

Memorandum

To: General Faculty

Date: November 5, 2019

Regarding: Faculty Senate Agenda for November 8, 2019 in Nursing 106

1. Call to Order
2. Roll Call
3. Approval of Minutes from October 11, 2019 ([Addendum I](#))
4. Committee Reports

Committee I: Undergraduate Programs Committee (Nick Sterling, Chair)

Action Items ([Addendum II](#)):

A) Tanner Health Systems School of Nursing

- 1) [NURS 3000 - Holistic Health Assessment](#)
Request: Modify
- 2) [NURS 3201 - Health Care of the Client I](#)
Request: Modify
- 3) [NURS 3210 - Medication Mathematics](#)
Request: Add
- 4) [NURS 3301 - Clinical Practice I](#)
Request: Modify
- 5) [NURS 4000 - Preparation for Nursing Licensure](#)
Request: Modify
- 6) [NURS 4103 - Professional Nursing Concepts Capstone](#)
Request: Add
- 7) [NURS 4202 - Health Care of the Client IV](#)
Request: Modify
- 8) [Nursing, Pre-Licensure Track, Carrollton, BSN](#)
Request: Modify
- 9) [Nursing, Pre-Licensure Track, Newnan, BSN](#)
Request: Modify

B) University College

- 1) [XIDS 4985 - Special Topics in Interdisciplinary Studies](#)

Request: Add

Committee II: Graduate Programs Committee (Ben Geyer, Chair)

Action Items (Addendum III):

A) College of Education

- 1) Department of Communication Sciences and Professional Counseling
 - a) [College Student Affairs](#)

Request: Add

B) Richards College of Business

- 1) Department of Marketing and Real Estate
 - a) [MKTG 5823 - Logistics and Supply Chain Management](#)

Request: Add

- b) [MKTG 5828 - Green Marketing](#)

Request: Add

Information Items:

A) College of Education

- 1) Department of Communication Sciences and Professional Counseling
 - a) [Professional Counseling and Supervision, Ed.D.](#)
- 2) Department of Sport Management, Wellness, and Physical Education
 - a) [Sport Management, M.S. Concentrations in Intercollegiate Athletics Administration, Sport Analytics](#)

Committee III: Academic Policies Committee (Agnieszka Chwialkowska, Chair)

Action Items (Addendum IV):

A) UWG Academic Catalogs

- 1) Undergraduate Catalog - Admission
 - a) Opportunities for Students During High School

Request: Modify

Committee IV: Rules Committee (Anja Remshagen, Chair)

Information Item:

- A) Angela Branyon is chair-elect of the Rules Committee.

5. Old Business

6. New Business

7. Announcements

A) Senate Liaison Reports

B) General Education Assessment Committee, Angela Insenga ([Addendum V](#))

C) Budget, David Jenks and Micheal Crafton

8. Adjournment

Addendum I

Faculty Senate
Draft Meeting Minutes
October 11, 2019

1. Call to Order

Chair Butler called the meeting to order at 1:02 p.m.

2. Roll Call.

Present:

Barbour, Bertau, Besnosov, Branyon, Cheng (Colley, sub.), Chwialkowska, DeFoor, Elman, Fuentes, Gault, Geyer, Gordon, Green, Hansen, Hong, Ivory, Kellison, Kimbrel, Koczkas (Kilpatrick, sub.), Lanier (Chibbaro, sub.), McKendry-Smith, Miller (Insenga, sub.), Moon, Morris, Nickell (Rollins, sub.), Ogletree, Pazzani, Penco, Pidhainy, Reber, Remshagen, Richter, Scullin, Self, Snipes, Sterling, Taylor

Absent:

Dahms, Dutt, Faucette, Gu, MacKinnon, McLean, Rees, Towhidi, Tweraser, Wadlington, Wang

3. Approval of Minutes from September 13, 2019.

Minutes unanimously approved by voice vote.

4. Committee Reports

Committee I: Undergraduate Programs Committee (Nick Sterling, Chair)

Action Items:

A) College of Arts and Humanities

1) Theatre Department

a) [THEA 3591 - Musical Theatre Technique](#)

Request: Add

Item approved unanimously.

b) [Interdisciplinary Certificate in Musical Theatre](#)

Request: Add

Item approved unanimously.

c) [Theatre, B.A.](#)

Request: Modify

Item approved unanimously.

B) University College

- 1) [XIDS 2300 - Colleges, Slavery, & Memorialization](#)

Request: Add Course Topic

Item approved unanimously.

- 2) [XIDS 2300 - Critical Philosophy of Race and Racism](#)

Request: Add Course Topic

Item approved unanimously.

- 3) [XIDS 4186 - Internship](#)

Request: Add

Item approved unanimously.

Information Item:

- A) Wanda Taylor, PhD, RN, CHPN, is chair-elect of UPC

Committee II: Graduate Programs Committee (Ben Geyer, Chair)

Action Item:

- C) Tanner Health System School of Nursing

- 2) [Doctorate in Nursing Practice](#)

Request: Add

Item approved unanimously.

Committee III: Academic Policies Committee (Agnieszka Chwialkowska, Chair)

Action Items:

- B) UWG Faculty Handbook

- 2) 104, Post Tenure Review (**Figure 1**)

- a) 104.0206, Formation and Operation of Post-Tenure Review Advisory Committee

Request: Modify

Item approved unanimously.

- b) 104.0207, Review of Chair or Supervisor (**Figure 2**)

Request: Modify

Item approved unanimously.

- c) 104.0208, Appeal for Reconsideration (**Figure 3**)

Request: Modify

Item approved unanimously.

Committee IV: Rules Committee (Anja Remshagen, Chair)

Action Items:

A) UWG Faculty Handbook

1) 103, Procedures and Criteria for Promotion and Tenure

c) 103.0201, Faculty Promotion and Tenure Evaluation

Request: Modify

After lengthy discussion regarding the proposed makeup of the faculty promotion and tenure evaluation committee, Dr. Elman proposed a friendly amendment to remove University Statute Article I, Section 2.C: Faculties of the University and to amend the language from “no fewer than three tenured faculty members to “no fewer than three tenured voting faculty members.” The vote to remove the statute and amend the language was 12 in the affirmative and 25 against. Discussion continued.

Dr. Geyer proposed a second friendly amendment to remove University Statute Article I, Section 2.C: Faculties of the University and amend the language of the proposal from “no fewer than three tenured faculty members selected by the voting faculty members of the department as defined by University Statutes (Article I, Section 2.C: Faculties of the University), shall formally review dossiers submitted to the department chair” to “no fewer than three tenured faculty members selected as defined by departmental policy, shall formally review dossiers submitted to the department chair.” The vote to remove the statute and amend the language was 7 in the affirmative and 30 against. Discussion continued.

After a brief discussion on the remaining proposed modifications, Dr. Boldt, Senate Parliamentarian, confirmed with Chair Butler that all other proposed modifications could come up for a vote. The vote to approve the proposed modifications to 103.0201.A.5, 103.0201.B.6, and 103.0201.C was unanimous.

Dr. Ogletree made a motion to table 103.0201 to allow for further discussion at the committee level. The vote to table the motion was unanimous.

d) Section 103.0205, Appeal for Reconsideration (**Figure 4**)

Request: Modify

Item approved unanimously.

e) 103.0206, Promotion in Professorial Rank of a Member of the Administrative Staff (**Figure 5**)

Request: Modify

Item approved unanimously.

D) UWG Academic Affairs Policies Index

1) UWG Procedure 2.2.3, Evaluation Process

Request: Approve

As this procedure was directly related to the proposed modifications for 103.0201 of the Faculty Handbook, Dr. Remshagen requested that the addition of UWG Procedure 2.2.3 be tabled.

The proposal to approve UWG Procedure 2.2.3 for the UWG Academic Affairs Policies Index was tabled.

2) UWG Procedure 2.2.4, Appeal for Reconsideration (**Figure 6**)

Request: Approve

Item approved unanimously.

5. Old Business

A) Presidential Search Update, Judy Butler (**Figure 7**)

Chair Butler gave those present an update on the Presidential Search, which included an updated timeline.

6. New Business

7. Announcements

A) Senate Liaison Reports

No Liaison Reports.

B) College Reorganization, David Jenks

Late in spring 2019, Academic Affairs began to discuss the possibility of reorganizing the colleges that comprised the former College of Arts & Sciences. Surveys were distributed in the fall with three possible models that were developed over the summer by a committee of those who were here over the summer, mostly chairs and staff. After reviewing the results of the initial surveys, Option 2, which would combine the College of Arts and Humanities with the College of Science and Math, is no longer on the table. The committee will continue to move forward with a plan to reorganize these colleges by taking the best and strongest parts of Options 1, keeping the status quo, and Option 3, going back to a modified version of the old structure. Academic Affairs is nearing the end of this process and will continue to ask for faculty feedback regarding this organization as they work towards finalizing a solution.

C) Program Reviews, David Jenks (**Figure 8**)

Dr. Jenks discussed the program reviews process, and noted the programs under review by UPC and GPC this academic year.

D) Additional Announcements

- *Dr. Kilpatrick announced the upcoming evening with renowned French historian and psychologist Jacques Semelin, who will discuss his newly translated work The Survival of the Jews in France, 1940-1944 on October 21 in Kathy Cashen Hall. The event will begin at 6pm, following an opening reception at 5:30pm, and is free and open to the public. The event is hosted by the Department of International Languages and Cultures and is cosponsored by the Cultural Services of the French Embassy, the College of Arts and Humanities, the William Breman Jewish Heritage Museum, the Department of History, the Department of Psychology, Ingram Library, the Honors College, the Department of Theatre, and the Philosophy Program.*
- *Dr. Elman reminded everyone of the ongoing gospel musical The Gospel at Colonus playing at Townsend Center Mainstage Theater through October 13, as well as the upcoming Abigail/1702 taking place in mid-November. She urged everyone to see these events.*

8. Adjournment

The meeting adjourned at 2:31 p.m.

Respectfully Submitted

by Colleen Vasconcellos

Executive Secretary, Faculty Senate

Figure 1

UWG Faculty Handbook

Modification of 104.0206 Formation and Operation of Post-Tenure Review Advisory Committee

Rationale:

The previously used word ‘stellar’ in relation to the academic performance that exceeds expectations has been too ambiguous and did not convey the intended meaning. (For some having stellar performance could mean winning a Nobel Prize, while for others publishing an extra academic article above the quota specified by a college). We suggest a clearer and more uniform language. Three performance levels (consistent with previously used unsatisfactory, satisfactory, and stellar) are suggested: Does Not Meet Expectations, Meets Expectations, and Exceeds Expectations.

APPROVED REVISED VERSION

104.0206 Formation and Operation of Post-Tenure Review Advisory Committee

- A. This review shall be conducted by faculty peers with tenure who are able to render a fair and objective assessment of the person being reviewed. If a significant conflict of interest exists, no person with such a conflict may participate in post-tenure review recommendations, advisement of candidates, and/or preparation of materials. All personal and professional conflicts of interest must be revealed and reviewed. Such conflicts of interest include, but are not limited to, personal and professional interactions and relationships that would preclude dispassionate and disinterested recommendations and correct, complete, and unbiased participation in these matters. Spouses, immediate family members, and colleagues with an intimate personal relationship with the candidate are explicitly prohibited from participation. Each college and/or the library, as well as the University-wide Appeals Committee for Post-Tenure Review, shall establish a process for removing a faculty member from the Post-Tenure Review Advisory Committee(s) and shall establish criteria for assessing the credibility of claims of bias if a person being reviewed has reason to believe that another individual could not judge his or her case fairly.
- B. When post-tenure review was first initiated in 1997, the College of Arts and Sciences elected to carry out this review at the department level, while the Colleges of Business and Education and the Library elected for a college review. This determination may be amended by a secret ballot vote of the respective faculties.
- C. A Post-Tenure Review Advisory Committee or Post-Tenure Review Advisory Committees consisting of at least three tenured faculty colleagues, selected by whatever means the faculty members so determine, shall be established annually at the department, unit and/or college level(s) in accordance with these votes.
- D. Even if the faculty of a given unit (college or library) decides that department chairs or unit supervisors can serve on Post-Tenure Review Advisory committees (for example, at the University-wide Appeals Committee advisory level), under no circumstances shall anyone who serves in a supervisory role to the individual being reviewed be permitted to serve on a Post-Tenure Review Advisory committee reviewing that individual.

- E. In each college and in the Library, the dean will be responsible for convening the initial meeting of the elected committee or committees. At the initial meeting, the members of the committee shall select one of its faculty members as chair. The chair will be a voting member of the committee.
- F. Each committee shall meet at the call of its committee chair. At the initial meeting the committee chair shall review the applicable departmental, college, unit, and university policies and procedures governing post-tenure review so that committee members will be aware of these before any review process begins.
- G. The documentation submitted by each faculty member shall be reviewed by committee members prior to committee meetings.
- H. The merits of each faculty member undergoing post-tenure review will be discussed to the extent desired by a simple majority of committee members. In the event of disagreement about the value of scholarly performance, job performance, or service, the review may include the evaluations of external reviewers to provide a due process protection that ensures an unbiased appraisal. This panel of external reviewers will be generated by the faculty member under review and appropriate department chair or unit supervisor and include a minimum of three professors knowledgeable of the faculty member's field of expertise from both on and off campus. The panel will serve to ensure that scholarly written work or job performance is being fairly and accurately interpreted. Any department chair or unit supervisor may be called to discuss with the committee the qualifications of a person under review who holds rank in his or her department.
- I. Voting on a colleague's status with regard to the post-tenure review shall be by secret ballot. Each faculty member being reviewed shall be evaluated as either Does Not Meet, Meets, or Exceeds Expectations with regard to his or her overall accomplishments; to be adjudged as Does Not Meet Expectations faculty under review must receive votes of Does Not Meet Expectations from at least sixty percent (60%) of the voting members of the committee. Any person with an evaluation of Does Not Meet Expectations will be required to develop a three-year plan to address deficiencies (see section K,2 below).
- J. The committee chair, in consultation with members of the Post-Tenure Review Advisory Committee, shall prepare a written evaluation for each candidate reviewed during post-tenure review. This evaluation must be signed by all members of the committee and must provide specific reasons for conclusions contained within it. It will report the consensus arrived at by the Post-Tenure Review Advisory Committee with regard to a faculty member's performance; address the faculty member's record of accomplishments and quality of contributions with regard to teaching, academic achievement, service, professional growth and development; clarify any areas needing improvement; and, where applicable, offer specific suggestions on what will be needed to improve performance. This evaluation must be written as clearly and collegially as possible. In the event that this evaluation differs from annual reviews, this evaluation shall state the exact reason(s) for this judgment. The chair of the Post-Tenure Review Advisory Committee shall give each faculty member being reviewed a copy of the committee's evaluation ten (10) working days prior to the deadline for submitting the committee recommendation to the appropriate department chair or unit supervisor; therefore, the person being reviewed has five (5) working days to prepare an appeal for reconsideration by the committee (see paragraph 104.0208, below).
- K. Once any appeals to the Post-Tenure Review Advisory Committee(s) have been heard and acted upon, the committee chair will provide a copy of the committee's final evaluation to the faculty member being reviewed and to the appropriate department chair or unit supervisor.

The faculty member, if he or she desires, will have an opportunity to prepare a written response to the Post-Tenure Review Advisory Committee's evaluation. Such a response shall be received by the chair of the Post-Tenure Review Advisory Committee within five (5) working days after the date the committee's final evaluation is received by the faculty member under review. It will be the responsibility of the appropriate dean to preserve the original ballots of rankings and to keep these on file for a period of six (6) years.

A copy of the post-tenure review advisory committee's evaluation and any written response to it by the evaluated faculty member shall then be sent to the administrative office at least one level above the faculty member's administrative unit. The same material shall also be placed in the faculty member's personnel file at the departmental level. The department shall also preserve in the faculty member's personnel file all documents, other than documents like publications that are readily available elsewhere, that played a substantive part in the review.

1. If the review reveals an Exceeds Expectations performance, a faculty member shall receive recognition for his or her achievements through institutional policies and procedures already in place for acknowledging and rewarding meritorious achievement (e.g. merit pay, study and research leave opportunities, other opportunities consistent with his or her career goals and objectives and Board of Regents policy).
2. If areas needing improvement have been identified, the department chair and faculty member shall jointly develop a formal plan for faculty development that includes clearly defined and specific goals or outcomes, an outline of activities to be undertaken, a timetable within which goals or outcomes should be accomplished, and an agreed-upon strategy and criteria for monitoring progress. The faculty member's department chair and the appropriate dean are jointly responsible for arranging for appropriate funding for the development plan, if required. The department chair or unit supervisor is responsible for forwarding a copy of the faculty development plan resulting from a post-tenure review to the appropriate dean by the end of the academic year in which the review was conducted.
 - a. The faculty member's department chair or unit supervisor is responsible for monitoring the progress of faculty members engaging in a faculty development plan to remedy deficiencies identified in a post-tenure review. A progress report, which will be included in the annual review, will be forwarded each year to the appropriate dean. When the objectives of the faculty development plan designed to deal with specified deficiencies have been met as determined by the department chair or unit supervisor, the department chair or unit supervisor shall make a final report to the appropriate dean.
 - b. It is the responsibility of the department chair or unit supervisor to determine, after a period of three years from the academic term in which the development plan is agreed upon, whether or not a faculty member whose performance was deemed as Does Not Meet Expectations in the post-tenure review has been successful in remedying deficiencies identified in the review. He or she will report that finding to the appropriate dean. The university will then proceed in accordance with options available as specified by University and Board of Regents policy and procedures.

Figure 2

UWG Faculty Handbook

Modification of 104.0207 Review of Chair or Supervisor

Rationale:

The previously used word ‘stellar’ in relation to the academic performance that exceeds expectations has been too ambiguous and did not convey the intended meaning. (For some having stellar performance could mean winning a Nobel Prize, while for others publishing an extra academic article above the quota specified by a college). We suggest a clearer and more uniform language. Three performance levels (consistent with previously used unsatisfactory, satisfactory, and stellar) are suggested: Does Not Meet Expectations, Meets Expectations, and Exceeds Expectations.

APPROVED REVISED VERSION

104.0207 Review of Chair or Supervisor

When a department chair or unit supervisor is under consideration for post-tenure review, the Post-Tenure Review Advisory Committee shall review the faculty member's file and make, in writing, a Does Not Meet, Meets, or Exceeds Expectations evaluation to the appropriate dean. In the event deficiencies are noted which require the development of a three-year plan, the appropriate dean will be responsible for developing the plan for faculty development and monitoring the progress of the faculty member engaged in this plan with the assistance of the Provost and Vice President for Academic Affairs. Administrators other than department chairs or unit supervisors who are tenured will not undergo post-tenure review unless or until they return to a faculty role with little or no administrative responsibilities. Any administrator returning to a faculty role with little or no administrative responsibilities is to be reviewed five years after returning and reviews shall continue at five-year intervals unless interrupted by a further review for promotion. In the post-tenure review of a department chair or other faculty member with an administrative assignment, provision must be made for his or her activities in that area. Those with administrative responsibilities will still be subject to policy and procedures regarding administrative evaluation (see, for example, Sections 104.03 and 104.04).

Figure 3

UWG Faculty Handbook

Modification of 104.0208 Appeal for Reconsideration

Rationale:

The previously used word ‘stellar’ in relation to the academic performance that exceeds expectations has been too ambiguous and did not convey the intended meaning. (For some having stellar performance could mean winning a Nobel Prize, while for others publishing an extra academic article above the quota specified by a college). We suggest a clearer and more uniform language. Three performance levels (consistent with previously used unsatisfactory, satisfactory, and stellar) are suggested: Does Not Meet Expectations, Meets Expectations, and Exceeds Expectations.

APPROVED REVISED VERSION

104.0208 Appeal for Reconsideration

The first appeal shall be directed to the committee(s), which originally conducted the faculty member's post-tenure review. Within fifteen (15) working days of receipt of an appeal, the committee(s) shall carefully re-evaluate the faculty member's file in light of the written appeal. This evaluation shall be made in accordance with the procedure established for initial consideration and shall replace this party's previous evaluation of the faculty member. If, upon re-examination of the case, the original review committee(s) see(s) no reason to alter its/their recommendation(s), the faculty member may appeal within thirty (30) working days to the University-wide Appeals Committee for Post-Tenure Review. By March 1 of each year, the Provost and Vice President for Academic Affairs will notify in writing the deans of the College of Arts & Sciences, the College of Business, and the College of Education, and the Dean of Libraries that nominees must be solicited from among the tenured faculty in each of these units and that a university-wide election must take place by the end of the Spring term to select tenured faculty from each unit to constitute a University-wide Appeals Committee for Post-Tenure Review to hear any post-tenure review appeals. Seven duly elected tenured faculty members, apportioned as follows, will constitute the University-wide Appeals Committee for Post-Tenure Review:

College of Science and Mathematics: 1

College of Social Science: 1

College of Arts and Humanities: 1

Richards College of Business: 1

College of Education: 1

School of Nursing: 1

The Ingram Library: 1

The Provost and Vice President for Academic Affairs shall be responsible for calling the initial meeting of this committee. At the initial meeting, the members of the committee shall elect one of its faculty members as chair, who will be a voting member of the committee.

The committee shall meet at the call of its committee chair. The committee chair shall review the applicable departmental, college, library and university policies and procedures governing post-

tenure review so that committee members will be aware of these before any review process begins.

Any faculty member appealing for reconsideration shall state in writing the grounds for his or her request and shall include in this appeal such additional material as is pertinent.

The documentation submitted by each faculty member, including that regarding the grounds for his or her appeal, shall be reviewed by committee members prior to committee meetings.

Within fifteen (15) working days of receipt of an appeal, the University-wide Appeals Committee for Post-Tenure Review shall carefully evaluate the faculty member's file in light of the written appeal. This evaluation shall be made in accordance with the procedure established for initial consideration (e.g., voting on a colleague's status with regard to the post-tenure review shall be by secret ballot; each faculty member being reviewed shall be evaluated as either Does Not Meet, Meets or Exceeds Expectations with regard to his or her overall accomplishments; to be adjudged as Does Not Meet Expectations, faculty under review must receive votes of Does Not Meet Expectations from at least sixty percent (60%) of the voting members of the committee).

The committee chair, in consultation with the other members of the University-wide Appeals Committee for Post-Tenure Review shall prepare a written evaluation for each faculty member reviewed on appeal during post-tenure review. This evaluation must be signed by all members of the committee and must provide specific reasons for conclusions contained within it. It should report the recommendation arrived at by the University-wide Appeals Committee for Post-Tenure Review with regard to a faculty member's performance; address the faculty member's record of accomplishments and quality of contributions with regard to teaching, academic achievement, service and professional growth and development; clarify any areas needing improvement; and, where applicable, offer specific suggestions on what will be needed to improve performance.

This evaluation must be written as clearly and collegially as possible. This evaluation shall take precedence over the previous evaluation of the faculty member. The evaluation of this committee shall be forwarded to the faculty member under review, the appropriate department chair or unit supervisor, the appropriate dean, and the Provost and Vice President for Academic Affairs.

Figure 4

UWG Faculty Handbook

Modification Proposal for 103.0205 Appeal for Reconsideration

Rationale:

This is an update language to clarify the appeal process and ensure transparent communication between the candidate and the evaluating entity. This is also a correction of the section number.

APPROVED REVISED VERSION

103.0202 Appeal for Reconsideration

Notification of a negative evaluation shall be communicated in writing by the appropriate supervisory level no later than ten University Business Days prior to the required notification to the next level. Any candidate appealing for reconsideration at any level shall, within five University Business Days of the receipt of the report, state in writing the grounds for his or her request. The appeal shall include any additional pertinent material.

Within five University Business Days of receipt of an appeal, the party to whom the appeal has been made shall carefully re-evaluate the candidate's dossier in light of the written appeal. The results of the re-evaluation shall be communicated to the candidate in writing within five University Business Days. This re-evaluation shall be made in accordance with the procedure established for initial consideration at this level and shall replace this party's previous evaluation in the candidate's dossier. The dossier will then proceed to the next level. The candidate may withdraw the dossier at any point in the process.

Figure 5

UWG Faculty Handbook

Modification Proposal for 103.0206 Promotion in Professorial Rank of a Member of the Administrative Staff

Rationale:

This is the correction of a section number.

APPROVED REVISED VERSION

103.0203 Promotion in Professorial Rank of a Member of the Administrative Staff

Members of the administrative staff who hold faculty rank in a teaching area and who wish to be considered for promotion shall submit a dossier to the chair of the department in which they hold rank. Their applications shall be considered under the procedures herein prescribed.

Figure 6: Approval of UWG Procedure 2.2.4, Appeal for Reconsideration



UWG PROCEDURE NUMBER: 2.2.4, Appeal for Reconsideration

***Authority:* UWG POLICY 2.2 (Promotion)**

The University of West Georgia (UWG) faculty, pursuant to the authority of UWG Policy 2.2, establishes the following procedures for compliance with UWG Policy 2.2 on Promotion:

The purpose of the procedure is to clearly communicate to the University of West Georgia faculty the appeal for reconsideration procedure in the evaluation process for tenure and promotion.

A. Appeal for Reconsideration Procedure

Notification of a negative evaluation shall be communicated in writing by the appropriate supervisory level no later than ten University Business Days prior to the required notification to the next level. Any candidate appealing for reconsideration at any level shall, within five University Business Days of the receipt of the report, state in writing the grounds for his or her request. The appeal shall include any additional pertinent material.

Within five University Business Days of receipt of an appeal, the party to whom the appeal has been made shall carefully re-evaluate the candidate's dossier in light of the written appeal. The results of the re-evaluation shall be communicated to the candidate in writing within five University Business Days. This re-evaluation shall be made in accordance with the procedure established for initial consideration at this level and shall replace this party's previous evaluation in the candidate's dossier. The dossier will then proceed to the next level. The candidate may withdraw the dossier at any point in the process.

B. Compliance

The University of West Georgia follows the Board of Regents policies on this matter, and to the extent the language conflicts, the Board of Regents language prevails. ([BOR Academic and Student Affairs Handbook](#), 4.7 Evaluation of Faculty; and [BOR Policy Manual](#), 8.3.5 Evaluation of Personnel).

Issued by the [title of person charged with writing procedure], *the* ____ *day of* _____, *2019.*

Signature, [title of person charged with writing procedure]

Reviewed by President [or VP]: _____

Previous version dated: N/A

Figure 7: Presidential Search Update



Faculty Senate Chair's Report on Presidential Search and Screen Committee Activities

October 11, 2019

1. As you know, over the last two weeks, the Presidential Search and Screen committee has held twelve listening sessions. The audio of those has been assembled, albeit redacted, and distributed in a password protected site, for members of the committee to review.
2. A graphic and composite collection of the over 500 surveys completed by the UWG community have also been distributed to the committee. They are not available for public consumption unless an interested party asks via the open records law.
3. As your representative on this committee, I have repeatedly argued that the president should come from academia. This remains a contention among the members of the committee. If I am defending a cause not shared by Senators, please talk with me. That is the only way for me to better represent you. Below is the written statement I submitted.

Although I liked Dr. Marrero immensely, not being a part of the faculty broke a long tradition of all administrators, including the president, teaching at least one class a year. While he supported faculty in ways that we appreciated, e.g., pay equity, I missed weekly lunches, socials with faculty, and I feel he never had the camaraderie with faculty on a regular basis. With that in mind, the new president should come from the ranks of the faculties in his previous work history. As CEO, he may not have the time to teach or have regular socials or meals with the faculty. I recognize our size dictates a lot more formality. While we need someone who can raise money, think ten years or more ahead, somewhere in the person's acumen, he, or she, should have taught, gone through T&P, and other experiences, that the rank and file professors live.

4. The advertisement of the position closes on October 22, 2019.
5. The committee meets again on November 1, 2019 to narrow the pool of applicants to 8 – 10.
6. Those applicants will be interviewed in person in late November and the committee will then narrow that list to 3 – 5 names and report those names to the BOR.
7. In early December, the Regent's Special Committee interviews second-round candidates.
8. It is anticipated that a new president will be named by the close of the semester.

Figure 8: Comprehensive Program Review Schedule

Comprehensive Program Reviews

All templates for this year's Comprehensive Program Review have been sent to the 16 programs undergoing review this year. The Chairs for UPC and GPC have been cc'd as well. This year's review schedule is listed below. It can also be found on the [VPAA website](#).

2019-2020 Schedule:

- Programs will submit the review to their Dean's office no later than **Monday, December 2, 2019**.
- Dean's will submit their review to the Provost's office no later than **Monday, February 3, 2020**.
- Faculty Senate committees (UPC & GPC) submit reviews to Provost Office by **Wednesday, April 1, 2020**.
- Provost's Office shares review and Provost Summary Form with Programs by **Tuesday, June 30, 2020**.
- Provost's Office files final review and Provost Summary Form for BOR review no later than **Wednesday, July 15, 2020**.

Programs undergoing review - Undergraduate

1. BA Art
2. BA English
3. BA International Languages and Cultures
4. BA History
5. BA Philosophy
6. BA Theatre
7. BFA Art
8. BM Music
9. Minor in Creative Writing
10. Minor in Literature
11. Minor in Public Administration

Program undergoing review – Graduate

1. MA English
2. MA History
3. MMUS Music
4. Post-Baccalaureate Certificate in Museum Studies
5. Post-Baccalaureate Certificate in Public History

A sample template can be found on the CPR website listed above.

Please Note: The template has not changed much since last year. The changes made were in formatting as well as we requested for programs to limit their completed reports to 55 pages. There are also response areas for GPC and UPC to write your reviews. Please be sure to put your responses in the designated areas and not in separate documents.

Addendum II

NURS - 3000 - Holistic Health Assessment

2020-2021 Undergraduate Revise Course Request

General Information

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

Modifications (Check all that apply)*

- Course Title
- Prerequisites/Co-requisites
- Cross-listing
- Catalog Description
- Credit Hours
- Student Learning Outcomes
- Restrictions
- Frequency of Course Offering
- Grading Structure
- Course Fee
- Repeat for Credit
- Other

If other, please identify.

Desired Effective Semester *

Desired Effective Year *

Course Information

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

- Course Prefix (cannot be modified. Must add/delete course)
- Course Number (cannot be modified. Must add/delete course)
- Course Title
- Course Type (do not modify)
- Catalog Course Description
- Prerequisites/Corequisites
- Frequency
- Grading
- Credit Hours
- Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix* <input type="text" value="NURS"/>	Course Number* 3000
Course Title* Holistic Health Assessment	
Long Course Title	
Course Type - DO NOT EDIT* <input type="text" value="Nursing"/>	
Catalog Course Description*	This course prepares the student to holistically assess the general health of persons, identifying findings outside the range of acceptable parameters. Basic assessment skills are emphasized within a quality caring framework to prepare students to deliver safe and person-centered care.
Prerequisites BSN1 code	
Corequisites NURS 3101	
Frequency - How many semesters per year will this course be offered? <input type="text" value="1"/>	Grading* <input type="text" value="Undergraduate Standard Letter"/>
Status* <input checked="" type="radio"/> Active-Visible <input type="radio"/> Inactive-Hidden	

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal may need to be submitted.

Lec Hrs* 2

Lab Hrs* 2

Credit Hrs* 3

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing

Restrictions

Repeat for Credit

Cross-listing

Restrictions

Can a student take this course multiple times, each attempt counting separately toward graduation?*

Yes

No

If yes, indicate maximum number of credit hours counted toward graduation.* 3

Justification and Assessment

Rationale* Prerequisites/corequisites need to be updated based on the placement of this course in both the Carrollton & Newnan new plans of study. This course modification will begin in Summer 2020.

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.

1. Provide holistic nursing assessment of persons across the lifespan recognizing the diversity of cultures, values, and beliefs. (1, 2).
2. Demonstrate critical thinking based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences, as well as evidence -based nursing practice to achieve quality and safety when assessing the health of persons across the lifespan.
3. Communicate health assessment findings effectively to nursing and other inter-professional team members (4).
4. Demonstrate personal responsibility for and professional behavior in classroom, laboratory and simulation settings. (7)

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as one document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning

objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* I have attached the syllabus.
 N/A

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 155

Are you making changes to the special fees or tuition that is required for this course?* Yes
 No

If yes, what will the fee be? If no, please list N/A.* 0.00

Fee Justification* N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

Department/School - DO NOT EDIT*

Is this a School of Nursing or University College course?* Yes No

Is this a College of Education course?* Yes No

Is the addition/change related to core, honors, or XIDS courses?* Yes
 No

Is Senate Review Required?* Yes No

Administrative Use Only - DO NOT EDIT

Course ID* 29894

LAUNCH proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

University of West Georgia Tanner Health System School of Nursing BSN Course Syllabus Semester, Year

NURS 3000- Holistic Health Assessment, 2 sections
CRN-

Credit Hours: 2-2-3

Prerequisites: Admission to Prelicensure BSN program (BSN1 code)

Co-requisites: NURS 3101

Faculty Contact Information

Name:

Office Number: *School of Nursing, Room etc.*

Office Phone: (XXX)-XXX-XXXX

Cell Phone: (XXX)-XXX-XXXX

Fax Number: (XXX)-XXX-XXXX

e-mail: XXXXXXX@westga.edu

Office Hours: *(A clear statement of virtual hours, lead time and preference for responding to students' queries via email, phone, the web, or other means. Times when students can reach you.)*

About me: *(Short introductory and personal background.)*

Course Description:

This course prepares the student to holistically assess the general health of persons, identifying findings outside the range of acceptable parameters. Basic assessment skills are emphasized within a quality caring framework to prepare students to deliver safe and person-centered care.

Course Learning Outcomes:

Course Learning Outcomes	BSN Program Outcomes	BSN Essentials	ANA Standards of Professional Nursing Practice	Description of Major Assignment

Upon completion of the course you (the learner) will be able to: Provide holistic nursing assessment of persons across the lifespan recognizing the diversity of cultures, values, and beliefs.	1, 2			
Demonstrate critical thinking based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences, as well as evidence - based nursing practice to achieve quality and safety when assessing the health of persons across the lifespan.				
Communicate health assessment findings effectively to nursing and other inter-professional team members	4			
Demonstrate personal responsibility and professional behavior in the classroom, laboratory and simulation settings.	7			

Professional Standards links below:

[ANA Standards of Professional Nursing Practice](#)

[The Essentials of Baccalaureate Education for Professional Nursing Practice](#)

Concepts (Exemplars) *(if applicable)*

Required Textbooks:

Optional Textbooks:

Attention Faculty- the following information must be included in this syllabus (some of which is already provided below):

- Software, plugins and hardware above the basics. (required by BOR)
- Disclaimer stating dates may change.

- Dates of no show withdrawals, midpoint withdrawal.
- Dates of major assignments, papers, exams, course requirements.
- Can use CourseDen calendar for this but should state there is a course calendar.
(Please erase this notice once you have included the above in your document).

Required Software and Plug-ins

Microsoft Office (contains Word and PowerPoint) is required for this course. If you do not have Office, you can obtain this for free from the UWG ITS department. You can access instructions for obtaining this software at [UWG ITS](#).

