

VALDOSTA STATE UNIVERSITY

ACADEMIC COMMITTEE PACKET

ACADEMIC COMMITTEE

**MONDAY,
November 9, 2015**

2:30 p.m.

**Rose Room
UNIVERSITY CENTER**

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

ACADEMIC COMMITTEE
AGENDA
November 9, 2015

1. Minutes of the October 19, 2015 meeting. (pages 1-6) were approved by email October 21, 2015.
2. **COLLEGE OF EDUCATION**
 - a. New course ECED 3000 (pages 8-14)
 - b. Revised Educational Outcomes for the BA and BS in Psychology (pages 15-17)
 - c. New course PSYC 4025 (pages 18-26)
3. **COLLEGE OF NURSING AND HEALTH SCIENCES**
 - a. Revised degree requirements for the BSN in Nursing – RN to BSN (pages 27-29)
 - b. New course NURS 3104 (pages 30-36)
 - c. New course NURS 4104 (pages 37-42)
 - d. Revised course prerequisites, description and credit hours NURS 3106 (pages 43-45)
 - e. Revised course prerequisites, description and credit hours NURS 4204 (pages 46-48)
 - f. Revised course prerequisites, description and credit hours NURS 4226 (pages 49-51)
 - g. Deactivation of the Clinical Nurse Leader Track of the MSN (pages 52-53)
4. **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)
 - e. Master of Arts in Teaching with a major in Music Education – BOR approval (OCT15 AC)
 - f. Master of Science in Exercise Physiology – BOR approval (OCT15 AC)

VALDOSTA STATE UNIVERSITY
ACADEMIC COMMITTEE MINUTES
October 19, 2015

The Academic Committee of the Valdosta State University Faculty Senate met in the University Center Rose Room on Monday, October 19, 2015. Dr. Sharon Gravett, Associate Provost for Academic Affairs, presided.

Members Present: Dr. Michelle Ritter, Ms. Catherine Bowers, Dr. Patti Campbell, Ms. Sarah Arnett, Dr. Kristen Johns, Dr. Nicole Cox, Dr. Katherine Lamb (Proxy for Dr. Ray Elson), Dr. Katherine Lamb, Ms. Jessica Lee and Dr. Xiaoi Ren.

Members Absent: Dr. Marc Pufong, Dr. Gary Futrell, Dr. Lorna Alvarez-Rivera, Dr. Ray Elson, Dr. Ellis Heath, Dr. Lars Leader, Dr. Linda Floyd, and Ms. Laura Carter.

Catalog Editor: Dr. Jane Kinney.

Visitors Present: Dr. Herb Fiester, Dr. Carl Cates, Dr. Doug Farwell, Dr. Mike Savoie, and Dr. LaGary Carter.

The Minutes of the September 14, 2015 meeting were approved by email on September 24, 2015. (pages 1-7).

A. College of the Arts

1. New degree proposal for the MAT in Music Education was approved effective Fall Semester 2016 with the degree changed to Master of Arts in Teaching (MAT) and the major to Music Education. (pages 7-31). ***BOR approval required***

The following items 2-30 approval are based on the BOR approval of item 1 – the new MAT in Music Education

2. New course, Music Education (MUE) 7100, "Professional Development Seminar I", (PROF DEV SEMINAR I – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Summer Semester 2016. (pages 32-41).
3. New course, Music Education (MUE) 7200, "Professional Development Seminar II", (PROF DEV SEMINAR II – 3 credit hours, 0 lecture hours, 3 lab hours, and 3 contact hours), was approved effective Summer Semester 2016. (pages 42-51).
4. New course, Music Education (MUE) 7330, "Percussion Methods", (PERCUSSION METHODS – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Summer Semester 2016. (pages 52-60).
5. New course, Music Education (MUE) 7340, "Low Brass Methods", (LOW BRASS METHODS – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Summer Semester 2016. (pages 61-73).
6. New course, Music Education (MUE) 7360, "String Methods", (STRING METHODS – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Summer Semester 2016. (pages 74-82).
7. New course, Music Education (MUE) 7370, "Vocal Methods", (VOCAL METHODS – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Summer Semester 2016. (pages 83-91).
8. New course, Music Education (MUE) 7400, "Instrument Repair", (INSTRUMENT REPAIR – 1 credit hour, 1 lecture hour, 1 lab hour, and 2 contact hours), was approved effective Summer Semester 2016. (pages 92-99).
9. New course, Music Education (MUE) 7700, "Marching Band Techniques", (MARCHING BAND TECHNIQUES – 2 credit hours, 1 lecture hour, 1 lab hour, and 2 contact hours), was approved effective Summer Semester 2016. (pages 100-108).
10. New course, Music Education (MUE) 7710, "Flute, Clarinet, and Saxophone Methods", (FLUTE, CLARINET, & SAX METHODS – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Summer Semester 2016. (pages 109-119).
11. New course, Music Education (MUE) 7720, "Oboe/Bassoon Methods", (OBOE/BASSOON METHODS – 1 credit hour, 0 lecture hours, 2 lab hours, and 2 contact hours), was approved effective Summer Semester 2016. (pages 120-131).
12. New course, Music Education (MUE) 7730, "High Brass Methods", (HIGH BRASS METHODS – 1 credit hour, 0

- lecture hours, 2 lab hours, and 2 contact hours), was approved effective Summer Semester 2016. (pages 132-144).
13. New course, Music Education (MUE) 7790, "Clinical Practice in Music Education", (CLINICAL PRACTICE IN MUSIC ED – 6 credit hours, 0 lecture hours, 40 lab hours, and 40 contact hours), was approved effective Summer Semester 2016. (pages 145-154).
 14. New course, Music Education (MUE) 7800, "Practicum in Music", (PRACTICUM IN MUSIC – 3 credit hours, 0 lecture hours, 20 lab hours, and 20 contact hours), was approved effective Summer Semester 2016. (pages 155-161).
 15. New course, Music (MUSC) 5521, "Symphonic Literature II", (SYMPHONIC LITERATURE II – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Summer Semester 2016. (pages 162-170).
 16. Revised credit hours, prerequisites, and description, Music Education (MUE) 7600, "Instrumental Music Curriculum", (INSTRUMENTAL MUSIC CURRICULUM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2016. (pages 171-173).
 17. Revised title, prerequisites, and description, Music Education (MUE) 7610, "Choral Curriculum", (CHORAL CURRICULUM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2016. (pages 174-176).
 18. Revised prerequisites, Music Education (MUE) 7640, "General Music Curriculum", (GENERAL MUSIC CURRICULUM – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Summer Semester 2016. (pages 177-178).
 19. Revised prerequisites and description, Music (MUSC) 5101, "Graduate Diction I", (GRADUATE DICTION I – 2 credit hours, 1 lecture hour, 2 lab hours, and 3 contact hours), was approved effective Summer Semester 2016. (pages 179-180).
 20. Revised prerequisites and description, Music (MUSC) 5102, "Graduate Diction II", (GRADUATE DICTION II – 2 credit hours, 1 lecture hour, 2 lab hours, and 3 contact hours), was approved effective Summer Semester 2016. (pages 181-182).
 21. Revised credit hours, title, and description, Music (MUSC) 5500, "Band Literature I", (BAND LITERATURE I – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Summer Semester 2016. (pages 183-185).
 22. Revised title, prerequisites and description, Music (MUSC) 5510, "Band Literature II", (BAND LITERATURE II – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Summer Semester 2016. (pages 186-193).
 23. Revised prerequisites, Music (MUSC) 5511, "Choral Literature I", (CHORAL LITERATURE I – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Summer Semester 2016. (pages 194-195).
 24. Revised prerequisites, Music (MUSC) 5512, "Choral Literature II", (CHORAL LITERATURE II – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Summer Semester 2016. (pages 196-197).
 25. Revised credit hours, title, and prerequisites, Music (MUSC) 5520, "Symphonic Literature I", (SYMPHONIC LITERATURE I – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Summer Semester 2016. (pages 198-200).
 26. Revised credit hours, prerequisites, and description, Music (MUSC) 6760, "Jazz Pedagogy", (JAZZ PEDAGOGY – 1 credit hour, 1 lecture hour, 2 lab hours, and 3 contact hours), was approved effective Summer Semester 2016 with the description changed to read – A study of jazz... . (pages 201-203).
 27. Revised credit hours, title, and description, Music (MUSC) 7040, "Technology for Teachers", (TECHNOLOGY FOR TEACHERS – 1 credit hour, 1 lecture hour, 0 lab hours, and 1 contact hour), was approved effective Summer Semester 2016. (pages 204-206).
 28. Revised credit hours, title, prerequisites, and description, Music (MUSC) 7650, "Graduate Conducting", (GRADUATE CONDUCTING – 2 credit hours, 2 lecture hours, 0 lab hours, and 2 contact hours), was approved effective Summer Semester 2016. (pages 207-209).

