

# **VALDOSTA STATE UNIVERSITY**

## **ACADEMIC COMMITTEE PACKET**

### **ACADEMIC COMMITTEE**

**MONDAY,  
April 11 , 2016**

**2:30 p.m.**

**Rose Room  
University Center**

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

ACADEMIC COMMITTEE  
AGENDA  
April 11, 2016

1. Minutes of the March 7, 2016 meeting. (pages 1-8) were approved by email March 14, 2016.
2. **COLLEGE OF THE ARTS**
  - a. Revised course description MUE 3000 (pages 9-11)
  - b. Revised course title MUE 7100 (pages 12-14)
  - c. Revised course number, title, and description MUE 7101 (pages 15-22). Deactivation MUE 7200
  - d. New course MUE 7102 (pages 23-32)
3. **COLLEGE OF ARTS AND SCIENCES**
  - a. New course LING 6000 (pages 33-40)
  - b. New course LING 6160 (pages 41-49)
4. **COLLEGE OF EDUCATION AND HUMAN SERVICES**
  - a. New minor Addiction Studies (50-51)
  - b. New course PSYC 3460 (pages 52-60)
  - c. New course PSYC 4450 (pages 61-73)
  - d. Revised curriculum for the MED in School Counseling (pages 74-76)
  - e. Revised credit hours and description SCHC 7800 (pages 77-79)
  - f. Revised course title SCHC 7900 (pages 80-81)
  - g. Deactivation of MS in Psychology – Clinical/Counseling Track (pages 82-83)
  - h. Revised Senior College Curriculum for the BSED in Special Education – Deaf Education (pages 84-85)
  - i. Revised Senior College Curriculum for the BSED in Early Childhood Education (pages 86-88)
  - j. Revised Senior College Curriculum and track name for the BSED in Special Education – Interrelated Special Education/Early Childhood Education – new track name Early Childhood and Special Education General Curriculum (pages 89-91)
  - k. Revised course prerequisites and description ECED 3190 (pages 92-94)
  - l. Revised course title, prerequisite, and description ECSE 3220 (pages 95-97)
  - m. Revised course prerequisites and description for ECED 3300 (pages 98-100)
  - n. Revised course title, prerequisites and description ECED 3690 (pages 101-103)
  - o. Revised course prerequisites and description ECED 4500 (pages 104-106)
  - p. Revised course title, prerequisites and description ECED 4690 (pages 107-109)
  - q. Revised course title, prerequisites and description ECSE 3010 (pages 110-112)
  - r. Revised course prerequisites and description ECSE 3020 (pages 113-115)
  - s. Revised course prerequisites and description ECSE 3210 (pages 116-118)
  - t. Revised course title, prerequisites and description ECSE 4010 (pages 119-121)
  - u. Revised course title, prerequisites and description LITR 3110 (pages 122-124)
  - v. Revised course prerequisites and description LITR 3120 (pages 125-127)
  - w. Revised course prerequisites and description LITR 3130 (pages 128-130)
5. **COLLEGE OF NURSING AND HEALTH SCIENCES**
  - a. Revised Senior College Curriculum for the BSN in Nursing (pages 131-134)
  - b. Revised course title, prerequisite and description NURS 3102 (pages 135-137)
  - c. Revised course credit hours, prerequisite, and description NURS 3103 (pages 138-140)
  - d. Revised course credit hours, prerequisite, and description NURS 3111 (pages 141-143)
  - e. New course NURS 3201 (pages 144-150)
  - f. New course NURS 3202 (pages 151-158)
  - g. New course NURS 3203 (pages 159-169)
  - h. New course NURS 4114 (pages 170-180)
  - i. New course NURS 4124 (pages 181-190)
  - j. New course NURS 4201 (pages 191-197)
  - k. New course NURS 4202 (pages 198-204)
  - l. New course NURS 4224 (pages 205-211)
  - m. Deactivation NURS 3101 (pages 212-213)
  - n. Revised curriculum for the MSN – Track – Family Psychiatric Mental Health Nurse Practitioner (pages 214-216)
  - o. Revised curriculum for the MSN – Track – Family Nurse Practitioner (pages 217-219)
  - p. Revised curriculum for the MSN – Track – Adult Gerontology Nurse Practitioner (pages 220-221)
  - q. Revised Post Masters: Family Nurse Practitioner Pathway (pages 222-223)
  - r. Revised Post Masters: Family Psychiatric Mental Health Nurse Practitioner Pathway (pages 224-225)
  - s. Revised Post Masters: Family Psychiatric Mental Health Nurse Practitioner Pathway (pages 226-227)
  - t. Revised Post Masters: Family Psychiatric Mental Health Nurse Practitioner Pathway (pages 228-230)
  - u. Revised Post Masters: Adult-Gerontology Nurse Practitioner Pathway (pages 231-232)
  - v. Revised Post Masters: Family Nurse Practitioner Pathway (pages 233-234)
  - w. Revised Post Masters: Family Nurse Practitioner Pathway (pages 235-236)
  - x. Revised Post Masters: Family Psychiatric Mental Health Nurse Practitioner Pathway (pages 237-239)
  - y. Deactivation NURS 7340 (pages 240-241)
  - z. Revised course credit hours NURS 7200L (pages 242-243)
  - aa. Revised course credit hours, title, and description NURS 7328 (pages 244-246)

- bb. Revised course title NURS 7328L (pages 247-249)
- cc. Revised course title, and description NURS 7329 (pages 250-252)
- dd. Revised course title, and description NURS 7329L (pages 252-255)
- ee. Revised course title, prerequisite, co-requisite, and description NURS 7330 (pages 256-258)
- ff. Revised course title, prerequisite, co-requisite, and description NURS 7330L (pages 259-261)
- gg. Revised course title, co-requisites, and description NURS 7350 (pages 262-264)
- hh. Revised course title, and description NURS 7350L (pages 265-267)

**6. 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  
March 7, 2016

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, March 7, 2016. Mr. Stanley Jones, Registrar, presided.

Members Present: Dr. Michelle Ritter, Ms. Catherine Bowers, Dr. Ellis Heath (Proxy for Dr. Gary Futrell), Ms. Sarah Arnett, Ms. Catherine Bowers (Proxy for Dr. Nicole Cox), Dr. Frank Flaherty, Dr. Ray Elson, Dr. Ellis Head, Dr. Katherine Lamb, Dr. Lars Leader, Dr. Linda Floyd, Ms. Laura Carter, Ms. Jessica Lee and Dr. Xiaoai Ren.

Members Absent: Dr. Marc Pufong, Dr. Gary Futrell, Dr. Patti Campbell, Dr. Kristen Johns, Dr. Nicole Cox, and Dr. Lorna Alvarez-Rivera.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Marsha Walden, Dr. Mike Griffin, Dr. Don Leech, Dr. Robert Harding, Mr. Dennis Conway, Dr. Kate Warner, Dr. Karen Sodowsky, Dr. Frank Barnas, Dr. Carl Cates, Dr. Bob Gannon, Dr. Rey Martinez, Dr. Attila Cseh.

The Minutes of the February 8, 2016 meeting were approved by email on February 11, 2016. (pages 1-2).

**A. College of Arts and Sciences**

1. Revised curriculum for the BA in Political Science – New Track International Studies was approved effective Fall Semester 2016. (pages 3-5).
2. New course, Biology (BIOL) 6530, “Comparative Biomechanics”, (COMPARATIVE BIOMECHANICS – 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 ...biologist. Mechanics is used to investigate how aquatic...function. Sample topics include integrated... (pages 6-12).
3. New course, Biology (BIOL) 6540, “Bioinformatics”, (BIOINFORMATICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the course description changed to read ... systems biology may be included. (pages 13-18).

**B. College of Nursing and Health Sciences**

1. Revised curriculum for the AAS in Dental Hygiene was approved effective Fall Semester 2016. (pages 19-20).
2. New course, Dental Hygiene Program (DHYG) 1080, “Oral Biology”, (ORAL BIOLOGY – 5 credit hours, 5 lecture hours, 0 lab hours, and 5 contact hours), was approved effective Fall Semester 2016 with the description changed to - A study of external and internal morphological characteristics of human primary and secondary dentition. Tooth identification systems, classifications of occlusion, and dental anomalies are introduced. (pages 21-34).
3. Deactivation of DHYG 1000, 1010, and 1020 was noted effective Fall Semester 2016. (pages 35-37).

**C. College of Education and Human Services**

1. Revised Selected Educational Outcomes and Examples of Outcome Assessments for the BS in Office Administration and Technology was approved effective Fall Semester 2016. (pages 38-41).
2. Revised curriculum for the MLIS degree was approved effective Fall Semester 2016. (pages 42-43).
3. Revised Admission requirements for the MED in Health and Physical Education was approved effective Fall Semester 2016. (pages 44-49).
4. Revised Admission requirements for the EDS in Coaching Pedagogy in Physical Education was approved effective Fall Semester 2016. (pages 50-54).
5. Revised course title, Communication Disorders (CSD) 3020, “Audiology I: Hearing Science”, (AUDIOLOGY I: HEARING SCIENCE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall

Semester 2016. (pages 55-56).

6. Revised credit hours, Communication Disorders (CSD) 4020, "Speech Science", (SPEECH SCIENCE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 57-58).
7. Revised course title, Communication Disorders (CSD) 4051, "Audiology II: Auditory Diagnostics and Disorders", (AUDILGY II:AUDTRY DIAG/DISRDER – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 59-60).
8. Revised Selected Educational Outcomes for the MED in School Counseling was approved effective Fall Semester 2016. (pages 61-63).
9. Revised Retention and Dismissal for the MED in School Counseling was approved effective Fall Semester 2016. (pages 64-66).
10. Revised Examples of Outcome Assessments for the MED in School Counseling was approved effective Fall Semester 2016. (pages 67-69).
11. Revised Admissions requirements for the MED in School Counseling was approved effective Fall Semester 2016. (pages 70-72).
12. Revised curriculum for the MS in Psychology – Industrial Organizational was approved effective Fall Semester 2016. (pages 73-75).
13. Revised course credit hours and description, Psychology (PSYC) 7690, "Professional Issues in I/O Psychology", (PROF ISS IN I/O PSYCHOLOGY – 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 ... field of I/O psychology. Developing competencies across applied, academic, and service related sectors is emphasized. (pages 76-78).
14. New course, Psychology (PSYC) 8380, "Employment Law and Personnel Practices", (EMP LAW & PERSONNEL PRACT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 79-86).

**D. College of Business**

1. Revised Area F and Senior College Curriculum for the BBA in Accounting was approved effective Fall Semester 2016. (pages 87-89).
2. Revised Area F and Senior College Curriculum for the BBA in Economics was approved effective Fall Semester 2016. (pages 90-92).
3. Revised Area F and Senior College Curriculum for the BBA in Finance was approved effective Fall Semester 2016. (pages 93-95).
4. Revised Area F and Senior College Curriculum for the BBA in Management was approved effective Fall Semester 2016. (pages 96-98).
5. Revised Area F and Senior College Curriculum for the BBA in International Business was approved effective Fall Semester 2016. (pages 99-101).
6. Revised Area F and Senior College Curriculum for the BBA in Marketing was approved effective Fall Semester 2016. (pages 87-89). (pages 102-104).
7. Revised Area F and Senior College Curriculum for the BBA in Healthcare Administration was approved effective Fall Semester 2016. (pages 105-107).
8. New minor in Operations Management was approved effective Fall Semester 2016. (pages 108-109).
9. New minor in Business Law was approved effective Fall Semester 2016. (pages 110-111).
10. New minor in Business Analytics was approved effective Fall Semester 2016. (pages 112-113).

11. Revised requirements for the minor in Healthcare Administration was approved effective Fall Semester 2016. (pages 114-115).
12. Revised requirements for the minor in Entrepreneurship was approved effective Fall Semester 2016. (pages 116-117).
13. New course, Healthcare Administration (HCAD) 3100, "Introduction to Healthcare Informatics", (HEALTHCARE INFORMATICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 118-125).
14. New course, Marketing (MKTG) 4530, "International Marketing Communications", (INT MARCOM – 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 ...4500. An examination of advertising... (pages 126-130).
15. Revised course prerequisite, Healthcare Administration (HCAD) 3200, "Healthcare Management", (HEALTHCARE MGNT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 131-133).
16. Revised course prerequisite, Healthcare Administration (HCAD) 3400, "Healthcare Financing and Insurance", (HEALTHCARE FINANCING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 134-136).
17. Revised course title, prerequisite, and description, Healthcare Administration (HCAD) 3600, "Healthcare Information Systems and Security", (HEALTHCRE INFO SYSTMS/SECURITY – 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 ...security, and management of... (pages 137-139).
18. Revised course prerequisite, Healthcare Administration (HCAD) 4100, "Healthcare Human Resources Management", (HEALTHCARE HUMAN RESOURCE MGNT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 140-142).
19. New course, International Business (IB) 4900, "International Business Capstone", (INTER BUS CAPSTONE – 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 ...3000. A capstone...majors. Strategic management concepts are integrated into the functions of International Business. Analysis of....scale are emphasized. (pages 444-453).
20. Revised Undergraduate Program Objectives were approved effective Fall Semester 2016. (pages 454-456).

**E. College of the Arts**

1. New course, Perspective (PERS) 2240, "Shape-note Singing and The Sacred Harp", (SHAPE-NOTE SINGING – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Fall Semester 2016 with the description changed to read ...will explore nineteenth-century shape-note...composers, and their context.... (pages 143-149).
2. New minor in Health Communication was approved effective Fall Semester 2016 with the COMM 3041 changed to COMM 4441. (pages 150-153)
3. New course, Communications Arts (COMM) 1500, "Introduction to Communication Studies", (INTRO TO COMM STUDIES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 154-158).
4. New course, Communications Arts (COMM) 1800, "Communication Technology", (COMMUNICATION TECHNOLOGY – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2016. (pages 159-163).
5. New course, Communications Arts (COMM) 3031, "Communication Law and Ethics", (COMM LAW AND ETHICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 164-167).
6. New course, Communications Arts (COMM) 3111, "Applied Communication Research", (APPLIED COMM

RESEARCH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 168-171).

7. New course, Communications Arts (COMM) 3211, “Event Planning”, (EVENT PLANNING – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2016 with the description changed to read – An introduction to the principles of event management including planning,... (pages 172-175).
8. New course, Communications Arts (COMM) 3331, “Creativity and Communication Design”, (CREATIVITY AND COMM DESIGN – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2016. (pages 176-179).
9. New course, Communications Arts (COMM) 3411, “Visual Communication and Aesthetics”, (VISUAL COMM AND AESTHETICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 180-183).
10. New course, Communications Arts (COMM) 3421, “Social Media Strategies”, (SOCIAL MEDIA STRATEGIES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 184-187).
11. New course, Communications Arts (COMM) 4111, “Data Analytics for Communication”, (COMM DATA ANALYTICS – 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 ...3111. Analysis of large... (pages 188-191).
12. New course, Communications Arts (COMM) 4151, “Applied Health Communication”, (APPLIED HEALTH COMMUNICATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the prerequisite changed from COMM 3230 to COMM 3231. (pages 191-196).
13. New course, Communications Arts (COMM) 4431, “Listening and Interviewing”, (LISTENING AND INTERVIEWING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 197-200).
14. New course, Communications Arts (COMM) 4441, “Communication Across Difference”, (COMM ACROSS DIFFERENCE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 201-204).
15. New course, Communications Arts (COMM) 4521, “Crisis Communication and Negotiation”, (CRISIS COMM & NEGOTIATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 105-208).
16. New course, Communications Arts (COMM) 4531, “Communicating Globally”, (COMMUNICATING GLOBALLY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 209-212).
17. Revised course description, Communications Arts (COMM) 2300, “Interpersonal Communication”, (INTERPERSONAL COMMUNICATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 213-214).
18. Revised course number, title, and description, Communications Arts (COMM) 2500, “Communication, Culture, and Community”, (INTRO TO COMM STUDIES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 215-217). Deactivation of COMM 2520.
19. Revised course number, title, prerequisite, and description, Communications Arts (COMM) 3011, “Argumentation and Advocacy”, (ARGUMENTATION AND ADOVACY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 218-220). Deactivation of COMM 3071.
20. Revised course number, prerequisite, and description, Communications Arts (COMM) 3231, “Health Communication”, (HEALTH COMMUNICATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 221-223). Deactivation of COMM 4160.
21. Revised course number, title, prerequisite, and description, Communications Arts (COMM) 3311, “Teams and Leadership”, (TEAMS AND LEADERSHIP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was

- approved effective Fall Semester 2016. (pages 224-226). Deactivation of COMM 3100.
22. Revised course number, title, prerequisites, and description, Communications Arts (COMM) 4401, "Advanced Interpersonal Communication", (ADV INTERPERSONAL COMMUNICATN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 227-229). Deactivation of COMM 4140.
  23. Revised course number, prerequisites, and description, Communications Arts (COMM) 4421, "Nonverbal Communication", (NONVERBAL COMMUNICATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 230-232). Deactivation of COMM 3320.
  24. Revised course number, prerequisites, and description, Communications Arts (COMM) 4501, "Organizational Communication", (ORGANIZATIONAL COMMUNICATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the proposed prerequisite changed to COMM 3111. (pages 233-235). Deactivation of COMM 3400.
  25. Revised course number, title, prerequisites, and description, Communications Arts (COMM) 3321, "Conflict Management", (CONFLICT MANAGEMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 236-238). Deactivation of COMM 3410.
  26. Revised course number, prerequisites, and description, Communications Arts (COMM) 4611, "Directed Study in Communication Arts", (DIRECTED STUDY COMM ARTS – 1-3 credit hours, 1-3 lecture hours, 0 lab hours, and 1-3 contact hours), was approved effective Fall Semester 2016 with the description changed to read ...instruction for advanced majors for enrichment in their... (pages 239-241). Deactivation of COMM 3600.
  27. Revised course number, Communications Arts (COMM) 3021, "Persuasion", (PERSUASION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 242-244). Deactivation of COMM 4060.
  28. Revised course number, title, prerequisites, and description, Communications Arts (COMM) 4461, "Interpersonal Communication Capstone", (INTERPERSONAL COMM CAPSTONE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 245-247) with prerequisites changed from 4400 to 4401. Deactivation of COMM 4340.
  29. Revised course number, title, prerequisites, and description, Communications Arts (COMM) 4511, "Professional Communication", (PROFESSIONAL COMMUNICATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the prerequisite changed from 3330 to 3111. (pages 248-250). Deactivation of COMM 4400.
  30. Revised course number, title, prerequisites, and description, Communications Arts (COMM) 4561, "Organizational Communication Capstone", (ORGANIZATIONAL COMM CAPSTONE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 251-253). Deactivation of COMM 4420.
  31. Revised course number, title, prerequisites, and description, Communications Arts (COMM) 4601, "Special Topics in Communication", (SPEC TOPICS IN COMMUNICATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 254-256). Deactivation of COMM 4600.
  32. Revised course number, title, and prerequisites, Communications Arts (COMM) 4671, "Internship in Communication", (INTERNSHIP IN COMMUNICATION – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 257-259). Deactivation of COMM 4670.
  33. Deactivation of COMM 2400, 3000, 3310, 3500, 3550, 3661, 3670, 3800, 3900, 4130, 4170, 4340, 4420, 4430, and 4440 effective Fall Semester 2017. (pages 260-262).
  34. Revised requirements for the minor in Communication was approved effective Fall Semester 2016. (pages 263-266).
  35. Revised catalogue narrative for the Department of Communication Arts was approved effective Fall Semester 2016. (pages 267-272).
  36. Revised catalogue narrative, Area F, and Senior College Curriculum for the BFA in Communication was approved effective Fall Semester 2016. (pages 273-278).



37. New major BFA in Public Relations was approved effective Fall Semester 2016 with the first paragraph changed to read ...demanding field in which professionals... . (pages 279-284).
38. Revised course number, and description, Public Relations (PREL) 2000, "Introduction to Public Relations", (INTRO PUBLIC RELATIONS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 285-287). Deactivation of COMM 3200.
39. Revised course prefix, hours, title, prerequisites, and description, Public Relations (PREL) 3210, "Strategic Design for Public Relations", (STRATEGIC DESIGN PUB RELATIONS – 3 credit hours, 1 lecture hour, 4 lab hours, and 5 contact hours), was approved effective Fall Semester 2016. (pages 288-290). Deactivation of COMM 3210.
40. Revised course prefix, hours, title, prerequisites, and description, Public Relations (PREL) 3220, "Strategic Writing for Public Relations", (STRATEGIC WRITNG PUB RELATIONS – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2016 with the description changed to read ...3510. A study of the writing of public... . (pages 291-293). Deactivation of COMM 3220.
41. Revised course prefix, hours, title, prerequisites, and description, Public Relations (PREL) 3240, "Strategic Design for Digital Media", (STRATEGIC DESIGN DIGITAL MEDIA – 3 credit hours, 2 lecture hour, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2016. (pages 294-296). Deactivation of COMM 3240.
42. Revised course prefix, hours, prerequisites, and description, Public Relations (PREL) 4200, "Public Relations Research", (PUBLIC RELATIONS RESEARCH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the prerequisite changed from COMM 3311 changed to COMM 3111. (pages 297-299). Deactivation of COMM 4200.
43. Revised course prefix, hours, prerequisites, and description, Public Relations (PREL) 4220, "Integrated Communication", (INTEGRATED COMMUNICATION – 3 credit hours, 3 lecture hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 300-302). Deactivation of COMM 4220.
44. Revised course prefix, hours, title, prerequisites, and description, Public Relations (PREL) 4230, "Public Relations Capstone", (PUBLIC RELATIONS CAPSTONE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 303-305). Deactivation of COMM 4230.
45. New course, Public Relations (PREL) 3230, "Public Relations Case Studies", (PR CASE STUDIES – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 306-310).
46. New course, Public Relations (PREL) 3250, "Public Relations in Health Care", (PR IN HEALTH CARE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 311-314).
47. New course, Public Relations (PREL) 4600, "Special Topics in Public Relations", (SPECIAL TOPICS IN PR – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 315-318).
48. New course, Public Relations (PREL) 4610, "Directed Study in Public Relations", (DIRECTED STUDY IN PR – 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 ...Department Head. An exploration of topics outside of the prescribed curriculum of public relations. Topics assigned by instructor. May be repeated for credit when topics differ. (pages 319-322).
49. New course, Public Relations (PREL) 4670, "Internship in Public Relations", (INTERNSHIP IN PR – 3-9 credit hours, 0 lecture hour, 3-9 lab hours, and 3-9 contact hours), was approved effective Fall Semester 2016 with the description changed to read ..."Unsatisfactory". Apprenticeship or internship in public relations environments. (pages 323-326).
50. Revised catalogue narrative for the BFA in Theatre Arts was approved effective Fall Semester 2016. (pages 327-330).
51. Revised Core Area F for the BFA in Theatre Arts was approved effective Fall Semester 2016. (pages 331-333).
52. Revised Senior College Curriculum for the BFA in Theatre Arts – Theatre Management Track was approved effective Fall Semester 2016. (pages 334-337).
53. Revised degree requirements for the MAC degree were approved effective Fall Semester 2016. (pages 338-341).

54. Revised catalogue narrative for the BFA in Dance was approved effective Fall Semester 2016. (pages 342-345).
55. Revised Core Area F and Senior College Curriculum for the BFA in Mass Media was approved effective Fall Semester 2016 move first sentence under proposed requirements page 348 to between and second and third paragraph. (pages 346-353).
56. New course, Mass Media (MDIA) 3001, "Media Production I", (MEDIA PRODUCTION I – 3 credit hours, 1 lecture hour, 4 lab hours, and 5 contact hours), was approved effective Fall Semester 2016. (pages 354-357).
57. New course, Mass Media (MDIA) 3002, "Media Production II", (MEDIA PRODUCTION II – 3 credit hours, 1 lecture hour, 4 lab hours, and 5 contact hours), was approved effective Fall Semester 2016 with the word description changed to read ...focus on capturing, editing... (pages 358-361).
58. New course, Mass Media (MDIA) 3003, "Media Production III", (MEDIA PRODUCTION III – 3 credit hours, 1 lecture hour, 4 lab hours, and 5 contact hours), was approved effective Fall Semester 2016. (pages 362-365).
59. New course, Mass Media (MDIA) 3100, "Writing for Media II", (WRITING FOR MEDIA II – 3 credit hours, 3 lectures hour, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 366-369).
60. New course, Mass Media (MDIA) 3125, "Social Media", (SOCIAL MEDIA – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 370-373).
61. New course, Mass Media (MDIA) 3175, "Transmedia Storytelling", (TRANSMEDIA STORYTELLING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 374-377).
62. New course, Mass Media (MDIA) 3225, "Media Research and Audience Analysis", (MEDIA RESEARCH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 378-381).
63. New course, Mass Media (MDIA) 3250, "Sports, News and Entertainment Announcing", (ANNOUNCING – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2016. (pages 382-385).
64. New course, Mass Media (MDIA) 4200, "Media Law and Ethics", (MEDIA LAW & ETHICS – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 386-389).
65. New course, Mass Media (MDIA) 4700, "Digital Media Production Capstone", (MEDIA CAPSTONE – 3 credit hours, 1 lecture hour, 4 lab hours, and 5 contact hours), was approved effective Fall Semester 2016. (pages 390-393).
66. New course, Mass Media (MDIA) 4960, "News Workshop", (NEWS WORKSHOP – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2016 with the description changed to read ... techniques. The course focuses on identifying... (pages 394-398).
67. Revised course title, and description, Mass Media (MDIA) 2100, "Introduction to Media Writing", (MEDIA RESEARCH – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 399-401).
68. Revised course title, prerequisites, and description, Mass Media (MDIA) 3400, "Screenwriting", (SCREENWRITING – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 402-404).
69. Revised course title, prerequisites, and description, Mass Media (MDIA) 3500, "Newsriting", (NEWSWRITING – 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 ...online news. The course emphasizes writing... (pages 405-407).
70. Revised course number, prerequisites, and description, Mass Media (MDIA) 2350, "Media and Culture", (MEDIA AND CULTURE – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 408-410). Deactivation MDIA 4350.
71. Revised course credit hours, and description, Mass Media (MDIA) 4950, "Senior Seminar", (SENIOR SEMINAR – 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 ...focuses on the compilation of student portfolio... (pages 411-413).

72. Revised course credit hours, prerequisites, and description, Mass Media (MDIA) 4961, "Audio Workshop", (AUDIO WORKSHOP – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2016 with the description changed to read ...instructor. The production on portfolio materials... (pages 414-416).
73. Revised course credit hours, prerequisites, and description, Mass Media (MDIA) 4962, "Video Workshop", (VIDEO WORKSHOP – 3 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2016. (pages 417-419).
74. Revised course credit hours, prerequisites, and description, Mass Media (MDIA) 4963, "International Documentary Production Workshop", (IDP WORKSHOP – 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 ...instructor. The production... (pages 420-422).
75. Revised course credit hours, prerequisites, and description, Mass Media (MDIA) 4964, "Sports Workshop", (SPORTS WORKSHOP – 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 ...instructor. The production... (pages 423-425).
76. Revised course title, prerequisites, and description, Mass Media (MDIA) 4965, "New Media Workshop", (NEW MEDIA WORKSHOP – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 426-428).
77. Deactivation of MDIA 3050, 3060, 3110K, 3120K, 3130K, 3150K, 3300, 3450, 3800, 4010, 4020, 4040, 4110K, 4120K, 4130K, 4150K, 4240K, 4270, 4333, 4334, 4335, 4450, 4600, 4650, 4800, 4951, and 4952 effective Fall Semester 2017. (pages 429-431).
78. Revised requirements for Certificate in Institutional Cross-Training Certificate for Journalism and Mass Media Students was approved effective Fall Semester 2016. (pages 432-435).
79. Revised requirements for the Certificate in Sports Broadcasting were approved effective Fall Semester 2016. (pages 436-439).
80. Revised requirements for the minor in Mass Media were approved effective Fall Semester 2016. (pages 440-443).

Respectfully submitted,

Stanley Jones  
Registrar

**Request for a Revised Course**  
**Valdosta State University**

**Date of Submission:** 02/12/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
 Music

**Faculty Member Requesting Revision:**  
 Melissa Grady

**Current Course Prefix, Title, & Number:**  
 (See course description abbreviations in the catalog for approved prefixes)  
 MUE 3000 Introduction to Music Education

**List Current and Requested Revisions:**

**Current:**  
 Course Prefix and Number:  
 Credit Hours:  
 Course Title:  
 Pre-requisites:  
 Course Description: An overview of the public school music program P-12. Students will discover what the career of a music director involves through classroom activities, observations, and clinical experiences in public school classrooms and performing groups.

**Requested:**  
 Course Prefix and Number:  
 Credit Hours:  
 Course Title:  
 Pre-requisites:  
 Course Description: An overview of the public school music program P-12. Students will explore what a career in music education entails through classroom activities, peer-teaching, and observations in public school classrooms and performing groups.

**Semester/Year to be Effective:**  
 Spring 2016 Fall

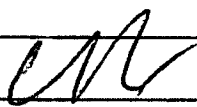
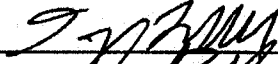
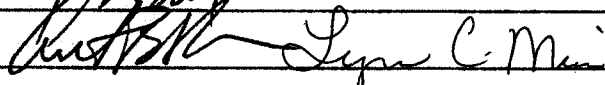
**Estimated Frequency of Course Offering:**  
 Once per year

**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: Students are not eligible for their pre-service certificate until the completion of this course, MUE 3000 Introduction to Music Education, and acceptance into the MAT (Master of Arts in Teaching) Music program. As clinical teaching in public schools requires a pre-service certificate, the refocusing of this course includes peer-teaching experiences to allow for increased exposure in the public school setting.

**Plans for assessing the effectiveness of the course: SOIs, departmental assessments, and alumni surveys.**

Approvals:	
College/Division Exec. Comm.: 	Date: 3/18/16
Dept. Head: 	Date: 3-17-16
Dean/Director:  Lynn C. Min	Date: 3-17-16
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: March 17, 2016

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MAR 24 2016

<b>Request for a Revised Course</b> Valdosta State University		VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL
<b>Date of Submission:</b> 02/12/2016 (mm/dd/yyyy)		
<b>Department Initiating Revision:</b> Music	<b>Faculty Member Requesting Revision:</b> Melissa Grady	
<b>Current Course Prefix, Title, &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) MUE 7100 Professional Development Seminar I		
<b>List Current and Requested Revisions:</b>		
<b>Current:</b> Course Prefix and Number: Credit Hours: Course Title: Professional Development Seminar I Pre-requisites: Course Description:	<b>Requested:</b> Course Prefix and Number: Credit Hours: Course Title: Professional Development Seminar I: <u>Foundations</u> Pre-requisites: Course Description:	
<b>Semester/Year to be Effective:</b> Summer 2016	<b>Estimated Frequency of Course Offering:</b> Once per year	
<b>Indicate if Course will be :</b> <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective		
<b>Justification:</b> (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: A more descriptive title is necessary to distinguish the instructional content of MUE 7100 Professional Development Seminar I from other professional development seminar courses offered in the MAT (Master of Arts in Teaching) Music degree program.		

**Plans for assessing the effectiveness of the course: SOIs, departmental assessments, and alumni surveys.**



<b>Approvals:</b>	
College/Division Exec. Comm.: <i>UL</i>	Date: <i>3/18/16</i>
Dept. Head: <i>[Signature]</i>	Date: <i>3-17-16</i>
Dean/Director: <i>[Signature] Lynn C. Men</i>	Date: <i>3/17/16</i>
Graduate Exec. Comm.(if needed): <i>J. T. JLA</i>	Date: <i>3/29/16</i>
Graduate Dean (if needed): <i>J. T. JLA</i>	Date: <i>3/29/16</i>
Academic Committee:	Date:

Form last updated: March 17, 2016

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MAR 24 2016

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Request for a Revised Course**  
Valdosta State University

**Date of Submission:** 02/12/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
Music

**Faculty Member Requesting Revision:**  
Melissa Grady

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
MUE 7200 Professional Development Seminar II

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: MUE 7200  
Credit Hours: 3  
Course Title: Professional Development Seminar II  
Pre-requisites:  
Course Description: Culminating course for MAT (Music) focused on edTPA, evaluating teaching, program administration, advocacy, and curriculum.

**Requested:**  
Course Prefix and Number: MUE 7101  
Credit Hours: 1  
Course Title: Professional Development Seminar II: Clinical Practice  
Pre-requisites:  
Course Description: A reflection on educational practices and refining of concepts that emanate from clinical practice experience and completion of the electronic edTPA portfolio.

**Semester/Year to be Effective:**  
Summer 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: 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 this course allows for the creation of a third seminar course (MUE 7102 Professional Development Seminar III: Capstone).

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

**Other:** 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.

**Plans for assessing the effectiveness of the course:** SOIs, departmental assessments, successful edTPA portfolio submission, and alumni surveys.

Approvals:	
College/Division Exec. Comm.: <i>U/G</i>	Date: 3/18/16
Dept. Head: <i>Sgt. [Signature]</i>	Date: 3-17-16
Dean/Director: <i>[Signature] Legal C. Man</i>	Date: 3-17-16
Graduate Exec. Comm. (if needed): <i>J. T. [Signature]</i>	Date: 3/29/16
Graduate Dean (if needed): <i>J. T. [Signature]</i>	Date: 3/29/16
Academic Committee:	Date:

Form last updated: March 17, 2016

**MUE 7101: PROFESSIONAL DEVELOPMENT SEMINAR II: CLINICAL PRACTICE  
1-0-1**

**Days/Time: TBA**  
**Instructor: Melissa Grady**  
**Phone: 229.333.5741**  
**Office Hours: by appointment**

**Classroom: TBA**  
**Email: mlgrady@valdosta.edu**  
**Office: FAB 2022A**

**COURSE DESCRIPTION:**

**Prerequisites: MAT (Music) majors or permission of instructor. Co-requisite: MUE 7790 Clinical Practice in Music Education. A reflection on educational practices and refining of concepts that emanate from clinical practice experience and completion of the electronic edTPA portfolio.**

**RATIONALE:** An opportunity for constructive reflection and guidance related to the Clinical Practice experience and preparation for edTPA submission.

**TEXT:** Valdosta State University Student Teaching Handbook; edTPA Handbook (K-12 Performing Arts); Account with LiveText for: P12 LiveText edu solutions (<http://www.college.livetext.com>)

**COURSE OBJECTIVES (CO):** Upon completion of this course, candidates will be expected to:

1. Be accountable for professional behavior at their work site. **InTASC 9, 10; EDL<sub>3</sub>**
2. Be knowledgeable of legal and ethical issues of being a teacher. **InTASC 9, 10; EDL<sub>3</sub>**
3. Implement effective strategies for classroom management and discipline. **InTASC 3, 7, 8; FL<sub>2</sub>**
4. Describe procedures related to applying and interviewing for teaching positions. **InTASC 10**
5. Utilize procedures for involving parents and community members within the educational goals and activities of the school and classroom. **InTASC 10; EDL<sub>3</sub>**
6. Describe community and school resources and methods for referral that support students' learning and well-being. **InTASC 1, 2, 10; DL<sub>3</sub>, EDL<sub>3</sub>**
7. Describe the importance of assessing at every level of learning. **InTASC 6; AL<sub>3</sub>**
8. Implement best teaching practices that have proven to be effective and have a positive impact on student learning. **InTASC 4, 5, 7, 8; NASM 7, 8; CPL<sub>3</sub>**
9. Demonstrate by the production of an electronic edTPA portfolio, professional teaching characteristics that exemplify the InTASC Standards. **InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10; NASM 6, 7, 8; CPL<sub>3</sub>, EDL<sub>3</sub>, DL<sub>3</sub>, AL<sub>3</sub>, FL<sub>3</sub>, EL<sub>3</sub>\***

**\*This is a required Key Course Assessment and should not be modified or removed from this course without the approval of the program faculty.**

**COURSE REQUIREMENTS:**

1. Candidates will attend all required seminar sessions at designated dates and locations. The instructor will provide you with a list of meeting dates, times, and room location. (CO 1, 2, 3, 4, 5, 6, 7, 8)

2. Candidates will participate in activities during sessions, completing forms and activities, including e-mail responses, as required. (CO 1, 2, 3, 4, 5, 6, 7, 8)
3. Candidates will complete electronic edTPA portfolios by the specified date. A student has completed a successful attempt of edTPA by submitting his/her portfolio and receiving a composite score. The requirements and materials will be discussed during seminar meetings. (CO 8)
4. Complete an Impact on Student Learning Project using an experimental design. (CO 7)

#### **COURSE EVALUATION**

- S** Demonstrates an acceptable level of performance in relation to Music Education Program standards
- U** Fails to demonstrate acceptable level of performance in relation to Music Education Program standards

#### **DEPARTMENT OF MUSIC - EDUCATIONAL OUTCOMES:**

1. Candidates will apply analytical and historical knowledge to \ curriculum development, lesson planning, and daily classroom and performance activities. **InTASC 4, 5, 7, 8; NASM 7, 8; CPL<sub>3</sub>; FL<sub>3</sub>**
2. Candidates will demonstrate skills in and functional knowledge of conducting; rehearsing, and wind, string, and percussion instruments, or voice performance. **InTASC 4, 5, 7, 8; NASM 7, 8; CPL<sub>3</sub>**
3. Candidates will apply assessment and evaluation strategies in lesson and rehearsal planning and implementation. **InTASC 6; AL<sub>3</sub>**
4. Candidates will teach music at various levels to different age groups and in a variety of classroom and ensemble settings through guided experiences, including student teaching and field experience. **InTASC 4, 5, 7, 8; NASM 7, 8; CPL<sub>3</sub>; FL<sub>3</sub>**

**College of Education and Human Services  
Valdosta State University  
Guiding Principles**

**Dispositions** Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity** Principle: All learners deserve high expectations and support.

**Process** Principle: Learning is a life-long process of development and growth.

**Ownership Principle:** Professionals are committed to, and assume responsibility for, the future of their disciplines.

**Support Principle:** Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact Principle:** Effective practice yields evidence of learning.

**Technology Principle:** Technology facilitates teaching, learning, community building, and resource acquisition.

**Standards Principle:** Evidence-based standards systematically guide professional preparation and development.

### **InTASC Model Core Teacher Standards\***

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice,

particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*\*Council of Chief State School Offices, (2013, April). InTASC model core teacher standards and learning progressions for teachers 1.0. Retrieved from [http://www.ccsso.org/Documents/2013/2013 INTASC Learning Progressions for Teachers.pdf](http://www.ccsso.org/Documents/2013/2013%20INTASC%20Learning%20Progressions%20for%20Teachers.pdf)*

#### **TECHNOLOGY ADDRESSED:**

The use of a variety of technology, to include but not limited to, computers and audio equipment is an integral component of this course. It is expected that technology will be implemented into the professional teaching, learning, and communication process in accordance with the Georgia Technology Standards for Educators.