You will need to have **updated virus protection software** on your computer, such as Norton or McAfee. It is the responsibility of computer owners to protect their computer against virus attacks. It is unlikely that viruses will be intentionally spread by members of the UWG learning community; however, most viruses are spread unintentionally by users who have no knowledge of the infected files. You should protect your computer. Free antivirus software is also available through UWG ITS.

To access all other required and suggested plug-ins appropriate for this and other hybrid or distance education courses, refer to [Distance Ed at UWG](#).

For all other **technical support**, contact [UWG ITS](#) at: 678-839-6587

Resources for ELL/EAL Students

If you are concerned about your English language proficiency and / or U.S. culture is not your home culture, specialized resources may be available to help you succeed. Please reach out to a faculty member and /or an academic advisor for advice on: University Writing Center, Academic Coaching, Center for Diversity and Inclusion, or International Student Admissions and Programs for students on F1 visas.

Honors Course Distinction

If a student desires to receive honors distinction for this course, the student must consult with the Tanner Health System School of Nursing Undergraduate Research Coordinator and course instructor no later than the second week of class.

Learning in a Student Centered Concept Based Curriculum: *(include for all courses in pre-licensure program)*

Student centered learning provides students with the unique opportunity to fully engage in learning. Rather than focusing on lecture, class and clinical sessions are used to explore course content. Learning activities allow students to apply knowledge of concepts and exemplars to professional nursing care. These activities are designed to encourage social and collaborative interaction; assess self-awareness, learning, critical/creative thinking, and problem solving skills; and, help students develop knowledge that is personally and professionally useful.

As a student in this course, you will be expected to direct your own learning by preparing for class or clinical and actively engaging in discussions on issues, concerns, and solutions related to professional nursing practice and nursing care. You are encouraged to apply what you learn by contributing your informed opinions to class and clinical discussion. These are all elemental in facilitating learning in a concept based curriculum.

Conceptual learning is most effective when the student (you):

1. Prepares for classroom or clinical discussion by completing assigned readings.
2. Presents accurate and relevant information about the topics being discussed.
3. Identifies the source of information presented in discussion.
4. Gives critical, but constructive commentary on comments and positions of other class members.
5. Asks questions to seek clarification and stimulate further discussion.
6. Assists the group in directing discussion towards goals and problem solving.
7. Maintains an open mind that allows for personal and professional growth.
8. Speaks openly and freely without monopolizing the discussion, and listens carefully when others are speaking.
9. Displays respect for self and others and interacts in a caring way.

Learning activities may include: *(can customize for each specific course)*

- Assigned readings and class/clinical discussion
- Case studies
- Presentations
- Formal and informal writing activities
- Discussion participation
- Gaming
- Problem-based learning
- Practice standardized exams
- Patient care experiences

Description of Assignments: *(Include a description of all major assignments. One short, succinct paragraph per major assignment.)*

Grading Distribution

Example

Discussion Boards, 20%

Presentations, 30%

Writing Assignments, 50%

Grading System for Undergraduate Students in THS SON:

Student proficiency in undergraduate coursework is recorded by the following letter grades. The quality of work for most courses in the undergraduate program is indicated by the grades of A, B, C, and F.

A – 90-100

B – 80-89.99

C – 75-79.99

F – 74.99 and below (failing)

The institution grade point average is calculated by dividing the number of hours scheduled in courses attempted in which a grade of A, B, C, F, or WF was received into the number of grade points earned on those hours scheduled (BOR Policy 3.5.1).

Note: No rounding of grades under any circumstances in any undergraduate nursing course will be allowed.

Missed and Late Assignment Policy:

(Faculty member must complete this section with a clear policy.)

Attendance Guidelines:

Students must attend and actively participate in each class, clinical, or simulation/skills session. All face-to-face sessions will begin and end on time. You should arrive to class, clinical, or simulation/skills sessions in a timely manner. Please refrain from being consistently tardy. Consistently tardy behavior does not convey responsibility, accountability, or a sense of caring for self or others.

Certain class sessions may be delivered online. Students are expected to actively participate in online activities and are responsible for submitting related assignments in a timely manner. The guidelines for late assignments apply to online assignments as well. Points designated for online assignments will be deducted if you do not actively participate in online course activities.

For further explanation regarding general attendance policy and clinical attendance policy please see the appropriate policies located in the BSN Student Handbook.

Important Dates:

Mon. June 3, 2019	Summer Classes Begin
Mon. June 3-4, 2019	Drop Add
Thur. Jul 4, 2019	July 4th Holiday (no classes, offices closed)
Thur. June. 27, 2019	Last day to withdraw with a grade of W
Tue. July 23, 2019	Summer Classes End
July 25-26, 2019	Final Exams
Sat. July 27, 2019	Graduation

Mon. July 29, 2019 Grades due by Noon

Course Policies

Commitment to Class Cohesiveness

In order to foster a safe and effective learning environment, we agree to:

- be polite, considerate and honest when communicating with one another.
- notify each other of any major changes in a timely manner.
- use language (both verbal and nonverbal) that fosters a safe learning environment.
- demonstrate openness and flexibility in the learning environment.
- be organized!
- actively participate in class, clinical, or simulation/skills discussion and activities.

Expectations for Professionalism

There are certain characteristics expected of any member of a profession. Examples of behaviors that demonstrate professionalism in nursing are altruism, excellence, caring, beneficence, integrity, honesty, respect, and accountability. Students in this course are expected to demonstrate these professional behaviors: being attentive and participative during classroom, clinical, or simulation/skills discussions; communicating effectively with faculty, peers, and staff; and appropriately using course

delivery systems and other online forums or social media. Expectations for professional behavior include, but are not limited to:

- attending class, clinical, or simulation/skills and arriving to class, clinical, or simulation/skills on time each session.
- preparing for class, clinical, or simulation/skills.
- actively participating in class, clinical, or simulation/skills activities and discussions.
- appropriately communicating with others in the learning environment (i.e. proper netiquette, communicating with peers about group assignments, contacting the course instructor regarding absences and late assignments in a timely manner, appropriately communicating during interviews).
- being accountable for one's actions.
- wearing professional dress when appropriate.
- demonstrating caring behaviors when interacting with others in the learning environment.

Depending on the severity of the lack of attention to these professional expectations or any of the professional competencies outlined in the BSN Student Handbook, deductions in course grades, failure of the course, or dismissal from the nursing program may result. In addition, concerns related to student lack of attention to professional expectations will be reviewed for consistency with breaches in existing policies and guidelines as outlined in the UWG and/or BSN Student Handbook. Standards of Procedure will be followed for breaches in adherence to policies, particularly those related to the UWG and/or THS SON honor code, with consequences for breaches being determined based on the most relevant Standards of Procedure.

Clinical Restrictions for Nursing Clinical Courses

Nursing Students may not:

- Give medications unsupervised by a licensed or registered nurse.
- Administer any chemotherapy agents.
- Obtain, sign off on, or hang any blood products independently or a registered nurse.
- Take verbal orders.
- Document without the co-signature of a licensed or registered nurse.
- Serve as a witness for Advanced Directives, Living Wills, or any informed consent.
- Initiate restraints.
- Perform admission assessment unsupervised by a registered nurse.
- Perform discharge instructions unsupervised by a registered nurse (staff or instructor).
- Transfer any patient with mobility issues without facility staff present.
- Transport any patient without facility staff present.
- Any invasive procedure on patient without the supervision of licensed or registered nurse.

Testing Policies for Proctored Tests and Exams

Because of the difficulty in rescheduling and making up tests or exams, students should make arrangements regarding missed tests or exams prior to being absent, if possible, or as soon as possible in cases of an emergency. **In order to make up a test or exam, the student must provide adequate documentation (i.e. medical excuse, summons to jury duty, documentation of death in family) verifying the reason for absence. Without this documentation, the student will not be allowed to make up a test or exam.** Failure by the student to notify the instructor of a missed test or exam will result in a grade of zero (0) on the test.

Required textbooks for this course, class presentations/discussion, and ATI resources will be the primary sources for test/quiz questions.

All testing will be done via Exam Soft, CourseDen/D2L with Respondus Lockdown browser, or ATI. The following policies will be strictly enforced:

1. All purses, backpacks, and personal items (including cell phones and calculators) are to be left in lockers. Scratch paper will be provided. This sheet of paper should be submitted to the instructor upon completion of the test or exam.
2. Students are to remain outside the room until testing time and will be required to leave the room immediately following submission of their test. Re-access to the test or exam is prohibited.
3. The test or exam is the ONLY window that is permitted to be open during testing. If other windows are found open during testing, the student will receive a grade of zero (0) for that test.
4. Please shut down (not log off) your computer after submission of the test or exam.

Time Allocation for Quizzes, Tests, and Exams

It is the Tanner Health System School of Nursing policy to allot one minute for standard multiple-choice questions on any quiz, test, or exam. Faculty will give additional time (up to two minutes) for each alternate style question on a quiz, test, or exam. Additional testing time over and above that allotted to other students in the course will only be granted to students who meet the guidelines for this accommodation based on documentation and USG Board of Regents standards. Any student requesting additional testing time should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR) prior to the quiz, test, or exam to receive the extended testing time (please refer to the section below related to Accessibility Services).

If you have difficulty with the computer during testing, please stop testing and raise your hand immediately. The course instructor(s) will do their best to get computer issues resolved so that you can continue with testing. If the issue persists, the course instructor(s) and student will decide together if the student will continue or stop testing at that time. If many students are experiencing difficulty, please be patient with the course instructor(s) as they work to address everyone's needs.

Test Review

(Faculty member must fill in this information.)

Academic Honesty

The Tanner Health System School of Nursing faculty members value professional and academic integrity and will not tolerate any form of dishonesty or deception. The academic honesty policy for this course is the same as that of the University of West Georgia and the THS SON. **Evidence of cheating, fabrication, plagiarism, unauthorized use of exams, opening another window during computer-based testing, and sharing of specific questions, rationales, or any information regarding exams is prohibited and will result in failure in this course.**

Students displaying questionable behavior regarding honesty and integrity in the academic setting will be counseled immediately, and appropriate actions will be taken. If a student is found to be involved in questionable behavior outside the academic area, i.e., any involvement in the Student Judicial system, the student's standing in the program may be in jeopardy pending the outcome of such activity. More specific definitions can be found on the UWG website in the [University of West Georgia Student Handbook](#)

Turnitin

In an effort to ensure academic integrity, the Tanner Health System School of Nursing vigorously affirms the importance of an Honor Code as defined by the THS SON BSN Student Handbook. Therefore, in an effort to detect and prevent plagiarism, undergraduate faculty members at THS SON now use a similarity tool called Turnitin to compare a student's work with multiple online sources. Turnitin reports a percentage of similarity with multiple online sources and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, the individual faculty member must make that judgment.

Selected assignments in this course will be checked for similarity using Turnitin.com. A Turnitin draft assignment submission folder (dropbox) will be available for the submission of all assignments in this course so you may practice your scholarly writing over the course of the semester. Also, you may submit to the Turnitin draft assignment submission folder as many times as possible and please review the similarity report with each draft submission. According to the Turnitin site, when multiple submissions are submitted, only one Similarity Report will be processed in a 24-hour period; reports "for second or subsequent submissions will require a 24 hour delay before the Similarity Report begins processing." Lastly, once you submit your final assignment to the designated final submission folder (not the draft assignment submission folder), your paper will be reviewed through Turnitin and a Similarity Report will be generated with no resubmission/revisions allowed.

Turnitin training resources for students

[UWG Online Turnitin Training resources](#). These resources will cover reviewing the similarity report and feedback through Turnitin (please click on the link titled "Other Services" for Turnitin resources). The THS SON also provides resources for online tools at their [Technology Resources](#) page as well as a video on [Reviewing Turnitin Assignments](#).

Tape Recorder Policy

Taping of lectures can be a useful learning tool; however, because of the sensitive nature of discussions regarding personal feelings and the legal and ethical considerations concerning patient confidentiality, tape recorders must be used very cautiously and are up to the discretion of the faculty being recorded. Please talk with your instructor prior to recording.

All electronic devices are to be on vibrate while in class.

UWG Common Language for Course Syllabi

Students should review the [UWG Common Language](#) each semester as changes or updates may occur.

EQUAL OPPORTUNITY STATEMENT

No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by UWG.

AFFIRMATIVE ACTION STATEMENT

University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students

Additional Online Resources:

[Distance Education Help](#)

[Ingram Library](#)

[UWG Book Store](#)

[UWG Network Use Policy](#)

[UWG Student Handbook](#)

[BSN Student Handbook](#)

(When completed please place this syllabus in your course in PDF format. If you have any questions please contact Charles Akin. Have a great semester!)

University of West Georgia Tanner Health System School of Nursing BSN Course Syllabus Fall 2019

NURS 3000-91 Holistic Health Assessment
CRN: 50205, 50206, 50207

Credit Hours: 2-2-3

Prerequisites: NURS 2102
Co-requisites: NURS 2102

Faculty Contact Information

Name: Denise Morris, MSNEd, RN; Clinical Assistant Professor
Office Number: Rm #321-School of Nursing, Carrollton campus
Office Phone: (678) 839-2437
Email: dmorris@westga.edu (*best method of communication*)

Office Hours: By appointment only
For course related questions please email me at the UWG dmorris@westga.edu address. I check my UWG email several times during the day. Students can expect a reply from me within 24-48 hours on weekdays.

About me-I started my professional career as a middle school science teacher and I enjoyed that path for several years. Transitioning from that field, I worked as a Labor and Delivery nurse for 10 years and then combined both fields to currently teach nursing at UWG. I love teaching future nurses while sharing my passion for this profession. Building upon my 2 bachelor degrees (Oakwood University and Emory University) and a MSNEd degree (Walden University), I am presently completing my PhD in Nursing with an anticipated 2020 graduation date. I enjoy music, photography, relaxing on the beach, and playing with my Pomeranian dog 'Fireball'.

Name: Lisa Hesser, Clinical Assistant Professor

Office Number: Rm #331-School of Nursing, Carrollton campus

Office Phone: 678-839-2460

Email: lhesser@westga.edu

Office Hours: By appointment only

About me-Originally from Philadelphia, I have lived in Coweta County for over 7 years now. I received my BSN from LaSalle University and my MSN in Nursing Education from Drexel University. I am currently at doctoral student in University of West Georgia's EdD in Nursing

Education program. As a student, and through other community interactions with the school of nursing, I fell in love with the caring philosophy embraced throughout the nursing programs. I recently became a full-time faculty member. I have a love for learning and sharing that passion with students!

Name: Oliver Duah, Clinical Assistant Professor

Office Phone: 678-839-5533

Email: oduah@westga.edu

Office Hours: By appointment only

About me-My name is Oliver Duah. However, it will be ok to call me by my first name “Oliver” since a lot of people have a hard time pronouncing [Duah](#). I am married with an adorable 2-year-old boy who moves the world around me. I obtained both my BSN and MSN degrees here at this wonderful institution and have been in the West Georgia area for seven years now. My true passion is youth engagement which propelled me to get into nursing education. I am looking forward to a wonderful semester with each and every one of you. It is my hope that you will take advantage of every resource you have to make your dream of becoming a nurse a reality.

Course Description:

This course prepares the student to holistically assess the general health of persons, identifying findings outside the range of acceptable parameters. Basic assessment skills are emphasized within a quality caring framework to prepare students to deliver safe and person-centered care.

Course Learning Outcomes

Upon completion of the course you (the learner) will be able to:	BSN Program Outcomes	BSN Essentials	ANA Standards of Professional Nursing Practice	Key Assignment(s)
---	-----------------------------	-----------------------	---	--------------------------

<p><i>Provide holistic nursing assessment of persons across the lifespan recognizing the diversity of cultures, values, and beliefs.</i></p>	<p>1. Provide holistic nursing care to persons (individuals, families, groups, communities, and populations) across the continuum of healthcare in a variety of settings at local and global levels, focusing on health promotion and disease and injury prevention across the lifespan.</p>	<p>Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.</p>	<p>Standard 1. Assessment The registered nurse collects pertinent data and information relative to the healthcare consumer's health or the situation.</p>	<p>Final physical assessment</p>
	<p>2. Practice quality caring as the essence of nursing for persons of diverse cultures, values, beliefs, and lifestyles.</p>	<p>Essential VII: Clinical Prevention and Population Health Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.</p>		

		<p>Essential VIII: Professionalism and Professional Values</p> <p>Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.</p>		Use of high-fidelity and low fidelity simulations
<p>Demonstrate critical thinking based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences, as well as evidence-based nursing practice to achieve quality and safety when assessing the health of persons across the lifespan.</p>	<p>1. Provide holistic nursing care to persons (individuals, families, groups, communities, and populations) across the continuum of healthcare in a variety of settings at local and global levels, focusing on health promotion and disease and injury prevention across the lifespan.</p>	<p>Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice</p> <p>A solid base in liberal education provides the cornerstone for the practice and education of nurses.</p>	<p>Standard 1. Assessment</p> <p>The registered nurse collects pertinent data and information relative to the healthcare consumer's health or the situation.</p>	Weekly content exams

		<p>Essential IX: Baccalaureate Generalist Nursing Practice</p> <p>The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.</p> <p>The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.</p>		
--	--	--	--	--

<p>Communicate health assessment findings effectively to nursing and other inter-professional team members.</p>	<p>Communicate and collaborate effectively within inter-professional teams utilizing technology and information systems to improve health outcomes and healthcare systems.</p>	<p>Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.</p>	<p>Standard 4. Planning The registered nurse develops a plan that prescribes strategies to attain expected, measurable outcomes.</p>	<p>Document weekly assessment findings in electronic health record (SimChart)</p>
		<p>Essential VIII: Professionalism and Professional Values Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.</p>	<p>Standard 6. Evaluation The registered nurse evaluates progress toward attainment of goals and outcomes.</p>	
<p>Demonstrate personal responsibility for and professional behavior in classroom, laboratory and simulation settings.</p>	<p>Assume altruistic legal and ethical responsibility and accountability for personal and professional behavior.</p>	<p>Essential VIII: Professionalism and Professional Values Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to</p>		<p>Weekly hands-on physical assessment practice Provide modesty and respect for the patient during Final Physical Exam</p>

		the discipline of nursing.		
		<p>Essential IX: Baccalaureate Generalist Nursing Practice</p> <p>The baccalaureate graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.</p>	<p>Standard 5B. Health Teaching and Health Promotion: The registered nurse employs strategies to promote health and a safe environment.</p>	

<p>Area of NCLEX Test Plan relevant to this course</p> <p>Health Promotion and Maintenance (p. 7, 2013)</p> <ul style="list-style-type: none"> - Aging Process - Techniques of Physical Assess <p>Psychosocial Integrity (p. 7, 2013)</p> <ul style="list-style-type: none"> - Cultural Awareness/Cultural Influences on Health <p>Physiological Integrity (p. 8, 2013)</p> <ul style="list-style-type: none"> - Reduction of Risk Potential: System Specific Assessments - Physiological <p>Adaptation: Alterations in Body Systems</p>				
--	--	--	--	--

Professional Standards links below:

[ANA Standards of Professional Nursing Practice](#)

[The Essentials of Baccalaureate Education for Professional Nursing Practice](#)

Concepts (Exemplars)

Healthcare of the Client

Biophysical

- Chapter 10 Pain Assessment
- Chapter 11 Nutritional Assessment
- Chapter 12 Skin, Hair, and Nails
- Chapter 13 Head, Face, and Neck, Including Regional Lymphatics

- Chapter 14 Eyes
- Chapter 15 Ears
- Chapter 16 Nose, Mouth, and Throat
- Chapter 17 Breasts and Regional Lymphatics
- Chapter 18 Thorax and Lungs
- Chapter 19 Heart and Neck Vessels
- Chapter 20 Peripheral Vascular System and Lymphatic System
- Chapter 21 Abdomen
- Chapter 22 Musculoskeletal System
- Chapter 23 Neurologic System
- Chapter 30 The Pregnant Woman

Social

- Chapter 2 Cultural Competence
- Chapter 7 Domestic and Family Violence Assessments

Health, Wellness, and Illness

- Chapter 3 The Interview
- Chapter 8 Assessment Techniques and Safety in the Clinical Setting
- Chapter 9 General Survey, Measurement, Vital Signs

Professional Nursing Concepts

Professional Practice

- Chapter 1 Evidence-Based Assessment

Self and Others

- Chapter 5 Mental Status Assessment
- Chapter 6 Substance Use Assessment

Systems

- Chapter 27 The Complete Health Assessment
- Chapter 28 The Complete Physical Assessment

Chapter 29 Bedside Assessment and Electronic Health Recording

Required Textbooks

Jarvis, C. (2020). *Physical examination & health assessment* (8th ed.). St. Louis, MO: Saunders/Elsevier. e-book

Chabner, D.-E. (2016). *Elsevier adaptive learning for Chabner: The language of medicine* (11th ed.) [Access Code]. Retrieved from <https://evolve.elsevier.com>
e-book

Optional Textbooks: None

Course Calendar

Course Calendar is in CourseDen/D2L in a document listed under the “Start Here” module. It will list dates of quizzes, exams, and skill checkoffs. Please keep in mind that dates and assignments may change, based on the discretion of the faculty.

Required Hardware

UWG Minimum Personal Computer Recommended Specifications:

Connection ethernet cord

Operating System Windows 7 SP1/Windows 10 or OS X 10.9

Processor Intel i3 Series or AMD A6/A8

RAM (Memory) 4GB

Storage 250GB

Wired Access 10/100 megabit network interface card

Wireless Access 802.11 g/n/ac capable wifi card

Required Software and Plug-ins

Microsoft Office (contains Word and PowerPoint) is required for this course. If students do not have Office, it can obtain this for free from the UWG ITS department. Students can access instructions for obtaining this software at [UWG ITS](#).

Students will need to have **updated virus protection software** on their computer, such as Norton or McAfee. It is the responsibility of computer owners to protect their computer against virus attacks. It is unlikely that viruses will be intentionally spread by members of the UWG learning community; however, most viruses are spread unintentionally by users who have no knowledge of the infected files. Students should protect their computer. Free antivirus software is also available through UWG ITS.

Examsoft Information provided at BSN Orientation. This software will be required for testing. All students must purchase a subscription.

To access all other required and suggested plug-ins appropriate for this and other hybrid or distance education courses, refer to [Distance Ed at UWG](#).

For all other **technical support**, contact [UWG ITS](#) at: 678-839-6587

Resources for ELL/EAL Students

If you are concerned about your English language proficiency and / or U.S. culture is not your home culture, specialized resources may be available to help you succeed. Please reach out to a faculty member and /or an academic advisor for advice on: University Writing Center, Academic Coaching, Center for Diversity and Inclusion, or International Student Admissions and Programs for students on F1 visas.

Honors Course Distinction

If a student desires to receive honors distinction for this course, the student must consult with the Tanner Health System School of Nursing Undergraduate Research Coordinator and course instructor no later than the second week of class.

Learning in a Student-Centered Concept Based Curriculum:

Student centered learning provides students with the unique opportunity to fully engage in learning. Rather than focusing on lecture, class and clinical sessions are used to explore course content. Learning activities allow students to apply knowledge of concepts and exemplars to professional nursing care. These activities are designed to encourage social and collaborative interaction; assess self-awareness, learning, critical/creative thinking, and problem solving skills; and, help students develop knowledge that is personally and professionally useful.

As a student in this course, you will be expected to direct your own learning by preparing for class or clinical and actively engaging in discussions on issues, concerns, and solutions related to professional nursing practice and nursing care. You are encouraged to apply what you learn by contributing your informed opinions to class and clinical discussion. These are all elemental in facilitating learning in a concept based curriculum.

Conceptual learning is most effective when the student (you):

1. Prepares for classroom or clinical discussion by completing assigned readings.
2. Presents accurate and relevant information about the topics being discussed.
3. Identifies the source of information presented in discussion.
4. Gives critical, but constructive commentary on comments and positions of other class members.
5. Asks questions to seek clarification and stimulate further discussion.
6. Assists the group in directing discussion towards goals and problem solving.
7. Maintains an open mind that allows for personal and professional growth.
8. Speaks openly and freely without monopolizing the discussion, and listens carefully when others are speaking.
9. Displays respect for self and others and interacts in a caring way.

Learning activities may include:

- Assigned readings and class/clinical discussion
- Case studies
- Presentations
- Formal and informal writing activities
- Discussion participation
- Gaming
- Problem--based learning
- Practice standardized exams
- Patient care experiences

Description of Assignments:

Classroom Content Quizzes - Students prepare for weekly content-related quizzes by reading the textbook covering basic knowledge and content gathered from the textbook. This should prepare students for a knowledgeable classroom discussion as well as active learning activities in the classroom and skills lab setting.

Independent Adaptive Learning of Medical Terminology – This combines the power of brain science with sophisticated, using algorithms to help students learn faster and remember longer. It's fun; it's engaging; and it's constantly tracking individual student performance and adapting to deliver content precisely when it's needed to ensure core information is transformed into lasting knowledge. Students will do this activity outside of class and/or skills lab.

Skill Check-offs - Students will learn about skills and techniques needed for every day nursing practice. Many skill videos will be used for demonstration as well as skills lists which are presented in a logical, consistent format with an appropriate rationale. Students will perform skills in the skills lab for a grade.

Skills Final Physical Exam and Documentation - At the end of the semester, students will use all the information gathered throughout the course, in the classroom and skills setting, to perform a head to toe physical assessment for a grade.

Grading Distribution

Class

40% Content Quizzes

10% Elsevier Adaptive Learning

5% Professionalism/Attendance (class and skills lab)

Skills

25% Skill Checkoffs

20% Final Health Assessment Exam

Grading System for Undergraduate Students in THS SON:

Student proficiency in undergraduate coursework is recorded by the following letter grades. The quality of work for most courses in the undergraduate program is indicated by the grades of A, B, C, and F.

A – 90-100

B – 80-89.99

C – 75-79.99

F – 74.99 and below (failing)

The institution grade point average is calculated by dividing the number of hours scheduled in courses attempted in which a grade of A, B, C, F, or WF was received into the number of grade points earned on those hours scheduled (BOR Policy 3.5.1).

Note: For every undergraduate nursing course, there will be no rounding of grades allowed under any circumstance.

Missed and Late Assignment Policy:

Assignments are due on or before the date and time specified in the course calendar.

Failure to complete and submit any assignment by the assigned due date and time will result in a grade of zero for that activity. No late submissions will be accepted.

Should a student experience technical difficulty submitting any assignment via CourseDen/D2L, you must contact the UWG Help Desk and receive a ticket number. Should a student experience technical difficulty submitting any assignment via SimChart or Elsevier Adaptive Learning, you must contact the Elsevier Customer Service at 1-800-222-9570 and receive a ticket number. **NOTE: Only technical problems with CourseDen/D2L or Elsevier will be considered for late submission. Personal student computer/technical problems will not be considered for late submission.** If the problem cannot be resolved, the student must provide the ticket number to the course instructor **prior to the due date** and time for the assignment. Failure to provide a ticket number for any technical difficulty that prevents submission of an assignment by the due date and time may result in receiving a zero (0) for the assignment. CourseDen/D2L will provide an email confirming submission of items to the Dropbox. Elsevier will email the professor if there is a problem with the Elsevier system. **It is the student's responsibility to confirm that items have been submitted successfully to the CourseDen/D2L Dropbox or to the appropriate location in Elsevier.**

CourseDen will be offline every other Friday for service. Please check the schedule in CourseDen to avoid interruptions in your work.

The guidelines for late assignments apply to online assignments as well.

Attendance Guidelines:

Attendance is important in any professional degree program. While class attendance is not mandatory on didactic instructional days, **ATTENDANCE ON EXAM DAYS IS MANDATORY.** Any student who will not be able to attend an exam is responsible for notifying the instructor via CourseDen email as soon as possible **BEFORE** the absence occurs **AND** provide documentation after the absence occurs. **Make-up exams will only be given with legal or medical documentation provided by the student to course faculty within 48 hours of missing an exam.**

In order to make up a quiz or exam or checkoff, the student must provide adequate documentation (i.e. medical excuse, summons to jury duty, documentation of death in family) verifying the reason for absence. Without this documentation, the student will not be allowed to make up a quiz or exam or checkoff. Failure by the student to notify the instructor of the absence and provide adequate documentation will result in a grade of zero (0) on the quiz or exam or checkoff. Students who must make up an exam will not be administered the same exam as the cohort and will take an alternate exam.

Students who arrive late on exam days will be allowed no more than a 15-minute grace period and will be admitted to the testing room only if they arrive within 15 minutes of the exam time posted on the course calendar. (Example: If the posted exam time is 9:30 am, no student will be admitted to the exam room after 9:45 am.) Students who arrive after the 15-minute grace period must email the professor via CourseDen email regarding the late arrival. Documentation of the reason for late arrival may be required before a make-up exam will be considered. Make-up exam policies will be applied if any student requests to make-up an exam due to late arrival.

Student who arrive late for an exam will only be allowed to take the quiz or exam or checkoff until the testing time is complete. If the quiz is a 30-minute quiz, and the student arrives 15 minutes late, the student will only have the remaining 15 minutes to complete the quiz.

Course Dates/Times

The course calendar is fairly permanent. Changes to the calendar are rare, and will only occur with an unexpected school closing, major catastrophe, or an unforeseen faculty/staff absence. In which case, the schedule will be adjusted to maximize student learning and publicized on CourseDen/D2L to students as soon as alternative solutions have been determined. Students are encouraged to access CourseDen/D2L frequently to keep abreast of any class changes/cancellations.

Important Dates:

Wed. Aug 14, 2019	Fall Classes Begin
Aug. 14-20, 2019	Drop Add
Oct. 3-4, 2019	Fall Break (no classes, offices closed)
Wed. Oct 9, 2019	Last day to withdraw with a grade of W
Nov 25-27	Thanksgiving Recess (No classes, Offices Open)
Nov 28-29	Thanksgiving Holiday (No Classes, Offices Closed)
Fri. Dec 6, 2019	Fall Classes End
Dec 7-13, 2019	Final Exams
Sat. Dec 14, 2019	Graduation
Mon. Dec 16, 2019	Grades due by noon

Course Policies

Commitment to Class Cohesiveness

In order to foster a safe and effective learning environment, we agree to:

- be polite, considerate and honest when communicating with one another.
- notify each other of any major changes in a timely manner.
- use language (both verbal and nonverbal) that fosters a safe learning environment.
- demonstrate openness and flexibility in the learning environment.
- be organized!
- actively participate in class, clinical, or simulation/skills discussion and activities.

Expectations for Professionalism

There are certain characteristics expected of any member of a profession. Examples of behaviors that demonstrate professionalism in nursing are altruism, excellence, caring, beneficence, integrity, honesty, respect, and accountability. Students in this course are expected to demonstrate these professional behaviors: being attentive and participative during classroom, clinical, or simulation/skills discussions; communicating effectively with faculty, peers, and staff; and appropriately using course delivery systems and other online forums or social media. Expectations for professional behavior include, but are not limited to:

- attending class, clinical, or simulation/skills and arriving to class, clinical, or simulation/skills on time each session.
- preparing for class, clinical, or simulation/skills.
- actively participating in class, clinical, or simulation/skills activities and discussions.
- appropriately communicating with others in the learning environment (i.e. proper netiquette, communicating with peers about group assignments, contacting the course instructor regarding absences and late assignments in a timely manner, appropriately communicating during interviews).
- being accountable for one's actions.
- wearing professional dress when appropriate.
- demonstrating caring behaviors when interacting with others in the learning environment.

Depending on the severity of the lack of attention to these professional expectations or any of the professional competencies outlined in the BSN Student Handbook, deductions in course grades, failure of the course, or dismissal from the nursing program may result. In addition, concerns related to student lack of attention to professional expectations will be reviewed for consistency with breaches in existing policies and guidelines as outlined in the UWG and/or BSN Student Handbook. Standards of Procedure will be followed for breaches in adherence to policies, particularly those related to the UWG and/or THS SON honor code, with consequences for breaches being determined based on the most relevant Standards of Procedure.

Clinical Restrictions for Nursing Clinical Courses

Nursing Students may not:

- Give medications unsupervised by a licensed or registered nurse.
- Administer any chemotherapy agents.
- Obtain, sign off on, or hang any blood products independently or a registered nurse.
- Take verbal orders.
- Document without the co-signature of a licensed or registered nurse.
- Serve as a witness for Advanced Directives, Living Wills, or any informed consent.
- Initiate restraints.
- Perform admission assessment unsupervised by a registered nurse.
- Perform discharge instructions unsupervised by a registered nurse (staff or instructor).
- Transfer any patient with mobility issues without facility staff present.
- Transport any patient without facility staff present.
- Any invasive procedure on patient without the supervision of licensed or registered nurse.

Testing Policies for Proctored Tests and Exams

Because of the difficulty in rescheduling and making up tests or exams, students should make arrangements regarding missed tests or exams prior to being absent, if possible, or as soon as possible in cases of an emergency. **In order to make up a test or exam, the student must provide adequate documentation (i.e. medical excuse, summons to jury duty, documentation of death in family) verifying the reason for absence. Without this documentation, the student will not be allowed to make up a test or exam.** Failure by the student to notify the instructor of a missed test or exam will result in a grade of zero (0) on the test.

Required textbooks for this course, class presentations/discussion will be the primary sources for test/quiz questions.

All testing will be done via Exam Soft, CourseDen/D2L with Respondus Lockdown browser, or ATI. The following policies will be strictly enforced:

1. All purses, backpacks, and personal items (including cell phones and calculators) are to be left in lockers. Scratch paper will be provided. This sheet of paper should be submitted to the instructor upon completion of the test or exam.
2. Students are to remain outside the room until testing time and will be required to leave the room immediately following submission of their test. Re-access to the test or exam is prohibited.

3. The test or exam is the ONLY window that is permitted to be open during testing. If other windows are found open during testing, the student will receive a grade of zero (0) for that test.
4. Please shut down (not log off) your computer after submission of the test or exam.

Time Allocation for Quizzes, Tests, and Exams

It is the Tanner Health System School of Nursing policy to allot one minute for standard multiple-choice questions on any quiz, test, or exam. Faculty will give additional time (up to two minutes) for each alternate style question on a quiz, test, or exam. Additional testing time over and above that allotted to other students in the course will only be granted to students who meet the guidelines for this accommodation based on documentation and USG Board of Regents standards. Any student requesting additional testing time should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR) prior to the quiz, test, or exam to receive the extended testing time (please refer to the section below related to Accessibility Services).

If you have difficulty with the computer during testing, please stop testing and raise your hand immediately. The course instructor(s) will do their best to get computer issues resolved so that you can continue with testing. If the issue persists, the course instructor(s) and student will decide together if the student will continue or stop testing at that time. If many students are experiencing difficulty, please be patient with the course instructor(s) as they work to address everyone's needs.

Test Review

Exam review will be scheduled at the discretion of course faculty and will be announced via CourseDen announcements. Exam reviews may be small group, large group, or individual. Students wishing to attend an exam review must follow scheduling directions provided via CourseDen. For exam security, exam policies will be followed. Students should secure all personal belongings prior to arriving for any exam review appointment. No cell phones or other electronic devices will be allowed during exam review.