29. Revised prefix, number, credit hours, prerequisites, and description, Music Education (MUE) 7740, "Advanced String Pedagogy", (ADV STRING PEDAGOGY – 2 credit hours, 1 lecture hour, 2 lab hours, and 3 contact hours), was approved effective Summer Semester 2016. (pages 210-212). Deactivation of MUSC 7734.
30. Revised prefix, credit hours, and prerequisites, Music Education (MUE) 7750, "Advanced Vocal Pedagogy", (ADV VOCAL PEDAGOGY – 2 credit hours, 1 lecture hour, 2 lab hours, and 3 contact hours), was approved effective Summer Semester 2016. (pages 213-215). Deactivation of MUSC 7750.

B. Honors College

1. Revised credit hours, Honors (HONS) 4990, "Honors Senior Portfolio", (HONORS SENIOR PORTFOLIO – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the effective corrected to 2016 for 2014. (pages 216-217).

C. College of Arts and Sciences

1. Revised catalog narrative and requirements for the Dual Degree Program in Engineering was TABLED. (pages 218-221).

D. College of Business

1. Revised degree requirements for the BBA in Finance were approved effective Fall Semester 2016 with the effective date changed from Spring 2016 to Fall 2016. (pages 222-223).
2. Revised degree requirements for the BBA in Economics were approved effective Fall Semester 2016 with the effective date changed from Spring 2016 to Fall 2016. (pages 224-225).
3. Revised prerequisites, Finance (FIN) 3350, "Financial Management", (FINANCIAL MANAGEMENT – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 226-228).

E. College of the Education

1. Revised catalog narrative for the EDD in Curriculum and Instruction was approved effective Fall Semester 2016. (pages 229-233).
2. New track for the EDD in Curriculum and Instruction – Disciplinary Concentration was approved effective Fall Semester 2016 with the effective date changed from Spring 2016 to Fall 2016. (pages 234-236).
3. Revised requirements and name for the EDD in Curriculum and Instruction – General Curriculum and Instruction concentration to Learning and Development concentration was approved effective Fall Semester 2016 with the effective date changed from Spring 2016 to Fall 2016. (pages 237-239).
4. New course, Curriculum and Instruction (CIED) 9210, "Instructional Design", (INSTRUCTIONAL DESIGN – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 240-247).
5. New course, Curriculum and Instruction (CIED) 9220, "Instructional Development and Production", (INSTRUCTIONAL DEV & PROD – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 248-254).
6. New course, Curriculum and Instruction (CIED) 9280, "Application of Research Methods in Learning and Development Settings", (APP OF RSCH METHODS IN L&D – 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 ...application inquiry in the... (pages 255-261).
7. New course, Research (RSCH) 9810, "Program Evaluation in Learning Environments", (PROGRAM EVALUATION – 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 ...9800. An examination of theories...environment. The course addresses... (pages 262-269).

F. College of Nursing and Health Sciences

1. New program Master of Science in Exercise Physiology was approved effective Fall Semester 2016. (pages 270-285).
BOR approval required
2. Catalog narrative for the Master of Science in Exercise Physiology was approved effective Fall Semester 2016. (pages 286-289).

The following items 3-12 approval are based on the BOR approval of item 1 – the new Master of Science in Exercise Physiology

3. New course, Health Science Exercise Physiology (HSEP) 6080, "Exercise Electrocardiography", (EXERCISE ELECTROCARDIOGRAPHY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016 with the description changed to – An introduction of the 12-Lead... (pages 290-297).
4. New course, Health Science Exercise Physiology (HSEP) 7010, "Advanced Exercise Physiology", (ADV EXERCISE PHYSIOLOGY – 3 credit hours, 3 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 298-304).
5. New course, Health Science Exercise Physiology (HSEP) 7060, "Exercise Physiology Laboratory Methods", (EXERCISE PHYS LAB MEHTODS – 3 credit hours, 0 lecture hours, 0 lab hours, and 3 contact hours), was approved effective Fall Semester 2016. (pages 305-312) with the description changed to read:
A study of common evaluative, diagnostic, and experimental procedures used in exercise physiology. The course provides theoretical and laboratory experiences for the evaluation of human performance and hands-on exposure to cardiopulmonary stress testing, metabolic testing, body composition assessment, muscular strength and endurance evaluation, biomechanical analysis, health risk appraisal, and other assessment methods.
6. New course, Health Science Exercise Physiology (HSEP) 7100, "Advanced Pathophysiology", (ADV PATHOPHYSIOLOGY – 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 ...pathophysiology, focusing is on... (pages 313-319).
7. New course, Health Science Exercise Physiology (HSEP) 7120, "Environmental and Occupational Physiology", (ENVIRON AND OCCUPATIONAL PHYS – 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 – Analysis of human... (pages 320-327).
8. New course, Health Science Exercise Physiology (HSEP) 7160, "Exercise Physiology", (EXERCISE PHYSIOLOGY – 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 – A study of the relation... (pages 328-334).
9. New course, Health Science Exercise Physiology (HSEP) 7170, "Advanced Exercise Testing & Prescription for Special Populations", (ADV EXER TEST & PRESCR SPEC POPS – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2016. (pages 235-342) with the description changed to read:
An examination of the recommended exercise testing and prescription methodology for the apparently healthy athlete and for those with various diseases and disabilities. The course emphasizes the physiological responses and adaptations of individuals based on gender, ethnicity, and age to cardiovascular and resistance training. Special emphasis will be placed on the endocrine, immune, cardiopulmonary, reproductive, neurological, and musculoskeletal systems.
10. New course, Health Science Exercise Physiology (HSEP) 7400, "Exercise Physiology Seminar", (EXERCISE PHYSIOLOGY SEMINAR – 3 credit hours, 2 lecture hours, 2 lab hours, and 4 contact hours), was approved effective Fall Semester 2016. (pages 343-349) with the description changed to read:
A review of the scientific literature or the experimental study of an approved topic pertinent to exercise and sports medicine. Students will present their topic/research as a grand rounds presentation before the faculty, staff, and students of the College of Nursing and Health Sciences.
11. New course, Health Science Exercise Physiology (HSEP) 7950, "Exercise Physiology Internship", (EXERCISE PHYSIOLOGY INTERNSHIP – 6 credit hours, 0 lecture hours, 6 lab hours, and 6 contact hours), was approved effective Fall Semester 2016. (pages 350-357) with the description changed to read:
A capstone experience in which students complete multiple scholarly and applied projects connected to their internship site. Students will work a minimum of 20 hours per week, complete a major project, teach at least two classes, and submit a weekly activity log. Students must also sit for one of the American College of Sports Medicine professional certification examinations and submit their results, along with a preceptor evaluation and an exit survey to the instructor before a final grade will be assigned.