#### **POLICY STATEMENT ON PLAGIARISM AND CHEATING**

**Plagiarism is copying directly the work of someone else and passing it off as your own. This is a serious offense and one for which you may be severely punished**

Below is information directly quoted from the Academic Honesty Policies and Procedures:

Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

#### **FIRST OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

#### **SECOND OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).



2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee.

### **ACCESSABILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

### **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. While instructors will not be able to view individual responses or to access any of the responses until after final grade submission, they will be able to see which students have or have not completed their SOIs, and student compliance may be considered in the determination of the final course grade. These compliance and non-compliance reports will not be available once instructors are able to access the results. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

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MAR 24 2016

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

<b>REQUEST FOR A NEW COURSE</b> Valdosta State University		
<b>Date of Submission:</b> 02/12/2016 (mm/dd/yyyy)		
<b>Department Initiating Request:</b> Music	<b>Faculty Member Requesting:</b> Melissa Grady	
<b>Proposed New Course Prefix &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) MUE 7102	<b>Proposed New Course Title:</b> Profesional Development Seminar III: Capstone  <b>Proposed New Course Title Abbreviation:</b> (For student transcript, limit to 30 character spaces) Prof Dev Sem III	
<b>Semester/Year to be Effective:</b> Summer 2016	<b>Estimated Frequency of Course Offering:</b> Once per year	
<b>Indicate if Course will be :</b> <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective		
<b>Lecture Hours:</b> 2	<b>Lab Hours:</b> 0	<b>Credit Hours:</b> 2
<b>Proposed Course Description:</b> (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: MAT (Music) majors or permission of instructor. Culminating course for MAT in Music which focuses on edTPA, evaluation of teaching, program administration, advocacy, and curriculum.		
<p><b>Justification:</b> 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 checked="" type="checkbox"/> Improving student learning outcomes: 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).</p> <p><input type="checkbox"/> Adopting current best practice(s) in field:</p> <p><input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies:</p> <p><input type="checkbox"/> Other:</p>		
<b>Source of Data to Support Suggested Change:</b>		
<input checked="" type="checkbox"/> Indirect Measures: SOIs, student, employer, or alumni surveys, etc. The COEHS recommended the addition of a capstone experience for the MAT (Music) degree program to fulfill Georgia PSC and CAEP requirements.		

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**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, departmental assessments, and alumni surveys.

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Assignments and successful submission of edTPA.

**Other:**

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

<b>Approvals:</b>		
Dept. Head:	<i>J. Rom</i>	Date: 3-17-16
College/Division Exec. Comm.:	<i>U/E</i>	Date: 3/18/16
Dean/Director:	<i>Ant B. Lynn C. Min</i>	Date: 3-17-16
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J.</i>	Date: 3/29/16
Graduate Dean: (for graduate course):	<i>J. T. J.</i>	Date: 3/29/16
Academic Committee:		Date:

Form last updated: January 6, 2010

## Syllabus

### MUE 7102: PROFESSIONAL DEVELOPMENT SEMINAR III: CAPSTONE

2-0-2

Days/Time: TBA  
Instructor: Melissa Grady  
Phone: 229.333.5741  
Office Hours: TBA

Classroom: TBA  
Email: mlgrady@valdosta.edu  
Office: FAB 2022A

#### CATALOG DESCRIPTION:

**Prerequisite:** MAT (Music) majors or permission of instructor. Culminating course for MAT (Music) which focuses on edTPA, evaluation of teaching, program administration, advocacy, and curriculum.

**COURSE OBJECTIVES:** Upon successful completion of this course, students will:

1. Submit the edTPA portfolio (if not submitted in MUE 7101). InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9; DL 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, EDL 1.1, AL 1.1, 1.2, 1.3, 2.1, 2.3, CPL 1.1, 1.2, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3
2. Apply criteria for the evaluation of teaching, their own and that of others. InTASC 9, EDL 2.1, 2.2
3. Present a program budget including fundraising, grant writing, and allocation of resources. EDL 1.1, 1.2, EDL, 3.2
4. Discuss major current issues and trends in music education including: prayer in schools, professional ethics, Common Core Standards in Music, Common Core politics as they affect schools. NASM 1, 3; InTASC 4, 5; EDL 1.1, 1.2
5. Evaluate and analyze recent research in Music Education. NASM 1, 3; InTASC 4, 5; DL 2.1; EDL 1.1
6. Reflect on examples of community involvement, legal, and ethical behavior experienced during clinical practice. NASM 1, 3; InTASC 9; DL 2.2, 2.3, CPL 2.1
7. Develop performance-based curricula based on conceptual learning and musical growth. NASM 1, 3; InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9; CPL 1.3, 2.1, 2.2,
8. Synthesize and express ideas gained from readings, lectures, and discussions. NASM 1, 3; InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9; CPL 1, 2, 3; EDL 1.2, 2.1
9. Utilize technology, to obtain resources and materials for teaching. InTASC 7, 8; NASM 5.2; TL 1.1, 1.2, 1.3, 2.1, 2.2
10. Articulate the benefits of music instruction. InTASC 10; EDL 1.1, 1.2, 2.1
11. Develop strategies for advocating music instruction in schools. NASM 3, InTASC 10, EDL 3.2
12. Effectively address objectives from the Georgia Performance Standards for Music and the National Standards for the Arts in their practice lessons and projects. InTASC 6; NASM 8.6; CPL 1.3

**CLAUSE ON CREDIT HOURS:** The credit hour is defined as the basic unit of academic work as it relates to faculty instructional time and student work outside of class. The details of what constitutes a credit hour differ for laboratory, lecture, and directed or independent study courses. A contact hour (hour of instruction) is defined as 50 minutes of class time. The number of contact hours plus student work hours outside of class required per credit hour for different types of courses is as follows:

#### Lecture Courses:

For each contact hour of lecture course instruction, students are expected to spend a minimum of 2 hours outside of class completing assignments and preparing for

## Syllabus

class. Thus, a 3 credit-hour lecture course will require an average of 6 hours per week of work outside of class.\*

*\*The above guidelines are in compliance with VSU standards on credit hour policy. They are minimum or average expectation for student academic activity as it relates to college credit. With such investments of time, the average student in an average course might reasonably expect to make an average grade, or C. To earn a desired grade may require more than just the average investment of expected student academic activity.*

### **NASM Standards for Initial Certification in Music**

In addition to the common core of musicianship and general studies for the Bachelor of Arts in Music, the musician electing a career in school-based teaching must develop competencies in professional education and in specific areas of musicianship.

(NASM Handbook <http://nasm.arts-accredit.org/index.jsp?page=Standards-Handbook>)

#### **a. Desirable Attributes, Essential Competencies, and Professional Procedures**

The prospective music teacher should have:

- Personal commitment to the art of music, to teaching music as an element of civilization, and to encouraging the artistic and intellectual development of students, plus the ability to fulfill these commitments as an independent professional.
- The ability to lead students to an understanding of music as an art form, as a means of communication, and as a part of their intellectual and cultural heritage.
- The capability to inspire others and to excite the imagination of students, engendering a respect for music and a desire for musical knowledge and experiences.
- The ability to articulate logical rationales for music as a basic component of general education and to present the goals and objectives of a music program effectively to parents, professional colleagues, and administrators.
- The ability to work productively within specific education systems, promote scheduling patterns that optimize music instruction, maintain positive relationships with individuals of various social and ethnic groups, and be empathetic with students and colleagues of differing backgrounds.
- The ability to evaluate ideas, methods and policies in the arts, the humanities and in arts education for their impact on the musical and cultural development of students.
- The ability and desire to remain current with developments in the art of music and in teaching, to make independent, in-depth evaluations of their relevance, and to use the results to improve musicianship and teaching skills.

The following competencies and procedures provide means for developing these attributes:

**b. Music Competencies.** The following standards provide a framework for developing and evaluating a wide variety of candidate competencies. (NASM Handbook)

- **Conducting and Musical Leadership.** The prospective music teacher must be a competent conductor, able to create accurate and musically expressive performances with various types of performing groups and in general classroom situations.
- **Arranging.** The prospective music teacher must be able to arrange and adapt music from a variety of sources to meet the needs and ability levels of individuals, school performing groups and in classroom situations.
- **Functional Performance.** In addition to the skills required for all musicians, functional performance abilities in keyboard and the voice are essential. Functional performance abilities in instruments appropriate to the student's teaching

## Syllabus

specialization are also essential.

- **Analysis/History/Literature.** The prospective music teacher should be able to apply analytical and historical knowledge to curriculum development, lesson planning, and daily and classroom performance activities.

### **NASM Standards for a Master's Degree in Music Education** (NASM Handbook)

- Students demonstrate advanced competencies in music education.
- Students gain knowledge and skills in one or more fields of music outside the major such as performance, conducting, theory and analysis, history and literature.
- Students develop graduate-level perspectives on contemporary issues and problems in music education. This may include a review of curriculum developments, teaching methodology, innovations, and multidisciplinary concepts in advanced seminars or by other means.

**College of Education  
Valdosta State University  
Department of Music**

**Conceptual Framework: Guiding Principles**

(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

**Dispositions** Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity** Principle: All learners deserve high expectations and support.

**Process** Principle: Learning is a life-long process of development and growth.

**Ownership** Principle: Professionals are committed to, and assume responsibility for, the future of their disciplines.

**Support** Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact** Principle: Effective practice yields evidence of learning.

**Technology** Principle: Technology facilitates teaching, learning, community building, and resource acquisition.

**Standards** Principle: Evidence-based standards systematically guide professional preparation and development.

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### **InTASC Model Core Teacher Standards\***

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

*\*InTASC standards [http://www.ccsso.org/Documents/2013/2013\\_INTASC\\_Learning\\_Progressions\\_for\\_Teachers.pdf](http://www.ccsso.org/Documents/2013/2013_INTASC_Learning_Progressions_for_Teachers.pdf)*



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**EVALUATION:** will be based on oral and written assignments, sample lessons, contributions to classroom activities and discussions, and professionalism.

### Evaluation Criteria and Procedures:

**Grading Scale:** Grades for this course will be based on the following percentages:

92-100%	A
85-91%	B
78-84%	C
70-77%	D
below 70%	Failing

*\*Candidates must receive a C or better in this class and successfully attempt edTPA to graduate. Candidates must receive a C or better in this class and pass edTPA to qualify for teacher certification or to graduate.*

### Description of Assignments/Categories

- **edTPA Portfolio.** Submit edTPA portfolio for national review and state teacher certification (if not completed in MUE 2101. DL 1.1, 1.2, 1.3, 2.1, 2.2, 2.3, EDL 1.1, AL 1.1, 1.2, 1.3, 2.1, 2.3, CPL 1.1, 1.2, 1.2, 2.1, 2.2, 2.3, 3.1, 3.2, 3.3  
**200 points**
- **TKES Evaluation.** Using one of the video clips from your Internship, evaluate yourself using the Teacher Keys Effectiveness System as if you were a principal. Prepare an outline of what you would tell "the teacher" as to what was exemplary, proficient, needs improvement, or ineffective. Develop a professional development plan. EDL 2.1, 2.2  
**25 points**
- **Program Budget and Facilities.** Develop a budget for an ensemble of your choosing or for an elementary general music program. Include recurring costs as well as a long-range plan for equipment/uniform/materials acquisition. Assume that this is for a new school and also design an ideal class/rehearsal room. EDL 1.1, 1.2, EDL, 3.2  
**50 points**
- **Lead a Class Discussion.** Select a topic from the provided list and identify readings for the class. Develop thought-provoking questions and lead the class in a professional discussion. NASM 1, 3; InTASC 4, 5; EDL 1.1, 1.2  
**50 points**
- **Research Report.** Select a research article from the Journal of Research in Music Education (JRME) or Journal of Music Teacher Education (JMTE) or similar peer-reviewed research publication. Write an abstract and summary of the project. Comment on the usefulness of the research and its findings. NASM 1, 3; InTASC 4, 5; DL 2.1; EDL 1.1  
**25 points**
- **School Scenario.** Develop a "what would you do" scenario based on an event during your Internship related to student behavior, grades, parent involvement, the handling of money, colleague behavior and/or other topic. Lead the class in a discussion of relevant issues that affected the decisions and determine if better alternatives were available. NASM 1, 3; InTASC 9; DL 2.2, 2.3, CPL 2.1

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25 points

- **Resources.** Using the Internet, develop a list of on-line and other resources for technology-enhanced instruction in music, advocacy, Common Core Standards in Music, the GPS, supplemental resources for repertoire, supplemental resources for general music. Submit an annotated bibliography in LiveText and provide an electronic copy for each member of the class. Be prepared to show several of the resources to the class. **InTASC 7, 8; NASM 5.2; TL 1.1, 1.2, 1.3, 2.1, 2.2**  
50 points
- **Advocacy Statement.** Write a one-page essay on the benefits of music instruction for presentation to the school board who intends to cut or modify music programs that may affect the programs in negative ways. **InTASC 10; EDL 1.1, 1.2, 2.1, EDL 3.2**  
25 points
- **Assessment.** Select three standards from the GPS at two levels. Develop performance-based assessments for each standard. The standards must be from three different categories. **InTASC 6; NASM 8.6; CPL 1.3**  
75 points

### **POLICY STATEMENT ON PLAGIARISM AND CHEATING**

**Plagiarism is copying directly the work of someone else and passing it off as your own. This is a serious offense and one for which you may be severely punished**

Below is information directly quoted from the Academic Honesty Policies and Procedures:  
*Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics.*

The full text of Academic Honesty Policies and Procedures is available on the Academic Affairs website (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

The consequences for acts of academic dishonesty in the Dewar College of Education are:

#### **FIRST OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern Form (<http://www.valdosta.edu/coe/studentsinfo.shtml>).
3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>).

#### **SECOND OFFENSE:**

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). The Dewar College of Education Concern Form Policy will be followed.

## Syllabus

3. The faculty member will complete a Valdosta State University Report of Academic Dishonesty (<http://www.valdosta.edu/academic/AcademicHonestyatVSU.shtml>). According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

### **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

### **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

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MAR 10 2016

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**REQUEST FOR A NEW COURSE**  
Valdosta State University

<b>Date of Submission:</b> 12/03/2015 (mm/dd/yyyy)		
<b>Department Initiating Request:</b> ENGL	<b>Faculty Member Requesting:</b> Li-Mei Chen	
<b>Proposed New Course Prefix &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) LING 6000	<b>Proposed New Course Title:</b> Principles of Language Study  <b>Proposed New Course Title Abbreviation:</b> (For student transcript, limit to 30 character spaces) Principles of Language Study	
<b>Semester/Year to be Effective:</b> Summer 2016	<b>Estimated Frequency of Course Offering:</b> once a year	
<b>Indicate if Course will be :</b> <input type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective		
<b>Lecture Hours:</b> 3	<b>Lab Hours:</b> 0	<b>Credit Hours:</b> 3
<b>Proposed Course Description:</b> (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.) A study of the nature, structure, and diversity of language, including English phonology (sounds), morphology (word formation), syntax (sentence structure), and semantics (meaning) contrasted with features of other selected languages and applied to fields such as literary study, written communication, and language acquisition.		
<p><b>Justification:</b> 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 type="checkbox"/> Adopting current best practice(s) in field:</p> <p><input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies:</p> <p><input checked="" type="checkbox"/> Other: Adding LING 6000 will clarify the current confusion regarding what graduate LING courses students took and will allow a broader access to the graduate LING courses. Currently LING 4000 and LING 4160 have ENGL 6000 as a graduate option. This option is confusing because no matter whether students took the graduate component of LING 4000 or LING 4160 or other English Department courses, numbered 4000 or above, it is listed the same as ENGL 6000 (see the catalog description below). It is difficult to verify which LING course students took. Second, the graduate option for the LING courses has the ENGL prefix, but not all students taking the LING courses are the English major. So, the ENGL prefix limits non-English majors' access to the course.</p> <p>ENGL 6000. Graduate Option. 3 Hours.</p> <p>An English Department course, numbered 4000 or above, which may be taken at the graduate level with appropriate adjustments agreed on by the student and the professor.</p>		

**Source of Data to Support Suggested Change:**

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. students and the course instructor
- 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. SOI and student survey
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) linguistic analyses and application project
- Other:

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

<b>Approvals:</b>		
Dept. Head:	<i>Mr. Smith</i>	Date: <i>3-7-16</i>
College/Division Exec. Comm.:	<i>Lonnie Richards</i>	Date: <i>3/9/16</i>
Dean/Director:	<i>Lonnie Richards</i>	Date: <i>3/9/16</i>
Graduate Exec. Comm.: (for graduate course):	<i>J. T. J. Jr.</i>	Date: <i>3/29/16</i>
Graduate Dean: (for graduate course):	<i>J. T. J. Jr.</i>	Date: <i>3/29/16</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

LING 6000: Principles of Language Study  
3 Credit Hours  
Department of English  
College of Arts and Sciences  
Graduate School  
Valdosta State University  
Spring Semester 2015

Instructor:  
Office hours:  
Office:  
Phone:  
Email:

**COURSE DESCRIPTION:**

This course is a study of the nature, structure, and diversity of language, focusing on phonological, morphological, syntactical, and semantical patterns of English, contrasted with features of other selected languages and applied to a variety of fields, including but not limited to literary study, written communication, and language acquisition.

**COURSE OUTCOMES:**

Upon satisfactory completion of this course, students will:

- demonstrate an advanced ability to analyze and describe the English language with clarity and precision and with greater detail and accuracy than that expected of undergraduates, including English's phonology, morphology, syntax, semantics, pragmatics, stylistics, variation, and history (supports Department of English graduate outcome 1);
- demonstrate an understanding of the core principles, concepts, and methods in language study (linguistics) and a knowledge of their historical place and importance in linguistics, including the systematicity of all grammars, objectivity in the study of language, and the inevitability of change and variation in language (supports Department of English graduate outcome 1);
- demonstrate an ability to conduct research on written or spoken language, utilize the appropriate technology in such research, and create a written project of such quality that it could be presented at a graduate student conference on or off campus (supports Department of English graduate outcome 2, 3, and 4).

**REQUIRED TEXTS:**

- *An Introduction to Language (9th Edition)*, by Victoria Fromkin, Robert Rodman, and Nina Hyams, Thomson Wadsworth, 2011, ISBN # 978-1-4390-8239-3. (LANG)
- *Projects in Linguistics (2<sup>nd</sup> Edition)*, by Alison Wray & Aileen Bloomer, 2006, ISBN # 978-0-340-90578-4. (PRO)

**GRADING:**

Students can earn up to 100% in this course. Each student will receive a letter grade based on where his or her percentage total falls in the following grade scale.

90% or above	A
80% –89%	B
70% –79%	C
60% –69%	D
59% or below	F

#### MAJOR ASSIGNMENTS:

- LANG problem sets (25%): After each LANG chapter, you will be required to complete a formal problem set or related assignment.
- PRO linguistic analyses (25%): You will be required to do five linguistic analysis studies from the PRO text with the topics related to the assigned readings and class discussions. For each analysis study, complete the study and write a 4- to 5-page report (typed, 12 pts, and double-spaced) about your study. Your report should be targeted to answer the following questions: 1) why are you interested in this topic, 2) what variable(s) did you investigate in your study, 3) under what subject or context was the study conducted, 4) what questions/hypotheses did you expect to answer, 5) what method did you use to gather data, 6) what are your major findings, 7) what difficulties did you encounter during the study, 8) how did you handle those difficulties, 9) what have you learned from this study, 10) how would the results be applied in your field.
- Oral presentation (10%): The oral presentation will be given at the end of the semester and will be based on your final application project. It should be 6-8 minutes in length. Your presentation will be evaluated for clarity of ideas, thoroughness, sophistication of expression, adherence to time constraints, and appropriate “presence.” Missing your oral presentation will result in a ZERO for your oral presentation grade.
- Final application project (40% -- project 30%; proposal 10%): To apply the general material of this course to a particular area of your own interest, the final project is to help you apply two or more of the linguistic concepts or tools you’ve learned over the term to some topic or purpose related to your own particular academic or professional needs and interests (10-15 pages with at least 5 external sources used, typed, double-spaced with one-inch margins, using 12 pts font, MLA or APA format). The final project is more than just a literature review. It should be a practical study of which the results can be applied to your field of study or work. For example, a student interested in languages might do a contrastive analysis of English and some other language in areas including phonology, morphology, syntax, and/or semantics of the two languages. An English grammar teacher might design and discuss a sequence of lessons for teaching major clause patterns to a group of 9<sup>th</sup> graders. A student in literary studies might perform a linguistic analysis of Hemmingway’s prose style. A student interested in writing might evaluate the textual coherence of a sample of his/her own prior academic or creative writing. If interested in a topic related to ESOL or ELLs, a student might submit an “interlanguage” error analysis of a sample piece of writing produced by an ESOL learner. Or you might transcribe and analyze



a 20-minute recording of an ELL's natural speech (not an interview), focusing on the language from the perspectives of phonology, morphology, syntax, L1 influence, and/or other areas that seem relevant. The choice of topics is yours, so make this work meaningful personally. I will require you to submit a brief proposal for your final project in advance for my approval and guidance.

#### ASSIGNMENTS DEADLINE POLICIES:

All assignments must be completed and submitted on time. Late work will be marked 10% down each day late. No late work will be accepted if answers to the work are announced or it is not submitted within three days of the due date (including weekends and holidays). Please note late work for the final project will not be accepted.

In the case of documentable absences due to illness or other emergencies (e.g., family death), penalty for late work may be waived. Students are responsible to contact the instructor immediately and a copy of official documents (e.g., a note from your doctor, an obituary) will be required for her consideration. Note: All documents need to be sent to the instructor by the last day of the class for consideration. No document will be considered after this day.

#### ATTENDANCE POLICY:

Students are expected to be in class on time; no absences will be excused. Each day's activities will build on those of the preceding day(s). Below is the attendance policy, which represents reasonable expectations for success in the course. Exceptions to this policy will be made only at my discretion.

0-6 absences	=	No penalty
7-10 absences	=	10% deducted from the final grade for each absence
11 or more absences	=	Course grade becomes an 'F'

Students who come late or leave early will be counted as absent. Anyone who misses class is liable for any missed work or work not turned in on time. All documents for excuses must be turned in by the last day of class for consideration. Any documented excuse turned in after the last day of class won't be considered. Please read the university policy on absences in the Undergraduate Bulletin.

#### ACADEMIC DISHONETY:

Main forms and examples of academic dishonesty include a) plagiarism: intentionally or knowingly representing the words or ideas of another as one's own in any academic work, and b) cheating: intentionally using or attempting to use unauthorized materials, information, or study aids in any academic work, e.g., receiving assistance of any kind on exams/graded quizzes or having someone else complete part of or all of an assignment which you then submit as your own.

You can avoid plagiarism by acknowledging your sources of information through in-text citations and a reference page. In this age of downloadable papers, remember that turning in work that is not your own in whole or in part is plagiarism. Note that once work is submitted, I will assume intentional plagiarism. If you are caught plagiarizing or cheating in this class, you

will receive “zero” for the work turned in. Repetitive behaviors can result in an F in the course and possible suspension from the university.

#### CLASSROOM BEHAVIOR:

Students are expected to be civil, polite, and respectful at all times (classroom, office, telephone, email, etc.). Turn off cell phones and pagers prior to class, do not bring food into the classroom, do not sleep or chat during class activities, be on time, and come to class prepared to work. Do not browse the Internet or check email in computer classrooms. Do not express insults, slurs, or profanity. Do not interrupt discussions or lectures. The student who does not comply with these rules may be asked to leave the classroom or drop from the course. These rules may be added without notice in order to provide a safe learning environment for everyone.

#### STUDENTS WITH DISABILITIES:

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

#### CALENDAR OF MAJOR TOPICS AND ASSIGNMENTS:

The syllabus and schedule are subject to change as necessary. Announcements of changes will be made in advance. Students should read the chapter before the class and prepare for discussion.

Week 1	Introduction: Course description and requirements “Language: A Preview” <u>Reading: LANG Ch. 1</u>
Week 2	“Morphology” <u>Reading: LANG Ch. 3</u> <i>LANG Ch. 1 problem set due</i>
Week 3	“Morphology” (continued) <u>Reading: LANG Ch. 3</u>
Week 4	“Syntax” <u>Reading: LANG Ch. 4</u> <i>LANG Ch. 3 problem set due</i>
Week 5	“Syntax” (continued) <u>Reading: LANG Ch. 4</u> <i>First linguistic analysis due</i>
Week 6	“Syntax” (continued) <u>Reading: LANG Ch. 4</u>
Week 7	“Semantics” (The Meaning of Language) <u>Reading: LANG Ch. 5</u> <i>LANG Ch. 4 problem set due</i>

- Week 8                    “Semantics” (The Meaning of Language) (continued)  
Reading: LANG Ch. 5  
*Second linguistic analysis due*
- Week 9                    “Phonetic”  
Reading: LANG Ch. 6  
*LANG Ch. 5 problem set due*
- Week 10                  Spring Break (No Class)
- Week 11                  “Phonetics” (continued)  
Reading: LANG Ch. 6  
*First Review Exam due*
- Week 12                  “Phonology”  
Reading: LANG Ch. 7  
*Third linguistic analysis due*  
*Proposal due*
- Week 13                  “Phonology” (continued)  
Reading: LANG Ch. 7  
*LANG Ch. 6 problem set due*
- Week 14                  “Language Acquisition”  
Reading: LANG Ch. 8  
*LANG Ch. 7 problem set due*  
*Fourth linguistic analysis due*
- Week 15                  “Writing”  
Reading: LANG Ch. 12  
*LANG Ch. 8 problem set due*  
*Second Review Exam due*
- Week 16                  Oral Presentations  
*LANG Ch. 12 problem set due*  
*Fifth linguistic analysis due*
- Week 17                  Wrap-up on May 2  
*Final application project due*

RECEIVED

MAR 10 2016

REQUEST FOR A NEW COURSE  
Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Date of Submission: 12/03/2015 (mm/dd/yyyy)

Department Initiating Request:  
ENGL

Faculty Member Requesting:  
Li-Mei Chen

Proposed New Course Prefix & Number:  
(See course description abbreviations in the catalog  
for approved prefixes)  
LING 6160

Proposed New Course Title:  
Language in Society

Proposed New Course Title Abbreviation:  
(For student transcript, limit to 30 character spaces)  
Language in Society

Semester/Year to be Effective:  
Summer 2016

Estimated Frequency of Course Offering:  
once a year

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.) A study of the nature of language and its use in society, including psychological and sociocultural variables in conversation, language varieties, multilingualism, world Englishes, and the development of language policy.

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: Adding LING 6160 will clarify the current confusion regarding what graduate LING courses students took and will allow a broader access to the graduate LING courses. Currently LING 4160 and LING 4000 have ENGL 6000 as a graduate option. This option is confusing because no matter whether students took the graduate component of LING 4160 or LING 4000 or other English Department courses, numbered 4000 or above, it is listed the same as ENGL 6000 (see the catalog description below). It is difficult to verify which LING course students took. Second, the graduate option for the LING courses has the ENGL prefix, but not all students taking the LING courses are the English major. So, the ENGL prefix limits non-English majors' access to the course.

ENGL 6000. Graduate Option. 3 Hours.

An English Department course, numbered 4000 or above, which may be taken at the graduate level with appropriate adjustments agreed on by the student and the professor

**Source of Data to Support Suggested Change:**

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. students and the course instructor
- 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. SOI and student survey
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) extension assignments and case study
- Other:

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

<b>Approvals:</b>		
Dept. Head:	<i>W. Smith</i>	Date: <i>3-7-16</i>
College/Division Exec. Comm.:	<i>Cornie Richards</i>	Date: <i>3/9/16</i>
Dean/Director:	<i>Cornie Richards</i>	Date: <i>3/9/16</i>
Graduate Exec. Comm.: (for graduate course):	<i>J. T. Jelle</i>	Date: <i>3/29/16</i>
Graduate Dean: (for graduate course):	<i>J. T. Jelle</i>	Date: <i>3/29/16</i>
Academic Committee:		Date:

Form last updated: January 6, 2010

LING 6160: Language in Society  
3 Credit Hours  
BlazeVIEW Only  
Department of English  
College of Arts and Sciences  
Graduate School  
Valdosta State University  
Summer Semester 2015

Instructor:  
Office hours:  
Office:  
Phone:  
Email:

**COURSE DESCRIPTION:**

This course is a study of the nature of language and its use in society, including psychological and sociocultural variables in conversation, language varieties, multilingualism, world Englishes, and the development of language policy.

**COURSE OUTCOMES:**

Upon satisfactory completion of this course, students will:

- Demonstrate an understanding of ways in which role expectations and other social variables such as age, sex, social class, religion, ethnicity, and place of residence affect the way people speak and behave.
- Demonstrate an understanding of ways in which cultural groups and students' cultural identities affect language learning and school achievement.
- Demonstrate an understanding of ways to cultivate curiosity about other cultures.
- Express an understanding of the relationship between culturally conditioned images and interaction patterns and effective communication.
- Express an understanding of the relationship between situational variables and convention and human behavior.
- Apply strategies for identifying, analyzing and comparing cultures.
- Develop and utilize activities that promote an understanding of the L1 and L2 culture(s).

**REQUIRED TEXTS:**

- *Language, Culture, and Communication: The Meaning of Messages, 7/e*, by Nancy Bonvillain (Pearson Prentice Hall, 2014; ISBN 978-0-205-91764-8 (print); 13 978-0-205-92880-4 (e-text) --abbreviated here by LCC)
- *Sociolinguistics: A resource book for students* by Peter Stockwell (Routledge, 2002, ISBN: 0-415-23453-0) – abbreviated here by SOC

**GRADING:**

Students can earn up to 100% in this course. Each student will receive a letter grade based on where his or her percentage total falls in the following grade scale.

90% or above	A
80% –89%	B
70% –79%	C
60% –69%	D
59% or below	F

#### MAJOR ASSIGNMENTS:

**1. Discussions:** In addition to self-introductions, the instructor will post questions/activities about the assigned LCC readings to the discussion boards. Members will have ample time to read the text and respond online. In addition to your personal responses, you will be asked to respond to your colleagues' postings. You will have a chance to learn from each other with different cultural background and experience. Effort spent in this activity will be rewarded by virtual interactions that are more effective and fun.

**2. Explorations:** The exploration activities provide you empirical opportunities to investigate phenomena/issues about language, culture and/or sociolinguistics based on the assigned SOC readings. They will be exploratory, and you will be encouraged to try out your ideas and think for yourself, using your newly acquired knowledge. Reports for the exploration activities need to include these sections: 1) an introduction of the background, setting, and/or participants, 2) major findings, 3) discussions of findings, which integrate your knowledge of the subject matter, and 4) a conclusion that summarizes main points and/or recommendations related to your field.

**3. Extensions:** There are two types of activities in the extension assignments. One type is artifact collections and analyses; the other is extensive readings and analyses of research articles.

For the first type, students should collect artifacts related to language, culture, and communication, or sociolinguistic issues. These artifacts could include news clippings, pictures, or other related materials. A two- to three-page explanation or interpretation of the artifact and why you found it interesting, infuriating or related should be included with each artifact. The purpose of this activity is to help you gain practical experience in language, culture, and communication or sociolinguistics, and to further connect the ideas with the final project – case study. You are encouraged to focus your collection on topics related to your field as well.

As to the second type, you will be required to read research articles and do analyses. Your analyses should be targeted to answer the following questions: 1) what variables are investigated in the article, 2) under what subject or context is the study conducted, 3) what questions/hypotheses does the researcher expect to answer, 4) what method does the researcher use to gather data from the subject, 5) what are the major findings, and 6) what have you learned from the study. This activity is to extend your understanding across the field of language, culture and communication, and sociolinguistics via reading research articles from experts in these areas. Doing analyses of these readings furthers helps you understand 1) theoretical framework of the discipline, 2) current research directions in these fields, 3) sort of methods and approaches to conduct studies in these fields, and 4) ways to present your study.



**4. Case study:** In general terms, a case study is a kind of *qualitative* (as opposed to quantitative) *descriptive* (as opposed to experimental) research. A researcher chooses a human subject (an English language learner, for this course) and describes that person in terms of a number of variables that the researcher has reasons to suspect are crucial. Following is an overview of requirements for the case study assignment. A detailed guide to the case study assignment will be provided in Module 3.

- a. **Proposal:** To help you move toward a successful case study project, I will require you to submit a proposal which explains the importance of cultural, sociolinguistic variable(s) you've selected, overviews some of the work that others have done on the variable(s), identifies the subject and context, identifies the particular problem/questions you want to address/answer, and explains how you will collect the data from the subject and analyze them. Your proposal will be graded based on how thorough you describe the sociolinguistic variables you selected, others' work in these variables, your human subject, research questions, and methods.
- b. **Progress report:** I will ask you to send a progress report to describe the status of your data collection and to preview your findings and discussion before you start to draft your final report for the case study. As to the progress report, it will be evaluated according to how clearly you describe the status of your data collection and expected findings.

#### ASSIGNMENT DEADLINE POLICIES:

All assignments must be completed and submitted to BlazeVIEW on time. Written assignments have due dates and will be available before the cut-off. Due dates for all assignments are indicated in the Calendar area under BlazeVIEW and in the course syllabus.

Students are responsible in submitting the right assignment and checking their submission status under BlazeVIEW. Submitting a wrong assignment, the student will receive a zero on that assignment. Late work will be marked 10% down each day late (including weekends and holidays). No late work will be accepted if it is not submitted within two days of the due date. Late work should be submitted as an attachment to the instructor via BlazeVIEW mail.

Please note in order to submit your final grades on time, the instructor will not accept any late work for the final project -- case study.

Please note the cut-off time for the assignment is at 10 PM of the due day.

Issues with technology will not be used as an excuse for not submitting assignments or completing assessments. If an issue should arise, take the time to contact the IT Helpdesk to resolve the problem. Accommodations will be made when there are system wide errors or issues that affect the entire class.

In the case of documentable absences due to illness or other emergencies (e.g., family death), penalty for late work may be waived. Students are responsible to contact the instructor immediately and a copy of official documents (e.g., a note from your doctor, an obituary) will be

required for her consideration. Note: All documents need to be sent to the instructor by the last day of the class for consideration. No document will be considered after this day.

#### RETURN PROCEDURES:

Your grades will be posted in the “Grades” area under the BlazeVIEW. Written assignments will be graded and returned within 10 days of their submittal to the BlazeVIEW’s Assignments area. If you do not see your grade after 10 days of your submission, it is your responsibility to check your submission with her.

#### RESPONSE TIME:

Except for weekends and holidays, I will normally respond to email and questions posted in the Ask Your Professor area within 48 hours.

#### ONLINE HELP:

I will meet you online via the class Chat room by appointment to answer your questions and/or concerns about the class and/or assignments; please take advantage of her genuine eagerness to help. Questions can also be posted to the class “Ask Your Professor” which I monitor regularly and often use to offer additional comments about course topics and the readings. The best way to contact me is via email.

#### CHEATING & PLAGIARISM:

Plagiarism is a form of theft. It is grounds for failing the course. Plagiarism occurs when a writer uses someone else’s phrases, sentences, or ideas without giving proper credit. You can avoid plagiarism by acknowledging your sources of information through in-text citations and a reference page. In this age of downloadable papers, remember that turning in work that is not your own in whole or in part is plagiarism. If you are caught cheating or plagiarism in this class, you will receive “zero” for the work turned in. Repetitive behaviors can result in an “F” in the course, and possible suspension from the university.

#### NETIQUETTE:

Because your classmates can not see or hear you in an online environment, you will need to pay close attention to the style of your electronic communication to make a good impression. The style of electronic communications is related to everything of your message, except the content. Following is a simple netiquette guide related to e-communication.

1. Focus on one subject per message and use pertinent subject titles.
2. Do not express insults, slurs, or profanity. Be civil, polite, and respectful.
3. Capitalize words only to highlight a point or for titles; capitalizing otherwise is the equivalent of SHOUTING!
4. Cite all quotes, references, and sources.
5. It’s considered extremely rude to forward someone else’s messages without his/her permission.
6. As with all communication, keep it meaningful and concise.
7. Do not post a message to a discussion board, if not directed, in an attachment. It takes time to open and read your file in this way.

#### STUDNETS WITH DISABILITIES:

Students requesting classroom accommodations or modifications due to a documented disability must contact the Access Office for Students with Disabilities located in the Farber Hall. The phone numbers are 245-2498 (V/VP) and 219-1348 (TTY).

#### CALENDAR OF MAJOR TOPICS AND DUE DATES:

The course is organized as a series of eight modules which should be done and completed in order. The deadline for an assignment is stated in the course calendar and in the course syllabus. The cut-off time for all assignment is set at 10 PM on the due day. Please note the syllabus and schedule are subject to change as necessary. Announcements of changes will be made in advance in the "News" area of our course BlazeVIEW.

#### Module 1

Topics: course introduction (course description and requirement, BlazeVIEW)

Readings: course syllabus; class members' self-introductions

Assignments: 1.1, 1.2, 1.3 (all completed by June 13, 10 PM)

#### Module 2

Topics: overview of language, culture, and communication; form of message; language and dialect and people's attitudes toward them

Readings: LCC Ch. 1-2; SOC A1, A2, B1, B2, C1, C2, D1, D2

Assignment	Due date
2.1	June 15, 10PM
2.2	June 16, 10PM
2.3	June 17, 10PM
2.4	June 18, 10PM

#### Module 3

Topics: language and culture; ethnicity; experience of learning another language

Readings: LCC Ch. 3-4; SOC A3, A4, B3, B4, C3, C4, D3, D4

Assignment	Due date
3.1	June 22, 10PM
3.2	June 23, 10PM
3.3	June 24, 10PM
3.4	June 25, 10PM
3.5	June 26, 10PM

#### Module 4

Topics: communicative interactions; class and race; learning English through academic content

Readings: LCC Ch. 5 and 9; SOC A5, A6, B5, B6, C5, C6, D5, D6

Assignment	Due date
4.1	June 29, 10PM
4.2	June 30, 10PM
4.3	July 1, 10PM
4.4	July 2, 10PM

### Module 5

Topics: language and gender; language assessment

Readings: LCC Ch. 10; SOC A7, A8, B7, B8, C7, C8, D7, C8

Assignment	Due date
5.1	July 6, 10PM
5.2	July 7, 10PM
5.3	July 8, 10PM
5.4	July 9, 10PM

### Module 6

Topics: multilingualism; bilingualism; ELLs and community

Readings: LCC Ch. 11-12; SOC A9, B9, B11, B12, C9, C11, C12, D9

Assignment	Due date
6.1	July 13, 10PM
6.2	July 14, 10PM
6.3	July 15, 10PM
6.4	July 16, 10PM
6.5	July 17, 10PM

### Module 7

Topics: language learning; samplers of cultural groups

Readings: LCC Ch. 7-8; SOC A10, B10, B13, B14, C10, C13, C14, D10

Assignment	Due date
7.1	July 20, 10PM
7.2	July 21, 10PM
7.3	July 22, 10PM
7.4	July 23, 10PM

### Module 8

Topics: final project – case study

<b>Assignment</b>	<b>Due date</b>
8.1	July 24, 10PM
8.2	July 27, 10PM
8.3	July 28, 10PM (no late work)

# 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:**  
N/A

**Proposed Effective Date for Curriculum Change:**  
(Month/Year): Fall, 2016

**Degree & Program Name:**  
(e.g., BFA, Art): Minor in Addiction Studies

**Present Requirements: No minor currently exists.**

**Proposed Requirements (Underline changes after printing this form: Minor in Addiction Studies... 18 hours**  
PSYC3210 Adolescent and Young Adult Psychology  
PSYC3300 Behavior Modification  
PSYC3460 Families and Other Systems  
SOC13160 Clinical Sociology  
PSYC4450 Treatment of Addictions  
PSYC4170 Drugs, Mental Health, and Behavior

**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: This new minor will provide the academic requirements that go toward the certification as an Addictions Counselor in the state of Georgia. While VSU will not be able to provide the supervised hours also needed for that certification, the goal is to link up with other providers in Georgia who may take on students after they complete their degree so they can work toward those hours. In addition, the specific courses were chosen to prepare students for the National Certification Examination for Addition Counselors (NCAC), which is required for certification.