Academic Honesty

The Tanner Health System School of Nursing faculty members value professional and academic integrity and will not tolerate any form of dishonesty or deception. The academic honesty policy for this course is the same as that of the University of West Georgia and the THS SON. **Evidence of cheating, fabrication, plagiarism, unauthorized use of exams, opening another window during computer-based testing, and sharing of specific questions, rationales, or any information regarding exams is prohibited and will result in failure in this course.**

Students displaying questionable behavior regarding honesty and integrity in the academic setting will be counseled immediately, and appropriate actions will be taken. If a student is found to be involved in questionable behavior outside the academic area, i.e., any involvement in the Student Judicial system, the student's standing in the program may be in jeopardy pending the outcome of such activity. More specific definitions can be found on the UWG website in the [University of West Georgia Student Handbook](#)

Turnitin

In an effort to ensure academic integrity, the Tanner Health System School of Nursing vigorously affirms the importance of an Honor Code as defined by the THS SON BSN Student Handbook. Therefore, in an effort to detect and prevent plagiarism, undergraduate faculty members at THS SON now use a similarity tool called Turnitin to compare a student's work with multiple online sources. Turnitin reports a percentage of similarity with multiple online sources and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, the individual faculty member must make that judgment.

Selected assignments in this course will be checked for similarity using Turnitin.com. A Turnitin draft assignment submission folder (dropbox) will be available for the submission of all assignments in this course so you may practice your scholarly writing over the course of the semester. Also, you may submit to the Turnitin draft assignment submission folder as many times as possible and please review the similarity report with each draft submission. According to the Turnitin site, when multiple submissions are submitted, only one Similarity Report will be processed in a 24-hour period; reports "for second or subsequent submissions will require a 24 hour delay before the Similarity Report begins processing." Lastly, once you submit your final assignment to the designated final submission folder (not the draft assignment submission folder), your paper will be reviewed through Turnitin and a Similarity Report will be generated with no resubmission/revisions allowed.

Turnitin training resources for students

[UWG Online Turnitin Training resources](#). These resources will cover reviewing the similarity report and feedback through Turnitin (please click on the link titled "Other Services" for Turnitin resources). The THS SON also provides resources for online tools at their [Technology Resources](#) page as well as a video on [Reviewing Turnitin Assignments](#).

Tape Recorder Policy

Taping of lectures can be a useful learning tool; however, because of the sensitive nature of discussions regarding personal feelings and the legal and ethical considerations concerning patient confidentiality, tape recorders must be used very cautiously and are up to the discretion of the faculty being recorded. Please talk with your instructor prior to recording.

All electronic devices are to be on vibrate while in class.

UWG Common Language for Course Syllabi

Students should review the [UWG Common Language](#) each semester as changes or updates may occur.

Communications

It is University policy that all electronic communication between the faculty and students must take place only through the campus e-mail network, utilizing MyUWG or Desire2Learn. Students at UWG are required to have ready access to computers for their course work and will be expected to use Desire2Learn as directed by faculty.

Accessibility Services

Students with a documented disability may work with UWG Accessibility Services to receive essential services specific to their disability. All entitlements to accommodations are based on documentation and USG Board of Regents standards. If a student needs course adaptations or accommodations because of a disability or chronic illness, or if he/she needs to make special arrangements in case the building must be evacuated, the student should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR), which is available only from Accessibility Services. Faculty cannot offer accommodations without timely receipt of the SAR; further, no retroactive accommodations will be given. For more information, please contact [Accessibility Services](#).

Center for Academic Success

The [Center for Academic Success](#) provides services, programs, and opportunities to help all undergraduate students succeed academically. For more information, contact them: 678-839-6280 or cas@westga.edu

University Writing Center

The [University Writing Center](#) assists students with all areas of the writing process. For more information, contact them at: 678-839-6513 or writing@westga.edu

Online Courses:

UWG takes students' privacy concerns seriously: technology-enhanced and partially and fully online courses use sites and entities beyond UWG and students have the right to know the privacy policies of these entities. For more information on privacy and accessibility for the most commonly used sites, as well as technology requirements, visit the [UWG Online](#) site.

Students enrolled in online courses can find answers to many of their questions in the [Online/Off-Campus Student Guide](#).

If a student is experiencing distress and needs help, please see the resources available at the [UWG Cares](#) site. [Online counseling](#) is also available for online students.

Honor Code:

At the University of West Georgia, we believe that academic and personal integrity are based upon honesty, trust, fairness, respect, and responsibility. Students at West

Georgia assume responsibility for upholding the honor code. West Georgia students pledge to refrain from engaging in acts that do not maintain academic and personal integrity. These include, but are not limited to, plagiarism, cheating, fabrication, aid of academic dishonesty, lying, bribery or threats, and stealing.

The University of West Georgia maintains and monitors a confidential Academic Dishonesty Tracking System. This database collects and reports patterns of repeated student violations across all the Colleges, the Ingram Library, and the School of Nursing. Each incidence of academic dishonesty is subject to review and consideration by the instructor, and is subject to a range of academic penalties including, but not limited to, failing the assignment and/or failing the course. Student conduct sanctions range from verbal warning to suspension or expulsion depending on the magnitude of the offense and/or number of offenses. The incident becomes part of the student's conduct record at UWG.

Additionally, the student is responsible for safeguarding his/her computer account. The student's account and network connection are for his/her individual use. A computer account is to be used only by the person to whom it has been issued. The student is responsible for all actions originating through his/her account or network connection. Students must not impersonate others or misrepresent or conceal their identities in electronic messages and actions. For more information on the University of West Georgia Honor Code, please see the [Student Handbook](#).

UWG Email Policy:

University of West Georgia students are provided a MyUWG e-mail account. The University considers this account to be an official means of communication between the University and the student. The purpose of the official use of the student e-mail account is to provide an effective means of communicating important university related information to UWG students in a timely manner. It is the student's responsibility to check his or her email.

Credit Hour Policy:

The University of West Georgia grants one semester hour of credit for work equivalent to a minimum of one hour (50 minutes) of in-class or other direct faculty instruction AND two hours of student work outside of class per week for approximately fifteen weeks. For each course, the course syllabus will document the amount of in-class (or other direct faculty instruction) and out-of-class work required to earn the credit hour(s) assigned to the course. Out-of-class work will include all forms of credit-bearing activity, including but not limited to assignments, readings, observations, and musical practice. Where available, the university grants academic credit for students who verify via competency-based testing, that they have accomplished the learning outcomes associated with a course that would normally meet the requirements outlined above (e.g. AP credit, CLEP, and departmental exams).

HB 280 (Campus Carry):

[UWG follows University System of Georgia \(USG\) guidance on Campus Carry: Students may also visit our website for help with USG Guidance:](#)

EQUAL OPPORTUNITY STATEMENT

No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by UWG.

AFFIRMATIVE ACTION STATEMENT

University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students

Additional Online Resources:

[Distance Education Help](#)

[Ingram Library](#)

[UWG Book Store](#)

[UWG Network Use Policy](#)

[UWG Student Handbook](#)

[BSN Student Handbook](#)

NURS - 3201 - Health Care of the Client I

2020-2021 Undergraduate Revise Course Request

General Information

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

**Modifications
(Check all that
apply)***

- Course Title
- Prerequisites/Co-requisites
- Cross-listing
- Catalog Description
- Credit Hours
- Student Learning Outcomes
- Restrictions
- Frequency of Course Offering
- Grading Structure
- Course Fee
- Repeat for Credit
- Other

**If other, please
identify.**

**Desired Effective
Semester ***

Fall

**Desired Effective
Year ***

2020

Course Information

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

- Course Prefix (cannot be modified. Must add/delete course)
- Course Number (cannot be modified. Must add/delete course)
- Course Title
- Course Type (do not modify)
- Catalog Course Description
- Prerequisites/Corequisites
- Frequency
- Grading
- Credit Hours
- Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix* <input type="text" value="NURS"/>	Course Number* 3201
Course Title* Health Care of the Client I	
Long Course Title	
Course Type - DO NOT EDIT* <input type="text" value="Nursing"/>	
Catalog Course Description*	This is the first of four concept based healthcare courses essential in preparing students for safe and person centered care within a quality caring framework. Students are introduced to basic knowledge associated with providing quality, holistic nursing care to persons across the lifespan. The course focuses on selected concepts using exemplars from the categories of bio-physical, social, and psychological functions, and health, wellness, and illness.
Prerequisites Prerequisite: NURS 3000 and NURS 3210	
Corequisites Corequisite: NURS 2101 and NURS 3301	
Frequency - How many semesters per year will this course be offered? <input type="text" value="2"/>	Grading* <input type="text" value="Undergraduate Standard Letter"/>
Status* <input checked="" type="radio"/> Active-Visible <input type="radio"/> Inactive-Hidden	

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal may need to be submitted.

Lec Hrs* 4**Lab Hrs*** 0**Credit Hrs*** 4

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing
Restrictions
Repeat for Credit

Cross-listing**Restrictions**

Can a student take this course multiple times, each attempt counting separately toward graduation?*

Yes
 No

If yes, indicate maximum number of credit hours counted toward graduation.* 4

Justification and Assessment

Rationale* The credit hours have been increased to allow more time for medical surgical and nursing safety content. Pre- and co-requisites need to be updated based on the placement of courses in the revised plan of study. This course modification will begin in Fall 2020.

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.

1. Demonstrate knowledge of concepts of holistic nursing care for persons of diverse cultures, values, beliefs, and lifestyles across the lifespan. (1,2)
2. Apply basic knowledge of clinical reasoning and evidence-based nursing care in planning healthcare for clients across the lifespan. (1,3)
3. Explore the relevance of health promotion and disease and injury prevention provided in local and global communities in relation to quality caring outcomes. (1,3)
4. Identify effective teaching strategies to empower persons to achieve health care goals. (8)
5. Demonstrate accountability for personal and professional behavior. (7)

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the

Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as one document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>)

Syllabus* I have attached the syllabus.
 N/A

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 155

Are you making changes to the special fees or tuition that is required for this course?*
 Yes
 No

If yes, what will the fee be? If no, please list N/A.* 0.00

Fee Justification* N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

Department/School - DO NOT EDIT*

Is this a School of Nursing or University College course?* Yes No

Is this a College of Education course?* Yes No

Is the addition/change related to core, honors, or XIDS courses?* Yes No

Is Senate Review Required?* Yes No

Administrative Use Only - DO NOT EDIT

Course ID* 29897

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

**University of West Georgia
Tanner Health System School of Nursing
BSN Syllabus
Semester, Year**

**NURS NURS3201-XX: Healthcare of the Client 1
CRN: XXXXX**

Credit Hours: 4-0-4

Pre-requisites: NURS 3000, NURS 3210

Co-requisites: NURS 2101, NURS 3301

Faculty Contact Information

Name: XXXXX

Office Number: *School of Nursing,, Etc.*

Office Phone: (XXX)-XXX-XXXX

Cell Phone: (XXX)-XXX-XXXX

Fax Number: (XXX)-XXX-XXXX

Email: XXXXXX@westga.edu

Office Hours: *(A clear statement of virtual hours, lead time and preference for responding to students' queries via email, phone, the web, or other means.*

Times when students can reach you.)

About me: (Short introductory and personal background.) XXXX

Course Description: This is the first of four concept-based healthcare courses essential in preparing students for safe and person-centered care within a quality caring framework. Students are introduced to basic knowledge associated with providing quality, holistic nursing care to persons across the lifespan. The course focuses on selected concepts using basic exemplars from the categories of biophysical, social, and psychological functions, and health, wellness, and illness.

Course Learning Outcomes:

Course Learning Outcomes	BSN Program Outcomes	BSN Essentials	ANA Standards of Professional Nursing Practice	Description of Major Assignment
By the end of the course, the learner will be able to:				

Demonstrate knowledge of concepts of holistic nursing care for persons of diverse cultures, values, beliefs, and lifestyles across the lifespan				
Apply basic knowledge of clinical reasoning and evidence-based nursing care in planning health care for clients across the lifespan.				
Explore the relevance of health promotion and disease and injury prevention provided in local and global communities in relation to quality caring outcomes.				
Identify effective teaching strategies to empower persons to achieve healthcare goals				
Demonstrate accountability for personal and professional behavior.				

Concepts (associated exemplars)

Concept	Exemplars
Acid Base Balance	<ul style="list-style-type: none"> • Acid Base Imbalance <ul style="list-style-type: none"> • Respiratory • Metabolic • Acidosis

	<ul style="list-style-type: none"> • Alkalosis • Bicarbonate • Fluid and Electrolyte Balance <ul style="list-style-type: none"> • Fluid Volume Excess (FVE) • Fluid Volume Deficit (FVD) • Hyper/Hypo <ul style="list-style-type: none"> ○ Na ○ K+ ○ Ca
Elimination	<ul style="list-style-type: none"> • Urinary and Bowel Control-- <ul style="list-style-type: none"> • Stress incontinence • diarrhea • Retention--constipation; • Discomfort--UTI and hemorrhoids
Glucose Regulation	<ul style="list-style-type: none"> • Diabetes (Hyperglycemia and Hypoglycemia complications)
Immunity	<ul style="list-style-type: none"> • Types of Immunity (Active, passive, acquired) • Allergic Response - local (non-systemic) reactions
Infection	<ul style="list-style-type: none"> • Pneumonia • UTI • Influenza • Tuberculosis (TB) - basic information r/t respiratory infection
Mobility	<ul style="list-style-type: none"> • Fractures • Osteoporosis (discuss what is happening in the bone and relate that to nursing interventions and discuss Fosamax with regard to patient teaching and nursing interventions when administering) • Osteoarthritis w/ arthroplasty • Rheumatoid Arthritis
Pain	<p>Foundational</p> <ul style="list-style-type: none"> • Acute and Chronic • Nociceptive • Neuropathic
Culture	As it related to Concept
Development	<ul style="list-style-type: none"> • Basic development (stages of development, milestones, health development) • Developmental-level--appropriate nursing care
Health Promotion	<ul style="list-style-type: none"> • Sleep & Rest • Illness-Wellness Continuum • Health screenings
Nutrition	<p>Foundational</p> <ul style="list-style-type: none"> • Insufficient • Nutrition/Excess (i.e. Starvation; Obesity) • Clinical Nutrition
Safety (at point of care) in all aspect of patient care and view in nursing care in each concept	<p>Foundational</p> <ul style="list-style-type: none"> • prevention of decubitus ulcers

- | | |
|--|---|
| | <ul style="list-style-type: none"> •medication administration •fall prevention •invasive procedures •recognition of and action on adverse effects •diagnostic workup |
|--|---|

Required Textbooks:

Giddens, J. F. (Ed.). (2017). *Concepts for nursing practice* (2nd ed.). St. Louis, MO:

Mosby/Elsevier. [ISBN: 9780323083775] e-book

Burchum, J. R. & Rosenthal, L. D. (2019). *Lehne's pharmacology for nursing care* (10th ed.) St.

Louis, MO: Elsevier. [ISBN: 978-0-323-51227-5] e-book

Elsevier. (n.d.). *HESI comprehensive review*. [Media]. Author.

Elsevier. (n.d.). *HESI smart remediation*. [Media]. Author.

Ignatavicius, D. D., & Workman, M. L. (2016). *Medical-surgical nursing* (8th ed.). St. Louis, MO:

Saunders/Elsevier. [ISBN: 9780323222402] e-book

Potter, P. A., Perry, A. G., Stockert, P., & Hall, A. (2017). *Fundamentals of nursing* (9th ed.). St.

Louis, MO: Mosby/Elsevier. [ISBN: 9780323091916] e-book

Nursing Central (provided by UWG SON)

SafeMedicate (n.d.) *Drug calculation competence development and assessment*. [Media].

Retrieved from <https://www.safemedicate.net/>

Optional Textbooks:

None

Learning Activities May Include:

Assigned readings and class discussion

- Case studies
- Presentations
- Formal and informal writing activities
- Discussion participation
- Gaming
- Problem Based learning
- Practice standardized exams
- Self-review and application of material learned in NURS2101 & NURS2102 Pathophysiology and Pharmacology I, NURS 3000 Holistic Assessment, NURS3101 Professional Concepts One.

Assignments/Methods of Evaluation:

Example

Exams, 80%

In Class Activities, Adaptive Quizzing 15%

Professionalism 5%

Grading scale

A=90-100

B=80-89.99

C=75-79.99

F=<74.99

University of West Georgia

Tanner Health System School of Nursing

BSN Course Syllabus

Fall 2019

NURS 3301- Clinical Practice 1; Section 01
CRN-80010

Credit Hours: 0-12-6

Prerequisites: NURS 2101, NURS 2102

Co-requisites: NURS 3201

Course Coordinator Contact Information

Name: Susie Jonassen, MSN, RN, CPN

Office Number: School of Nursing, 327

Office Phone: (678)-839-5635

Fax Number: (678)-839-2462

***e-mail:** sjonasse@westga.edu

*All student email should be sent through CourseDen: sjonasse@westga.view.usg.edu
For emergencies, students may utilize the UWG westga.edu account.

Office Hours: Office hours are by appointment face-to-face in Carrollton or virtually on Mondays or Wednesdays. NOTE: To ensure time is reserved for you, please contact the instructor to request an appointment via CourseDen email. Virtual office hours can be held via telephone or Web conference (Google Hangout). I check email Monday through Friday between 8 am and 5 pm. Emails sent on Saturdays and Sundays or on holidays will be addressed the following business day after 8 am.

About me: I am originally from Atlanta and currently live in Newnan. I have been a nurse since 2003 with pediatrics as my specialty. I have worked for CHOA since graduating in 2003 and have worked in neurosurgery, endocrine, ED, Trauma, leadership, quality, and nursing education at CHOA. I also have several years of experience as a school nurse in Coweta County. I have been a clinical instructor since 2005. I still practice as a nurse PRN at Scottish Rite as a Trauma Clinician. My passion for students has always prevailed with nursing students. My goal is to equip each of you with the tools you will need to be successful not only in class, but as the future nurses of tomorrow in a professional career with passion each day!

Course Faculty, ELC Staff, and Clinical Faculty Contact Information:

CP1 Campus Clinical Faculty:

Susie Jonassen, MSN, RN, CPN
sjonasse@westga.edu
Course Coordinator

Kala Crobarger, EdD, RN, IBCLC
kcrobarg@westga.edu
Course Faculty - Thursdays/Fridays

Amy Yarbrough, EdD, RN
ayarbrou@westga.edu
Course Faculty - Thursdays

Holly Dever, MSN, RN
hdever@westga.edu
Course Faculty - Fridays

CP1 Campus Clinical ELC Staff:

Betty Speir, MSN, RN, CHSE
bspeir@westga.edu

Malia Poole, MSN-Ed, RN, CCRN
mpoole@westga.edu

CP1 Facility Clinical Instructors:

Lourdes Cody, MSN, RN, CNE, CH
lcody@westga.edu
Avalon - Fridays

Patty Moran, DNP, RN
pmoran@westga.edu
Ansley Park - Thursdays

Catherine “Kitty” Whitley, MSN, RN, CHPN
cwhitley@westga.edu
Ansley Park - Fridays

Shellie Benge, BSN, RN
shellielea@gmail.com
THS-HGH Far West - Thursdays

Marcia Davis, MSN, RN
marciad@westga.edu
Encompass Health - Thursdays/Fridays

Glenn Ridless, BSN, RN
gdridman@yahoo.com
THS-HGH Far West - Fridays

Jennifer Stanley, MSN, RN
jennmikestanley@comcast.net
Newnan Health & Rehab - Thursdays/Fridays

Latesha Tsoungui, MSN, RN
ltsonqu@westga.edu
THS-HGH Far West - Saturdays

Course Description:

This course focuses on the basic knowledge and skills necessary for the professional nurse to deliver safe and person-centered care across the lifespan. Beginning professional and healthcare related concepts will be applied in laboratory, simulation, and a variety of healthcare settings.

Course Learning Outcomes:

Course Learning Outcomes	BSN Program Outcomes	BSN Essentials	ANA Standards of Professional Nursing Practice	Description of Major Assignment
<p>Upon completion of the course you (the learner) will be able to:</p> <p>Apply basic skills in critical thinking and clinical reasoning while providing competent, safe, person-centered care across the lifespan.</p>	<p>1. Provide holistic nursing care to persons (individuals, families, groups, communities, and populations) across the continuum of healthcare in a variety of settings at local and global levels, focusing on health promotion and disease and injury prevention across the lifespan.</p> <p>3. Utilize critical thinking and clinical reasoning based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences to provide safe, competent, evidence based care.</p>	<p>II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety</p> <p>IV. Information Management and Application of Patient Care Technology</p> <p>VI. Interprofessional Communication & Collaboration for Improving Patient Health Outcomes</p> <p>VII. Clinical Prevention and Population Health</p> <p>IX. Baccalaureate Generalist Nursing Practice</p>	<p>1. Assessment</p> <p>2. Diagnosis</p> <p>3. Outcome Identification</p> <p>5b. Health Teaching and Health Promotion</p>	<p>Clinical Evaluation Tool (CET):</p> <p>Students evaluated at midterm and at the end of semester in areas of Safety, Competency, Communication, Teamwork & Collaboration, Caring, Holism & Cultural Diversity</p> <p>Use of High Fidelity and Low Fidelity Simulation and Task Trainers:</p> <p>Students provide person centered care in the following settings: acute care setting (Carl Rogers), Inpatient Pediatrics (Ricky Alvarez), Inpatient Older Adults (Boyd Dubois), Inpatient Adult (Lou Thao)</p>

				<p>Skills Validation Checklists</p> <p>Students perform skills to validate competency (glucose testing, oral medication administration, SQ/IM injections, foley insertion)</p> <p>Skills Drills</p> <p>Medication Calculation Examinations</p> <p>Standard medications calculation problems Pediatric weight-based problems Reading labels Problems requiring metric conversions Medication abbreviations that are used in a MAR Conversion calculations</p> <p>Quizzes</p>
Provide holistic care to persons while demonstrating respect for diverse cultures.	2. Practice quality caring as the essence of persons for diverse cultures, values, beliefs, and lifestyles.	<p>II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety</p> <p>VI. Interprofessional Communication & Collaboration for Improving Patient Health Outcomes</p>	<p>1. Assessment</p> <p>2. Diagnosis</p> <p>3. Outcome Identification</p> <p>5a. Coordination of Care</p> <p>8. Culturally Congruent Practice</p>	<p>Use of High Fidelity and Low Fidelity simulation and Task Trainers:</p> <p>Students provide person centered care of diverse cultures, including but not limited to; Carl Rogers (African-American male); Ricky Alvarez (Native</p>

		IX. Baccalaureate Generalist Nursing Practice		American male); Boyd Dubois (Caucasian male); Wallace Peterson (Caucasian male); Maria Hernandez (Hispanic female); Lou Thao (Vietnamese male) Spirituality Assessment Clinical Evaluation Tool (CET)
Provide quality caring and evidence-based nursing care within established ethical and legal boundaries.	1. Provide holistic nursing care to persons (individuals, families, groups, communities, and populations) across the continuum of healthcare in a variety of settings at local and global levels, focusing on health promotion and disease and injury prevention across the lifespan. 3. Utilize critical thinking and clinical reasoning based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences to provide safe, competent, evidence based care.	II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety III. Scholarship for Evidence Based Practice VIII. Professionalism and Professional Values	1. Assessment 2. Diagnosis 3. Outcome Identification 4. Planning 5a. Coordination of Care 5b. Health Teaching and Health Promotion	Use of High Fidelity and Low Fidelity simulation and Task Trainers Clinical Evaluation Tool (CET) Professionalism, Preparedness, and Participation Weekly Scorecard: Students evaluated weekly on professionalism, preparedness, and participation in both the campus and facility clinical setting.

	7. Assume altruistic legal and ethical responsibility and accountability for personal and professional behavior.			
Demonstrate beginning ability to use clear and effective written, oral, and electronic communication.	<p>3. Utilize critical thinking and clinical reasoning based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences to provide safe, competent, evidence based care.</p> <p>4. Communicate and collaborate effectively within interprofessional teams utilizing technology and information systems to improve health outcomes and healthcare systems.</p>	<p>II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety</p> <p>IV. Information Management and Application of Patient Care Technology</p> <p>VI. Interprofessional Communication & Collaboration for Improving Patient Health Outcomes</p>	<p>1. Assessment</p> <p>3. Outcome Identification</p> <p>5b. Health Teaching and Health Promotion</p>	<p>Use of High Fidelity and Low Fidelity simulation and Task Trainers</p> <p>Pre-Simulation Assignments:</p> <p>Written plan of care. Shift report documentation.</p> <p>SBAR Assignment:</p> <p>Oral and written communication strategy.</p> <p>Post-Simulation Charting:</p> <p>After caring for simulated clients, students document care within electronic health record.</p>
Demonstrate accountability for personal and professional behavior in all clinical settings.	7. Assume altruistic legal and ethical responsibility and accountability for personal and professional behavior.	<p>II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety</p> <p>III. Scholarship for Evidence Based Practice</p> <p>VIII. Professionalism</p>	<p>5. Implementation</p> <p>5a. Coordination of Care</p> <p>5b. Health Teaching and Health Promotion</p>	<p>Clinical Evaluation Tool (CET)</p> <p>Professionalism Scorecard</p>

Professional Standards links below:

[ANA Standards of Professional Nursing Practice](#)

[The Essentials of Baccalaureate Education for Professional Nursing Practice](#)

Concepts (Exemplars)

Healthcare of the Client 1:

- **Communication**
- **Elimination**
- **Fluid and Electrolyte Balance**
- **Glucose Regulation**
- **Health Promotion/Disease and Injury Prevention**
- **Immunity**
- **Infection**
- **Mobility**
- **Nutrition**
- **Pain**
- **Safety**

Professional Nursing Concept 1:

- **Caring**
- **Client**
- **Communication**
- **Concept-Based Teaching/Student Centered Learning**
- **Culture**
- **Holism**
- **Lifespan**
- **Patient Education**
- **Safety**

Required Textbooks: (All are located within the Elsevier Bundle.)

Burcham, J. R., & Rosenthal, L. D. (Eds.). (2019). *Lehne's pharmacology for nursing care*. (10th ed.). St. Louis, MO: Elsevier.

Giddens, J. F. (Ed.). (2017). *Concepts for nursing practice*. (2nd ed.). St. Louis, MO: Elsevier.

Ignatavicius, D. D., Workman, M. L., Rebar, C. R., & Heimgartner, N. M. (Eds.). (2018). *Medical-surgical nursing: Concepts for interprofessional collaborative care*. (9th ed.). St. Louis, MO: Elsevier.

Jarvis, C. (Ed.). (2016). *Physical examination and health assessment*. (7th ed.). St. Louis, MO: Elsevier.

Perry, S. E., Lowdermilk, D. L., Cashion, K., Alden, K. R., Olshansky, E. F., Hockenberry, M. J., Wilson, D., & Rodgers, C. C. (Eds.). (2018). *Maternal child nursing care*. (6th ed.). St. Louis, MO: Elsevier.

Potter, A. P., Perry, A. G., Stocker, P. A., Hall, A. M., & Ostendorf, W. R. (Eds.). (2017). *Fundamentals of nursing*. (9th ed.). St. Louis, MO: Elsevier.

Software/Applications Requirements:

ExamSoft

Nursing Central Application on Mobile Device (Provided by UWG SON)

Nursing Concepts Online (NCO)

SafeMedicate

Simulation Learning System (SLS)

Optional Textbooks: None

Technology Needs for this Course: CourseDen D2L, Google Chrome, a laptop or tablet with internet capability will be required for each class meeting.

Required Software and Plug-ins

Microsoft Office (contains Word and PowerPoint) is required for this course. If you do not have Office, you can obtain this for free from the UWG ITS department. You can access instructions for obtaining this software at [UWG ITS](#).

You will need to have **updated virus protection software** on your computer, such as Norton or McAfee. It is the responsibility of computer owners to protect their computer against virus attacks. It is unlikely that viruses will be intentionally spread by members

of the UWG learning community; however, most viruses are spread unintentionally by users who have no knowledge of the infected files. You should protect your computer. Free antivirus software is also available through UWG ITS.

To access all other required and suggested plug-ins appropriate for this and other hybrid or distance education courses, refer to [Distance Ed at UWG](#).

For all other **technical support**, contact [UWG ITS](#) at: 678-839-6587

Resources for ELL/EAL Students

If you are concerned about your English language proficiency and / or U.S. culture is not your home culture, specialized resources may be available to help you succeed. Please reach out to a faculty member and /or an academic advisor for advice on: University Writing Center, Academic Coaching, Center for Diversity and Inclusion, or International Student Admissions and Programs for students on F1 visas.

Honors Course Distinction

If a student desires to receive honors distinction for this course, the student must consult with the Tanner Health System School of Nursing Undergraduate Research Coordinator and course instructor no later than the second week of class.

Learning in a Student Centered Concept Based Curriculum:

Student centered learning provides students with the unique opportunity to fully engage in learning. Rather than focusing on lecture, class and clinical sessions are used to explore course content. Learning activities allow students to apply knowledge of concepts and exemplars to professional nursing care. These activities are designed to encourage social and collaborative interaction; assess self-awareness, learning, critical/creative thinking, and problem solving skills; and, help students develop knowledge that is personally and professionally useful.

As a student in this course, you will be expected to direct your own learning by preparing for class or clinical and actively engaging in discussions on issues, concerns, and solutions related to professional nursing practice and nursing care. You are encouraged to apply what you learn by contributing your informed opinions to class and clinical discussion. These are all elemental in facilitating learning in a concept based curriculum.

Conceptual learning is most effective when the student (you):

1. Prepares for classroom or clinical discussion by completing assigned readings.
2. Presents accurate and relevant information about the topics being discussed.
3. Identifies the source of information presented in discussion.
4. Gives critical, but constructive commentary on comments and positions of other class members.
5. Asks questions to seek clarification and stimulate further discussion.
6. Assists the group in directing discussion towards goals and problem solving.

7. Maintains an open mind that allows for personal and professional growth.
8. Speaks openly and freely without monopolizing the discussion, and listens carefully when others are speaking.
9. Displays respect for self and others and interacts in a caring way.

Learning activities may include:

- Assigned readings and class/clinical discussion
- Case studies
- Presentations
- Formal and informal writing activities
- Discussion participation
- Gaming
- Problem-based learning
- Practice standardized exams
- Patient care experiences
- Simulations and role playing

Description of Assignments within Facility Clinical:

The following assignments are due to the CourseDen Dropbox upon the due date and time stated in CourseDen. ***These assignments may be graded by the clinical instructor. Failure to complete any of these assignments will result in a loss of points in professionalism and be reflected in the CET.***

- Written ISBARR Report
- Nursing Process Worksheet
- Journal Reflections
- Spirituality Assessment

The following assignments are to be completed weekly while caring for clients in the facility setting. Periodically, these are due to the CourseDen Dropbox upon the due date and time stated in CourseDen. ***These assignments may be graded by the clinical instructors. Failure to complete any of these assignments will result in a loss of points in professionalism and be reflected in the CET.***

- Daily Patient Prep Worksheets
- Head to Toe Assessments
- Clinical Skills Validation Sheet

Description of Major Assignments:

The following assignments are due based upon the due date and time stated in CourseDen. ***These assignments will be graded by the course faculty and staff.***

- **Clinical Evaluation Tool (CET) (Pass/Fail)**
 - Students will be evaluated weekly on the Weekly Clinical Facility Scorecard and Professionalism Scorecard.
 - Students will be evaluated at both midterm and end of semester for the CET.
 - Feedback from Weekly Clinical Facility Scorecards and Professionalism Scorecards will be used to assist the Clinical Instructors in completing the CETs.
 - Assigned clinical instructor and course faculty will have shared access to the CET
 - CET will be due upon date and time stated in CourseDen
 - ***If the student does not have a passing CET on the final CET, regardless of the rest of the grades in the course, the student will fail Clinical Practice 1.***
- **Graded Simulations (20%)**
 - Students will care for simulated clients and be evaluated on the Creighton Competency Evaluation Instrument (CCEI)
 - Competency categories of evaluation include:
 - Assessment
 - Communication
 - Clinical Judgment
 - Patient Safety
- **Skill Validations (20%)**
 - Student is expected to prepare for skills as directed within CourseDen and Module Overviews
 - Students will be evaluated using the Skills Validation Checklists
 - Skills that are “Validated” include:
 - Blood Glucose Testing
 - Administering Oral Medications
 - Administering Subcutaneous Injections
 - Administering Intramuscular Injections
 - Inserting and Removing Indwelling Urinary Catheter
- **Medication Calculation Quizzes (10%)**
 - Students will take three (3) medication calculation quizzes in Clinical Practice 1. Any student who does not receive a 10/10 (100%) grade on a medication calculation quiz is expected to remediate self using course resources and contact course faculty for an appointment for practice

medication calculation remediation between quiz attempts. **Failure to obtain 10/10 (100%) on at least one (1) medication calculation quiz will result in a grade of 0 for Medication Calculations in the gradebook. Medication Calculations constitute 10% of the student's course grade.**

- **Pre-Class Quizzes (10%)**
 - Student will complete each skills module as outlined in CourseDen. After completing concept review and readings, students may complete the clinical skills competency tests within Evolve Nursing Concepts Online (NCO) in preparation for pre-class quizzes and class. Students will take pre-class quizzes in class over the following concepts:
 - PPE and Glucose Testing
 - Medication administration, Oxygen Delivery, Pain
 - SQ and IM Injections
 - Urinary Catheterization and Sterile Technique
- **Pre-Simulation Assignments (10%)**
 - Pre-Simulation assignments will vary based on simulation scenario. Guidelines and rubrics are available within CourseDen.
- **Skills Drills (10%)**
 - Students will be expected to demonstrate various skills throughout the course including but not limited to:
 - Vital Signs
 - Medication Calculation
 - Final Skills Checkoff
- **Professionalism (10%)**
 - Students will earn up to 3 points per facility clinical day and campus clinical day each week.
 - Professionalism, Participation, and Preparedness will be worth 10% of a student's final grade (5% facility and 5% campus)
 - The campus clinical scorecard will be tracked by the course faculty weekly. It is the student's responsibility to make sure to sign in to campus clinical by the method chosen by faculty on time and prepared each week. **Failure of the student to sign in on the weekly campus clinical roster will result in 0 points for the assigned campus clinical week.**
 - The facility clinical scorecard will be tracked weekly by both the student and clinical instructor. It is the student's responsibility to make sure the scorecard is completed and signed by the student's assigned clinical instructor weekly. The student will submit this scorecard to the course faculty on the following campus clinical day. **Failure of the student to**

turn in the weekly scorecard on time will result in 0 points for the assigned facility clinical week.

- **SafeMedicate Quizzes (5%)**
 - To prepare for in-class Medication Calculation Quizzes, students will complete at-home quizzes on SafeMedicate as assigned by course faculty.
- **Orientation (5%)**
 - Students will complete viewing of course orientation video by assigned date in CourseDen.
 - Students will complete Orientation Quiz in CourseDen by assigned date in CourseDen.