12. New course, Health Science Exercise Physiology (HSEP) 7999, "Thesis", (THESIS – 3-6 credit hours, 0 lecture hours, 3-6 lab hours, and 3-6 contact hours), was approved effective Fall Semester 2016. (pages 358-364) with the description changed to read:
Development and writing of a thesis as recommended and approved by the student's thesis advisor. May be repeated for credit.

F. Miscellaneous

1. Revised Academic Committee by-laws – proposed bylaws (pages 365-366)

BYLAWS
ACADEMIC COMMITTEE
of the
VALDOSTA STATE UNIVERSITY FACULTY SENATE

1. NAME:

The official name of this statutory committee is "Academic Committee" as designated by Article VI: Committees of the Senate, Section 5b, Valdosta State University Statutes.

2. PURPOSE:

The Academic Committee is charged to approve, disapprove, or remand to the originating unit a) any proposals and recommended changes related to the educational philosophy, academic mission, and educational enterprise of the University and b) any recommended curricular proposals.

3. MEMBERSHIP:

The Academic Committee membership is composed of the Vice President for Academic Affairs or VPAA designee, Chairperson; the Registrar (non-voting), Secretary/adviser; six elected Senators appointed by the Committee on Committees; and twelve elected members of the General Faculty. Elected and appointed members will serve for three years, one-third elected or appointed each year. Deans, directors, and other guests may participate in all discussion but may not present motions, seconds, or votes.

4. CHAIRPERSON/SECRETARY:

The Secretary will electronically distribute a proposal packet to the committee membership five days prior to a scheduled meeting. The Chairperson will ensure that all proposals presented for the Committee's consideration are in accordance with existing policies and procedures and will convene and preside over the meetings of the Committee. The Secretary will disseminate electronically a written draft of actions taken to the committee for review within ten days of a committee meeting. The committee will then approve the minutes via email, and a copy of those approved minutes will be posted on the web as well as included in the materials for the next committee meeting. The Chairperson will submit the Committee's report to the President of the Faculty Senate.

5. MEETINGS:

The Academic Committee will generally meet on the second Monday of each month, September through May, at 2:30 p.m. At the request of the Chairperson, meetings may be scheduled during the months of June and August. A meeting can be cancelled if proposals or other appropriate business have not been received by the Secretary by the due date for that meeting.

6. PROPOSALS:

The deadline for originating units to submit proposals to the Secretary is two weeks prior to the scheduled meeting. Proposals must be submitted on the appropriate Academic Committee paperwork.

The Academic Committee is not empowered to make any changes in a curriculum proposal. If changes are suggested, the proposal will be remanded to the originating unit for further consideration and resubmission. Editorial corrections may be made by the Academic Committee during the meeting (e.g. grammar, punctuation, spelling) may be made by the Chairperson, Secretary or the catalog editor.

7. QUORUM:

A quorum exists when more than 50 percent of the membership is represented in person or by proxy at the beginning of the meeting.

8. ORDER OF BUSINESS:

The order of business will be roll call, identification of proxies, reports of committees, unfinished business, new business, report of the Chairperson, and announcements.

9. PROXIES:

Proxies will identify themselves to the Chairperson and the membership at the meeting. No person may hold more than one proxy. Members sending a proxy to the meeting should notify the Secretary in writing prior to the meeting.

10. AD-HOC COMMITTEES:

The Chairperson may appoint ad-hoc committees as needed.

11. AMENDMENTS TO BYLAWS:

The Academic Committee Bylaws may be changed by two-thirds majority vote of the voting membership. Changes must be published and distributed to the voting membership one month before any action can be taken.

Approved by the Academic Committee at the October 19, 2015 meeting.

2. Changes made to the curricula during conversion to the online catalog were noted and approved (pages 367-368)

Respectfully submitted,

Stanley Jones
Registrar

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 09/16/2015 (mm/dd/yyyy)

Department Initiating Request:
Early Childhood & Special Education

Faculty Member Requesting:
Deb Marciano

Proposed New Course Prefix & Number:
(See course description abbreviations in the catalog for approved prefixes)
ECED 3000

Proposed New Course Title:
Special Topics in Early Childhood Education
Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
Spec Topics in ECE

Semester/Year to be Effective:
Summer 2016

Estimated Frequency of Course Offering:
once each year

Indicate if Course will be : Requirement for Major Elective

Lecture Hours: 2

Lab Hours: 1

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.) Study of current issues and concepts in early childhood education. May be repeated under different topics for a total of 6 credit hours with approval of the student's faculty advisor and major department head.

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 course will enable the department to offer a course that meets candidates' needs and interests that enrich their program experience. In addition, it offers the vehicle to address contemporary topics that arise and that would benefit our candidates. Finally, it provides a venue for other students on campus who may be interested in ECE, but who are not majoring in ECE, to take a course in the department as electives for their programs of study.

Source of Data to Support Suggested Change:

- Indirect Measures: SOIs, student, employer, or alumni surveys, etc. Primarily, we need the course to support the Study Abroad in Italy program that is offered through the department. We need a course that can be offered abroad, but that can be modified to meet the needs of the participating candidates. In addition, occasionally some students find themselves needing an extra course for financial aid purposes when off their regular program of study schedule. This course could be offered as an option that would enhance and enrich their program of study.

- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) The course will enable the department to enhance some of our program goals, specifically those related to helping students make global connections and addressing candidate needs for a balanced program that contributes to their effective development as teachers.

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

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

Approvals:	
Dept. Head: <i>Janet Quater</i>	Date: <i>11/2/15</i>
College/Division Exec. Comm.: <i>Lyn C. Min</i>	Date: <i>11-2-15</i>
Dean/Director: <i>Lyn C. Min</i>	Date: <i>11-2-15</i>
Graduate Exec. Comm.: (for graduate course):	Date:
Graduate Dean: (for graduate course):	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

**ECED 3000 (Proposed)
SPECIAL TOPICS IN EARLY CHILDHOOD EDUCATION
3 SEMESTER HOURS**

**College of Education
Valdosta State University
Department of Early Childhood and Special Education**

**Conceptual Framework: Guiding Principles
(adapted from the Georgia Systemic Teacher Education Program Accomplished Teacher
Framework)**

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

The Equity Principle: All learners deserve high expectations and support

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

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

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

The Impact Principle: Effective practice yields evidence of learning.

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

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

InTASC Model Core Teacher Standards* *(To be used for all teacher preparation program courses. Identify those that apply specifically to this course.)*

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.

8/7/15

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.*

8/7/15

INSTRUCTOR

Name:

Office Number:

Telephone Number:

Email Address:

Office Hours:

COURSE DESCRIPTION

Study of current issues and concepts in early childhood education. May be repeated under different topics for a total of 6 credit hours with approval of the program coordinator.

REQUIRED TEXTBOOKS

Instructor and student selected professional journal and electronic media resources

COURSE DESCRIPTION

Study of current topics and concepts in early childhood education. Students may repeat the course to earn a total of 6 credit hours if topics are substantially different and the program coordinator provides approval. Course description will be detailed here based on the particular topic.

SAMPLE COURSE OBJECTIVES

Upon completion of this course, the student will be able to:

1. discuss the topics of the course based on research and reading as directed by the instructor.
(InTASC 1, 2, 3, 4, 5)
2. complete projects and written assignments that demonstrate a thorough understanding of the topic of the course. (InTASC 1, 2, 4, 5, 6, 9)
3. orally present research on assigned topics and use technology to enhance the presentations.
(InTASC 1, 2, 4, 5, 9)
4. implement best practices associated with the course topic in the school environment.
(InTASC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10)

SAMPLE COURSE ACTIVITIES / ASSIGNMENTS / REQUIREMENTS (MAY BE ADJUSTED TO SUIT SPECIFIC TOPICS)

8/7/15

1. **Course Readings.** The student will complete a weekly, one-page summary of materials assigned for reading in the course. At the conclusion of the summary, the student will pose at least three questions or ideas from the reading to help facilitate discussion among the class members.
2. **Written Assignment.** The student will select a topic with approval of the instructor that is related to the content of the course. The student will research and write a term paper following guidelines presented by the instructor.
3. **Multimedia Presentation.** The student will use the topic of the written assignment to develop a multimedia presentation, using presentation software. The presentation will be presented to the class following guidelines provided by the instructor.
4. **Practical Implementation.** The student will complete a project in an elementary classroom based on the content of the course. Field notes will be taken as the project is implemented. A final report will be submitted.