**Source of Data to Support Suggested Change:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. This minor is part of efforts to bring a College Recovery Program to VSU. Such a program will include housing for individuals working toward recovery from addiction. This minor will serve as an attractive complement to efforts to bring those students to campus and support them in their recovery. The curriculum for the minor will prepare students for the NCAC exam and eventual certification as Addictions Counselors in the state of Georgia.

**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. SOIs, student and alumni surveys

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) National Certified Addiction Counselor exams in addition to pre- and post-tests

**Approvals:**

Department Head: <i>Kathy M</i>	Date: 3/17/16
College/Division Exec. Committee: <i>Lynn C. Merri</i>	Date: 3-24-16
Dean(s)/Director(s): <i>Lynn C. Merri</i>	Date: 3-24-16
Grad. Exec. Committee: (for graduate course)	Date:
Graduate Dean: (for graduate course)	Date:
Academic Committee:	Date:

### REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** 2/9/2016 (mm/dd/yyyy)

**Department Initiating Request:**  
Psychology, Counseling, & Family Therapy

**Faculty Member Requesting:**  
Wasioleski

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
PSYC 3460

**Proposed New Course Title:**  
Families and Larger Systems  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Families and Larger Systems

**Semester/Year to be Effective:**  
Fall 2016

**Estimated Frequency of Course Offering:**  
1-2x/year

**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.) An introduction to the basic principles of family systems theory and how the family therapy field is linked to the larger social context. Prerequisite: PSYC 1101.

**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: National Certification Commission for Addiction Professionals (NCCAP)
- Other:

This course will be part of the curriculum related to Addictions Counseling that will meet students' needs and interests and enrich their educational opportunities available through the department. As the new Addictions Counseling coursework is designed for non-majors as well, it provides an opportunity for students to be exposed to these areas of the discipline but without majoring in Psychology.

**Source of Data to Support Suggested Change:**

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



Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) This course will be critical for the students seeking to pass the required national exam. Direct measures include the % passage on National Certified Addiction Counselor exams in addition to pre- and post-tests

**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; student and alumni surveys.

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) This course will be critical for the students seeking to pass the required national exam. Direct measures include the % passage on National Certified Addiction Counselor exams in addition to pre- and post-tests

Other:

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

<b>Approvals:</b>	
Dept. Head: <i>Kathy D.</i>	Date: 3.17.16
College/Division Exec. Comm.: <i>Lynn C. Meiri</i>	Date: 3-24-16
Dean/Director: <i>Lynn C. Meiri</i>	Date: 3-24-16
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**Dewar College of Education and Human Services  
Valdosta State University  
Department of Psychology, Counseling, & Family Therapy**

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**PSYC 3460  
Families and Larger Systems  
3 SEMESTER HOURS**

**Guiding Principles (DEPOSITS)**

(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

**Dispositions** Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

**Equity** Principle: All learners deserve high expectations and support.

**Process** Principle: Learning is a lifelong process of development and growth.

**Ownership** Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

**Support** Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

**Impact** Principle: Effective practice yields evidence of learning.

**Technology** Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

**Standards** Principle: Evidence-based standards systematically guide professional preparation and development.

**National Professional Association/Accreditor Standards/Competencies/ Learning Outcomes**

(All teacher preparation programs are required to use the InTASC Model Core Teacher Standards)

**INSTRUCTOR**

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

Website

**COURSE DESCRIPTION**

An introduction to the basic principles of family systems theory and how the family therapy field is linked to the larger social context.

**REQUIRED TEXTBOOKS / RESOURCE MATERIALS**

Marvel, F., Rowe, C.L., Colon-Perez, L., DiClemente, R.J., & Liddle, H.A. (2009). Multidimensional Family Therapy HIV/STD risk-reduction intervention: An integrative family-based model for drug-involved juvenile offenders. *Family Process*, 48(1), 69-84.

Napier, A., & Whitaker, C. A. (1978). *The family crucible*. New York: Harper & Row.

Rowe, C.L., & Liddle, H.A. (2008). Multidimensional Family Therapy for adolescent alcohol abusers, *Alcoholism Treatment Quarterly*, 26(1), 105-123.

Walsh, F. (Ed.). (2011). *Normal family processes: Growing diversity and complexity*. Guilford Press.

## COURSE OBJECTIVES

1. Students will use family systems theory as a primary basis for critically thinking about family form, function, and process.
2. Students will explore how family processes and problems are influenced by the larger social context.
3. Students will be able to consider problems typically viewed as individual in nature (i.e., substance abuse), through a systemic lens.
4. Students will appropriately use the technical language of the family therapy field in oral and written communication.

## LEARNING OUTCOMES FOR VSU'S CORE CURRICULUM

All learning outcomes in the major continue to build upon those in VSU's Core Curriculum listed at <http://www.valdosta.edu/gec/ProposedNewLearningOutcomes.shtml>.

## COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

1. Participation in Lectures (20% of your final grade=40 pts.) Preparation and attendance in lecture will be monitored through the use of clickers.
2. Online Quizzes (20% of your final grade; 10 quizzes x 4 pts=40 pts.): **Quizzes will be open from 5pm on Monday to 1pm on Wednesday.** There are eleven scheduled quizzes in this class. The lowest quiz grade will be dropped, provided you have taken at least ten quizzes. **There are no make-up quizzes.** Each quiz will have between 8-12 questions, and you'll have around 20 minutes to take the quiz. **The questions may cover everything we've read, discussed, and watched the week of and the week before the quiz, including the material assigned for the lecture on the date of the quiz.** The questions will largely concern definitions of key terms and topics related to the course material. Our hope is that these short quizzes will motivate you to come prepared to class by doing the reading, spending time reviewing your notes, and thinking about the class material. By studying ahead of time, you ensure that you will be able to answer all the questions in the allotted time. The quizzes are open-book and open-note.
3. Paper: Learning the Meaning of Family (15% of your final grade=30 points). After reading the perspectives of others on how they have observed the process of learning what it means to be or become a family, you will write a list of the top "rules" you use to define the meaning of family. With each of these five aspects, you will provide an explanation of how you learned this, who taught you this, and how it is similar to or different from what we have read thus far in class. Just as importantly, you'll discuss how your ethnic/racial background, religious traditions, where and when you grew up, and sexual orientation impacted the rules you learned. This essay gives you an opportunity to provide a thoughtful analysis of what it means to be a family in conjunction with what you've learned from the readings. A more detailed assignment and rubric will be provided. (3-4 pages, double-spaced)
4. Family Systems in Society Project (30% of your final grade =60 pts). Family systems theory can be applied virtually anywhere: in classroom discussions, in daily conversations, in public policy, in scholarly work, and on the web. In this semester-long assignment, you will study the intersections of family systems with social processes (theory meets action) in a working team of 2-3 students from the class **(teams will be formed in class during week 3)**. Over the course of the semester, this team will develop a project that explores the ways in which family systems theory brings a relational lens to understanding "individual problems" in society with the ultimate goal of raising consciousness about an issue impacting the lives of families. This might involve investigating more deeply one or more issues raised in class; addressing an issue that impacts the lives of local families; or designing your own consciousness-raising action/campaign. Your research will culminate in a final 20-minute presentation. This final presentation can be in the form of a TEDtalk, a film, or a performance.

5. **Family Therapist Interview/Paper in Pairs (15% of your final grade=30 points):** One class period has been allotted for students to interview a family therapist who works with individuals and families around substance use issues. This therapist must be willing to be interviewed for at least one hour in person. The basic questions to be used are as follows: (give the therapist a copy of these questions prior to the interview): (1) Demographic Information: length of time in the field, professional focus/training, percentage of clients receiving marital/family work, and those focusing on substance abuse issues. (2) What is your theory of treatment with clients who struggle with substance abuse problems? (3) What is your assessment process? (4) What are common techniques you use? (5) What are ethical issues/dilemmas you confront in your practice? (6) How do you maintain records in family work? (e.g. notes on all or just primary client) (7) Do you treat individuals, couples, or families differently around substance abuse issues and if so, how are they different? (8) How do you view the culture of the client having an impact on substance abuse issues? (9) Name of interviewer, date and time of the interview. Remember that we have a Marriage & Family Therapy clinic here at VSU, which may be a resource for you as you identify a therapist to interview. The product of this interview is a typed paper (3-4 pages, double spaced), which answers the above 9 questions using APA style manual guidelines, including the submission of a confidentiality agreement signed by both interviewees with the therapist.

**\*\*Late penalty:** assignments or exercises turned in late will be penalized one grade (10%) per late day. We do not accept assignments that are more than 3 days late. We will not accept late submissions of the Team Project. **All assignments must be turned in as Microsoft Word documents and uploaded to Blazeview.**

Extra Credit: Periodically throughout the semester, extra credit opportunities may present themselves either in class or on exams.

## COURSE EVALUATION

Attendance, Preparation, and Participation	= 40 points/ 20% of final grade
Online Quizzes (drop lowest) [4 points x 10]	= 40 points/ 20% of final grade
Learning the Meaning of Family Paper	= 30 points/ 15% of final grade
Family Systems in Society Group Project	= 60 points/ 30% of final grade
Family Therapist Interview	= 30 points/ 15% of final grade

Total: = 200 points/ 100%

## GRADING CRITERIA

This course will utilize a straight 10-percentage point scale:

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

## ATTENDANCE POLICY

As stated in the Undergraduate Bulletin, if you miss more than 20% of the scheduled classes, then you will automatically receive an "F" in the course. Poor attendance will considerably affect a student's grade.

There are only two kinds of absences: excused and unexcused. An excused absence is due to one of five possible reasons: (a) illness of student or serious illness of a member of the student's immediate family; (b) death of a member of the student's immediate family; (c) attendance on a sponsored university trip; (d) major religious holidays; and (e) any other circumstance which the instructor finds reasonable cause for nonattendance. Any absence that cannot be verified and documented as excused will be considered unexcused. Make-up work will not be allowed for an unexcused absence.

**Religious Observance & University-Business Policy:** Students who anticipate being absent from class due to the observation of a major religious holiday or a school-related event must provide notice of the date to the

instructor, in writing, by the second week of classes. In the case of excused absence due to religious observance or school business, the student will be offered make up work to replace any missed work.

## **PROFESSIONALISM**

Students withdrawing from the course before mid-term (Thursday, October 2) will be assigned a nonpunitive W. After midterm, a punitive WF is assigned and forwarded to the Registrar's Office for processing. To stop attending class does not constitute a withdrawal.

Students are welcome to email the course instructor for course-related questions, concerns, or communication. When emailing please use your Valdosta State University email. This enables the instructor to verify the sender of the email. While I may read an email from other source (e.g. gmail, yahoo) I will **not** respond to an email that does not end with @valdosta.edu. Be mindful that email communication between students and instructors is a professional correspondence. Lastly, put the course name and meeting time in the "subject" line. This will facilitate a quick and clear response.

Turn off your cell phone prior to the start of class & refrain from using lab computers during class time. Taking notes on lab computers is prohibited.

## **DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES POLICY ON PLAGIARISM**

<http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

## **ACCESSIBILITY STATEMENT**

Valdosta State University is an equal opportunity educational institution. It is not the intent of the institution to discriminate against any applicant for admission or any student or employee of the institution based on the age, sex, race, religion, color, national origin, disability, or sexual orientation of the individual. It is the intent of the institution to comply with the Civil Rights Act of 1964 and subsequent Executive Orders as well as Title IX, Equal Pay Act of 1963, Vietnam Era Veterans Readjustment Assistance Act of 1974, Age Discrimination in Employment Act of 1967, and the Rehabilitation Act of 1973.

Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).

## **STUDENT OPINION OF INSTRUCTION**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/OnlineSOIPilotProject.shtml>.

**Projected Course Schedule - note that this itinerary is tentative and subject to change with notice**

Week	Week of	Topic	Reading *	Other
1	Jan. 11	Introduction to family and larger systems	(Walsh) Ch. 1	
2	Jan. 18	Basic overview of family systems concepts	Blazeview articles	
3	Jan. 25	Family systems concepts continued	Blazeview articles	
4	Feb. 1	Reconstructing ideas of family normality	(Walsh) Ch. 2 & 4	
5	Feb. 8	The family life cycle	(Walsh) Ch. 16 & 20	
6	Feb. 15	Coupling & Uncoupling	(Walsh) Ch. 3 & 5	
7	Feb. 22	Family transitions	(Walsh) Ch. 17	
8	Feb. 29	Family resilience	(Walsh) Ch. 17 & 19	
9	Mar. 7	Culture & family	(Walsh) Ch. 11	
	Mar. 14	<b>No class – Spring break</b>		<b>Spring Break</b>
10	Mar. 21	Race, class, & poverty	(Walsh) Ch. 12	
11	Mar. 21	Gay and lesbian family life	(Walsh) Ch. 8	
12	Mar. 28	Kinship care & adoptive families	(Walsh) Ch. 9 & 10	
13	April 4	Changing gender norms in families & society	(Walsh) Ch. 14	
14	April 11	Families & chemical abuse	Blazeview articles	
15	April 18	Systemic Perspectives on Chemical Abuse	Blazeview articles	
16	April 25	Adolescent Substance Use	Blazeview articles	

\* Additional readings (e.g., outside articles) may augment the textbooks and PDFs of those articles will be put on BlazeView

**APA Learning Goals**

Program and Course ; BA/BS Psychology Degree Outcomes	Activity	Assessment
Physiological Psychology (PSYC 4500)		
<b>Goal 2: Scientific Inquiry and Critical thinking.</b> The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods. <b>2.1</b> Use scientific reasoning to interpret psychological phenomena	Interpret biological basis of various neurological and psychological disorders as well as normal functioning of the CNS	Class discussion and completion of worksheets and assignments
<b>2.2</b> Demonstrate psychology information literacy	Students read current articles related to course content	Quizzes and exam material over articles that are read
<b>Goal 4: Communication.</b> Students should demonstrate	Students work in groups of 2 or 3 to conduct group exercises.	Guidelines for the various assignments

competence in writing and in oral and interpersonal communication skills. 4.3 Interact effectively with others		are handed out and students follow the instructions for presentations or leading discussions.
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<b>REQUEST FOR A NEW COURSE</b> Valdosta State University		
<b>Date of Submission:</b> 2/9/2016 (mm/dd/yyyy)		
<b>Department Initiating Request:</b> Psychology, Counseling, & Family Therapy	<b>Faculty Member Requesting:</b> Wasieleski	
<b>Proposed New Course Prefix &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) PSYC 4450	<b>Proposed New Course Title:</b> Treatment of Addictions  <b>Proposed New Course Title Abbreviation:</b> (For student transcript, limit to 30 character spaces) Treatment of Addictions	
<b>Semester/Year to be Effective:</b> Fall 2016	<b>Estimated Frequency of Course Offering:</b> 1-2x/year	
<b>Indicate if Course will be :</b> <input type="checkbox"/> Requirement for Major <input checked="" type="checkbox"/> Elective		
<b>Lecture Hours:</b> 3	<b>Lab Hours:</b> 0	<b>Credit Hours:</b> 3
<b>Proposed Course Description:</b> (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.) 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. Instruction format includes lectures, videos, discussion of assigned readings, and guest speakers. Prerequisite: PSYC 1101.		
<b>Justification:</b> 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 type="checkbox"/> Adopting current best practice(s) in field:		
<input checked="" type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies: National Certification Commission for Addiction Professionals (NCCAP)		
<input checked="" type="checkbox"/> Other:		
This course will be part of the curriculum related to Addictions Counseling that will meet students' needs and interests and enrich their educational opportunities available through the department. As the new Addictions Counseling coursework is designed for non-majors as well, it provides an opportunity for students to be exposed to these areas of the discipline but without majoring in Psychology.		
<b>Source of Data to Support Suggested Change:</b>		

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs; student and alumni surveys.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) This course will be critical for the students seeking to pass the required national exam. Direct measures include the % passage on National Certified Addiction Counselor exams in addition to pre- and post-tests

**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; student and alumni surveys.
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) This course will be critical for the students seeking to pass the required national exam. Direct measures include the % passage on National Certified Addiction Counselor exams in addition to pre- and post-tests
- Other:

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

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<b>Approvals:</b>	
Dept. Head: <i>Kathy M</i>	Date: 3-17-16
College/Division Exec. Comm.: <i>Lynn C. Minor</i>	Date: 3-24-16
Dean/Director: <i>Lynn C. Minor</i>	Date: 3-24-16
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

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Dewar College of Education and Human Services  
Valdosta State University  
Department of Psychology and Counseling

PSYC 4450  
Treatment of Addictions  
3 Credit Hours

Guiding Principles (DEPOSITS)  
(Adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher Framework)

Dispositions Principle: Productive dispositions positively affect learners, professional growth, and the learning environment.

Equity Principle: All learners deserve high expectations and support.

Process Principle: Learning is a lifelong process of development and growth.

Ownership Principle: Professionals are committed to and assume responsibility for the future of their disciplines.

Support Principle: Successful engagement in the process of learning requires collaboration among multiple partners.

Impact Principle: Effective practice yields evidence of learning.

Technology Principle: Technology facilitates teaching, learning, community-building, and resource acquisition.

Standards Principle: Evidence-based standards systematically guide professional preparation and development.

**INSTRUCTOR:** Mark Williams/Dr. Tricia Hale

**Office:** Powell Hall East, 1<sup>st</sup> Floor, Room 1140

**Office Telephone:** 229-259-5111, Fax: 229-259-5113

**E-mail:** [mfwillia@valdosta.edu](mailto:mfwillia@valdosta.edu)

**Office Hours:** Monday - Thursday 8 a.m. - 5:30 p.m.

Friday 8:00 a.m. – 3:00 p.m.

**Website:** [www.valdosta.edu/aode/](http://www.valdosta.edu/aode/)

**COURSE DESCRIPTION**

Coverage of the impact chemical dependency may have 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. Instruction format will include lectures, videos, discussion of assigned readings, guest speakers.

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**REQUIRED TEXTBOOKS/RESOURCE MATERIALS**

*Learning the Language of Addiction Counseling*, 4<sup>th</sup> Edition, Miller

**RECOMMENDED RESOURCES**

Alcoholics Anonymous' *Big Book*; *Twelve Steps, Twelve Traditions*, Attend Open 12-Step meetings

**VALDOSTA STATE UNIVERSITY GENERAL EDUCATION OUTCOMES**

- 1. Students will articulate the various theoretical approaches to treating addiction disorders.
- 2. Students will use computer and information technology when appropriate.
- 3. Students will express themselves clearly, logically, and precisely in writing and in speaking, and they will demonstrate competence in reading and listening.
- 4. Students will demonstrate the ability to analyze, to evaluate, and to make inference from oral, written, and visual materials.

**COURSE OBJECTIVES**

The objectives of the course are twofold: to convey content on the use and abuse of drugs (including alcohol) in our society and to initiate a process of personal growth and self-examination by the students into their own substance use and into their attitudes and feelings regarding the course content.

- 1. Students will be able to identify types of addictions (Process versus Chemical)
- 2. Students will demonstrate an understanding of the addiction process, to include physical, psychological, and behavioral effects
- 3. Students will be familiar with diagnostic tools; Diagnostic Systems Manual – V criteria
- 4. Students will be required to be able to distinguish between Treatment Models and the advantages/drawbacks to each
- 5. Students will be versed in Treatment Methods and Settings
- 6. Students will understand the Recovery Process
- 7. Students will recognize the impact of addictions on society

**APA OBJECTIVES**

**Goal 1: Knowledge Base in Psychology**

Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological apply to behavioral problems.

1.1 Describe key concepts, principles, and overarching themes in psychology

1.3 Describe applications of psychology

**Goal 2: Scientific Inquiry and Critical Thinking**

The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods.

2.3 Engage in innovative and integrative thinking and problem solving

2.5 Incorporate sociocultural; factors in scientific inquiry

**Goal 3: Ethical and Social Responsibility in a Diverse World**

The skills in this domain involve the development of ethically and socially responsible behaviors for professional and personal settings in a landscape that involves increasing diversity.

3.1 Apply ethical standards to evaluate psychological science and practice

3.2 Build and enhance interpersonal relationships

**Goal 4: Communication**

Students should demonstrate competence in writing and in oral and interpersonal communication skills.

4.2 Exhibit effective presentation skills for different purposes

4.3 Interact effectively with others

**Goal 5: Professional Development**

The emphasis in this goal is on application of psychology-specific content and skills, effective self-reflection, project management skills, teamwork skills, and career preparation.

5.2 Exhibit self-efficacy and self-regulation

**COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS**

Exam: There will a comprehensive examination (Final) with all primary areas of instruction subject to testing. Included will be Models of Addictions, Assessment and Treatment, Types of Therapy, Relapse Prevention, 12 Step Groups, Aftercare Issues, Spirituality, Ethical Issues, and Self-Care.

Assignments: Students will be expected to have read daily assignment and be prepared to discuss topics and/or ask clarifying questions. Students will complete a "Reaction Paper" in

response to a movie that will be shown in class. A "Log of Use" pertaining to all drugs will be maintained for two weeks to enhance self-awareness of the prevalence of drugs in our society. A five-page written summary will accompany In-class presentations on selected topics.

**COURSE EVALUATIONS**

Activity	Points
Participation	30
Log of Use	20
Personal Philosophy Statement	20
Movie Day Reaction papers	70
Presentation/Paper	70 (35 points each)
Final	20
<b>TOTAL</b>	<b>200 points</b>

Grading Scale: 180 – 200 = A, 160 – 179 = B, 140 – 159 = C, 120 – 139 = D

**ATTENDANCE POLICY**

The University expects that all students shall regularly attend all scheduled class meetings held for instruction or examination.. When students are to be absent from class, they should immediately contact the instructor. A student who misses more than 20% of the scheduled classes of a course will be subject to receive a failing grade in the course."

**PROFESSIONALISM**

Below is information directly quoted from the Academic Honesty Policies and Procedures:

"Academic integrity is the responsibility of all VSU faculty and students. Faculty members should promote academic integrity by including clear instruction on the components of academic integrity and clearly defining the penalties for cheating and plagiarism in their course syllabi. Students are responsible for knowing and abiding by the Academic Integrity Policy as set forth in the Student Code of Conduct and the faculty members' syllabi. All students are expected to do their own work and to uphold a high standard of academic ethics."

For more information, visit Academic Honesty at VSU.

The consequences for acts of academic dishonesty in the Dewar College of Education & Human Services are:

## FIRST OFFENSE

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Valdosta State University Report of Academic Dishonesty.

## SECOND OFFENSE

1. The faculty member will administer an academic response (e.g. resubmit / retake assignment, failure of the assignment, failure of the course).
2. The faculty member will complete a Valdosta State University Report of Academic Dishonesty. According to the Academic Honesty Policies and Procedures document, "after a second (or subsequent) Report of Academic Dishonesty has been submitted to the Student Conduct Office in the Dean of Students Office, official charges will be drawn up and the disciplinary matter will be referred to the Valdosta State University Judicial Committee."

## CELL PHONE/TECHNOLOGY POLICY

Students may use a laptop to type notes only. Other electronic devices, including phones, should be turned off and put away.

## DEWAR COLLEGE OF EDUCATION & HUMAN SERVICES ON PLAGIARISM

Reference: <http://www.valdosta.edu/colleges/education/deans-office/policy-statement-of-plagiarism.php>

## ACCESSIBILITY STATEMENT

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Students with disabilities who are experiencing barriers in this course may contact the Access Office for assistance in determining and implementing reasonable accommodations. The Access Office is located in Farber Hall. The phone numbers are 229-245-2498 (V), 229-375-5871 (VP) and 229-219-1348 (TTY). For more information, please visit <http://www.valdosta.edu/access> or email: [access@valdosta.edu](mailto:access@valdosta.edu).



**STUDENT OPINION OF INSTRUCTOR**

At the end of the term, all students will be expected to complete an online Student Opinion of Instruction survey (SOI) that will be available on BANNER. Students will receive an email notification through their VSU email address when the SOI is available (generally at least one week before the end of the term). SOI responses are anonymous, and instructors will be able to view only a summary of all responses two weeks after they have submitted final grades. Instructors will not be able to view individual responses or to access any of the responses until after final grade submission. Complete information about the SOIs, including how to access the survey and a timetable for this term is available at <http://www.valdosta.edu/academic/onlineSOIPilotProject.shtml/>.

**COURSE SCHEDULE**

<b>Date</b>	<b>Chapter</b>	<b>Topic/Assignment Due</b>
1 <sup>st</sup> week	1, 2	Overview/Personal Reflections/Models of Addiction/Theoretical Framework/General Counseling Theories
2 <sup>nd</sup> week	3, 4	Diagnosis/Stages of Change/Co-occurring Disorder/Assessment/Treatment
3 <sup>rd</sup> week	5	Crisis Intervention/Individual, Group, Family Therapy
4 <sup>th</sup> week		MOVIE DAY/Reaction Papers
5 <sup>th</sup> week	6, 7	Sexual Issues/HIV/AIDS/Partner Violence/Homelessness Counseling Approaches/Relapse Prevention/Co-occurring Disorders
6 <sup>th</sup> week	8	12 Step Groups/12 Step Alternative Groups
7 <sup>th</sup> week	9	Client Resilience/Stages-of-Change Model/Motivational Interviewing/Brief Therapy
8 <sup>th</sup> week	10	Social-Environmental Aspects/Multicultural Competence/Assessment, Treatment, and Aftercare Issues
9 <sup>th</sup> week	11	Definition of Pain/Issues of Living Sober with Chronic Pain/Assessment and Treatment
10 <sup>th</sup> week	12	The History of Incorporating Spirituality into Addiction Counseling/Incorporation Barriers and Bridges/Spiritual Identity

## Development/Counseling Resources and Techniques

11 <sup>th</sup> week	13	Ethical Issues/Working with Addicts
12 <sup>th</sup> week	14	Personal Reflections/Self-Care on the Journey/Credentialing
13 <sup>th</sup> week		Class Presentations
14 <sup>th</sup> week		Class Presentations
15 <sup>th</sup> week		Class Presentations
16 <sup>th</sup> week		Review/Final

## ASSIGNMENTS

**Presentation/Paper:** The 50-minute presentation (35 points) will be graded according to the attached sheet with each student graded on his or her part. If the student has concerns about presenting, meetings can be arranged with the instructor to help the student present. The paper (35 points) is a written summary of the student's portion of the presentation and is due the day of the presentation (five pages). Grading is on writing style (no typing or grammatical errors, conciseness) and organization. Up to 15 points can be deducted for writing problems. Each student will work in a group (assigned the first class day) on a topic that focuses on a substance abuse issue.

**Participation:** Points are based on attendance (role is taken in the first 5 minutes) and active involvement in the class (including participation in other students' presentations). To receive full points, the student must be on time, attend all classes, and actively participate in class discussions. Attendance and active participation in all classes is expected. A marginal grade may be impacted by inadequate class participation. Participation means: (1) only one person speaks in class at a time, (2) all students will listen to that speaker and not participate in "sidebar" conversations with other students, and (3) each student will shut off all electronic devices and not engage in text messaging.

**Log of Use/Abstinence:** The first part of the log covers the student's use of all drugs taken the second and third weeks of the semester. The log can be handwritten and simply needs to list the drugs taken in that period of time. Drugs include: sugar, caffeine, nicotine, over-the-counter medication, prescribed medication, alcohol, illegal drugs. This log will only be seen by the student and the instructor and will be confidential. The log is due the third week of class. Students will be challenged to be chemically free from all drugs except those prescribed by a physician. If the student begins to feel badly during this withdrawal period, it is the student's responsibility to contact a doctor or a hospital for follow-up. The purpose of this exercise is to help the student realize the extent and impact of his or her use of chemicals.

**Personal Philosophy Statement:** You will summarize your views of alcohol and drug use.

**Movie Day Reaction Papers:** There will be an addiction-related movie shown. A reaction paper worth 10 points (up to 5 points deducted for writing problems) will be due the next class period. The one-page reaction paper will answer the following questions: (1) What did I learn about addiction from this movie? (2) How does this information apply to me personally and/or professionally?

Program and Course	Activity	Assessment
<b>PSYC 4450 Treatment of Addictions</b>		
<b>APA Objectives</b>		
<p>Goal 1: Knowledge Base in Psychology            Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological apply to behavioral problems.            1.1 Describe key concepts, principles, and overarching themes in psychology            1.3 Describe applications of psychology</p>	<p>In-class exam</p>	<p>Multiple choice examination over material presented in class and reading assignments</p>
<p>Goal 2: Scientific Inquiry and Critical Thinking            The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods.            2.3 Engage in innovative and integrative thinking and problem solving            2.5 Incorporate sociocultural; factors in scientific inquiry</p>	<p>In-class exam</p>	<p>Multiple choice examination over material presented in class and reading assignments</p>
<p>Goal 3: Ethical and Social Responsibility in a Diverse World            The skills in this domain involve the development of ethically and socially responsible behaviors for professional and personal settings in a landscape that</p>	<p>In-class discussion             Personal Philosophy Statement             Written Assignment</p>	<p>Review of written assignment             Multiple choice examination over material discussed in class and reading assignments</p>

<p>involves increasing diversity.</p> <p>3.1 Apply ethical standards to evaluate psychological science and practice</p> <p>3.2 Build and enhance interpersonal relationships</p>		
<p><b>Goal 4: Communication</b> Students should demonstrate competence in writing and in oral and interpersonal communication skills.</p> <p>4.2 Exhibit effective presentation skills for different purposes</p> <p>4.3 Interact effectively with others</p>	<p>In-class presentation</p>	<p>Presentation review criteria as discussed and handed out in class</p>
<p><b>Goal 5: Professional Development</b> The emphasis in this goal is on application of psychology-specific content and skills, effective self-reflection, project management skills, teamwork skills, and career preparation.</p> <p>5.2 Exhibit self-efficacy and self-regulation</p>	<p>Written assignments/class discussions</p>	<p>in-class examination</p> <p>Review of written assignments</p>

RECEIVED

FEB 11 2016

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL

Select Area of Change:

Core Curriculum

Senior Curriculum

Graduate Curriculum

Other Curriculum

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

Current Catalog Page Number:  
<http://catalog.valdosta.edu/graduate/graduate-degree-programs/education-human-services/psychology-counseling/med-school-counseling/>

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

Degree & Program Name: (e.g., BFA, Art): M.Ed. School Counseling

Present Requirements:

Core Courses..... 9 hours

LEAD 7210 ..... 1 hour  
SCHC 7800 ..... 2 hours  
RSCHC 7100, PSYC 7020 .....6 hours

Concentration ..... 39 hours

PSYC 7030, SCHC 7400, SCHC 7420 ..... 9 hours  
SCHC 7450, SCHC 7820, SCHC 7900 ..... 9 hours  
PSYC 8250, SCHC 7470, SCHC 7820 ..... 9 hours  
SCHC 7010, SCHC 7981 ..... 6 hours  
SCHC 7991, SCHC 7992 .....9 hours

Proposed Requirements (Underline changes after printing this form: \_

Core Courses .....9 hours

SCHC 7800 .....3 hours  
RSCHC 7100, PSYC 7020 .....6 hours

Concentration ..... 39 hours

PSYC 7030, SCHC 7400, SCHC 7420 ..... 9 hours  
SCHC 7450, SCHC 7820, SCHC 7900 ..... 9 hours  
PSYC 8250, SCHC 7470, SCHC 7820 .....9 hours  
SCHC 7010, SCHC 798.....6 hours  
SCHC 7991, SCHC 7992 ....6 hours

**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: Alignment with the new CACREP standards
- Other:

**Source of Data to Support Suggested Change:**

- Indirect measures:** SOIs, student, employer, or alumni surveys, etc. Student Surveys
- 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. SOIs
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Assessment of Key Performance Indicators adopted by the School Counseling Program.

**Approvals:**

Department Head: *Lynn C. Mini for Kate Warner* Date: *2/11/16*

College/Division Exec. Committee: *Lynn C. Mini* Date: *2/11/16*

Dean(s)/Director(s): *Lynn C. Mini* Date: *2/11/16*

Grad. Exec. Committee: *J. T. J. [Signature]* Date: *2-26-16*  
(for graduate course)

Graduate Dean: *J. T. J. [Signature]* Date: *2-26-16*  
(for graduate course)

Academic Committee:

Date:

Form last updated: January 6, 2010



RECEIVED

FEB 11 2016

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Request for a Revised Course**  
Valdosta State University

**Date of Submission:** 1/20/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
Psychology, Counseling, and Family Therapy

**Faculty Member Requesting Revision:**  
Teddi Cunningham

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
SCHC 7800 Orientation to the Counseling Profession

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: SCHC 7800  
Credit Hours: 2  
Course Title: Orientation to the Counseling Profession  
Pre-requisites:none  
Course Description: Orientation to the Counseling Profession. Principles, purposes, historic events, issues and trends, social-legal-ethical issues, and professional identity are studied. The role and function of counselors in diverse settings are identified with a primary focus on school counseling

**Requested:**  
Course Prefix and Number: SCHC 7800  
Credit Hours: 3  
Course Title: Orientation to the Counseling Profession  
Pre-requisites:none  
Course Description: An orientation to the field of counseling. The assumptions, theories, strategies, applications, and ethical and legal considerations related to development in counseling are studied. The core requirements and multicultural competencies necessary to becoming a counselor, the various employment opportunities and settings in the counseling profession, and the roles and functions of counselors in these settings are emphasized. Threaded throughout the course will be the concept of the counselor as social change agent and advocate for clients, the community, and the counseling profession.

**Semester/Year to be Effective:**  
Fall 2016

**Estimated Frequency of Course Offering:**  
One time 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: Alignment with current CACREP standards

Other:

**Plans for assessing the effectiveness of the course:** The effectiveness of the course is assessed through key program assessments and the results from the national Counselor Preparation Comprehensive Examination.

Approvals:	
College/Division Exec. Comm. <i>Lynn C. Meiri for Kate W...</i>	Date: <i>2/11/16</i>
Dept. Head: <i>Lynn C. Meiri</i>	Date: <i>2/11/16</i>
Dean/Director: <i>Lynn C. Meiri</i>	Date: <i>2/11/16</i>
Graduate Exec. Comm. (if needed): <i>J. T. JPL</i>	Date: <i>2-26-16</i>
Graduate Dean (if needed): <i>J. T. JPL</i>	Date: <i>2-26-16</i>
Academic Committee:	Date:

Form last updated: February 11, 2016

RECEIVED

FEB 11 2016

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Request for a Revised Course**  
Valdosta State University

**Date of Submission:** 1/20/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
Psychology, Counseling, and Family Therapy

**Faculty Member Requesting Revision:**  
Teddi Cunningham

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
SCHC 7900 PrePracticum

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: SCHC 7900  
Credit Hours:  
Course Title: Prepracticum  
Pre-requisites:  
Course Description:

**Requested:**  
Course Prefix and Number: SCHC 7900  
Credit Hours:  
Course Title: Counseling Skills and Techniques  
Pre-requisites:  
Course Description:

**Semester/Year to be Effective:**  
Fall 2016

**Estimated Frequency of Course Offering:**  
One time 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: Alignment with current CACREP standards
- Other:

**Plans for assessing the effectiveness of the course:** The effectiveness of the course is assessed through key program assessments and the results from the national Counselor Preparation Comprehensive Examination.