Grading Distribution

Clinical Evaluation Tool, Pass/Fail
Graded Simulations, 20%
Skills Validations, 20%
Medication Calculation Quizzes, 10%
Pre-Class Quizzes, 10%
Pre-Simulation Assignments, 10%
Skills Drills, 10%
Professionalism, 10%
SafeMedicate Quizzes, 5%
Orientation, 5%

Faculty will provide grades and feedback within 2 weeks from the due date of above listed graded assignments. All efforts will be made to provide grades and feedback to students in a timely manner. It is the student's responsibility to request an appointment with assigned faculty for one on one feedback or to review any graded activity.

Grading System for Undergraduate Students in THS SON:

Student proficiency in undergraduate coursework is recorded by the following letter grades. The quality of work for most courses in the undergraduate program is indicated by the grades of A, B, C, and F.

A – 90-100
B – 80-89.99
C – 75-79.99
F – 74.99 and below (failing)

The institution grade point average is calculated by dividing the number of hours scheduled in courses attempted in which a grade of A, B, C, F, or WF was received into the number of grade points earned on those hours scheduled (BOR Policy 3.5.1).

Note: No rounding of grades under any circumstances in any undergraduate nursing course will be allowed.

Missed and Late Assignment Policy:

Students are expected to submit assignments by the due date. Assignments will receive a deduction of 10% off the total assignment points possible for each day the assignment is late. Assignments will be accepted up to a maximum of three days (72 hours) late, after which point a zero will be recorded for the assignment. In the event of an emergency that prevents timely submission of an assignment, students should notify the course instructor(s) who will determine if the late policy can be waived. Consideration of the student's total course performance to date will be a contributing factor in the determination.

Students are encouraged to submit assignments in a timely fashion and to avoid submitting work at the last minute. Multiple technical problems can occur with electronic submissions, delaying or even preventing these submissions. Problems with your personal computer/Internet Service Provider are **NOT** acceptable explanations for late submission of assignments or other work.

Assignments will not be accepted by e-mail unless arrangements for this have been made with course instructors prior to the submission. If submission of assignments is delayed past the due date for the assignment due to technical problems at UWG, due dates will be adjusted accordingly and communicated to students via e-mail and through a News Announcement in the course site in CourseDen. If submission of assignments is delayed past the due date for the assignment due to technical problems of the student's personal device, internet service provider, or any other personal technology, the due date will not be adjusted and the student will receive the late penalty.

Participation Assignments, Quizzes, Graded Simulations, Skills Validations, Skills Drills, and Exams:

Because of the difficulty in rescheduling and making up assignments, quizzes, graded simulations, skills validations, skills drills, or exams, students should make arrangements regarding missed assignments, quizzes, graded simulations, skills validations, skills drills, or exams prior to being absent, if possible, or as soon as possible in cases of an emergency. An alternative assignment may be given for excused missed in class activities.

In class activities, quizzes, graded simulations, skills validations, skills drills, or exams are to be done in the face to face classroom scheduled date/time to receive points for the corresponding assignment.

Attendance Guidelines:

Students must attend and actively participate in each class, clinical, or simulation/skills session. All face-to-face sessions will begin and end on time. You should arrive to class, clinical, or simulation/skills sessions in a timely manner. Please refrain from being consistently tardy. Consistently tardy behavior does not convey responsibility, accountability, or a sense of caring for self or others.

Certain class sessions may be delivered online. Students are expected to actively participate in online activities and are responsible for submitting related assignments in

a timely manner. The guidelines for late assignments apply to online assignments as well. Points designated for online assignments will be deducted if you do not actively participate in online course activities.

For further explanation regarding general attendance policy and clinical attendance policy please see the appropriate policies located in the BSN Student Handbook.

Clinical Attendance Policy (Campus and Facility):

The clinical experience for Prelicensure BSN students is the sum of time spent in skills, simulation, and/or clinical facility sites. Attendance and punctuality are required for all clinical courses in both the campus and facility clinical setting. Attendance and participation in all learning activities is essential and necessary to meet clinical objectives and for success in the course and nursing program. Attendance and punctuality are required for all clinical courses in all clinical settings. It is expected that each student will attend campus and facility clinical, arrive on time, and not leave until the group is dismissed.

Clinical Punctuality (Campus and Facility):

Punctuality is an important part of professionalism. For the UWG THS SON, all clinical courses, the following applies:

- Tardy is defined as 1 minute late to 59 minutes late
- Any time after 59 minutes is considered “absent” and will be dealt with in the absence policy
- The same applies to leaving early
- Any missed clinical time (campus or facility) due to tardiness or leaving early must be made up

Excused Absences and Tardies

In order to make up a Facility Clinical, or to make up a missed in class assignment, quiz, graded simulation, skills validation, skills drill, or exam, the student must provide adequate documentation (i.e. medical excuse, summons to jury duty, documentation of death in family, documentation of deployment of immediate family member) verifying the reason for absence. Without this documentation, the student will not be allowed to make up the Facility Clinical or assignment. Original documentation must be provided to the instructor(s) within 72 hours of the absence.

Adequate documentation for an excused absence requires documents that include all five elements:

1. Student's name
2. Description of the incident
3. Date of the incident
4. Signature of the responsible professional

5. On letterhead or containing the facilities legal stamp or insignia providing contact information for the responsible professional (health care provider for medical problems, judge for required court proceedings, or other legal or professional documents with the student's name as the primary person of interest).

For example, an excused absence may be taken for the following reasons

- The student's own serious health condition or disease which causes the student to be unable to perform the functions of a nursing student;
- The emergent care or demise of a student's immediate family member;
- The birth of a student's son or daughter;
- Or, a spouse, son, daughter, or parent being deployed to active duty to the Armed Forces on the date that clinical or class is scheduled. The immediate family member's official orders will serve as sufficient documentation.

Please note that non-active duty military activities (basic training is not considered active-duty time), previously scheduled vacations/travel reservations/family reunions/weddings/etc., and documents that do not include the actual date of clinical or class are not considered viable excuses for absences or tardies.

Excused Tardy:

An excused tardy follows the definition above with all 5 elements provided and notice of tardiness to the clinical instructor or sim/skills instructor occurs prior to the scheduled clinical time. In this case, there will be no points deducted from the professionalism score. If the correct faculty is notified after the tardiness occurs, points will be deducted from the professionalism score. No need to complete a structured plan for success.

Unexcused Tardy:

Professionalism score will be reduced for all unexcused tardies.

- 1st Tardy
 - The Student must complete a Structured Plan for Success and turn it into course faculty within 72 hours. Failure to create and submit a Structured Plan for Success Form within 72 hours will result in an additional reduction in Professionalism points.
- 2nd Tardy
 - The Student must make an appointment with the course coordinator to discuss the pattern of tardiness (this is the student's responsibility to arrange).
- 3rd Tardy and greater
 - A continued pattern of tardiness will result in a 10% deduction to the total possible course grade available in the course on the final grade.

Clinical Attendance Policy Algorithm

Important Dates:

Wed. Aug 14, 2019	Fall Classes Begin
Aug. 14-20, 2019	Drop Add
Oct. 3-4, 2019	Fall Break (no classes, offices closed)
Wed. Oct 9, 2019	Last day to withdraw with a grade of W
Nov 25-27	Thanksgiving Recess (No classes, Offices Open)
Nov 28-29	Thanksgiving Holiday (No Classes, Offices Closed)
Fri. Dec 6, 2019	Fall Classes End
Dec 7-13, 2019	Final Exams
Sat. Dec 14, 2019	Graduation
Mon. Dec 16, 2019	Grades due by noon

Course Policies

Credentialing Requirements for Clinical Course

Failure of students to complete all items on the Health and Professional Requirements Checklist for the following courses: **NURS 3301 (this course)**, NURS 3302, NURS 4300, NURS 4301, NURS 4302, NURS 4485, and NURS 4527, will result in a penalty of 10% of the total possible course grade if the items are not completed by the following due dates: March 1st for summer semester, July 1st for fall semester, and October 1st for spring semester. There will be an additional penalty of another 10% of the total possible course grade if the items on the Health and Professional Requirements Checklist are not completed before the first day of each semester, as designated on the UWG academic calendar.

Uniform and Dress Code Requirements

Failure to adhere to the Professional Attire Policy & Guidelines while participating in Campus and Facility Clinicals may result in dismissal from the experience or a grade reduction. **Repeated violations of the Professional Attire Policy may result in a clinical failure.**

All students are required to wear a complete uniform to Campus and Facility clinicals. A complete uniform includes the uniform specified for the experience (blue uniform for Campus and white uniform for Facility), appropriate shoes as specified in the policy, UWG Nursing Student Name Badge, a stethoscope with both diaphragm and bell, watch with the ability to compute time in seconds, black pens, penlight, and bandage scissors.

Failure to wear the required uniform to Campus clinical will result in a loss of professionalism points for the day for the first occurrence. Failure to wear the required uniform to Campus clinical for a second occurrence will result in loss of professionalism points for the day and the student will be required to meet with the Course Coordinator

to complete a structured plan for success. Failure to wear the required uniform to Campus clinical for a third or subsequent occurrence will result in an unexcused absence for each day the student is in violation of the dress code and the Clinical Attendance Policy will be enforced.

Failure to wear the required uniform to Facility clinical will result in being dismissed from clinical that day and the student will receive an unexcused absence and the Clinical Attendance Policy will be enforced.

Please review the policy below in its entirety:

[Required Uniforms/General Dress Code](#)

Commitment to Class Cohesiveness

In order to foster a safe and effective learning environment, we agree to:

- be polite, considerate and honest when communicating with one another.
- notify each other of any major changes in a timely manner.
- use language (both verbal and nonverbal) that fosters a safe learning environment.
- demonstrate openness and flexibility in the learning environment.
- be organized! =)
- actively participate in class, clinical, or simulation/skills discussion and activities.

Expectations for Professionalism

There are certain characteristics expected of any member of a profession. Examples of behaviors that demonstrate professionalism in nursing are altruism, excellence, caring, beneficence, integrity, honesty, respect, and accountability. Students in this course are expected to demonstrate these professional behaviors: being attentive and participative during classroom, clinical, or simulation/skills discussions; communicating effectively with faculty, peers, and staff; and appropriately using course delivery systems and other online forums or social media. Expectations for professional behavior include, but are not limited to:

- attending class, clinical, or simulation/skills and arriving to class, clinical, or simulation/skills on time each session.
- preparing for class, clinical, or simulation/skills.
- actively participating in class, clinical, or simulation/skills activities and discussions.
- appropriately communicating with others in the learning environment (i.e. proper netiquette, communicating with peers about group assignments, contacting the course instructor regarding absences and late assignments in a timely manner, appropriately communicating during interviews).
- being accountable for one's actions.
- wearing professional dress when appropriate.
- demonstrating caring behaviors when interacting with others in the learning environment.

Depending on the severity of the lack of attention to these professional expectations or any of the professional competencies outlined in the BSN Student Handbook, deductions in course grades, failure of the course, or dismissal from the nursing program may result. In addition, concerns related to student lack of attention to professional expectations will be reviewed for consistency with breaches in existing policies and guidelines as outlined in the UWG and/or BSN Student Handbook. Standards of Procedure will be followed for breaches in adherence to policies, particularly those related to the UWG and/or THS SON honor code, with consequences for breaches being determined based on the most relevant Standards of Procedure.

Professionalism, Participation, & Preparedness Scorecard

Clinical Restrictions for Nursing Clinical Courses

Nursing Students may not:

- Give medications unsupervised by a licensed or registered nurse.
- Administer any chemotherapy agents.
- Obtain, sign off on, or hang any blood products independently or a registered nurse.
- Take verbal orders.
- Document without the co-signature of a licensed or registered nurse.
- Serve as a witness for Advanced Directives, Living Wills, or any informed consent.
- Initiate restraints.
- Perform admission assessment unsupervised by a registered nurse.
- Perform discharge instructions unsupervised by a registered nurse (staff or instructor).
- Transfer any patient with mobility issues without facility staff present.
- Transport any patient without facility staff present.
- Any invasive procedure on a patient without the supervision of licensed or registered nurse.

Testing Policies for Proctored Tests and Exams

Because of the difficulty in rescheduling and making up tests or exams, students should make arrangements regarding missed tests or exams prior to being absent, if possible, or as soon as possible in cases of an emergency. **In order to make up a test or exam, the student must provide adequate documentation (i.e. medical excuse, summons to jury duty, documentation of death in family) verifying the reason for absence. Without this documentation, the student will not be allowed to make up a test or exam.** Failure by the student to notify the instructor of a missed test or exam will result in a grade of zero (0) on the test.

Required textbooks for this course, class presentations/discussion, and ATI resources will be the primary sources for test/quiz questions.

All testing will be done via Exam Soft, CourseDen/D2L with Respondus Lockdown browser, or ATI. The following policies will be strictly enforced:

1. All purses, backpacks, and personal items (including cell phones and calculators) are to be left in lockers. Scratch paper will be provided. This sheet of paper should be submitted to the instructor upon completion of the test or exam.
2. Students are to remain outside the room until testing time and will be required to leave the room immediately following submission of their test. Re-access to the test or exam is prohibited.
3. The test or exam is the ONLY window that is permitted to be open during testing. If other windows are found open during testing, the student will receive a grade of zero (0) for that test.
4. Please shut down (not log off) your computer after submission of the test or exam.

Time Allocation for Quizzes, Tests, and Exams

It is the Tanner Health System School of Nursing policy to allot one minute for standard multiple-choice questions on any quiz, test, or exam. Faculty will give additional time (up to two minutes) for each alternate style question on a quiz, test, or exam. Additional testing time over and above that allotted to other students in the course will only be granted to students who meet the guidelines for this accommodation based on documentation and USG Board of Regents standards. Any student requesting additional testing time should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR) prior to the quiz, test, or exam to receive the extended testing time (please refer to the section below related to Accessibility Services).

If you have difficulty with the computer during testing, please stop testing and raise your hand immediately. The course instructor(s) will do their best to get computer issues resolved so that you can continue with testing. If the issue persists, the course instructor(s) and student will decide together if the student will continue or stop testing at that time. If many students are experiencing difficulty, please be patient with the course instructor(s) as they work to address everyone's needs.

Attendance on Exam (or exam equivalent validation) Days:

Any student who will not be able to attend an exam, (or exam equivalent validation), is responsible for notifying the instructor via CourseDen email as soon as possible BEFORE the absence occurs AND provide an excused valid documentation of the absence. **Students who arrive more than 10 minutes tardy for an exam or exam equivalent validation will not be allowed to take the exam and will receive a grade of zero (0).** Valid documentation for an absence or tardy must be provided to the course faculty within 48 hours of missing the exam or exam equivalent validation.

Test Review

Please make an appointment with a course faculty instructor to review your quiz, graded simulation, or skills validation.

Academic Honesty

The Tanner Health System School of Nursing faculty members value professional and academic integrity and will not tolerate any form of dishonesty or deception. The academic honesty policy for this course is the same as that of the University of West Georgia and the THS SON. **Evidence of cheating, fabrication, plagiarism, unauthorized use of exams, opening another window during computer based testing, and sharing of specific questions, rationales, or any information regarding exams is prohibited and will result in failure in this course.**

Students displaying questionable behavior regarding honesty and integrity in the academic setting will be counseled immediately, and appropriate actions will be taken. If a student is found to be involved in questionable behavior outside the academic area, i.e., any involvement in the Student Judicial system, the student's standing in the program may be in jeopardy pending the outcome of such activity. More specific definitions can be found on the UWG website in the [University of West Georgia Student Handbook](#)

[Social Media Policy](#)

[Impaired Student Policy](#)

Turnitin

In an effort to ensure academic integrity, the Tanner Health System School of Nursing vigorously affirms the importance of an Honor Code as defined by the THS SON BSN Student Handbook. Therefore, in an effort to detect and prevent plagiarism, undergraduate faculty members at THS SON now use a similarity tool called Turnitin to compare a student's work with multiple online sources. Turnitin reports a percentage of similarity with multiple online sources and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, the individual faculty member must make that judgment.

Selected assignments in this course will be checked for similarity using Turnitin.com. A Turnitin draft assignment submission folder (dropbox) will be available for the submission of all assignments in this course so you may practice your scholarly writing over the course of the semester. Also, you may submit to the Turnitin draft assignment submission folder as many times as possible and please review the similarity report with each draft submission. According to the Turnitin site, when multiple submissions are submitted, only one Similarity Report will be processed in a 24-hour period; reports "for second or subsequent submissions will require a 24 hour delay before the Similarity Report begins processing." Lastly, once you submit your final assignment to the designated final submission folder (not the draft assignment submission folder), your paper will be reviewed through Turnitin and a Similarity Report will be generated with no

resubmission/revisions allowed.

Turnitin training resources for students

[UWG Online Turnitin Training resources](#). These resources will cover reviewing the similarity report and feedback through Turnitin (please click on the link titled “Other Services” for Turnitin resources). The THS SON also provides resources for online tools at their [Technology Resources](#) page as well as a video on [Reviewing Turnitin Assignments](#).

Tape Recorder Policy

Taping of lectures can be a useful learning tool; however, because of the sensitive nature of discussions regarding personal feelings and the legal and ethical considerations concerning patient confidentiality, tape recorders must be used very cautiously and are up to the discretion of the faculty being recorded. Please talk with your instructor prior to recording.

All electronic devices are to be on vibrate while in class.

UWG Common Language for Course Syllabi

Students should review the [UWG Common Language](#) each semester as changes or updates may occur.

EQUAL OPPORTUNITY STATEMENT

No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by UWG.

AFFIRMATIVE ACTION STATEMENT

University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students

Additional Online Resources:

[Distance Education Help](#)

[Ingram Library](#)

[UWG Book Store](#)

[UWG Network Use Policy](#)

[UWG Student Handbook](#)

[BSN Student Handbook](#)

NURS - 3210 - Medication Mathematics

2020-2021 Undergraduate New Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*

Summer

Desired Effective Year*

2020

Course Information

Course Prefix*

NURS

Course Number* 3210

Course Title* Medication Mathematics

Long Course Title

Course Type*

Nursing

Catalog Course Description*

The course will assess the ability of the student to deliver safe medication by showing competency in medication calculation using algebra to solve word problems. Basic math concepts such as conversions, rounding, whole numbers vs. fractions and decimals, and determining drip factors and drip rates will all be an integral part of this course.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable

Yes

No

credit hour course?*

Lec Hrs* 1

Lab Hrs* 0

Credit Hrs* 1

Can a student take this course multiple times, each attempt counting separately toward graduation?*

- Yes
- No

If yes, indicate maximum number of credit hours counted toward graduation.* N/A

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites Admission to the Prelicensure BSN program (BSN1 code)

Concurrent Prerequisites

Corequisites None

Cross-listing

Restrictions

Is this a General Education course?*

- Yes
- No

If yes, which area(s) (check all that apply):

- Area A
- Area B
- Area C
- Area D
- Area E

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

Frequency - How many semesters per year will this course be offered?

2

Grading*

Undergraduate Standard Letter

Justifications and Assessment

Rationale* Medication calculation testing scores have decreased and seats in core algebra courses have not increased. Students need supplemental instruction on performing medication calculations to provide safe medication administration in clinical practice.

Student Learning Outcomes - Please provide these in a numbered list format.*

Use any of three primary methods of calculation of medication dosages; Dimensional Analysis, Ratio Proportion, and Formula or Desired Over Have to provide safe, competent, evidence-based medication administration to patients.

Demonstrate mastery of medication-related word problems.

Examine and discuss the ethical aspects of nursing responsibility and accountability for personal and professional behavior.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>)

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 155 annual

Will this course have special fees or tuition required?* Yes
 No

If yes, what will the fee be?* 0.00

Fee Justification Safe Medicate is required as an out of pocket fee for students for this course. NURS 3210 will use this software program as an integral part of the course for content, practice questions and evaluation of student learning.

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/ Department* <input type="text" value="Tanner Health System School of Nursing"/>	
Is this a School of Nursing or University College course?* <input checked="" type="radio"/> Yes <input type="radio"/> No	Is this a College of Education course?* <input type="radio"/> Yes <input checked="" type="radio"/> No
Is this an Honors College course?* <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Is the addition/change related to core, honors, or XIDS courses?* <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

**University of West Georgia
Tanner Health System School of Nursing
Pre-licensure BSN Course Syllabus
Semester, Year**

NURS 3XXX Medication Mathematics

Credit Hours: 1-0-1

Prerequisites: Admission to Prelicensure BSN program (BSN1 code)

Corequisites: n/a

Faculty Contact Information

Name: XXXXX

Office Number: *School of Nursing, Etc.*

Office Phone: (XXX)-XXX-XXXX

Cell Phone: (XXX)-XXX-XXXX

Fax Number: (XXX)-XXX-XXXX

Email: XXXXXX@westga.edu

Office Hours: *(A clear statement of virtual hours, lead time and preference for responding to students' queries via email, phone, the web, or other means.*

Times when students can reach you.)

About me: (Short introductory and personal background.) XXXX

Course Description

The course will assess the ability of the student to deliver safe medication by showing competency in medication calculation using algebra to solve word problems. Basic math concepts such as conversions, rounding, whole numbers vs. fractions and decimals, and determining drip factors and drip rates will all be an integral part of this course.

Course Learning Outcomes:

Course Learning Outcomes By the end of the course, the learner will be able to:	BSN Program Outcomes	BSN Essentials	ANA Standards of Professional Nursing Practice	Description of Major Assignment
Use any of three primary methods of calculation of medication dosages; Dimensional Analysis, Ratio Proportion, and Formula or Desired Over Have to provide safe, competent, evidence-based medication administration to patients.				
Demonstrate mastery of medication-related word problems.				
Examine and discuss the ethical aspects of nursing responsibility and accountability for personal and professional behavior.				

Required Textbooks

- Giddens, J. F. (2013). Concepts for Nursing Practice. St. Louis, MO: Mosby Elsevier.

- SafeMedicate Drug dosage calculation and assessment, 2 year license Edition ?? by (Meti) (<http://www.safemedicate.net>)

Optional Textbooks

None

Learning activities may include

- Use the 3 primary methods for calculation of medication dosages; Dimensional Analysis, Ratio Proportion, and Formula or Desired Over Have.
- Students will be expected to solve linear equations (in these expressions, x is a constant or the product of a constant)
- Mathematical word problems and linear function word problems
- Skill performance
- Individual and group activity
- Medication Calculation exams
- Practice and Remediation of medication calculations
- Drug calculations require the use of conversion factors, for example when converting from pounds to kilograms or liters to milliliters.
- Work with various units of measurement, converting factors to find the answer.
- Accuracy of calculation is required
- Double or triple checking of answers
- Online tutorials
- Online practice questions

Assignments/Methods of Evaluation:

100% Medication Calculation Exams

33.33%* Med Calc Day 1

33.33%* Med Calc Day 2

33.34%* Med Calc Day 3

100% Course Grade

Grading System for Undergraduate Students in THSSON**

Student proficiency in undergraduate coursework is recorded by the following letter grades. The quality of work for most courses in the undergraduate program is indicated by the grades of A, B, C, and F.

A – 90-100

B – 80-89.99

C – 75-79.99

F – 74.99 and below (failing)

****No rounding under any circumstances**

NURS - 3301 - Clinical Practice I

2020-2021 Undergraduate Revise Course Request

General Information

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

- Modifications (Check all that apply)***
- Course Title
 - Prerequisites/Co-requisites
 - Cross-listing
 - Catalog Description
 - Credit Hours
 - Student Learning Outcomes
 - Restrictions
 - Frequency of Course Offering
 - Grading Structure
 - Course Fee
 - Repeat for Credit
 - Other

If other, please identify.

Desired Effective Semester *

Summer

Desired Effective Year *

2020

Course Information

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

- Course Prefix (cannot be modified. Must add/delete course)
- Course Number (cannot be modified. Must add/delete course)
- Course Title
- Course Type (do not modify)
- Catalog Course Description
- Prerequisites/Corequisites
- Frequency
- Grading
- Credit Hours
- Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix* <input type="text" value="NURS"/>	Course Number* 3301
Course Title* Clinical Practice I	
Long Course Title	
Course Type - DO NOT EDIT* <input type="text" value="Nursing"/>	
Catalog Course Description* This course focuses on the basic knowledge and skills necessary for the professional nurse to deliver safe and person-centered care across the lifespan. Beginning professional and healthcare related concepts will be applied in laboratory, simulation, and a variety of health care settings.	
Prerequisites NURS 3000 and NURS 3210	
Corequisites NURS 2101, NURS 3201	
Frequency - How many semesters per year will this course be offered? <input type="text" value="2"/>	Grading* <input type="text" value="Undergraduate Standard Letter"/>
Status* <input checked="" type="radio"/> Active-Visible <input type="radio"/> Inactive-Hidden	

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal may need to be submitted.

Lec Hrs* 0

Lab Hrs* 12

Credit Hrs* 6

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing

Restrictions

Repeat for Credit

Cross-listing

Restrictions

Can a student take this course multiple times, each attempt counting separately toward graduation?*

Yes
 No

If yes, indicate maximum number of credit hours counted toward graduation.* 6

Justification and Assessment

Rationale* Prerequisites/Corequisites need to be updated based on the placement of courses in the new plans of study in Carrollton & Newnan.

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.

1. Apply basic skills in critical thinking and clinical reasoning while providing competent, safe, person-centered care across the lifespan. (1,3)
2. Provide holistic care to persons while demonstrating respect for diverse cultures. (2)
3. Provide quality caring and evidence-based nursing care within established ethical and legal boundaries. (1,3,7)
4. Demonstrate beginning ability to use clear and effective written, oral, and electronic communication. (3,4)
5. Demonstrate accountability for personal and professional behavior in all clinical settings. (7)

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as one document.

Please ensure it's the correct syllabus (e.g.. correct course prefix and number, course title, learning

objectives/outcomes and includes link to the Common Language for Course Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* I have attached the syllabus.
 N/A

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 155

Are you making changes to the special fees or tuition that is required for this course?* Yes
 No

If yes, what will the fee be? If no, please list N/A.* 0.00

Fee Justification* N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

Department/School - DO NOT EDIT*

Is this a School of Nursing or University College course?* Yes No

Is this a College of Education course?* Yes No

Is the addition/change related to core, honors, or XIDS courses?* Yes
 No

Is Senate Review Required?* Yes No

Administrative Use Only - DO NOT EDIT**Course ID*** 29899

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

University of West Georgia

Tanner Health System School of Nursing

BSN Course Syllabus

Fall 2019

NURS 3301- Clinical Practice 1; Section 01
CRN-80010

Credit Hours: 0-12-6

Prerequisites: NURS 2101, NURS 2102

Co-requisites: NURS 3201

Course Coordinator Contact Information

Name: Susie Jonassen, MSN, RN, CPN

Office Number: School of Nursing, 327

Office Phone: (678)-839-5635

Fax Number: (678)-839-2462

***e-mail:** sjonasse@westga.edu

*All student email should be sent through CourseDen: sjonasse@westga.view.usg.edu
For emergencies, students may utilize the UWG westga.edu account.

Office Hours: Office hours are by appointment face-to-face in Carrollton or virtually on Mondays or Wednesdays. NOTE: To ensure time is reserved for you, please contact the instructor to request an appointment via CourseDen email. Virtual office hours can be held via telephone or Web conference (Google Hangout). I check email Monday through Friday between 8 am and 5 pm. Emails sent on Saturdays and Sundays or on holidays will be addressed the following business day after 8 am.

About me: I am originally from Atlanta and currently live in Newnan. I have been a nurse since 2003 with pediatrics as my specialty. I have worked for CHOA since graduating in 2003 and have worked in neurosurgery, endocrine, ED, Trauma, leadership, quality, and nursing education at CHOA. I also have several years of experience as a school nurse in Coweta County. I have been a clinical instructor since 2005. I still practice as a nurse PRN at Scottish Rite as a Trauma Clinician. My passion for students has always prevailed with nursing students. My goal is to equip each of you with the tools you will need to be successful not only in class, but as the future nurses of tomorrow in a professional career with passion each day!

Course Faculty, ELC Staff, and Clinical Faculty Contact Information:

CP1 Campus Clinical Faculty:

Susie Jonassen, MSN, RN, CPN
sjonasse@westga.edu
Course Coordinator

Kala Crobarger, EdD, RN, IBCLC
kcrobarg@westga.edu
Course Faculty - Thursdays/Fridays

Amy Yarbrough, EdD, RN
ayarbrou@westga.edu
Course Faculty - Thursdays

Holly Dever, MSN, RN
hdever@westga.edu
Course Faculty - Fridays

CP1 Campus Clinical ELC Staff:

Betty Speir, MSN, RN, CHSE
bspeir@westga.edu

Malia Poole, MSN-Ed, RN, CCRN
mpoole@westga.edu

CP1 Facility Clinical Instructors:

Lourdes Cody, MSN, RN, CNE, CH
lcody@westga.edu
Avalon - Fridays

Patty Moran, DNP, RN
pmoran@westga.edu
Ansley Park - Thursdays

Catherine “Kitty” Whitley, MSN, RN, CHPN
cwhitley@westga.edu
Ansley Park - Fridays

Shellie Benge, BSN, RN
shellielea@gmail.com
THS-HGH Far West - Thursdays

Marcia Davis, MSN, RN
marciad@westga.edu
Encompass Health - Thursdays/Fridays

Glenn Ridless, BSN, RN
gdridman@yahoo.com
THS-HGH Far West - Fridays

Jennifer Stanley, MSN, RN
jennmikestanley@comcast.net
Newnan Health & Rehab - Thursdays/Fridays

Latesha Tsoungui, MSN, RN
ltsonqu@westga.edu
THS-HGH Far West - Saturdays

Course Description:

This course focuses on the basic knowledge and skills necessary for the professional nurse to deliver safe and person-centered care across the lifespan. Beginning professional and healthcare related concepts will be applied in laboratory, simulation, and a variety of healthcare settings.

Course Learning Outcomes:

Course Learning Outcomes	BSN Program Outcomes	BSN Essentials	ANA Standards of Professional Nursing Practice	Description of Major Assignment
<p>Upon completion of the course you (the learner) will be able to:</p> <p>Apply basic skills in critical thinking and clinical reasoning while providing competent, safe, person-centered care across the lifespan.</p>	<p>1. Provide holistic nursing care to persons (individuals, families, groups, communities, and populations) across the continuum of healthcare in a variety of settings at local and global levels, focusing on health promotion and disease and injury prevention across the lifespan.</p> <p>3. Utilize critical thinking and clinical reasoning based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences to provide safe, competent, evidence based care.</p>	<p>II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety</p> <p>IV. Information Management and Application of Patient Care Technology</p> <p>VI. Interprofessional Communication & Collaboration for Improving Patient Health Outcomes</p> <p>VII. Clinical Prevention and Population Health</p> <p>IX. Baccalaureate Generalist Nursing Practice</p>	<p>1. Assessment</p> <p>2. Diagnosis</p> <p>3. Outcome Identification</p> <p>5b. Health Teaching and Health Promotion</p>	<p>Clinical Evaluation Tool (CET):</p> <p>Students evaluated at midterm and at the end of semester in areas of Safety, Competency, Communication, Teamwork & Collaboration, Caring, Holism & Cultural Diversity</p> <p>Use of High Fidelity and Low Fidelity Simulation and Task Trainers:</p> <p>Students provide person centered care in the following settings: acute care setting (Carl Rogers), Inpatient Pediatrics (Ricky Alvarez), Inpatient Older Adults (Boyd Dubois), Inpatient Adult (Lou Thao)</p>

				<p>Skills Validation Checklists</p> <p>Students perform skills to validate competency (glucose testing, oral medication administration, SQ/IM injections, foley insertion)</p> <p>Skills Drills</p> <p>Medication Calculation Examinations</p> <p>Standard medications calculation problems Pediatric weight-based problems Reading labels Problems requiring metric conversions Medication abbreviations that are used in a MAR Conversion calculations</p> <p>Quizzes</p>
Provide holistic care to persons while demonstrating respect for diverse cultures.	2. Practice quality caring as the essence of persons for diverse cultures, values, beliefs, and lifestyles.	<p>II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety</p> <p>VI. Interprofessional Communication & Collaboration for Improving Patient Health Outcomes</p>	<p>1. Assessment</p> <p>2. Diagnosis</p> <p>3. Outcome Identification</p> <p>5a. Coordination of Care</p> <p>8. Culturally Congruent Practice</p>	<p>Use of High Fidelity and Low Fidelity simulation and Task Trainers:</p> <p>Students provide person centered care of diverse cultures, including but not limited to; Carl Rogers (African-American male); Ricky Alvarez (Native</p>

		IX. Baccalaureate Generalist Nursing Practice		<p>American male); Boyd Dubois (Caucasian male); Wallace Peterson (Caucasian male); Maria Hernandez (Hispanic female); Lou Thao (Vietnamese male)</p> <p>Spirituality Assessment</p> <p>Clinical Evaluation Tool (CET)</p>
<p>Provide quality caring and evidence-based nursing care within established ethical and legal boundaries.</p>	<p>1. Provide holistic nursing care to persons (individuals, families, groups, communities, and populations) across the continuum of healthcare in a variety of settings at local and global levels, focusing on health promotion and disease and injury prevention across the lifespan.</p> <p>3. Utilize critical thinking and clinical reasoning based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences to provide safe, competent, evidence based care.</p>	<p>II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety</p> <p>III. Scholarship for Evidence Based Practice</p> <p>VIII. Professionalism and Professional Values</p>	<p>1. Assessment</p> <p>2. Diagnosis</p> <p>3. Outcome Identification</p> <p>4. Planning</p> <p>5a. Coordination of Care</p> <p>5b. Health Teaching and Health Promotion</p>	<p>Use of High Fidelity and Low Fidelity simulation and Task Trainers</p> <p>Clinical Evaluation Tool (CET)</p> <p>Professionalism, Preparedness, and Participation Weekly Scorecard:</p> <p>Students evaluated weekly on professionalism, preparedness, and participation in both the campus and facility clinical setting.</p>

	7. Assume altruistic legal and ethical responsibility and accountability for personal and professional behavior.			
Demonstrate beginning ability to use clear and effective written, oral, and electronic communication.	<p>3. Utilize critical thinking and clinical reasoning based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences to provide safe, competent, evidence based care.</p> <p>4. Communicate and collaborate effectively within interprofessional teams utilizing technology and information systems to improve health outcomes and healthcare systems.</p>	<p>II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety</p> <p>IV. Information Management and Application of Patient Care Technology</p> <p>VI. Interprofessional Communication & Collaboration for Improving Patient Health Outcomes</p>	<p>1. Assessment</p> <p>3. Outcome Identification</p> <p>5b. Health Teaching and Health Promotion</p>	<p>Use of High Fidelity and Low Fidelity simulation and Task Trainers</p> <p>Pre-Simulation Assignments:</p> <p>Written plan of care. Shift report documentation.</p> <p>SBAR Assignment:</p> <p>Oral and written communication strategy.</p> <p>Post-Simulation Charting:</p> <p>After caring for simulated clients, students document care within electronic health record.</p>
Demonstrate accountability for personal and professional behavior in all clinical settings.	7. Assume altruistic legal and ethical responsibility and accountability for personal and professional behavior.	<p>II. Basic Organizational and Systems Leadership for Quality Care and Patient Safety</p> <p>III. Scholarship for Evidence Based Practice</p> <p>VIII. Professionalism</p>	<p>5. Implementation</p> <p>5a. Coordination of Care</p> <p>5b. Health Teaching and Health Promotion</p>	<p>Clinical Evaluation Tool (CET)</p> <p>Professionalism Scorecard</p>

Professional Standards links below:

[ANA Standards of Professional Nursing Practice](#)

[The Essentials of Baccalaureate Education for Professional Nursing Practice](#)

Concepts (Exemplars)

Healthcare of the Client 1:

- **Communication**
- **Elimination**
- **Fluid and Electrolyte Balance**
- **Glucose Regulation**
- **Health Promotion/Disease and Injury Prevention**
- **Immunity**
- **Infection**
- **Mobility**
- **Nutrition**
- **Pain**
- **Safety**

Professional Nursing Concept 1:

- **Caring**
- **Client**
- **Communication**
- **Concept-Based Teaching/Student Centered Learning**
- **Culture**
- **Holism**
- **Lifespan**
- **Patient Education**
- **Safety**

Required Textbooks: (All are located within the Elsevier Bundle.)

