynchronously online as outlined on the course calendar.

RECEIVED

REQUEST FOR A NEW COURSE
Valdosta State University

APR 12 2016

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 04/12/2016 (mm/dd/yyyy)

Department Initiating Request:
Nursing

Faculty Member Requesting:
Bonni S. Cohen DNP

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
NURS 8315

Proposed New Course Title:
Process Improvement and Evaluation

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Process Improvement and Eval

Semester/Year to be Effective:
Spring 2017

Estimated Frequency of Course Offering:
biannual

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Admission to the eDNP: Examination of the concepts of quality improvement and its role on the quality and safety of health care systems and patient outcomes. Exploration of the methods, models, and tools used to evaluate practice variation and minimize risk of harm to lead change across complex organizational systems.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes:
- Adopting current best practice(s) in field: This program will enhance professional competence, provide access to specialized knowledge, and address the shortage of doctoral-prepared advanced practice nurses and faculty in the region.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies: Meets the requirements for DNP education outlined in the American Association of Colleges of Nursing's The Essentials of Doctoral Education for Advanced Nursing Practice (2006). The Institute of Medicine has attempted to address a number of shortcomings in healthcare, including errors, fragmentation of care, and the need for restructuring of health professional education due to increased practice demands caused by the complexity of the current healthcare system (IOM, 1999, 2001, 2003). Healthcare reform has also focused attention on the important role advanced practice nurses, such as nurse practitioners, nurse midwives, clinical nurse specialists, and nurse anesthetists, will play in the future. At the same time, the exponential increase in knowledge and technology has extended the length of programs in all the healthcare professions, including pharmacy, physical therapy, audiology, and occupational therapy. All of these professions have adopted practice or professional doctorates as the degree required for entry to practice.
- Other:

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The DNP position statement (AACN, 2004, p. 4) identifies the benefits of practice focused doctoral programs as:
- enhancing the development of needed advanced competencies for increasingly complex practice, faculty, and leadership roles;
 - providing increased knowledge to improve nursing practice and patient outcomes;
 - preparing nurses with enhanced leadership skills to strengthen practice and health care delivery; and
 - providing a better match of program requirements and credits and time with the credential earned.

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI's, student employment
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exams; portfolio's; clinical project
- Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:		
Dept. Head:	Bonni S. Cohen	Date: 4/12/16
College/Division Exec. Comm.:	mi E. Muth	Date: 4/12/16
Dean/Director:	Dr. Novick	Date: 4/12/16
Graduate Exec. Comm.: (for graduate course):	J. T. J. J. J.	Date: 4-26-16
Graduate Dean: (for graduate course):	J. T. J. J. J.	Date: 4-26-16
Academic Committee:		Date:

Form last updated: January 6, 2010

UNIVERSITY SYSTEM OF GEORGIA
eDNP

COURSE NUMBER: 8315
COURSE TITLE: Process Improvement and Evaluation
CREDIT: 3 – 0 – 3

PRE-REQUISITE/CO-REQUISITE: Admission to eDNP program

PLACEMENT IN CURRICULUM: Third semester, first year

COURSE DESCRIPTION: Examination of the concepts of quality improvement and its role on the quality and safety of health care systems and patient outcomes. Exploration of the methods, models, and tools used to evaluate practice variation and minimize risk of harm to lead change across complex organizational systems.

This required course supports Essentials I, II, VI *AACN Essentials of Doctoral Education for Advanced Nursing Practice*.

COURSE OUTCOMES: Upon completion of this course students will be able to:

Course Outcomes
1. Establish foundational knowledge in health care systems and outcomes management. (PO 2, 4, 9) 2. Apply outcomes management theories to advanced practice. (PO 1, 2, 9) 3. Derive appropriate management strategies for patient populations. (PO 5, 6) 4. Synthesize cultural, social/family, spiritual and quality of life issues as they impact clinical care of patient and patient aggregates. (PO 2, 3, 5, 6, 7) 5. Utilize principles of outcomes assessment to evaluate patient care delivery and/or health systems. (PO 1, 3, 5, 6, 8, 9) 6. Analyze models of research outcomes and clinical practice integration. (PO 2, 3, 6, 8, 9)

TOPICAL OUTLINE

I. Assessing care

1. Outcomes assessment, measurement, monitoring
2. Quality improvement process

A. Designing care

1. Use of evidence in designing interventions
2. Analysis of interventions for specific patient problems
3. Developing evidence-based policies/procedures/protocols/guidelines
4. Availability, use, and evaluation of practice guidelines

B. Delivering care

1. **Care management principles**
 - a. Models of care and management
 - b. Collaboration in care delivery

- c. **Patient centered care**
 - i. Assessment of physiologic, psychological, cultural, social/family, spiritual, and quality of life impact due to illness
 - ii. Diversity/Culturally competent care
 - iii. Health literacy/health education/genetic counseling
 - a. Mass customization of patient care processes, including:
 - i. Discharge planning
 - ii. Prevention (primary, secondary, tertiary)
 - iii. Interventions
 - 2. Knowledge management
 - a. Health care technologies
 - b. Computer-based instruction for patients, families and aggregates
- C. Evaluating care
 - 1. Outcome evaluation tools
 - 2. Risk assessment, analysis, and reduction
 - 3. Risk anticipation principles and strategies

REQUIRED TEXTS:

Block, Dale (2014). Health Care Outcomes Management: Strategies for Planning and Evaluation.

Evaluation/Outcomes:

1. Analysis Paper (2,7)	25%
2. Discussion Posting (1-7)	20%
3. Reflection Paper (5)	20%
4. Group Presentation/Paper (1-7)	25%
5. Participation (1-7)	10%

COURSE DELIVERY METHODS: Synchronous and asynchronous online lectures; wikis, blogs, readings, audiovisuals, case studies, exposure to experts, media, and electronic sources.

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APR 12 2016

REQUEST FOR A NEW COURSE

Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 04/12/2016 (mm/dd/yyyy)

Department Initiating Request:
Nursing

Faculty Member Requesting:
Michelle Ritter

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
NURS 8316

Proposed New Course Title:

DNP Project Seminar

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
DNP Project Seminar

Semester/Year to be Effective:
Spring 2017

Estimated Frequency of Course Offering:
Bi-annually

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Pre-requisite: NURS 8314; NURS 8311. Development and design of an evidence-based project focusing on quality improvement aimed at practice and/or systems level change to enhance health outcomes for a population of interest. Completion of a minimum of 100 clinical hours is required.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field: This program will enhance professional competence, provide access to specialized knowledge, and address the shortage of doctoral-prepared advanced practice nurses and faculty in the region.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Meets the requirements for DNP education outlined in the American Association of Colleges of Nursing's The Essentials of Doctoral Education for Advanced Nursing Practice (2006). The Institute of Medicine has attempted to address a number of shortcomings in healthcare, including errors, fragmentation of care, and the need for restructuring of health professional education due to increased practice demands caused by the complexity of the current healthcare system (IOM, 1999, 2001, 2003). Healthcare reform has also focused attention on the important role advanced practice nurses, such as nurse practitioners, nurse midwives, clinical nurse specialists, and nurse anesthetists, will play in the future. At the same time, the exponential increase in knowledge and technology has extended the length of programs in all the healthcare professions, including pharmacy, physical therapy, audiology, and occupational therapy. All of these professions have adopted practice or professional doctorates as the degree required for entry to practice.

Other:

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The DNP position statement (AACN, 2004, p. 4) identifies the benefits of practice focused doctoral programs as:
- enhancing the development of needed advanced competencies for increasingly complex practice, faculty, and leadership roles;
 - providing increased knowledge to improve nursing practice and patient outcomes;
 - preparing nurses with enhanced leadership skills to strengthen practice and health care delivery; and
 - providing a better match of program requirements and credits and time with the credential earned.

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI's, student employment
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exams; portfolio's; clinical project
- Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:		
Dept. Head:	<i>Frank S. Cohen</i>	Date: <i>4/12/14</i>
College/Division Exec. Comm.:	<i>Eric R. Smith</i>	Date: <i>4/12/14</i>
Dean/Director:	<i>John Naville</i>	Date: <i>4/12/16</i>
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. J. J.</i>	Date: <i>4-26-16</i>
Graduate Dean: (for graduate course):	<i>J. T. J. J. J.</i>	Date: <i>4-26-16</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

UNIVERSITY SYSTEM OF GEORGIA
eDNP

COURSE NUMBER: NURS 8316
COURSE TITLE: DNP Project Seminar
CREDIT: 3-0-3

PRE-REQUISITE: NURS 8314; NURS 8311

PLACEMENT IN CURRICULUM: **Third semester; year one**

This required course supports Essentials I-VIII *AACN Essentials of Doctoral Education for Advanced Nursing Practice*.