SAMPLE COURSE EVALUATION

	Possible Points
1. Readings (10@5)	50
2. Written Assignment	100
3. Multimedia Presentation	50
4. Practical Implementation	<u>100</u>
Total	300

GRADING SCALE

- A = 90-100% of total points
B = 80-89%
C = 70-79%
D = 60-69%
F = 59% and below

ATTENDANCE POLICY Active participation and discussion can only occur when students are present and engaged. Attendance is mandatory for each class. 10 points will be deducted for each absence. 5 points will be deducted for each late arrivals or early departure from class

PROFESSIONALISM Students must be prepared to pose and answer questions in class meetings, turn in assignments when due, and respect others' opinions. Media devices are to be used only when invited to do so by the instructor. Therefore, student will be asked once to stop using such devices and asked to leave the class and marked absent, if reminded a subsequent time. APA format (most recent version) is to be used in all papers, along with Standard English, at a level expected of college students.

DEWAR COLLEGE OF EDUCATION POLICY STATEMENT ON PLAGIARISM

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 Level Two 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 Level Two Dewar College of Education Concern form (<http://www.valdosta.edu/coe/studentsinfo.shtml>). According to the Dewar College of Education Concern Form Policy, "a second level two concern form will result in the student being dismissed from his/her program of study. This dismissal will result in an automatic review by the COE Undergraduate Policies Committee."
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."

SPECIAL NEEDS STATEMENT

8/7/15

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 sex, race, religion, color, national origin, or handicap of the individual. It is the intent of the institution to comply with the Title VI of the Civil Rights Act of 1964 and subsequent executive orders as well as Title XI in Section 504 of the Rehabilitation Act of 1973.

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).

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>.

REQUEST FOR A REVISED CATALOGUE COPY

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

Valdosta State University

Area of Change: Core Senior Graduate

Current Catalogue Page Number: 223

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

Degree and Program Name: BA and BS Psychology

Present Requirements: Present Requirements: Current Undergraduate Outcomes (2008)

1. Use the scientific method as a primary basis for engaging in critical thinking and evaluating multiple sources of information.
2. Review empirical studies of psychology, analyze their research findings, and draw appropriate conclusions and inferences in reference to reliability and validity.
3. Design, run, and analyze research studies and write reports using APA style.
4. Articulate controversial and ethical issues in psychology.
5. Identify plausible psychosocial and biological principles that influence behavior and cognition, given a particular context or situation.
6. Use appropriately the technical language of the science of psychology in oral and written communication.
7. Articulate the developmental changes resulting from hereditary and environmental factors.
8. Compare and contrast theoretical perspectives within psychology.
9. Describe the impact of society and culture on human diversity.
10. Examine and evaluate career and educational opportunities available with an undergraduate psychology degree.
11. Use appropriate computer technology to

Proposed Requirements: (highlight changes after printing) APA Guidelines (2013)

- Goal 1: Students should demonstrate fundamental knowledge and comprehension of the major concepts, theoretical perspectives, historical trends, and empirical findings to discuss how psychological principles apply to behavioral problems.
- Goal 2: The skills in this domain involve the development of scientific reasoning and problem solving, including effective research methods.
- Goal 3: 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.
- Goal 4: Students should demonstrate competence in writing and in oral and interpersonal communication skills.
- Goal 5: 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.

complete relevant assignments.
12. Interact effectively and work productively with others.

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

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.) **Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) American Psychological Association (2013). APA guidelines for the undergraduate psychology major: Version 2.0. Retrieved from <http://jwww.apa.org/edjprecollegefaboutjpsymajor-guidelines.pdf>**

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.) **Pre/post-tests, Outcome Assessment Test for Seniors, student ratings and evaluation of the outcomes, percent of students earning C or better in our gateway classes (PSYC 3500, 3600, 3900) and our capstone courses (PSYC 4900, 4950)**

Approvals:	
Department Head: <i>Kathy M</i>	Date: 11-2-15
College/Division Exec. Committee: <i>Lynn C Min</i>	Date: 11-2-15
Dean(s)/Director(s): <i>Lynn C. Min</i>	Date: 11-2-15
Graduate Exec. Comm.: (for grad program)	Date:
Graduate Dean: (for grad program)	Date:
Academic Committee:	Date:

Form last updated: January 6, 2010

REQUEST FOR A NEW COURSE

Valdosta State University

Date of Submission: 09/15/2015 (mm/dd/yyyy)

Department Initiating Request:

Psychology

Faculty Member Requesting:

Browne & Breneiser

Proposed New Course Prefix & Number:

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

PSYC 4025

Proposed New Course Title:

Human Memory

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

Human Memory

Semester/Year to be Effective:

Spring 2016

Estimated Frequency of Course Offering:

Twice 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.) PSYC 3600 with grade of "C" or better. An overview of the scientific approach to the study of human memory, including short/working and long-term memory, memory encoding and retrieval, a survey of the different models of memory, as well as a survey of the neuropsychology of memory.

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: This will increase our course offerings in experimental psychology and research design
- Adopting current best practice(s) in field: Memory is one of the most relevant and active fields in the realm of experimental psychology
- 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. SOI's
- Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) See relevant assignments and tests in syllabus

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

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

Approvals:	
Dept. Head: <i>Katlynn</i>	Date: 11-2-15
College/Division Exec. Comm.: <i>Lynn C. Munro</i>	Date: 11-2-15
Dean/Director: <i>Lynn C. Munro</i>	Date: 11-2-15
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**

**PSYC 4025
Human Memory
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.

INSTRUCTOR

Name: Blaine L. Browne

Office Number: Psychology Bldg 2113

Telephone Number: 229-293-6318

Email Address: blbrowne@valdosta.edu

Office Hours: 10:00-11:00 MWF; 11:00-12:00 TR; 1:00-3:30 MW; and by appointment

Website: <http://mypages.valdosta.edu/blbrowne/>

COURSE DESCRIPTION

Prerequisite: PSYC 3600 with grade of "C" or better. PSYC 4100 and/or 4000 are highly recommended prerequisites.

REQUIRED TEXTBOOKS / RESOURCE MATERIALS

Schwartz, B. L. (2014). *Memory* (2nd Ed.). Thousand Oaks, CA: SAGE Publications Ltd

All articles are on Blazeview

The books webpage: <http://www.sagepub.com/schwartz2e/study/default.htm>

Recommended readings but not required:

Loftus, E. L. (1996). *Eyewitness testimony*. Harvard University Press. ISBN: 978-0674287778

Schacter, D. L. (2002). *The seven sins of memory*. Boston, MA: Houghtin Mifflin Co. ISBN: 978-0618219193

COURSE OBJECTIVES (Show alignment to InTASC Model Core Teacher Standards for all educator preparation courses).

COURSE ACTIVITIES/ASSIGNMENTS/REQUIREMENTS

I. FIVE (5) Exams worth 100 points each. The tests will be fill essay, fill in the blank, and some multiple choice. Those questions will come mainly from the book and articles we read. To do well on the tests **REQUIRES** that you read each chapter carefully, come up with your own answers to the essay questions and then review.

II. In-Class Experiments (ICE). 5pts each. 7 of them (35pts total). We will actually be doing 8 so that missing one won't count against you, but if you happen to be here for all 8 then the extra one will count as extra credit. We will perform a variety of in class memory experiments that go along with each chapter. If you are in class and complete the experiment you get the points. These count as attendance and cannot be made up.