Burcham, J. R., & Rosenthal, L. D. (Eds.). (2019). *Lehne's pharmacology for nursing care*. (10th ed.). St. Louis, MO: Elsevier.

Giddens, J. F. (Ed.). (2017). *Concepts for nursing practice*. (2nd ed.). St. Louis, MO: Elsevier.

Ignatavicius, D. D., Workman, M. L., Rebar, C. R., & Heimgartner, N. M. (Eds.). (2018). *Medical-surgical nursing: Concepts for interprofessional collaborative care*. (9th ed.). St. Louis, MO: Elsevier.

Jarvis, C. (Ed.). (2016). *Physical examination and health assessment*. (7th ed.). St. Louis, MO: Elsevier.

Perry, S. E., Lowdermilk, D. L., Cashion, K., Alden, K. R., Olshansky, E. F., Hockenberry, M. J., Wilson, D., & Rodgers, C. C. (Eds.). (2018). *Maternal child nursing care*. (6th ed.). St. Louis, MO: Elsevier.

Potter, A. P., Perry, A. G., Stocker, P. A., Hall, A. M., & Ostendorf, W. R. (Eds.). (2017). *Fundamentals of nursing*. (9th ed.). St. Louis, MO: Elsevier.

Software/Applications Requirements:

ExamSoft

Nursing Central Application on Mobile Device (Provided by UWG SON)

Nursing Concepts Online (NCO)

SafeMedicate

Simulation Learning System (SLS)

Optional Textbooks: None

Technology Needs for this Course: CourseDen D2L, Google Chrome, a laptop or tablet with internet capability will be required for each class meeting.

Required Software and Plug-ins

Microsoft Office (contains Word and PowerPoint) is required for this course.

If you do not have Office, you can obtain this for free from the UWG ITS department.

You can access instructions for obtaining this software at [UWG ITS](#).

You will need to have **updated virus protection software** on your computer, such as Norton or McAfee. It is the responsibility of computer owners to protect their computer against virus attacks. It is unlikely that viruses will be intentionally spread by members

of the UWG learning community; however, most viruses are spread unintentionally by users who have no knowledge of the infected files. You should protect your computer. Free antivirus software is also available through UWG ITS.

To access all other required and suggested plug-ins appropriate for this and other hybrid or distance education courses, refer to [Distance Ed at UWG](#).

For all other **technical support**, contact [UWG ITS](#) at: 678-839-6587

Resources for ELL/EAL Students

If you are concerned about your English language proficiency and / or U.S. culture is not your home culture, specialized resources may be available to help you succeed. Please reach out to a faculty member and /or an academic advisor for advice on: University Writing Center, Academic Coaching, Center for Diversity and Inclusion, or International Student Admissions and Programs for students on F1 visas.

Honors Course Distinction

If a student desires to receive honors distinction for this course, the student must consult with the Tanner Health System School of Nursing Undergraduate Research Coordinator and course instructor no later than the second week of class.

Learning in a Student Centered Concept Based Curriculum:

Student centered learning provides students with the unique opportunity to fully engage in learning. Rather than focusing on lecture, class and clinical sessions are used to explore course content. Learning activities allow students to apply knowledge of concepts and exemplars to professional nursing care. These activities are designed to encourage social and collaborative interaction; assess self-awareness, learning, critical/creative thinking, and problem solving skills; and, help students develop knowledge that is personally and professionally useful.

As a student in this course, you will be expected to direct your own learning by preparing for class or clinical and actively engaging in discussions on issues, concerns, and solutions related to professional nursing practice and nursing care. You are encouraged to apply what you learn by contributing your informed opinions to class and clinical discussion. These are all elemental in facilitating learning in a concept based curriculum.

Conceptual learning is most effective when the student (you):

1. Prepares for classroom or clinical discussion by completing assigned readings.
2. Presents accurate and relevant information about the topics being discussed.
3. Identifies the source of information presented in discussion.
4. Gives critical, but constructive commentary on comments and positions of other class members.
5. Asks questions to seek clarification and stimulate further discussion.
6. Assists the group in directing discussion towards goals and problem solving.

7. Maintains an open mind that allows for personal and professional growth.
8. Speaks openly and freely without monopolizing the discussion, and listens carefully when others are speaking.
9. Displays respect for self and others and interacts in a caring way.

Learning activities may include:

- Assigned readings and class/clinical discussion
- Case studies
- Presentations
- Formal and informal writing activities
- Discussion participation
- Gaming
- Problem-based learning
- Practice standardized exams
- Patient care experiences
- Simulations and role playing

Description of Assignments within Facility Clinical:

The following assignments are due to the CourseDen Dropbox upon the due date and time stated in CourseDen. ***These assignments may be graded by the clinical instructor. Failure to complete any of these assignments will result in a loss of points in professionalism and be reflected in the CET.***

- Written ISBARR Report
- Nursing Process Worksheet
- Journal Reflections
- Spirituality Assessment

The following assignments are to be completed weekly while caring for clients in the facility setting. Periodically, these are due to the CourseDen Dropbox upon the due date and time stated in CourseDen. ***These assignments may be graded by the clinical instructors. Failure to complete any of these assignments will result in a loss of points in professionalism and be reflected in the CET.***

- Daily Patient Prep Worksheets
- Head to Toe Assessments
- Clinical Skills Validation Sheet

Description of Major Assignments:

The following assignments are due based upon the due date and time stated in CourseDen. ***These assignments will be graded by the course faculty and staff.***

- **Clinical Evaluation Tool (CET) (Pass/Fail)**
 - Students will be evaluated weekly on the Weekly Clinical Facility Scorecard and Professionalism Scorecard.
 - Students will be evaluated at both midterm and end of semester for the CET.
 - Feedback from Weekly Clinical Facility Scorecards and Professionalism Scorecards will be used to assist the Clinical Instructors in completing the CETs.
 - Assigned clinical instructor and course faculty will have shared access to the CET
 - CET will be due upon date and time stated in CourseDen
 - ***If the student does not have a passing CET on the final CET, regardless of the rest of the grades in the course, the student will fail Clinical Practice 1.***
- **Graded Simulations (20%)**
 - Students will care for simulated clients and be evaluated on the Creighton Competency Evaluation Instrument (CCEI)
 - Competency categories of evaluation include:
 - Assessment
 - Communication
 - Clinical Judgment
 - Patient Safety
- **Skill Validations (20%)**
 - Student is expected to prepare for skills as directed within CourseDen and Module Overviews
 - Students will be evaluated using the Skills Validation Checklists
 - Skills that are “Validated” include:
 - Blood Glucose Testing
 - Administering Oral Medications
 - Administering Subcutaneous Injections
 - Administering Intramuscular Injections
 - Inserting and Removing Indwelling Urinary Catheter
- **Medication Calculation Quizzes (10%)**
 - Students will take three (3) medication calculation quizzes in Clinical Practice 1. Any student who does not receive a 10/10 (100%) grade on a medication calculation quiz is expected to remediate self using course resources and contact course faculty for an appointment for practice

medication calculation remediation between quiz attempts. **Failure to obtain 10/10 (100%) on at least one (1) medication calculation quiz will result in a grade of 0 for Medication Calculations in the gradebook. Medication Calculations constitute 10% of the student's course grade.**

- **Pre-Class Quizzes (10%)**

- Student will complete each skills module as outlined in CourseDen. After completing concept review and readings, students may complete the clinical skills competency tests within Evolve Nursing Concepts Online (NCO) in preparation for pre-class quizzes and class. Students will take pre-class quizzes in class over the following concepts:

- PPE and Glucose Testing
- Medication administration, Oxygen Delivery, Pain
- SQ and IM Injections
- Urinary Catheterization and Sterile Technique

- **Pre-Simulation Assignments (10%)**

- Pre-Simulation assignments will vary based on simulation scenario. Guidelines and rubrics are available within CourseDen.

- **Skills Drills (10%)**

- Students will be expected to demonstrate various skills throughout the course including but not limited to:
 - Vital Signs
 - Medication Calculation
 - Final Skills Checkoff

- **Professionalism (10%)**

- Students will earn up to 3 points per facility clinical day and campus clinical day each week.
- Professionalism, Participation, and Preparedness will be worth 10% of a student's final grade (5% facility and 5% campus)
- The campus clinical scorecard will be tracked by the course faculty weekly. It is the student's responsibility to make sure to sign in to campus clinical by the method chosen by faculty on time and prepared each week. **Failure of the student to sign in on the weekly campus clinical roster will result in 0 points for the assigned campus clinical week.**
- The facility clinical scorecard will be tracked weekly by both the student and clinical instructor. It is the student's responsibility to make sure the scorecard is completed and signed by the student's assigned clinical instructor weekly. The student will submit this scorecard to the course faculty on the following campus clinical day. **Failure of the student to**

turn in the weekly scorecard on time will result in 0 points for the assigned facility clinical week.

- **SafeMedicate Quizzes (5%)**
 - To prepare for in-class Medication Calculation Quizzes, students will complete at-home quizzes on SafeMedicate as assigned by course faculty.
- **Orientation (5%)**
 - Students will complete viewing of course orientation video by assigned date in CourseDen.
 - Students will complete Orientation Quiz in CourseDen by assigned date in CourseDen.

Grading Distribution

Clinical Evaluation Tool, Pass/Fail
Graded Simulations, 20%
Skills Validations, 20%
Medication Calculation Quizzes, 10%
Pre-Class Quizzes, 10%
Pre-Simulation Assignments, 10%
Skills Drills, 10%
Professionalism, 10%
SafeMedicate Quizzes, 5%
Orientation, 5%

Faculty will provide grades and feedback within 2 weeks from the due date of above listed graded assignments. All efforts will be made to provide grades and feedback to students in a timely manner. It is the student's responsibility to request an appointment with assigned faculty for one on one feedback or to review any graded activity.

Grading System for Undergraduate Students in THS SON:

Student proficiency in undergraduate coursework is recorded by the following letter grades. The quality of work for most courses in the undergraduate program is indicated by the grades of A, B, C, and F.

A – 90-100
B – 80-89.99
C – 75-79.99
F – 74.99 and below (failing)

The institution grade point average is calculated by dividing the number of hours scheduled in courses attempted in which a grade of A, B, C, F, or WF was received into the number of grade points earned on those hours scheduled (BOR Policy 3.5.1).

Note: No rounding of grades under any circumstances in any undergraduate nursing course will be allowed.

Missed and Late Assignment Policy:

Students are expected to submit assignments by the due date. Assignments will receive a deduction of 10% off the total assignment points possible for each day the assignment is late. Assignments will be accepted up to a maximum of three days (72 hours) late, after which point a zero will be recorded for the assignment. In the event of an emergency that prevents timely submission of an assignment, students should notify the course instructor(s) who will determine if the late policy can be waived. Consideration of the student's total course performance to date will be a contributing factor in the determination.

Students are encouraged to submit assignments in a timely fashion and to avoid submitting work at the last minute. Multiple technical problems can occur with electronic submissions, delaying or even preventing these submissions. Problems with your personal computer/Internet Service Provider are **NOT** acceptable explanations for late submission of assignments or other work.

Assignments will not be accepted by e-mail unless arrangements for this have been made with course instructors prior to the submission. If submission of assignments is delayed past the due date for the assignment due to technical problems at UWG, due dates will be adjusted accordingly and communicated to students via e-mail and through a News Announcement in the course site in CourseDen. If submission of assignments is delayed past the due date for the assignment due to technical problems of the student's personal device, internet service provider, or any other personal technology, the due date will not be adjusted and the student will receive the late penalty.

Participation Assignments, Quizzes, Graded Simulations, Skills Validations, Skills Drills, and Exams:

Because of the difficulty in rescheduling and making up assignments, quizzes, graded simulations, skills validations, skills drills, or exams, students should make arrangements regarding missed assignments, quizzes, graded simulations, skills validations, skills drills, or exams prior to being absent, if possible, or as soon as possible in cases of an emergency. An alternative assignment may be given for excused missed in class activities.

In class activities, quizzes, graded simulations, skills validations, skills drills, or exams are to be done in the face to face classroom scheduled date/time to receive points for the corresponding assignment.

Attendance Guidelines:

Students must attend and actively participate in each class, clinical, or simulation/skills session. All face-to-face sessions will begin and end on time. You should arrive to class, clinical, or simulation/skills sessions in a timely manner. Please refrain from being consistently tardy. Consistently tardy behavior does not convey responsibility, accountability, or a sense of caring for self or others.

Certain class sessions may be delivered online. Students are expected to actively participate in online activities and are responsible for submitting related assignments in

a timely manner. The guidelines for late assignments apply to online assignments as well. Points designated for online assignments will be deducted if you do not actively participate in online course activities.

For further explanation regarding general attendance policy and clinical attendance policy please see the appropriate policies located in the BSN Student Handbook.

Clinical Attendance Policy (Campus and Facility):

The clinical experience for Prelicensure BSN students is the sum of time spent in skills, simulation, and/or clinical facility sites. Attendance and punctuality are required for all clinical courses in both the campus and facility clinical setting. Attendance and participation in all learning activities is essential and necessary to meet clinical objectives and for success in the course and nursing program. Attendance and punctuality are required for all clinical courses in all clinical settings. It is expected that each student will attend campus and facility clinical, arrive on time, and not leave until the group is dismissed.

Clinical Punctuality (Campus and Facility):

Punctuality is an important part of professionalism. For the UWG THS SON, all clinical courses, the following applies:

- Tardy is defined as 1 minute late to 59 minutes late
- Any time after 59 minutes is considered “absent” and will be dealt with in the absence policy
- The same applies to leaving early
- Any missed clinical time (campus or facility) due to tardiness or leaving early must be made up

Excused Absences and Tardies

In order to make up a Facility Clinical, or to make up a missed in class assignment, quiz, graded simulation, skills validation, skills drill, or exam, the student must provide adequate documentation (i.e. medical excuse, summons to jury duty, documentation of death in family, documentation of deployment of immediate family member) verifying the reason for absence. Without this documentation, the student will not be allowed to make up the Facility Clinical or assignment. Original documentation must be provided to the instructor(s) within 72 hours of the absence.

Adequate documentation for an excused absence requires documents that include all five elements:

1. Student's name
2. Description of the incident
3. Date of the incident
4. Signature of the responsible professional

5. On letterhead or containing the facilities legal stamp or insignia providing contact information for the responsible professional (health care provider for medical problems, judge for required court proceedings, or other legal or professional documents with the student's name as the primary person of interest).

For example, an excused absence may be taken for the following reasons

- The student's own serious health condition or disease which causes the student to be unable to perform the functions of a nursing student;
- The emergent care or demise of a student's immediate family member;
- The birth of a student's son or daughter;
- Or, a spouse, son, daughter, or parent being deployed to active duty to the Armed Forces on the date that clinical or class is scheduled. The immediate family member's official orders will serve as sufficient documentation.

Please note that non-active duty military activities (basic training is not considered active-duty time), previously scheduled vacations/travel reservations/family reunions/weddings/etc., and documents that do not include the actual date of clinical or class are not considered viable excuses for absences or tardies.

Excused Tardy:

An excused tardy follows the definition above with all 5 elements provided and notice of tardiness to the clinical instructor or sim/skills instructor occurs prior to the scheduled clinical time. In this case, there will be no points deducted from the professionalism score. If the correct faculty is notified after the tardiness occurs, points will be deducted from the professionalism score. No need to complete a structured plan for success.

Unexcused Tardy:

Professionalism score will be reduced for all unexcused tardies.

- 1st Tardy
 - The Student must complete a Structured Plan for Success and turn it into course faculty within 72 hours. Failure to create and submit a Structured Plan for Success Form within 72 hours will result in an additional reduction in Professionalism points.
- 2nd Tardy
 - The Student must make an appointment with the course coordinator to discuss the pattern of tardiness (this is the student's responsibility to arrange).
- 3rd Tardy and greater
 - A continued pattern of tardiness will result in a 10% deduction to the total possible course grade available in the course on the final grade.

Clinical Attendance Policy Algorithm

Important Dates:

Wed. Aug 14, 2019	Fall Classes Begin
Aug. 14-20, 2019	Drop Add
Oct. 3-4, 2019	Fall Break (no classes, offices closed)
Wed. Oct 9, 2019	Last day to withdraw with a grade of W
Nov 25-27	Thanksgiving Recess (No classes, Offices Open)
Nov 28-29	Thanksgiving Holiday (No Classes, Offices Closed)
Fri. Dec 6, 2019	Fall Classes End
Dec 7-13, 2019	Final Exams
Sat. Dec 14, 2019	Graduation
Mon. Dec 16, 2019	Grades due by noon

Course Policies

Credentialing Requirements for Clinical Course

Failure of students to complete all items on the Health and Professional Requirements Checklist for the following courses: **NURS 3301 (this course)**, NURS 3302, NURS 4300, NURS 4301, NURS 4302, NURS 4485, and NURS 4527, will result in a penalty of 10% of the total possible course grade if the items are not completed by the following due dates: March 1st for summer semester, July 1st for fall semester, and October 1st for spring semester. There will be an additional penalty of another 10% of the total possible course grade if the items on the Health and Professional Requirements Checklist are not completed before the first day of each semester, as designated on the UWG academic calendar.

Uniform and Dress Code Requirements

Failure to adhere to the Professional Attire Policy & Guidelines while participating in Campus and Facility Clinicals may result in dismissal from the experience or a grade reduction. **Repeated violations of the Professional Attire Policy may result in a clinical failure.**

All students are required to wear a complete uniform to Campus and Facility clinicals. A complete uniform includes the uniform specified for the experience (blue uniform for Campus and white uniform for Facility), appropriate shoes as specified in the policy, UWG Nursing Student Name Badge, a stethoscope with both diaphragm and bell, watch with the ability to compute time in seconds, black pens, penlight, and bandage scissors.

Failure to wear the required uniform to Campus clinical will result in a loss of professionalism points for the day for the first occurrence. Failure to wear the required uniform to Campus clinical for a second occurrence will result in loss of professionalism points for the day and the student will be required to meet with the Course Coordinator

to complete a structured plan for success. Failure to wear the required uniform to Campus clinical for a third or subsequent occurrence will result in an unexcused absence for each day the student is in violation of the dress code and the Clinical Attendance Policy will be enforced.

Failure to wear the required uniform to Facility clinical will result in being dismissed from clinical that day and the student will receive an unexcused absence and the Clinical Attendance Policy will be enforced.

Please review the policy below in its entirety:

[Required Uniforms/General Dress Code](#)

Commitment to Class Cohesiveness

In order to foster a safe and effective learning environment, we agree to:

- be polite, considerate and honest when communicating with one another.
- notify each other of any major changes in a timely manner.
- use language (both verbal and nonverbal) that fosters a safe learning environment.
- demonstrate openness and flexibility in the learning environment.
- be organized! =)
- actively participate in class, clinical, or simulation/skills discussion and activities.

Expectations for Professionalism

There are certain characteristics expected of any member of a profession. Examples of behaviors that demonstrate professionalism in nursing are altruism, excellence, caring, beneficence, integrity, honesty, respect, and accountability. Students in this course are expected to demonstrate these professional behaviors: being attentive and participative during classroom, clinical, or simulation/skills discussions; communicating effectively with faculty, peers, and staff; and appropriately using course delivery systems and other online forums or social media. Expectations for professional behavior include, but are not limited to:

- attending class, clinical, or simulation/skills and arriving to class, clinical, or simulation/skills on time each session.
- preparing for class, clinical, or simulation/skills.
- actively participating in class, clinical, or simulation/skills activities and discussions.
- appropriately communicating with others in the learning environment (i.e. proper netiquette, communicating with peers about group assignments, contacting the course instructor regarding absences and late assignments in a timely manner, appropriately communicating during interviews).
- being accountable for one's actions.
- wearing professional dress when appropriate.
- demonstrating caring behaviors when interacting with others in the learning environment.

Depending on the severity of the lack of attention to these professional expectations or any of the professional competencies outlined in the BSN Student Handbook, deductions in course grades, failure of the course, or dismissal from the nursing program may result. In addition, concerns related to student lack of attention to professional expectations will be reviewed for consistency with breaches in existing policies and guidelines as outlined in the UWG and/or BSN Student Handbook. Standards of Procedure will be followed for breaches in adherence to policies, particularly those related to the UWG and/or THS SON honor code, with consequences for breaches being determined based on the most relevant Standards of Procedure.

Professionalism, Participation, & Preparedness Scorecard

Clinical Restrictions for Nursing Clinical Courses

Nursing Students may not:

- Give medications unsupervised by a licensed or registered nurse.
- Administer any chemotherapy agents.
- Obtain, sign off on, or hang any blood products independently or a registered nurse.
- Take verbal orders.
- Document without the co-signature of a licensed or registered nurse.
- Serve as a witness for Advanced Directives, Living Wills, or any informed consent.
- Initiate restraints.
- Perform admission assessment unsupervised by a registered nurse.
- Perform discharge instructions unsupervised by a registered nurse (staff or instructor).
- Transfer any patient with mobility issues without facility staff present.
- Transport any patient without facility staff present.
- Any invasive procedure on a patient without the supervision of licensed or registered nurse.

Testing Policies for Proctored Tests and Exams

Because of the difficulty in rescheduling and making up tests or exams, students should make arrangements regarding missed tests or exams prior to being absent, if possible, or as soon as possible in cases of an emergency. **In order to make up a test or exam, the student must provide adequate documentation (i.e. medical excuse, summons to jury duty, documentation of death in family) verifying the reason for absence. Without this documentation, the student will not be allowed to make up a test or exam.** Failure by the student to notify the instructor of a missed test or exam will result in a grade of zero (0) on the test.

Required textbooks for this course, class presentations/discussion, and ATI resources will be the primary sources for test/quiz questions.

All testing will be done via Exam Soft, CourseDen/D2L with Respondus Lockdown browser, or ATI. The following policies will be strictly enforced:

1. All purses, backpacks, and personal items (including cell phones and calculators) are to be left in lockers. Scratch paper will be provided. This sheet of paper should be submitted to the instructor upon completion of the test or exam.
2. Students are to remain outside the room until testing time and will be required to leave the room immediately following submission of their test. Re-access to the test or exam is prohibited.
3. The test or exam is the ONLY window that is permitted to be open during testing. If other windows are found open during testing, the student will receive a grade of zero (0) for that test.
4. Please shut down (not log off) your computer after submission of the test or exam.

Time Allocation for Quizzes, Tests, and Exams

It is the Tanner Health System School of Nursing policy to allot one minute for standard multiple-choice questions on any quiz, test, or exam. Faculty will give additional time (up to two minutes) for each alternate style question on a quiz, test, or exam. Additional testing time over and above that allotted to other students in the course will only be granted to students who meet the guidelines for this accommodation based on documentation and USG Board of Regents standards. Any student requesting additional testing time should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR) prior to the quiz, test, or exam to receive the extended testing time (please refer to the section below related to Accessibility Services).

If you have difficulty with the computer during testing, please stop testing and raise your hand immediately. The course instructor(s) will do their best to get computer issues resolved so that you can continue with testing. If the issue persists, the course instructor(s) and student will decide together if the student will continue or stop testing at that time. If many students are experiencing difficulty, please be patient with the course instructor(s) as they work to address everyone's needs.

Attendance on Exam (or exam equivalent validation) Days:

Any student who will not be able to attend an exam, (or exam equivalent validation), is responsible for notifying the instructor via CourseDen email as soon as possible BEFORE the absence occurs AND provide an excused valid documentation of the absence. **Students who arrive more than 10 minutes tardy for an exam or exam equivalent validation will not be allowed to take the exam and will receive a grade of zero (0).** Valid documentation for an absence or tardy must be provided to the course faculty within 48 hours of missing the exam or exam equivalent validation.

Test Review

Please make an appointment with a course faculty instructor to review your quiz, graded simulation, or skills validation.

Academic Honesty

The Tanner Health System School of Nursing faculty members value professional and academic integrity and will not tolerate any form of dishonesty or deception. The academic honesty policy for this course is the same as that of the University of West Georgia and the THS SON. **Evidence of cheating, fabrication, plagiarism, unauthorized use of exams, opening another window during computer based testing, and sharing of specific questions, rationales, or any information regarding exams is prohibited and will result in failure in this course.**

Students displaying questionable behavior regarding honesty and integrity in the academic setting will be counseled immediately, and appropriate actions will be taken. If a student is found to be involved in questionable behavior outside the academic area, i.e., any involvement in the Student Judicial system, the student's standing in the program may be in jeopardy pending the outcome of such activity. More specific definitions can be found on the UWG website in the [University of West Georgia Student Handbook](#)

[Social Media Policy](#)

[Impaired Student Policy](#)

Turnitin

In an effort to ensure academic integrity, the Tanner Health System School of Nursing vigorously affirms the importance of an Honor Code as defined by the THS SON BSN Student Handbook. Therefore, in an effort to detect and prevent plagiarism, undergraduate faculty members at THS SON now use a similarity tool called Turnitin to compare a student's work with multiple online sources. Turnitin reports a percentage of similarity with multiple online sources and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, the individual faculty member must make that judgment.

Selected assignments in this course will be checked for similarity using Turnitin.com. A Turnitin draft assignment submission folder (dropbox) will be available for the submission of all assignments in this course so you may practice your scholarly writing over the course of the semester. Also, you may submit to the Turnitin draft assignment submission folder as many times as possible and please review the similarity report with each draft submission. According to the Turnitin site, when multiple submissions are submitted, only one Similarity Report will be processed in a 24-hour period; reports "for second or subsequent submissions will require a 24 hour delay before the Similarity Report begins processing." Lastly, once you submit your final assignment to the designated final submission folder (not the draft assignment submission folder), your paper will be reviewed through Turnitin and a Similarity Report will be generated with no

resubmission/revisions allowed.

Turnitin training resources for students

[UWG Online Turnitin Training resources](#). These resources will cover reviewing the similarity report and feedback through Turnitin (please click on the link titled “Other Services” for Turnitin resources). The THS SON also provides resources for online tools at their [Technology Resources](#) page as well as a video on [Reviewing Turnitin Assignments](#).

Tape Recorder Policy

Taping of lectures can be a useful learning tool; however, because of the sensitive nature of discussions regarding personal feelings and the legal and ethical considerations concerning patient confidentiality, tape recorders must be used very cautiously and are up to the discretion of the faculty being recorded. Please talk with your instructor prior to recording.

All electronic devices are to be on vibrate while in class.

UWG Common Language for Course Syllabi

Students should review the [UWG Common Language](#) each semester as changes or updates may occur.

EQUAL OPPORTUNITY STATEMENT

No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by UWG.

AFFIRMATIVE ACTION STATEMENT

University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students

Additional Online Resources:

[Distance Education Help](#)

[Ingram Library](#)

[UWG Book Store](#)

[UWG Network Use Policy](#)

[UWG Student Handbook](#)

[BSN Student Handbook](#)

University of West Georgia Tanner Health System School of Nursing BSN Course Syllabus Semester, Year

**NURS 3301- Clinical Nursing Practice 1, 2 sections
CRN-**

Credit Hours: 0-12-6

Prerequisites: NURS 3000, NURS 3210

Co-requisites: NURS 2101, NURS 3201

Faculty Contact Information

Name:

Office Number: *School of Nursing, Room etc.*

Office Phone: (XXX)-XXX-XXXX

Cell Phone: (XXX)-XXX-XXXX

Fax Number: (XXX)-XXX-XXXX

e-mail: XXXXXX@westga.edu

Office Hours: *(A clear statement of virtual hours, lead time and preference for responding to students' queries via email, phone, the web, or other means. Times when students can reach you.)*

About me: *(Short introductory and personal background.)*

Course Description:

This course focuses on the basic knowledge and skills necessary for the professional nurse to deliver safe and person-centered care across the lifespan. Beginning professional and healthcare related concepts will be applied in laboratory, simulation, and a variety of health care settings.

Course Learning Outcomes:

Course Learning Outcomes	BSN Program Outcomes	BSN Essentials	ANA Standards of Professional Nursing Practice	Description of Major Assignment

Apply basic skills in critical thinking and clinical reasoning while providing competent, safe, person-centered care across the lifespan. (1,3)	1, 3			
Provide holistic care to persons while demonstrating respect for diverse cultures.	2			
Provide quality caring and evidence-based nursing care within established ethical and legal boundaries.	1, 3, 7			
Demonstrate beginning ability to use clear and effective written, oral, and electronic communication.	3, 4			
Demonstrate accountability for personal and professional behavior in all clinical settings.	7			

Professional Standards links below:

[ANA Standards of Professional Nursing Practice](#)

[The Essentials of Baccalaureate Education for Professional Nursing Practice](#)

Concepts (Exemplars) *(if applicable)*

Required Textbooks:

Optional Textbooks:

Attention Faculty- the following information must be included in this syllabus (some of which is already provided below):

- Software, plugins and hardware above the basics. (required by BOR)
- Disclaimer stating dates may change.
- Dates of no show withdrawals, midpoint withdrawal.
- Dates of major assignments, papers, exams, course requirements.
- Can use CourseDen calendar for this but should state there is a course calendar.

(Please erase this notice once you have included the above in your document).

Required Software and Plug-ins

Microsoft Office (contains Word and PowerPoint) is required for this course. If you do not have Office, you can obtain this for free from the UWG ITS department. You can access instructions for obtaining this software at [UWG ITS](#).

You will need to have **updated virus protection software** on your computer, such as Norton or McAfee. It is the responsibility of computer owners to protect their computer against virus attacks. It is unlikely that viruses will be intentionally spread by members of the UWG learning community; however, most viruses are spread unintentionally by users who have no knowledge of the infected files. You should protect your computer. Free antivirus software is also available through UWG ITS.

To access all other required and suggested plug-ins appropriate for this and other hybrid or distance education courses, refer to [Distance Ed at UWG](#).

For all other **technical support**, contact [UWG ITS](#) at: 678-839-6587

Resources for ELL/EAL Students

If you are concerned about your English language proficiency and / or U.S. culture is not your home culture, specialized resources may be available to help you succeed. Please reach out to a faculty member and /or an academic advisor for advice on: University Writing Center, Academic Coaching, Center for Diversity and Inclusion, or International Student Admissions and Programs for students on F1 visas.

Honors Course Distinction

If a student desires to receive honors distinction for this course, the student must consult with the Tanner Health System School of Nursing Undergraduate Research Coordinator and course instructor no later than the second week of class.

Learning in a Student Centered Concept Based Curriculum: *(include for all courses in pre-licensure program)*

Student centered learning provides students with the unique opportunity to fully engage in learning. Rather than focusing on lecture, class and clinical sessions are used to explore course content. Learning activities allow students to apply knowledge of concepts and exemplars to professional nursing care. These activities are designed to encourage social and collaborative interaction; assess self-awareness, learning, critical/creative thinking, and problem solving skills; and, help students develop knowledge that is personally and professionally useful.

As a student in this course, you will be expected to direct your own learning by preparing for class or clinical and actively engaging in discussions on issues, concerns, and solutions related to professional nursing practice and nursing care. You are encouraged to apply what you learn by contributing your informed opinions to class and clinical discussion. These are all elemental in facilitating learning in a concept based curriculum.

Conceptual learning is most effective when the student (you):

1. Prepares for classroom or clinical discussion by completing assigned readings.
2. Presents accurate and relevant information about the topics being discussed.
3. Identifies the source of information presented in discussion.

4. Gives critical, but constructive commentary on comments and positions of other class members.
5. Asks questions to seek clarification and stimulate further discussion.
6. Assists the group in directing discussion towards goals and problem solving.
7. Maintains an open mind that allows for personal and professional growth.
8. Speaks openly and freely without monopolizing the discussion, and listens carefully when others are speaking.
9. Displays respect for self and others and interacts in a caring way.

Learning activities may include: *(can customize for each specific course)*

- Assigned readings and class/clinical discussion
- Case studies
- Presentations
- Formal and informal writing activities
- Discussion participation
- Gaming
- Problem-based learning
- Practice standardized exams
- Patient care experiences

Description of Assignments: *(Include a description of all major assignments. One short, succinct paragraph per major assignment.)*

Grading Distribution

Example

Discussion Boards, 20%

Presentations, 30%

Writing Assignments, 50%

Grading System for Undergraduate Students in THS SON:

Student proficiency in undergraduate coursework is recorded by the following letter grades. The quality of work for most courses in the undergraduate program is indicated by the grades of A, B, C, and F.

A – 90-100

B – 80-89.99

C – 75-79.99

F – 74.99 and below (failing)

The institution grade point average is calculated by dividing the number of hours scheduled in courses attempted in which a grade of A, B, C, F, or WF was received into the number of grade points earned on those hours scheduled (BOR Policy 3.5.1).

Note: No rounding of grades under any circumstances in any undergraduate nursing course will be allowed.

Missed and Late Assignment Policy:

(Faculty member must complete this section with a clear policy.)

Attendance Guidelines:

Students must attend and actively participate in each class, clinical, or simulation/skills session. All face-to-face sessions will begin and end on time. You should arrive to class, clinical, or simulation/skills sessions in a timely manner. Please refrain from being consistently tardy. Consistently tardy behavior does not convey responsibility, accountability, or a sense of caring for self or others.

Certain class sessions may be delivered online. Students are expected to actively participate in online activities and are responsible for submitting related assignments in a timely manner. The guidelines for late assignments apply to online assignments as well. Points designated for online assignments will be deducted if you do not actively participate in online course activities.

For further explanation regarding general attendance policy and clinical attendance policy please see the appropriate policies located in the BSN Student Handbook.

Important Dates:

Mon. June 3, 2019	Summer Classes Begin
Mon. June 3-4, 2019	Drop Add
Thur. Jul 4, 2019	July 4th Holiday (no classes, offices closed)
Thur. June. 27, 2019	Last day to withdraw with a grade of W
Tue. July 23, 2019	Summer Classes End
July 25-26, 2019	Final Exams
Sat. July 27, 2019	Graduation

Mon. July 29, 2019 Grades due by Noon

Course Policies

Commitment to Class Cohesiveness

In order to foster a safe and effective learning environment, we agree to:

- be polite, considerate and honest when communicating with one another.
- notify each other of any major changes in a timely manner.
- use language (both verbal and nonverbal) that fosters a safe learning environment.
- demonstrate openness and flexibility in the learning environment.
- be organized!
- actively participate in class, clinical, or simulation/skills discussion and activities.