COURSE DESCRIPTION: Development and design of an evidence-based project focusing on quality improvement aimed at practice and/or systems level change to enhance health outcomes for a population of interest. Completion of a minimum of 100 clinical hours is required

COURSE OUTCOMES: Upon completion of this course students will be able to:

Course Outcomes

- | |
|--|
| <ol style="list-style-type: none">1. Employ effective strategies for completing all DNP project approval requirements; (PO 1-9)2. Complete a written DNP project proposal that links scholarly exercises and EBP derived from the population health needs assessment and clinical experiences that improve practice and health outcomes; (PO 1-9)3. Demonstrate leadership, including project management skills, through development and design of the DNP project; (PO 1-9)4. Successfully defend the DNP project proposal. (PO 1-9) |
|--|

TOPICAL OUTLINE:

1. CITI Training
2. Determine scope of project
3. Foster mentoring relationships
4. Identify key stakeholders
5. Identify resources
6. Determine goals/objectives of project
7. Determine framework/model for project
8. Leadership in project management design and development
9. Submit to IRB and any other approval agencies required by clinical/project site
10. Write a formal proposal development
11. How to prepare for an oral proposal defense

REQUIRED TEXTS:

Moran, K., Conrad, D., Burson, R. (2017). *The doctor of nursing practice scholarly project: A framework for success* (2nd ed.). Burlington MA: Jones & Bartlett

Additional resources, readings and websites provided for each DNP seminar content module.

Evaluation/Outcomes:

- | | | | |
|----|---|-----------|-----|
| 1. | Completion of CITI Training | (1) | S/U |
| 2. | Submission to IRB | (1, 2, 3) | S/U |
| 3. | Written proposal defense | (1, 2, 3) | S/U |
| 4. | Project proposal defense | (1, 4) | S/U |
| 5. | Completion of 100 clinical hours/project work | | S/U |
| 6. | Seminar Modules Participation | (1-4) | S/U |

COURSE DELIVERY METHODS:

Synchronous and asynchronous online lectures; wikis, blogs, readings, audiovisuals, case studies, exposure to experts, media, electronic sources, and committee forums.

RECEIVED

REQUEST FOR A NEW COURSE

Valdosta State University

APR 12 2016

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 04/12/2016 (mm/dd/yyyy)

Department Initiating Request:
Nursing

Faculty Member Requesting:
Michelle Ritter

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
NURS 8317

Proposed New Course Title:
Organizational Policy and Practice
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Org Policy and Practice

Semester/Year to be Effective:
Spring 2017

Estimated Frequency of Course Offering:
Annually

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Admission to the eDNP Program: Analysis of health care policy and advocacy for change to improve health care delivery at multiple organizational levels. The course focuses on evaluating the influence of political and economic conditions on health policy and the delivery of quality care.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field: This program will enhance professional competence, provide access to specialized knowledge, and address the shortage of doctoral-prepared advanced practice nurses and faculty in the region.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Meets the requirements for DNP education outlined in the American Association of Colleges of Nursing's The Essentials of Doctoral Education for Advanced Nursing Practice (2006). The Institute of Medicine has attempted to address a number of shortcomings in healthcare, including errors, fragmentation of care, and the need for restructuring of health professional education due to increased practice demands caused by the complexity of the current healthcare system (IOM, 1999, 2001, 2003). Healthcare reform has also focused attention on the important role advanced practice nurses, such as nurse practitioners, nurse midwives, clinical nurse specialists, and nurse anesthetists, will play in the future. At the same time, the exponential increase in knowledge and technology has extended the length of programs in all the healthcare professions, including pharmacy, physical therapy, audiology, and occupational therapy. All of these professions have adopted practice or professional doctorates as the degree required for entry to practice.

Other:

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The DNP position statement (AACN, 2004, p. 4) identifies the benefits of practice focused doctoral programs as:
- enhancing the development of needed advanced competencies for increasingly complex practice, faculty, and leadership roles;
 - providing increased knowledge to improve nursing practice and patient outcomes;
 - preparing nurses with enhanced leadership skills to strengthen practice and health care delivery; and
 - providing a better match of program requirements and credits and time with the credential earned.

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

- Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI's, student employment
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exams; portfolio's; clinical project
- Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:		
Dept. Head:	<i>Bruce Cohen</i>	Date: 4-12-15
College/Division Exec. Comm.:	<i>Mr. E. Potter</i>	Date: 4-12-15
Dean/Director:	<i>John Novillo</i>	Date: 4/12/16
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. J. J.</i>	Date: 4-26-16
Graduate Dean: (for graduate course):	<i>J. T. J. J. J.</i>	Date: 4-26-16
Academic Committee:		Date:

Form last updated: January 6, 2010

UNIVERSITY SYSTEM OF GEORGIA
eDNP

COURSE NUMBER: NURS 8317

COURSE TITLE: Organizational Policy and Practice

CREDIT: 3-0-3

PRE-REQUISITE/CO-REQUISITE: Admission to the eDNP program

PLACEMENT IN CURRICULUM: Fourth semester; second year

COURSE DESCRIPTION: Analysis of health care policy and advocacy for change to improve health care delivery at multiple organizational levels. The course focuses on evaluating the influence of political and economic conditions on health policy and the delivery of quality care.

This required course supports Essentials II, V *AACN Essentials of Doctoral Education for Advanced Nursing Practice*.

COURSE OUTCOMES: Upon completion of this course students will be able to:

Course Outcomes
<ol style="list-style-type: none">1. Employ principles of health policy to develop and implement effective plans for practice level and/or system-wide practice initiatives that will improve healthcare outcomes. (PO 2)2. Analyze health policy and related healthcare issues. (PO 5)3. Describe the current and historical distribution of national health expenditures and the various sources of health care financing. (PO 2, 5)4. Recognize types of health care rationing and explain where and how they are utilized. (PO 2, 5, 7)5. Describe the role of government in the delivery of health insurance and services including Medicare and Medicaid. (PO 2, 5, 7)6. Compare and contrast various methods of cost constraint such as managed care, restricted networks, capitation and price controls. (PO 2, 5, 7)7. Explore how individuals, interest groups and legislative members interact to establish government health policy and regulation. (PO 5, 7)8. Compare health care policies globally to strengthen/improve health care outcomes in a variety of populations. (PO 2, 4, 5)

TOPICAL OUTLINE:

1. Healthcare finance/economics/delivery
2. Healthcare delivery
3. Healthcare quality and access
4. Political advocacy
5. Policy issue analysis
6. Global health
7. National Health Expenditure

8. Health Care Rationing
9. Organ Transplant and Free Markets
10. Health Insurance Markets
11. Health Insurance and the Free Market Economy
12. Uninsured: Market Failure or Market Success
13. Medicare/Medicaid Insurance
14. Health Care Providers and Medicare/Medicaid
15. The Government vs. Private Solutions to Health Care
16. Not-for-Profit Hospitals
17. Private Hospital

REQUIRED TEXTS:

Goudreau, K.A., & Smolenski, M.C. (2014). *Health policy and advanced nursing practice*. New York, NY: Springer.

Evaluation/Outcomes:

- | | |
|----------------------------------|------|
| 1. Forum Discussions (6) | 60 % |
| 2. Policy issue/analysis (paper) | 40% |

COURSE DELIVERY METHODS: On line delivery with discussion forums, assignments, projects, and internet activities.

RECEIVED

APR 12 2016

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 04/12/2016 (mm/dd/yyyy)		
Department Initiating Request: Nursing	Faculty Member Requesting: Michelle Ritter	
Proposed New Course Prefix & Number: (See course description abbreviations in the catalog for approved prefixes) NURS 8318	Proposed New Course Title: DNP Project Proposed New Course Title Abbreviation: (For student transcript, limit to 30 character spaces) DNP Project	
Semester/Year to be Effective: Spring 2017	Estimated Frequency of Course Offering: Annually	
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective		
Lecture Hours: 3-4	Lab Hours: 0	Credit Hours: 3-4
<p>Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Pre-requisite: NURS 8316. Implementation, evaluation and dissemination of previously proposed evidence-based practice interventions for quality improvement aimed at practice and/or systems level change to enhance health outcomes for a population of interest. Completion of 400 clinical hours is required in this multi-semester course. This course may be repeated up to a maximum of 7 hours.</p>		
<p>Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.</p> <p><input type="checkbox"/> Improving student learning outcomes:</p> <p><input checked="" type="checkbox"/> Adopting current best practice(s) in field: This program will enhance professional competence, provide access to specialized knowledge, and address the shortage of doctoral-prepared advanced practice nurses and faculty in the region.</p> <p><input checked="" type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: Meets the requirements for DNP education outlined in the American Association of Colleges of Nursing's The Essentials of Doctoral Education for Advanced Nursing Practice (2006). The Institute of Medicine has attempted to address a number of shortcomings in healthcare, including errors, fragmentation of care, and the need for restructuring of health professional education due to increased practice demands caused by the complexity of the current healthcare system (IOM, 1999, 2001, 2003). Healthcare reform has also focused attention on the important role advanced practice nurses, such as nurse practitioners, nurse midwives, clinical nurse specialists, and nurse anesthetists, will</p>		

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play in the future. At the same time, the exponential increase in knowledge and technology has extended the length of programs in all the healthcare professions, including pharmacy, physical therapy, audiology, and occupational therapy. All of these professions have adopted practice or professional doctorates as the degree required for entry to practice.

Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The DNP position statement (AACN, 2004, p. 4) identifies the benefits of practice focused doctoral programs as:

- enhancing the development of needed advanced competencies for increasingly complex practice, faculty, and leadership roles;
- providing increased knowledge to improve nursing practice and patient outcomes;
- preparing nurses with enhanced leadership skills to strengthen practice and health care delivery; and
- providing a better match of program requirements and credits and time with the credential earned.