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Mein for Kate Warren</i>	Date: <i>2/11/16</i>
Dept. Head: <i>Lynn C. Mein</i>	Date: <i>2/11/16</i>
Dean/Director: <i>Lynn C. Mein</i>	Date: <i>2/11/16</i>
Graduate Exec. Comm. (if needed): <i>J. T. J. PhA</i>	Date: <i>2-26-16</i>
Graduate Dean (if needed): <i>J. T. J. PhA</i>	Date: <i>2-26-16</i>
Academic Committee:	Date:

Form last updated: February 11, 2016

MAR 23 2016

<p><b>REQUEST TO DEACTIVATE A COURSE/PROGRAM</b></p> <p>Valdosta State University</p>		<p>VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL</p>
<p><b>Date of Submission:</b> 9/14/15</p>		
<p><b>Department Initiating Deactivation:</b> Psychology and Counseling <i>Clinical/Counseling Track</i></p>		<p><b>Semester &amp; Year to be Effective:</b> Fall, 2017</p>
<p><b>List of courses (or the program or track) to be deactivated:</b>                  PSYC 7100, PSYC 7110 8 hours                  PSYC 7200, PSYC 7400, PSYC 7450 9 hours                  PSYC 7470, PSYC 7900 6 hours                  PSYC 7950 4 hours (1-3 credit hours per term; minimum 4 credit hours required over at least 2 semesters)                  PSYC 8000, PSYC 8800 6 hours                  Guided electives. 12 hours                  Total hours required for the degree 45 semester hours</p>		
<p><b>Justification:</b> 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 type="checkbox"/> Adopting Current Best Practice(s) in Field</p> <p><input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies</p> <p><input checked="" type="checkbox"/> Other Changes to licensure requirements for Professional Counselors in the state of Georgia will be in effect in July, 2018 which make the existing track ineligible for licensure and thus, at least for now, untenable. Students admitted to the Clinical-Counseling track for the Fall, 2015 semester and are expected to complete their coursework and degree by Summer, 2017. Existing students will also complete their degree prior to that time. After Fall semester, 2015, no further students will be admitted for the Clinical-Counseling Psychology track. It is possible this track may be reactivated at a future date.</p>		
<p><b>Source of Data to Support Suggested Change:</b></p> <p><input type="checkbox"/> Indirect measures: SOIs, student, employer, or alumni surveys, etc.</p> <p><input checked="" type="checkbox"/> Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Licensing Board changes effective as of July 31, 2017</p>		

82

<b>Approvals:</b>	
College/Division Exec. Comm.:	Date:
Dept. Head: <i>Kate Warr</i>	Date: <i>3/23/16</i>
Dean/Director: <i>Lynn C. Min</i>	Date: <i>3/23/16</i>
Graduate Exec. Comm.: (for grad course/program) <i>J. T. J. Ph</i>	Date: <i>3/29/16</i>
Graduate Dean: (for grad course/program) <i>J. T. J. Ph</i>	Date: <i>3/29/16</i>
Academic Committee: <i>J. T. J. Ph</i>	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:**  
<http://catalog.valdosta.edu/undergraduate/academic-programs/education-human-services/middle-secondary-reading-deaf-education/bsed-special-education-deaf-hard->

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

**Degree & Program Name:**  
**(e.g., BFA, Art):** BSED  
 Special Education: Deaf Education

**Present Requirements:**

**Professional Semester 1 (14 hours)**  
 ECSE 3010 Introduction to Assessment, Planning, and Instruction 3 hours  
 ECSE 3210 Introduction to the Management of Learning Environments 3 hours  
 LITR 3110 Emergent Literacy 3 hours  
 SPEC 3000 Serving Students with Diverse Needs 3 hours  
 ECSE 3390 Early Childhood Inclusive Practicum and Seminar : PreK-K 2 hours  
**Professional Semester 2 (14 hours)**  
 ECSE 3020 Intermediate Assessment, Planning, and Instruction 3 hours  
 ECSE 3220 Intermediate Management of Learning Environments 3 hours  
 LITR 3120 Early Literacy 3 hours  
 LITR 3130 Developing Literacy 3 hours  
 ECSE 3490 Early Childhood Inclusive Practicum and Seminar: Grades 1-3 2 hours  
**Professional Semester 3 (18 hours)**  
 ASLS 3170 American Sign Language III 3 hours  
 DEAF 3100 Orientation to Deaf Education and Language Learning 3 hours  
 DEAF 4050 Manual Communication 3 hours  
 MATH 2008 Foundations of Numbers and Operations 3 hours  
 READ 4550 Reading in Content Areas (Middle and Secondary Education) 3 hours  
 SPEC 3020 Applied Behavior Analysis 3 hours  
**Professional Semester 4 (16 hours)**  
 ASLS 3180 American Sign Language IV 3 hours  
 DEAF 3120 Classroom Management and Social Development in Deaf Children 3 hours  
 SEED 4010 Integrating Technology in Secondary Education 1 hour  
 DEAF 3040 Legal & Ethical Issues for Special Educators 3 hours  
 MGED 3991 Differentiated Classroom for Middle Grades 3 hours  
 MATH 3161 Mathematics for Early Childhood Teachers I 3 hours

**Proposed Requirements (Underline changes after printing this form:**

**Professional Semester 1 (14 hours)**  
 ECSE 3010 Planning, Instruction, and Developmentally Appropriate Practice 3 hours  
 LITR 3110 Emergent Literacy Through Children's Literature and the Arts 3 hours  
LITR 3120 Early Literacy 3 hours  
 SPEC 3000 Serving Students with Diverse Needs 3 hours  
 ECSE 3390 Early Childhood Inclusive Practicum and Seminar: PreK-K 2 hours  
**Professional Semester 2 (14 hours)**  
 ECSE 3020 Intermediate Assessment, Planning, and Instruction 3 hours  
ECSE 3210 Introduction to the Management of Learning Environments 3 hours  
 ECSE 3220 Professional Roles and Relationships in Special Education 3 hours  
 LITR 3130 Developing Literacy 3 hours  
 ECSE 3490 Early Childhood inclusive Practicum and Seminar: Grades 4-5 2 hours  
**Professional Semester 3 (18 hours)**  
 ASLS 3170 American Sign Language III 3 hours  
 DEAF 3100 Orientation to Deaf Education and Language Learning 3 hours  
 DEAF 4050 Manual Communication 3 hours  
 MATH 2008 Foundations of Numbers and Operations 3 hours  
 READ 4550 Reading in Content Areas (Middle and Secondary Education) 3 hours  
 SPEC 3020 Applied Behavior Analysis 3 hours  
**Professional Semester 4 (16 hours)**  
 ASLS 3180 American Sign Language IV 3 hours  
 DEAF 3120 Classroom Management and Social Development in Deaf Children 3 hours  
 SEED 4010 Integrating Technology in Secondary Education 1 hour  
 DEAF 3040 Legal & Ethical Issues for Special Educators 3 hours  
 MGED 3991 Differentiated Classroom for Middle Grades 3 hours  
 MATH 3161 Mathematics for Early Childhood Teachers I 3 hours

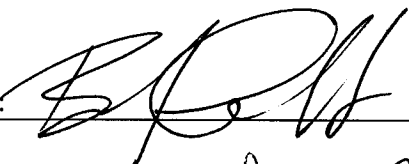

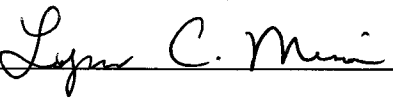


**Plan for assessing the effectiveness of the change in meeting program's learning outcomes (i.e., how do these changes fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if these changes are meeting stated program outcomes?).**

**Data Sources:**

- Indirect measures:** SOIs; student, employer, or alumni surveys, etc. Student opinions of instruction, employer surveys, graduate surveys
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The effectiveness of the program will be determined by the EPP and program assessments approved by the Georgia Professional Standards Commission.

**Approvals:**

Department Head: 	Date: 3/24/16
College/Division Exec. Committee: 	Date: 3/24/16
Dean(s)/Director(s): 	Date: 3/24/16
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:**  
213

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

**Degree & Program Name:**  
(e.g., BFA, Art): BSED in Early Childhood Education

**Present Requirements:**

**Professional Semester 1**  
 ECED 3190 Practicum I: Classroom Management and Environmental Design PreK-K      2 hours  
 ECSE 3010 Introduction to Assessment, Planning, and Instruction      3 hours  
 ECSE 3210 Introduction to the Management of Learning Environments      3 hours  
 LITR 3110 Emergent Literacy      3 hours  
 MATH 3161 Mathematics for Early Childhood Teachers      3 hours  
 SPEC 3000 Serving Students with Diverse Needs 3 hours

**Professional Semester 2**  
 ECED 3300 Teaching Mathematics and Science to Young Children      3 hours  
 ECED 3690 Practicum II: Classroom Management and Environmental Design K-3      2 hours  
 ECSE 3020 Intermediate Assessment, Planning, and Instruction      3 hours  
 LITR 3120 Early Literacy      3 hours  
 LITR 3130 Developing Literacy      3 hours  
 MATH 3162 Mathematics for Early Childhood Teachers II      3 hours

**Professional Semester 3**  
 ECED 4400 Social Science Methods in Early Childhood      3 hours  
 ECED 4500 Science and Technology in Early Childhood Education      3 hours  
 ECED 4690 Practicum III: Classroom Management and Environmental Design 3-5      2 hours  
 ECSE 4010 Advanced Assessment, Planning, and Instruction      3 hours  
 LITR 4120 Literacy Assessment and Applications 3 hours  
 MATH 4161 Mathematical Reasoning      3 hours

**Professional Semester 4**  
 ECED 4790 Student Teaching & Reflective Seminar      9 hours

**Proposed Requirements (Underline changes after printing this form):**

**Professional Semester 1**  
 ECED 3190 Early Childhood Practicum and Seminar: PreK-K      2 hours  
 ECSE 3010 Planning, Instruction, and Developmentally Appropriate Practice      3 hours  
 LITR 3110 Emergent Literacy Through Children's Literature and the Arts      3 hours  
 LITR 3120 Early Literacy      3 hours  
 MATH 3161 Mathematics for Early Childhood Teachers I      3 hours  
 SPEC 3000 Serving Students with Diverse Needs 3 hours

**Professional Semester 2**  
 ECED 3690 Early Childhood Practicum and Seminar: Grades 4-5      2 hours  
 ECED 4500 Science and Technology in Early Childhood      3 hours  
 ECSE 3020 Intermediate Assessment, Planning, and Instruction      3 hours  
 ECSE 3210 Introduction to the Management of Learning Environments      3 hours  
 LITR 3130 Developing Literacy      3 hours  
 MATH 3162 Mathematics for Early Childhood Teachers II      3 hours

**Professional Semester 3**  
 ECED 3300 Mathematics and Technology in Early Childhood      3 hours  
 ECED 4400 Social Science Methods in Early Childhood      3 hours  
 ECED 4690 Early Childhood Practicum and Seminar: Grades 1-3      2 hours  
 ECSE 4010 Assessment, Planning, and Differentiated Instruction      3 hours  
 LITR 4120 Literacy Assessment and Applications 3 hours  
 MATH 4161 Mathematical Reasoning      3 hours

**Professional Semester 4**

**ECSE 4420 Seminar in Classroom Management  
and Collaboration with Family, School, and  
Community Agencies 3 hours  
Total hours required for the degree 129**

**ECED 4790 Student Teaching & Reflective  
Seminar 9 hours  
ECSE 4420 Seminar in Classroom Management  
and Collaboration with Family, School, and  
Community Agencies 3 hours  
Total hours required for the degree 129**

**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: The program faculty have revised the sequence of courses to provide a more cohesive curriculum and improve student learning outcomes.
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies: Faculty have revised the curriculum to meet national and state program standards.
- Other: The program faculty have revised some courses and moved courses within the program and some of the course titles were listed incorrectly in the 2015-2016 Undergraduate Catalog

**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. Student opinions of instruction, employer surveys, graduate surveys
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The effectiveness of the program will be determined by the EPP and program assessments approved by the Georgia Professional Standards Commission.

**Approvals:**

Department Head: <i>Lynn C. Mini</i>	Date: <i>3-24-16</i>
College/Division Exec. Committee: <i>Lynn C. Mini</i>	Date: <i>3-24-16</i>
Dean(s)/Director(s): <i>Lynn C. Mini</i>	Date: <i>3-24-16</i>
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:**  
213

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

**Degree & Program Name:**  
(e.g., BFA, Art): BSED in  
Special Education-Early  
Childhood and Special  
Education General Curriculum

**Present Requirements:**

**Professional Semester 1**

ECSE 3010 Introduction to Assessment, Planning, and Instruction      3 hours

ECSE 3210 Introduction to the Management of Learning Environments      3 hours

LITR 3110 Emergent Literacy      3 hours

SPEC 3000 Serving Students with Diverse Needs 3 hours

MATH 3161 Mathematics for Early Childhood Teachers 1      3 hours

ECSE 3390 Early Childhood Inclusive Practicum and Seminar : PreK-K      2 hours

**Professional Semester 2**

ECSE 3020 Intermediate Assessment, Planning, and Instruction      3 hours

ECSE 3220 Intermediate Management of Learning Environments      3 hours

LITR 3120 Early Literacy      3 hours

LITR 3130 Developing Literacy      3 hours

MATH 3162 Mathematics for Early Childhood Teachers II      3 hours

ECSE 3490 Early Childhood Inclusive Practicum and Seminar: Grades 1-3

**Professional Semester 3**

ECSE 4010 Advanced Assessment, Planning, and Instruction      3 hours

ECSE 4210 Advanced Management of Learning Environments      3 hours

ECSE 4310 Functional Academic and Behavior Assessment      3 hours

LITR 4120 Literacy Assessment and Applications 3 hours

MATH 4161 Mathematical Reasoning      3 hours

ECSE 4390 Early Childhood Inclusive Practicum and Seminar: Grades 4-5 2 hours

**Professional Semester 4**

**Proposed Requirements (Underline changes after printing this form:**

**Professional Semester 1**

ECSE 3010 Planning, Instruction, and Developmentally Appropriate Practice      3 hours

LITR 3110 Emergent Literacy Through Children's Literature and the Arts      3 hours

LITR 3120 Early Literacy      3 hours

MATH 3161 Mathematics for Early Childhood Teachers I      3 hours

SPEC 3000 Serving Students with Diverse Needs 3 hours

ECSE 3390 Early Childhood Inclusive Practicum and Seminar: PreK-K      2 hours

**Professional Semester 2**

ECSE 3020 Intermediate Assessment, Planning, and Instruction

ECSE 3210 Introduction to the Management of Learning Environments      3 hours

ECSE 3220 Professional Roles and Relationships in Special Education      3 hours

LITR 3130 Developing Literacy      3 hours

MATH 3162 Mathematics for Early Childhood Teachers II      3 hours

ECSE 3490 Early Childhood inclusive Practicum and Seminar: Grades 4-5 2 hours

**Professional Semester 3**

ECSE 4010 Assessment, Planning, and Differentiated Instruction      3 hours

ECSE 4210 Advanced Management of Learning Environments      3 hours

ECSE 4310 Functional Academic and Behavior Assessment      3 hours

LITR 4120 Literacy Assessment and Applications 3 hours

<p><b>ECSE 4490 Student Teaching &amp; Reflective Seminar in Early Childhood and Special Education</b> 9 hours</p> <p><b>ECSE 4420 Seminar in Classroom Management and Collaboration with Family, School, and Community Agencies</b>      3 hours</p> <p><b>Total hours required for the degree</b>      129</p>	<p>MATH 4161 Mathematical Reasoning      3 hours</p> <p>ECSE 4390 Early Childhood Inclusive Practicum and Seminar: Grades 1-3      2 hours</p> <p>Professional Semester 4</p> <p>ECED 4490 Student Teaching &amp; Reflective Seminar in Early Childhood and Special Education      9 hours</p> <p>ECSE 4420 Seminar in Classroom Management and Collaboration with Family, School, and Community Agencies      3 hours</p> <p><b>Total hours required for the degree</b>      129</p>
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**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: The program faculty have revised the sequence of courses to provide a more cohesive curriculum and improve student learning outcomes.
- Adopting current best practice(s) in field:
- Meeting mandates of state/federal/outside accrediting agencies: Faculty have revised the curriculum to meet national and state program standards.
- Other: The program faculty have revised some courses and moved courses within the program and some of the course titles were listed incorrectly in the 2015-2016 Undergraduate Catalog

**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. Student opinions of instruction, employer surveys, graduate surveys
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The effectiveness of the program will be determined by the EPP and program assessments approved by the Georgia Professional Standards Commission.

**Approvals:**

Department Head: <i>Lynn C. Merri</i>	Date: <i>3-24-16</i>
College/Division Exec. Committee: <i>Lynn C. Merri</i>	Date: <i>3-24-16</i>
Dean(s)/Director(s): <i>Lynn C. Merri</i>	Date: <i>3-24-16</i>
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 Revised Course**  
Valdosta State University

**Date of Submission:** 03/08/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood & Special Education

**Faculty Member Requesting Revision:**  
Lucia Lu

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ECED3190 Early Childhood Practicum and Seminar: PreK-K

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: ECED3190  
Credit Hours: 2  
Course Title: Early Childhood Practicum and Seminar: PreK - K  
Pre-requisites: ECSE2999, and a minimum GPA of 2.75.  
Course Description: ECED 3190 Early Childhood Practicum and Seminar: PreK-K 2 hours credit  
Prerequisites: ECSE 2999, and a minimum GPA of 2.75. Graded "Satisfactory" or "Unsatisfactory." Pre-K or K classroom experiences supervised by mentor teachers and instructors for a minimum of 100 hours; debriefing seminars on the implementation of developmentally appropriate content areas and strands, appropriate teaching formats and strategies, and professional behavior; and observation of teaching and management strategies for all students in their classroom.

**Requested:**  
Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: Appropriate 2999 course, and minimum GPA of 2.75.  
Course Description: Graded "Satisfactory" or "Unsatisfactory." PreK - K classroom experiences supervised by mentor teachers and university supervisor; debriefing seminars on the implementation of developmentally appropriate content, appropriate classroom management techniques, appropriate teaching formats and strategies, and professional behavior; and observation of teaching and management strategies.

**Semester/Year to be Effective:**  
Fall 2016

**Estimated Frequency of Course Offering:**  
Fall and Spring semesters

**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: Program standards and rules no longer require a minimum number of hours in field experiences.

Other: The required grade levels for this course have changed and this course was not listed correctly in the 2015-2016 Undergraduate Catalog.

**Plans for assessing the effectiveness of the course:** The effectiveness of the course will be determined by the EPP and program assessments approved by the Georgia Professional Standards Commission.

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Min</i>	Date: <i>3-24-16</i>
Dept. Head: <i>Lynn C. Min</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):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: March 23, 2016

**Request for a Revised Course**  
Valdosta State University

**Date of Submission:** 03/10/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Kelly Heckaman

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ECSE 3220 Intermediate Management of Learning Environments

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: ECSE 3220  
Credit Hours: 03  
Course Title: Intermediate Management of Learning Environments  
Pre-requisites: Appropriate 2999 course; ECSE 3210  
Course Description: Application of general classroom management principles in classroom environments that are conducive to learning. Developmentally appropriate strategies for first through third grade students will be emphasized and selectively implemented. Teacher candidates will analyze behavior management programs through data collection. Specific behavior management strategies appropriate for students with specific identified behavioral needs will be taught. A field experience, as prescribed by the instructor, is required for the course

**Requested:**  
Course Prefix and Number: ECSE 3220  
Credit Hours: 03  
Course Title: Professional Roles and Relationships in Special Education  
Pre-requisites: Appropriate 2999 course; ECSE 3210; and minimum GPA of 2.75.  
Course Description: A practical understanding of the professional roles and relationships in special education, including serving as a collaborative resource to colleagues and other professionals across a wide range of contexts to address the needs of individuals with exceptionalities. 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. A field experience, as prescribed by the instructor, is required for the course

**Semester/Year to be Effective:**  
Fall 2016

**Estimated Frequency of Course Offering:**  
Fall and Spring

**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: Current course content contains some unnecessary redundancy in management strategies that are covered in other program courses. Special education majors in the ECSE program need more in-depth coverage of the IEP process as well as more emphasis on the collaborative roles and strategies needed to be an effective special education teacher.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: To meet Council for Exceptional Children Standards (CEC) 1, 2.1, 3.3, 4.1, 4.2, 4.3, 6.3, 6.5, and 7; as well as the GaPSC that are aligned to the CEC Standards.

Other:

**Plans for assessing the effectiveness of the course:** The course will be assessed through course assignments and GaPSC approved program assessments.

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Nui</i>	Date: 3-24-16
Dept. Head: <i>Lynn C. Nui</i>	Date: 3-24-16
Dean/Director: <i>Lynn C. Nui</i>	Date: 3-24-16
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: March 23, 2016

**Request for a Revised Course**  
Valdosta State University

**Date of Submission:** 03/08/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Shirley Andrews

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ECED 3300 Mathematics and Technology in Early Childhood

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: ECED 3300  
Credit Hours: 3  
Course Title: Mathematics and Technology in Early Childhood  
Pre-requisites: Appropriate 2999 course  
Course Description: 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. ECED 3690, or a practicum approved at the program level, is required as a corequisite for this course.

**Requested:**  
Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: Appropriate 2999 course, and minimum GPA of 2.75.  
Course Description: 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. ECED 4690, or a practicum approved at the program level, is required as a corequisite for this course.

**Semester/Year to be Effective:**  
Fall 2016

**Estimated Frequency of Course Offering:**  
Fall and Spring Semesters

**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: The course description needs to be revised because this course has been moved to the third professional semester of the program and has a new corequisite.

**Plans for assessing the effectiveness of the course:** The effectiveness of the course will be determined by the EPP and program assessments approved by the Georgia Professional Standards Commission.

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Meier</i>	Date: <i>3-24-16</i>
Dept. Head: <i>Lynn C. Meier</i>	Date: <i>3-24-16</i>
Dean/Director: <i>Lynn C. Meier</i>	Date: <i>3-24-16</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: March 23, 2016



**Request for a Revised Course**  
Valdosta State University

**Date of Submission:** 03/09/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
ECSE

**Faculty Member Requesting Revision:**  
Lucia Lu

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
-ECED3690 Early Childhood Practicum and Seminar: Grades 4-5

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: ECED3690  
Credit Hours: 2  
Course Title: Early Childhood Practicum and Seminar: Grades 1-3  
Pre-requisites: ECSE2999, minimum GPA of 2.75, grade of "S" in ECED 3190.  
Course Description: Graded "Satisfactory" or "Unsatisfactory." This is a check-point course, and check-point requirements must be met. Grade 1-3 classroom experiences supervised by mentor teachers and university supervisors for a minimum of 100 hours; debriefing seminars on the implementation of developmentally appropriate content areas and strands, appropriate teaching formats and strategies, and professional behavior; and observation of teaching strategies for all students

**Requested:**  
Course Prefix and Number:  
Credit Hours:  
Course Title: Early Childhood Practicum and Seminar: Grades 4-5  
Pre-requisites: Appropriate 2999 course, minimum GPA of 2.75, and grade of "S" in ECED 3190.  
Course Description: Graded "Satisfactory" or "Unsatisfactory." Grade 4-5 classroom experiences supervised by mentor teachers and university supervisors; debriefing seminars on the implementation of developmentally appropriate content, appropriate classroom management techniques, appropriate teaching formats and strategies, and professional behavior; and observation of teaching and management strategies.

**Semester/Year to be Effective:**  
.Fall 2016

**Estimated Frequency of Course Offering:**  
Fall and Spring semesters

**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: Program standards and rules no longer require a minimum number of hours in field experiences.

Other: The required grade levels for this course have changed and this course was not listed correctly in the 2015-2016 Undergraduate Catalogue 2015-2016.

**Plans for assessing the effectiveness of the course:** The effectiveness of the course will be determined by the EPP and program assessments approved by the Georgia Professional Standards Commission.

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Meri</i>	Date: <i>3-24-16</i>
Dept. Head: <i>Lynn C. Meri</i>	Date: <i>3-24-16</i>
Dean/Director: <i>Lynn C. Meri</i>	Date: <i>3-24-16</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: March 23, 2016

**Request for a Revised Course**  
Valdosta State University

**Date of Submission:** 03/08/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Shirley Andrews

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ECED 4500 Science and Technology in Early Childhood Education

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: ECED 4500  
Credit Hours: 3  
Course Title: Science and Technology in Early Childhood Education  
Pre-requisites: Appropriate 2999 course  
Course Description: 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. ECED 4690 or a practicum approved at the program level is required as a corequisite of this course.

**Requested:**  
Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: Appropriate 2999 course, and minimum GPA of 2.75.  
Course Description: 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. ECED 3690 or a practicum approved at the program level is required as a corequisite of this course.

**Semester/Year to be Effective:**  
Fall 2016

**Estimated Frequency of Course Offering:**  
Fall and Spring Semesters

**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: The course description needs to be revised because this course has been moved to the second professional semester of the program and has a new corequisite.

**Plans for assessing the effectiveness of the course:** The effectiveness of the course will be determined by the EPP and program assessments approved by the Georgia Professional Standards Commission.

Approvals:	
College/Division Exec. Comm.: <i>Lynne C. Min</i>	Date: <i>3-24-16</i>
Dept. Head: <i>Lynne C. Min</i>	Date: <i>3-24-16</i>
Dean/Director: <i>Lynne C. Min</i>	Date: <i>3-24-16</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: March 23, 2016

**Request for a Revised Course**  
Valdosta State University

**Date of Submission:** 03/09/2016. (mm/dd/yyyy)

**Department Initiating Revision:**  
ECSE

**Faculty Member Requesting Revision:**  
Lucia Lu

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ECED4690 Early Childhood Practicum and Seminar: Grades 1-3

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: ECED4690  
Credit Hours: 2  
Course Title: Early Childhood Practicum and Seminar: Grades 4-5  
Pre-requisites: ECSE2999, Minimum GPA of 2.75, grade of "S" in ECED3190 and in ECED3690.  
Course Description:  
ECED 4690 Practicum III: Classroom Management and Environmental Design 3-5. 2 Hours.  
Prerequisites: ECSE 2999, minimum GPA of 2.75, grade of "S" in ECED 3190 and in ECED 3690. Graded "Satisfactory" or "Unsatisfactory." Grades 4-5 classroom experience supervised by mentor teachers and university supervisors for a minimum of 100 hours; debriefing seminars focused on the implementation of developmentally appropriate content areas and strands, appropriate teaching formats and strategies, and professional behavior; and observation of appropriate teaching strategies for students.

**Requested:**  
Course Prefix and Number:  
Credit Hours:  
Course Title: Early Childhood Practicum and Seminar: Grades 1-3  
Pre-requisites: Appropriate 2999 course, Minimum GPA of 2.75, and grade of "S" in ECED 3190 and ECED 3690.  
Course Description: Graded "Satisfactory" or "Unsatisfactory." Grades 1-3 classroom experience supervised by mentor teachers and university supervisors; debriefing seminars focused on the implementation of developmentally appropriate content, appropriate classroom management techniques, appropriate teaching formats and strategies, and professional behavior; and observation of appropriate teaching and management strategies.

**Semester/Year to be Effective:**  
Fall 2016

**Estimated Frequency of Course Offering:**  
Fall and Spring semesters

**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: The required grade levels for this course have changed and this course was not listed correctly in the 2015-2016 Undergraduate Catalog.

**Plans for assessing the effectiveness of the course:** The effectiveness of the course will be determined by the EPP and program assessments approved by the Georgia Professional Standards Commission.



Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Mei</i>	Date: <i>3-24-16</i>
Dept. Head: <i>Lynn C. Mei</i>	Date: <i>3-24-16</i>
Dean/Director: <i>Lynn C. Mei</i>	Date: <i>3-24-16</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: March 23, 2016

**Request for a Revised Course**  
Valdosta State University

**Date of Submission:** 03/08/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Nancy Sartin

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ECSE 3010 Introduction to Assessment, Planning, and Instruction

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: ECSE 3010  
Credit Hours: 3  
Course Title: Introduction to Assessment, Planning, and Instruction  
Pre-requisites: Appropriate 2999 course  
Course Description: Introduction to evidence-based practices and theories of learning and development that underlie the teaching and learning process related to assessment, planning, and instruction across multiple grade levels, with a focus on pre-kindergarten and kindergarten levels and the curricular disciplines. ECSE 3390, ECED 3190, or a practicum placement approved at the program level is required as a corequisite of this course.

**Requested:**  
Course Prefix and Number:  
Credit Hours:  
Course Title: Planning, Instruction, and Developmentally Appropriate Practices  
Pre-requisites: Appropriate 2999 course, and minimum GPA of 2.75.  
Course Description: 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. ECSE 3390, ECED 3190, or a practicum approved at the program level is required as a corequisite of this course.

**Semester/Year to be Effective:**  
Fall 2016

**Estimated Frequency of Course Offering:**  
Fall and Spring Semesters

**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: The course description needs to be revised because this course now includes developmentally appropriate strategies.

**Plans for assessing the effectiveness of the course:** The effectiveness of the course will be determined by the EPP and program assessments approved by the Georgia Professional Standards Commission.

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Meier</i>	Date: <i>3-24-16</i>
Dept. Head: <i>Lynn C. Meier</i>	Date: <i>3-24-16</i>
Dean/Director: <i>Lynn C. Meier</i>	Date: <i>3-24-16</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: March 23, 2016

**Request for a Revised Course**  
Valdosta State University

**Date of Submission:** 03/08/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Shirley Andrews

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ECSE 3020 Intermediate Assessment, Planning, and Instruction

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: ECSE 3020  
Credit Hours: 3  
Course Title: Intermediate Assessment, Planning, and Instruction  
Pre-requisites: Appropriate 2999 course and ECSE 3010  
Course Description: This is a check-point course, and check-point requirements must be met. The use of selected evidence-based practices and theories of learning processes related to assessment, planning, and instruction. Grades 1-3 to meet the diverse and individualized needs of the students. ECSE 3490, ECED 3690, or a practicum approved at the program level is required as a corequisite of this course.

**Requested:**  
Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: Appropriate 2999 course, ECSE 3010, and minimum GPA of 2.75.  
Course Description: 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. ECSE 3490, ECED 3690, or a practicum approved at the program level is required as a corequisite of this course.

**Semester/Year to be Effective:**  
Fall 2016

**Estimated Frequency of Course Offering:**  
Fall and Spring Semesters

**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: The course description needs to be revised because this course is no longer a checkpoint course.

**Plans for assessing the effectiveness of the course:** The effectiveness of the course will be determined by the EPP and program assessments approved by the Georgia Professional Standards Commission.

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Meri</i>	Date: <i>3-24-16</i>
Dept. Head: <i>Lynn C. Meri</i>	Date: <i>3-24-16</i>
Dean/Director: <i>Lynn C. Meri</i>	Date: <i>3-24-16</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: March 23, 2016

**Request for a Revised Course**  
Valdosta State University

**Date of Submission:** 03/08/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Shirley Andrews

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ECSE 3210 Introduction to the Management of Learning Environments

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: ECSE 3210  
Credit Hours: 3  
Course Title: Introduction to the Management of Learning Environments  
Pre-requisites: Appropriate 2999 course  
Course Description: 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, basic behavior management principles, and developmentally appropriate strategies for Pre-K and K students. ECSE 3390, ECED 3190, or a practicum approved at the program level is required as a corequisite of this course.

**Requested:**  
Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: Appropriate 2999 course, and minimum GPA of 2.75.  
Course Description: 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. ECSE 3490 or ECED 3690, or a practicum approved at the program level is required as a corequisite of this course.

**Semester/Year to be Effective:**  
Fall 2016

**Estimated Frequency of Course Offering:**  
Fall and Spring Semesters

**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: The course description needs to be revised because developmentally appropriate strategies will be included in another course and this course is being moved to Professional Semester 2.

**Plans for assessing the effectiveness of the course:** The effectiveness of the course will be determined by the EPP and program assessments approved by the Georgia Professional Standards Commission.

Approvals:	
College/Division Exec. Comm. <i>Lynn C. Mei</i>	Date: <i>3-24-16</i>
Dept. Head: <i>Lynn C. Mei</i>	Date: <i>3-24-16</i>
Dean/Director: <i>Lynn C. Mei</i>	Date: <i>3-24-16</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: March 23, 2016

**Request for a Revised Course**  
Valdosta State University

**Date of Submission:** 03/08/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Nancy Sartin

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
ECSE 4010 Advanced Assessment, Planning, and Instruction

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: ECSE 4010  
Credit Hours: 3  
Course Title: Advanced Assessment, Planning, and Instruction  
Pre-requisites: Appropriate 2999 course, ECSE 3010, and ECSE 3020.  
Course Description: An expansion of candidates' knowledge and skill base regarding the appropriate evidence-based practices and theories in grades 4-5 grades that underlie the teaching and learning processes related to assessment, planning, and instruction across the content areas of reading, math, science, social studies, fine arts, health, and technology, to meet the needs of diverse learners, in general education, inclusive settings, and special education classrooms. ECSE 4390, ECED 4690, or a practicum approved at the program level is required as a corequisite of this course.

**Requested:**  
Course Prefix and Number:  
Credit Hours:  
Course Title: Assessment, Planning, and Differentiated Instruction  
Pre-requisites: Appropriate 2999 course, ECSE 3010, ECSE 3020, and minimum GPA of 2.75.  
Course Description: An expansion of candidates' knowledge and skill base regarding the appropriate evidence-based practices and theories of learning in grades 1-3 that underlie the teaching and learning processes related to assessment, planning, and differentiated instruction and the associated curricular disciplines to meet the needs of diverse learners in general education, inclusive settings, and special education classrooms. ECSE 4390, ECED 4690, or a practicum approved at the program level is required as a corequisite of this course.

**Semester/Year to be Effective:**  
Fall 2016

**Estimated Frequency of Course Offering:**  
Fall and Spring Semesters

**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: The course description needs to be revised because this course now includes differentiated instructional strategies.

**Plans for assessing the effectiveness of the course:** The effectiveness of the course will be determined by the EPP and program assessments approved by the Georgia Professional Standards Commission.

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Min</i>	Date: 3-24-16
Dept. Head: <i>Lynn C. Min</i>	Date: 3-24-16
Dean/Director: <i>Lynn C. Min</i>	Date: 3-24-16
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: March 23, 2016

**Request for a Revised Course**  
Valdosta State University

**Date of Submission:** 03/05/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Gina M. Doepker / Deb L. Marciano

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

LITR 3110 Emergent Literacy

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: LITR 3110  
Credit Hours: 3  
Course Title: Emergent Literacy  
Pre-requisites: Appropriate 2999 Course.  
Corequisite: ECSE 3390, ECED 3190, or a practicum approved at the program level.  
Course Description: Introduction to children's emergent literacy, including reading and writing development, phonological awareness, phonemic awareness, concepts about print, oral language development, speaking and listening development, and developmental writing. The integration of children's literature and fine arts into teaching is emphasized.

**Requested:**  
Course Prefix and Number:  
Credit Hours:  
Course Title: Emergent Literacy Through Children's Literature and the Arts  
Pre-requisites: Appropriate 2999 course, and a minimum GPA of 2.75.  
Course Description: An integrated approach to the development of emergent literacy skills incorporated with aesthetic appreciation and creative expression. Emphasis is on methods for using children's literature and the fine arts to develop life-long readers. ECSE 3390, ECED 3190, or a practicum approved at the program level is required as a corequisite.

**Semester/Year to be Effective:**  
Fall 2016

**Estimated Frequency of Course Offering:**  
Fall and Spring Semesters

**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: Teacher candidates will demonstrate content knowledge of developmentally appropriate literacy skills and strategies, choosing quality children's literature, and integration of the arts in the course and field base practicum teaching.

Adopting current best practice(s) in field: Integrating literature and the fine arts to teach literacy is current best practice as it relates to comprehension strategy instruction, particularly. The English Language Arts Georgia Standards of Excellence specifically address the PRESENTATION OF KNOWLEDGE AND IDEAS through "drawing or other visual displays to descriptions as desired to provide additional detail." Teachers are currently required to have their students use the fine arts to display their knowledge of the books being

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read during English Language Arts instruction. Intergrating the arts with literacy (through the use of authentic children's literature) provides opportunities for students to become more adept at drawing evidence from a text and assisting children to subsequently explain that evidence orally, in writing, and through artistic expression. This is also supported by the INTASC Standard #8: INSTRUCTIONAL STRATEGIES - "The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways." Integration of the arts and literature contributes not only to students' lifelong engagement with the arts but also to the development of deeper thinking and interpretation skills demanded by a standards-based education

Meeting Mandates of State/Federal/Outside Accrediting Agencies: International Literacy Association/CAEP Standard 2 Curriculum & Instruction - TEACHER EDUCATORS - 2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources. Provide opportunities for preservice teachers and other reading professionals to review and critique a wide variety of quality traditional print, digital, and online resources. Provide opportunities for preservice teachers and other reading professionals to establish criteria for selecting quality traditional print, digital, and online resources for all students, including English learners. PREK- & ELEMENTARY CLASSROOM TEACHERS 2.3: Use a wide range of texts (e.g., narrative, expository, and poetry) from traditional print, digital, and online resources. Guided by evidence-based rationale, select and use quality traditional print, digital, and online resources. Build an accessible, multilevel, and diverse classroom library that contains traditional print, digital, and online classroom materials. GEORGIA STANDARDS OF EXCELLENCE - English Language Arts

Other:

**Plans for assessing the effectiveness of the course:** The course will be assessed by collecting data from course assignments and ACEI/GaPSC approved program assessments, as well as reviewing the students' opinions regarding the course as they self-report on the SOIs.

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Nuri</i>	Date: <i>3-24-16</i>
Dept. Head: <i>Lynn C. Nuri</i>	Date: <i>3-24-16</i>
Dean/Director: <i>Lynn C. Nuri</i>	Date: <i>3-24-16</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: March 23, 2016



**Request for a Revised Course**  
Valdosta State University

**Date of Submission:** 03/09/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Lynn Minor

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
LITR 3120 Early Literacy

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: LITR 3120  
Credit Hours: 3  
Course Title: Early Literacy  
Pre-requisites: Appropriate 2999 course; LITR 3110.  
Course Description: This is a check-point course, and check-point requirements must be met. 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 the field. ECSE 3490, ECED 3690, or a practicum approved at the program level

**Requested:**  
Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: Appropriate 2999 course, and a minimum GPA of 2.75.  
Course Description: 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 in the field. ECSE 3390, ECED 3190, or a practicum approved at the program level is required as a corequisite of this course.

**Semester/Year to be Effective:**  
Fall 2016

**Estimated Frequency of Course Offering:**  
Fall and Spring Semesters

**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: This course was moved to the first professional semester which changed the prerequisites and field placement requirements.

**Plans for assessing the effectiveness of the course:** The course will be assessed by collecting data from course assignments and ACEI/GaPSC approved program assessments, as well as reviewing the students' opinions regarding the course as they self-report on the SOIs.

Approvals:	
College/Division Exec. Comm.: <i>Laura C. Nini</i>	Date: <i>3-24-16</i>
Dept. Head: <i>Laura C. Nini</i>	Date: <i>3-24-16</i>
Dean/Director: <i>Laura C. Nini</i>	Date: <i>3-24-16</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: March 23, 2016

**Request for a Revised Course**  
Valdosta State University

**Date of Submission:** 03/09/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
Early Childhood and Special Education

**Faculty Member Requesting Revision:**  
Lynn Minor

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

LITR 3130 Developing Literacy

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number: LITR 3130  
Credit Hours: 3  
Course Title: Developing Literacy  
Pre-requisites: Appropriate 2999 course; LITR 3110.  
Course Description: This is a check-point course, and check-point requirements must be met. Application of methods for teaching listening, speaking, reading, writing, viewing, and visually representing. Emphasis is placed on 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. ECSE 3490, ECED 3690, or a practicum approved at the program level, is required as a corequisite of this course.

**Requested:**

Course Prefix and Number:  
Credit Hours:  
Course Title:  
Pre-requisites: Appropriate 2999 course; LITR 3110; LITR 3120; and a minimum GPA of 2.75.  
Course Description: Application of methods for teaching listening, speaking, reading, writing, viewing, and visually representing. Emphasis is placed on 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. Teacher candidates are expected to plan and implement learned skills and knowledge in a 4-5 grade classroom in the field. ECSE 3490, ECED 3690, or a practicum approved at the program level is required as a corequisite of this course.

**Semester/Year to be Effective:**  
Fall 2016

**Estimated Frequency of Course Offering:**  
Fall and Spring Semesters

**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: The grade levels for the field experience and the prerequisites for this course have changed.

**Plans for assessing the effectiveness of the course:** The course will be assessed by collecting data from course assignments and ACEI/GaPSC approved program assessments, as well as reviewing the students' opinions regarding the course as they self-report on the SOIs.