Expectations for Professionalism

There are certain characteristics expected of any member of a profession. Examples of behaviors that demonstrate professionalism in nursing are altruism, excellence, caring, beneficence, integrity, honesty, respect, and accountability. Students in this course are expected to demonstrate these professional behaviors: being attentive and participative during classroom, clinical, or simulation/skills discussions; communicating effectively with faculty, peers, and staff; and appropriately using course delivery systems and other online forums or social media. Expectations for professional behavior include, but are not limited to:

- attending class, clinical, or simulation/skills and arriving to class, clinical, or simulation/skills on time each session.
- preparing for class, clinical, or simulation/skills.

- actively participating in class, clinical, or simulation/skills activities and discussions.
- appropriately communicating with others in the learning environment (i.e. proper netiquette, communicating with peers about group assignments, contacting the course instructor regarding absences and late assignments in a timely manner, appropriately communicating during interviews).
- being accountable for one's actions.
- wearing professional dress when appropriate.
- demonstrating caring behaviors when interacting with others in the learning environment.

Depending on the severity of the lack of attention to these professional expectations or any of the professional competencies outlined in the BSN Student Handbook, deductions in course grades, failure of the course, or dismissal from the nursing program may result. In addition, concerns related to student lack of attention to professional expectations will be reviewed for consistency with breaches in existing policies and guidelines as outlined in the UWG and/or BSN Student Handbook. Standards of Procedure will be followed for breaches in adherence to policies, particularly those related to the UWG and/or THS SON honor code, with consequences for breaches being determined based on the most relevant Standards of Procedure.

Clinical Restrictions for Nursing Clinical Courses

Nursing Students may not:

- Give medications unsupervised by a licensed or registered nurse.
- Administer any chemotherapy agents.
- Obtain, sign off on, or hang any blood products independently or a registered nurse.
- Take verbal orders.
- Document without the co-signature of a licensed or registered nurse.
- Serve as a witness for Advanced Directives, Living Wills, or any informed consent.
- Initiate restraints.
- Perform admission assessment unsupervised by a registered nurse.
- Perform discharge instructions unsupervised by a registered nurse (staff or instructor).
- Transfer any patient with mobility issues without facility staff present.
- Transport any patient without facility staff present.
- Any invasive procedure on patient without the supervision of licensed or registered nurse.

Testing Policies for Proctored Tests and Exams

Because of the difficulty in rescheduling and making up tests or exams, students should make arrangements regarding missed tests or exams prior to being absent, if possible, or as soon as possible in cases of an emergency. **In order to make up a test or exam, the student must provide adequate documentation (i.e. medical excuse, summons to jury duty, documentation of death in family) verifying the reason for absence. Without this documentation, the student will not be allowed to make up a test or exam.** Failure by the student to notify the instructor of a missed test or exam will result in a grade of zero (0) on the test.

Required textbooks for this course, class presentations/discussion, and ATI resources will be the primary sources for test/quiz questions.

All testing will be done via Exam Soft, CourseDen/D2L with Respondus Lockdown browser, or ATI. The following policies will be strictly enforced:

1. All purses, backpacks, and personal items (including cell phones and calculators) are to be left in lockers. Scratch paper will be provided. This sheet of paper should be submitted to the instructor upon completion of the test or exam.
2. Students are to remain outside the room until testing time and will be required to leave the room immediately following submission of their test. Re-access to the test or exam is prohibited.
3. The test or exam is the ONLY window that is permitted to be open during testing. If other windows are found open during testing, the student will receive a grade of zero (0) for that test.
4. Please shut down (not log off) your computer after submission of the test or exam.

Time Allocation for Quizzes, Tests, and Exams

It is the Tanner Health System School of Nursing policy to allot one minute for standard multiple-choice questions on any quiz, test, or exam. Faculty will give additional time (up to two minutes) for each alternate style question on a quiz, test, or exam. Additional testing time over and above that allotted to other students in the course will only be granted to students who meet the guidelines for this accommodation based on documentation and USG Board of Regents standards. Any student requesting additional testing time should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR) prior to the quiz, test, or exam to receive the extended testing time (please refer to the section below related to Accessibility Services).

If you have difficulty with the computer during testing, please stop testing and raise your hand immediately. The course instructor(s) will do their best to get computer issues resolved so that you can continue with testing. If the issue persists, the course instructor(s) and student will decide together if the student will continue or stop testing at that time. If many students are experiencing difficulty, please be patient with the course instructor(s) as they work to address everyone's needs.

Test Review

(Faculty member must fill in this information.)

Academic Honesty

The Tanner Health System School of Nursing faculty members value professional and academic integrity and will not tolerate any form of dishonesty or deception. The academic honesty policy for this course is the same as that of the University of West Georgia and the THS SON. **Evidence of cheating, fabrication, plagiarism, unauthorized use of exams, opening another window during computer-based testing, and sharing of specific questions, rationales, or any information regarding exams is prohibited and will result in failure in this course.**

Students displaying questionable behavior regarding honesty and integrity in the academic setting will be counseled immediately, and appropriate actions will be taken. If a student is found to be involved in questionable behavior outside the academic area, i.e., any involvement in the Student Judicial system, the student's standing in the program may be in jeopardy pending the outcome of such activity. More specific definitions can be found on the UWG website in the [University of West Georgia Student Handbook](#)

Turnitin

In an effort to ensure academic integrity, the Tanner Health System School of Nursing vigorously affirms the importance of an Honor Code as defined by the THS SON BSN Student Handbook. Therefore, in an effort to detect and prevent plagiarism, undergraduate faculty members at THS SON now use a similarity tool called Turnitin to compare a student's work with multiple online sources.

Turnitin reports a percentage of similarity with multiple online sources and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, the individual faculty member must make that judgment.

Selected assignments in this course will be checked for similarity using Turnitin.com. A Turnitin draft assignment submission folder (dropbox) will be available for the submission of all assignments in this course so you may practice your scholarly writing over the course of the semester. Also, you may submit to the Turnitin draft assignment submission folder as many times as possible and please review the similarity report with each draft submission. According to the Turnitin site, when multiple submissions are submitted, only one Similarity Report will be processed in a 24-hour period; reports "for second or subsequent submissions will require a 24 hour delay before the Similarity Report begins processing." Lastly, once you submit your final assignment to the designated final submission folder (not the draft assignment submission folder), your paper will be reviewed through Turnitin and a Similarity Report will be generated with no resubmission/revisions allowed.

Turnitin training resources for students

[UWG Online Turnitin Training resources](#). These resources will cover reviewing the similarity report and feedback through Turnitin (please click on the link titled "Other Services" for Turnitin resources). The THS SON also provides resources for online tools at their [Technology Resources](#) page as well as a video on [Reviewing Turnitin Assignments](#).

Tape Recorder Policy

Taping of lectures can be a useful learning tool; however, because of the sensitive nature of discussions regarding personal feelings and the legal and ethical considerations concerning patient confidentiality, tape recorders must be used very cautiously and are up to the discretion of the faculty being recorded. Please talk with your instructor prior to recording.

All electronic devices are to be on vibrate while in class.

UWG Common Language for Course Syllabi

Students should review the [UWG Common Language](#) each semester as changes or updates may occur.

EQUAL OPPORTUNITY STATEMENT

No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by UWG.

AFFIRMATIVE ACTION STATEMENT

University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students

Additional Online Resources:

[Distance Education Help](#)

[Ingram Library](#)
[UWG Book Store](#)
[UWG Network Use Policy](#)
[UWG Student Handbook](#)
[BSN Student Handbook](#)

(When completed please place this syllabus in your course in PDF format. If you have any questions please contact Charles Akin. Have a great semester!)

NURS - 4000 - Preparation for Nursing Licensure

2020-2021 Undergraduate Revise Course Request

General Information

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

Modifications (Check all that apply)*

- Course Title
- Prerequisites/Co-requisites
- Cross-listing
- Catalog Description
- Credit Hours
- Student Learning Outcomes
- Restrictions
- Frequency of Course Offering
- Grading Structure
- Course Fee
- Repeat for Credit
- Other

If other, please identify.

Desired Effective Semester *

Desired Effective Year *

Course Information

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

- Course Prefix (cannot be modified. Must add/delete course)
- Course Number (cannot be modified. Must add/delete course)
- Course Title
- Course Type (do not modify)
- Catalog Course Description
- Prerequisites/Corequisites
- Frequency
- Grading
- Credit Hours
- Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix* <input type="text" value="NURS"/>	Course Number* 4000
Course Title* Preparation for Nursing Licensure	
Long Course Title NCLEX Preparation for Professional Licensure	
Course Type - DO NOT EDIT* <input type="text" value="Nursing"/>	
Catalog Course Description* This course focuses on preparing students for the National Licensure Examination for Registered Nurses (NCLEX-RN). Emphasis is placed on reviewing nursing clinical decision-making, improving test-taking skills, reducing test anxiety, and cognitive restructuring to ensure an attitude of success.	
Prerequisites Prerequisite: NURS 4201 and NURS 4301. 	
Corequisites NURS 4202, NURS 4302	
Frequency - How many semesters per year will this course be offered? <input type="text" value="2"/>	Grading* <input type="text" value="Undergraduate Standard Letter"/>
Status* <input checked="" type="radio"/> Active-Visible <input type="radio"/> Inactive-Hidden	

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal may need to be submitted.

Lec Hrs* 2

Lab Hrs* 0

Credit Hrs* 2

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing

Restrictions

Repeat for Credit

Cross-listing

Restrictions

Can a student take this course multiple times, each attempt counting separately toward graduation?*

Yes
 No

If yes, indicate maximum number of credit hours counted toward graduation.* 2

Justification and Assessment

Rationale* The credit hours will be increased from 1-0-1 to 2-0-2 due to the amount of student learning activities and tools used in the course to promote student success in the licensure examination. This requires more class and study time. The course revision will begin in Spring 2022.

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.

1. Utilize critical thinking and clinical reasoning based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences to think critically in correctly answering NCLEX-RN examination style questions. (3)
2. Demonstrate confidence in program content areas and ability to pass the NCLEX-RN. (3)
3. Identify individual barriers to success on the NCLEX-RN (test anxiety and patterns of thinking) and develop a strategic plan to reduce or eliminate the barriers. (3)

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as one document.

Please ensure it's the correct syllabus (e.g. correct course prefix and number, course title, learning

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* I have attached the syllabus.
 N/A

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 155

Are you making changes to the special fees or tuition that is required for this course?* Yes
 No

If yes, what will the fee be? If no, please list N/A.* 0.00

Fee Justification* N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

Department/School - DO NOT EDIT*

University of West Georgia

Tanner Health System School of Nursing

Is this a School of Nursing or University College course?* Yes No

Is this a College of Education course?* Yes No

Is the addition/change related to core, honors, or XIDS courses?* Yes
 No

Is Senate Review Required?* Yes No

Administrative Use Only - DO NOT EDIT**Course ID*** 29903

LAUNCH proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

University of West Georgia Tanner Health System School of Nursing BSN Course Syllabus Fall 2019

Tuesdays 2:00 pm – 2:50 pm Newnan Room 133

NURS 4000-91D NCLEX Preparation for Professional Licensure (CRN 80012)

Credit Hours: 1-0-1

Prerequisites: NURS 4201, NURS 4301

Co-requisites: NURS 4202, NURS 4302

Faculty Contact Information

Name: Nancy Capponi, EdD, RN, CCRN, CEN

Office Number: *School of Nursing, Room 344*

Office Phone: (678)-839-5627

Cell: 770-335-4361 (emergencies only)

Fax Number: (678)-839-2462

e-mail: ncapponi@westga.edu (*Preferred contact*)

Name: Laura Phillips, EdD, RN, BS

Office Number: *School of Nursing Carrollton Campus, Rm. 304*

Office Phone: 678-839-5626

Cell: 404-427-0043 (emergencies only)

Fax Number: (678)-839-2462

e-mail: lphillips@westga.edu (*Preferred contact*)

Preferred method of communication: e-mail (westga.edu).

Office Hours: Face to face or online by appointment only. UWG email is the best way to contact either one of us.

Response time: Every effort will be made to respond within 24 hours to emails received Monday through Thursday. Expect the response time for e-mails received on Fridays, weekends or holidays to be longer (48 to 72 hours). Please keep in mind that we have administrative responsibilities in addition to teaching.

About Dr. Capponi: I have been a practicing nurse since January, 1982 working in various roles in the Emergency Department, ICU, Cath Lab, and Cardiology. I earned a

diploma in nursing at Charity Hospital School of Nursing, a BSN & MSN at Clayton State University, and an EdD from the University of West Georgia. I have been in academia since 2009 at Clayton State University and have been at UWG since August, 2017.

About Dr. Phillips: I live in McDonough with my husband, two sons, and our two black labs. I earned my BSN from Georgia State University, my MSN from Clayton State University, and recently earned my EdD from the University of West Georgia. I have been a nurse since 1998, working in the Emergency Department as a staff nurse, clinical coordinator, and educator. I have worked at UWG for the last year. I also continue to work in a local Emergency Department teaching specialty courses and working with new graduate nurses.

Course Description:

This course focuses on preparing students for the National Licensure Examination for Registered Nurses (NCLEX®-RN). Emphasis is placed on reviewing nursing clinical decision-making, improving test-taking skills, reducing test anxiety, and cognitive restructuring to ensure an attitude of success.

Course Learning Outcomes:

Course Learning Outcomes Upon completion of the course you (the learner) will be able to:	BSN program Outcomes	BSN Essentials	ANA Standards of Professional Nursing Practice	Title of Related Assignment
Utilize critical thinking and clinical reasoning based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences to	3	II, III, IV, V, VI, VII, VIII, IX	1, 2, 3, 4, 5, 5A, 5B, 6	<ul style="list-style-type: none"> • Adaptive Quizzing • Practice ATI Content Mastery • NCLEX Review Course

think critically in correctly answering NCLEX-RN examination style questions.				
Demonstrate areas confidence in program content and ability to pass the NCLEX®-RN.	3	II, III, IV, V, VI, VII, VIII, IX	1, 2, 3, 4, 5, 5A, 5B, 6	<ul style="list-style-type: none"> • Adaptive Quizzing • Practice ATI Content Mastery • ATI Comprehensive Predictor Remediation Plan
Identify individual barriers to success on the NCLEX/RN (test anxiety and patterns of thinking) and develop a strategic plan to reduce or eliminate the barriers.	3	I	1, 2, 3, 4, 5, 5A, 5B, 6	<ul style="list-style-type: none"> • NCLEX Success Plan • ATI Comprehensive Predictor Remediation Plan

Required Textbooks:

All resources/texts in Elsevier Bundle (as previously purchased)

Professional Standards links below:

[ANA Standards of Professional Nursing Practice](#)

[The Essentials of Baccalaureate Education for Professional Nursing Practice](#)

Concepts (Exemplars): N/A

Required Textbooks:

All resources/texts in Elsevier Bundle (as previously purchased)

- o Elsevier Adaptive Quizzing for the NCLEX-RN Exam.(2014) ISBN: 9780323244954
- o Giddens, J.F. (2013). *Concepts for nursing practice*. St. Louis, MO: Mosby.
- o Ignatavicius, D.D. & Workman, M.L. (2015). *Medical-surgical nursing: Patient-centered collaborative care* (8th ed.). St. Louis, MO: Saunders.

- o LoBiondo-Wood, G., & Haber, J. (Eds.). (2014). *Nursing research: Methods and critical appraisal for evidence-based practice*. St. Louis, MO: Mosby/Elsevier.[ISBN: 9780323100922] e-book
- o Perry, S. E., Hockenberry, M. J., Lowdermilk, D. L., & Wilson D. (Eds.). (2014). *Maternal child nursing care* (5th ed.). St. Louis, MO: Mosby/Elsevier. [ISBN: 9780323226486] e-book
- o Potter, P. A., Perry, A. G., Stockert, P., & Hall, A. (2013). *Fundamentals of nursing* (8th ed.). St. Louis, MO: Mosby/Elsevier.[ISBN: 9780323091916] e-book
- o Kee, J. L., & Marshall, S. M. (2013). *Clinical calculations: With applications to general and specialty areas* (7th ed.). St. Louis, MO: Saunders/Elsevier. [ISBN: 9781455703852]
- ATI CARP
 - o Assessment Technologies Institute, LLC. (2013). *Fundamentals of nursing review module – Edition 8.0*. Available from www.atitesting.com
 - o Assessment Technologies Institute, LLC. (2013). *Leadership and management-Edition 6.0*. Available from www.atitesting.com
 - o Assessment Technologies Institute, LLC. (2013). *Nutrition for nursing review module-Edition 5.0*. Available from www.atitiesting.com
 - o Assessment Technologies Institute, LLC. (2013). *RN adult medical-surgical review module-Edition 9.0*. Available from www.atitesting.com
 - o Assessment Technologies Institute, LLC. (2013). *RN community health review module-Edition 6.0*. Available from www.atitiesting.com
 - o Assessment Technologies Institute, LLC. (2013). *RN maternal newborn review module-Edition 9.0*. Available from www.atitiesting.com
 - o Assessment Technologies Institute, LLC. (2013). *RN nursing care of children review module-Edition 9.0*. Available from www.atitesting.com
 - o Assessment Technologies Institute, LLC. (2013). *RN pharmacology review module-Edition 6.0*. Available from www.atitiesting.com
- Online access during class:
 - o Nursing Central
 - o CourseDen D2L
 - o Other sites as needed

Optional Textbooks:

Highly Recommend:

- LaCharity, L.A., Kumagai, C.K., Bartz, B. (2018). Prioritization, Delegation, and Assignment: Practice Exercises for the NCLEX Examination. 4th Edition. Elsevier-Mosby: St. Louis, MO 63043
ISBN-13: 978-0323498289

Required Software and Plug-ins:

Microsoft Office (contains Word and PowerPoint) is required for this course.

If you do not have Office, you can obtain this for free from the UWG ITS department.

You can access instructions for obtaining this software at

<https://www.westga.edu/its/sits/index.php>

You will need to have **updated virus protection software** on your computer, such as Norton or McAfee. It is the responsibility of computer owners to protect their computer against virus attacks. It is unlikely that viruses will be intentionally spread by members of the UWG learning community; however, most viruses are spread unintentionally by users who have no knowledge of the infected files. You should protect your computer. Free antivirus software is also available through UWG ITS.

To access all other required and suggested plug-ins appropriate for this and other hybrid or distance education courses, refer to [Distance Ed at UWG](#).

For all other **technical support**, contact [UWG ITS](#) at: 678-839-6587

Resources for ELL/EAL Students

If you are concerned about your English language proficiency and / or U.S. culture is not your home culture, specialized resources may be available to help you succeed. Please reach out to a faculty member and /or an academic advisor for advice on: University Writing Center, Academic Coaching, Center for Diversity and Inclusion, or International Student Admissions and Programs for students on F1 visas.

Honors Course Distinction

If a student desires to receive honors distinction for this course, the student must consult with the Tanner Health System School of Nursing Undergraduate Research Coordinator and course instructor no later than the second week of class.

Learning in a Student Centered Concept Based Curriculum:

Student centered learning provides students with the unique opportunity to fully engage in learning. Rather than focusing on lecture, class and clinical sessions are used to explore course content. Learning activities allow students to apply knowledge of concepts and exemplars to professional nursing care. These activities are designed to encourage social and collaborative interaction; assess self-awareness, learning,

critical/creative thinking, and problem solving skills; and, help students develop knowledge that is personally and professionally useful.

As a student in this course, you will be expected to direct your own learning by preparing for class or clinical and actively engaging in discussions on issues, concerns, and solutions related to professional nursing practice and nursing care. You are encouraged to apply what you learn by contributing your informed opinions to class and clinical discussion. These are all elemental in facilitating learning in a concept based curriculum.

Conceptual learning is most effective when the student (you):

1. Prepares for classroom or clinical discussion by completing assigned readings.
2. Presents accurate and relevant information about the topics being discussed.
3. Identifies the source of information presented in discussion.
4. Gives critical, but constructive commentary on comments and positions of other class members.
5. Asks questions to seek clarification and stimulate further discussion.
6. Assists the group in directing discussion towards goals and problem solving.
7. Maintains an open mind that allows for personal and professional growth.
8. Speaks openly and freely without monopolizing the discussion, and listens carefully when others are speaking.
9. Displays respect for self and others and interacts in a caring way.

Learning activities may include:

- Assigned readings and class discussion
- Case studies
- Presentations
- Formal and informal writing activities
- Discussion participation
- Gaming
- Problem-based learning
- Practice standardized exams
- NCLEX-RN practice questions

Course Schedule/Calendar:

The course schedule/calendar is located in the “Start Here” module in the course site in CourseDen. Learners are encouraged to review this schedule at the start of the course and periodically throughout the semester. This schedule contains the dates of all assignments, papers, quizzes, and course requirements. **Dates for assignments and learning activities within the course are subject to change.** Learners will be notified of any changes in the course schedule/calendar by email and/or a posted News Announcement in the course site in CourseDen. Dates for “no show” withdrawal and midpoint withdrawal from the course are noted in the course syllabus.

Course Credit Hours	Percent Online	Minutes of Online Instruction	Minutes of Supporting Activities
1	20%	225	9

ATI RN Comprehensive Predictor: A proctored NCLEX-RN Comprehensive Predictor (readiness) assessment will be provided in NURS 4202 Healthcare of the Client IV to assist students in identifying their readiness for NCLEX-RN.

The student will develop an ATI Remediation Plan based on results obtained from the first ATI Comprehensive Predictor Exam. Students will identify their personal three weakest areas based the ATI Comprehensive Predictor first attempts.

Other learning activities in NURS 4000 will be used to supplement the student remediation plan and assist in ensuring success on the NCLEX-RN.

Practice Testing: In order to use critical thinking and clinical reasoning based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences to think critically in correctly answering NCLEX-RN examination style questions in a proctored environment, practice tests are assigned to build confidence in program content and ability to pass the NCLEX-RN.

Success Plan and Remediation Plan: Complete a Success Plan essay that discusses the findings from your learning style self-assessment, study style self-assessment, and self-identified distractions that impede study time. The plan should be supported by describing how your learning style, study style, and time management impacts your studying behaviors, and by describing strategies for improvement. The plan should be in APA format and free from mechanical errors. The Remediation Plan should be completed after taking the first ATI Comprehensive Predictor practice tests.

Participation: Attendance is mandatory to the 3-day live NCLEX review class. The Hurst Review offered to students is optional; however, this review is highly recommended for students who have challenges with test taking.

Grading Distribution:

Course Introduction & Orientation	5	points
Plan for Success	100	points
Initial Success Plan + Calendar 20 pts +		
ATI Remediation Plan 30 pts		
1000 Questions of your choice 50 pts		
ATI Practice Quizzes	140	points

1 st ATI Comp Pred Practice Quiz 25 pts		
2 nd ATI Comp Pred Practice Quiz 25 pts		
9 ATI Content Mastery Practice Quizzes 10 pts/ea.		
Elsevier Adaptive Quizzing (EAQ) Questions	200	points
8 EAQ Modules 25 pts/ea.		
HESI NCLEX-RN Review Class	40	points
1 st Day Attendance 12 pts		
2 nd Day Attendance 12 pts		
3 rd Day Attendance 12 pts		
Review Course Evaluation 4 pts		
Comp Predictor Weakest Areas	75	points
1 st Weak Area 25 pts		
2 nd Weak Area 25 pts		
3 rd Weak Area 25 pts		
	TOTAL: 560	points

Grading System for Undergraduate Students in THS SON:

Student proficiency in undergraduate coursework is recorded by the following letter grades. The quality of work for most courses in the undergraduate program is indicated by the grades of A, B, C, and F. There will be no rounding of grades.

- A – 90-100
- B – 80-89.99
- C – 75-79.99
- F – 74.99 and below (failing)

Grading Points Scale

- A = 505-560 points*
- B = 450-504 points*
- C = 420-449 points*
- F = <420 points*

Note the following information relating to course requirements:

1. In order to pass the course and the guarantee to be upheld, all learning activities must be satisfactorily completed and all classes attended.
2. The two (2) practice ATI Comprehensive Predictor exams must be completed by the date specified on the calendar in order to be able to sit for the Proctored exams as scheduled. The codes will be released to the student after the beginning of the semester.
3. The proctored **ATI RN Comprehensive Predictor Exam** will be taken in NURS 4202, Healthcare of the Client IV.

4. Students will be allowed to repeat 4000, NCLEX Preparation once, regardless of previous failures in nursing courses.

Missed and Late Assignment Policy:

Students are expected to submit assignments by the due date. Assignments will receive a deduction of 10% of the total assignment points possible for each day the assignment is late. Assignments will be accepted up to a maximum of three days (72 hours) late, after which point a zero will be recorded for the assignment. In the event of an emergency that prevents timely submission of an assignment, students should notify the course instructor(s) who will determine if the late policy can be waived. Consideration of the student's total course performance to date will be a contributing factor in the determination.

Students are encouraged to submit assignments in a timely fashion and to avoid submitting work at the last minute. Multiple technical problems can occur with electronic submissions, delaying or even preventing these submissions. Problems with your personal computer/Internet Service Provider are NOT acceptable explanations for late submission of assignments or other work.

Assignments will not be accepted by e-mail unless arrangements for this have been made with course instructors prior to the submission. If submission of assignments is delayed past the due date for the assignment due to technical problems at UWG, due dates will be adjusted accordingly and communicated to students via e-mail and through a News Announcement in the course site in CourseDen.

Attendance Guidelines:

Students must attend and actively participate in each class, clinical, or simulation/skills session. All face-to-face sessions will begin and end on time. You should arrive to class, clinical, or simulation/skills sessions in a timely manner. Please refrain from being consistently tardy. Consistently tardy behavior does not convey responsibility, accountability, or a sense of caring for self or others.

Certain class sessions may be delivered online. Students are expected to actively participate in online activities and are responsible for submitting related assignments in a timely manner. The guidelines for late assignments apply to online assignments as well. Points designated for online assignments will be deducted if you do not actively participate in online course activities.

Important Dates:

Wed. Aug 14, 2019	Fall Classes Begin
Aug. 14-20, 2019	Drop Add
Oct. 3-4, 2019	Fall Break (no classes, offices closed)
Wed. Oct 9, 2019	Last day to withdraw with a grade of W
Nov 25-27	Thanksgiving Recess (No classes, Offices Open)
Nov 28-29	Thanksgiving Holiday (No Classes, Offices Closed)

Fri. Dec 6, 2019	Fall Classes End
Dec 7-13, 2019	Final Exams
Thu Dec 12, 2019	Pinning Ceremony
Sat. Dec 14, 2019	Graduation
Mon. Dec 16, 2019	Grades due by noon

Course Policies

Commitment to Class Cohesiveness

In order to foster a safe and effective learning environment, we agree to:

- be polite, considerate and honest when communicating with one another.
- notify each other of any major changes in a timely manner.
- use language (both verbal and nonverbal) that fosters a safe learning environment.
- demonstrate openness and flexibility in the learning environment.
- be organized! =)
- actively participate in class, clinical, or simulation/skills discussion and activities.

Expectations for Professionalism

There are certain characteristics expected of any member of a profession. Examples of behaviors that demonstrate professionalism in nursing are altruism, excellence, caring, beneficence, integrity, honesty, respect, and accountability. Students in this course are expected to demonstrate these professional behaviors: being attentive and participative during classroom, clinical, or simulation/skills discussions; communicating effectively with faculty, peers, and staff; and appropriately using course delivery systems and other online forums or social media. Expectations for professional behavior include, but are not limited to:

- attending class, clinical, or simulation/skills and arriving to class, clinical, or simulation/skills on time each session.
- preparing for class, clinical, or simulation/skills.
- actively participating in class, clinical, or simulation/skills activities and discussions.
- appropriately communicating with others in the learning environment (i.e. proper netiquette, communicating with peers about group assignments, contacting the course instructor regarding absences and late assignments in a timely manner, appropriately communicating during interviews).
- being accountable for one's actions.
- wearing professional dress when appropriate.
- demonstrating caring behaviors when interacting with others in the learning environment.

Depending on the severity of the lack of attention to these professional expectations or any of the professional competencies outlined in the BSN Student Handbook, deductions in course grades, failure of the course, or dismissal from the nursing program may result. In addition, concerns related to student lack of attention to professional expectations will be reviewed for consistency with breaches in existing

policies and guidelines as outlined in the UWG and/or BSN Student Handbook. Standards of Procedure will be followed for breaches in adherence to policies, particularly those related to the UWG and/or THS SON honor code, with consequences for breaches being determined based on the most relevant Standards of Procedure.

Testing Policies for Proctored Tests and Exams

Because of the difficulty in rescheduling and making up tests or exams, students should make arrangements regarding missed tests or exams prior to being absent, if possible, or as soon as possible in cases of an emergency. **In order to make up a test or exam, the student must provide adequate documentation (i.e. medical excuse, summons to jury duty, documentation of death in family) verifying the reason for absence. Without this documentation, the student will not be allowed to make up a test or exam.** Failure by the student to notify the instructor of a missed test or exam will result in a grade of zero (0) on the test.

Required textbooks for this course, class presentations/discussion, and ATI resources will be the primary sources for test/quiz questions.

All testing will be done via Exam Soft, CourseDen/D2L with Respondus Lockdown browser, or ATI. The following policies will be strictly enforced:

1. All purses, backpacks, and personal items (including cell phones and calculators) are to be left in lockers. Scratch paper will be provided. This sheet of paper should be submitted to the instructor upon completion of the test or exam.
2. Students are to remain outside the room until testing time and will be required to leave the room immediately following submission of their test. Re-access to the test or exam is prohibited.
3. The test or exam is the ONLY window that is permitted to be open during testing. If other windows are found open during testing, the student will receive a grade of zero (0) for that test.
4. Please shut down (not log off) your computer after submission of the test or exam.

Time Allocation for Quizzes, Tests, and Exams

It is the Tanner Health System School of Nursing policy to allot one minute for standard multiple-choice questions on any quiz, test, or exam. Faculty will give additional time (up to two minutes) for each alternate style question on a quiz, test, or exam. Additional testing time over and above that allotted to other students in the course will only be granted to students who meet the guidelines for this accommodation based on documentation and USG Board of Regents standards. Any student requesting additional testing time should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR) prior to the quiz, test, or exam to receive the extended testing time (please refer to the section below related to Accessibility Services).

If you have difficulty with the computer during testing, please stop testing and raise your hand immediately. The course instructor(s) will do their best to get

computer issues resolved so that you can continue with testing. If the issue persists, the course instructor(s) and student will decide together if the student will continue or stop testing at that time. If many students are experiencing difficulty, please be patient with the course instructor(s) as they work to address everyone's needs.

Test Review

Students may schedule an appointment with course faculty to schedule an appointment to review major examinations. Priority appointment times will be given to students who earn less than the current benchmark on the ATI Comprehensive Predictor.

Academic Honesty

The Tanner Health System School of Nursing faculty members value professional and academic integrity and will not tolerate any form of dishonesty or deception. The academic honesty policy for this course is the same as that of the University of West Georgia and the THS SON. **Evidence of cheating, fabrication, plagiarism, unauthorized use of exams, opening another window during computer-based testing, and sharing of specific questions, rationales, or any information regarding exams is prohibited and will result in failure in this course.**

Students displaying questionable behavior regarding honesty and integrity in the academic setting will be counseled immediately, and appropriate actions will be taken. If a student is found to be involved in questionable behavior outside the academic area, i.e., any involvement in the Student Judicial system, the student's standing in the program may be in jeopardy pending the outcome of such activity. More specific definitions can be found on the UWG website in the [University of West Georgia Student Handbook](#)

Turnitin

In an effort to ensure academic integrity, the Tanner Health System School of Nursing vigorously affirms the importance of an Honor Code as defined by the THS SON BSN Student Handbook. Therefore, in an effort to detect and prevent plagiarism, undergraduate faculty members at THS SON now use a similarity tool called Turnitin to compare a student's work with multiple online sources. Turnitin reports a percentage of similarity with multiple online sources and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, the individual faculty member must make that judgment.

Selected assignments in this course will be checked for similarity using Turnitin.com. A Turnitin draft assignment submission folder (dropbox) will be available for the submission of all assignments in this course so you may practice your scholarly writing over the course of the semester. Also, you may submit to the Turnitin draft assignment submission folder as many times as possible and please review the similarity report with each draft submission. According to the Turnitin site, when multiple submissions are submitted, only one Similarity Report will be processed in a 24-hour period; reports "for second or subsequent submissions will require a 24 hour delay before the Similarity

Report begins processing." Lastly, once you submit your final assignment to the designated final submission folder (not the draft assignment submission folder), your paper will be reviewed through Turnitin and a Similarity Report will be generated with no resubmission/revisions allowed.

Training resources for Students

[UWG Online Turnitin Training resources](#). These resources will cover reviewing the similarity report and feedback through Turnitin (please click on the link titled "Other Services" for Turnitin resources). The THS SON also provides resources for online tools at their [Technology Resources](#) page as well as a video on [Reviewing Turnitin Assignments](#).

Tape Recorder Policy

Taping of lectures can be a useful learning tool; however, because of the sensitive nature of discussions regarding personal feelings and the legal and ethical considerations concerning patient confidentiality, tape recorders must be used very cautiously and are up to the discretion of the faculty being recorded. Please talk with your instructor prior to recording.

All electronic devices are to be on vibrate while in class.

UWG Common Language for Course Syllabi

Students should review the [UWG Common Language](#) each semester as changes or updates may occur.

EQUAL OPPORTUNITY STATEMENT

No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by UWG.

AFFIRMATIVE ACTION STATEMENT

University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students

Additional Online Resources:

[Distance Education Help](#)
[Ingram Library](#)
[UWG Book Store](#)
[UWG Network Use Policy](#)
[UWG Student Handbook](#)
[BSN Student Handbook](#)

University of West Georgia Tanner Health System School of Nursing BSN Course Syllabus Semester Year

NURS 4000-XX: NCLEX Preparation for Professional Licensure
CRN: XXXXX

Credit Hours: 2-0-2

Prerequisites: NURS 4201, NURS 4301
Co-requisites: NURS 4202, NURS 4302

Faculty Contact Information

Name: XXXXX

Office Number: School of Nursing,, Etc.

Office Phone: (XXX)-XXX-XXXX

Cell Phone: (XXX)-XXX-XXXX

Fax Number: (XXX)-XXX-XXXX

Email: XXXXXX@westga.edu

Office Hours: (A clear statement of virtual hours, lead time and preference for responding to students' queries via email, phone, the web, or other means.

Times when students can reach you.)

About me: (Short introductory and personal background.) XXXX

Course Description:

This course focuses on preparing students for the National Licensure Examination for Registered Nurses (NCLEX®-RN). Emphasis is placed on reviewing nursing clinical decision- making, improving test-taking skills, reducing test anxiety, and cognitive restructuring to ensure an attitude of success.