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI's, student employment

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exams; portfolio's; clinical project

Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:	
Dept. Head: <i>Bonnie S. Coker</i>	Date: 4/12/16
College/Division Exec. Comm.: <i>mi E. MITT</i>	Date: 4-26-16
Dean/Director: <i>J. Novice</i>	Date: 4/12/16
Graduate Exec. Comm.: (for graduate course): <i>J. T. Jella</i>	Date: 4-26-16
Graduate Dean: (for graduate course): <i>J. T. Jella</i>	Date: 4-26-16
Academic Committee:	Date:

Form last updated: January 6, 2010

UNIVERSITY SYSTEM OF GEORGIA
eDNP

COURSE NUMBER: NURS 8318
COURSE TITLE: DNP Project
CREDIT: (3-4)-0-(3-4); total of 7 credits over 2 semesters

PRE-REQUISITE: NURS 8316

PLACEMENT IN CURRICULUM: Fourth and fifth semesters; second year

COURSE DESCRIPTION: Implementation, evaluation and dissemination of previously proposed evidence-based practice interventions for quality improvement aimed at practice and/or systems level change to enhance health outcomes for a population of interest. Completion of 400 clinical hours is required in this multi-semester course. This course may be repeated up to a maximum of 7 hours.

This required course supports Essentials I-VIII *AACN Essentials of Doctoral Education for Advanced Nursing Practice*.

COURSE OUTCOMES: Upon completion of this course students will be able to:

Course Outcomes
<ol style="list-style-type: none">1. Implement approved DNP project; (PO 1-9)2. Analyze findings from the approved DNP project; (PO 1, 3, 4, 8, 9)3. Synthesize findings and draw conclusions from the approved DNP project; (PO 1-9)4. Critique the strengths and weaknesses of the design, delivery, and evaluation of the DNP project on improving health outcomes; (PO 1-9)5. Prepare and submit a final manuscript for dissemination; (PO 1-9)6. Successfully complete an oral defense of the final DNP Project. (PO 1-9)

TOPICAL OUTLINE:

Students will work directly with faculty mentor and DNP project committee to address select topics, including:

1. Implementation of DNP project
2. Data collection, analysis and synthesis
3. Evaluation of DNP project design, delivery and outcomes
4. Preparation and submission of final manuscript for dissemination
5. Oral defense of DNP project

REQUIRED TEXTS:

Moran, K., Conrad, D., Burson, R. (2017). *The doctor of nursing practice scholarly project: A*

framework for success (2nd ed.). Burlington MA: Jones & Bartlett

Additional resources, readings and websites provided based on student needs, as determined by faculty mentor and DNP project committee.

Evaluation/Outcomes:

- | | | |
|----|---|-----|
| 1. | Evaluation/Results sections of manuscript (2, 3, 5) | S/U |
| 2. | Discussion section of manuscript (3, 4, 5) | S/U |
| 3. | Completion of 400 clinical hours/project work (1-6) | S/U |
| 4. | Completion and submission of final manuscript (5) | S/U |
| 5. | Final oral defense (6) | S/U |

COURSE DELIVERY METHODS:

Students will work directly with faculty mentor and DNP project committee.

RECEIVED

REQUEST FOR A NEW COURSE

Valdosta State University

APR 12 2016

Date of Submission: 04/12/2016 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Department Initiating Request:

Nursing

Faculty Member Requesting:

Michelle Ritter

Proposed New Course Prefix & Number:

(See course description abbreviations in the catalog for approved prefixes)

NURS 8319

Proposed New Course Title:

Systems Leadership

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Systems Leadership

Semester/Year to be Effective:

Spring 2017

Estimated Frequency of Course Offering:

Annually

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Admission to the eDNP program: The integration of management theories into the nursing process for the delivery of advanced practice nursing services in a variety of systems. Healthcare financial planning, budgeting, reimbursement, and decision-making strategies are applied to healthcare organizations. Theoretical models, analytical methods, and evaluation strategies are explored.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

Improving student learning outcomes:

Adopting current best practice(s) in field: This program will enhance professional competence, provide access to specialized knowledge, and address the shortage of doctoral-prepared advanced practice nurses and faculty in the region.

Meeting Mandates of State/Federal/Outside Accrediting Agencies: Meets the requirements for DNP education outlined in the American Association of Colleges of Nursing's The Essentials of Doctoral Education for Advanced Nursing Practice (2006). The Institute of Medicine has attempted to address a number of shortcomings in healthcare, including errors, fragmentation of care, and the need for restructuring of health professional education due to increased practice demands caused by the complexity of the current healthcare system (IOM, 1999, 2001, 2003). Healthcare reform has also focused attention on the important role advanced practice nurses, such as nurse practitioners, nurse midwives, clinical nurse specialists, and nurse anesthetists, will play in the future. At the same time, the exponential increase in knowledge and technology has extended the length of programs in all the healthcare professions, including pharmacy, physical therapy, audiology, and occupational therapy. All of these professions have adopted practice or professional doctorates as the degree required for entry to practice.

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Other:

Source of Data to Support Suggested Change:

Indirect Measures: SOIs, student, employer, or alumni surveys, etc.

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The DNP position statement (AACN, 2004, p. 4) identifies the benefits of practice focused doctoral programs as:

- enhancing the development of needed advanced competencies for increasingly complex practice, faculty, and leadership roles;
- providing increased knowledge to improve nursing practice and patient outcomes;
- preparing nurses with enhanced leadership skills to strengthen practice and health care delivery; and
- providing a better match of program requirements and credits and time with the credential earned.

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI's, student employment

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Exams; portfolio's; clinical project

Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Approvals:	
Dept. Head: <i>Bruce S. Cohen</i>	Date: 4/12/16
College/Division Exec. Comm.: <i>mi E. Mitt</i>	Date: 4-26-16
Dean/Director: <i>J. Naville</i>	Date: 4/12/16
Graduate Exec. Comm.: (for graduate course): <i>J. T. J. Platt</i>	Date: 4-26-16
Graduate Dean: (for graduate course): <i>J. T. J. Platt</i>	Date: 4-26-16
Academic Committee:	Date:

Form last updated: January 6, 2010

UNIVERSITY SYSTEM OF GEORGIA
eDNP

COURSE NUMBER: NURS 8319
COURSE TITLE: Systems Leadership
CREDIT: 3-0-3

PRE-REQUISITE: Admission to eDNP Program

PLACEMENT IN CURRICULUM: Fifth Semester; second year

COURSE DESCRIPTION: The integration of management theories into the nursing process for the delivery of advanced practice nursing services in a variety of systems. Healthcare financial planning, budgeting, reimbursement, and decision-making strategies are applied to healthcare organizations. Theoretical models, analytical methods, and evaluation strategies are explored.

This required course supports Essentials II, VI, VIII *AACN Essentials of Doctoral Education for Advanced Nursing Practice*.

COURSE OUTCOMES: Upon completion of this course students will be able to:

1. Evaluate how organizational structure, care processes, financing, marketing, strategic planning and policy decisions impact the quality of health care.
2. Utilize transformational leadership skills as they relate to healthcare systems improvement and healthcare systems process to improve healthcare delivery.
3. Evaluates the impact of health care delivery systems on patients, providers, other stakeholders, integrating quality and safety improvement measures.
4. Develop and engage in DNP leadership skill building through examination of the leader's role in capacity building, systems thinking, systems analysis, quality improvement and practice in collaboration with health teams and external partnerships
5. Improve self-awareness, leadership goals and develop understanding of your leadership style's impact with individuals and groups, addressing complex challenges and opportunities for improvement within organizations

TOPICAL OUTLINE:

1. Examination of DNP role inter-professional healthcare teams
2. Professional development and management of performance
3. Transformational leadership in an era of healthcare reform
4. Role of the DNP leader in changing organizational structure and accountability
5. Strategic planning as the foundation for effective management and operations
6. Information management and knowledge development as action for leaders
7. Leading to improve the future of quality and safety of healthcare delivery
8. Laws, regulation, and health policy shaping administrative practice
9. Anticipating and managing risk in a culture of quality, safety, and value
10. Managing for sustainable outcomes

REQUIRED TEXTS:

Roussel, L, Thomas, P., & Harris, J. (2016). *Management and Leadership for Nurse Administrators*, 7th edition. Jones & Bartlett Learning: Burlington, MA.
ISBN: 9781284067620

Goldman, D., Boyatzis, R., & McKee, A. (2013). *Primal leadership*. Boston: Harvard Business School Publishing.

Dye, C. (2010). *Leadership in healthcare: Essential values and skills*. (2nd ed.). Chicago, Ill: Health Administration Press.

Swensen S., Pugh, M., & Kabcenell, A. (2013). High impact leadership: Improve care, improve the health of populations, and reduce costs. IHI White Paper. Cambridge, Massachusetts: Institute of Healthcare Improvement. Retrieved from <file:///C:/Users/hagertde/Leadership%202016/New%20Nurses%20article/Articles%20IHI/IHIHighImpactLeadershipWhitePaper.pdf>

Evaluation/Outcomes:

- | | |
|----------------------------------|-----|
| 1. Analysis Paper (1, 3) | 25% |
| 2. Discussion Postings (1 – 4) | 20% |
| 3. Reflection Journaling (3,4) | 20% |
| 4. Group presentation/ paper (2) | 25% |
| 5. Participation (1-4) | 10% |

COURSE DELIVERY METHODS:

Synchronous and asynchronous online lectures; wikis, blogs, readings, audiovisuals, case studies, exposure to experts, media, electronic sources, and committee forums.