III. Article quizzes (10 quizzes). (10 pts each; 100 pts total). These also count as attendance and cannot be made up without a valid excuse. If you know you will be missing a day with a quiz and it's a legitimate excuse just email me to take it early.

IV. Six (6) Video Worksheets (5pts each; 30 pts total): I have worksheets for each video we watch. You must turn them in at end of the movie. There are no make-ups for this. This counts as attendance too. Also, all phones will be put away out of sight during the movie, if you are on the phone/tablet throughout the movie you will not get any points for the worksheet.

V. Research Proposal on a Memory Topic that interests you. (100pts).

Pick a research topic and find at least SEVEN (7) really good but SHORT articles on the topic. Why short articles? Because I want you to read the entire article not just the abstract. Absolutely no copying and pasting of any kind. If I find even one sentence cut and pasted you will get a zero on that entire section.

The breakdown for the research proposal grade:

1. The APA style introduction including your hypothesis, predictions and all articles turned in on due date. (10 pts)
2. The proposed method and design you came up with based on your readings of previous research supported by your references and what you expect to find based on your readings (expected results) <Note that you won't have an actual results section in the paper, rather you will talk about what you expect to find in your discussion and why>. (10 pts)
3. The paper itself turned in on time (Title page, abstract, introduction, method section, discussion (expected results, implications, conclusions), and reference page. (60 pts)
4. The oral presentation to class of what you learned by reading those articles (lit review), your proposed experimental design and expected findings. At least 7-8 minutes (no more than 10min). 20 pts

****Remember do NOT copy and paste sentences from the articles into your paper. You are supposed to write your paper. The only way to improve your writing ability is to practice writing.

Papers will be penalized *five points for each day* they are late.

About missing work: In class experiments cannot be made up. There is no way to really do them individually. Quizzes can only be made up in extreme emergencies and they MUST be completed within ONE WEEK of when it was scheduled to be done. You cannot wait until the end of semester and then decide that you want to do them once you realize how adversely it is affecting your grade. If you do have a valid excuse (athletics, medical, funeral, etc) with documentation then you can make it up sometime during the week that it was scheduled or the following week at the latest. Once again, in class experiments and quizzes CANNOT be made up or taken during finals week so do not even ask.

Testing Protocol: I have noticed that cell phone use during tests has become a significant problem. Due to this, for tests and quizzes all cell phones are to be turned off and put away (this means not in your lap). All hats of any kind will also be removed. During the test you must keep both hands on the desk at all times. You will get three warnings to remove your hands from below the desk, after the third warning your test will be taken away and you will receive a zero.

COURSE EVALUATION

Grading Scale:

A = 765 – 688 (90%)

B = 687 – 612 (80%)

C = 611 – 535 (70%)

D = 534 – 459 (60%)

F = 458 – 0

ATTENDANCE POLICY

Attendance: Quizzes, movie worksheets cannot be made up without a valid excuse (medical, court date, etc) so do not miss class. There is something graded just about every day that counts towards attendance. Attendance will be taken throughout the semester and it is essential that you show up for class and participate. We will do at least one experiment or demo each week. These cannot be made up and are usually on the test.

Important information: 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.

PROFESSIONALISM

Portable Electronic Devices (Texting): During class all electronic devices will be turned off and put away. This includes cell phones, text devices, MP3 players, PDA's, laptops, etc. The consequences of using a cell phone during class will be:

1. If I notice you texting or playing with your phone or any electronic device repeatedly during class you will be asked to leave. This has become a significant disturbance in class. If you cannot adhere to this class policy then I recommend that you drop the class now.
2. I will write your name down on my "Do not write a letter of recommendation for" list. So if you continue texting throughout the class, don't even bother asking me for any type of reference letter in the future.

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.

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>.

TENTATIVE COURSE OUTLINE
PSYCH (4500) 4025 Human Memory, Blaine L. Browne, Ph.D.

	Tuesday	Thursday
1-12	Intro/Syllabus & Discuss Proposal Project & Ch 1. Intro	Chapter 1 **Quiz 1 on Article 1: Studying. What works and what doesn't.
1-19	Chapter 2: Neuroscience of Memory Quiz Article 2: 2012 Discover Memory	Chapter 2: Neuroscience of Memory
1-26	Chapter 3: Working Memory Quiz Article 3: Peterson & Peterson Article Memory	Chapter 3: Working Memory
2-2	Chapter 3: Working Memory Quiz Article 4: Baddeley Article	Test 1: Ch 1-3 plus articles
2-9	Chapter 4: Episodic Memory Quiz Article 5. TULVING ARTICLE EPISODIC MEMORY: From Mind to Brain 2002***	Chapter 4: Episodic Memory Quiz Article 6: Godden and Baddeley (1975) Article
2-16	Chapter 5. Semantic & Lexical memory <i>**Intro with all articles used is due.</i>	Chapter 5. Semantic & Lexical memory
2-23	Chapter 5. Semantic & Lexical memory	Test 2: Ch 4-5
3-2	Chapter 6. Visual Memory	Chapter 6. Visual Memory Quiz Article 7: Bizarreness Article or NEW EPI?
3-9	Chapter 8: False Memory	Chapter 8: False Memory Quiz Article 8: Tricks of Memory (2000) Eyewitness example Do Part 2 Questions (mine)
3-16	Quiz Article 9: Loftus Proposed method and design DUE	Test 3: Ch 6 & 8
3-23	SPRING BREAK WEEK	SPRING BREAK WEEK
3-30	Chapter 10: Memory Disorders (Anatomy & HM)	Chapter 10: Memory Disorders (Clive)
4-6	Chapter 10: Memory Disorders (KC)	****Memory papers Due Today**** Chapter 10: Memory Disorders (AD)
4-13	Finish Chapter 10	Test 4: Ch 10 and includes all handouts and articles too
4-20	Chapter 11: Memory in Childhood <i>Paper Presentations 1-4</i> Quiz Article 10: Infant Memory	Chapter 11: Memory in Childhood <i>Paper Presentations 5-8</i>
4-27	Chapter 12 <i>Paper Presentations 9-12</i>	Chapter 12 <i>Paper Presentations 13- ?</i>
5-4	Final Exam Test 5: Ch (11, 12) Thursday, May 7, 2015@5pm	

Program and Course	Activity	Assessment
Human Memory (PSYC 4500)		
BA/BS Psychology Degree APA Guidelines		
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. 2.1 Use scientific reasoning to interpret psychological phenomena	The student completes an experimentally-based research proposal on some area of human area	The instructor uses appropriate grading criteria to evaluate students' work.
2.2 Demonstrate psychology information literacy	The student completes an experimentally-based research project, exams, and journal article quizzes.	The instructor uses appropriate grading criteria to evaluate students' work. Grades on exams.
2.4 Interpret, design, and conduct basic psychological research	The student completes an experimentally-based research proposal on some area of human area	The instructor uses appropriate grading criteria to evaluate students' work.
Goal 4: Communication Students should demonstrate competence in writing and in oral and interpersonal communication skills. 4.1 Demonstrate effective writing for different purposes	The research proposal and all students will present their proposal and expected results to the class.	Rubric for paper and presentations

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:
270

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

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

Present Requirements: Core Curriculum Areas A-F as outlined in catalog.
Senior College Curriculum:
 NURS 3105.....3 hours
 NURS 3106.....3 hours
 NURS 3216.....2 hours
 NURS 4105.....3 hours
 NURS 4204.....4 hours
 NURS 4205.....3 hours
 NURS 4226.....7 hours
 Nursing guided elective.....3 hours
28 hours

Students meeting the requirements of the Georgia RN Articulation Agreement may receive a minimum of 32 semester hours of NURS credit to complete the total number of 120 hours required for the B.S.N. degree.

This curriculum is offered in a hybrid format.