Approvals:	
College/Division Exec. Comm.: <i>Lynn C. Mini</i>	Date: <i>3-24-16</i>
Dept. Head: <i>Lynn C. Mini</i>	Date: <i>3-24-16</i>
Dean/Director: <i>Lynn C. Mini</i>	Date: <i>3-24-16</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: March 23, 2016

# 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:**  
<http://catalog.valdosta.edu/undergraduate/academic-programs/nursing-health-sciences/bs-nursing/>

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

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

**Present Requirements:**

**Semester One**

NURS 3101.....3-0-3

NURS 3102.....3-3-4

NURS 3103.....2-3-3

NURS 3111.....4-3-5

15 credit hrs

**Semester Two**

NURS 3210.....3-6-5

NURS 3212.....4-9-7

NURS 3214.....2-0-2

14 credit hours

**Semester Three**

NURS 4102.....3-0-3

NURS 4113.....4-9-7

NURS 4123.....3-3-4

Upper level elective (3000-4000 level).....3-0-3

17 credit hours

**Semester Four**

NURS 4200.....3-3-4

NURS 4203.....3-0-3

NURS 4225.....0-14-7

14 credit hours

**Proposed Requirements (Underline changes after printing this form):**

**Semester One**

NURS 3102.....3-0-3

NURS 3103.....3-3-4

NURS 3111.....6-6-8

15 credit hours

**Semester Two**

NURS 3201.....3-0-3

NURS 3202.....4-3-5

NURS 3203.....4-9-7

15 credit hours

**Semester Three**

NURS 4114.....4-9-7

NURS 4124.....6-6-8

15 credit hours

**Semester Four**

NURS 4201.....3-3-4

NURS 4202.....3-0-3

NURS 4224.....3-15-8

15 credit hours

**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: Based on feedback from SOIs, student focus groups, faculty, and the SON Undergraduate Nursing Academic Committee, the SON requests the above changes to the major curriculum. The concepts from NURS 3101 will be included in other semester one courses as appropriate. Moving Research (4102) to semester two (3201) introduces novice nursing students to Research and EBP concepts earlier and offers more opportunity for the integration of current research and EBP in the clinical learning process. Research and EBP can then be incorporated into all Senior level courses. The changes

suggested to the Mental Health course (3202) allow course faculty more time in didactic to cover the multitude of concepts. The changes to clinical time (in 3202) brings the course in line with other single semester / specialty nursing clinical courses in the curriculum. In the semester three courses, creation of the new Nursing Care of Women, Children, & Families course (4124) allows students to learn about pediatric nursing care specifically and practice this learning in pediatric focused clinical experiences. In semester four, adding a 3 hour per week didactic portion to NURS 4224 allows time for a comprehensive review of program concepts, structured comprehensive standardized exit exams, structured learning assistance as needed, and assistance in developing a study/preparation plan for the NCLEX-RN examination.

This plan also supports current evidence to improve NCLEX-RN exam results. Carrick (2011) listed revision of course sequencing, a curriculum that models the NCLEX-RN test blueprint, administering NCLEX-RN readiness testing, and structured learning assistance as interventions to improve NCLEX results. Sears et. al. (2015) further support the use of comprehensive standardized testing as predictors of NCLEX-RN success.

- Adopting current best practice(s) in field:
- 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. SOIs, Student informal focus group feedback, Faculty informal focus group feedback
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Student exams, Aggregate Semester One course Grades, Aggregate Semester Two course grades, Aggregate Semester Three course grades, Pediatric content exam items in NURS 3212 & NURS 4113. Comprehensive Standardized Testing results related to Pediatric content. NCLEX-RN results isolating Pediatric content performance. Lack of direct Med/Surg content/testing/conceptual review in Semester 4.

**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. SOIs, Student focus group feedback, Faculty focus group feedback, Employer feedback
- Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Student exams, Aggregate Semester One course Grades, Aggregate Semester Two course grades, Aggregate Semester Three course grades, Aggregate Semester Four course grades, New course exams and/or specific assignments. Comprehensive Standardized Testing results related to Pediatric content. NCLEX-RN results isolating Pediatric content performance.

#### References:

Carrick, J. A. (2011). Student achievement and NCLEX-RN success: Problems that persist. *Nursing Education Perspectives*, 32(2), 78-83. Retrieved from <http://search.proquest.com/docview/863645880?accountid=458>



Cleary, M., Horsfall, J., Happell, B., & Hunt, G. E. (2013). Reflective components in undergraduate mental health nursing curricula: Some issues for consideration. *Issues in Mental Health Nursing*, 34(2), 69-74. doi: 10.3109/01612840.2012.722171

Grandell-Niemi, H., Hupli, M., Leino-Kilpi, H., & Puukka, P. (2005). Finnish nurses' and nursing students' pharmacological skills. *Journal Of Clinical Nursing*, 14(6), 685-694. doi:10.1111/j.1365-2702.2005.01131.x

Landry, L.G., Davis, H., Alameida, M.D., Prive, A., and Renwanz-Boyle, A. (2010). Predictors of NCLEX-RN success across 3 prelicensure program types. *Nurse Educator*, 35(6). pp. 259-263. doi: 10.1097/NNE.0b013e3181f7f1c9

Manias, E., & Bullock, S. (2002). The educational preparation of undergraduate nursing students in pharmacology: clinical nurses' perceptions and experiences of graduate nurses' medication knowledge. *International Journal Of Nursing Studies*, 39(8), 773.

McCarthy, M. A., Harris, D., & Tracz, S.M. (2014). Academic and nursing aptitude and the NCLEX-RN in baccalaureate programs. *Journal of Nursing Education*, 53(3), 151-9. doi:http://dx.doi.org/10.3928/01484834-20140220-01

National Council of State Boards of Nursing. (2016). NCLEX-RN detailed test plan: Candidate Version. Retrieved from [https://www.ncsbn.org/2016\\_RN\\_Test\\_Plan\\_Candidate.pdf](https://www.ncsbn.org/2016_RN_Test_Plan_Candidate.pdf)

Schooley, A., & Kuhn, J. R. D. (2013). Early indicators of NCLEX-RN performance. *Journal of Nursing Education*, 52(9), 539-542. doi:http://dx.doi.org/10.3928/01484834-20130819-08

Scott, P. J., Altenburger, P. A., & Kean, J. (2011). A collaborative teaching strategy for enhancing learning of evidence-based clinical decision-making. *Journal of Allied Health*, 40(3), 120-7. Retrieved from <http://search.proquest.com/docview/918112913?accountid=458>

Sears, N. A., Othman, M., & Mahoney, K. (2015). Examining the relationships between NCLEX-RN performance and nursing student factors, including undergraduate nursing program performance: A systematic review. *Journal of Nursing Education and Practice*, 5(11), pp. 10-15. doi: 10.5430/jnep.v5n11p10

Trofino, R.M. (2013). Relationship of associate degree nursing program criteria with NCLEX-RN success: What are the best predictors in a nursing program of passing the NCLEX-RN the first time? *Teaching and Learning in Nursing*, 8(1), pp. 4-12. doi: 10.1016/j.teln.2012.08.001

Zambas, S. I. (2010). Purpose of the systematic physical assessment in everyday practice: Critique of a "sacred cow". *Journal of Nursing Education*, 49(6), 305-10. doi:http://dx.doi.org/10.3928/01484834-20100224-03

**Approvals:**

Date:

Department Head: <i>Erin Cole</i>	4/4/16
College/Division Exec. Committee: <i>Keith Smyley</i>	4/4/16
Dean(s)/Director(s): <i>Sh Novillo</i>	4/4/16
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 Revised Course**  
Valdosta State University

**Date of Submission:** April 1, 2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
NURSING

**Faculty Member Requesting Revision:**  
Laura Carter

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

NURS 3102 Pharmacology in Nursing Practice

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number: NURS 3102  
Credit Hours: 3-3-4  
Course Title: Pharmacology in Nursing Practice  
Pre-requisites: Full admission to the College of Nursing  
Course Description: Pharmacotherapy, including pharmacological and parenteral agents, actions, therapeutic benefits, side effects, client response, and nursing implications. Laboratory component provides opportunities for acquisition of cognitive and psychomotor skills necessary for safe dosage calculation and medication administration.

**Requested:**

Course Prefix and Number: NURS 3102  
Credit Hours: 3-0-3  
Course Title: Pharmacology in Nursing Practice  
Pre-requisites: Full admission to the College of Nursing and Health Sciences  
Course Description: Safe dosage calculation and pharmacotherapy, including pharmacological and parenteral agents, actions, therapeutic benefits, side effects, client response, and nursing implications.

**Semester/Year to be Effective:**  
Fall 2016

**Estimated Frequency of Course Offering:**  
Spring, Summer, & Fall annually

**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: Removing the laboratory component of this course allows for a more structured approach to address the needs of student nurses by placing all of the requisite Jr. 1 skills in one course. Nurse educators and students should make improvements toward monitoring and administering medications in a more structured environment as many graduate nurses have an overall lack of depth of pharmacology knowledge (Manias & Bullock, 2002). This change will allow students additional time in the classroom to focus on the theoretical and clinical principles of pharmacology knowledge that are important for current professional nursing practice. Finally, students will be exposed to pharmacology instruction in 2 different Jr. 1 courses which will expand their opportunities for learning and influence the

development of their skills (Grandell-Niemi, Hupli, Leino-Kilpi, & Puukka, 2005).

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Feedback from students and the SON Undergraduate Nursing Academic Committee

**Plans for assessing the effectiveness of the course:** SOIs from course, Student focus group feedback, Faculty focus group feedback, student exams, aggregate course grades

#### References

Grandell-Niemi, H., Hupli, M., Leino-Kilpi, H., & Puukka, P. (2005). Finnish nurses' and nursing students' pharmacological skills. *Journal Of Clinical Nursing*, 14(6), 685-694.  
doi:10.1111/j.1365-2702.2005.01131.x

Manias, E., & Bullock, S. (2002). The educational preparation of undergraduate nursing students in pharmacology: clinical nurses' perceptions and experiences of graduate nurses' medication knowledge. *International Journal Of Nursing Studies*, 39(8), 773.

Approvals:	
College/Division Exec. Comm.: <i>Head Grogley</i>	Date: <i>4/4/16</i>
Dept. Head: <i>Brian Cohen</i>	Date: <i>4/4/16</i>
Dean/Director: <i>P. Novello</i>	Date: <i>4/4/16</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: April 4, 2016

**Request for a Revised Course**  
Valdosta State University

**Date of Submission:** April 1, 2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
NURSING

**Faculty Member Requesting Revision:**  
Laura Carter

**Current Course Prefix, Title, & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
NURS 3103 Health Assessment Across the Lifespan

**List Current and Requested Revisions:**

**Current:**  
Course Prefix and Number: NURS 3103  
Credit Hours: 2-3-3  
Course Title: Health Assessment Across the Lifespan  
Pre-requisites: NURS 2700  
Course Description: Assessment of physical, psychosocial, functional, and environmental status. Focus is on health assessment of individuals across the lifespan. Concepts and techniques of assessment are introduced, practiced, and evaluated in the classroom and laboratory experiences.

**Requested:**  
Course Prefix and Number: NURS 3103  
Credit Hours: 3-3-4  
Course Title: Health Assessment Across the Lifespan  
Pre-requisites: Full admission to the College of Nursing and Health Sciences  
Course Description: Assessment of physical, psychosocial, functional, and environmental status. Focus is on health assessment of individuals across the lifespan. Concepts and techniques of assessment, including therapeutic communication, critical thinking, and interprofessional relationships, are introduced, practiced, and evaluated in the classroom and laboratory experiences.

**Semester/Year to be Effective:**  
Fall 2016

**Estimated Frequency of Course Offering:**  
Spring, Summer, & Fall annually

**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: Nursing health assessment is one of the most important aspects of registered professional nursing practice. According to Zambas (2010), patient outcomes improve as nurses' understanding of physical assessment skills improve. One way to improve understanding of, and correct use of, physical assessment skills is to increase students' exposure time to the content. Increased face-to-face instruction time with the nursing faculty will meet this need. Additionally, the increased instruction time allows students time to ask questions and receive feedback to ensure students attain learning objectives.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Student SOI comments/feedback and recommendation from the SON Undergraduate Nursing Academic Committee.

**Plans for assessing the effectiveness of the course:** SOIs from course, Student focus group feedback, Faculty focus group feedback, student exams, aggregate course grades

Reference:

Zambas, S. I. (2010). Purpose of the systematic physical assessment in everyday practice: Critique of a "sacred cow". *Journal of Nursing Education*, 49(6), 305-10.  
doi:<http://dx.doi.org/10.3928/01484834-20100224-03>

Approvals:	
College/Division Exec. Comm.: <i>Kendi Smyley</i>	Date: <i>4/4/16</i>
Dept. Head: <i>Bruce Weber</i>	Date: <i>4/4/16</i>
Dean/Director: <i>J. Novillo</i>	Date: <i>4/4/16</i>
Graduate Exec. Comm. (if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: April 4, 2016



**Request for a Revised Course**  
Valdosta State University

**Date of Submission:** April 1, 2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
NURSING

**Faculty Member Requesting Revision:**  
Laura Carter

**Current Course Prefix, Title, & Number:**

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

NURS 3111 Nursing Care I: Health Promotion and Competencies

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number: NURS 3111

Credit Hours: 4-3-5

Course Title: Nursing Care I: Health Promotion and Competencies

Pre-requisites: Full admission to the College of Nursing and Health Sciences. Prerequisites or Corequisites: NURS 3102 & NURS 3103

Course Description: Individual health promotion and illness prevention across the lifespan. Fundamental nursing skills and concepts are introduced, practiced, and evaluated in the classroom, laboratory, and clinical setting.

**Requested:**

Course Prefix and Number: NURS 3111

Credit Hours: 6-6-8

Course Title: Nursing Care I: Health Promotion and Competencies

Pre-requisites: Full admission to the College of Nursing and Health Sciences. Prerequisite or Corequisite: NURS 3103

Course Description: Individual health promotion and illness prevention across the lifespan. Includes an overview of nursing history, theory, education, research, and practice. Fundamental nursing skills and concepts, including medication administration skills, are introduced, practiced, and evaluated in the classroom, laboratory, and clinical setting.

**Semester/Year to be Effective:**  
Fall 2016

**Estimated Frequency of Course Offering:**  
Spring, Summer, & Fall annually

**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: Studies have shown that student performance in foundational and basic skills (competencies) courses can predict NCLEX-RN success on the first attempt (Landry, Davis, Alameida, Prive, & Renwanz-Boyle, 2010; Trofino, 2013). Given the importance of foundational concepts and basic skill attainment to programmatic and NCLEX-RN first time pass success, the additional didactic and laboratory time in NURS 3111 allows time for students to focus on foundational concepts and skills that are critical to success in the nursing

curriculum and NCLEX-RN. The addition of pharmacology psychomotor skills to the foundational concepts course allows students to be exposed to pharmacology instruction in 2 different Jr. 1 courses which will expand their opportunities for learning and influence the development of their skills (Grandell-Niemi, Hupli, Leino-Kilpi, & Puukka, 2005).

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: Feedback from students and SON Undergraduate Nursing Academic Committee

**Plans for assessing the effectiveness of the course:** SOIs from course, Student focus group feedback, Faculty focus group feedback, student exams, aggregate course grades

References:

Grandell-Niemi, H., Hupli, M., Leino-Kilpi, H., & Puukka, P. (2005). Finnish nurses' and nursing students' pharmacological skills. *Journal Of Clinical Nursing*, 14(6), 685-694. doi:10.1111/j.1365-2702.2005.01131.x

Landry, L.G., Davis, H., Alameida, M.D., Prive, A., and Renwanz-Boyle, A. (2010). Predictors of NCLEX-RN success across 3 prelicensure program types. *Nurse Educator*, 35(6). pp. 259-263. doi: 10.1097/NNE.0b013e3181f7f1c9

Trofino, R.M. (2013). Relationship of associate degree nursing program criteria with NCLEX-RN success: What are the best predictors in a nursing program of passing the NCLEX-RN the first time? *Teaching and Learning in Nursing*, 8(1), pp. 4-12. doi: 10.1016.j.teln.2012.08.001

Approvals:	
College/Division Exec. Comm.: <i>Victor Gonzalez</i>	Date: <i>4/4/16</i>
Dept. Head: <i>Sam Allen</i>	Date: <i>4/4/16</i>
Dean/Director: <i>J. Naville</i>	Date: <i>4/4/16</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: April 4, 2016

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** April 1, 2016 (mm/dd/yyyy)

**Department Initiating Request:**  
NURSING

**Faculty Member Requesting:**  
Laura Carter

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
NURS 3201

**Proposed New Course Title:**  
Professional Nursing Development I: Research and Evidence-Based Practice

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
PNDI: Research & EBP

**Semester/Year to be Effective:**  
Fall 2016

**Estimated Frequency of Course Offering:**  
Spring & Fall 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.) Prerequisite: Successful completion of all Junior 1 courses. Development of skills in reading, interpreting, and evaluating nursing and health care research to become knowledgeable consumers in evidence-based nursing practice. Quantitative, qualitative, and mixed methodology research designs are studied as they apply to the development, dissemination, and utilization of research studies in the practice of professional nursing.

**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: Nursing students are expected to incorporate current nursing research and evidence-based practice into their clinical experiences each semester. The current placement of the Research and Evidence-Based Practice (EBP) course in the Senior 1 semester creates missed opportunities for students who have not had the course and thus may not know how to find, read, and interpret nursing research. Scott, Altenburger, and Kean (2011) highlight that two problems exist for nursing students. First, the "do not have the experience needed to know what to look for" (Scott, et. al.). Second, their need for clinical decision making is based on a patient's medical problem (Scott, et. al.). Moving the course to the Junior 2 semester introduces novice nursing students to Research and EBP concepts earlier and offers more opportunity for the integration of current research and EBP in the clinical learning process. Research and EBP can then be incorporated into all Senior level courses. Scott, Altenburger, and Kean recommended having students in clinical experiences research conditions seen to improve motivation to use Research and EBP concepts and enhance learning overall.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: This new course is requested to fit in the proposed new curriculum changes sent forward in Spring 2016. Students already enrolled will need to complete the old course (NURS 4102), students admitted to the School of Nursing in Fall 2016 and beyond will need to complete this new course.

**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.)

**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 from course, Student focus group feedback, Faculty focus group feedback
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) student exams, aggregate course grades
- Other:

**Reference**

Scott, P. J., Altenburger, P. A., & Kean, J. (2011). A collaborative teaching strategy for enhancing learning of evidence-based clinical decision-making. *Journal of Allied Health*, 40(3), 120-7. Retrieved from <http://search.proquest.com/docview/918112913?accountid=458>

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

<b>Approvals:</b>	
Dept. Head: <i>Bruce Weber</i>	Date: <i>4/4/16</i>
College/Division Exec. Comm.: <i>Heidi Gonzalez</i>	Date: <i>4/4/16</i>
Dean/Director: <i>John Novello</i>	Date: <i>4/4/16</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 Nursing and Health Sciences**  
**School of Nursing**  
**Program of Study: BSN**

**COURSE SYLLABUS**

**COURSE NUMBER** NURS 3201 (new proposed number)

**COURSE TITLE** Professional Nursing Development I: Research and Evidence-Based Practice

**COURSE CREDITS** 3-0-3

**CONTACT HOURS** 3 hours didactic a week x 15 weeks = 45 hours  
 Total Contact Hours = 45

**PLACEMENT IN THE CURRICULUM** Junior 2 semester

**PRE-REQUISITES** Successful completion of all Junior 1 courses

**COURSE DESCRIPTION**

Development of skills in reading, interpreting, and evaluating nursing and health care research to become knowledgeable consumers in evidence-based nursing practice. Quantitative, qualitative, and mixed methodology research designs are studied as they apply to the development, dissemination, and utilization of research studies in the practice of professional nursing.

**COURSE FACULTY**

**COURSE OBJECTIVES**

Upon completion of the course the learner will be able to:

<b>OBJECTIVE</b>	<b><i>BSN Program Objectives (2008) to which the objective relates</i></b>	<b><i>AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008) essential to which the objective relates</i></b>
1. Demonstrate an understanding of the basic elements of the research process, research design, methodologies, and methods of evidence-based research inquiry	1, 3, 4, 8, 10	<b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice <b>Essential III:</b> Scholarship for Evidence-Based Practice

This course syllabus was last updated on: 3/17/16  
 Course author: SON Undergraduate Academic Committee  
 SON Undergraduate Faculty Committee Approval: April 1, 2016  
 VSU Academic Committee Approval: Pending

		<b>Essential IX:</b> Baccalaureate Generalist Nursing Practice
2. Discuss the interrelationships among research, theory, practice, and research integrity	1, 3, 4, 6, 8, 9	<b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice <b>Essential III:</b> Scholarship for Evidence-Based Practice <b>Essential V:</b> Healthcare Policy, Finance, and Regulatory Environments <b>Essential VIII:</b> Professionalism and Professional Values <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice
3. Retrieve, appraise, analyze, and synthesize evidence obtained from credible sources and systematically apply this information to modify nursing practice	1, 2, 3, 4, 6, 8, 9, 10	<b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice <b>Essential II:</b> Basic Organizational and Systems Leadership for Quality Care and Patient Safety <b>Essential III:</b> Scholarship for Evidence-Based Practice <b>Essential IV:</b> Information Management and Application of Patient Care Technology <b>Essential VII:</b> Clinical Prevention and Population Health <b>Essential VIII:</b> Professionalism and Professional Values <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice
4. Critically evaluate research and scholarly work using a hierarchy of evidence to determine the strength of research findings	1, 3, 4, 6, 8, 10	<b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice <b>Essential III:</b> Scholarship for Evidence-Based Practice <b>Essential IV:</b> Information Management and Application of Patient Care Technology <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice
5. Demonstrate scholarship through	1, 2, 3, 4, 5, 6, 8, 10	<b>Essential I:</b> Liberal



<p>effective oral and written communication to disseminate evidence and deliver evidence-based, patient-centered care</p>		<p>Education for Baccalaureate Generalist Nursing Practice  <b>Essential III:</b> Scholarship for Evidence-Based Practice  <b>Essential IV:</b> Information Management and Application of Patient Care Technology  <b>Essential VI:</b> Interprofessional Communication and Collaboration for Improving Patient and Healthcare Outcomes  <b>Essential VII:</b> Clinical Prevention and Population Health  <b>Essential VIII:</b> Professionalism and Professional Values  <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice</p>
<p>6. Model beginning nurse researcher behaviors of intellectual curiosity and creativity as the basis of a scholarly identity</p>	<p>1, 2, 3, 4, 5, 6, 8, 9, 10</p>	<p><b>Essential III:</b> Scholarship for Evidence-Based Practice  <b>Essential VIII:</b> Professionalism and Professional Values  <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice</p>
<p>7. Explain the connection among discovery of new knowledge, delivery of evidence-based care, and shaping of professional nursing practice</p>	<p>1, 3, 4, 5, 6, 8, 10</p>	<p><b>Essential III:</b> Scholarship for Evidence-Based Practice  <b>Essential VIII:</b> Professionalism and Professional Values  <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice</p>

**TOPICAL OUTLINE**

- I. Overview of research and evidence-based practice in nursing and health care
- II. Models of evidence-based practice and research utilization in nursing and health care
- III. Various categories of research, essential terminology, and ways of knowing
- IV. Relationship among research, theory, and practice
- V. Importance of historical development of research in nursing
- VI. Resources for research and evidence-based practice
- VII. Understanding the scientific method, research processes, and nursing process
- VIII. Critically reading nursing research and scholarly work

- IX. Discovering research problems, purposes, and subproblems (objectives, questions, and hypotheses)
- X. Planning and conducting literature reviews
- XI. Overview of philosophies and theoretical and conceptual frameworks in research and practice
- XII. Research study designs and methods
- XIII. Sampling in nursing research
- XIV. Research integrity and the rights of human participants in research
- XV. Data collection, measurement, and instrumentation in nursing
- XVI. Data analysis and interpretation of results in nursing research
- XVII. Implication for practice and recommendations for future research
- XVIII. The complete research and evidence-based experience to improve nursing education and practice

**TEACHING/LEARNING STRATEGIES INCLUDE:**

Lecture, class discussion, learning activities, assigned reading, audiovisual aids, small group work, simulation, role playing, study guides, demonstrations, guided independent study, computer assisted instruction, student presentations, and clinical application are utilized to meet the course objectives.

**REQUIRED TEXT AND REFERENCES**

**Students are advised to retain all required textbooks and references throughout their program of study as assignments in subsequent course work may be made using texts required in a previous course. Faculty members also retain the right to test material covered in previous coursework.**

**EVALUATION METHODS**

Students will be evaluated in a variety of ways, as appropriate to the course level and type. Evaluation methods may be selected from the following possibilities: class participation and contribution, group discussion, quizzes, oral presentations, research projects, formal papers, critiques, research practicum, utilization of various forms of technology, written examinations, poster/PowerPoint presentations, and experiential research activities (see Grading Criteria).

**GRADING SCALE**

90-100	A
80-89	B
74-79	C
66-73	D
Below 66	F

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** April 1, 2016 (mm/dd/yyyy)

**Department Initiating Request:**  
NURSING

**Faculty Member Requesting:**  
Laura Carter

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
NURS 3202

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

**Semester/Year to be Effective:**  
Fall 2016

**Estimated Frequency of Course Offering:**  
Spring & Fall Annually

**Indicate if Course will be :**     Requirement for Major     Elective

**Lecture Hours:** 4

**Lab Hours:** 3

**Credit Hours:** 5

**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: Successful completion of all Junior 1 courses. Evidence-based practice for the psychosocial care of self and others across the lifespan. Students are actively engaged in an exploration of behavioral health issues, including ethical, legal, cultural, public policy, and safety issues. Clinical experiences within an interdisciplinary team are used to provide client-centered 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: According to Cleary et. al. (2013), the undergraduate classroom is the "site for [the] introduction to the ideas associated with reflection". Reflection involves "(1) attending to feelings...; (2) association (linking feelings with extant knowledge and attitudes...); (3) integration (gaining deeper insight from synthesizing old and new understandings); (4) validation (checking cognitive congruence of prior knowledge and new insights); (5) appropriation (incorporating new knowledge and attitudes into self-awareness); and (6) outcomes (acting in new ways...)" (Cleary, et. al., p. 69). Common barriers to the processes of reflection include large student numbers and limited time to cover concepts/content (Cleary, et.al.). Course faculty must have time to introduce, explain, allow exploration of, and evaluate learning of concepts in order to assess student learning appropriately. The changes suggested to the Mental Health course allow course faculty more time in didactic to cover the multitude of concepts. The changes to clinical time brings the course in line with other single semester / specialty nursing clinical courses in the curriculum.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: This new course is requested to fit in the proposed new curriculum changes sent

forward in Spring 2016. Students already enrolled will need to complete the old course (NURS 3210), students admitted to the School of Nursing in Fall 2016 and beyond will need to complete this new course.

**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.)

**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 from course, Student focus group feedback, Faculty focus group feedback
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) student exams, aggregate course grades
- Other:

**Reference**

Cleary, M., Horsfall, J., Happell, B., & Hunt, G. E. (2013). Reflective components in undergraduate mental health nursing curricula: Some issues for consideration. *Issues in Mental Health Nursing*, 34(2), 69-74. doi: 10.3109/01612840.2012.722171

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

<b>Approvals:</b>	
Dept. Head: <i>Bruce Cohen</i>	Date: <i>4/4/16</i>
College/Division Exec. Comm.: <i>Heidi Gungley</i>	Date: <i>4/4/16</i>
Dean/Director: <i>J. Norville</i>	Date: <i>4/4/16</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 Nursing and Health Sciences**  
**School of Nursing**  
**Program of Study: BSN**

**COURSE SYLLABUS**

**COURSE NUMBER** NURS 3202 (new proposed number)

**COURSE TITLE** Mental Health Nursing Care

**COURSE CREDITS** 4-3-5

**CONTACT HOURS** 4 hours didactic a week x 15 weeks = 60 Hours  
 3 Hours of Clinical a week x 15 Weeks = 45 Hours  
 Total contact hours = 105

**PLACEMENT IN THE CURRICULUM** Junior 2 semester

**PRE-REQUISITES** Successful completion of all Junior 1 courses

**COURSE DESCRIPTION**

Evidence-based practice for the psychosocial care of self and others across the lifespan. Students are actively engaged in an exploration of behavioral health issues, including ethical, legal, cultural, public policy, and safety issues. Clinical experiences within an interdisciplinary team are used to provide client-centered care.

**COURSE FACULTY**

**COURSE OBJECTIVES**

Upon completion of this course the learner will be able to:

<b>OBJECTIVE</b>	<b><i>Junior Level BSN Objectives (2008) to which the objective relates</i></b>	<b><i>AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008) essential to which the objective relates</i></b>
1. Synthesize knowledge of the liberal arts, human and natural sciences, and nursing to develop holistic plans of care for the	1, 5, 6	<b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice <b>Essential IX:</b> Baccalaureate

This course syllabus was last updated on: 3/17/16  
 Course author: SON Undergraduate Academic Committee  
 SON Undergraduate Faculty Committee Approval: 4/1/16  
 VSU Academic Committee Approval: Pending

mental health needs of individuals, families, and communities		Generalist Nursing Practice
2. Collaborate with interdisciplinary team members to coordinate safe and effective mental health care	2, 5, 6	<b>Essential II:</b> Basic Organizational and Systems Leadership for Quality Care and Patient Safety <b>Essential VI:</b> Interprofessional Communication and Collaboration for Improving Patient Health Outcomes <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice
3. Demonstrate critical thinking, effective judgment, and therapeutic communication to provide evidence-based mental health care	3, 5, 6	<b>Essential III:</b> Scholarship for Evidence-Based Practice <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice
4. Identify evidence from research and nursing practice to plan, implement, and evaluate mental health care	4, 5, 6	<b>Essential III:</b> Scholarship for Evidence-Based Practice <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice
5. Apply the nursing process to primary, secondary, and tertiary mental health care	3, 5, 6	<b>Essential VII:</b> Clinical Prevention and Population Health <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice
6. Use ethical principles and professional standards of nursing practice in mental health settings	6, 9	<b>Essential VIII:</b> Professionalism and Professional Values <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice
7. Apply teaching-learning principles that address gender, age, stage of development, educational level, and culture in promoting mental health	5, 6, 7	<b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice
8. Identify trends and mental health issues affecting access, parity, advocacy, and human rights	4, 6, 8	<b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice <b>Essential V:</b> Healthcare Policy, Finance, and Regulatory Environments <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice

9. Examine ethical and legal mental health issues affecting patient advocacy	9	<b>Essential V:</b> Healthcare Policy, Finance, and Regulatory Environments <b>Essential VIII:</b> Professionalism and Professional Values
10. Use information and health care technologies to deliver safe and effective mental health care	6, 8, 10	<b>Essential IV:</b> Information Management and Application of Patient Care Technology <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice

### TOPICAL OUTLINE:

- I. Introduction
  - A. Mental health nursing as a holistic, caring art and science: an historical overview
  - B. Professional nursing development in psychiatric nursing practice
    1. Ethical/legal/political issues
    2. Professional standards
- II. Assessment
  - A. Mental status assessment
  - B. *Diagnostic and Statistical Manual of Mental Disorders* axial system
  - C. Etiologies/biological implications
  - D. Cultural/spiritual concepts in Mental Health Nursing
  - E. Personality theories
  - F. Stress, adaptation, and coping
  - G. Special populations
    1. Community mental health nursing
    2. The aging individual
    3. Survivors of abuse and neglect
    4. Forensic mental health nursing
    5. The bereaved
- III. Nursing Diagnosis: Outcome Identification
  - A. Assigning nursing diagnoses to client behaviors
  - B. *Diagnostic and Statistical Manual of Mental Disorders*: A common language with shared meaning
  - C. The interdisciplinary treatment team: A culture of collegial interdependence
- IV. Intervention
  - A. Relationship development and therapeutic communication
  - B. The nursing process in mental health nursing
  - C. Managing the therapeutic community: Milieu therapy
  - D. Client education
  - E. Crisis Intervention
  - F. Intervention with groups and families
  - G. Relaxation therapy
  - H. Assertiveness training



- I. Anger/aggression management
- J. Suicidal behavior
- K. Cognitive therapy
- L. Behavioral therapy
- M. Psychopharmacology
- N. Electroconvulsive therapy
- O. Complementary alternative practices for mental health nursing
- P. Psychiatric disorders
  - 1. Anxiety disorders
  - 2. Mood disorders
  - 3. Schizophrenia and other psychotic disorders
  - 4. Personality disorders
  - 5. Delirium, dementia, and amnestic disorders
  - 6. Substance-related disorders
  - 7. Eating disorders
  - 8. Childhood disorders
  - 9. Somatoform and dissociative disorders
  - 10. Disorders of human sexuality
- V. Evaluation
  - A. Outcomes: Reassessment of behaviors
  - B. Efficacy of treatment modalities

**TEACHING/LEARNING STRATEGIES:**

Lecture, class discussion, active learning strategies, assigned readings, audiovisual aids, small group work, simulation, role playing, study guides, demonstrations, guided independent study, computer-assisted instruction, student presentations, and clinical application are utilized to meet the course objectives.

**REQUIRED TEXT AND REFERENCES:**

**Students are advised to retain all required textbooks and references throughout their program of study as assignments in subsequent course work may be made using texts required in a previous course. Faculty members also retain the right to test material covered in previous coursework.**

Townsend, M. C. (2009). *Psychiatric mental health nursing: Concepts of care in evidence-based practice*. Philadelphia: F. A. Davis.

**EVALUATION METHODS:**

Students will be evaluated in a variety of ways, as appropriate to the course level and type. Evaluation methods may be selected from the following possibilities: class participation, group discussion, oral presentations, debates, personal journals, portfolios, annotated bibliographies, essays, research projects, formal papers, written examinations, return demonstration, and peer evaluation.

**GRADING SCALE:**

A = (90-100)

B = (80-89)

C = (74-79)

D = (66-73)

F = (65 and less)

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** April 1, 2016 (mm/dd/yyyy)

**Department Initiating Request:**  
NURSING

**Faculty Member Requesting:**  
Laura Carter

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
NURS 3203

**Proposed New Course Title:**  
Nursing Care II: Acute Health Alterations  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
NCII: Acute Health Alt

**Semester/Year to be Effective:**  
Fall 2016

**Estimated Frequency of Course Offering:**  
Spring & Fall Annually

**Indicate if Course will be :**     Requirement for Major     Elective

**Lecture Hours:** 4

**Lab Hours:** 9

**Credit Hours:** 7

**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: Successful completion of all Junior 1 courses. The application and integration of holistic nursing care of clients with acute, physiologic health alterations. Content builds upon foundational concepts and basic nursing skills to care for adults and families. Clinical experiences within interdisciplinary teams provide the opportunity to assist clients to attain optimal 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.

Improving student learning outcomes: Currently, the lack of pediatric nursing focused content is a noted issue. Students need time to focus and learn this material for NCLEX-RN success. Pediatric content is covered in only the most superficial of ways in NURS 3212 & NURS 4113. Faculty and students have noted the lack of pediatric content, and made many suggestions for improving this disparity. The UNAC believes that creating a new course (in Senior 1 semester) covering Women, Children, & Families is the best way to address the need and better prepare students for NCLEX-RN success.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: This change removes pediatric content from the course allowing focus on adult and family populations. This change is requested because a separate course (Nursing Care of Women, Children, & Families) is being created to address pediatric nursing concerns in the curriculum.

This new course is requested to fit in the proposed new curriculum changes sent forward in Spring 2016. Students already enrolled will need to complete the old course (NURS 3212), students admitted to the School of Nursing in Fall 2016 and beyond will need to complete this

new course.

**Source of Data to Support Suggested Change:**

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs, informal student and faculty focus group feedback.
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Pediatric content exam items in NURS 3212 & NURS 4113. Comprehensive Standardized Testing results related to Pediatric content. NCLEX-RN results isolating Pediatric content performance.

**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 from course, Student focus group feedback, Faculty focus group feedback
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) student exams, aggregate course grades
- Other:

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

<b>Approvals:</b>	
Dept. Head: <i>Bruce Cohen</i>	Date: <i>4/4/16</i>
College/Division Exec. Comm.: <i>Herb Gimpsey</i>	Date: <i>4/4/16</i>
Dean/Director: <i>John Novillo</i>	Date: <i>4/4/16</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 Nursing and Health Sciences**  
**School of Nursing**  
**Program of Study: BSN**

**COURSE SYLLABUS**

**COURSE NUMBER** NURS 3203

**COURSE TITLE** Nursing Care II: Acute Health Alterations

**COURSE CREDITS** 4-9-7

**CONTACT HOURS** 4 hours of didactic a week X 15 weeks = 60 hours  
 9 hours of clinical week X 15 weeks = 135 hours  
 Total Contact Hours = 195

**PLACEMENT IN THE CURRICULUM** Junior 2 semester

**PRE-REQUISITES** Successful completion of Junior 1 courses

**COURSE DESCRIPTION**

The application and integration of holistic nursing care of clients with acute, physiologic health alterations. Content builds upon foundational concepts and basic nursing skills to care for adults and families. Clinical experiences within interdisciplinary teams provide the opportunity to assist clients to attain optimal health.