REQUEST FOR A REVISED CATALOGUE COPY

(New Learning Outcomes, Admissions, or Other Program Policies)

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 115

Proposed Effective Date for Revised Catalogue Copy: (new or revised) Fall 2016

Degree and Program Name: Master of Social Work

Present Requirements:

SOWK 6000 (Advanced Standing Only) 2
First Year - Foundation Courses 31
SOWK 6004 2
SOWK 6100 1
SOWK 6201 3
SOWK 6202 3
SOWK 6301 3
SOWK 6302 3
SOWK 6303 2
SOWK 6400 3
SOWK 6500 3
SOWK 6600 3
SOWK 6610 1
SOWK 6700 3
SOWK 6710 1
Second Year - Concentration Courses 29
SOWK 7300 3
SOWK 7310 3
SOWK 7320 3
SOWK 7400 3
SOWK 7500 3
SOWK 7611 3
SOWK 7612 3
SOWK 7810 3
Select a minimum of 5 hours of General Practice
Electives: 1 5
SOWK 7000 3
SOWK 7001 1-3
SOWK 7700 3
SOWK 7820 3
SOWK 7840 3
SOWK 7860 3
SOWK 7870 3
SOWK 7890 3
SOWK 7770 2
SOWK 7800 2
SOWK 7850 2

Proposed Requirements: (highlight changes after printing)

SOWK 6000 (Advanced Standing Only) 2
SOWK 7610 (Advanced Standing Only) 1
First Year - Foundation Courses 31
SOWK 6004 2
SOWK 6100 1
SOWK 6201 3
SOWK 6202 3
SOWK 6301 3
SOWK 6302 3
SOWK 6303 2
SOWK 6400 3
SOWK 6500 3
SOWK 6600 3
SOWK 6610 1
SOWK 6700 3
SOWK 6710 1
Second Year - Concentration Courses 29
SOWK 7300 3
SOWK 7310 3
SOWK 7320 3
SOWK 7400 3
SOWK 7500 3
SOWK 7611 3
SOWK 7612 3
SOWK 7810 3
Select a minimum of 5 hours of General Practice
Electives: 1 5
SOWK 7000 3
SOWK 7001 1-3
SOWK 7700 3
SOWK 7820 3
SOWK 7840 3
SOWK 7860 3
SOWK 7870 3
SOWK 7890 3
SOWK 7770 2

	SOWK 7800 2 SOWK 7850 2
--	----------------------------

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.)

- Improving Student Learning Outcomes
- Adopting Current Best Practice(s) in Field
- Meeting Mandates of State/Federal/Outside Accrediting Agencies
- Other With the advent and growth of our online distance education program, we are no longer serving only students who practice in rural settings. Therefore we have eliminated the special focus upon rural settings in the curriculum that was previous reflected in some course titles and descriptions. The addition of an advanced standing seminar course was created via feedback from and observations of these incoming students that they needed such a forum to have a professional network in which to discuss cases. Existing students develop this network in their first year of the program, and thus, do not need this seminar course in their final year.

Source of Data to Support Suggested Change:




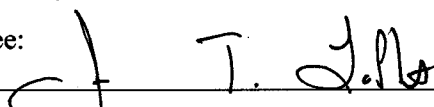
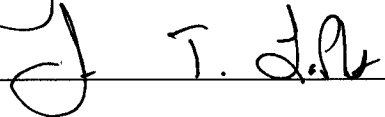
- Indirect measures:** SOIs, student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).

Data Sources:

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc.
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Approvals:

Department Head: 	Date: 4/16/2016
College/Division Exec. Committee: 	Date: 4/11/16
Dean(s)/Director(s): 	Date: 4/11/16
Grad. Exec. Committee: (for graduate course) 	Date: 4-26-16
Graduate Dean: (for graduate course) 	Date: 4-26-16
Academic Committee:	Date:

Form last updated: January 6, 2010

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APR 11 2016

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Request for a Revised Course Valdosta State University	
Date of Submission: 03/17/2016 (mm/dd/yyyy)	
Department Initiating Revision: Social Work	Faculty Member Requesting Revision: Phillip Dybicz
Current Course Prefix, Title, & Number: (See course description abbreviations in the catalog for approved prefixes) SOWK 7300 Advanced Practice in Rural Areas I - Individuals.	
List Current and Requested Revisions:	
Current: Course Prefix and Number: SOWK 7300 Credit Hours: 3 Course Title: Advanced Practice in Rural Areas I - Individuals. Pre-requisites: Admission to the program. Corequisite: SOWK 7310. Course Description: Provides students with practice models compatible with the ecological systems perspectives and with skills for working with individuals in the rural community.	Requested: Course Prefix and Number: SOWK 7300 Credit Hours: 3 Course Title: Advanced <u>Practice I - Individuals</u> . Pre-requisites: Admission to the program. Corequisite: SOWK 7310. Course Description: Provides students with practice models compatible with the ecological systems perspectives and with skills for working <u>with individuals</u> .
Semester/Year to be Effective: Fall 2016	Estimated Frequency of Course Offering: Once per year
Indicate if Course will be : <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective	
Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.) <input type="checkbox"/> Improving student learning outcomes: <input type="checkbox"/> Adopting current best practice(s) in field: <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: <input checked="" type="checkbox"/> Other: As our program has grown over the years there is no longer a sole focus on serving rural communities.	

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Plans for assessing the effectiveness of the course: Annual Program Evaluation completed by the Department.

Phillip Dyląg - faculty sponsor
03/14/16

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Mc</i>	Date: <i>3/24/16</i>
Dept. Head: <i>[Signature]</i>	Date: <i>3/14/2016</i>
Dean/Director: <i>Lynn C. Mc</i>	Date: <i>3/24/16</i>
Graduate Exec. Comm.(if needed): <i>J. T. J. [Signature]</i>	Date: <i>4-26-16</i>
Graduate Dean (if needed): <i>J. T. J. [Signature]</i>	Date: <i>4-26-16</i>
Academic Committee:	Date:

Form last updated: March 14, 2016

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APR 11 2016

Request for a Revised Course
Valdosta State University

Date of Submission: 03/17/2016 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Department Initiating Revision:

Social Work

Faculty Member Requesting Revision:

Phillip Dybicz

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

SOWK 7310 Advanced Practice in Rural Areas II - Families.

List Current and Requested Revisions:

Current:

Course Prefix and Number: SOWK 7310

Credit Hours: 3

Course Title: Advanced Practice in Rural Areas II - Families.

Pre-requisites: Admission to the program.

Corequisite: SOWK 7300

Course Description: Advanced seminar which provides theories compatible with the ecological systems perspective in relation to multi-level work with families at different levels of functioning and of diverse forms.

Requested:

Course Prefix and Number: SOWK 7310

Credit Hours: 3

Course Title: Advanced Practice II - Families.

Pre-requisites: Admission to the program.

Corequisite: SOWK 7300

Course Description: Seminar offering advanced interviewing skill development within a time-limited approach in relation to multi-level work with families at different levels of functioning and of diverse forms.

Semester/Year to be Effective:

Fall 2016

Estimated Frequency of Course Offering:

Once per year

Indicate if Course will be : Requirement for Major Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: As our program has grown over the years there is no longer a sole focus on serving rural communities.

Plans for assessing the effectiveness of the course: Annual Program Evaluation completed by the Department.

Phillip Zyby - faculty sponsor
03/14/16

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Min</i>	Date: <i>3/24/16</i>
Dept. Head: <i>[Signature]</i>	Date: <i>3/14/2016</i>
Dean/Director: <i>Lynn C. Min</i>	Date: <i>3/24/16</i>
Graduate Exec. Comm.(if needed): <i>J. T. JPL</i>	Date: <i>4-26-16</i>
Graduate Dean (if needed): <i>J. T. JPL</i>	Date: <i>4-26-16</i>
Academic Committee:	Date:

Form last updated: March 14, 2016

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Request for a Revised Course
Valdosta State University

APR 11 2016

Date of Submission: 03/17/2016 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Department Initiating Revision:
Social Work

Faculty Member Requesting Revision:
Phillip Dybicz

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
SOWK 7400 Policy in Rural Areas

List Current and Requested Revisions:

Current:
Course Prefix and Number: SOWK 7400
Credit Hours: 3
Course Title: Policy in Rural Areas
Pre-requisites: Admission to the program.
Course Description: A continuation of SOWK6400 that focuses on social welfare policies in rural areas and small communities.

Requested:
Course Prefix and Number: SOWK 7400
Credit Hours: 3
Course Title: Advanced Social Welfare Policy and Practice.
Pre-requisites: Admission to the program.
Course Description: Promotes the development of research skills for advanced policy analysis as well as an in-depth examination of where social work and law intersect.

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
1 semester per academic year

Indicate if Course will be : Requirement for Major Elective

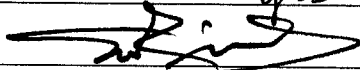
Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: As our program has grown over the years there is no longer a sole focus on serving rural communities.

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Plans for assessing the effectiveness of the course: Annual Program Evaluation completed by the Department.