Course Learning Outcomes:

Course Learning Outcomes	BSN program Outcomes	BSN Essentials	ANA Standards of Professional	Title of Related Assignment
--------------------------	----------------------	----------------	-------------------------------	-----------------------------

Upon completion of the course you (the learner) will be able to:			Nursing Practice	
Utilize critical thinking and clinical reasoning based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences to think critically in correctly answering NCLEX-RN examination style questions.				
Demonstrate areas confidence in program content and ability to pass the NCLEX®-RN.				
Identify individual barriers to success on the NCLEX/RN (test anxiety and patterns of thinking) and develop a strategic plan to reduce or eliminate the barriers.				

Required Textbooks:

- o Elsevier Adaptive Quizzing for the NCLEX-RN Exam.(2014) ISBN: 9780323244954
- o Giddens, J.F. (2013). *Concepts for nursing practice*. St. Louis, MO: Mosby.
- o Ignatavicius, D.D. & Workman, M.L. (2015). *Medical-surgical nursing: Patient-centered collaborative care* (8th ed.). St. Louis, MO: Saunders.

- o LoBiondo-Wood, G., & Haber, J. (Eds.). (2014). *Nursing research: Methods and critical appraisal for evidence-based practice*. St. Louis, MO: Mosby/Elsevier.[ISBN: 9780323100922] e-book
- o Perry, S. E., Hockenberry, M. J., Lowdermilk, D. L., & Wilson D. (Eds.). (2014). *Maternal child nursing care* (5th ed.). St. Louis, MO: Mosby/Elsevier. [ISBN: 9780323226486] e-book
- o Potter, P. A., Perry, A. G., Stockert, P., & Hall, A. (2013). *Fundamentals of nursing* (8th ed.). St. Louis, MO: Mosby/Elsevier.[ISBN: 9780323091916] e-book
- o Kee, J. L., & Marshall, S. M. (2013). *Clinical calculations: With applications to general and specialty areas* (7th ed.). St. Louis, MO: Saunders/Elsevier. [ISBN: 9781455703852]
- ATI CARP
 - o Assessment Technologies Institute, LLC. (2013). *Fundamentals of nursing review module – Edition 8.0*. Available from www.atitesting.com
 - o Assessment Technologies Institute, LLC. (2013). *Leadership and management- Edition 6.0*. Available from www.atitesting.com
 - o Assessment Technologies Institute, LLC. (2013). *Nutrition for nursing review module-Edition 5.0*. Available from www.atitesting.com
 - o Assessment Technologies Institute, LLC. (2013). *RN adult medical-surgical review module-Edition 9.0*. Available from www.atitesting.com
 - o Assessment Technologies Institute, LLC. (2013). *RN community health review module-Edition 6.0*. Available from www.atitesting.com
 - o Assessment Technologies Institute, LLC. (2013). *RN maternal newborn review module-Edition 9.0*. Available from www.atitesting.com
 - o Assessment Technologies Institute, LLC. (2013). *RN nursing care of children review module-Edition 9.0*. Available from www.atitesting.com
 - o Assessment Technologies Institute, LLC. (2013). *RN pharmacology review module-Edition 6.0*. Available from www.atitesting.com
- Online access during class:
 - o Nursing Central
 - o CourseDen D2L
 - o Other sites as needed

Optional Textbooks:

Highly Recommend:

- LaCharity, L.A., Kumagai, C.K., Bartz, B. (2018). *Prioritization, Delegation, and Assignment: Practice Exercises for the NCLEX Examination*. 4th Edition. Elsevier-Mosby: St. Louis, MO 63043
ISBN-13: 978-0323498289

Concepts (Exemplars) N/A

Professional Standards links below:

[ANA Standards of Professional Nursing Practice](#)

[The Essentials of Baccalaureate Education for Professional Nursing Practice](#)

Learning activities may include:

- Assigned readings and class discussion
- Case studies
- Presentations
- Formal and informal writing activities
- Discussion participation
- Gaming
- Problem-based learning
- Practice standardized exams
- NCLEX-RN practice questions

Grading Distribution:

Course Introduction & Orientation	7.5 points
Plan for Success	100 points
ATI Practice Quizzes	140 points
Elsevier Adaptive Quizzing (EAQ) Questions	200 points
ATI Comprehensive Predictors	187.5 points
Kaplan NCLEX-RN Review Class	40 points
Comp Predictor Weakest Areas	75 points
TOTAL:	750 points

Grading System for Undergraduate Students in THS SON:

Student proficiency in undergraduate coursework is recorded by the following letter grades. The quality of work for most courses in the undergraduate program is indicated by the grades of A, B, C, and F. There will be no rounding of grades.

- A – 90-100
- B – 80-89.99
- C – 75-79.99
- F – 74.99 and below (failing)

Grading Points Scale

- A = 675-750 points*
- B = 600-674 points*
- C = 562-599 points*
- F = <562 points*

NURS - 4103 - Professional Nursing Concepts Capstone

2020-2021 Undergraduate New Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*

Fall

Desired Effective Year*

2021

Course Information

Course Prefix*

NURS

Course Number* 4103

Course Title* Professional Nursing Concepts Capstone

Long Course Title

Course Type*

Nursing

Catalog Course Description*

This capstone expands the perspective of the student to include a systems view of professional nursing practice and empowering the student to synthesize knowledge of professional concepts within a quality caring framework. Content is designed to prepare the student to apply leadership, management principles, and encourage active collaboration to achieve positive health outcomes within health care systems.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course? * Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation? * Yes No

If yes, indicate maximum number of credit hours counted toward graduation. * 3

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites NURS 3101, NURS 3102, NURS 3400

Concurrent Prerequisites

Corequisites None

Cross-listing

Restrictions

Is this a General Education course? * Yes No

If yes, which area(s) (check all that apply): Area A Area B Area C Area D Area E

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)* Carrollton or Newnan Campus: Face-to-Face Entirely Online Hybrid Fully Online

Frequency - How many semesters per year will this course be offered? 2

Grading* Undergraduate Standard Letter

Justifications and Assessment

Rationale* Two professional nursing concepts courses (NURS 4101, NURS 4202) are combined into one course to allow more credit hours assigned for medical surgical and nursing safety content in other prelicensure BSN courses. The professional concepts courses in the BSN program promote student learning about the role(s) of a nurse.
This new course will be offered Fall 2021.

Student Learning Outcomes - Please provide these in a numbered list format. *

1. Integrate and Synthesize knowledge of concepts needed for entry into an evidence-based professional nursing practice

2. Explore the significance of caring relationships in promoting person-centered, holistic, and culturally sensitive care within healthcare systems.

3. Critique the role of the professional nurse as a leader in promoting person-centered care within a holistic and culturally sensitive health environment

4. Analyze healthcare system policies relevant to quality, safety, and cost-effective care

5. Analyze the influence of nursing leadership within health care systems, regulatory bodies, and policy making processes to promote quality and safety in the delivery of care

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>)

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 155 annual

Will this course have special fees or tuition required?* Yes
 No

If yes, what will the fee be?* 0.00

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/
Department*

Tanner Health System School of Nursing

Is this a School of Nursing or University College course? * Yes No

Is this a College of Education course? * Yes No

Is this an Honors College course? * Yes No

Is the addition/change related to core, honors, or XIDS courses? * Yes No

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

**University of West Georgia
Tanner Health System School of Nursing
BSN Syllabus
Semester Year**

NURS 4103: Professional Nursing Concepts Capstone

Credit Hours: 3-0-3

Pre-requisites: NURS3101, NURS 3102, NURS 3400

Co-requisites: n/a

Faculty Contact Information

Name: XXXXX

Office Number: *School of Nursing,, Etc.*

Office Phone: (XXX)-XXX-XXXX

Cell Phone: (XXX)-XXX-XXXX

Fax Number: (XXX)-XXX-XXXX

Email: XXXXXX@westga.edu

Office Hours: *(A clear statement of virtual hours, lead time and preference for responding to students' queries via email, phone, the web, or other means.*

Times when students can reach you.)

About me: (Short introductory and personal background.) XXXX

Course Description: This capstone expands the perspective of the student to include a systems view of professional nursing practice and empowering the student to synthesize knowledge of professional concepts within a quality caring framework. Content is designed to prepare the student to apply leadership, management principles, and encourage active collaboration to achieve positive health outcomes within health care systems.

Course Learning Outcomes:

<p>Course Learning Outcomes</p> <p>By the end of the course, the learner will be able to:</p>	<p>BSN Program Outcomes</p>	<p>BSN Essentials</p>	<p>ANA Standards of Professional Nursing Practice</p>	<p>Description of Major Assignment</p>
<p>Integrate and Synthesize knowledge of concepts needed for entry into an evidence- based professional nursing practice</p>				
<p>Explore the significance of caring relationships in promoting person-centered, holistic, and culturally sensitive care within healthcare systems.</p>				
<p>Critique the role of the professional nurse as a leader in promoting person-centered care within a holistic and culturally sensitive health environment</p>				

Analyze healthcare system policies relevant to quality, safety, and cost-effective care				
Analyze the influence of nursing leadership within health care systems, regulatory bodies, and policy making processes to promote quality and safety in the delivery of care				

Concepts (and related exemplars)

Concept	Related Exemplar
Caring	<ul style="list-style-type: none"> •Quality caring Duffy (r/t system) •Boykin and Schoenhofer Theory
Communication	<ul style="list-style-type: none"> •Professional communication for capstone project/product
Patient Education	<ul style="list-style-type: none"> •Formal Education (systems level - ex. Breastfeeding classes, pre-op classes, diabetes patient education)
Healthcare Economics	<ul style="list-style-type: none"> •Cost effective care •Cost containment measures •Healthcare Delivery and Payment Mechanisms <ul style="list-style-type: none"> ● Medicare & Medicaid ● Managed Care ● Accountable Care ● Private Insurance
Healthcare Law	<ul style="list-style-type: none"> •Federal and State statutory laws •Criminal liability •Affordable Care Act (ACA) •Georgia Nurse Practice Act •Immunizations
Healthcare Organizations	<ul style="list-style-type: none"> •Organization of HC Delivery Access (types of organizations <ul style="list-style-type: none"> ● Ambulatory care facilities ● Community hospitals ● Federally qualified health centers ● Nurse-managed centers ● University-based teaching hospitals •Power & Motivation
Healthcare Quality	<ul style="list-style-type: none"> Regulatory Agencies and Advisory Bodies: <ul style="list-style-type: none"> ● State Boards of Nursing ● Centers for Medicare & Medicaid Services (CMS) ● The Joint Commission (TJC)

	<ul style="list-style-type: none"> ● Advisory Bodies ● Association for Healthcare Research and Quality (AHRQ) ● Institute of Medicine (IOM) ● National Center for Nursing Quality (NCN) ● National Quality Forum (NQF)
Health Policy	Political process •Licensure •Certifications •Advocacy (role of nurse and nursing) •Policies (federal, state, and local)
Safety	•Safety at the system level (root cause analysis)
Leadership	•Leadership styles and roles •Shared governance
Professional Identity	•Incivility (effect of Incivility on healthcare quality and quality of care and particularly between professionals which may include other disciplines or healthcare providers [How does it affect Interprofessional collaboration?])

Required Textbooks:

American Psychological Association. (2012). *Publication manual of the American Psychological Association* (6th ed., Third printing or higher). Washington, D.C.: Author. [ISBN: 978-1-4338-0561-5]

Cherry, B. & Jacob, S.R. (2017). *Contemporary nursing*, (7th ed.). St. Louis, MO: Elsevier.

Giddens, J.F. (2017). *Concepts for nursing practice* (2nd ed.) St. Louis, Missouri: Elsevier Mosby

Optional Textbooks:

Duffy, J. R. (2013). *Quality caring in nursing and health systems: Implications for clinicians, educators, and leaders*. (2nd ed.). New York, NY: Springer Publishing Company.

Learning Activities May Include:

Assigned readings and class/clinical discussion

- Case studies
- Presentations
- Formal and informal writing activities
- Discussion participation
- Gaming
- Problem-based learning
- Practice standardized exams

Assignments/Methods of Evaluation:

Example

Capstone Project/Paper, 45%

In class and module assignments, 55%

Grading scale

A=90-100

B=80-89.99

$C=75-79.99$

$F=<74.99$

NURS - 4202 - Health Care of the Client IV

2020-2021 Undergraduate Revise Course Request

General Information

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

- Modifications (Check all that apply)***
- Course Title
 - Prerequisites/Co-requisites
 - Cross-listing
 - Catalog Description
 - Credit Hours
 - Student Learning Outcomes
 - Restrictions
 - Frequency of Course Offering
 - Grading Structure
 - Course Fee
 - Repeat for Credit
 - Other

If other, please identify.

Desired Effective Semester *

Fall

Desired Effective Year *

2022

Course Information

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

- Course Prefix (cannot be modified. Must add/delete course)
- Course Number (cannot be modified. Must add/delete course)
- Course Title
- Course Type (do not modify)
- Catalog Course Description
- Prerequisites/Corequisites
- Frequency
- Grading
- Credit Hours
- Status (Active means that it will be visible in the catalog and Inactive will be hidden)

Course Prefix* <input type="text" value="NURS"/>	Course Number* 4202
Course Title* Health Care of the Client IV	
Long Course Title	
Course Type - DO NOT EDIT* <input type="text" value="Nursing"/>	
Catalog Course Description*	This is the last of four concept based healthcare courses essential in preparing learners for safe and person centered care within a quality caring framework. Students analyze knowledge related to the provision of quality, holistic nursing care to persons throughout the lifespan. The course focuses on the interrelationship of multiple concepts, using exemplars, within the categories of biophysical, social, and psychological functions, and health, wellness, and illness.
Prerequisites Prerequisite: NURS 4201 and NURS 4301. 	
Corequisites NURS 4000 and NURS 4302	
Frequency - How many semesters per year will this course be offered? <input type="text" value="2"/>	Grading* <input type="text" value="Undergraduate Standard Letter"/>
Status* <input checked="" type="radio"/> Active-Visible <input type="radio"/> Inactive-Hidden	

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please, be sure to include minimum and maximum values in each box.

NOTE: If by changing credit hours results in a change in program (example: change to course credit hour totals will affect the total number of credit hours either in a section or total hours in a degree program), then a Undergraduate Revise Program proposal may need to be submitted.

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

The following fields are not imported from the catalog. If you are revising one of these fields, please do so below.

Cross-listing

Restrictions

Repeat for Credit

Cross-listing

Restrictions

Can a student take this course multiple times, each attempt counting separately toward graduation?*

Yes
 No

If yes, indicate maximum number of credit hours counted toward graduation.* 0.0

Justification and Assessment

Rationale* The credit hours have been decreased to allow more time in NURS 3201 Health Care of the Client 1 thus students will spend more lecture hours with basic nursing content found in this course. NURS 3201 has the largest number of students and more credit hours will allow for an increase in time spent with this critical course content.

Due to changes in prelicensure BSN program revisions in Carrollton and Newnan, pre- and co-requisites were altered to reflect course alignment in the revised program.

The course modification will begin in Spring 2022.

If making changes to the Student Learning Outcomes, please provide the updated SLOs in a numbered list format.

1. Integrate concepts of holistic nursing care for persons of diverse cultures, values, beliefs, and lifestyles across the life span. (1,2)
2. Synthesize knowledge of clinical reasoning with evidence-based nursing care in prioritizing health care for complex clients across the lifespan. (1,3)
3. Critique health promotion and disease and injury prevention provided in local and global communities in relation to quality caring outcomes. (1,3)
4. Evaluate the effectiveness of teaching strategies that empower persons to achieve their healthcare goals. (4)
5. Demonstrate accountability for personal and professional behavior. (7)

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus - Please attach both the old and new syllabus clearly marking each as such and upload as one document.

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* I have attached the syllabus.
 N/A

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 155

Are you making changes to the special fees or tuition that is required for this course?* Yes
 No

If yes, what will the fee be? If no, please list N/A.* 0.00

Fee Justification* N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

Department/School - DO NOT EDIT*

Is this a School of Nursing or Yes No

Is this a College of Education course? Yes No *

University College course?*

Is the addition/change related to core, honors, or XIDS courses? Yes No

Is Senate Review Required? Yes No

Administrative Use Only - DO NOT EDIT

Course ID* 29907

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

**University of West Georgia
Tanner Health System School of Nursing
BSN Syllabus
Fall 2019 CRN 80017
Tuesdays Room 133 9-12:50pm**

NURS 4202-01, NURS 4202-02 Health Care of the Client IV

Credit Hours: 4-0-4

Prerequisites: NURS 4201, NURS 4301

Co-requisites: NURS 4302

Faculty Contact Information

Name: Laura K. Phillips, EdD, MSN, RN, BS

Office Number: *School of Nursing, Room 304*

Office Number: (678)-839-5626

Cell Phone: (404)-427-0043 (*Emergency only-text first, include name*)

Fax Number: (678)-839-6552

Main SON Number: (678)-839-6552

e-mail: lphillips@westga.edu

Office Hours: Office hours are Monday 8-2pm in Carrollton (by appointment); and Wednesday, Thursday, and Friday by appointment.

Preferred method of communication: e-mail (westga.edu). The cell phone number is my personal cell phone and should only be used in emergencies. I will not answer my phone after 9PM or before 7AM. If you do text, you must include your name, which class, and a brief description of the emergency.

Response time: Every effort will be made to respond within 24 hours to emails received Monday through Friday. Expect the response time for emails received on weekends or holidays to be longer (48 to 72 hours). Please keep in mind that I have School of Nursing and University committees' obligations on non-class days.

About me: I live in McDonough with my husband, two sons, and our two black labs. I earned my BSN from Georgia State University, my MSN from Clayton State University, and recently earned my EdD from the University of West Georgia. I have been a nurse since 1998, working in the Emergency Department as a staff nurse, clinical coordinator, and educator. I have worked at UWG for the last year. I also continue to work in a local Emergency Department teaching specialty courses and working with new graduate nurses.

Course Description: This is the last of four concept-based healthcare courses essential in preparing learners for safe and person-centered care within a quality caring framework. You will analyze knowledge related to the provision of quality, holistic nursing care to persons throughout the lifespan. The course focuses on the interrelationship of multiple concepts, using exemplars, within the categories of biophysical, social, and psychological functions, and health, wellness, and illness.

Course Learning Outcomes:

Course Learning Outcomes Upon completion of the course you (the learner) will be able to:	BSN program Outcomes	BSN Essentials	ANA Standards of Professional Nursing Practice	Title of Related Assignment
Integrate concepts of holistic nursing care for persons of diverse cultures, values, beliefs, and lifestyles across the life span.	1,2	VII, IX	1	Course Quizzes and exams; case studies
Synthesize knowledge of clinical reasoning with evidence-based nursing care in prioritizing health care for complex clients across the lifespan.	1,3	II,III, VIII, IX	3,4,5,5A,5B,6	Course Quizzes and exams; case studies
Critique health promotion and disease and injury prevention provided in local and global communities in relation to quality caring outcomes.	1,3	VII,IX	5,5A,5B,6	Course Quizzes and exams; case studies

Evaluate the effectiveness of teaching strategies that empower persons to achieve their healthcare goals.	4	VI, VII, IX	5B,6	Course Quizzes and exams; Nurse situation assignments
Demonstrate competency in the knowledge and use of technology related to current research and writing and in the practice of nursing.	4, 8	III, IV		Competent use of Course Den and components. Discussions.
Demonstrate accountability for personal and professional behavior.	7	VIII	1,2,3,4,5,5A,5B,6	Professionalism evaluations, exams

Professional Standards links below:

[ANA Standards of Professional Nursing Practice](#)

[The Essentials of Baccalaureate Education for Professional Nursing Practice](#)

Concepts (Exemplars)

- Clotting (DIC, VTE, PE, thrombocytopenia)
- Elimination (Nephritis, nephrotic syndrome, chronic & acute renal failure)
- Health Promotion & Disease/Injury Prevention (Environmental health, epidemiology, disaster preparedness)
- Infection (Sepsis, HIV/AIDS)
- Inflammation (SIRS)
- Intracranial regulation (Traumatic brain injury, ischemic & hemorrhagic stroke, seizures & epilepsy, increased ICP, degenerative disorders)
- Diabetes Regulation (DKA and HHNC)
- Hormonal Regulation (hyper/hypothyroidism, Cushing's Disease, Addison's Disease, SIADH, DI)
- Perfusion (Cardiac dysrhythmias)

Required Textbooks:

- All resources/texts in Elsevier Bundle (as previously purchased)
 - Elsevier Adaptive Quizzing for the NCLEX-RN Exam (2014) ISBN: 9780323244954
 - Giddens, J.F. (2013). *Concepts for nursing practice*. St. Louis, MO: Mosby.
 - Ignatavicius, D.D. & Workman, M.L. (2013). *Medical-surgical nursing: Patient-centered collaborative care* (7th ed.). St. Louis, MO: Saunders.
 - LoBiondo-Wood, G., & Haber, J. (Eds.). (2014). *Nursing research: Methods and critical appraisal for evidence-based practice*. St. Louis, MO: Mosby/Elsevier.[ISBN: 9780323100922] e-book
 - Perry, S. E., Hockenberry, M. J., Lowdermilk, D. L., & Wilson D. (Eds.). (2014). *Maternal child nursing care* (5th ed.). St. Louis, MO: Mosby/Elsevier. [ISBN: 9780323226486] e-book
 - Potter, P. A., Perry, A. G., Stockert, P., & Hall, A. (2013). *Fundamentals of nursing* (8th ed.). St. Louis, MO: Mosby/Elsevier.[ISBN: 9780323091916] e-book
 - Kee, J. L., & Marshall, S. M. (2013). *Clinical calculations: With applications to general and specialty areas* (7th ed.). St. Louis, MO: Saunders/Elsevier. [ISBN: 9781455703852] e-book
- ATI CARP
 - Assessment Technologies Institute, LLC. (2013). *Fundamentals of nursing review module – Edition 8.0*. Available from www.atitesting.com
 - Assessment Technologies Institute, LLC. (2013). *Leadership and management-Edition 6.0*. Available from www.atitesting.com
 - Assessment Technologies Institute, LLC. (2013). *Nutrition for nursing review module-Edition 5.0*. Available from www.atitesting.com
 - Assessment Technologies Institute, LLC. (2013). *RN adult medical-surgical review module-Edition 9.0*. Available from www.atitesting.com
 - Assessment Technologies Institute, LLC. (2013). *RN community health review module-Edition 6.0*. Available from www.atitesting.com
 - Assessment Technologies Institute, LLC. (2013). *RN maternal newborn review module-Edition 9.0*. Available from www.atitesting.com
 - Assessment Technologies Institute, LLC. (2013). *RN nursing care of children review module-Edition 9.0*. Available from www.atitesting.com

- o Assessment Technologies Institute, LLC. (2013). *RN pharmacology review module-Edition 6.0*. Available from www.atitesting.com
- Nursing Central software
- Course Den

Optional Textbooks:

Highly Recommended:

- LaCharity, L.A., Kumagai, C.K., Bartz, B. (2014). *Prioritization, Delegation, and Assignment: Practice Exercises for the NCLEX Examination*. 3rd Edition. Elsevier-Mosby: St. Louis, MO 63043
- Any NCLEX-RN review book for the 2014 or 2017 version
- Coviello, J.S. (Ed.) (2015). *ECG Interpretation Made Incredibly Easy* (6th edition). Wolters Kluwer: Philadelphia, PA. ISBN: 978-1496306906.
- Thaler, M.S. (2015). *The Only EKG You'll Ever Need* (8th edition). Wolters Kluwer: Philadelphia, PA. ISBN: 978-1451193947.

Recommended:

- Silvestri, L.A. (2014). *Saunders Comprehensive Review for the NCLEX-RN Examination*, 6th edition. Elsevier-Saunders: St. Louis, MO. ISBN: 9781455727551. (You have the e-version, but previous students recommend the actual text-book).
- Silvestri, L.A. (2015). *Saunders Q & A Review for the NCLEX-RN Examination*, 6th edition. Elsevier-Saunders: St. Louis, MO. ISBN: ISBN: 9781455753734
- Shade, B. (2012). *Fast & Easy ECGs: A Self-Paced Learning Program* (2e). McGraw-Hill: Boston, MA. ISBN: 978-0073519753.
- Ellis, K. M. (2016). *EKG Plain and Simple* (4th edition). Pearson: Boston, MA. ISBN: 978-0134525051.

Required Software and Plug-ins:

Microsoft Office (contains Word and PowerPoint) is required for this course.

If you do not have Office, you can obtain this for free from the UWG ITS department.

You can access instructions for obtaining this software at [UWG ITS](#).

You will need to have **updated virus protection software** on your computer, such as Norton or McAfee. It is the responsibility of computer owners to protect their computer against virus attacks. It is unlikely that viruses will be intentionally spread by members of the UWG learning community; however, most viruses are spread unintentionally by users who have no knowledge of the infected files. You should protect your computer. Free antivirus software is also available through UWG ITS.

To access all other required and suggested plug-ins appropriate for this and other hybrid or distance education courses, refer to [Distance ED at UWG](#)

For all other **technical support**, contact [UWG ITS](#) at: 678-839-6587

Honors Course Distinction

If a student desires to receive honors distinction for this course, the student must consult with the Tanner Health System School of Nursing Undergraduate Research Coordinator and course instructor no later than the second week of class.

Learning in a Student-Centered Concept Based Curriculum:

Student-centered learning provides students with the unique opportunity to fully engage in learning. Rather than focusing on lecture, class sessions are used to explore course content. Learning activities allow students to apply knowledge of concepts and exemplars to professional nursing care. These activities are designed to encourage social and collaborative interaction; assess self-awareness, learning, critical/creative thinking, and problem-solving skills; and, help students develop knowledge that is personally and professionally useful.

As a student in this course, you will be expected to direct your own learning by preparing for class and actively engaging in discussions on issues, concerns, and solutions related to professional nursing practice and nursing care. You are encouraged to apply what you learn by contributing your informed opinions to class discussion. These are all elemental in facilitating learning in a concept-based curriculum.

Conceptual learning is most effective when the student (you):

1. Prepares for classroom discussion by completing assigned readings.
2. Presents accurate and relevant information about the topics being discussed.
3. Identifies the source of information presented in discussion.
4. Gives critical, but constructive commentary on comments and positions of other class members.
5. Asks questions to seek clarification and stimulate further discussion.
6. Assists the group in directing discussion towards goals and problem solving.
7. Maintains an open mind that allows for personal and professional growth.
8. Speaks openly and freely without monopolizing the discussion, and listens carefully when others are speaking.
9. Displays respect for self and others and interacts in a caring way.

Learning activities may include:

- Assigned readings and class discussion
- Case studies
- Presentations
- Formal and informal writing activities
- Discussion participation
- Gaming
- Problem based learning
- Practice standardized exams

Description of Assignments: (Include a description of all major assignments. One short, succinct paragraph per major assignment.)

- **Professionalism and participation:** Accountability for personal and professional behavior is an essential component to transition from the student role to the professional nurse role. Each student will complete the quiz for the assigned day using the Professionalism and Participation Evaluation guidelines outlined in the course syllabus. There will be ten graded opportunities. Each quiz will consist of three questions: professionalism (graded by the instructor) and two specific questions for the students to answer regarding content from class (participation). To earn participation points (2 of 3 points), student must be present in class. Each assigned evaluation is worth 3 points. (Total 30 Points)
- **Content Quizzing:** This type of evaluation will be used to determine student preparedness and comprehension. The quiz will help keep the student current with course content. The quizzes will be given pre-class, during class, or at home using Elsevier Adaptive Quizzing, or D2L quizzing. Quiz value will vary to equal a total of 120 points
- **Case Study:** This assignment will be completed in pairs to demonstrate knowledge of a neurological scenario. Case scenario value is worth 50 points.
- **Examinations:** The practice of nursing requires the application of knowledge, skills, and abilities. As such, NCLEX-RN style questions assess the student's competence and readiness to care for actual patients. These types of questions reflect the practice of nursing and require knowledge of the health needs of the client as well as an understanding of integrated processes fundamental to nursing practice. The integrated processes are: The nursing process, caring, communication, documentation, teaching and learning, and culture and spirituality. Exam content will reflect newly learning concepts and exemplars as well as previously learning concepts and exemplars.
- **ATI Predictor Exam:** The ATI Predictor exam will be administered and contribute to your overall exam grade in this course (HHC 4). If the student achieves a score of 72 on the first ATI Predictor exam, the student will be exempt from the second ATI Predictor exam. The exam grade assigned will be based on the following:

1st Attempt:	Score	Exam Grade
	72-73.4%	85
	74-76.8%	90
	77.2-79.4%	95
	>80%	100

If the student requires a second attempt on the ATI predictor, the exam grade assigned will be based on the following (there is no averaging of ATI predictor exam 1 and exam 2 scores):

2 nd Attempt:	Score	Exam Grade
	> 80%	100
	77.2%-79.4%	95
	74%-76.8%	90
	72%-73.4%	85
	70%-71.4%	80
	68.6%-69.4%	75
	66.6%-68%	70
	65.2%-66%	65
	63.2%-64.8%	60
	60%-62.8%	55
	54%-59.4%	50
	0% - 53.4%	0

- There is a total of five (5) examinations. Four (4) are given at assigned times during the course and are worth 50 points each. There will be one (1) final comprehensive exam given at the end of the semester. These five examinations comprise your exam average.

Assignments/Methods of Evaluation:

Participation Assignments:

Participation in class discussions, verbal case studies, and lecture is an expectation for this course as a way to promote student learning.

Collaborative Exam Testing

As you will soon find out, healthcare is based on team formation and collaboration in order to provide safe, effective, quality patient care. Nurses are often the cornerstone of the team however; as we know, we do not get to choose who we work with when providing patient care. The use of collaborative testing in this course is meant to expose and acclimate you to collaborative teamwork that you will experience throughout this program. In addition, collaborative testing has been found to improve critical thinking by working through rationales with peer for problems encounter in the healthcare environment.

After each exam, **students have an option** (not required) of participating in collaborative testing. Students will be randomly divided into small groups of five to six students each. Each group will be given a retest of the exam and allowed to collaborate to form their answers. This will be done using a paper format of the exam. The students can earn up to 3 points each that will be added to their test scores, **ONLY AFTER receiving a passing score (75%) on their individual exam.**

Points APPLIED TO INDIVIDUAL EXAM for collaborative testing will be:

- 3 points if group receives a 98-100% on the collaborative exam
- 2 points if group receives an 96% on the collaborative exam

- 1 point if group receives an 94% on the collaborative exam

*****Only students earning a 75% or above on the actual exam will have the extra points from collaborative testing added to their individual exam score.***

Procedure for Collaborative Testing

- Once students complete the exam they must sit quietly in their seats until everyone is finished. They may not read any unapproved materials or leave the classroom.
- Once the entire class has finished the exam, groups will be randomly divided, by instructor, for the collaborative testing procedure.
- **The time given for the collaborative exam will be half the time that was given for the full exam.**
- Should a student be absent the day the exam and collaborative testing occurs the testing policy will apply to the individual exam, however, collaborative testing will not be offered based on the nature of collaborative testing. Additionally, the student WILL NOT receive an alternative assignment in place of collaborative testing.

Grading Distribution:

Professionalism and Participation points (including Course Den discussion)	30 points
Class quizzes (in class/CourseDen/Online/Adaptive quizzing)	120 points
Case Study	50 points
Exam 1	50 points
Exam 2	50 points
Exam 3	50 points
Final Exam	100 points
ATI Predictor Exam	<u>50 points</u>
Total	500 points

Grading scale:

A=90-100 (450-500 points)
 B=80-89 (400-449 points)
 C=75-79 (375-399 points)
 F=<75 (< 375 points)

- NOTE: You ***must have*** an examination average (Exam 1, 2, 3, Final, ATI predictor) of 75.00% or above before other grading components (content and professionalism/participation quizzes) are calculated into the final course grade.
- No rounding of grades!

Grading System for Undergraduate Students in THS SON:

Student proficiency in undergraduate coursework is recorded by the following letter grades. The quality of work for most courses in the undergraduate program is indicated by the grades of A, B, C, and F. Numerical averages may not be rounded up.

A – 90-100

B – 80-89.99

C – 75-79.99

F – 74.99 and below (failing)

The institution grade point average is calculated by dividing the number of hours scheduled in courses attempted in which a grade of A, B, C, F, or WF was received into the number of grade points earned on those hours scheduled (BOR Policy 3.5.1)

Missed and Late Assignment Policy:

Students are expected to submit assignments by the due date. Assignments will receive a deduction of 10% of the total assignment points possible for each day the assignment is late. Assignments will be accepted up to a maximum of three days (72 hours) late, after which point a zero will be recorded for the assignment. In the event of an emergency that prevents timely submission of an assignment, students should notify the course instructor(s) who will determine if the late policy can be waived. Consideration of the student's total course performance to date will be a contributing factor in the determination.

Students are encouraged to submit assignments in a timely fashion and to avoid submitting work at the last minute. Multiple technical problems can occur with electronic submissions, delaying or even preventing these submissions. Problems with your personal computer/Internet Service Provider are NOT acceptable explanations for late submission of assignments or other work.

Assignments will not be accepted by e-mail unless arrangements for this have been made with course instructors prior to the submission. If submission of assignments is delayed past the due date for the assignment due to technical problems at UWG, due dates will be adjusted accordingly and communicated to students via e-mail and through a News Announcement in the course site in CourseDen.

Attendance Guideline:

Students must attend and actively participate in each class session. All face-to-face class sessions will begin and end on time. You should arrive to class sessions in a timely manner. Please refrain from being consistently tardy. Consistently tardy behavior

does not convey responsibility, accountability, or a sense of caring for self or others. Professionalism points will be deducted.

Certain class sessions may be delivered online. Students are expected to actively participate in online activities and are responsible for submitting related assignments in a timely manner. The guidelines for late assignments apply to online assignments as well. Points designated for online assignments will be deducted if you do not actively participate in online course activities.

Important Dates- Fall 2019:

Aug	14	Fall Classes begin
Aug	14-20, 2019	Drop Add
Sep	2	Labor Day Holiday (no classes, offices closed) <i>Last day to withdraw with a grade of W</i>
Oct	3-5	Fall Break (No classes, offices open)
Nov	25-30	Thanksgiving Break (no classes)
Dec	6	Classes end
Dec	7-13	Final Examinations
December	---	Pinning Ceremony
Dec	14	Graduation (time TBA)
Dec	16	Grades due by noon

The course calendar is provided in Course Den.

- Contains dates of assignments, exams and course requirements.
- ***Please note that the weekly schedule of assignments and/or testing dates may be subject to change.***

Commitment to Class Cohesiveness

In order to foster a safe and effective learning environment, we agree to:

- be polite, considerate and honest when communicating with one another.
- notify each other of any major changes in a timely manner.
- use language (both verbal and nonverbal) that fosters a safe learning environment.
- demonstrate openness and flexibility in the learning environment.
- be organized!
- actively participate in class discussion and activities.