**COURSE FACULTY**

**COURSE OBJECTIVES**

Upon completion of the course the learner will be able to:

<b>OBJECTIVES</b>	<i>Junior Level BSN Objectives (2008) to which the objective relates</i>	<i>AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008) essential to which the objective relates</i>
1. Demonstrate critical thinking to provide care to clients with acute, physiologic health alterations	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice <b>Essential VII:</b> Clinical Prevention and Population Health <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice

This course syllabus was last updated on: 3/17/16  
 Course author: SON Undergraduate Academic Committee  
 SON Undergraduate Faculty Committee Approval: 4/1/16  
 VSU Academic Committee Approval: Pending

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<p>2. Demonstrate therapeutic communication, caring, and teaching/learning process in providing holistic nursing care to clients with acute health problems</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<p><b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice  <b>Essential II:</b> Basic Organizational and Systems Leadership for Quality Care and Patient Safety  <b>Essential IV:</b> Information Management and Application of Patient Care Technology  <b>Essential VI:</b> Interprofessional Communication and Collaboration for Improving Patient Health Outcomes  <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice</p>
<p>3. Examine autonomous and collaborative nursing interventions in providing holistic nursing care in acute care settings</p>	<p>4, 8, 9, 10</p>	<p><b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice  <b>Essential II:</b> Basic Organizational and Systems Leadership for Quality Care and Patient Safety  <b>Essential V:</b> Healthcare Policy, Finance, and Regulatory Environments  <b>Essential VI:</b> Interprofessional Communication and Collaboration for Improving Patient Health Outcomes  <b>Essential VIII:</b> Professionalism and Professional Values  <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice</p>
<p>4. Apply pharmacologic principles and knowledge in the provision of nursing care in acute care settings</p>	<p>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</p>	<p><b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice  <b>Essential III:</b> Scholarship for Evidence-Based Practice  <b>Essential IV:</b> Information Management and Application of Patient Care Technology  <b>Essential VI:</b> Interprofessional Communication and Collaboration for Improving</p>

		Patient Health Outcomes <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice
5. Apply ethical, legal, cultural, and professional consideration to address health disparities and promote quality of life through advocacy and management of care	9	<b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice <b>Essential IV:</b> Information Management and Application of Patient Care Technology <b>Essential V:</b> Healthcare Policy, Finance, and Regulatory Environments <b>Essential VII:</b> Clinical Prevention and Population Health <b>Essential VIII:</b> Professionalism and Professional Values <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice
6. Examine principles of evidence-based practice, current theories, and technology to promote a safe and effective acute care environment	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice <b>Essential III:</b> Scholarship for Evidence-Based Practice <b>Essential IV:</b> Information Management and Application of Patient Care Technology <b>Essential VI:</b> Interprofessional Communication and Collaboration for Improving Patient Health Outcomes <b>Essential VII:</b> Clinical Prevention and Population Health <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice
7. Relate relevant pathophysiology to interprofessional care planning for clients with acute health alterations	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice <b>Essential III:</b> Scholarship for Evidence-Based Practice <b>Essential VII:</b> Clinical Prevention and Population Health <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice
8. Utilize the nursing process to identify,	1, 2, 3, 4, 5, 6, 7, 8, 9,	<b>Essential III:</b> Scholarship for



conceptualize, and plan outcome-oriented nursing care for clients with acute health alterations	10	Evidence-Based Practice <b>Essential VI:</b> Interprofessional Communication and Collaboration for Improving Patient Health Outcomes <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice
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### TOPICAL OUTLINE

- I. Professional Nursing Practice: Integration into Acute Care Settings
  - A. Evidence-based nursing practice
  - B. Legal, ethical, and cultural considerations
  - C. Advocacy within the context of acute care settings
  - D. Collaboration with the interdisciplinary team
- II. Management of Care in Acute Care Settings
  - A. Concepts of care management for clients
    1. Secondary care
  - B. Tertiary care Case management and quality improvement
  - C. Safety and infection control
    1. Error prevention
    2. Hazardous and infectious material
    3. Safe use of equipment
    4. Universal precautions
    5. Isolation procedures
  - D. Trauma
  - E. End-of-life care
- III. Psychosocial Integrity
  - A. Recognizing abuse and neglect
  - B. Cultural considerations
  - C. Age and developmental related considerations
- IV. Physiological Integrity
  - A. Fluid, electrolyte, and acid-base in acute illness
    1. Fluid & hydration balance/imbalance
    2. Electrolyte balance/imbalance
    3. Acid – base balance/imbalance
  - B. Inflammatory and immune responses
    1. Hypersensitivity reactions
    2. Systemic inflammatory reactions
    3. Cancer development
  - C. Common environmental emergencies
    1. Heat and cold related injuries
    2. Snake bites
    3. Arthropod bites and stings
    4. Lightning injuries
    5. Altitude related illness
    6. Near drowning
    7. Poisonings
  - D. Perioperative nursing care

1. Preoperative
  2. Intraoperative
    - a. Age specific
    - b. Types of sedation
    - c. Types of Anesthesia
    - d. Positioning
    - e. Time out
  3. Postoperative
    - a. Complications
      - 1) Pneumonia
      - 2) Deep vein thrombosis
- E. Cardiac output and tissue perfusion
1. Preload and afterload
    - a. Hemodynamics of acute illness
      - 1) Cardiac catheterization
      - 2) Echo
      - 3) MUGA scan
      - 4) Stress testing
    - b. Hypertension
  2. Normal rhythms and selected dysrhythmias
    - a. Sinus
      - 1) Regular sinus rhythm (RSR)
      - 2) Sinus bradycardia (SB)
      - 3) Sinus tachycardia (ST)
      - 4) Sinus arrhythmia (SA)
      - 5) Sinus arrest
    - b. Atrial
      - 1) Fibrillation (AFib)
      - 2) Flutter (Aflutter)
      - 3) Premature atrial contractions (PAC)
    - c. Ventricular
      - 1) Fibrillation (VFib)
      - 2) Tachycardia (VTach)
      - 3) Premature Ventricular Contractions (PVC)
      - 4) Pulseless Electrical Activity (PEA)
  3. Cardioversion and Defibrillation
  4. Atherosclerosis
    - a. Atherosclerotic Heart Disease (ASHD)
    - b. Peripheral Arterial Disease (PAD)
    - c. Peripheral Vascular Disease (PVD)
- F. Hematologic Alterations
1. Anemia
    - a. Destruction of RBC
      - 1) Sickle Cell
      - 2) Glucose-6-Phosphate Dehydrogenase Deficiency
      - 3) Immuno-hemolytic
    - b. Decreased RBC Production
      - 1) Iron Deficiency
      - 2) Vitamin B12 deficiency
      - 3) Folic acid deficiency
      - 4) Aplastic anemia

2. Polycythemia
3. Platelet Disorders
  - a. Autoimmune thrombocytopenic purpura
  - b. Hemophilia
4. Transfusion therapy
  - a. Blood Components
  - b. Administration of blood components
  - c. Transfusion reactions
- G. Alterations in oxygenation
  1. Nursing care issues related to oxygen therapy
    - a. High flow
    - b. Low flow
  2. Non-invasive ventilation
    - a. CPAP
    - b. BIPAP
  3. Non-infectious disorders
    - a. Nasal/facial trauma
    - b. Epistaxis
  4. Airflow limitation
    - a. Airway
      - 1) FBO
      - 2) Strictures
    - b. Sleep apnea
    - c. Chronic Obstructive Pulmonary Disease
      - 1) Emphysema
      - 2) Chronic bronchitis
      - 3) Bronchopulmonary dysplasia
    - d. Asthma
    - e. Cystic fibrosis
  5. Infectious disorders
    - a. Upper respiratory infections
      - 1) Pharyngitis
      - 2) Laryngitis
      - 3) Sinusitis
      - 4) Otitis
      - 5) Tonsillitis
    - b. Lower respiratory infections
      - 1) Bronchiolitis
      - 2) Influenza
      - 3) Tuberculosis
      - 4) Pneumonia
- H. Alterations in mobility
  1. Congenital anomalies
  2. Traumatic injuries
    - a. Sprain/strain
    - b. Fractures
    - c. Knee injury
  3. Subluxation/Dislocation
  4. Repetitive strain injury
  5. Osteoporosis
  6. Osteoarthritis

- I. Alterations in ingestion, digestion, and elimination
  - 1. Oral cavity
    - a. Dental emergencies
    - b. Dental caries
  - 2. Esophagitis
  - 3. Stomach
    - a. Inflammatory
      - 1) Gastritis
      - 2) Gastroesophageal reflux disease (GERD)
      - 3) Ulcers
    - b. Bowel
      - 1) Non-inflammatory
        - a) Intusseption
        - b) Obstruction
        - c) Irritable bowel
      - 2) Inflammatory
        - a) Crohn's
        - b) Ulcers
        - c) Polyps
        - d) Fistula
        - e) Hemorrhoids
  - 4. Pancreas
    - a. Diabetes
      - 1) Insulin dependent diabetes mellitus (IDDM)
      - 2) Non-insulin dependent diabetes mellitus (NIDDM)
  - 5. Malnutrition and obesity
- J. Genitourinary alterations
  - 1. Incontinence
    - a. Stress vs urge
    - b. Enuresis
  - 2. Urinary tract infections
    - a. Lower
    - b. Upper
  - 3. Calculi
  - 4. Reproductive alterations
    - a. Acute infections
    - b. Inflammatory processes
  - 5. Male GU alterations
- K. Sensory/perceptual alterations
  - 1. Vision disturbances
    - a. Refraction errors
    - b. Lens disorders
      - 1) Cataracts
    - c. Pressure disorders
      - 1) Glaucoma
    - d. Retinal disorders
      - 1) Tears
      - 2) Detachment
      - 3) Macular degeneration
      - 4) Retinopathy
  - 2. Hearing loss

- a. Congenital
  - b. Acquired
  - c. Trauma induced
  - d. Aging process
3. Tactile
- a. Hypersensitivity
  - b. Neuropathy
  - c. Parasthesia
4. Skin disorders
- a. Acne
  - b. Parasites and helmiths
    - 1) Tinea
    - 2) Scabies
    - 3) Lice
  - c. Warts
5. Skin cancer
- a. Basal cell
  - b. Squamous cell

### **TEACHING/LEARNING STRATEGIES**

Lecture, class discussion, learning activities, assigned reading, audiovisual aids, small group work, simulation, role playing, study guides, demonstrations, guided independent study, computer assisted instruction, student presentations, and clinical application are utilized to meet the course objectives.

### **REQUIRED TEXT AND REFERENCES**

**Students are advised to retain all required textbooks and references throughout their program of study as assignments in subsequent course work may be made using texts required in a previous course. Faculty members also retain the right to test material covered in previous coursework.**

### **EVALUATION METHODS**

Evaluation methods may be selected from the following possibilities: class participation, group discussion, oral presentation, debates, personal journals, formal papers, written examinations, return demonstrations, clinical performance, and peer evaluation (see Grading Criteria).

### **GRADING SCALE:**

- A = 90 - 100
- B = 80 - 89
- C = 74 - 79
- D = 66 - 73
- F = 65 and below

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** April 1, 2016 (mm/dd/yyyy)

**Department Initiating Request:**  
NURSING

**Faculty Member Requesting:**  
Laura Carter

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
NURS 4114

**Proposed New Course Title:**  
Nursing Care III: Chronic and Multisystem Alterations

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
NCIII: Chronic & Multisys Alt

**Semester/Year to be Effective:**  
Fall 2016

**Estimated Frequency of Course Offering:**  
Spring & Fall annually

**Indicate if Course will be :**     Requirement for Major     Elective

**Lecture Hours:** 4

**Lab Hours:** 9

**Credit Hours:** 7

**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.) Prerequisites: NURS 3202 & NURS 3203. The application and integration of holistic nursing care of clients with chronic and multisystem, physiologic health alterations. Content builds upon concepts and nursing skills acquired in previous courses to care for adults and families. Clinical experiences within interdisciplinary teams provide the opportunity to assist clients to attain optimal 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.

Improving student learning outcomes: Currently, the lack of pediatric nursing focused content is a noted issue. Students need time to focus and learn this material for NCLEX-RN success. Pediatric content is covered in only the most superficial of ways in NURS 3212 & NURS 4113. Faculty and students have noted the lack of pediatric content, and made many suggestions for improving this disparity. The UNAC believes that creating a new course (in Senior 1 semester) covering Women, Children, & Families is the best way to address the need and better prepare students for NCLEX-RN success.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: This change removes pediatric content from the course allowing focus on adult and family populations. This change is requested because a separate course (Nursing Care of Women, Children, & Families) is being created to address pediatric nursing concerns in the curriculum.

This new course is requested to fit in the proposed new curriculum changes sent forward in Spring 2016. Students already enrolled will need to complete the old course (NURS 4113),

students admitted to the School of Nursing in Fall 2016 and beyond will need to complete this new course.

**Source of Data to Support Suggested Change:**

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs, informal student and faculty focus group feedback
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Pediatric content exam items in NURS 3212 & NURS 4113. Comprehensive Standardized Testing results related to Pediatric content. NCLEX-RN results isolating Pediatric content performance.

**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, informal student and faculty focus group feedback
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) student exams, aggregate course grades
- Other:

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

<b>Approvals:</b>	
Dept. Head: <i>Brian Cohen</i>	Date: <i>4/6/16</i>
College/Division Exec. Comm.: <i>Keith Gmyrek</i>	Date: <i>4/4/16</i>
Dean/Director: <i>Dr. Novella</i>	Date: <i>4/4/16</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 Nursing and Health Sciences**  
**School of Nursing**  
**Program of Study: BSN**

**COURSE SYLLABUS**

**COURSE NUMBER** NURS 4114 (new proposed number)

**COURSE TITLE** Nursing Care III: Chronic and Multisystem Health Alterations

**COURSE CREDITS** 4-9-7

**CONTACT HOURS** 4 hours of didactic a week X 15 weeks = 60 hours  
 9 hours of clinical a week X 15 weeks = 135 hours  
 Total contact hours = 195

**PLACEMENT IN THE CURRICULUM** Senior semester I

**PRE-REQUISITES** NURS 3202 & NURS 3203

**COURSE DESCRIPTION**

The application and integration of holistic nursing care of clients with chronic and multisystem, physiologic health alterations. Content builds upon concepts and nursing skills acquired in previous courses to care for adults and families. Clinical experiences within interdisciplinary teams provide the opportunity to assist clients to attain optimal health.

**COURSE FACULTY**

**COURSE OBJECTIVES**

Upon completion of the course the learner will be able to:

<b>OBJECTIVE</b>	<b><i>Senior Level BSN Objectives (2008) to which the objective relates</i></b>	<b><i>AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008) essential to which the objective relates</i></b>
1. Incorporate critical thinking in	1, 2, 3, 4, 5, 6, 7, 8	<b>Essential I: Liberal</b>

This course syllabus was last updated on: 3/17/16  
 Course author: SON Undergraduate Academic Committee  
 SON Undergraduate Faculty Committee Approval: 4/1/16  
 VSU Academic Committee Approval: Pending

<p>providing nursing care to restore or attain optimal health</p>		<p>Education for Baccalaureate Generalist Nursing Practice  <b>Essential II:</b> Basic Organizational and Systems Leadership for Quality Care and Patient Safety  <b>Essential III:</b> Scholarship for Evidence-Based Practice  <b>Essential IV:</b> Information Management and Application of Patient Care  <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice</p>
<p>2. Analyze therapeutic communication, caring, and the teaching/learning process in providing holistic nursing care</p>	<p>1, 2, 3, 4, 5, 6, 7, 8</p>	<p><b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice  <b>Essential II:</b> Basic Organizational and Systems Leadership for Quality Care and Patient Safety  <b>Essential III:</b> Scholarship for Evidence-Based Practice  <b>Essential IV:</b> Information Management and Application of Patient Care  <b>Essential VI:</b> Interprofessional Communication and Collaboration for Improving Patient</p>

		<p>Health Outcomes</p> <p><b>Essential VIII:</b> Professionalism and Professional Values</p> <p><b>Essential IX:</b> Baccalaureate Generalist Nursing Practice</p>
3. Analyze autonomous and collaborative nursing roles in providing holistic care to restore or attain optimal health	1, 2, 3, 4, 5, 6, 7, 8	<p><b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice</p> <p><b>Essential II:</b> Basic Organizational and Systems Leadership for Quality Care and Patient Safety</p> <p><b>Essential III:</b> Scholarship for Evidence-Based Practice</p> <p><b>Essential IV:</b> Information Management and Application of Patient Care</p> <p><b>Essential VI:</b> Interprofessional Communication and Collaboration for Improving Patient Health Outcomes</p> <p><b>Essential VIII:</b> Professionalism and Professional Values</p> <p><b>Essential IX:</b> Baccalaureate Generalist Nursing Practice</p>
4. Incorporate the pharmacotherapeutic principles involved in providing holistic care to restore or attain optimal health	1, 2, 3, 4, 6, 7, 8	<p><b>Essential II:</b> Basic Organizational and Systems Leadership for Quality Care and Patient Safety</p> <p><b>Essential IX:</b></p>

		Baccalaureate Generalist Nursing Practice
5. Analyze ethical and legal issues involved in providing holistic nursing care to restore or attain optimal health	1, 2, 3, 4, 5, 6, 7, 8	<b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice <b>Essential II:</b> Basic Organizational and Systems Leadership for Quality Care and Patient Safety <b>Essential III:</b> Scholarship for Evidence-Based Practice <b>Essential IV:</b> Information Management and Application of Patient Care <b>Essential V:</b> Healthcare Policy, Finance, and Regulatory Environments <b>Essential VI:</b> Interprofessional Communication and Collaboration for Improving Patient Health Outcomes <b>Essential VIII:</b> Professionalism and Professional Values
6. Incorporate principles of evidence-based practice, current theories, research findings, and technology in nursing care to restore or attain optimal health	1, 2, 3, 4, 5, 6, 7, 8, 10	<b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice <b>Essential II:</b> Basic Organizational and Systems Leadership for Quality Care and Patient Safety

		<b>Essential III:</b> Scholarship for Evidence-Based Practice <b>Essential IV:</b> Information Management and Application of Patient Care <b>Essential V:</b> Healthcare Policy, Finance, and Regulatory Environments <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice
7. Incorporate the nursing process to identify, conceptualize, and plan outcome-oriented nursing care for individuals with chronic and multisystem health alterations		<b>Essential IX:</b> Baccalaureate Generalist Nursing Practice
8. Prioritize nursing care interventions based on relevant pathophysiology associated with chronic and multisystem health alterations		<b>Essential IX:</b> Baccalaureate Generalist Nursing Practice

### **TOPICAL OUTLINE**

- I. Management of Care in Complex and Chronic Care Settings
  - A. Advocacy within the context of critical and chronic care settings
  - B. Collaboration with the interdisciplinary team
  - C. Concepts of care management for individuals
  - D. Case Management and Quality Improvement
  - E. Concepts of critical care
  - F. Concepts of rehabilitation
  - G. Concepts of long-term chronic illness care
  - H. Concepts of multisystem organ involvement
- II. Safety and Infection Control
  - A. Error prevention in critical and chronic care settings
  - B. Chemotherapy

- C. Safe use of specialty equipment
- III. Psychosocial Integrity
  - A. Cultural considerations
  - B. Age and developmental related considerations
  - C. Growth and development issues with end-of-life care
    - 1. Hospice care
    - 2. ELNEC
- IV. Physiological Integrity
  - A. Alterations in immunity
    - 1. Autoimmune
      - a. SLE
      - b. Rheumatoid arthritis
    - 2. Immunodeficiencies
      - a. Primary
      - b. Secondary
      - c. Acquired
  - B. Altered cell growth
    - 1. Cancer
      - a. Diagnosis
      - b. Staging
      - c. Treatment options
        - 1) Surgery
        - 2) Chemotherapy
        - 3) Radiation
  - C. Cardiac output and tissue perfusion
    - 1. Congestive Heart Failure
    - 2. Hemodynamic monitoring
    - 3. Dysrhythmias and treatment modalities
      - a. Sick Sinus Syndrome
      - b. AV Blocks
        - 1) 1<sup>st</sup> degree AV Block
        - 2) 2<sup>nd</sup> degree AV Block
          - a) Wenchebach/Mobitz Type I
          - b) Mobitz Type II
        - 3) 3<sup>rd</sup> degree AV Block/Complete AV block
    - 4. Ventricular
      - a. Bundle branch block
      - b. Ventricular standstill
      - c. Escape rhythms
    - 5. Pacemakers and internal defibrillators
    - 6. Myocardial ischemia & myocardial infarction
      - a. Emergency care
      - b. Acute care
      - c. Cardiac rehabilitation

- D. Hematologic alterations
  - 1. Disseminated intravascular coagulation
- E. Oxygenation alterations
  - 1. Cor pulmonale
  - 2. Ventilation-perfusion issues
  - 3. Pulmonary embolism
  - 4. Advanced Airways
    - a. Endotracheal tubes
    - b. Tracheostomy
  - 5. Ventilator care
- F. Endocrine alterations
  - 1. Pituitary
  - 2. Thyroid
  - 3. Parathyroid
  - 4. Adrenal
- G. Neurological disorders
  - 1. Central nervous system
    - a. Cerebral palsy
    - b. Transient ischemic attack, cerebrovascular accident
    - c. Spinal cord injury
    - d. Seizures
    - e. Guillian Barre
  - 2. Peripheral Nervous System
    - a. Myasthenia gravis
    - b. Multiple sclerosis
- H. Alterations in mobility
  - 1. Muscular dystrophy
  - 2. Joint replacement
  - 3. Amputation
- I. Alterations in digestion, nutrition, elimination
  - 1. Bariatric surgery
  - 2. Biliary
  - 3. Liver
    - a. Hepatitis
    - b. Cirrhosis
  - 4. Gallbladder
  - 5. Pancreas
    - a. Pancreatitis
- J. Urinary elimination
  - 1. Renal failure
    - a. Acute
    - b. Chronic
    - c. Endstage
  - 2. Dialysis options
    - a. Peritoneal
    - b. Hemodialysis

K. Reproduction

1. Cancer of the reproductive organs
  - a. Breast
  - b. Ovarian
  - c. Testicular

L. Multisystem Alterations

1. Burns
2. Peritonitis
3. Multisystem organ failure
4. Transplant

**TEACHING/LEARNING STRATEGIES INCLUDE:**

Lecture, class discussion, learning activities, assigned reading, audiovisual aids, small group work, simulation, role playing, study guides, demonstrations, guided independent study, computer assisted instruction, student presentations, and clinical application are utilized to meet the course objectives.

**REQUIRED TEXT AND REFERENCES**

**Students are advised to retain all required textbooks and references throughout their program of study as assignments in subsequent course work may be made using texts required in a previous course. Faculty members also retain the right to test material covered in previous coursework.**

**EVALUATION METHODS**

Evaluation methods may be selected from the following possibilities: class participation, group discussion, oral presentation, debates, personal journals, formal papers, written examinations, return demonstrations, clinical performance, and peer evaluation (see Grading Criteria).

**GRADING SCALE:**

- A = 90 - 100
- B = 80 - 89
- C = 74 - 79
- D = 66 - 73
- F = 65 and below



## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** April 1, 2016 (mm/dd/yyyy)

**Department Initiating Request:**

NURSING

**Faculty Member Requesting:**

Laura Carter

**Proposed New Course Prefix & Number:**

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

NURS 4124

**Proposed New Course Title:**

Nursing Care of Women, Children, and Families

**Proposed New Course Title Abbreviation:**

(For student transcript, limit to 30 character spaces)  
Nsg Care of Wmn, Chdrn, & Fam

**Semester/Year to be Effective:**

Fall 2016

**Estimated Frequency of Course Offering:**

Spring & Fall annually

**Indicate if Course will be :**  Requirement for Major  Elective

**Lecture Hours:** 6

**Lab Hours:** 6

**Credit Hours:** 8

**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.) Prerequisites: NURS 3202 & NURS 3203. Nursing theories and skills related to culturally competent health promotion and maintenance for women, children, and families. Incorporates concepts of family-centered care, collaboration, patient safety, quality improvement, and informatics, utilizing an evidence-based practice approach. Clinical experiences provide opportunities to perform and evaluate nursing practice for women, children, and families.

**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: Providing dedicated time to cover pediatric concepts in both the didactic and clinical setting will allow students time to learn and reflect upon material appropriately. This will improve students' performance on Comprehensive Standardized Tests, which have been shown to be predictors of NCLEX-RN success (Schooley et al., 2013; McCarthy et al., 2014).

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: National Council of State Boards of Nursing list Management of Care and Health Promotion and Maintenance as major concept areas on the NCLEX-RN examination. Management of Care is 17-23% of the NCLEX-RN and Health Promotion and Maintenance is 6-12%. Under these broad headings, concepts such as Case Management, Client Rights, Informed Consent, Advocacy, Developmental Stages and Transitions, Health Screening, Health Promotion/Disease Prevention, and Establishing Priorities are major themes. Under the current curriculum, these themes related to adults (i.e. those aged 18 and over) are covered well. However, these themes for the pediatric population (those <18 years of age) are not covered in a consistent, focused way. When

developing this new course, the Undergraduate Nursing Academic Committee was careful to include time for both didactic and clinical hours devoted to pediatric concerns.

Other: This new course is requested to fit in the proposed new curriculum changes sent forward in Spring 2016. Students already enrolled will need to complete the old course (NURS 4123); students admitted to the School of Nursing in Fall 2016 and beyond will need to complete this new course.

**Source of Data to Support Suggested Change:**

Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs, informal student and faculty focus group feedback

Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Pediatric content exam items in NURS 3212 & NURS 4113. Comprehensive Standardized Testing results related to Pediatric content. NCLEX-RN results isolating Pediatric content performance.

**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, informal student and faculty focus group feedback

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) New course exams and/or specific assignments. Comprehensive Standardized Testing results related to Pediatric content. NCLEX-RN results isolating Pediatric content performance.

Other:

**References:**

McCarthy, M. A., Harris, D., & Tracz, S.M. (2014). Academic and nursing aptitude and the NCLEX-RN in baccalaureate programs. *Journal of Nursing Education*, 53(3), 151-9. doi:<http://dx.doi.org/10.3928/01484834-20140220-01>

National Council of State Boards of Nursing. (2016). NCLEX-RN detailed test plan: Candidate Version. Retrieved from [https://www.ncsbn.org/2016\\_RN\\_Test\\_Plan\\_Candidate.pdf](https://www.ncsbn.org/2016_RN_Test_Plan_Candidate.pdf)

Schooley, A., & Kuhn, J. R. D. (2013). Early indicators of NCLEX-RN performance. *Journal of Nursing Education*, 52(9), 539-542. doi:<http://dx.doi.org/10.3928/01484834-20130819-08>

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

<b>Approvals:</b>	
Dept. Head: <i>Bruce White</i>	Date: <i>4/4/16</i>
College/Division Exec. Comm.: <i>Keith Gmyrek</i>	Date: <i>4/4/16</i>
Dean/Director: <i>J. Novick</i>	Date: <i>4/4/16</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 Nursing and Health Sciences**  
**School of Nursing**  
**Program of Study: BSN**

**COURSE SYLLABUS**

**COURSE NUMBER** NURS 4124 (proposed number)

**COURSE TITLE** Nursing Care of Women, Children, and Families

**COURSE CREDITS** 6-6-8

**CONTACT HOURS** 6 hours of didactic a week x 15 weeks = 90 hours  
 6 hours of clinical a week x 15 weeks = 90 hours  
 Total Contact Hours = 180

**PLACEMENT IN THE CURRICULUM** Senior 1 Semester

**PREREQUISITES** NURS 3210 & NURS 3212

**COURSE DESCRIPTION**

Nursing theories and skills related to culturally competent health promotion and maintenance for women, children, and families. Incorporates concepts of family-centered care, collaboration, patient safety, quality improvement, and informatics, utilizing an evidence-based practice approach. Clinical experiences provide opportunities to perform and evaluate nursing practice for women, children, and families.

**COURSE FACULTY**

**COURSE OBJECTIVES**

Upon completion of the course the learner will be able to:

<b>Course Objective</b>	<b><i>BSN Senior Level Program Objectives (2008) to which the objective relates</i></b>	<b><i>AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008) essential to which the objective relates</i></b>
1. Utilize theoretical, empirical, and experiential nursing knowledge that provides the foundation for health.	1, 4, 7	<b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice <b>Essential III:</b> Scholarship for Evidence-Based Practice
2. Coordinate with other health	2, 3, 4, 7, 9	<b>Essential I:</b> Liberal Education for

This course syllabus was last updated on: 3/17/16  
 Course author: SON Undergraduate Academic Committee  
 SON Undergraduate Faculty Committee Approval: 4/1/16  
 VSU Academic Committee Approval: Pending  
 Template updated (8/9/10) (05/14/2013) (08/14/2013)

Course Objective	BSN Senior Level Program Objectives (2008) to which the objective relates	AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008) essential to which the objective relates
care professionals to assess, plan, implement, and evaluate safe, effective, culturally appropriate care		Baccalaureate Generalist Nursing Practice <b>Essential II:</b> Basic Organizational and Systems Leadership for Quality Care and Patient Safety <b>Essential III:</b> Scholarship for Evidence-Based Practice <b>Essential VI:</b> Interprofessional Communication and Collaboration for Improving Patient Health Outcomes <b>Essential VIII:</b> Professionalism and Professional Values <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice
3. Demonstrate therapeutic communication, caring, critical thinking, and teaching/learning process in providing holistic nursing care to women, children, and families.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice <b>Essential II:</b> Basic Organizational and Systems Leadership for Quality Care and Patient Safety <b>Essential VIII:</b> Professionalism and Professional Values <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice
4. Demonstrate understanding of nursing interventions in providing holistic nursing care for women, children, and families.	4, 8, 9, 10	<b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice <b>Essential II:</b> Basic Organizational and Systems Leadership for Quality Care and Patient Safety <b>Essential IV:</b> Information Management and Application of Patient Care Technology <b>Essential V:</b> Healthcare Policy, Finance, and Regulatory Environments <b>Essential VI:</b> Interprofessional Communication and Collaboration for Improving Patient Health Outcomes <b>Essential VII:</b> Clinical Prevention and Population Health

This course syllabus was last updated on: 3/17/16  
 Course author: SON Undergraduate Academic Committee  
 SON Undergraduate Faculty Committee Approval: 4/1/16  
 VSU Academic Committee Approval: Pending  
 Template updated (8/9/10) (05/14/2013) (08/14/2013)

Course Objective	BSN Senior Level Program Objectives (2008) to which the objective relates	AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008) essential to which the objective relates
		<b>Essential IX:</b> Baccalaureate Generalist Nursing Practice
5. Integrate principles of Evidence-Based Practice, current nursing theories, and technology to plan, implement, and evaluate safe, effective nursing care.	1, 2, 4, 7, 8, 10	<b>Essential II:</b> Basic Organizational and Systems Leadership for Quality Care and Patient Safety <b>Essential III:</b> Scholarship for Evidence-Based Practice <b>Essential IV:</b> Information Management and Application of Patient Care Technology <b>Essential VII:</b> Clinical Prevention and Population Health <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice
6. Integrate professional standards, ethical principles, advocacy, and professional self-reflection into nursing practice.	3, 6, 9	<b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice <b>Essential IV:</b> Information Management and Application of Patient Care Technology <b>Essential V:</b> Healthcare Policy, Finance, and Regulatory Environments <b>Essential VIII:</b> Professionalism and Professional Values
7. Demonstrate knowledge and awareness of trends, issues, and risks that affect health care for women, children, and families in the provision of nursing care, wellness, health promotion, and health education.	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice <b>Essential II:</b> Basic Organizational and Systems Leadership for Quality Care and Patient Safety <b>Essential III:</b> Scholarship for Evidence-Based Practice <b>Essential IV:</b> Information Management and Application of Patient Care Technology <b>Essential V:</b> Healthcare Policy, Finance, and Regulatory Environments <b>Essential VI:</b> Interprofessional Communication and Collaboration for

This course syllabus was last updated on: 3/17/16  
 Course author: SON Undergraduate Academic Committee  
 SON Undergraduate Faculty Committee Approval: 4/1/16  
 VSU Academic Committee Approval: Pending  
 Template updated (8/9/10) (05/14/2013) (08/14/2013)

Course Objective	<i>BSN Senior Level Program Objectives (2008) to which the objective relates</i>	<i>AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008) essential to which the objective relates</i>
		Improving Patient Health Outcomes <b>Essential VII:</b> Clinical Prevention and Population Health <b>Essential VIII:</b> Professionalism and Professional Values <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice
8. Apply ethical, legal, cultural, and professional considerations to address health disparities and promote quality of life through advocacy and management of care.	9	<b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice <b>Essential IV:</b> Information Management and Application of Patient Care Technology <b>Essential V:</b> Healthcare Policy, Finance, and Regulatory Environments <b>Essential VI:</b> Interprofessional Communication and Collaboration for Improving Patient Health Outcomes <b>Essential VII:</b> Clinical Prevention and Population Health <b>Essential VIII:</b> Professionalism and Professional Values <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice

### TOPICAL OUTLINE

#### I. Introduction

- a. Issues and trends in maternity, neonates, infants, toddlers, school-age children, adolescents and women's health care
- b. Genetics
- c. Women's health care: assessment and health promotion
- d. Pediatric health care: assessment and health promotion
- e. Family health care: assessment and health promotion
- f. Standards of practice and ethical considerations
- g. Abuse and neglect
  - i. Emotional violence
  - ii. Physical violence
  - iii. Sexual violence
  - iv. Intimate partner violence

This course syllabus was last updated on: 3/17/16  
 Course author: SON Undergraduate Academic Committee  
 SON Undergraduate Faculty Committee Approval: 4/1/16  
 VSU Academic Committee Approval: Pending  
 Template updated (8/9/10) (05/14/2013) (08/14/2013)

- h. Emergency preparedness
- II. Psycho-Social-Cultural Issues and Trends
  - a. Family Dynamics and communication
  - b. Cultural issues
  - c. Spiritual issues
  - d. Environmental issues
  - e. Transitions in the childbearing process
  - f. End-of-life care
- III. The Childbearing Process
  - a. Reproductive Concerns
    - i. Reproductive system concerns
    - ii. Family planning
    - iii. Sexually transmitted and other infections
    - iv. Infertility
    - v. Menopause and health promotion in the aging process
    - vi. Problems of the breast
    - vii. Structural disorders and neoplasms of the reproductive system
  - b. Pregnancy
    - i. Anatomy and physiology of pregnancy
    - ii. Conception and fetal development
    - iii. Maternal-fetal nutrition
    - iv. Nursing care during pregnancy
    - v. Alternative and complimentary therapies
  - c. Childbirth
    - i. Childbirth and perinatal education
    - ii. Labor and birth process
    - iii. Management of labor discomfort
    - iv. Fetal assessment during labor
    - v. Nursing care during labor
  - d. Postpartum
    - i. Postpartum physiology
    - ii. Nursing care of the postpartum woman
    - iii. Postpartum contraception
  - e. Complications Related to Pregnancy, Labor and Birth, and Postpartum
    - i. Assessment for risk factors
    - ii. Hypertensive disorders in pregnancy
    - iii. Antepartal hemorrhagic disorders
    - iv. Endocrine and metabolic disorders
    - v. Medical-surgical problems in pregnancy
    - vi. Obstetric critical care
    - vii. Mental health disorders and substance abuse
    - viii. Labor and birth complications
    - ix. Postpartum complications
- IV. Neonates
  - a. Physiologic and behavioral adaptations of the neonate

This course syllabus was last updated on: 3/17/16

Course author: SON Undergraduate Academic Committee

SON Undergraduate Faculty Committee Approval: 4/1/16

VSU Academic Committee Approval: Pending

Template updated (8/9/10) (05/14/2013) (08/14/2013)



- b. Neonatal nutrition and feeding
  - c. Neonatal development, safety, and attachment
  - d. Care of the neonate at home
  - e. Perinatal loss
- V. Growth and Development of Children
- a. Growth and development overview
  - b. Neonates to Infants
  - c. Toddlers to Preschoolers
  - d. School-age children
  - e. Adolescents
- VI. Common Illnesses or Disorders in Childhood (including Home Care for each)
- a. Respiratory disorders
  - b. Cardiovascular disorders
  - c. Neurologic and sensory disorders
  - d. Mental health disorders
  - e. Gastrointestinal disorders
  - f. Renal disorders
  - g. Endocrine disorders
  - h. Reproductive and genetic disorders
  - i. Hematologic, immunologic, and neoplastic disorders
  - j. Musculoskeletal disorders
  - k. Dermatologic disorders
  - l. Communicable diseases
    - i. Immunization schedules/recommendations

**TEACHING/LEARNING STRATEGIES THAT WILL BE USED IN THIS COURSE INCLUDE:**

Lecture, discussion, learning activities, assigned reading, audiovisual aids, small group work, simulation, role playing, case studies, study guides, demonstrations, guided independent study, computer assisted instruction, student presentations, supplemental instruction/content mastery enhancement, and clinical application are utilized to meet the course objectives.

**REQUIRED TEXT AND REFERENCES**

**Students are advised to retain all required textbooks and references throughout their program of study as assignments in subsequent course work may be made using texts required in a previous course. Faculty members also retain the right to test material covered in previous coursework.**

**REQUIRED EQUIPMENT/SOFTWARE**

**EVALUATION METHODS:**

This course syllabus was last updated on: 3/17/16  
 Course author: SON Undergraduate Academic Committee  
 SON Undergraduate Faculty Committee Approval: 4/1/16  
 VSU Academic Committee Approval: Pending  
 Template updated (8/9/10) (05/14/2013) (08/14/2013)

Evaluation methods may be selected from the following possibilities: class participation, group discussion, oral presentation, debates, personal journals, formal papers, written examinations, return demonstrations, clinical performance, and peer evaluation (see Grading Criteria).

**GRADING SCALE:**

A = 90 - 100  
B = 80 - 89  
C = 74 - 79  
D = 66 - 73  
F = 65 and below

This course syllabus was last updated on: 3/17/16  
Course author: SON Undergraduate Academic Committee  
SON Undergraduate Faculty Committee Approval: 4/1/16  
VSU Academic Committee Approval: Pending  
Template updated (8/9/10) (05/14/2013) (08/14/2013)

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** April 1, 2016 (mm/dd/yyyy)

**Department Initiating Request:**  
NURSING

**Faculty Member Requesting:**  
Laura Carter

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
NURS 4201

**Proposed New Course Title:**  
Community Health Nursing Care  
**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Community Health Nsg Care

**Semester/Year to be Effective:**  
Fall 2016

**Estimated Frequency of Course Offering:**  
Spring, Summer, & Fall annually

**Indicate if Course will be :**     Requirement for Major     Elective

**Lecture Hours:** 3

**Lab Hours:** 3

**Credit Hours:** 4

**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: Successful completion of all Senior 1 courses. Emphasis is on holistic nursing care to promote and preserve health of culturally diverse families, groups, and populations in the community. Clinical experiences provide opportunities to collaborate with community agencies to assess, plan, implement, and evaluate services.

**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 is requested to fit in the proposed new curriculum changes sent forward in Spring 2016. Students already enrolled will need to complete the old course (NURS 4200), students admitted to the School of Nursing in Fall 2016 and beyond will need to complete this new course.

**Source of Data to Support Suggested Change:**

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs, Student and Faculty feedback
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Student exams, Aggregate course grades

**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, Student and Faculty feedback
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Student exams, Aggregate course grades
- Other:

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

<b>Approvals:</b>	
Dept. Head: <i>Brian Cohen</i>	Date: <i>4/4/16</i>
College/Division Exec. Comm.: <i>Victor Gonzalez</i>	Date: <i>4/4/16</i>
Dean/Director: <i>De Novice</i>	Date: <i>4/4/16</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 Nursing and Health Sciences**  
**School of Nursing**  
**Program of Study: BSN**

**COURSE SYLLABUS**

**COURSE NUMBER** NURS 4201

**COURSE TITLE** Community Health Nursing Care

**COURSE CREDITS** 3-3-4

**CONTACT HOURS** 3 hours didactic a week x 15 weeks = 45 hours  
 3 hours clinical a week x 15 weeks = 45 hours  
 Total contact hours = 90 hours

**PLACEMENT IN THE CURRICULUM** Senior semester 2

**PRE-REQUISITES** Successful completion of all Senior 1 courses

**COURSE DESCRIPTION**

Emphasis is on holistic nursing care to promote and preserve health of culturally diverse families, groups, and populations in the community. Clinical experiences provide opportunities to collaborate with community agencies to assess, plan, implement, and evaluate services.