Phillip Dylis - Faculty Sponsor
03/14/16

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Ni</i>	Date: 3/24/16
Dept. Head: 	Date: 3/14/2016
Dean/Director: <i>Lynn C. Ni</i>	Date: 3/24/16
Graduate Exec. Comm.(if needed): <i>J. T. JPL</i>	Date: 4-26-16
Graduate Dean (if needed): <i>J. T. JPL</i>	Date: 4-26-16
Academic Committee:	Date:

Form last updated: March 14, 2016

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APR 11 2016

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Request for a Revised Course
Valdosta State University

Date of Submission: 03/17/2016 (mm/dd/yyyy)

Department Initiating Revision:
Social Work

Faculty Member Requesting Revision:
Phillip Dybicz

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
SOWK 7611 Advanced Social Work Practicum I

List Current and Requested Revisions:

Current:
Course Prefix and Number: SOWK 7611
Credit Hours: 3
Course Title: Advanced Social Work Practicum I
Pre-requisites: Admission to the program and Concentration Status
Course Description: The first of two concentration practica designed to prepare students for advanced generalist social work practice in rural settings.

Requested:
Course Prefix and Number: SOWK 7611
Credit Hours: 3
Course Title: Advanced Social Work Practicum I
Pre-requisites: Admission to the program and Concentration Status
Course Description: The first of two concentration practica designed to prepare students for advanced generalist social work practice.

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
once per year

Indicate if Course will be : Requirement for Major Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: As our program has grown over the years there is no longer a sole focus on serving rural communities.

Plans for assessing the effectiveness of the course: Annual Program Evaluation completed by the Department.

Phillip Syberg - Faculty Sponsor

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Miller</i>	Date: <i>3/24/16</i>
Dept. Head: <i>[Signature]</i>	Date: <i>3/24/16</i>
Dean/Director: <i>Lynn C. Miller</i>	Date: <i>3/24/16</i>
Graduate Exec. Comm.(if needed): <i>J. T. J. [Signature]</i>	Date: <i>4-26-16</i>
Graduate Dean (if needed): <i>J. T. J. [Signature]</i>	Date: <i>4-26-16</i>
Academic Committee:	Date:

Form last updated: March 15, 2016

RECEIVED

APR 11 2016

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Request for a Revised Course
Valdosta State University

Date of Submission: 03/17/2016 (mm/dd/yyyy)

Department Initiating Revision: Social Work	Faculty Member Requesting Revision: Phillip Dybicz
---	--

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
SOWK 7612 Advanced Social Work Practicum II

List Current and Requested Revisions:

Current: Course Prefix and Number: SOWK 7612 Credit Hours: 3 Course Title: Advanced Social Work Practicum II Pre-requisites: Admission to the program and SOWK 7611 Course Description: The second of two concentration practica designed to prepare students for advanced generalist social work practice in rural settings.	Requested: Course Prefix and Number: SOWK 7612 Credit Hours: 3 Course Title: Advanced Social Work Practicum II Pre-requisites: Admission to the program and SOWK 7611 Course Description: The second of two concentration practica designed to prepare students for advanced generalist social work <u>practice</u> .
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Semester/Year to be Effective: Fall 2016	Estimated Frequency of Course Offering: once per year
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Indicate if Course will be : Requirement for Major Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)

Improving student learning outcomes:
 Adopting current best practice(s) in field:
 Meeting Mandates of State/Federal/Outside Accrediting Agencies:
 Other: As our program has grown over the years there is no longer a sole focus on serving rural communities.

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Plans for assessing the effectiveness of the course: Annual Program Evaluation completed by the Department.

Phillip Lyberg - Faculty Sponsor

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Min</i>	Date: <i>3/24/16</i>
Dept. Head: <i>[Signature]</i>	Date: <i>3/24/16</i>
Dean/Director: <i>Lynn C. Min</i>	Date: <i>3/24/16</i>
Graduate Exec. Comm.(if needed): <i>J. T. Jella</i>	Date: <i>4-26-16</i>
Graduate Dean (if needed): <i>J. T. Jella</i>	Date: <i>4-26-16</i>
Academic Committee:	Date:

Form last updated: March 15, 2016

RECEIVED

APR 11 2016

Request for a Revised Course
Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 03/17/2016 (mm/dd/yyyy)

Department Initiating Revision:
Social Work

Faculty Member Requesting Revision:
Phillip Dybicz

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
SOWK 7700 Gerontology

List Current and Requested Revisions:

Current:
Course Prefix and Number: SOWK 7700
Credit Hours: 3
Course Title: Gerontology
Pre-requisites: Concentration Status for SOWK students or permission of department head for other graduate students.
Course Description: Study of aging from a Bio-Psycho-Social perspective within the context of culture and values with an emphasis on healthy aging in ****RURAL** communities.

Requested:
Course Prefix and Number: SOWK 7700
Credit Hours: 3
Course Title: Gerontology
Pre-requisites: Concentration Status for SOWK students or permission of department head for other graduate students.
Course Description: Study of aging from a Bio-Psycho-Social perspective within the context of culture and values with an emphasis on healthy aging

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
1 per year

Indicate if Course will be : Requirement for Major Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: As our program has grown over the years there is no longer a sole focus on serving rural communities.

Plans for assessing the effectiveness of the course:

Phillip Dybis
03/14/16

- faculty sponsor

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Min</i>	Date: 3/24/16
Dept. Head: <i>[Signature]</i>	Date: 3/24/2016
Dean/Director: <i>Lynn C. Min</i>	Date: 3/24/16
Graduate Exec. Comm.(if needed): <i>J. T. J. [Signature]</i>	Date: 4-26-16
Graduate Dean (if needed): <i>J. T. J. [Signature]</i>	Date: 4-26-16
Academic Committee:	Date:

Form last updated: March 14, 2016

RECEIVED

Request for a Revised Course
Valdosta State University

APR 11 2016

Date of Submission: 03/17/2016 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Department Initiating Revision:

Social Work

Faculty Member Requesting Revision:

Phillip Dybicz

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

SOWK 7800 Social Work Practice in Health Settings.

List Current and Requested Revisions:

Current:

Course Prefix and Number: SOWK 7800

Credit Hours: 3

Course Title: Social Work Practice in Health Settings.

Pre-requisites: Concentration Status for SOWK students or permission of department head for other graduate students.

Course Description: Prepares students for advanced rural practice across a variety of traditional and emerging inpatient and outpatient health care delivery systems.

Requested:

Course Prefix and Number: SOWK 7800

Credit Hours: 3

Course Title: Social Work Practice in Health Settings.

Pre-requisites: Concentration Status for SOWK students or permission of department head for other graduate students.

Course Description: Prepares students for advanced practice across a variety of traditional and emerging inpatient and outpatient health care delivery systems.

Semester/Year to be Effective:

Fall 2016

Estimated Frequency of Course Offering:

once every two years

Indicate if Course will be : Requirement for Major Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: As our program has grown over the years there is no longer a sole focus on serving rural communities.

Plans for assessing the effectiveness of the course: Annual Program Evaluation completed by the Department.

Phillip Zyberg - Faculty Sponsor
03/14/16

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Mui</i>	Date: <i>3/24/16</i>
Dept. Head: <i>[Signature]</i>	Date: <i>3/14/2016</i>
Dean/Director: <i>Lynn C. Mui</i>	Date: <i>3/24/16</i>
Graduate Exec. Comm.(if needed): <i>J. T. JPL</i>	Date: <i>4-26-16</i>
Graduate Dean (if needed): <i>J. T. JPL</i>	Date: <i>4-26-16</i>
Academic Committee:	Date:

Form last updated: March 14, 2016

RECEIVED

APR 11 2016

Request for a Revised Course
Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 03/17/2016 (mm/dd/yyyy)

Department Initiating Revision:
Social Work

Faculty Member Requesting Revision:
Phillip Dybicz

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
SOWK 7830 Social Work Practice in Mental Health

List Current and Requested Revisions:

Current:

Course Prefix and Number: SOWK 7830
Credit Hours: 3
Course Title: Social Work Practice in Mental Health
Pre-requisites: Concentration Status for SOWK students or permission of department head for other graduate students.
Course Description: An advanced seminar on mental health service delivery -- past, present and future -- in rural environments.

Requested:

Course Prefix and Number: SOWK 7830
Credit Hours: 3
Course Title: Social Work Practice in Mental Health
Pre-requisites: Concentration Status for SOWK students or permission of department head for other graduate students.
Course Description: An advanced seminar on mental health service delivery -- past, present and future. _____

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
once per two years

Indicate if Course will be : Requirement for Major Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: As our program has grown over the years there is no longer a sole focus on serving rural communities.

Plans for assessing the effectiveness of the course: Annual Program Evaluation completed by the Department.

Phillip Dybiec - Faculty Sponsor
03/14/16

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Mi</i>	Date: <i>3/24/16</i>
Dept. Head: <i>[Signature]</i>	Date: <i>3/14/2016</i>
Dean/Director: <i>Lynn C. Mi</i>	Date: <i>3/24/16</i>
Graduate Exec. Comm.(if needed): <i>J. J. Platt</i>	Date: <i>4-26-16</i>
Graduate Dean (if needed): <i>J. J. Platt</i>	Date: <i>4-26-16</i>
Academic Committee:	Date:

Form last updated: March 14, 2016

RECEIVED

APR 11 2016

Request for a Revised Course
Valdosta State University

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 03/17/2016 (mm/dd/yyyy)

Department Initiating Revision:
Social Work

Faculty Member Requesting Revision:
Phillip Dybicz

Current Course Prefix, Title, & Number:
(See course description abbreviations in the catalog for approved prefixes)
SOWK 7850 Social Work Practice in Schools

List Current and Requested Revisions:

Current:
Course Prefix and Number: SOWK 7850
Credit Hours: 3
Course Title: Social Work Practice in Schools
Pre-requisites: Concentration Status for SOWK students or permission of department head for other graduate students
Course Description: Focuses on the issues and laws related to social work practice in the school. Issues related to rural schools are presented.