Proposed Requirements (Underline changes after printing this form: Core Curriculum Areas A-F as outlined in catalog (no changes).
Senior College Curriculum:
 NURS 3104 (new course).....3 hours
 NURS 3105.....3 hours
 NURS 3106 (revised course..).....4 hours
 NURS 3216.....2 hours
 NURS 4104 (new course).....3 hours
 NURS 4105.....3 hours
 NURS 4204 (revised course).....4 hours
 NURS 4205.....3 hours
 NURS 4226(revised course).....6 hours
30 hours

Students meeting the requirements of the Georgia RN Articulation Agreement may receive a minimum of 30 semester hours of NURS credit to complete the total number of 120 hours required for the B.S.N. degree.

This curriculum to be offered in a fully online format and can be completed in one year.

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 addition of NURS 3104 (Pathophysiology) and NURS 4104 (Nursing Informatics) help to prepare students for the complex patients seen in today's practice environments. Care in the hospital setting is more complex, requiring "sophisticated, life-saving technology coupled with complex information management systems that require skills in analysis and synthesis" (IOM, 2011). Care outside the hospital is also more complex, requiring coordination of "care among a variety of clinicians and community agencies...to help patients manage chronic illnesses, thereby preventing acute care episodes and disease progression" (IOM). Students in the new curriculum will be better prepared to meet client care needs regardless of the setting.

Adopting current best practice(s) in field: Multiple research studies have shown that increased numbers of BSN prepared nurses improves patient outcomes, reduces patient mortality, reduces the incidence of comorbidities, shortens lengths of stay, and lowers readmission rates (AACN, 2015). Offering the RN-BSN program fully online, with a completion time of one year, improves access to baccalaureate education and

reduces time to degree completion, which will help to meet the IOM, The Future of Nursing recommendation #4 (Increase the proportion of nurses with a baccalaureate degree to 80 percent by 2020) (IOM, 2011).

Meeting mandates of state/federal/outside accrediting agencies:

Other: Under the old (current) curriculum, students were left with a 2 credit hour deficit to meet the VSU requirements for graduation (30 hours in residence). This forced students to take an additional course (extra time and money) in order to meet the 30 hours rule. The new (proposed) curriculum removes this shortfall and provides students with course requirements directly related to the degree.

Source of Data to Support Suggested Change:

Indirect measures: SOIs, student, employer, or alumni surveys, etc. SOIs, student and employer feedback; best practice guidelines for the profession; AACN RN-BSN recommendations

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 employer feedback

Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Course exam averages of 74% or higher, course assignments, papers, journals, etc.

References:

American Association of Colleges of Nursing. (2015). Creating a more highly qualified nursing workforce. Retrieved from <http://www.aacn.nche.edu/media-relations/fact-sheets/nursing-workforce>

Institute of Medicine. (2011). The future of nursing: Leading change, advancing health. Washington, D.C.: The National Academies Press.

Approvals:

Department Head:

L. J. [Signature]

Date:

11/2/15

College/Division Exec. Committee:

Laura Carter

Date:

11/2/15

Dean(s)/Director(s): <i>L. A. Carter</i>	Date: <i>11/26/05</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 NEW COURSE

Valdosta State University

Date of Submission: 11/02/2015 (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 3104

Proposed New Course Title:
RN-BSN Pathophysiology for the Practicing Nurse

Proposed New Course Title Abbreviation:
(For student transcript, limit to 30 character spaces)
RN-BSN Pathophysiology

Semester/Year to be Effective:
Spring 2016

Estimated Frequency of Course Offering:
1 x per 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.) Overview of pathophysiology of selected conditions of the human organism across the lifespan focusing on the etiology, pathogenesis, physiological changes, and clinical manifestations of common health problems. The influence of genetics, ethnicity, environment, and age will be explored.

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

Improving student learning outcomes: The purpose of our RN-BSN program is to prepare professional registered nurses to provide state-of-the-art, evidence-based patient care. We will provide the student with better knowledge of human physiology and disease pathology in order to improve patient outcomes and meet the needs of our communities of interest.

Adopting current best practice(s) in field: Multiple research studies have shown that improved understanding of pathophysiology leads to improved patient outcomes (Laszlo, et. al., 2015; Kojima, et.al. 2013; Hawkins & Grunberg, 2009).

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. Current research; student and employer feedback

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, student & employer feedback
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) tests & assignments within the course.
- Other:

References:

- Hawkins, Rebecca, MSN,A.N.P., A.O.C.N., & Grunberg, S., M.D. (2009). Chemotherapy-induced nausea and vomiting: Challenges and opportunities for improved patient outcomes. *Clinical Journal of Oncology Nursing*, 13(1), 54-64. Retrieved from <http://search.proquest.com/docview/222742522?accountid=458>
- Kojima, Y., Takahashi, N., Haga, N., Nomiya, M., Yanagida, T., Ishibashi, K, Aikawa, K., & Lee, D. I. (2013). Urinary incontinence after robot-assisted radical prostatectomy: Pathophysiology and intraoperative techniques to improve surgical outcome. *International Journal of Urology: Official Journal of the Japanese Urological Association*. doi: 10.1111/iju.12214
- Laszlo, I., Trasy, D., Molnar, Z., & Fazakas, J. (2015). Sepsis: From pathophysiology to individualized patient care. *Journal of Immunology Research*, doi: 10.1155/2015/510436

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

Approvals:		
Dept. Head:	<i>Lolay Carter</i>	Date: 11/2/15
College/Division Exec. Comm.:	<i>Laura Carter</i>	Date: 11/2/15
Dean/Director:	<i>Lolay Carter</i>	Date: 11/2/15
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: RN-BSN

COURSE SYLLABUS

<u>COURSE NUMBER</u>	NURS 3104 (Proposed #)
<u>COURSE TITLE</u>	RN-BSN Pathophysiology for the Practicing Nurse
<u>COURSE CREDITS</u>	3-0-3
<u>CONTACT HOURS</u>	7.5 hours of class x 6 weeks = 45 hours Total contact hours = 45 hours
<u>PLACEMENT IN THE CURRICULUM</u>	Semester I
<u>PREREQUISITES</u>	Full admission to the School of Nursing with completion of all core courses
<u>COREQUISITE</u>	NURS 3105
<u>FACULTY</u>	TBD

COURSE DESCRIPTION

Overview of the pathophysiology of selected conditions of the human organism across the lifespan focusing on the etiology, pathogenesis, physiological changes, and clinical manifestations of common health problems. The influence of genetics, ethnicity, environment, and age will be explored.

COURSE OBJECTIVES

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

OBJECTIVES	<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. Describe concepts of health and disease related to health care practices;	1, 2, 3, 4, 6, 7, 8, 9, 10	Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice Essential VII: Clinical Prevention and Population Health

		Essential IX: Baccalaureate Generalist Nursing Practice
2. Compare cellular structural components with function;	1, 2, 3, 4, 6, 7, 8, 9, 10	Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice Essential VI: Inter-professional Communication and Collaboration for Improving Patient Health Outcomes Essential IX: Baccalaureate Generalist Nursing Practice
3. Explain interactions among components of integrative body functions (stress, temperature regulation, nutrition, and activity);	1, 2, 3, 4, 6, 7, 8, 9, 10	Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety Essential V: Healthcare Policy, Finance, and Regulatory Environments Essential VI: Inter-professional Communication and Collaboration for Improving Patient Health Outcomes Essential VIII: Professionalism and Professional Values Essential IX: Baccalaureate Generalist Nursing Practice
4. Compare each organ system's normal physiological function to pathological changes in disease; and	1, 2, 3, 4, 6, 7, 8, 9, 10	Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice Essential III: Scholarship for Evidence-Based Practice Essential IV: Information Management and Application of Patient Care Technology Essential IX: Baccalaureate Generalist Nursing Practice
5. Analyze disease risk factors with compensatory mechanisms and	1, 2, 3, 4, 6, 7, 8, 9, 10	Essential I: Liberal Education for Baccalaureate

adaptive lifestyle strategies.		Generalist Nursing Practice Essential IV: Information Management and Application of Patient Care Technology Essential VII: Clinical Prevention and Population Health Essential IX: Baccalaureate Generalist Nursing Practice
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TOPICAL OUTLINE

- I. Concepts of health and disease
 - A. Cellular Biology
 - B. Genes and Genetics
 - C. Risk factors for alterations in health
- II. Cellular functions, growth, and pathophysiological alterations
 - A. Normal cellular function and growth
 - B. Alterations in cellular function and growth
- III. Integrative body functions and pathological alterations
 - A. System/tissue specific function and alterations
 - B. Fluids and Electrolytes
 - C. Self-defense mechanisms
 - 1. Immune function
 - 2. Stress and illness
 - D. Effect of age on function and pathology
- IV. Body organ systems' functions and pathological alterations
 - A. System/tissue specific function and alterations
 - B. Effect of age on function and pathology

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.