**COURSE FACULTY**

**COURSE OBJECTIVES**

Upon completion of the course the learner will be able to:

<b>OBJECTIVE</b>	<b><i>BSN Program Objectives (2008) to which the objective relates</i></b>	<b><i>AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008) essential to which the objective relates</i></b>
1. Discuss the evolution of community health nursing	8, 9	<b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice <b>Essential VIII:</b> Professionalism and professional values
2. Apply public health principles, including epidemiology and levels of prevention, to promote optimal health and wellness	1, 3, 4, 5, 7, 9, 10	<b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice <b>Essential VII:</b> Clinical prevention and population health
3. Analyze social, health, and	1, 8	<b>Essential I:</b> Liberal Education for

This course syllabus was last updated on: 3/17/16  
 Course author: SON Undergraduate Academic Committee  
 SON Undergraduate Faculty Committee Approval: 4/1/16  
 VSU Academic Committee Approval: Pending  
 Template updated (8/9/10) (05/14/2013) (08/14/2013)

environmental issues affecting multicultural families, groups, and populations throughout the lifespan		Baccalaureate Generalist Nursing Practice <b>Essential VII:</b> Clinical prevention and population health <b>Essential IX:</b> Baccalaureate generalist nursing practice
4. Utilize professional, ethical, economic, legal, and political factors in planning health care for populations	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice <b>Essential VII:</b> Clinical prevention; and population health; <b>Essential VIII:</b> Professionalism and professional values <b>Essential IX:</b> Baccalaureate generalist nursing practice
5. Develop a plan of care for a community based on assessment and diagnosis of needs and resources	1, 2, 3, 4, 5, 6, 7, 8, 9, 10	<b>Essential II:</b> Basic organizational and systems leadership for quality care and patient safety <b>Essential III:</b> Scholarship for evidence-based practice <b>Essential IV:</b> Information management and application of patient care technology <b>Essential V:</b> Healthcare policy, finance, and regulatory environments <b>Essential VII:</b> Clinical prevention; and population health <b>Essential IX:</b> Baccalaureate generalist nursing practice
6. Apply teaching/learning principles to promote optimal health and wellness	1, 3, 4, 6, 7, 9, 10	<b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice <b>Essential III:</b> Scholarship for evidence-based practice <b>Essential VI:</b> Interprofessional communication and collaboration for improving patient outcomes <b>Essential VII:</b> Clinical prevention; and population health <b>Essential VIII:</b> Professionalism and professional values <b>Essential IX:</b> Baccalaureate generalist nursing practice
7. Evaluate the delivery of health care to communities utilizing appropriate standards and regulations	2, 3, 4, 6, 10	<b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice <b>Essential II:</b> Basic organizational and systems leadership for quality care and patient safety <b>Essential III:</b> Scholarship for evidence-based practice <b>Essential IV:</b> Information management and application of patient care technology <b>Essential V:</b> Healthcare policy, finance, and regulatory environments

		<b>Essential VII:</b> Clinical prevention; and population health
8. Collaborate with clients and other health care professionals to assure continuity of care	2, 3, 5, 6, 9	<b>Essential IV:</b> Information management and application of patient care technology <b>Essential VI:</b> Interprofessional communication and collaboration for improving patient outcomes <b>Essential VII:</b> Clinical prevention; and population health <b>Essential VIII:</b> Professionalism and professional values <b>Essential IX:</b> Baccalaureate generalist nursing practice

### TOPICAL OUTLINE

- I. Overview of Community Health Nursing
  - A. Definition and scope
  - B. Roles and settings
  - C. Origins of community health nursing
  - D. Organization and delivery of public health nursing services
  - E. Community health nursing practice standards
- II. Contemporary Health Problems and Issues
  - A. Geographic, social, and political, including bioterrorism
  - B. Age-related
  - C. Gender-related
  - D. Race- and ethnicity-linked
  - E. *Healthy People 2020*
- III. Caring for Families in the Community
  - A. Family structures and systems
  - B. Family development and functioning
  - C. Assessment of families and their health risks
  - D. Promoting healthy families
- IV. Community as Client
  - A. Population-focused nursing
  - B. Community assessment and diagnosis
  - C. Cultural considerations
  - D. Populations at risk
- V. Theoretical Underpinnings of Community Health Nursing Practice
  - A. Core public health functions and services
  - B. Epidemiology
  - C. Levels of prevention
- VI. Nursing Interventions for Communities and Populations
  - A. Health promotion
  - B. Specific protection
  - C. Early diagnosis and prompt treatment
  - D. Health restoration and supportive care



- E. Continuity of care
- VII. Community Health Nursing Roles and Settings
  - A. School health
  - B. Environmental health and disaster nursing
  - C. Manager/consultant roles
  - D. Researcher
  - E. Occupational health
  - F. Health departments/government agencies
  - G. Other
- VIII. The Future: Trends and Realities
  - A. Impact of demographic, economic, political, legal, social, and other factors on community health nursing practice and priorities
  - B. Trends in community health nursing roles and practice settings
  - C. Governmental priorities: *Healthy People 2020*
  - D. Effecting change: use of political, legislative, and planned change processes and methods

### **TEACHING/LEARNING STRATEGIES INCLUDE:**

Lecture, class discussion, assigned reading, audiovisual aids, small group work and projects, simulation, guest speakers, demonstrations, student presentations, and clinical application may be utilized to meet the course objectives.

### **REQUIRED TEXTS AND REFERENCES**

**Students are advised to retain all required textbooks and references throughout their program of study as assignments in subsequent course work may be made using texts required in a previous course. Faculty members also retain the right to test material covered in previous coursework.**

### **EVALUATION METHODS**

Students will be evaluated in a variety of ways, as appropriate to the course level and type. Evaluation methods may be selected from the following possibilities: class participation, group discussion, oral presentations, debates, personal journals, portfolios, annotated bibliographies, essays, research projects, formal papers, written examinations, clinical performance, and peer evaluation.

### **Grading Scale:**

- A = 90 and above
- B = 80-89
- C = 74-79
- D = 66-73
- F = 65 and below

## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** April 1, 2016 (mm/dd/yyyy)

**Department Initiating Request:**  
NURSING

**Faculty Member Requesting:**  
Laura Carter

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
NURS 4202

**Proposed New Course Title:**  
Professional Nursing Development II:  
Leadership and Management

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
PNDII: Leadership & Mgmt

**Semester/Year to be Effective:**  
Fall 2016

**Estimated Frequency of Course Offering:**  
Spring, Summer, & Fall 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.) Prerequisite: Successful completion of all Senior 1 courses. Preparation for the transition from student to professional nurse, focusing on the development of leadership skills and the introduction of management concepts. Emphasis is on building leadership and management competencies in organizing and coordinating the delivery of nursing care through communication, teamwork, accountability, delegation, problem-solving, client safety and quality management, and evidence-based practice within the context of health care systems and organizations.

**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 is requested to fit in the proposed new curriculum changes sent forward in Spring 2016. Students already enrolled will need to complete the old course (NURS 4203), students admitted to the School of Nursing in Fall 2016 and beyond will need to complete this new course.

**Source of Data to Support Suggested Change:**

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. SOIs, Student and Faculty feedback
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests,

portfolios, specific assignments, etc.) Student exams, Aggregate course grades

**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, Student and Faculty feedback

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

Other:

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

<b>Approvals:</b>	
Dept. Head: <i>Bruce Cohen</i>	Date: <i>4/4/16</i>
College/Division Exec. Comm.: <i>Wanda Gonzalez</i>	Date: <i>4/4/16</i>
Dean/Director: <i>J. Novillo</i>	Date: <i>4/4/16</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 Nursing and Health Sciences**  
**School of Nursing**  
**Program of Study: BSN**

**COURSE SYLLABUS**

**COURSE NUMBER** NURS 4202

**COURSE TITLE** Professional Nursing Development II:  
Leadership & Management

**COURSE CREDITS** 3-0-3

**CONTACT HOURS** 3 hours didactic a week x 15 weeks = 45 hours  
Total Contact Hours = 45

**PLACEMENT IN THE CURRICULUM** Senior 2 semester

**PRE-REQUISITES** Successful completion of all senior 1 courses

**COURSE DESCRIPTION**

Preparation for the transition from student to professional nurse, focusing on the development of leadership skills and the introduction of management concepts. Emphasis is on building leadership and management competencies in organizing and coordinating the delivery of nursing care through communication, teamwork, accountability, delegation, problem-solving, client safety and quality management, and evidence-based practice within the context of health care systems and organizations.

**COURSE FACULTY**

**COURSE OBJECTIVES**

Upon completion of the course the learner will be able to:

<b>OBJECTIVE</b>	<b><i>BSN Program Objectives (2008) to which the objective relates</i></b>	<b><i>AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008) essential to which the objective relates</i></b>
1. Examine leadership and management theory, concepts, skills, and behaviors to promote	1, 5	<b>Essential II:</b> Basic Organizational & Systems Leadership <b>Essential VI:</b> Interprofessional

This course syllabus was last updated on: 3/17/16  
 Course author: SON Undergraduate Academic Committee  
 SON Undergraduate Faculty Committee Approval: 4/1/16  
 VSU Academic Committee Approval: Pending

quality client care		Communication & Collaboration for Improving Patient Health Outcomes
2. Analyze complex organizational systems, including health care systems, organizational structures, and care delivery models	8	<b>Essential II:</b> Basic Organizational & Systems Leadership <b>Essential V:</b> Healthcare Policy, Finance & Regulatory Environments
3. Apply concepts related to the management of human and fiscal resources	1, 8	<b>Essential V:</b> Healthcare Policy, Finance & Regulatory Environments
4. Examine concepts of intraprofessional and interprofessional collaboration and communication and their impact on patient outcomes	2, 3	<b>Essential III:</b> Scholarship for Evidence-Based Practice <b>Essential VI:</b> Interprofessional Communication & Collaboration for Improving Patient Health Outcomes
5. Articulate professional rights, responsibilities, ethical practice, legislation, legal issues, and regulatory processes that affect the delivery of health care	6, 8, 9	<b>Essential V:</b> Healthcare Policy, Finance & Regulatory Environments <b>Essential VIII:</b> Professionalism & Professional Values
6. Apply patient and organizational safety principles, including safety goals and standards, organizational processes, reporting mechanisms and regulatory bodies to promote quality health care	1, 4, 7, 8, 10	<b>Essential II:</b> Basic Organizational & Systems Leadership <b>Essential III:</b> Scholarship for Evidence-Based Practice <b>Essential V:</b> Healthcare Policy, Finance & Regulatory Environments
7. Compare the benefits and limitations of the major forms of reimbursement related to the delivery of health care services and how this affects access and disparities among populations	8, 9	<b>Essential V:</b> Healthcare Policy, Finance & Regulatory Environments
8. Demonstrate leadership and scholarship through the presentation of formal oral and written communications	1, 3	<b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice <b>Essential III:</b> Scholarship for Evidence-Based Practice
9. Propose imaginative and creative strategies based on principles of change theory	1, 5	<b>Essential II:</b> Basic Organizational & Systems Leadership

**TOPICAL OUTLINE**

- I. Management & Leadership Concepts
  - A. Theory
  - B. Establishing priorities
  - C. Delegation
  - D. Supervision & coordination
  - E. Problem solving & decision making
- II. Interprofessional & Intraprofessional Collaboration & Communication
  - A. Group theory, process & dynamics
  - B. Teams /teamwork
  - C. Team training /crew resource management (CRM)
- III. Ethical Practice
- IV. Legal Rights & Responsibilities
- V. Patient Safety & Quality
  - A. Quality assurance /quality improvement /continuous quality improvement
  - B. Management of risk
  - C. Evaluating quality and outcomes
    - 1. National database of nursing quality indicators (NDNQI)
- VI. Strategic Planning
- VII. Planned Change
- VIII. Management of Human Resources
  - A. Motivation
  - B. Conflict resolution
  - C. Supervision
  - D. Performance evaluation
- IX. Management of Fiscal Resources
  - A. Budget development & evaluation
- X. Health Care Systems
- XI. Organizational Structures
  - A. Mission, vision, values
  - B. Organizational culture
  - C. Magnet hospitals
- XII. Microsystems of Care
  - A. Case management
  - B. Managed care
  - C. Shared governance

**TEACHING/LEARNING STRATEGIES INCLUDE**

Lecture, guest speakers, class discussion, learning activities, assigned reading, audiovisual aids, small group work, simulation, role playing, study guides, demonstrations, guided independent study, computer assisted instruction, student presentations, and projects are utilized to meet the course objectives.

**REQUIRED TEXT AND REFERENCES**

**Students are advised to retain all required textbooks and references throughout their program of study as assignments in subsequent course work may be made using texts required in a previous course. Faculty members also retain the right to test material covered in previous coursework.**

### **EVALUATION METHODS**

Evaluation methods may be selected from the following possibilities: class participation, group discussion, oral presentation, debates, personal journals, formal papers, written examinations, return demonstrations, clinical performance, and peer evaluation (see Grading Criteria).

#### **Grading Scale**

A = 90-100

B = 80-89

C = 74-79

D = 66-73

F = 65 and below



## REQUEST FOR A NEW COURSE

Valdosta State University

**Date of Submission:** April 1, 2016 (mm/dd/yyyy)

**Department Initiating Request:**  
NURSING

**Faculty Member Requesting:**  
Laura Carter

**Proposed New Course Prefix & Number:**  
(See course description abbreviations in the catalog for approved prefixes)  
NURS 4224

**Proposed New Course Title:**  
Professional Nursing Practice

**Proposed New Course Title Abbreviation:**  
(For student transcript, limit to 30 character spaces)  
Professional Nursing Practice

**Semester/Year to be Effective:**  
Fall 2016

**Estimated Frequency of Course Offering:**  
Spring, Summer, & Fall annually

**Indicate if Course will be :**     Requirement for Major     Elective

**Lecture Hours:** 3

**Lab Hours:** 15

**Credit Hours:** 8

**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: Successful completion of all Senior 1 courses. Prerequisites or Corequisites: Senior 2 courses. Comprehensive course combining directed conceptual review, professional nursing practice, and simulation to develop students' abilities to manage care for a group of clients that approximates a beginning professional nurse's workload.

**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: Adding a 3 hour per week didactic portion to 4224 allows time for a comprehensive review of program concepts, structured comprehensive standardized exit exams, structured learning assistance as needed, and assistance in developing a study/preparation plan for the NCLEX-RN examination. Carrick (2011) suggested administering NCLEX-RN readiness testing and helping students via structured learning assistance as interventions to improve NCLEX results. Sears et. al. (2015) further support the use of comprehensive standardized testing as predictors of NCLEX-RN success.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: This new course is requested to fit in the proposed new curriculum changes sent forward in Spring 2016. Students already enrolled will need to complete the old course (NURS 4225), students admitted to the School of Nursing in Fall 2016 and beyond will need to complete this new course.

**Source of Data to Support Suggested Change:**

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

Faculty feedback

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

**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, Student and Faculty feedback
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Student exams, Aggregate course grades
- Other:

**References:**

Carrick, J. A. (2011). Student achievement and NCLEX-RN success: Problems that persist. *Nursing Education Perspectives*, 32(2), 78-83. Retrieved from <http://search.proquest.com/docview/863645880?accountid=458>

Sears, N. A., Othman, M., & Mahoney, K. (2015). Examining the relationships between NCLEX-RN performance and nursing student factors, including undergraduate nursing program performance: A systematic review. *Journal of Nursing Education and Practice*, 5(11), pp. 10-15. doi: 10.5430/jnep.v5n11p10

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

<b>Approvals:</b>	
Dept. Head: <i>Bruce Baker</i>	Date: <i>4/4/16</i>
College/Division Exec. Comm.: <i>Kevin Grayley</i>	Date: <i>4/4/16</i>
Dean/Director: <i>Sh. Noriello</i>	Date: <i>4/4/16</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 Nursing and Health Sciences**  
**School of Nursing**  
**Program of Study: BSN**

**COURSE SYLLABUS**

**COURSE NUMBER** NURS 4224

**COURSE TITLE** Professional Nursing Practice

**COURSE CREDITS** 3-15-8

**CONTACT HOURS** 3 hours of didactic a week x 15 weeks = 45 hours  
 15 hours of clinical a week -x 15 weeks = 225 hours  
 Total contact hours = 270

**PLACEMENT IN THE CURRICULUM** Senior Semester 2

**PRE-REQUISITES** Completion of all Senior Semester 1 courses

**CO-REQUISITES** Senior 2 courses are pre-requisites or co-requisites

**COURSE DESCRIPTION**

Comprehensive course combining directed conceptual review, professional nursing practice, and simulation to develop students' abilities to manage care for a group of clients that approximates a beginning professional nurse's workload.

**COURSE FACULTY**

**COURSE OBJECTIVES**

Upon completion of the course the learner will be able to:

Course Objective	Program Outcome to which the objective relates	AACN Essentials of Baccalaureate Nursing (2008) standard to which the objective relates
1. Synthesize theoretical, empirical, and experiential knowledge from the liberal arts, human and natural sciences, and nursing to develop holistic plans of care for a selected care setting	1	<b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice <b>Essential II:</b> Basic Organizational and Systems Leadership for Quality Care and Patient Safety <b>Essential VII:</b> Clinical Prevention and

This course syllabus was last updated on: 3/17/16  
 Course author: SON Undergraduate Academic Committee  
 SON Undergraduate Faculty Committee Approval: 4/1/16  
 VSU Academic Committee Approval: Pending

Course Objective	Program Outcome to which the objective relates	AACN Essentials of Baccalaureate Nursing (2008) standard to which the objective relates
		Population Health <b>Essential VIII:</b> Professionalism and Professional Values <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice
2. Apply concepts of interprofessional collaboration and communication.	2	<b>Essential II:</b> Basic Organizational & Systems Leadership <b>Essential V:</b> Healthcare Policy, Finance, and Regulatory Environments <b>Essential VI:</b> Interprofessional Communication & Collaboration for Improving Patient Health Outcomes <b>Essential VIII:</b> Professionalism and Professional Values
3. Practice effectively at the point of care using critical thinking, sound decision making, and effective communication.	3	<b>Essential III:</b> Scholarship for Evidence-Based Practice <b>Essential VII:</b> Clinical Prevention and Population Health <b>Essential IX:</b> Baccalaureate Generalist Nursing Practice
4. Plan, implement, and evaluate nursing care based on evidence from research and nursing practice.	4	<b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice <b>Essential III:</b> Scholarship for Evidence-Based Practice <b>Essential VII:</b> Clinical Prevention and Population Health
5. Apply leadership and management principles in effective nursing care delivery.	5	<b>Essential II:</b> Basic Organizational & Systems Leadership <b>Essential V:</b> Healthcare Policy, Finance, and Regulatory Environments
6. Integrate professional standards and ethical principles into nursing care.	6	<b>Essential III:</b> Scholarship for Evidence-Based Practice <b>Essential VIII:</b> Professionalism and Professional Values
7. Incorporate teaching/learning principles in promoting health for diverse client populations	7	<b>Essential I:</b> Liberal Education for Baccalaureate Generalist Nursing Practice <b>Essential III:</b> Scholarship for Evidence-Based Practice

This course syllabus was last updated on: 3/17/16  
 Course author: SON Undergraduate Academic Committee  
 SON Undergraduate Faculty Committee Approval: 4/1/16  
 VSU Academic Committee Approval: Pending

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Course Objective	Program Outcome to which the objective relates	AACN Essentials of Baccalaureate Nursing (2008) standard to which the objective relates
		<b>Essential IX:</b> Baccalaureate Generalist Nursing Practice
8. Evaluate the impact of trends and issues in affecting health and access to care.	8	<b>Essential II:</b> Basic Organizational and Systems Leadership for Quality Care and Patient Safety <b>Essential III:</b> Scholarship for Evidence-Based Practice <b>Essential V:</b> Healthcare Policy, Finance, and Regulatory Environments <b>Essential VII:</b> Clinical Prevention and Population Health <b>Essential VIII:</b> Professionalism and professional Values
9. Advocate for clients based on awareness of ethical and legal issues affecting health care	9	<b>Essential III:</b> Scholarship for Evidence-Based Practice <b>Essential VIII:</b> Professionalism and Professional Values
10. Integrate technology in planning, delivery, and evaluation of nursing care.	10	<b>Essential III:</b> Scholarship for Evidence-Based Practice <b>Essential IV:</b> Information Management and Application of Patient Care Technology

### TOPICAL OUTLINE

- I. Orientation to Student Responsibilities and Opportunities
- II. Establishing Priorities
- III. Interprofessional Collaboration & Communication
- IV. Identifying Clinical Problems and Associated Issues
- V. Collaboration, Negotiation, and Delegation
- VI. Planning Process and Time Line Development
- VII. Implementation Issues
- VIII. Evaluation Issues and Analysis of Clinical Problems
- IX. Role Transition:
  - A. Evaluation of personal practice
  - B. Preparing for the world of work
- X. Ethical Practice
- XI. Legal Rights & Responsibilities

This course syllabus was last updated on: 3/17/16  
 Course author: SON Undergraduate Academic Committee  
 SON Undergraduate Faculty Committee Approval: 4/1/16  
 VSU Academic Committee Approval: Pending

- XII. Regulatory and Quality Control in Creating a Culture of Patient Safety
- XIII. Application and Preparation for NCLEX Examination
- XIV. Self-Assessment/Diagnostic Review for Individual NCLEX Success

**TEACHING/LEARNING STRATEGIES THAT WILL BE USED IN THIS COURSE INCLUDE:**

Class discussion, assigned reading, audiovisual aids, computer assisted instruction, student presentations, analysis of clinical problems; on-line networking; directed individual study; clinical practice; self-analysis; practice testing; student independent review of NCLEX preparation diagnostics, review and exam preparation resources; NCLEX and clinical review seminars; and directed clinical practice with an assigned clinical preceptor.

**REQUIRED TEXT AND REFERENCES**

All texts used in previous courses should be retained and may be used throughout the curriculum.

**EVALUATION METHODS:** The following strategies will be implemented to assess student learning:

Evaluation methods may be selected from the following possibilities: Clinical participation, class participation, group discussion, oral presentation, personal journals, critical thinking journals, return demonstrations, simulated problem solving, and peer evaluation.

In order to pass this course, students must earn at least 74 based on the grading scale listed below, attain a satisfactory clinical evaluation, attend mandatory clinical review sessions and **MUST** achieve the predicted pass score (target score) on the RN-Comprehensive Predictor Test. The passing score on the RNCP is based on a performance level predicting success on the NCLEX consistent with our program standards. This passing score may change at any point in time, based on standardized test psychometrics and statistical analysis of the performance of our own students.

**GRADING SCALE:**

90-100%	A
80-89%	B
74-79%	C
66-73%	D
65% and below	F

This course syllabus was last updated on: 3/17/16  
Course author: SON Undergraduate Academic Committee  
SON Undergraduate Faculty Committee Approval: 4/1/16  
VSU Academic Committee Approval: Pending

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## REQUEST TO DEACTIVATE A COURSE/PROGRAM

Valdosta State University

**Date of Submission:** April 1, 2016

**Department Initiating Deactivation:**  
NURSING

**Semester & Year to be Effective:**  
Fall 2016

**List of courses (or the program or track) to be deactivated:** NURS 3101

**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 Decreasing the number of courses required for Semester One will allow students to focus on the most important aspects of the foundations of nursing education and practice. The credit hours and concepts from this course will be incorporated into two other courses (NURS 3103 & NURS 3111) that are staying in the curriculum plan.

Adopting Current Best Practice(s) in Field

Meeting Mandates of State/Federal/Outside Accrediting Agencies

Other Feedback from students and the SON Undergraduate Nursing Academic Committee

**Source of Data to Support Suggested Change:**

**Indirect measures:** SOIs, student, employer, or alumni surveys, etc. SOIs from Semester One courses, informal student and faculty focus group feedback

**Direct measures:** Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Semester One course exams, Aggregate Semester One Course grades



Approvals: <i>B</i>	
College/Division Exec. Comm.: <i>Hedi Gnydas</i>	Date: <i>4/4/16</i>
Dept. Head: <i>Imi Olor</i>	Date: <i>4/4/16</i>
Dean/Director: <i>J. Nariello</i>	Date: <i>4/4/16</i>
Graduate Exec. Comm.: (for grad course/program)	Date:
Graduate Dean: (for grad course/program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

MAR 16 2016

**REQUEST FOR A CURRICULUM CHANGE**

Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Select Area of Change:**

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

**Current Catalog Page Number:**  
xxx

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

**Degree & Program Name:**  
(e.g., BFA, Art): NURS  
Family Psychiatric Mental  
Health Nurse Practitioner

**Present Requirements: Requirements for the Family Psychiatric Mental Health Nurse Practitioner Track**

Master Core:.....20.0  
NURS 7100.....3.0  
NURS 7011 .....3.0  
NURS 7150.....2.0  
NURS 7160 .....2.0  
NURS 7200 .....3.0  
NURS 7200L .....1.0  
NURS 7220 .....3.0  
NURS 7230 .....3.0

Adult Health Coursework:.....9.0  
NURS 7329 .....3.0  
NURS 7330.....3.0  
NURS 7350 .....3.0

PMHN Nursing Coursework:.....24.0  
NURS 7250.....3.0  
NURS 7252.....3.0  
NURS 7251.....2.0  
NURS 7251L.....1.0  
NURS 7348 .....3.0  
NURS 7348L .....3.0  
NURS 7352 .....3.0  
NURS 7352L .....3.0  
NURS 7450.....3.0

**Total Hours Required for the Degree: 53**  
**Total Clinical Hours: 660**

**Proposed Requirements (Underline changes after printing this form): Requirements for the Family Psychiatric Mental Health Nurse Practitioner Track:**

Master Core:.....20.0  
NURS 7100.....3.0  
NURS 7101.....2.0  
NURS 7150.....2.0  
NURS 7160 .....2.0  
NURS 7200 .....3.0  
NURS 7200L .....2.0  
NURS 7220 .....3.0  
NURS 7230 .....3.0

Family Health Coursework:.....9.0  
NURS 7329 .....3.0  
NURS 7330.....3.0  
NURS 7350 .....3.0

PMHN Nursing Coursework:.....27.0  
NURS 7250.....3.0  
NURS 7252.....3.0  
NURS 7251.....2.0  
NURS 7251L.....1.0  
NURS 7348 .....3.0  
NURS 7348L .....3.0  
NURS 7352 .....3.0  
NURS 7352L .....3.0  
NURS 7590.....6.0

**Total Hours Required for the Degree: 56**  
**Total Clinical Hours: 645**

**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: Family Psychiatric Mental Health Nurse Practitioners must be able to demonstrate competencies in the comprehensive, integrated health care of patients across the lifespan. This curriculum along with existing courses in the MSN program will combine to provide population specific coursework necessary to meet the educational requirements of the APRN Consensus Model (ANCC, 2012)

Meeting mandates of state/federal/outside accrediting agencies: Students matriculating through the Family Psychiatric Mental Health Nurse Practitioner track will meet the curriculum competencies of the American Academy of Colleges of Nursing (AACN) and the APRN Model of Regulation described in the Consensus model (2008). Students will obtain proficiency and efficiency to apply for certification to the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners Certification Center(AANP).

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.) Graduate Nurse Practitioner Exit Exam and Certification Exams

**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.) Graduate Nurse Practitioner Exit Exam and Certification Exams

**Approvals:**

Department Head: *Bruce Cohen*

Date: *3/11/16*

College/Division Exec. Committee: *W. E. Smith*

Date: *3/14/16*

Dean(s)/Director(s): *John Naville*

Date: *3/14/16*

Grad. Exec. Committee:  
(for graduate course)

*J. T. J. R.*

*3/29/16*

	Date:
Graduate Dean: (for graduate course)	Date: 3/29/16
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:**  
XXX

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

**Degree & Program Name: (e.g., BFA, Art):** Family Nurse Practitioner

**Present Requirements:**

**Requirements for the Family Nurse Practitioner Track**

**Masters Core .....20**

NURS 7011.....

...3.0

NURS 7100 .....3.0

NURS 7101.....2.0

NURS 7110 .....2.0

NURS 7150 .....2.0

NURS 7160 .....2.0

NURS 7220.....

3.0

NURS 7340 .....3.0

**Clinical Core..... 7.0**

NURS 7200 ..... 3.0

NURS 7200L.....

1.0

NURS 7230 ..... 3.0

**FNP Coursework.....**

25.0

NURS 7328.....

.2.0

NURS 7328L.....

2.0

NURS 7329.....

.3.0

NURS 7329L.....

2.0

NURS 7330 .....

.3.0

NURS 7330L.....3.0

NURS 7350 .....

3.0

NURS 7350L.....

.3.0

NURS 7595.....4.0

**Proposed Requirements (Underline changes after printing this form:**

**Requirements for the Family Nurse Practitioner Track**

**Masters Core .....14.0**

NURS 7100 .....3.0

NURS 7101.....2.0

NURS 7110 .....2.0

NURS 7150 .....2.0

NURS 7160 .....2.0

NURS 7220.....3.0

**Clinical Core.....8.0**

NURS 7200 .....3.0

NURS 7200L.....2.0

NURS 7230 .....3.0

**FNP Coursework.....28.0**

NURS 7328.....3.0

NURS 7328L.....2.0

NURS 7329.....3.0

NURS 7329L.....2.0

NURS 7330 .....3.0

NURS 7330L.....3.0

NURS 7350 .....3.0

NURS 7350L.....3.0

NURS 7590.....6.0

**Total Credit Hours required for the Degree.....50.0**

**Total Minimal Clinical Hours Required for the Degree.....715**

<p>3.0 NURS 7350L .....</p> <p>3.0 NURS 7595.....4.0</p> <p><b>Total Credit Hours Required for the Degree.....52.0</b>  <b>Total Minumim Clinical Hours Required for the Degree.....705.</b></p>	
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**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: Family nurse practitioners must be able to demonstrate competencies in the comprehensive, integrated health care of patients across the lifespan. This curriculum along with existing courses in the MSN program will combine to provide population specific coursework necessary to meet the educational requirements of the APRN Consensus Model (ANCC, 2012)
- Meeting mandates of state/federal/outside accrediting agencies: Students matriculating through the Family Nurse Practitioner track will meet the curriculum competencies of the American Academy of Colleges of Nursing (AACN) and the APRN Model of Regulation described in the Consensus model (2008). Students will obtain proficiency and efficiency to apply for certification to the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners Certification Center(AANP).
- 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.) Exit Exam results and certification pass rates

**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.) Exit Exam used for comprehensive exam and certification pass rates

**Approvals:**

Department Head: <i>Bruce Cohen</i>	Date: <i>3/11/16</i>
College/Division Exec. Committee: <i>W. E. R. M. H.</i>	Date: <i>3/14/16</i>
Dean(s)/Director(s): <i>J. H. Novello</i>	Date: <i>3/14/16</i>
Grad. Exec. Committee: (for graduate course) <i>J. T. J. M.</i>	Date: <i>3/29/16</i>
Graduate Dean: (for graduate course) <i>J. T. J. M.</i>	Date: <i>3/29/16</i>
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:**  
134

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

**Degree & Program Name: (e.g., BFA, Art):**  
Adult Gerontology Nurse Practitioner

**Present Requirements:**

Requirements for the Adult Gerontology Nurse Practitioner Track

Masters Core .....	20
NURS 7011.....	3.0
NURS 7100 .....	3.0
NURS 7101.....	2.0
NURS 7110 .....	2.0
NURS 7150 .....	.2.0
NURS 7160 .....	2.0
NURS 7220.....	3.0
NURS 7340 .....	3.0
Clinical Core.....	7.0
NURS 7200 .....	3.0
NURS 7200L .....	1.0
NURS 7230 .....	3.0
AGNP Coursework.....	18.0
NURS 7330 .....	3.0
NURS 7330L.....	3.0
NURS 7350 .....	3.0
NURS 7350L .....	.3.0
NURS7590.....	6.0
Total Credit Hours Required for the Degree.....	45.0
Total Minimal Clinical Hours Required for the Degree.....	555.

**Proposed Requirements (Underline changes after printing this form: Requirements for the Adult Gerontology Post Masters Nurse Practitioner Track**

Masters Core .....	<u>14.0</u>
NURS 7100 .....	<u>3.0</u>
NURS 7101.....	2.0
NURS 7110 .....	2.0
NURS 7150 .....	.2.0
NURS 7160 .....	2.0
NURS 7220.....	3.0
Clinical Core.....	<u>8.0</u>
NURS 7200 .....	3.0
NURS 7200L .....	<u>2.0</u>
NURS 7230 .....	3.0
AGNP Coursework.....	18.0
NURS 7330 .....	3.0
NURS 7330L.....	3.0
NURS 7350 .....	3.0
NURS 7350L .....	3.0
NURS 7590.....	6.0
Clinical Hours Required for track.....	<u>505</u>
Total Credit Hours required for the Degree.....	40.0
Total Minimal Clinical Hours Required for the Degree.....	<u>505</u>

**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: Adult Gerontology nurse practitioners must be able to demonstrate competencies in the comprehensive, integrated health care of patients across the lifespan. This

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curriculum along with existing courses in the MSN program will combine to provide population specific coursework necessary to meet the educational requirements of the APRN Consensus Model (ANCC, 2012)

Meeting mandates of state/federal/outside accrediting agencies: Students matriculating through the Adult Gerontology Nurse Practitioner track will meet the curriculum competencies of the American Academy of Colleges of Nursing (AACN) and the APRN Model of Regulation described in the Consensus model (2008). Students will obtain proficiency and efficiency to apply for certification to the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners Certification Center(AANP).

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.) Exit Exam results and certification pass rates

**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.) Exit Exam used for comprehensive exam and certification pass rates

**Approvals:**

Department Head: *Bonnie Ceder* Date: *3/11/16*

College/Division Exec. Committee: *mi EARTH* Date: *3/14/14*

Dean(s)/Director(s): *J. Noriello* Date: *3/14/16*

Grad. Exec. Committee:  
(for graduate course) *J. T. J. J.* Date: *3/29/16*

Graduate Dean:  
(for graduate course) *J. T. J. J.* Date: *3/29/16*

Academic Committee: Date:

MAR 16 2016

**REQUEST FOR A CURRICULUM CHANGE**

Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Select Area of Change:**

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

**Current Catalog Page Number:**  
XXX

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

**Degree & Program Name: (e.g., BFA, Art):** Post Masters: Family Nurse Practitioner (current Pediatric NP )

**Present Requirements:**

**Requirements for the PM Family Nurse Practitioner Pathway**

FNP Coursework.....20  
 NURS 7328.....2.0  
 NURS 7328L.....2.0  
 NURS 7330 .....3.0  
 NURS 7330L.....3.0  
 NURS 7350 .....3.0  
 NURS 7350L .....3.0  
 NURS 7595.....4.0

**Total Credit Hours Required for the Degree.....20**  
**Total Minumim Clinical Hours Required for the certificate.....535.**

**Proposed Requirements (Underline changes after printing this form:**

**Requirements for the Post Masters Family Nurse Practitioner Pathway**

FNP Coursework.....23.0  
 NURS 7328.....3.0  
 NURS 7328L.....2.0  
 NURS 7330.....3.0  
 NURS 7330L.....3.0  
 NURS 7350 .....3.0  
 NURS 7350L .....3.0  
 NURS 7590.....6.0

**Total Credit Hours required for the Degree.....23.0**  
**Total (Minimal) Clinical Hours Required for the certificate.....595**

**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: Family nurse practitioners must be able to demonstrate competencies in the comprehensive, integrated health care of patients across the lifespan. This curriculum along with existing courses in the MSN program will combine to provide population specific coursework necessary to meet the educational requirements of the APRN Consensus Model (ANCC, 2012)
- Meeting mandates of state/federal/outside accrediting agencies: Students matriculating through the Family Nurse Practitioner track will meet the curriculum competencies of the American Academy of Colleges of Nursing (AACN) and the APRN Model of Regulation described in the Consensus model (2008). Students will obtain proficiency and efficiency to apply for certification to the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners Certification Center(AANP).

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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.) Exit Exam results and certification pass rates

**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.) Exit Exam used for comprehensive exam and certification pass rates

**Approvals:**

Department Head: *Bruce Cohen*

Date: *3/11/16*

College/Division Exec. Committee: *Michelle Smith*

Date: *3/14/16*

Dean(s)/Director(s): *John Naveau*

Date: *3/14/16*

Grad. Exec. Committee:  
(for graduate course) *J. T. Jelt*

Date: *3/29/16*

Graduate Dean:  
(for graduate course) *J. T. Jelt*

Date: *3/29/16*

Academic Committee:

Date:

MAR 16 2016

**REQUEST FOR A CURRICULUM CHANGE**

Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Select Area of Change:**

Core Curriculum       Senior Curriculum       Graduate Curriculum       Other Curriculum

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

**Current Catalog Page Number:**

xxx

**Proposed Effective Date for Curriculum Change:**

(Month/Year): Fall 2016

**Degree & Program Name:**

(e.g., BFA, Art): Post Masters:  
Family Psychiatric Mental  
Health Nurse Practitioner  
(current AGNP)

**Present Requirements:**

**Requirements for the PM Family Psychiatric  
Mental Health Nurse Practitioner Pathway**

Adult Health Coursework.....3.0  
NURS 7329.....3.0

PMHN Nursing Coursework.....24.0  
NURS 7250.....3.0  
NURS 7252 .....3.0  
NURS 7251.....2.0  
NURS 7251L.....1.0  
NURS 7348 .....3.0  
NURS 7348L.....3.0  
NURS 7352 .....3.0  
NURS 7352L .....3.0  
NURS 7450.....3.0

**Total Hours Required : 27**  
**Total Clinical Hours: 660**

**Proposed Requirements (Underline changes  
after printing this form:**

Requirements for the PM Family Psychiatric  
Mental Health Nurse Practitioner Pathway

Family Health Coursework.....3.0  
NURS 7329.....3.0

PMHN Nursing Coursework.....27.0  
NURS 7250.....3.0  
NURS 7252 .....3.0  
NURS 7251.....2.0  
NURS 7251L.....1.0  
NURS 7348 .....3.0  
NURS 7348L.....3.0  
NURS 7352 .....3.0  
NURS 7352L .....3.0  
NURS 7590.....6.0

Total Hours Required: 30  
Total Clinical Hours: 645

**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: Family Psychiatric Mental Health Nurse Practitioners must be able to demonstrate competencies in the comprehensive, integrated health care of patients across the lifespan. This curriculum along with existing courses in the MSN program will combine to provide population specific coursework necessary to meet the educational requirements of the APRN Consensus Model (ANCC, 2012)

Meeting mandates of state/federal/outside accrediting agencies: Students matriculating through the Family Psychiatric Mental Health Nurse Practitioner track will meet the curriculum competencies of the American Academy of Colleges of Nursing (AACN) and the APRN Model of Regulation described in the Consensus model (2008). Students will obtain proficiency and efficiency to apply for certification to the

American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners Certification Center(AANP).