Requested:
Course Prefix and Number: SOWK 7850
Credit Hours: 3
Course Title: Social Work Practice in Schools
Pre-requisites: Concentration Status for SOWK students or permission of department head for other graduate students
Course Description: Focuses on the issues and laws related to social work practice in the school. —

Semester/Year to be Effective:
Fall 2016

Estimated Frequency of Course Offering:
once per three years

Indicate if Course will be : Requirement for Major Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)

- Improving student learning outcomes:
- Adopting current best practice(s) in field:
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other: As our program has grown over the years there is no longer a sole focus on serving rural communities.

Plans for assessing the effectiveness of the course: Annual Program Evaluation completed by the Department.

Philip O'Byrne - Faculty Sponsor
03/14/16

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Min</i>	Date: <i>3/24/16</i>
Dept. Head: <i>[Signature]</i>	Date: <i>3/14/2016</i>
Dean/Director: <i>Lynn C. Min</i>	Date: <i>3/24/16</i>
Graduate Exec. Comm.(if needed): <i>J T. J. [Signature]</i>	Date: <i>4-26-16</i>
Graduate Dean (if needed): <i>J T. J. [Signature]</i>	Date: <i>4-26-16</i>
Academic Committee:	Date:

Form last updated: March 14, 2016

RECEIVED

Request for a Revised Course
Valdosta State University

APR 11 2016

Date of Submission: 03/17/2016 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Department Initiating Revision:

Social Work

Faculty Member Requesting Revision:

Phillip Dybicz

Current Course Prefix, Title, & Number:

(See course description abbreviations in the catalog for approved prefixes)

SOWK 7860

List Current and Requested Revisions:

Current:

Course Prefix and Number: SOWK 7860

Credit Hours: 3

Course Title: Grant Writing in Human Services

Pre-requisites: Concentration Status for SOWK students or permission of department head for other graduate students.

Course Description: Provides knowledge, skills, and process of grant writing with an emphasis on human services in rural communities.

Requested:

Course Prefix and Number: SOWK 7860

Credit Hours: 3

Course Title: Grant Writing in Human Services

Pre-requisites: Concentration Status for SOWK students or permission of department head for other graduate students.

Course Description: Provides knowledge, skills, and process of grant writing with an emphasis on human services.

Semester/Year to be Effective:

Fall 2016

Estimated Frequency of Course Offering:

once every two years

Indicate if Course will be : Requirement for Major Elective

Justification: (select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Please include and/or append relevant supporting data.)

Improving student learning outcomes:

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: As our program has grown over the years there is no longer a sole focus on serving rural communities.

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Plans for assessing the effectiveness of the course: Annual Program Evaluation completed by the Department.

Philip Gyberg - Faculty Sponsor
03/14/16

Approvals:	
College/Division Exec. Comm. <i>Lyn C. Mc</i>	Date: <i>3/24/16</i>
Dept. Head: <i>[Signature]</i>	Date: <i>3/14/2015</i>
Dean/Director: <i>Lyn C. Mc</i>	Date: <i>3/24/16</i>
Graduate Exec. Comm.(if needed): <i>J. T. JPL</i>	Date: <i>4-26-16</i>
Graduate Dean (if needed): <i>J. T. JPL</i>	Date: <i>4-26-16</i>
Academic Committee:	Date:

Form last updated: March 14, 2016

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 03/14/2016 (mm/dd/yyyy)

Department Initiating Request:

Social Work

Faculty Member Requesting:

Carrie Dorminey & Shameka Cooley

Proposed New Course Prefix & Number:

(See course description abbreviations in the catalog for approved prefixes)

SOWK 7610

Proposed New Course Title:

SOWK 7610 Advanced Standing Practicum Seminar

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)
Adv Stding Practicum Seminar

Semester/Year to be Effective:

Fall/2016

Estimated Frequency of Course Offering:

Fall semester

Indicate if Course will be : Requirement for Major Elective

Lecture Hours:

Lab Hours:

Credit Hours: 1

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.) Prerequisite: Admission to the program, SOWK 6000. Corequisite: SOWK 7611. A discussion of practicum experiences with the goal of integrating social work theory and practice.

Justification: Select one or more of the following to indicate why the requested change will be beneficial, giving your justification. Include and/or append relevant supporting data.

- Improving student learning outcomes:
- Adopting current best practice(s) in field: The Advanced Standing students are new to the program and possess minimal knowledge of our field documents, expectations, and guidelines.
- Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- Other:

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Graduation surveys and End of the year Field Evaluations
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

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Plans for assessing the effectiveness of the course in meeting program's learning outcomes
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOI's, Rated Learning Plans, Midterm Field Evaluation, Final Grade Field Evaluation, End of the year Field Evaluations

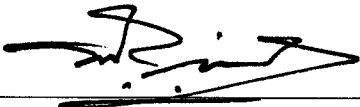
Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Other:

****Attach a course syllabus with course outcomes/assessments and general education outcomes/assessments.****

Zhaneka Caly

3/15/16

Approvals:		
Dept. Head:		Date: 3/16/2016
College/Division Exec. Comm.:	Lynn C. Mi	Date: 3/24/16
Dean/Director:	Lynn C. Mi	Date: 3/24/16
Graduate Exec. Comm.: (for graduate course):	J. T. J. Ph	Date: 4-26-16
Graduate Dean: (for graduate course):	J. T. J. Ph	Date: 4-26-16
Academic Committee:		Date:

Form last updated: January 6, 2010

Valdosta State University, Department of Social Work
SOWK 7610 (1 hour)
Practicum-Practicum Seminar

Instructor: Keisha Hilliard, LMSW, CAC

Office: Health Science Business Administration Building
Suite 2002

Office Hours: TBA

Phone: 229-249-4864

E-Mail: mswfield@valdosta.edu

Class: TBA

change

CATALOG DESCRIPTION

SOWK 7610 — Prerequisite: Admission to the program, SOWK 6000. Corequisite: SOWK 7611. Advanced Standing seminar in which students discuss their practicum experiences with the goal of integrating social work theory and practice.

COURSE DESCRIPTION

SOWK 7610 is a seminar designed for Advance Standing students who are engaged in practicum in a human service agency and participate in a concurrent, seminar. Both segments of the first practicum experience are treated as a unit and are designed to support and augment one another. Practicum and Practicum Seminar begins during fall semester. Course content is designed to provide students with an orientation to the practicum agency and social work practice as well as the integration of classroom material and practicum experiences. Additionally, the practicum/seminar offers support to students as they transition into the practitioner role.

Using the ecological systems model, students are oriented to the principles of generalist social work practice within a specific agency context. They are exposed to and begin to implement the PIP process with client systems. Students are expected to begin to understand how social work values and ethics as reflected in the NASW Code of Ethics apply to social work practice situations. In addition, during the course students begin to engage in supervised practice at multiple levels including work with individual client systems, groups, agencies and communities. Populations served by agencies selected as practicum sites are among society's most vulnerable and include diverse groups and oppressed groups. Course materials and content of the practicum seminar are informed and influenced by a commitment to and promotion of human and cultural diversity, social justice, an understanding of oppression and socio-economic poverty. Students must use the ecological perspective to determine how field education and practice fit into the overall generalist curriculum. Course content also addresses expectations surrounding supervision and the field placement experience. Additionally, students are introduced to working closely with a group of peers as they participate in practicum seminar and engage in joint problem-solving activities with an instructor.

PREREQUISITE

Admission to the program and SOWK 6000

REQUIRED TEXTS

Curington, A. *Field Instruction Handbook*. Department of Social Work, Valdosta State University, Valdosta, GA.

REQUIRED TECHNOLOGY

Adobe Acrobat Reader and Writer will be used as a tool for course enhancement. Your field documents will require access to both Reader and Writer. Please make sure you secure access to this program

BlazeVIEW D2L

Valdosta State provides free technical support for students. If you need technical assistance with BlazeView D2L, call the Desire2Learn Help Center at 1-855-772-0423 or visit the BlazeVIEW D2L web site for Frequently Asked Questions and Self Help. You may also contact your instructor for assistance.

EXPLANATION OF THE POCO MAP

As a part of our 2007-2008 MSW Curriculum Revision, you will begin to see the Program Objective Course Outcome Map or "PoCo Map" in each class syllabus. Your instructors will assist you in using the map while you are in the MSW Program. The "map" is simply a graphic representation of the MSW Curriculum which shows how all parts of the curriculum are interrelated. For 7611/7612 the POCO map is the Learning Plan. All program objectives and course outcomes connected to the program objectives are reflected on the learning plan. Course outcomes are derived from the foundation courses and curriculum.