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: online participation, group discussion, independent study projects, oral presentations, debates, annotated bibliographies, guided computer assignments, essays, research projects, formal papers, journals, written examinations, and peer evaluations.

REQUIRED TEXT AND REFERENCES

TBD

GRADING SCALE: (as used in the School of Nursing)

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: 11/02/2015 (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 4104

Proposed New Course Title:

RN-BSN Nursing Informatics

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

RN-BSN NSG Informatics

Semester/Year to be Effective:

Spring 2016

Estimated Frequency of Course Offering:

1 x per 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.) Integrates nursing and information technology to assist in decision making related to client care. Focuses on concepts related to informatics and the use of Health Information Systems in health care. Provides students with opportunities to develop theoretical knowledge and enhance technology skills.

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: Inclusion of a targeted nursing informatics course will help RN-BSN students meet the BSN program objective related to technology integration, issues and trends affecting healthcare today, and legal and ethical considerations affecting health care today.

Adopting current best practice(s) in field:

Meeting Mandates of State/Federal/Outside Accrediting Agencies: The American Recovery and Reinvestment Act (ARRA), which includes the Health Information Technology for Economic and Clinical Health (HITECH) Act, "authorizes the Centers for Medicare & Medicaid Services (CMS) to provide a reimbursement incentive for eligible hospitals and providers who are successful in becoming meaningful users of an electronic health record (EHR)" (Skiba, 2010). These acts have increased the prevalence and use of EHRs in healthcare today. A strong informatics foundation is important to be able to navigate in current healthcare systems.

Other:

Source of Data to Support Suggested Change:

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

and employer feedback

- 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, student & employer feedback
- Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) tests & assignments within the course.
- Other:

References:

Skiba, D. J. (2010). The future of nursing and the informatics agenda. *Nursing Education Perspectives*, 31(6), 390-1. Retrieved from <http://search.proquest.com/docview/853723731?accountid=458>

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

Approvals:	
Dept. Head: <i>Lady Carter</i>	Date: 11/2/15
College/Division Exec. Comm.: <i>Laura Carter</i>	Date: 11/2/15
Dean/Director: <i>Lady Carter</i>	Date: 11/2/15
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: RN-BSN

COURSE SYLLABUS

<u>COURSE NUMBER</u>	NURS 4104 (Proposed #)
<u>COURSE TITLE</u>	RN-BSN Nursing Informatics
<u>COURSE CREDITS</u>	3-0-3
<u>CONTACT HOURS</u>	7.5 hours of class x 6 weeks = 45 hours Total contact hours = 45 hours
<u>PLACEMENT IN THE CURRICULUM</u>	Semester III
<u>PREREQUISITES</u>	Successful completion of NURS 3104, NURS 3105, and NURS 3106
<u>COREQUISITE</u>	NURS 3216
<u>COURSE FACULTY</u>	TBD

COURSE DESCRIPTION

Integrates nursing and information technology to assist in decision making related to client care. Focuses on concepts related to informatics and the use of Health Information Systems in health care. Provides students with opportunities to develop theoretical knowledge and enhance technology skills.

COURSE OBJECTIVES

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

Course Objective	<i>BSN Objectives 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. Discuss Informatics literature and issues related to multiple uses of information systems in nursing practice,	4	Essential II: Basic organizational and systems leadership for quality care and patient safety Essential IV: Information management and application of

Course Objective	BSN Objectives to which the objective relates	AACN Essentials of Baccalaureate Education for Professional Nursing Practice (2008) essential to which the objective relates
administration, research, and education		patient care technology
2. Identify health care and professional issues, trends, and standards that impact nursing informatics	6, 7	Essential IV: Information management and application of patient care technology Essential V: Healthcare policy, finance and regulatory environments
3. Compare various models of nursing informatics in the delivery of patient care	1	Essential III: Scholarship for evidenced-based practice Essential IV: Information management and application of patient care technology
4. Discuss elements of a decision support system in the patient care setting	8, 9, 10	Essential II: Basic organizational and systems leadership for quality care and patient safety Essential IV: Information management and application of patient care technology Essential V: Healthcare policy, finance and regulatory environments
5. Describe various roles of the nurse informatics specialist in health care settings	9, 10	Essential V: Healthcare policy, finance and regulatory environments Essential VI: Inter-professional communication and collaboration for improving patient health outcomes

TOPICAL OUTLINE

- I. Introduction to Nursing Informatics and its use in healthcare
- II. Informatics resources
 - a. Electronic communication
 - b. Locating/evaluating information
- III. Data, information, and knowledge
- IV. Health care information systems, purpose, scope, and selection
- V. Computer based Health Information Systems
 - a. Issues and Ethics
 - b. Risk reduction strategies
- VI. Other uses of Health Information Systems

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, clinical application, and experiential learning activities may be utilized to meet the course objectives.

REQUIRED TEXT AND REFERENCES

TBD

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, debates, personal journals, portfolios, annotated bibliographies, essays, research projects, formal papers, and peer evaluation.

In order to pass this course, students must earn at least 74 based on the grading scale listed below:

GRADING SCALE:

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

Request for a Revised Course
Valdosta State University

Date of Submission: 11/02/2015 (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 3106 RN-BSN Health Assessment Across the Lifespan

List Current and Requested Revisions:

Current:
Course Prefix and Number: NURS 3106
Credit Hours: 3-0-3
Course Title: RN-BSN Health Assessment Across the Lifespan
Pre-requisites:
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 3106
Credit Hours: 4-0-4
Course Title: RN-BSN Health Assessment Across the Lifespan
Pre-requisites: Successful completion of NURS 3104 & NURS 3105
Course Description: Assessment of physical, psychosocial, functional, and environmental status. Focus is on health assessment of individuals across the lifespan. Concepts emphasize refinement of health history and physical assessment techniques, recognition of normal findings, and differentiation of normal from common abnormal findings.

Semester/Year to be Effective:
Spring 2016

Estimated Frequency of Course Offering:
1 x 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: Nursing has three levels of entry into the profession; the diploma, the Associate's degree, and the Bachelor's degree. Due to this variety of entry points into the profession, many RN-BSN students have educational preparation and experience that is not consistent with the expectation of the BSN program at VSU. In order to level the playing field, and ensure the graduate of the RN-BSN program meets the needs of our client population, we request to increase the number of class contact hours in the health assessment course. This will ensure that our RN-BSN graduates are all equally well-prepared to assess and plan care for today's complex clients.

Adopting current best practice(s) in field: Baccalaureate prepared nurses have been shown to improve client outcomes, leading to lower mortality rates, shorter lengths of stay, and decreased readmission rates (Aiken, Clarke, Cheung, Sloane, & Silber, 2003). By increasing the number of hours in our health assessment course, the RN-BSN student will have a broader knowledge base "allowing them to better adapt to an ever-changing health care environment" (Spencer, 2008).

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Plans for assessing the effectiveness of the course: Course examinations: Students must maintain an exam average of 74% or higher.

SOIs, Student & employer feedback.