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.) Graduate Nurse Practitioner Exit Exam and Certification Exams

**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.) Graduate Nurse Practitioner Exit Exam and Certification Exams

**Approvals:**

Department Head: *Bruce Cole* Date: *3/14/16*

College/Division Exec. Committee: *m. E. Smith* Date: *3/14/16*

Dean(s)/Director(s): *Jh Novice* Date: *3/14/16*

Grad. Exec. Committee:  
(for graduate course) *J. T. JPL* Date: *3/29/16*

Graduate Dean:  
(for graduate course) *J. T. JPL* Date: *3/29/16*

Academic Committee: Date:

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MAR 16 2016

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

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

Current Catalog Page Number: xxx

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

Degree & Program Name: (e.g., BFA, Art): Post Masters: Family Psychiatric Mental Health Nurse Practitioner (current FNP)

Present Requirements: Requirements for the PM Family Psychiatric Mental Health Nurse Practitioner Pathway

Table with 2 columns: Course Name, Hours. Includes PMHN Nursing Coursework (24.0), NURS 7250 (3.0), NURS 7252 (3.0), NURS 7251 (2.0), NURS 7251L (1.0), NURS 7348 (3.0), NURS 7348L (3.0), NURS 7352 (3.0), NURS 7352L (3.0), NURS 7450 (3.0).

Total Hours Required : 24
Total Clinical Hours: 660

Proposed Requirements (Underline changes after printing this form):

Requirements for the PM Family Psychiatric Mental Health Nurse Practitioner Pathway

Table with 2 columns: Course Name, Hours. Includes PMHN Nursing Coursework (27.0), NURS 7250 (3.0), NURS 7252 (3.0), NURS 7251 (2.0), NURS 7251L (1.0), NURS 7348 (3.0), NURS 7348L (3.0), NURS 7352 (3.0), NURS 7352L (3.0), NURS 7590 (6.0).

Total Hours Required: 27
Total Clinical Hours: 645

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: Family Psychiatric Mental Health Nurse Practitioners must be able to demonstrate competencies in the comprehensive, integrated health care of patients across the lifespan. This curriculum along with existing courses in the MSN program will combine to provide population specific coursework necessary to meet the educational requirements of the APRN Consensus Model (ANCC, 2012)

Meeting mandates of state/federal/outside accrediting agencies: Students matriculating through the Family Psychiatric Mental Health Nurse Practitioner track will meet the curriculum competencies of the American Academy of Colleges of Nursing (AACN) and the APRN Model of Regulation described in the Consensus model (2008). Students will obtain proficiency and efficiency to apply for certification to the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners Certification Center(AANP).

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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.) Graduate Nurse Practitioner Exit Exam and Certification Exams

**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.) Graduate Nurse Practitioner Exit Exam and Certification Exams

**Approvals:**

Department Head: *Bruce Cohen* Date: *3/14/14*

College/Division Exec. Committee: *Eric E. Kuti* Date: *3/14/14*

Dean(s)/Director(s): *J. Naveille* Date: *3/14/14*

Grad. Exec. Committee:  
(for graduate course) *T. J. Platt* Date: *3/29/14*

Graduate Dean:  
(for graduate course) *T. J. Platt* Date: *3/29/14*

Academic Committee: Date:

Form last updated: January 6, 2010

RECEIVED

MAR 16 2016

REQUEST FOR A CURRICULUM CHANGE

Valdosta State University

VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL

Select Area of Change:

Core Curriculum Senior Curriculum Graduate Curriculum Other Curriculum

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

Current Catalog Page Number: xxx

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

Degree & Program Name: (e.g., BFA, Art): Post Masters: Family Psychiatric Mental Health Nurse Practitioner (current PNP)

Present Requirements: Requirements for the PM Family Psychiatric Mental Health Nurse Practitioner Pathway

Clinical Core..... 7.0 NURS 7200 ..... 3.0 NURS 7200L ..... 1.0 NURS 7230 ..... 3.0

Adult Health Coursework.....6.0 NURS 7330.....3.0 NURS 7350.....3.0

PMHN Nursing Coursework.....24.0 NURS 7250.....3.0 NURS 7252 .....3.0 NURS 7251.....2.0 NURS 7251L.....1.0 NURS 7348 .....3.0 NURS 7348L.....3.0 NURS 7352 .....3.0 NURS 7352L .....3.0 NURS 7450.....3.0

Total Hours Required : 37 Total Clinical Hours: 660

Proposed Requirements (Underline changes after printing this form:

Requirements for the PM Family Psychiatric Mental Health Nurse Practitioner Pathway

Clinical Core..... 8.0 NURS 7200..... 3.0 NURS 7200L ..... 2.0 NURS 7230 ..... 3.0

Family Health Coursework.....6.0 NURS 7330.....3.0 NURS 7350.....3.0

PMHN Nursing Coursework.....27.0 NURS 7250.....3.0 NURS 7252 .....3.0 NURS 7251.....2.0 NURS 7251L.....1.0 NURS 7348 .....3.0 NURS 7348L.....3.0 NURS 7352 .....3.0 NURS 7352L .....3.0 NURS 7590.....6.0

Total Hours Required: 41 Total Clinical Hours: 645

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: Family Psychiatric Mental Health Nurse Practitioners must be able to demonstrate competencies in the comprehensive, integrated health care of patients across the lifespan. This curriculum along with existing courses in the MSN program will combine to provide



population specific coursework necessary to meet the educational requirements of the APRN Consensus Model (ANCC, 2012)

Meeting mandates of state/federal/outside accrediting agencies: Students matriculating through the Family Psychiatric Mental Health Nurse Practitioner track will meet the curriculum competencies of the American Academy of Colleges of Nursing (AACN) and the APRN Model of Regulation described in the Consensus model (2008). Students will obtain proficiency and efficiency to apply for certification to the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners Certification Center(AANP).

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.) Graduate Nurse Practitioner Exit Exam and Certification Exams

**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.) Graduate Nurse Practitioner Exit Exam and Certification Exams

**Approvals:**

Department Head: *Bruce Cole* Date: *3/14/16*

College/Division Exec. Committee: *mic moti* Date: *3/14/14*

Dean(s)/Director(s): *Dr. Naville* Date: *3/14/16*

Grad. Exec. Committee:  
(for graduate course) *J. T. J. J. J.* Date: *3/29/16*

Graduate Dean:  
(for graduate course) *J. T. J. J. J.* Date: *3/29/16*

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:**  
XXX

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

**Degree & Program Name: (e.g., BFA, Art):**  
Post Masters :Adult Gerontology Nurse Practitioner (Current MSN)

**Present Requirements:**

Requirements for the Post Masters Adult-Gerontology Nurse Practitioner Pathway

Clinical Core.....7.0  
 NURS 7200 ..... 3.0  
 NURS 7200L ..... 1.0  
 NURS 7230 ..... 3.0  
  
 AGNP Coursework.....18.0  
 NURS 7330 ..... 3.0  
 NURS 7330L.....3.0  
 NURS 7350 ..... 3.0  
 NURS 7350L ..... 3.0  
 NURS 7590.....6.0

Total Credit Hours Required for the Certificate .....25.0  
 Total Minimal Clinical Hours Required for the Certificate.....555.

**Proposed Requirements (Underline changes after printing this form):** Requirements for the Post Masters Adult-Gerontology Nurse Practitioner Pathway

Clinical Core.....8.0  
 NURS 7200 ..... 3.0  
 NURS 7200L ..... 2.0  
 NURS 7230 ..... 3.0  
  
 AGNP Coursework..... 18.0  
 NURS 7330 ..... 3.0  
 NURS 7330L.....3.0  
 NURS 7350 ..... 3.0  
 NURS 7350L ..... 3.0  
 NURS 7590.....6.0

Total Credit Hours required for the Certificate.....26.0  
 Total Minimal Clinical Hours Required for the Certificate.....505

**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: Adult Gerontology nurse practitioners must be able to demonstrate competencies in the comprehensive, integrated health care of patients across the lifespan. This curriculum along with existing courses in the MSN program will combine to provide population specific coursework necessary to meet the educational requirements of the APRN Consensus Model (ANCC, 2012)  
 Meeting mandates of state/federal/outside accrediting agencies: Students matriculating through the Adult Gerontology Nurse Practitioner track will meet the curriculum competencies of the American Academy of Colleges of Nursing (AACN) and the APRN Model of Regulation described in the Consensus model (2008).

Gerontology Nurse Practitioner track will meet the curriculum competencies of the American Academy of Colleges of Nursing (AACN) and the APRN Model of Regulation described in the Consensus model (2008). Students will obtain proficiency and efficiency to apply for certification to the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners Certification Center(AANP).

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.) Exit Exam results and certification pass rates

**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.) Exit Exam used for comprehensive exam and certification pass rates

**Approvals:**

Department Head: *Bruce Carter* Date: 3/14/16

College/Division Exec. Committee: *W. E. Smith* Date: 3/14/16

Dean(s)/Director(s): *J. Novello* Date: 3/14/16

Grad. Exec. Committee:  
(for graduate course) *J. T. J. Novello* Date: 3/29/16

Graduate Dean:  
(for graduate course) *J. T. J. Novello* Date: 3/29/16

Academic Committee: Date:

# 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:**  
XXX

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

**Degree & Program Name:**  
(e.g., BFA, Art): Post Masters: Family Nurse Practitioner (current Adult Gerontology NP)

**Present Requirements:**  
Requirements for the PM Family Nurse Practitioner Pathway

FNP Coursework.....13.0  
 NURS 7328.....2.0  
 NURS 7328L.....2.0  
 NURS 7329.....3.0  
 NURS 7329L.....2.0  
 NURS 7595.....4.0

**Total Credit Hours Required for the Certificate.....13.**  
**Total Minimal Clinical Hours Required for the Certificate.....375.**

**Proposed Requirements (Underline changes after printing this form):** Requirements for the Post Masters Family Nurse Practitioner Pathway

FNP Coursework.....16.0  
 NURS 7328.....3.0  
 NURS 7328L.....2.0  
 NURS 7329.....3.0  
 NURS 7329L.....2.0  
 NURS 7590.....6.0  
 Clinical Hours.....435

**Total Credit Hours required for the Certificate.....16.0**  
**Total Minimal Clinical Hours Required for the Certificate.....435**

**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: Family nurse practitioners must be able to demonstrate competencies in the comprehensive, integrated health care of patients across the lifespan. This curriculum along with existing courses in the MSN program will combine to provide population specific coursework necessary to meet the educational requirements of the APRN Consensus Model (ANCC, 2012)  
 Meeting mandates of state/federal/outside accrediting agencies: Students matriculating through the Family Nurse Practitioner track will meet the curriculum competencies of the American Academy of Colleges of Nursing (AACN) and the APRN Model of Regulation described in the Consensus model (2008). Students will obtain proficiency and efficiency to apply for certification to the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners Certification Center(AANP).

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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.) Exit Exam results and certification pass rates

**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.) Exit Exam used for comprehensive exam and certification pass rates

**Approvals:**

Department Head: *Bruce Cooper*

Date: *3/11/16*

College/Division Exec. Committee: *Michelle Smith*

Date: *3/14/16*

Dean(s)/Director(s): *Dr. Nozick*

Date: *3/14/16*

Grad. Exec. Committee:  
(for graduate course)

*J. T. J. Platt*

Date: *3/29/16*

Graduate Dean:  
(for graduate course)

*J. T. J. Platt*

Date: *3/29/16*

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:**  
XXX

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

**Degree & Program Name: (e.g., BFA, Art):**  
Post Masters: Family Nurse Practitioner (current MSN)

**Present Requirements:**

Requirements for the Family Nurse Practitioner Pathway

Clinical Core.....	7.0
NURS 7200 .....	3.0
NURS 7200L .....	1.0
NURS 7230 .....	3.0
FNP Coursework.....	25.0
NURS 7328.....	2.0
NURS 7328L.....	2.0
NURS 7329.....	3.0
NURS 7329L.....	2.0
NURS 7330 .....	3.0
NURS 7330L.....	3.0
NURS 7350 .....	3.0
NURS 7350L .....	3.0
NURS 7595.....	4.0

**Total Credit Hours Required for the Certificate.....32.0**  
**Total Minimal Clinical Hours Required for the Certificate.....705.**

**Proposed Requirements (Underline changes after printing this form):** Requirements for the Family Nurse Practitioner Pathway

Clinical Core.....	<u>8.0</u>
NURS 7200 .....	3.0
NURS 7200L .....	<u>2.0</u>
NURS 7230 .....	3.0
FNP Coursework.....	<u>28.0</u>
NURS 7328.....	<u>3.0</u>
NURS 7328L.....	2.0
NURS 7329.....	3.0
NURS 7329L.....	2.0
NURS 7330 .....	3.0
NURS 7330L.....	3.0
NURS 7350 .....	3.0
NURS 7350L .....	3.0
NURS 7590.....	<u>6.0</u>

**Total Credit Hours required for the Certificate.....36.0**  
**Total Minimal Clinical Hours Required for the Certificate.....715**

**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: Family nurse practitioners must be able to demonstrate competencies in the comprehensive, integrated health care of patients across the lifespan. This curriculum along with existing courses in the MSN program will combine to provide population specific coursework necessary to meet the educational requirements of the APRN Consensus Model (ANCC, 2012)

Meeting mandates of state/federal/outside accrediting agencies: Students matriculating through the Family Nurse Practitioner track will meet the curriculum competencies of the American Academy of Colleges of Nursing (AACN) and the APRN Model of Regulation described in the Consensus model (2008). Students will obtain

Meeting mandates of state/federal/outside accrediting agencies: Students matriculating through the Family Nurse Practitioner track will meet the curriculum competencies of the American Academy of Colleges of Nursing (AACN) and the APRN Model of Regulation described in the Consensus model (2008). Students will obtain proficiency and efficiency to apply for certification to the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners Certification Center(AANP).

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.) Exit Exam results and certification pass rates

**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.) Exit Exam used for comprehensive exam and certification pass rates

**Approvals:**

Department Head: *Bruce Cohen* Date: *3/16/16*

College/Division Exec. Committee: *W. E. Keith* Date: *3/14/16*

Dean(s)/Director(s): *Dr. Novick* Date: *3/14/16*

Grad. Exec. Committee:  
(for graduate course) *J. T. J. R.* Date: *3/29/16*

Graduate Dean:  
(for graduate course) *J. T. J. R.* Date: *3/29/16*

Academic Committee: Date:



MAR 16 2016

**REQUEST FOR A CURRICULUM CHANGE**  
Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Select Area of Change:**

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

**Current Catalog Page Number:**  
xxx

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

**Degree & Program Name:**  
(e.g., BFA, Art): Post Masters:  
Family Psychiatric Mental  
Health Nurse Practitioner  
(current MSN)

**Present Requirements:**  
**Requirements for the PM Family Psychiatric Mental Health Nurse Practitioner Pathway**

**Clinical Core..... 7.0**  
NURS 7200 ..... 3.0  
NURS 7200L ..... 1.0  
NURS 7230 ..... 3.0

**Adult Health Coursework.....9.0**  
NURS 7329.....3.0  
NURS 7330.....3.0  
NURS 7350.....3.0

**PMHN Nursing Coursework.....24.0**  
NURS 7250.....3.0  
NURS 7252 .....3.0  
NURS 7251.....2.0  
NURS 7251L.....1.0  
NURS 7348 .....3.0  
NURS 7348L.....3.0  
NURS 7352 .....3.0  
NURS 7352L .....3.0  
NURS 7450.....3.0

**Total Hours Required : 40**  
**Total Clinical Hours: 660**

**Proposed Requirements (Underline changes after printing this form):**  
Requirements for the PM Family Psychiatric Mental Health Nurse Practitioner Pathway

Clinical Core..... 8.0  
NURS 7200..... 3.0  
NURS 7200L ..... 2.0  
NURS 7230 ..... 3.0

Family Health Coursework.....9.0  
NURS 7329.....3.0  
NURS 7330.....3.0  
NURS 7350.....3.0

PMHN Nursing Coursework.....27.0  
NURS 7250.....3.0  
NURS 7252 .....3.0  
NURS 7251.....2.0  
NURS 7251L.....1.0  
NURS 7348 .....3.0  
NURS 7348L.....3.0  
NURS 7352 .....3.0  
NURS 7352L .....3.0  
NURS 7590.....6.0

Total Hours Required: 44  
Total Clinical Hours: 645

**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: Family Psychiatric Mental Health Nurse Practitioners must be able to demonstrate competencies in the comprehensive, integrated health care of patients across the

lifespan. This curriculum along with existing courses in the MSN program will combine to provide population specific coursework necessary to meet the educational requirements of the APRN Consensus Model (ANCC, 2012)

Meeting mandates of state/federal/outside accrediting agencies: Students matriculating through the Family Psychiatric Mental Health Nurse Practitioner track will meet the curriculum competencies of the American Academy of Colleges of Nursing (AACN) and the APRN Model of Regulation described in the Consensus model (2008). Students will obtain proficiency and efficiency to apply for certification to the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioners Certification Center(AANP).

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.) Graduate Nurse Practitioner Exit Exam and Certification Exams

**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.) Graduate Nurse Practitioner Exit Exam and Certification Exams

**Approvals:**

Department Head: *Bruce Cohen*

Date: *3/14/14*

College/Division Exec. Committee: *W. E. M. H.*

Date: *3/14/14*

Dean(s)/Director(s): *J. H. Nardillo*

Date: *3/14/14*

Grad. Exec. Committee:  
(for graduate course)

*J. T. J. J.*

Date: *3/29/16*

Graduate Dean:  
(for graduate course)

Date: *3/29/16*

Academic Committee:

Date:

Form last updated: January 6, 2010

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MAR 16 2016

**REQUEST TO DEACTIVATE A COURSE/PROGRAM**

Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Date of Submission:** 02/03/2016

**Department Initiating Deactivation:**  
Nursing

**Semester & Year to be Effective:**  
Fall 2016

**List of courses (or the program or track) to be deactivated:** NURS 7340 Advanced Nursing:  
Health Care Across the Lifespan

**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 Curriculum mapping indicate course outcomes are covered in other courses (NURS 7101, 7330, 7328, 7329)

**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.)

Approvals:	
College/Division Exec. Comm.: <i>mic nutt</i>	Date: 3/14/14
Dept. Head: <i>Brynn Coker</i>	Date: 3/11/16
Dean/Director: <i>John Novillo</i>	Date: 3/14/16
Graduate Exec. Comm.: (for grad course/program) <i>J. T. J. LA</i>	Date: 3/29/16
Graduate Dean: (for grad course/program) <i>J. T. J. LA</i>	Date: 3/29/16
Academic Committee: <i>J</i>	Date:

Form last updated: January 6, 2010

**RECEIVED**

**Request for a Revised Course**  
Valdosta State University

MAR 16 2016

**Date of Submission:** 02/29/16 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Department Initiating Revision:**  
Nursing

**Faculty Member Requesting Revision:**  
B Cohen DNP, NP-C

**Current Course Prefix, Title, & Number:**

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

NURS 7200L: Advanced Health Assessment Practicum

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:

Credit Hours: 1-4-1

Course Title:

Pre-requisites:

Course Description:

**Requested:**

Course Prefix and Number:

Credit Hours: 0-2-2

Course Title:

Pre-requisites:

Course Description:

**Semester/Year to be Effective:**  
2016

**Estimated Frequency of Course Offering:**  
Biannually

**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: Increased focus on evidence based practice to meet professional standards

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The National Organization of Nurse Practitioners Faculties (NONPF) has identified nationally validated core competencies for entry into practice for all nurse practitioners. The proposed changes care consistent with those core competencies

**Plans for assessing the effectiveness of the course:** SOIs, student, employer and alumni surveys, assessments (tests, portfolios, assignments)

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Approvals:	
College/Division Exec. Comm.: <i>mi Eruth</i>	Date: 3/14/14
Dept. Head: <i>Bruce Cohen</i>	Date: 3/11/16
Dean/Director: <i>Dr. Naville</i>	Date: 3/15/16
Graduate Exec. Comm. (if needed): <i>J. T. J. J.</i>	Date: 3/29/16
Graduate Dean (if needed): <i>J. T. J. J.</i>	Date: 3/29/16
Academic Committee:	Date:

Form last updated: March 14, 2016

RECEIVED

MAR 16 2016

Request for a Revised Course  
Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Date of Submission: 02/03/2016 (mm/dd/yyyy)

Department Initiating Revision:  
Nursing

Faculty Member Requesting Revision:  
Michelle Ritter

Current Course Prefix, Title, & Number:  
(See course description abbreviations in the catalog for approved prefixes)  
NURS 7328 Advanced Nursing Care: Women's Health

List Current and Requested Revisions:

Current:

Course Prefix and Number:  
Credit Hours: 2  
Course Title: Advanced Nursing Care:  
Women's Health  
Pre-requisites:  
Course Description: Holistic and comprehensive care of childbearing and post childbearing women with reproductive, gynecologic, and general non-reproductive needs/problems using diagnostic and therapeutic skills for health promotion/disease prevention, and acute and chronic disease management. Students will identify pathophysiology, discriminate among evidence-based diagnoses, and design and implement plans of care.

Requested:

Course Prefix and Number:  
Credit Hours: 3  
Course Title: Advanced Practice Nursing:  
Women's Health  
Pre-requisites:  
Course Description: Holistic and comprehensive care of multicultural childbearing and post childbearing women with reproductive, gynecologic, and general non-reproductive needs/problems using diagnostic and therapeutic skills for health promotion/disease prevention and management. Students will integrate pathophysiology, advanced health assessment, and diagnoses to design and implement evidenced based plans of care.

Semester/Year to be Effective:  
Fall 2106

Estimated Frequency of Course Offering:  
Annually

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: Students matriculating through the Nurse Practitioner Program will meet the minimum competencies of the American Academy of Colleges of Nursing (AACN) and the National Nurse Practitioner Core

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Competencies (2012). Students will obtain proficiency and efficiency to apply for certification to either the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioner (AANP)

Other: Arrangement of the topics in the course to meet AACN objectives

**Plans for assessing the effectiveness of the course:** Exit exam pass rates and certification pass rates

Approvals:	
College/Division Exec. Comm.: <i>m. Ernst</i>	Date: <i>3/14/16</i>
Dept. Head: <i>Bruce Weber</i>	Date: <i>3/14/16</i>
Dean/Director: <i>Sh Novillo</i>	Date: <i>3/15/16</i>
Graduate Exec. Comm.(if needed): <i>J. T. J. P. W.</i>	Date: <i>3/29/16</i>
Graduate Dean (if needed): <i>J. T. J. P. W.</i>	Date: <i>3/29/16</i>
Academic Committee:	Date:

Form last updated: March 11, 2016

**RECEIVED**

MAR 16 2016

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

**Request for a Revised Course**  
Valdosta State University

**Date of Submission:** 02/03/2016 (mm/dd/yyyy)

**Department Initiating Revision:**  
Nursing

**Faculty Member Requesting Revision:**  
Michelle Ritter

**Current Course Prefix, Title, & Number:**

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

NURS 7328L Advanced Nursing Care: Women's Health Practicum

**List Current and Requested Revisions:**

**Current:**

Course Prefix and Number:

Credit Hours:

Course Title: Advanced Nursing Care:  
Women's Health Practicum

Pre-requisites:

Course Description:

**Requested:**

Course Prefix and Number:

Credit Hours:

Course Title: Advanced Practice Nursing:  
Women's Health Practicum

Pre-requisites:

Course Description:

**Semester/Year to be Effective:**

Fall 2016

**Estimated Frequency of Course Offering:**

Anually

**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: Students matriculating through the Nurse Practitioner Program will meet the minimum competencies of the American Academy of Colleges of Nursing (AACN) and the National Nurse Practitioner Core Competencies (2012). Students will obtain proficiency and efficiency to apply for certification to either the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioner (AANP)

Other: Arrangement of the topics in the course to meet AACN objectives

**Plans for assessing the effectiveness of the course:** Exit exam pass rates and certification pass rates

Approvals:	
College/Division Exec. Comm.: <i>Wm E Ketch</i>	Date: <i>3/14/16</i>
Dept. Head: <i>Bonni Cota</i>	Date: <i>3/16/16</i>
Dean/Director: <i>Sh Norville</i>	Date: <i>3/15/16</i>
Graduate Exec. Comm.(if needed): <i>J T. JPA</i>	Date: <i>3/29/16</i>
Graduate Dean (if needed): <i>J T. JPA</i>	Date: <i>3/29/16</i>
Academic Committee:	Date:

Form last updated: March 11, 2016

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MAR 16 2016

Request for a Revised Course

Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Date of Submission: 02/03/2016 (mm/dd/yyyy)

Department Initiating Revision:

Nursing

Faculty Member Requesting Revision:

Michelle Ritter

Current Course Prefix, Title, & Number:

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

NURS 7329 Acute and Chronic Disease Management for the NP: Children and Adolescent Populations

List Current and Requested Revisions:

Current:

Course Prefix and Number:

Credit Hours:

Course Title: Acute and Chronic Disease Management for the Nurse Practitioner: Children and Adolescent Populations

Pre-requisites:

Course Description: Holistic and comprehensive care of multicultural neonate, infant, children and adolescent populations using diagnostic and therapeutic skills for health promotion/disease prevention, and acute and chronic disease management. Students will identify pathophysiology, discriminate among evidence-based diagnoses, and design and implement plans of care.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title: Advanced Practice Nursing: Pediatrics

Pre-requisites:

Course Description: Holistic and comprehensive care of multicultural neonates, infants, children and adolescent populations using diagnostic and therapeutic skills for health promotion/disease prevention and management. Students will integrate pathophysiology, advanced health assessment, and diagnoses to design and implement evidenced-based plans of care.

Semester/Year to be Effective:

Fall 2016

Estimated Frequency of Course Offering:

Biannually

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: Students matriculating through the Nurse Practitioner Program will meet the minimum competencies of the American Academy of Colleges of Nursing (AACN) and the National Nurse Practitioner Core Competencies (2012). Students will obtain proficiency and efficiency to apply for certification to either the American Nurses Credentialing Center (ANCC) and/or the American Academy of

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Nurse Practitioner (AANP)

Other: Arrangement of the topics in the course to meet AACN objectives

**Plans for assessing the effectiveness of the course:** Exit exam pass rates and certification pass rates

Approvals:	
College/Division Exec. Comm.: <i>Emi E. Neri</i>	Date: <i>3/14/16</i>
Dept. Head: <i>Bruce Cohen</i>	Date: <i>3/11/16</i>
Dean/Director: <i>Ph. Neriello</i>	Date: <i>3/15/16</i>
Graduate Exec. Comm. (if needed): <i>J. T. J. Alt</i>	Date: <i>3/29/16</i>
Graduate Dean (if needed): <i>J. T. J. Alt</i>	Date: <i>3/29/16</i>
Academic Committee:	Date:

Form last updated: March 11, 2016



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MAR 16 2016

Request for a Revised Course  
Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Date of Submission: 02/3/2015 (mm/dd/yyyy)

Department Initiating Revision:  
Nursing

Faculty Member Requesting Revision:  
Michelle Ritter

Current Course Prefix, Title, & Number:

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

NURS 7329L Acute and Chronic Disease Management for the NP: Children and Adolescent Populations Practicum

List Current and Requested Revisions:

Current:

Course Prefix and Number:

Credit Hours:

Course Title: Acute and Chronic Disease Management for the NP: Children and Adolescent Populations Practicum

Pre-requisites:

Course Description: Holistic and comprehensive care of multicultural children and adolescent populations using diagnostic and therapeutic skills for health promotion/disease prevention, and acute and chronic disease management. Students will identify pathophysiology, discriminate among evidence-based diagnoses, design and implement plans of care.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title: Advanced Practice Nursing: Pediatrics Practicum

Pre-requisites:

Course Description: Clinical practice in primary care with neonates, infants, children and adolescents with acute and chronic health problems.

Semester/Year to be Effective:  
Fall 2016

Estimated Frequency of Course Offering:  
Biannually

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: Students matriculating through the Nurse Practitioner Program will meet the minimum competencies of the American Academy of Colleges of Nursing (AACN) and the National Nurse Practitioner Core Competencies (2012). Students will obtain proficiency and efficiency to apply for certification to

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either the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioner (AANP)

Other: Arrangement of the topics in the course to meet AACN objectives

**Plans for assessing the effectiveness of the course:** Exit exam pass rates and certification pass rates

Approvals:	
College/Division Exec. Comm.: <i>Muri E. Smith</i>	Date: <i>3/14/16</i>
Dept. Head: <i>Bruce Cohen</i>	Date: <i>3/14/16</i>
Dean/Director: <i>Sh. Noriega</i>	Date: <i>3/15/16</i>
Graduate Exec. Comm.(if needed): <i>J. T. John</i>	Date: <i>3/29/16</i>
Graduate Dean (if needed): <i>J. T. John</i>	Date: <i>3/29/16</i>
Academic Committee:	Date:

Form last updated: March 11, 2016

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Request for a Revised Course  
Valdosta State University

MAR 16 2016

Date of Submission: 01/22/2016 (mm/dd/yyyy)

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Department Initiating Revision:  
Nursing

Faculty Member Requesting Revision:  
Bonni S. Cohen

Current Course Prefix, Title, & Number:

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

NURS 7330 Acute and Self-Limiting Disease Management for the Nurse Practitioner

List Current and Requested Revisions:

Current:

Course Prefix and Number: NURS 7330  
Credit Hours: 3  
Course Title: Acute and Self-Limiting Disease Management for the Nurse Practitioner  
Pre-requisites: NURS 7200, 7200L, 7220, 7230  
Course Description: Diagnostic and therapeutic skills. Students will identify system-specific pathophysiology, discriminate among potential diagnoses, design and critique plans of care, and perform procedures relevant to acutely ill adolescents and adults

Requested:

Course Prefix and Number: NURS 7330  
Credit Hours: 3  
Course Title: Advanced Practice Nursing: Adult Health I  
Pre-requisites: NURS 7200, 7200L, 7230  
Co-requisite: NURS 7220  
Course Description: Holistic and comprehensive care of multicultural adolescents, adults, and older adult populations using diagnostic and therapeutic skills in disease management. Students will identify pathophysiology, discriminate among evidence-based diagnosis, treatments and implement plans of care.

Semester/Year to be Effective:  
Fall 2016

Estimated Frequency of Course Offering:  
Biannually

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: Students matriculating through the Nurse Practitioner Program will meet the minimum competencies of the American Academy of Colleges of Nursing (AACN) and the National Nurse Practitioner Core Competencies (2012). Students will obtain proficiency and efficiency to apply for certification to either the American Nurses Credentialing Center (ANCC) and/or the American Academy of

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Nurse Practitioner (AANP)

Other: Arrangement of the topics in the course to meet AACN objectives

**Plans for assessing the effectiveness of the course:** Exit exam pass rates and certification board pass rates

Approvals:	
College/Division Exec. Comm.: <i>mi &amp; Ruth</i>	Date: <i>3/14/14</i>
Dept. Head: <i>Bruce Cohen</i>	Date: <i>3/11/16</i>
Dean/Director: <i>Ph. Nairall</i>	Date: <i>3/15/14</i>
Graduate Exec. Comm.(if needed): <i>J. T. J. [Signature]</i>	Date: <i>3/29/16</i>
Graduate Dean (if needed): <i>J. T. J. [Signature]</i>	Date: <i>3/29/16</i>
Academic Committee:	Date:

Form last updated: March 11, 2016

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MAR 16 2016

Request for a Revised Course  
Valdosta State University

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Date of Submission: 02/03/2016 (mm/dd/yyyy)

Department Initiating Revision:  
Nursing

Faculty Member Requesting Revision:  
Bonni S. Cohen

Current Course Prefix, Title, & Number:

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

NURS 7330L Acute and Self-Limiting Disease Management for the Nurse Practitioner: Lab

List Current and Requested Revisions:

Current:

Course Prefix and Number:

Credit Hours:

Course Title: Acute and Self Limiting Disease Management for the Nurse Pracitioner: Lab

Pre-requisites:NURS 7200, 7200L, 7220, 7230 or Permission of the Instructor

Course Description: Clinical Practice in primary care with acutely ill adolescents and adults.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title: Advanced Practice Nursing: Adult Health I: Practicum

Pre-requisites:NURS 7200, 7200L, 7220, 7230

Co-requisites: Nurs 7220

Course Description: Clinical Practice in primary care with adolescents, adults and older adults with acute and chronic health problems

Semester/Year to be Effective:  
Fall 2016

Estimated Frequency of Course Offering:  
Biannually

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: Students matriculating through the Nurse Practitioner Program will meet the minimum competencies of the American Academy of Colleges of Nursing (AACN) and the National Nurse Practitioner Core Competencies (2012). Students will obtain proficiency and efficiency to apply for certification to either the American Nurses Credentialing Center (ANCC) and/or the American Academy of Nurse Practitioner (AANP)

Other: Arrangement of the topics in the course to meet AACN objectives

**Plans for assessing the effectiveness of the course:** Exit exam pass rates and certification pass rates



Approvals:	
College/Division Exec. Comm.: <i>mi E. Muth</i>	Date: <i>3/14/16</i>
Dept. Head: <i>Brian Cohen</i>	Date: <i>3/16/16</i>
Dean/Director: <i>Ph. Narisello</i>	Date: <i>5/15/16</i>
Graduate Exec. Comm. (if needed): <i>J. T. J. J. J.</i>	Date: <i>3/29/16</i>
Graduate Dean (if needed): <i>J. T. J. J. J.</i>	Date: <i>3/29/16</i>
Academic Committee:	Date:

Form last updated: March 11, 2016

**RECEIVED**

<b>Request for a Revised Course</b> Valdosta State University		MAR 16 2016
<b>Date of Submission:</b> 02/23/16 (mm/dd/yyyy)		VALDOSTA STATE UNIVERSITY GRADUATE SCHOOL
<b>Department Initiating Revision:</b> Nursing	<b>Faculty Member Requesting Revision:</b> B Cohen DNP, NP-C	
<b>Current Course Prefix, Title, &amp; Number:</b> (See course description abbreviations in the catalog for approved prefixes) NURS 7350 Chronic and Complex Disease problems of the Nurse Practitioner		
<b>List Current and Requested Revisions:</b>		
<b>Current:</b> Course Prefix and Number: Credit Hours: Course Title: Chronic and complex of the Nurse Practitioner Pre-requisites: Course Description: Diagnostic and therapeutic skills. Students will identify system-Holistic and comprehensive care of multicultural Management for the Nurse Practitioner specific pathophysiology, discriminate among potential diagnoses, design and critique plans of care, and perform procedures relevant to chronically ill adolescents and adults.	<b>Requested:</b> Course Prefix and Number: Credit Hours: Course Title: <u>Advanced Practice Nursing: Adult Health II</u> Pre-requisites: Co-requisites: NURS 7200 Course Description: <u>Holistic and comprehensive care of multicultural adolescents, adults, and geriatric populations using diagnostic and therapeutic skills for health promotion/disease prevention and management. Students will integrate pathophysiology, advanced health assessment, and diagnoses to design and implement evidence based plans of care.</u>	
<b>Semester/Year to be Effective:</b> 2016	<b>Estimated Frequency of Course Offering:</b> Biannually	
<b>Indicate if Course will be :</b> <input checked="" type="checkbox"/> Requirement for Major <input type="checkbox"/> Elective		
<b>Justification:</b> (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 checked="" type="checkbox"/> Adopting current best practice(s) in field: Increased focus on evidence based practice to meet professional standards <input type="checkbox"/> Meeting Mandates of State/Federal/Outside Accrediting Agencies:		

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Other: The National Organization of Nurse Practitioners Faculties (NONPF) has identified nationally validated core competencies for entry into practice for all nurse practitioners. The proposed changes are consistent with those core competencies

**Plans for assessing the effectiveness of the course:** SOIs, student, employer and alumni surveys, assessments (tests, portfolios, assignments)

Approvals:	
College/Division Exec. Comm.: <i>Chris E. Smith</i>	Date: <i>3/14/14</i>
Dept. Head: <i>Bruce Cole</i>	Date: <i>3/16/16</i>
Dean/Director: <i>J. Navicello</i>	Date: <i>3/15/16</i>
Graduate Exec. Comm.(if needed): <i>J. T. J. P.</i>	Date: <i>3/29/16</i>
Graduate Dean (if needed): <i>J. T. J. P.</i>	Date: <i>3/29/16</i>
Academic Committee:	Date:

Form last updated: March 11, 2016

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Request for a Revised Course  
Valdosta State University

MAR 16 2016

VALDOSTA STATE UNIVERSITY  
GRADUATE SCHOOL

Date of Submission: 02/23/16 (mm/dd/yyyy)

Department Initiating Revision:  
Nursing

Faculty Member Requesting Revision:  
B Cohen DNP, NP-C

Current Course Prefix, Title, & Number:

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

NURS 7350L Chronic and Complex Disease problems of the Nurse Practitioner Lab

List Current and Requested Revisions:

Current:

Course Prefix and Number:

Credit Hours:

Course Title: Chronic and Complex Problems of the Nurse Practitioner Lab

Pre-requisites:

Course Description: Clinical practice in primary care with chronically ill adolescents and adults.

Requested:

Course Prefix and Number:

Credit Hours:

Course Title: Advanced Practice Nursing: Adult Health II Practicum

Pre-requisites:

Course Description: Clinical Practice in primary care with adolescents, adults and older adults with acute and chronic health problems.

Semester/Year to be Effective:  
2016

Estimated Frequency of Course Offering:  
Biannually

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: Increased focus on evidence based practice to meet professional standards

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other: The National Organization of Nurse Practitioners Faculties (NONPF) has identified nationally validated core competencies for entry into practice for all nurse practitioners. The proposed changes care consistent with those core competencies

**Plans for assessing the effectiveness of the course:** SOIs, student, employer and alumni surveys, assessments (tests, portfolios, assignments)

Approvals:	
College/Division Exec. Comm.: <i>mi e nutt</i>	Date: <i>3/14/16</i>
Dept. Head: <i>Bruce Cohen</i>	Date: <i>3/11/16</i>
Dean/Director: <i>J. Naville</i>	Date: <i>3/15/16</i>
Graduate Exec. Comm.(if needed): <i>J. T. J. N</i>	Date: <i>3/29/16</i>
Graduate Dean (if needed): <i>J. T. J. N</i>	Date: <i>3/29/16</i>
Academic Committee:	Date:

Form last updated: March 11, 2016