The program objectives are derived from the goals of the MSW program. As we define it, program objectives are more specific than goals, and specify what we **intend or expect** students to accomplish by the end of the MSW Program. Think of them as targets to achieve. On the other hand, course outcomes **are much more specific**, course-related components of each program objective. The specific Course Outcomes are what each of you should have achieved by the end of each course. Perhaps the analogy of a community may be helpful. The advanced generalist social work community at VSU is made up of program objectives which can be thought of as individual businesses, institutions, and houses in our community. Like any community, each program objective (e.g., house, business) can stand alone, but they need each other to thrive and become a functional community. Course outcomes then can be seen as the walls, floors, windows and doors that are combined to comprise each objective and, ultimately the Advanced Generalist community.

The faculty has selected 19 Program Objectives to form the basic structure of the MSW Curriculum: 14 are foundation objectives and five are concentration objectives. The PoCo Map (Learning Plan) shows that these 19 Program Objectives are met in different courses across the two-year curriculum. Further, each of the 19 Program Objectives is linked with specific Course Outcomes. In examining the range of courses that comprise the overall curriculum, we can begin to identify specific elements of knowledge, values, and skills that we expect students to achieve during the MSW Program. We have called these elements *Course Outcomes*. Outcomes combine specific chunks of knowledge and skills with a demonstration of their achievement, through application! Just as a window might be a combination of a specific size of glass, with a type of wood and metal. Its achievement is the building of a window; the window is an achieved product although its ultimate application is its 'fit' with the specific house. By examining the outcomes that students are expected to master per course, students can determine the actual content that will be learned.

The POCO Map ensures that all courses and the overall curriculum meet our own curriculum standards as well as national standards of social work education as set forth by the Council on Social Work Education. (July 24, 2008)

This course is organized by outcomes that will provide focus, consistency, and clear evaluation criteria. Skills and knowledge that support achievement of the course outcomes will receive the majority of class time. These course outcomes are derived from the MSW program objectives, and will help you build toward achievement of those objectives. Lessons, materials, methods and assignments are organized toward your achievement of the objectives and toward what you as a student will be able to do differently, as a direct result of participating in the course:

Upon completion of this course, students should be able to: (See Attached Learning Plan for 7611/7612 for a thorough list of course objectives)

Program Objectives

1. **Demonstrate the ability to apply critical thinking within the context of professional social work practice**
2. **Analyze and apply the values and ethics of the social work profession**
3. **Using the strengths perspective, practice without discrimination and with respect, knowledge, and skills that are appropriate for the range of human differences**
4. **Understand and challenge mechanisms of oppression and discrimination**
5. **Apply strategies of advocacy and social change to advance justice**
6. **Understand and interpret the history, development, and current trends of the profession**
7. **Demonstrate the ability to analyze, formulate, and influence social policies.**
8. **Evaluate and apply research findings to practice and evaluate individual practice interventions at multi levels appropriately**
9. **Demonstrate the ability to communicate across client populations, colleagues and communities, in both written and verbal form**
10. **Identify with the social work profession and behave professionally**
11. **Demonstrate an increasing ability to engage in informed and systematic Self-Directed Practice.**
12. **Demonstrate elements of leadership and the ability to shape the professional environment.**
13. **Demonstrate an ability to analyze and critically evaluate the contextual elements to inform social work practice.**
14. **Apply balanced attention to multi-level practice**
15. **Demonstrate the ability to practice at increasing levels of complexity using specialized theories and practice methods.**
16. **Demonstrate the ability to turn in all SOWK 7612 assignments in on time.**

COURSE POLICIES PARTICULARLY RELEVANT TO THIS COURSE (Other, general policies are listed at the end of the syllabus in Grading Issues)

Written Work & Submission of Assignments

- Your written work should show thoroughness, accuracy and professionalism. All work must be carefully proofread and corrected. Case Studies, Journals and Process Recordings should be free of errors in spelling, grammar, and punctuation. If you do not proofread carefully, you run the risk of having your paper rejected for re-write, with penalty for lateness.

- Late papers will lose one full letter grade (10%) for every 24-hour period they are late (including weekends).
- **Any Word documents submitted electronically and uploaded to Blazeview D2L must have a .doc (Word 2003) file extension.**
- No revisions of assignments will be allowed without explicit permission—However, please feel free to meet with me (face-to-face, online, or by phone) to discuss your papers before the final due dates.
- Make-up exams, as a rule, will *not* be permitted. Only in extraordinary circumstances will such work be accepted.

ASSIGNMENTS

You will demonstrate your achievement of course objectives through your submitted projects and assignments:

Students will be asked to compile the following assignments in electronic form and to keep both an electronic and hard copy during the semester. Field instructors are aware of these assignments and can assist students in their completion. Students are asked to share their field and seminar work with field instructors, and in the case of process recordings, must do so. The practicum seminar instructor, field instructor and student will work together as a practicum team to construct and implement the SOWK 7611/7612 Learning Plan and to evaluate student performance of competencies specified on the plan.

1. **(2) Triadic Process Recordings** (Giddings & Vodde, 2000) will be assigned. In order to emphasize the team approach to field experiences, students are expected to complete process recordings on the assigned dates. The recordings are first turned in to practicum seminar instructors who provide written feedback to the student. (The template for the Triadic Process Recording can be found in the Field Handbook)

Subsequently, the recording is given to the assigned field instructor so that the supervisor's feedback can also be incorporated into the process recording. This triadic approach is helpful to the seminar instructor and the supervisor in underscoring areas of strength and weakness in student performance.

2. **Student Logs** will be due on the last day of each month.

ASSESSMENT and ASSESSMENT ISSUES

Students are expected to meet the **sixteen** program objectives that are applicable to all practicum sites as they begin practicum, supervision with their field instructor and meetings with their liaison. In grading practicum, a Midterm Grade Form must be completed by the field instructor to provide feedback at the mid-point of each semester. At the end of each semester the Final Grade Form and the Semester Evaluation is used to evaluate student progress in meeting the Program objectives. Each program objective has been broken down into specific course outcomes that students must demonstrate by the

end of the 15 week sequence. Students are evaluated according to the 1-5 rating scale indicated on the Semester Evaluation which is located on the Learning Plan Worksheet.

A student who receives a C or below on **any** of the following Program Objectives listed below automatically will receive a C or below in practicum, and a Corrective Action Plan (CAP) will be required:

Concentration Practicum 7611/7612

FPO 11 Communication

FPO 14 Professional Behavior

CPO 15 Self Directed Practice

CPO 19 Specialized theories and Models

If a student receives a C on 4 out of the 14 Foundation Program Objectives for Foundation Practicum or 6 out of 16 Program Objectives for Concentration Practicum, the student will automatically receive a C for the course and a Corrective Action Plan will be required.

All program objectives will be graded based on the average of the course outcomes. A student will be assigned a letter grade of A,B,C,D or F depending on the average. If a student makes a D in practicum/seminar the student must repeat the course and a Corrective Action Plan will be activated. Students who receive a C, D, or F also receive deficiency points. Because of the emphasis on practicum performance in the social work program, a grade of "F" in practicum courses equals 4 deficiency points and will result in permanent dismissal from the program. Please see Student Handbook for explanation of deficiency points.

Students may demonstrate that they meet the outcomes in a number of ways: student-initiated discussion of objectives during supervision, student logs, student journals, case studies, verbal content presented in supervision or practicum seminar, process recordings or other written or taped materials. Joint interviewing with field instructors or seminar instructors is also encouraged. All field instructors will be oriented to the development of realistic and utilitarian Learning Plans.

Whereas evaluation of student performance should be an ongoing process throughout the semester, students must be evaluated formally on at least two occasions during the Fall and Spring Semester:

1. **Midterm** — during the mid-semester evaluation, the field instructor and student should jointly evaluate the student's performance. If there are no problems that have been identified, the field instructor must complete the Midterm Evaluation Form. The student and field instructor must sign the form and forward the form to the faculty liaison for his/her signature. If there are problems or concerns that have emerged, the field instructor must notify the faculty liaison and a meeting should be scheduled and a Correction Plan should be completed(See Policy 6, Practicum Policies, Field Handbook).

2. **End of the semester** — at the end of the semester, the field instructor, faculty liaison and the student should plan a joint meeting to formally evaluate student progress during the practicum. At this time the Semester Evaluation Section and the Final Grade Form should be completed. Field

instructors will be asked to rate the course outcomes. The faculty liaison will then convert the ratings into a letter grade (A,B,C,D, or F).

3. Students will also be evaluated on timeliness and quality of assignments.

At the end of the Concentration Practicum Sequence, students are asked to complete a series of evaluation forms that relate to various dimensions of the overall practicum experience including an evaluation of the practicum agency, field instructor, and faculty liaison. Faculty liaisons also are asked to provide ongoing verbal feedback to the Office of Field Instruction regarding the quality of the practicum assignment. Field evaluation forms are found in the Evaluation Section of the Field Handbook.

I will need to inform your Advisor if your midterm grad is marginal and if you receive a C or below at any point during the academic year.

Please Note: Students should be aware of various issues that may adversely affect their grades and even their participation in the program. These regulations arise from legal codes, The Georgia Board of Regents, Valdosta State University, or the Valdosta State University Department of Social Work. All of them are listed in the Student Handbook at

<http://www.valdosta.edu/sowk/documents/StudentHandbook09-10.pdf> IT IS VERY IMPORTANT TO READ AND UNDERSTAND ALL OF THE STUDENT HANDBOOK. Remember the "STATEMENT OF UNDERSTANDING" signed by all students (see page 87).