References:

Aiken, L. H., Clarke, S. P., Cheung, R. B., Sloane, D. M., & Sliber, J. H. (2003). Educational levels of hospital nurses and surgical patient mortality. *Journal of the American Medical Association*, 290(12), 1617-1623.

Spencer, Janine, R.N., EdD. (2008). Increasing RN-BSN enrollments: Facilitating articulation through curriculum reform. *The Journal of Continuing Education in Nursing*, 39(7), 307-13. Retrieved from <http://search.proquest.com/docview/223315707?accountid=458>

Approvals:	<i>[Signature]</i>	
College/Division Exec. Comm.:	<i>Laura Carter</i>	Date: 11/2/15
Dept. Head:	<i>[Signature]</i>	Date: 11/2/15
Dean/Director:	<i>[Signature]</i>	Date: 11/2/15
Graduate Exec. Comm.(if needed):		Date:
Graduate Dean (if needed):		Date:
Academic Committee:		Date:

Form last updated: November 2, 2015

Request for a Revised Course
Valdosta State University

Date of Submission: 11/02/2015 (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 4204 RN-BSN Community Health Nursing Care

List Current and Requested Revisions:

Current:
Course Prefix and Number: NURS 4204
Credit Hours: 3-3-4
Course Title: RN-BSN Community Health Nursing Care
Pre-requisites: NURS 3105 and NURS 4105, with a grade of "C" or better.
Course Description: Community as client. 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.

Requested:
Course Prefix and Number: NURS 4204
Credit Hours: 4-0-4
Course Title: RN-BSN Community Health Nursing Care
Pre-requisites: Successful completion of NURS 3104, NURS 3105, NURS 3106, NURS 3216, NURS 4104, and NURS 4105
Course Description: Emphasis is on holistic nursing care to promote and preserve health of culturally diverse families, groups, and populations in the community.

Semester/Year to be Effective:
Spring 2016

Estimated Frequency of Course Offering:
1 x 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: "Professional nursing practice entails more than the employment of technical skills while caring for patients. It also includes participation in professional organizations and involvement in the community" (Wagner, 2013, p. 9). Nursing education at the baccalaureate level should prepare nurses to think critically, take on leadership roles, and develop professional involvement.

Adopting current best practice(s) in field: Because these students are already practicing nurses, the clinical hour expectation is different than for the traditional pre-licensure student. "Psychomotor skill development for the RN to BSN student must be differentiated from the expectations for the entry-level student" (AACN, 2012, p. 2). Experiential learning for the RN-

BSN student can occur in a variety of ways, including both direct and indirect care experiences. Experiential Learning Examples Recommended in AACN White Paper, pp. 7-8, adopted for this course, appropriate for faculty-guided experiential learning:

1. Construct a genetic pedigree by collecting family history information to identify a risk profile. Develop and implement a plan of care, including patient education and appropriate referral.

2. Implement a community health and population-focused health promotion activity after completion of a community assessment and in collaboration with a community agency.

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Plans for assessing the effectiveness of the course: Course examinations: Students must maintain an exam average of 74% or higher. Course assignments, papers, journals, etc. SOIs, Student & employer feedback.

References:

American Association of Colleges of Nursing. (2012). White paper: Expectations for practice experiences in the RN to baccalaureate curriculum. Retrieved from <http://www.aacn.nche.edu/aacn-publications/white-papers/RN-BSN-White-Paper.pdf>

Wagner, D. L. (2013). Promoting professionalism in RN-BSN education. *Journal of Nursing Education and Practice*, 3(5), 9. Retrieved from <http://search.proquest.com/docview/1355944508?accountid=458>

Approvals:	
College/Division Exec. Comm.: <i>Laura Carter</i>	Date: <i>11/2/15</i>
Dept. Head: <i>L. G. Carter</i>	Date: <i>11/2/15</i>
Dean/Director: <i>L. G. Carter</i>	Date: <i>11/2/15</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 2, 2015

Request for a Revised Course
Valdosta State University

Date of Submission: 11/02/2015 (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 4226 RN-BSN Professional Nursing Practice

List Current and Requested Revisions:

Current:
Course Prefix and Number: NURS 4226
Credit Hours: 0-14-7
Course Title: RN-BSN Professional Nursing Practice
Pre-requisites: NURS 3105, NURS 3106, NURS 4105, NURS 4205, with a grade of "C" or better.
Course Description: Capstone course combining professional nursing practice, seminars, and simulation, to develop abilities for students to manage care for a group of clients.

Requested:
Course Prefix and Number: NURS 4226
Credit Hours: 2-6-5
Course Title: RN-BSN Professional Nursing Practice
Pre-requisites: Successful completion of all other RN-BSN curriculum
Course Description: Emphasis is on providing professional nursing care to individuals, groups, and populations at the point of care. Capstone course combines nursing theory, online discussions, clinical practice, and experiential learning activities to ensure course and curriculum objectives are met.

Semester/Year to be Effective:
Spring 2016

Estimated Frequency of Course Offering:
1 x 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: "Professional nursing practice entails more than the employment of technical skills while caring for patients. It also includes participation in professional organizations and involvement in the community" (Wagner, 2013, p. 9). Nursing education at the baccalaureate level should prepare nurses to think critically, take on leadership roles, and develop professional involvement. By including class/didactic hours in this capstone experience, nursing faculty can better guide the RN-BSN student in matters pertaining to professional nursing practice.

Adopting current best practice(s) in field: Because these students are already practicing nurses, the clinical hour expectation is different than for the traditional pre-licensure student.

RN-BSN students can expect experiential learning that provides opportunities for the student to integrate new practice related knowledge and skills in settings where health care is delivered or health is influenced, under the guidance of the course faculty (AACN, 2012).

Meeting Mandates of State/Federal/Outside Accrediting Agencies:

Other:

Plans for assessing the effectiveness of the course: Course examinations: Students must maintain an exam average of 74% or higher.

SOIs, Student & employer feedback.

References:

American Association of Colleges of Nursing. (2012). White paper: Expectations for practice experiences in the RN to baccalaureate curriculum. Retrieved from <http://www.aacn.nche.edu/aacn-publications/white-papers/RN-BSN-White-Paper.pdf>

Wagner, D. L. (2013). Promoting professionalism in RN-BSN education. *Journal of Nursing Education and Practice*, 3(5), 9. Retrieved from <http://search.proquest.com/docview/1355944508?accountid=458>

Approvals:	
College/Division Exec. Comm.: <i>Laura Carter</i>	Date: <i>11/2/15</i>
Dept. Head: <i>[Signature]</i>	Date: <i>11/2/15</i>
Dean/Director: <i>[Signature]</i>	Date: <i>11/2/15</i>
Graduate Exec. Comm.(if needed):	Date:
Graduate Dean (if needed):	Date:
Academic Committee:	Date:

Form last updated: November 2, 2015

OCT 27 2015

OCT 20 2015

REQUEST TO DEACTIVATE THE COURSE/PROGRAM

VALDOSTA STATE UNIVERSITY

VALDOSTA STATE UNIVERSITY
GRADUATE SCHOOL

Date of Submission: 10/10/15

Department Initiating Deactivation:
College of Nursing and Health Sciences
School of Nursing

Semester & Year to be Effective:
Spring 2016

List of courses (or the program or track) to be deactivated:

MSN, Clinical Nurse Leader track. - all courses for this track were deactivated in 2014.

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 There has not been enough student interest in MSN, CNL to support the track. Since the CNL track became available there has been minimal interest in the track. There has not been one applicant for the program

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.:	Date:
Dept. Head: <i>George S. Cohen</i>	Date: <i>10/24/15</i>
Dean/Director: <i>De Niville</i>	Date: <i>10/13/15</i>
Graduate Exec. Comm.: (for grad course/program) <i>J. T. J. P. A.</i>	Date: <i>10.26.15</i>
Graduate Dean: (for grad course/program) <i>J. T. J. P. A.</i>	Date: <i>10.26.15</i>
Academic Committee:	Date:

Form last updated: January 6, 2010