Please contact me with any special needs or developing problems. I will help you all I can.

COURSE SCHEDULE

Students are assigned to a specific practicum agency for two consecutive semesters. Students begin the Concentration practicum the first week of classes during fall semester. The Learning plan will be due the third week of practicum each semester and will be turned in to the faculty liaison. In addition, three Triadic Process Recordings will be due throughout the academic year. The due dates will be at Midterm and Finals for each semester. The decision to require additional Triadic Process Recordings is left to the discretion of the field instructor and/or faculty liaison. The Process Recordings will be a part of the evaluation process and must be turned in to the faculty liaison and field instructor. The decision to require additional Triadic Process Recordings is left to the discretion of the field instructor and/or faculty liaison. The students concerns and questions surrounding practicum should be addressed in supervision and faculty liaison visits.

Advanced Standing Only

Classes are held on the following dates from 2:00 PM to 4:00 PM/ FALL SEMESTER ONLY

Class 1

Discussion of field handbook
Intro to Learning Plan (Field HB pgs. 141-157)

Web weekend I 2016

Class 2

Presentation of cases
Role play
TPR #1 is due to Liaison
Learning Plan is due on September 25th to Liaison

Web Weekend II 2016**Class 3**

Presentation of cases
Midterm form due to Liaison on October 09th

Web Weekend III 2016**Class 4**

Presentation of cases

Web Weekend IV 2016**Class 5**

Presentation of cases
Role play
Triadic Process Recording (TPR) #2 due

Web Weekend V 2016**DEPARTMENT OF SOCIAL WORK and UNIVERSITY POLICIES**

The goal of the Department of Social Work is to prepare students for the professional practice of social work. The Department requires students to adhere to professional practices and standards in all classes and practicum. These practices and standards are outlined in the MSW Student Code of Conduct which can be found on pages 84-87 of the current *MSW Student Handbook*. The Code of Conduct must be signed by all students beginning MSW students.

The following standards are not negotiable: Students may depend on well-planned classes and knowledgeable instructors. Professors are committed to the facilitation of student success. Learning is a complex phenomenon for which BOTH instructors and students are responsible. Evaluation criteria are stated clearly in the syllabus. However, if students have questions about grading, it is the students' responsibility to discuss these matters with their instructors. The course syllabus represents a contract between students and the instructor. Professors reserve the right to modify syllabi, and students will be notified in writing when such changes are made. Likewise, students are responsible for reading and following instructions on the syllabi.

Class Attendance: Because the MSW Program is a professional program, class attendance is **MANDATORY**. The Attendance Policy is extremely important and can be found in the current *MSW Student Handbook* on page 82. Students are expected to be on time for class and to return from breaks in a timely manner. Likewise, students are expected to participate in class discussions and activities.

Submission of Assignments: All assignments must be submitted **ON TIME** and **IN THE MANNER** directed by the faculty (e.g., brought to class, sent to an assignment drop box, etc). Deadlines are extremely important for professional social workers. Additional information about assignment submission is found in the Attendance Policy.

Academic Honesty: Plagiarism and other forms of academic dishonesty are not acceptable in a professional social work program. Students who engage in this type behavior risk failure on specific assignments, in the course, and possible dismissal from the MSW Program. Academic dishonesty is prohibited by the university as well as the Department of Social Work. The following link outlines [VSU's Academic Honesty Policies](#). The Academic Dishonesty Policy for the Department of Social Work is found in the *MSW Student Handbook* found as a link off the [Department web site](#).

Incompletes: Incomplete grades are given only in cases of extreme emergency with proper documentation, and are granted only with the prior approval of the instructor. Policies governing Incompletes are found in the *MSW Student Handbook*.

Academic Performance: Students are expected to maintain a 3.00 grade point average in the MSW Program. A discussion of all academic expectations and grading can be found in the *MSW Student Handbook*, including the Department's policy of Academic Deficiency Points given for grades lower than C.

Cancellation of Classes: The University President may cancel classes under specific emergency conditions. The most frequent cause of cancellation is inclement weather. Please check the main page of the VSU web site if you have concerns about inclement weather or an emergency situation:
<http://www.valdosta.edu>

ADDITIONAL STUDENT INFORMATION

Technology Assistance: Students having technology problems may contact the [Help Desk](#) (phone 229-245-4357) or e-mail a question at helpdesk@valdosta.edu. The Help Desk is located on the 2nd floor of the Odum Library. Their hours are 8:00 AM – 9:00 PM, Mondays – Thursdays; 8:00 AM – 5:00 PM, Fridays; 11:00 AM – 5:00 PM, Saturdays; and 1:00 PM – 9:00 PM, Sundays. . If you need technical assistance with BlazeView D2L, call the Desire2Learn Help Center at 1-855-772-0423 or visit the [BlazeVIEW D2L](#) web site for Frequently Asked Questions and Self Help.

Specific Learning Needs: Students requiring classroom accommodations or modifications because of a documented disability should discuss their needs with the professor at the beginning of the semester. Students who are not registered with the Access Office for Students with Disabilities should contact [VSU's Access Office](#) or call 229-245-2498 (229-219-1348 for TTY). The office is located in Farber Hall.

Students Experiencing Academic Difficulties: Students with academic concerns are strongly encouraged to contact the staff of the [Student Success Center](#) or call them at 229-333-7570. The Student Success Center is located on first floor of Langdale Hall on the main VSU campus. Services provided by the Success Center include tutoring, writing assistance, and help with time management. Students are encouraged to make appointments with Center Staff through the web link or by telephone. The Center is available to all VSU students, and evening appointments are available.

Additional services: The [Counseling Center](#) (phone 229-333-5940; e-mail pjraynor@valdosta.edu). Services are free of charge to students with emotional/mental, social, substance abuse and other problems. The [Student Health Services](#) provides physical health services (phone 229-333-5886).

Emergency Campus Policy: The University Police contact number is 229-259-5555. The University Police is located in the Oak Street Parking Deck. Officers will escort students on campus, and emergency phones are placed across campus. Students are **strongly encouraged to program the campus emergency number, 911** (for local police) **and *447** (GA State Highway Patrol) **into their cell phone.**

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VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Justification for DNP

The Board of Regents of the State of Georgia requested the establishment a DNP consortium involving three state universities. The program is proposed to begin in the Spring of 2017. The three universities are:

1. Valdosta State University
2. Atlantic Armstrong University
3. University of North Georgia

The purpose of the program is to educate advanced practice nurses at the doctoral level to increase the pool of Doctorally prepared nurse educators, as well as Doctorally prepared healthcare clinicians.

The DNP is built on the foundation of a Master's of Science in Nursing degree. It is a practice-focused degree designed to prepare experts in specialized advanced nursing practice. As such, it focuses on evidence-based practice and the application of research to practice, rather than the generation of new research. The DNP position statement (AACN, 2004, p. 4) identifies the benefits of practice focused doctoral programs as:

- enhancing the development of needed advanced competencies for increasingly complex practice, faculty, and leadership roles;
- providing increased knowledge to improve nursing practice and patient outcomes;
- preparing nurses with enhanced leadership skills to strengthen practice and health care delivery; and
- providing a better match of program requirements and credits and time with the credential earned

Fit with Institutional Mission

Valdosta State University currently offers four doctoral programs: EdD in Leadership, EdD in Curriculum and Instruction, The SLPD (communication Sciences and Disorders) and DPA (Public Administration). Practice doctorate programs, although not research-focused, strengthen the research capacity and mission of the university. The presence of DNP's will strengthen the linkages between practice and research, with the DNP serving as a practice-focused member of the research team, identifying practice issues needing investigation, and translating bench research into reality. In addition, DNP graduates are desperately needed to alleviate the faculty shortage in clinical education at both the baccalaureate and master's levels.

Justification for Offering Program at this Time

For the past thirteen years, the Institute of Medicine has attempted to address a number of shortcomings in healthcare, including errors, fragmentation of care, and the need for restructuring of health professional education due to increased practice demands caused by the complexity of the current healthcare system (IOM, 1999, 2001, 2003). Healthcare reform has also focused attention on the important role advanced practice nurses, such as nurse practitioners, nurse midwives, clinical nurse specialists, and nurse

anesthetists, will play in the future. At the same time, the exponential increase in knowledge and technology has extended the length of programs in all the healthcare professions, including pharmacy, physical therapy, audiology, and occupational therapy. All of these professions have adopted practice or professional doctorates as the degree required for entry to practice. This is also true for nursing. When the American Association of Colleges of Nursing (AACN) reviewed Masters of Science in Nursing (MSN) programs nationwide, they found that, in order to adequately prepare advanced practice nurses, most programs had been forced to increase the number of credits and the length of the programs well beyond what is typical for a master's degree (AACN, 2004).

Based on these findings, the AACN determined that many programs were actually offering programs closer to a professional doctorate, than master's level study. All of these factors led to the AACN decision in 2004 to recommend that all specialization in nursing should occur at the doctoral level (AACN, 2004). The development of a practice doctorate is also supported by the National Research Council (2005) which stresses the need for nursing to develop a "non-research practice doctorate" to prepare practitioners who can serve as clinical faculty as well as expert clinicians.