Expectations for Professionalism

There are certain characteristics expected of any member of a profession. Examples of behaviors that demonstrate professionalism in nursing are altruism, excellence, caring, beneficence, integrity, honesty, respect, and accountability. Students in this course are asked to demonstrate these professional behaviors: being attentive and participative during classroom discussions; communicating effectively with faculty, peers, and staff; and appropriately using course delivery systems and other online forums or social media. Expectations for professional behavior include, but are not limited to:

- attending class and arriving to class on time for each face to face class session.

- preparing for class.
- actively participating in class activities and discussions.
- appropriately communicating with others in the learning environment (i.e. proper netiquette, communicating with peers about group assignments, contacting the course instructor regarding absences and late assignments in a timely manner, appropriately communicating during interviews).
- being accountable for one's actions.
- wearing professional dress when appropriate.
- demonstrating caring behaviors when interacting with others in the learning environment.

Depending on the severity of the lack of attention to these professional expectations or any of the professional competencies outlined in the BSN Student Handbook, deductions in course grades, failure of the course, or dismissal from the nursing program may result. In addition, concerns related to student lack of attention to professional expectations will be reviewed for consistency with breaches in existing policies and guidelines as outlined in the UWG and/or BSN Student Handbook. Standards of Procedure will be followed for breaches in adherence to policies, particularly those related to the UWG and/or THS SON honor code, with consequences for breaches being determined based on the most relevant Standards of Procedure.

Clinical Restrictions for Nursing Clinical Courses

Nursing Students may not:

- Give medications unsupervised by a licensed or registered nurse.
- Administer any chemotherapy agents.
- Obtain, sign off on, or hang any blood products independently or a registered nurse.
- Take verbal orders.
- Document without the co-signature of a licensed or registered nurse.
- Serve as a witness for Advanced Directives, Living Wills, or any informed consent.
- Initiate restraints.
- Perform admission assessment unsupervised by a registered nurse.
- Perform discharge instructions unsupervised by a registered nurse (staff or instructor).
- Transfer any patient with mobility issues without facility staff present.
- Transport any patient without facility staff present.
- Any invasive procedure on patient without the supervision of licensed or registered nurse.

Testing Policies for Proctored Tests and Exams

Because of the difficulty in rescheduling and making up tests or exams, students should make arrangements regarding missed tests or exams prior to being absent, if possible, or as soon as possible in cases of an emergency. **In order to make up a test or exam, the student must provide adequate documentation (i.e. medical excuse,**

summons to jury duty, documentation of death in family) verifying the reason for absence. Without this documentation, the student will not be allowed to make up a test or exam. Failure by the student to notify the instructor of a missed test or exam will result in a grade of zero (0) on the test.

Required textbooks for this course, class presentations/discussion, and ATI resources will be the primary sources for test/quiz questions.

All testing will be done via Exam Soft, CourseDen/D2L with Respondus Lockdown browser or ATI. The following policies will be strictly enforced:

1. All purses, backpacks, and personal items (including cell phones and calculators) are to be left in lockers. Scratch paper will be provided. This sheet of paper should be submitted to the instructor upon completion of the test or exam.
2. Students are to remain outside the room until testing time and will be required to leave the room immediately following submission of their test. Re-access to the test or exam is prohibited.
3. The test or exam is the ONLY window that is permitted to be open during testing. If other windows are found open during testing, the student will receive a grade of zero (0) for that test.
4. Please shut down (not log off) your computer after submission of the test or exam.

Time Allocation for Quizzes, Tests, and Exams

It is the Tanner Health System School of Nursing policy to allot one minute for standard multiple-choice questions on any quiz, test, or exam. Faculty will give additional time (up to two minutes) for each alternate style question on a quiz, test, or exam. Additional testing time over and above that allotted to other students in the course will only be granted to students who meet the guidelines for this accommodation based on documentation and USG Board of Regents standards. Any student requesting additional testing time should notify his/her instructor in writing and provide a copy of his/her Student Accommodations Report (SAR) prior to the quiz, test, or exam to receive the extended testing time (please refer to the section below related to Accessibility Services).

If you have difficulty with the computer during testing, please stop testing and raise your hand immediately. The course instructor(s) will do their best to get computer issues resolved so that you can continue with testing. If the issue persists, the course instructor(s) and student will decide together if the student will continue or stop testing at that time. If many students are experiencing difficulty, please be patient with the course instructor(s) as they work to address everyone's needs.

Test Review

Any student wishing to review any examination must make an appointment with Dr. Phillips. ***Priority will be given to students making less than a 75.*** Any student wishing to discuss an individual quiz or quiz question will be asked to submit an e-mail request to the course faculty regarding such. During the test review, students must not

record, in any manner, the quiz questions or answers provided during this review. Failure to conform to this procedure will constitute academic dishonesty and will be dealt with according to policies outlined in the UWG and THSSON student handbooks for breaches of academic honesty. Faculty may elect to have a silent examination review after the examination if class time allows and faculty are available.

Academic Honesty

The Tanner Health System School of Nursing faculty members value professional and academic integrity and will not tolerate any form of dishonesty or deception. The academic honesty policy for this course is the same as that of the University of West Georgia and the THS SON. **Evidence of cheating, fabrication, plagiarism, unauthorized use of exams, opening another window during computer-based testing, and sharing of specific questions, rationales, or any information regarding exams is prohibited and will result in failure in this course.**

Students displaying questionable behavior regarding honesty and integrity in the academic setting will be counseled immediately, and appropriate actions will be taken. If a student is found to be involved in questionable behavior outside the academic area, i.e., any involvement in the Student Judicial system, the student's standing in the program may be in jeopardy pending the outcome of such activity. More specific definitions can be found on the UWG website in the [Student Handbook and Code of Conduct](#)

Turnitin

In an effort to ensure academic integrity, the Tanner Health System School of Nursing vigorously affirms the importance of an Honor Code as defined in the [THS SON BSN Student Handbook](#). Therefore, in an effort to detect and prevent plagiarism, undergraduate faculty members at the THS SON now use an originality tool called Turnitin to compare a student's work with multiple online sources. Turnitin reports a percentage of similarity with multiple online sources and provides links to those specific sources. The tool itself does not determine whether or not a paper has been plagiarized. Instead, the individual faculty member must make that judgment.

Selected assignments in courses where the use of Turnitin is applicable will be checked for originality using Turnitin.com. A Turnitin Draft Dropbox will be available for the submission of all assignments in these courses, so you may practice your scholarly writing over the course of the semester. Also, you may submit to the Turnitin Draft Dropbox as many times as possible and please review the originality report with each draft submission. According to the Turnitin site, when multiple submissions are submitted, only one Originality Report will be processed in a 24-hour period; reports "for second and subsequent submissions will require a 24-hour delay before the Originality Report begins processing." Lastly, once you submit your final assignment to the assigned Dropbox (not the Draft Dropbox), your paper will be reviewed through Turnitin and an Originality Report will be generated with no resubmission/revisions allowed.

Turnitin Training Materials for Students:

[UWG Online Turnitin Training Resources](#). These resources will cover reviewing the similarity report and feedback through Turnitin (please click on the link titled “Other Services” for Turnitin resources). The THS SON also provides resources **for online tools at their [Technology Resources](#)** page as well as a video on [Reviewing Turnitin Assignments](#).

Tape Recorder Policy

Taping of lectures can be a useful learning tool; however, because of the sensitive nature of discussions regarding personal feelings and the legal and ethical considerations concerning patient confidentiality, tape recorders must be used very cautiously and are up to the discretion of the faculty being recorded. Please talk with your instructor prior to recording.

All electronic devices are to be on vibrate or turned off while in class.

UWG Common Language for Course Syllabi

Students should review the [UWG Common Language](#) each semester as changes or updates may occur.

EQUAL OPPORTUNITY STATEMENT

No person shall, on the grounds of race, color, sex, religion, creed, national origin, age, or disability, be excluded from employment or participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity conducted by UWG.

AFFIRMATIVE ACTION STATEMENT

University of West Georgia adheres to affirmative action policies to promote diversity and equal opportunity for all faculty and students

Additional Online Resources:

[Distance Education Help](#)

[Ingram Library](#)

[UWG Book Store](#)

[UWG Network Use Policy](#)

[UWG Student Handbook](#)

[THS SON BSN Handbook](#)

**University of West Georgia
Tanner Health System School of Nursing
BSN Syllabus
Semester Year**

NURS 4202-XX: Health Care of the Client 4
CRN: XXXXX

Credit Hours: 3-0-3

Pre-requisites: NURS 4201, NURS 4301

Co-requisites: NURS 4302, NURS 4000

Faculty Contact Information

Name: XXXXX

Office Number: *School of Nursing,, Etc.*

Office Phone: (XXX)-XXX-XXXX

Cell Phone: (XXX)-XXX-XXXX

Fax Number: (XXX)-XXX-XXXX

Email: XXXXXX@westga.edu

Office Hours: *(A clear statement of virtual hours, lead time and preference for responding to students' queries via email, phone, the web, or other means.*

Times when students can reach you.)

About me: (Short introductory and personal background.) XXXX

Course Description: This is the last of four concept-based healthcare courses essential in preparing learners for safe and person-centered care within a quality caring framework. You will analyze knowledge related to the provision of quality, holistic nursing care to persons throughout the lifespan. The course focuses on the interrelationship of multiple concepts, using exemplars, within the categories of biophysical, social, and psychological functions, and health, wellness, and illness.

Course Learning Outcomes:

Course Learning Outcomes By the end of the course, the learner will be able to:	BSN Program Outcomes	BSN Essentials	ANA Standards of Professional Nursing Practice	Description of Major Assignment
Integrate concepts of holistic nursing care for persons of diverse cultures, values, beliefs, and lifestyles across the life span.				
Synthesize knowledge of clinical reasoning with evidence-based nursing care in prioritizing health care for complex clients across the lifespan.				
Critique health promotion and disease and injury prevention provided in local and global communities in relation to quality caring outcomes.				

Evaluate the effectiveness of teaching strategies that empower persons to achieve their healthcare goals.				
Demonstrate competency in the knowledge and use of technology related to current research and writing and in the practice of nursing.				
Demonstrate accountability for personal and professional behavior.				

Concepts (Exemplars)

Concept	Exemplars
Acid Base Balance	<ul style="list-style-type: none"> •Fluid and Electrolyte Balance (taught in conjunction with concepts “Perfusion” and “Elimination”) addressing hypovolemic shock incorporating Hyper/Hypo <ul style="list-style-type: none"> • Na • K+ • Ca • Mg • Phosphate • Sulfate • Chloride • Bicarbonate
Clotting	<ul style="list-style-type: none"> •SIRS/DIC •PE •VTE: venous thrombosis & arterial thrombi •Thrombocytopenia
Elimination	<ul style="list-style-type: none"> •Nephritis •Nephrotic Syndrome

	•Chronic & Acute Renal Failure
Glucose Regulation	•DKA & Hypovolemic Hypoosmotic Non-Ketotic Syndrome (HHNK)
Hormone Regulation	•Thyrotoxicosis •Hyper/Hypothyroidism •Syndrome of Inappropriate •Antidiuretic Hormone (SIADH) •Cushing's Syndrome •Addison's disease
Immunity	•Allergic Response -systemic •Suppressed immune response (i.e. taking transplant meds)
Infection	•Sepsis •HIV/AIDS
Intracranial Regulation	•Traumatic brain injury •Ischemic & hemorrhagic stroke •Seizures & epilepsy •Increased ICP •Degenerative Disorders
Pain	•Acute and Chronic
Perfusion	•Central Perfusion: Cardiac Dysrhythmia
Culture	As it related to Concept
Development	•Developmental-level–appropriate nursing care
Health Promotion	•Epidemiology •Environmental health •Disaster preparedness
Nutrition	As it related to Concept
Safety (at point of care) in all aspect of patient care and view in nursing care in each concept	•medication administration •fall prevention •invasive procedures •recognition of and action on adverse effects •diagnostic workup

Required Textbooks:

- All resources/texts in Elsevier Bundle (as previously purchased)
 - Elsevier Adaptive Quizzing for the NCLEX-RN Exam (2014) ISBN: 9780323244954
 - Giddens, J.F. (2013). *Concepts for nursing practice*. St. Louis, MO: Mosby.
 - Ignatavicius, D.D. & Workman, M.L. (2013). *Medical-surgical nursing: Patient-centered collaborative care* (7th ed.). St. Louis, MO: Saunders.
 - LoBiondo-Wood, G., & Haber, J. (Eds.). (2014). *Nursing research: Methods and critical appraisal for evidence-based practice*. St. Louis, MO: Mosby/Elsevier.[ISBN: 9780323100922] e-book

- Perry, S. E., Hockenberry, M. J., Lowdermilk, D. L., & Wilson D. (Eds.). (2014). *Maternal child nursing care* (5th ed.). St. Louis, MO: Mosby/Elsevier. [ISBN: 9780323226486] e-book
- Potter, P. A., Perry, A. G., Stockert, P., & Hall, A. (2013). *Fundamentals of nursing* (8th ed.). St. Louis, MO: Mosby/Elsevier.[ISBN: 9780323091916] e-book
- Kee, J. L., & Marshall, S. M. (2013). *Clinical calculations: With applications to general and specialty areas* (7th ed.). St. Louis, MO: Saunders/Elsevier. [ISBN: 9781455703852] e-book
- Elsevier. (n.d.). *HESI comprehensive review*. [Media]. Author.
- Elsevier. (n.d.). *HESI smart remediation*. [Media]. Author.
- SafeMedicate. (n.d.). *Drug calculation competence development and assessment*. [Media]. Retrieved from <https://www.safemedicate.net/>
- Nursing Central software
- Course Den

Optional Textbooks:

None

Learning Activities May Include:

- Assigned readings and class discussion
- Case studies
- Presentations
- Formal and informal writing activities
- Discussion participation
- Gaming
- Problem based learning
- Practice standardized exams

Assignments/Methods of Evaluation:

Example

Exams, 60%

Professionalism, 10%

In Class Assignments/Adaptive Quizzing, 30%

Grading scale

A=90-100

B=80-89.99

C=75-79.99

F=<74.99

Nursing, Pre-licensure Track, Carrollton, BSN

2020-2021 Undergraduate Revise Program Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Please **TURN ON** the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

****CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM***

**Modifications
(Check all that
apply)***

- Program Name
- Track/Concentration
- Catalog Description
- Degree Name
- Program Learning Outcomes
- Program Curriculum
- Other

**Desired Effective
Semester ***

Summer

**Desired Effective
Year ***

2020

Program Information

Select *Program* below, unless revising an *Acalog Shared Core*.

Type of Program*

- Program
- Shared Core

If other, please

identify.

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
Program Description

Program Name* Nursing, Pre-licensure Track, Carrollton, BSN

Program ID - DO NOT EDIT* 2615

Program Code - DO NOT EDIT

Program Type* Bachelor

Degree Type* Bachelor of Science in Nursing

Program Description* The BSN Program pre-licensure track requires 123 semester credit hours for graduation and combines a rich and liberal foundation in the arts, sciences, and humanities with a unique program emphasizing the art and science of nursing.

Status* Active-Visible Inactive-Hidden

Program Location* Carrollton

Curriculum Information

PROGRAM CURRICULUM

****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.**
Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click here for a [video](#) demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab.

For removing courses click on the **X** and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the **X** and proceed.

Step 2 - Adding New Courses to the Program

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Prospective Curriculum*

Curriculum

Core Curriculum, Areas A, B, C, E:

Core Curriculum These are available in the Core Curriculum Guide in the Undergraduate Student Catalog. Additionally:

Core Area D, to be completed as follows: 11 Hours

BIOL 1107 Principles of Biology I

[Right] (and)
BIOL 1108 Principles of Biology II
[After] (or)
[Right] with labs
CHEM 1151K Survey of Chemistry I
[Right] (and)
CHEM 1152K Survey of Chemistry II
[After] (or)
[Right] with labs
CHEM 1211 Principles of Chemistry I
[Right] (and)
CHEM 1212 Principles of Chemistry II
[After] (or)
[Right] with labs
PHYS 1111 Introductory Physics I
[Right] (and)
PHYS 1112 Introductory Physics II
[After]
[Right] with labs
MATH 1401 Elementary Statistics

Core Area F, which includes: 18 Hours

BIOL 2021 Human Anatomy and Physiology I
BIOL 2021L Human Anatomy and Physiology I Laboratory
[Right] (and)
BIOL 2022 Human Anatomy and Physiology II
BIOL 2022L Human Anatomy and Physiology II Laboratory
[After] (and)
BIOL 2030 Medical Microbiology
BIOL 2030L Medical Microbiology Laboratory
[After] (and)
[After] 6 credit hours of social science electives or lower division NURS 6 **Student may not use the same PSYC or SOCI course to fulfill both Area E and Area F requirements.

Core Area F, which includes: 18 Hours

BIOL 2021 Human Anatomy and Physiology I
BIOL 2021L Human Anatomy and Physiology I Laboratory

Physiology I Laboratory**[Right] (*)****BIOL 2022 Human Anatomy and Physiology II****BIOL 2022L Human Anatomy and Physiology II Laboratory****[Right] (and)****BIOL 2030 Medical Microbiology****BIOL 2030L Medical Microbiology Laboratory****[Right] (and)****[Left] ******PSYC 1030 Personal Relationships****[Left] ******PSYC 1101 Introduction to General Psychology****[After] (or)****[Right] (eCore)****[Left] ******SOCI 1101 Introductory Sociology****[Right] (eCore)****[After] (or)****[Left] ******SOCI 1160 Introduction to Social Problems****NURS 2101 Pathophysiology and Pharmacology I****[After] **Student may not use the same PSYC or SOCI course to fulfill both Area E and Area F requirements.****Pre-licensure BSN Track**

In addition to the Core Curriculum requirements (57 semester hours) as specified in the UWG Undergraduate Catalog, pre-licensure BSN students must complete the following nursing courses (66 semester hours):

Carrollton BSN Program Pre-Licensure Track (6 Semesters) Summer 2020

Six semesters - 66 credit hours

First Semester

(Summer - 7 semester hours)

NURS 3000 Holistic Health Assessment**NURS 3101 Professional Nursing
Concept I****NURS 3210 Medical Mathematics****Second Semester****(Fall - 13 semester hours)****NURS 3201 Health Care of the Client I****NURS 3301 Clinical Practice I****NURS 2101 Pathophysiology and
Pharmacology I****[Right] Counts in area F.****Third Semester****(Spring - 13 semester hours)****NURS 3202 Health Care of the Client II****NURS 3302 Clinical Practice II****NURS 3100 Pathophysiology &
Pharmacology II****Fourth Semester****(Summer - 5 semester hours)****NURS 3102 Professional Nursing
Concepts II****NURS 3400 Nursing Research and
Evidence-Based Practice****Fifth Semester****(Fall - 15 semester hours)****NURS 4201 Health Care of the Client III****NURS 4300 Clinical Specialty Practice****NURS 4301 Clinical Practice III****NURS 4103 Professional Concepts
Capstone**

Sixth Semester

(Spring - 13 semester hours)

**NURS 4000 Preparation for Nursing
Licensure**
NURS 4202 Health Care of the Client IV
NURS 4302 Clinical Practice IV

Carrollton BSN Program Pre-Licensure Track (6 Semesters) Starting Summer 2018

Six semesters - 66 credit hours

First Semester

(Summer - 6 semester hours)

**NURS 2101 Pathophysiology and
Pharmacology I**
[Right] - counts in Area F
NURS 3000 Holistic Health Assessment

Second Semester

(Fall - 15 semester hours)

**NURS 3100 Pathophysiology &
Pharmacology II**
**NURS 3101 Professional Nursing
Concept I**
NURS 3201 Health Care of the Client I
NURS 3301 Clinical Practice I

Third Semester

(Spring - 15 semester hours)

**NURS 3102 Professional Nursing
Concepts II**
NURS 3202 Health Care of the Client II
NURS 3302 Clinical Practice II
**NURS 3400 Nursing Research and
Evidence-Based Practice**

Evidence Based Practice**Fourth Semester****(Summer - 1 semester hour)****NURS 3303 Competency-Based Clinical Performance****Fifth Semester****(Fall - 14 semester hours)****NURS 4101 Professional Nursing Concepts III****NURS 4201 Health Care of the Client III****NURS 4300 Clinical Specialty Practice****NURS 4301 Clinical Practice III****Sixth Semester****(Spring - 15 semester hours)****NURS 4000 Preparation for Nursing Licensure****NURS 4102 Professional Nursing Concepts IV****NURS 4202 Health Care of the Client IV****NURS 4302 Clinical Practice IV****Justification and Assessment**

Rationale* These new plans of studies will encompass existing courses, rearrange courses, modify some pre/co-requisites, modify some existing course credit hours, delete three courses, and add two new courses to the previous plans of study. The individual semester hours for each campus semester will also be altered, but the total plan of study credit hours for each campus semester program will remain the same. The adoption of these new plans of study will allow for new content to be included that will increase student knowledge of medication calculations, and medical-surgical nursing safety content. This will allow for more concepts and content to align with our nursing accreditation requirements and increase nursing safety.

Remove courses, NURS 3303, NURS 4101, NURS 4102

Add courses, NURS 3210, NURS 4103

Modify credit hours of courses, NURS 3201, NURS 4000, NURS 4202

Modify concurrent pre-requisites, co-requisites of courses, NURS 3000, NURS 3201, NURS 3301, NURS 4201

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

- Check all that apply to this program***
- Significant departure from previously approved programs
 - New instructional site at which more than 50% of program is offered
 - Change in credit hours required to complete the program
 - None of these apply

**SACSCOC
Comments**

REQUIRED ATTACHMENTS

ATTACH the the following required documents! by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

2.) Assessment Plan

All major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the assessment template from [here](#) complete, and upload.

- Program Map*** I have attached the Program Map/Sheet.
 N/A - I am not making changes to the program curriculum.

Assessment Plan*

Assessment Plan I have attached the Assessment Plan.
 N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/
Department - DO
NOT EDIT*

Tanner Health System School of Nursing

Is this a School of
Nursing Program? Yes No
*

Is this a College of
Education
Program? Yes No
*

Is the
addition/change
related to core,
honors, or XIDS
courses? Yes
 No
*

Is Senate Review
required? Yes
 No
*

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

BSN PROGRAM GOALS

The purpose of the Bachelor of Science in Nursing (BSN) program is to prepare individuals for basic registered nurse practice roles in diverse health care settings. Graduates of the program will be able to:

1. Provide holistic nursing care to persons (individuals, families, groups, communities, and populations) across the continuum of healthcare in a variety of settings at local and global levels, focusing on health promotion and disease and injury prevention across the lifespan.
2. Practice quality caring as the essence of nursing for persons of diverse cultures, values, beliefs, and lifestyles.
3. Utilize critical thinking and clinical reasoning based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences to provide safe, competent, evidence-based care.
4. Communicate and collaborate effectively within inter-professional teams, which includes the use of technology and information systems to improve health outcomes and healthcare systems.
5. Participate in analysis, critique, and reform of healthcare regulatory, policy, and financial systems that influence nursing and healthcare environments.
6. Apply leadership and management principles to empower nurses and achieve high standards of quality and safety in the delivery of person-centered care.
7. Assume altruistic legal and ethical responsibility and accountability for personal and professional behavior.
8. Utilize effective teaching strategies to empower persons to achieve healthcare goals.
(Approved 2/28/2011; Updated and approved 4/6/12, 4/29/19)

University of West Georgia, Tanner Health System School of Nursing Curriculum & Plan of Study

CARROLLTON Campus 6 Semesters – 66 Credit Hours

Summer 1 (6 hours)	Fall 1 (15 hours)	Spring 1 (15 hours)
NURS 2101 Patho/Pharm I (3-0-3) NURS 3000 Holistic Hlth Assessment (2-2-3)	NURS 3100 Patho/Pharm II (3-0-3) NURS 3101 Prof Nsg Concepts I (3-0-3) NURS 3201 Health Care of Client I (3-0-3) NURS 3301 Clinical Practice I (0-12-6)	NURS 3102 Prof Nsg Concepts II (2-0-2) NURS 3202 Health Care of Client II (4-0-4) NURS 3302 Clinical Practice II (0-12-6) NURS 3400 Nsg Rsch & EBP (3-0-3)
Summer 2 (1 hour)	Fall 2 (14 hours)	Spring 2 (15 hours)
NURS 3303 Comp. Based Clinical (0-2-1)	NURS 4101 Prof Nsg Concepts III (2-0-2) NURS 4201 Hlth Care of Client III (4-0-4) NURS 4300 Clinical Specialty Pract (0-6-3) NURS 4301 Clinical Practice III (0-10-5)	NURS 4102 Prof Nsg Concepts IV (2-0-2) NURS 4202 Hlth Care of Client IV (4-0-4) NURS 4302 Clinical Practice IV (0-16-8) NURS 4000 NCLEX Preparation (1-0-1)

NEWNAN Campus 8 Semesters – 66 Credit Hours

Summer 1 (6 hours)	Fall 1 (8 hours)	Spring 1 (9 hours)
NURS 2101 Patho/Pharm I (3-0-3) NURS 3101 Prof Nsg Concepts I (3-0-3)	NURS 3100 Patho/Pharm II (3-0-3) NURS 3000 Holistic Hlth Assessment (2-2-3) NURS 3102 Prof Nsg Concepts II (2-0-2)	NURS 3201 Health Care of Client I (3-0-3) NURS 3301 Clinical Practice I (0-12-6)
Summer 2 (5 hours)	Fall 2 (10 hours)	Spring 2 (10 hours)
NURS 3400 Nsg Rsch & EBP (3-0-3) NURS 4101 Prof Nsg Concepts III (2-0-2)	NURS 3202 Hlth Care of Client II (4-0-4) NURS 3302 Clinical Practice II (0-12-6)	NURS 3303 Comp. Based Clinical (0-2-1) NURS 4201 Hlth Care of Client III (4-0-4) NURS 4301 Clinical Practice III (0-10-5)
Summer 3 (5 hours)	Fall (13 hours)	
NURS 4102 Prof Nsg Concepts IV (2-0-2) NURS 4300 Clinical Specialty Pract (0-6-3)	NURS 4202 Hlth Care of Client IV (4-0-4) NURS 4302 Clinical Practice IV (0-16-8) NURS 4000 NCLEX Preparation (1-0-1)	

This schedule shows a list of planned courses and as such is subject to change. At its sole discretion, the University may revise this schedule and any information contained herein, without advance notice. No contract, either expressly or implied, is created by this schedule.

Freshman Registration Guide: Meta-Major Health Professions

Recommendation	Credit Hrs	Your Choice
Area A-1: English Composition (ENGL 1101)	3	
Area A-2: Quantitative Skills and Reasoning (MATH 1001), College Algebra (MATH 1111), Pre-calculus (MATH 1113)	3	
Area B-2: XIDS 1101	2	
Area D-1: Principles of Biology (BIOL 1107 + BIOL 1107L) OR *Survey of Chemistry (CHEM 1151K)	4	
Area E-4: Social Science	3	
Total Hours for semester	15	

**If students choose CHEM 1151K, MATH 1111 is a required co-requisite.*

AP/Dual Enroll Credit earned before coming to UWG: _____

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area A-1 ENGL 1101	3	Area A-1 ENGL 1102	3
Area A-2 MATH 1001, MATH 1111, MATH 1113	3	Area D-2 MATH 1401	3
Area D-1 BIOL 1107 + BIOL 1107L OR Bi*CHEM 1151K	4	Area D-1 BIOL 1108 + BIOL 1108L OR CHEM 1152K	4
Area B-2 XIDS 1101	2	Area E-2 HIST 2111 or HIST 2112	3
Area E-4 Social Science	3		
SEMESTER TOTAL	15	SEMESTER TOTAL	13
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area C-2 Humanities Elective	3	Area B-1 Oral Communication	3
Area E-1 HIST 1111 or HIST 1112	3	Area C-1 Fine Arts Elective	3
Area E-3 POLS 1101 – American Government	3	Area F BIOL 2022 + BIOL 2022L	4
Area F BIOL 2021 + BIOL 2021L	4	Area F BIOL 2030 + BIOL 2030L	4
Area F Social Science	3		
SEMESTER TOTAL	16	SEMESTER TOTAL	14

Name: _____ Student ID Number: _____



Notes/Questions: _____

Critical Course Progression Information:

Class	Class Name	Minimum grade required to progress
ENGL 1101	English Composition I	C
ENGL 1102	English Composition II	C
MATH 1001	Quantitative Skills & Reasoning	C
MATH 1111	College Algebra	C
BIOL 1107/1107L	Principles of Biology I	C
BIOL 1108/1108L	Principles of Biology II	B
CHEM 1151K	Survey of Chemistry I	C
CHEM 1152K	Survey of Chemistry II	B
BIOL 2021/BIOL 2021L	Anatomy & Physiology I	C
BIOL 2022/BIOL 2022L	Anatomy & Physiology II	C
BIOL 2030/BIOL 2030L	Medical Microbiology	C

Admission to the School of Nursing is highly selective

In order to remain a MMHP student, you must maintain a 2.8 NGPA after completing 24 credit hours. The minimum GPA to apply is a 3.0. The average GPA of the students that have been accepted the past several years has been roughly a 3.6. Academic Advisors recommend students having at least a 3.3 to be marginally competitive. Advisors encourage students to be aware of their own academic standing, so when they do meet with an advisor they are prepared to hear the honest and realistic prognosis for where they stand. Should a student not be competitive, advisors will explain in detail alternate routes to nursing or other career and helping profession possibilities.



Get Involved with Your Major!!

Join **PNSA**- (Pre-Nursing Student Association). Learn about upcoming pre-nursing events; meet other pre-nursing students; attend intentional, organized study sessions; volunteer; stay updated on the pre-nursing curriculum, and ways to become a competitive applicant. Email pnsa@westga.edu or check out facebook.com/uwgprenursing

Name: _____ Student ID Number: _____

		PL-SLO 1	PL-SLO 2	PL-SLO 3
COURSES		Ability to provide holistic care	Utilize critical thinking and clinical reasoning	Utilize effective teaching strategies
1	NURS 2101		I	
2	NURS 3100		I	
3	NURS 3000	I		
4	NURS 3101	R		
5	NURS 3102	R		R (A)
6	NURS 3201		I	I
7	NURS 3210		I	
8	NURS 3202		R	R
9	NURS 3301	R	R	R
10	NURS 3302	R	R (A)	R
11	NURS 3400			
12	NURS 4103	R	R (A)	
13	NURS 4201		R	R
14	NURS 4202		M	
15	NURS 4300	M		M (A)
16	NURS 4301	R	R	R
17	NURS 4302	M	M (A)	R
18	NURS 4000		M	

PL-SLO 4	PL-SLO 5
Practice quality caring	Leadership and management
I	
R	
R	
R	
R	
R	
	R (A)
R	R
R	
R	M (A)

I=introduced
R=reinforced
M=mastered
A=assessment performed

BSN Study Plan: Paralleling Concepts

TON

1 (7 hours)	Fall 1 (13 hours)	Spring 1 (13 hours)
00 Holistic Hlth Assessment (2-2-3) 10 Medication Mathematics (1-0-1) 01 Prof Nsg Concepts 1 (3-0-3)	NURS 2101 Patho/Pharm 1 (3-0-3) NURS 3201 Health Care of Client 1 (4-0-4) NURS 3301 Clinical Practice 1 (0-12-6)	NURS 3100 Patho/Pharm 2 (3-0-3) NURS 3202 Health Care of Client 2 (4-0-4) NURS 3302 Clinical Practice 2 (0-12-6)
2 (5 hours)	Fall 2 (15 hours)	Spring 2 (13 hours)
02 Prof Nsg Concepts 2 (2-0-2) 00 Nsg Research & EBP (3-0-3)	NURS 4103 Prof Concepts Capstone (3-0-3) NURS 4201 Health Care of Client 3 (4-0-4) NURS 4300 Clinical Specialty Pract (0-6-3) NURS 4301 Clinical Practice 3 (0-10-5)	NURS 4202 Health Care of Client 4 (3-0-3) NURS 4302 Clinical Practice 4 (0-16-8) NURS 4000 NCLEX Preparation (2-0-2)
3 (6 hours)	Fall 1 (6 hours)	Spring 1 (13 hours)
00 Holistic Hlth Assessment (2-2-3) 01 Prof Nsg Concepts 1 (3-0-3)	NURS 3210 Medication Mathematics (1-0-1) NURS 3102 Prof Nsg Concepts 2 (2-0-2) NURS 3400 Nsg Research & EBP (3-0-3)	NURS 2101 Patho/Pharm 1 (3-0-3) NURS 3201 Health Care of Client 1 (4-0-4) NURS 3301 Clinical Practice 1 (0-12-6)
2	Fall 2 (13 hours)	Spring 2 (12 hours)
	NURS 3100 Patho/Pharm 2 (3-0-3) NURS 3202 Health Care of Client 2 (4-0-4) NURS 3302 Clinical Practice 2 (0-12-6)	NURS 4201 Hlth Care of Client 3 (4-0-4) NURS 4301 Clinical Practice 3 (0-10-5) NURS 4300 Clinical Specialty Pract (0-6-3)
3 (3 hours)	Fall 3 (13 hours)	
03 Prof Concepts Capstone (3-0-3)	NURS 4202 Hlth Care of Client 4 (3-0-3) NURS 4302 Clinical Practice 4 (0-16-8) NURS 4000 NCLEX Preparation (2-0-2)	

Nursing, Pre-Licensure Track, Newnan, BSN

2020-2021 Undergraduate Revise Program Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

****CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM***

Modifications (Check all that apply)*

- Program Name
- Track/Concentration
- Catalog Description
- Degree Name
- Program Learning Outcomes
- Program Curriculum
- Other

Desired Effective Semester *

Desired Effective Year *

Program Information

Select *Program* below, unless revising an *Acalog Shared Core*.

Type of Program*

- Program
- Shared Core

If other, please

identify.

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name

Program Description

Program Name* Nursing, Pre-Licensure Track, Newnan, BSN

Program ID - DO NOT EDIT* 2626

Program Code - DO NOT EDIT

Program Type*

Bachelor

Degree Type*

Bachelor of Science in Nursing

Program Description*

The BSN Program pre-licensure track requires 123 semester credit hours for graduation and combines a rich and liberal foundation in the arts, sciences, and humanities with a unique program emphasizing the art and science of nursing.

Status*

Active-Visible Inactive-Hidden

Program Location*

Newnan

Curriculum Information

PROGRAM CURRICULUM

****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.**
Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click here for a [video](#) demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses from the Program

In order to delete courses that you are removing from your program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab.

For removing courses click on the **X** and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the **X** and proceed.

Step 2 - Adding New Courses to the Program

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Prospective Curriculum*

Curriculum

Core Curriculum, Areas A, B, C, E:

Core Curriculum These are available in the Core Curriculum Guide in the Undergraduate Student Catalog. Additionally:

Core Area D, to be completed as follows: 11 Hours

BIOL 1107 Principles of Biology I

[Right] (and)
BIOL 1108 Principles of Biology II
[After] (or)
[Right] with labs
CHEM 1151K Survey of Chemistry I
[Right] (and)
CHEM 1152K Survey of Chemistry II
[After] (or)
[Right] with labs
CHEM 1211 Principles of Chemistry I
[Right] (and)
CHEM 1212 Principles of Chemistry II
[After] (or)
[Right] with labs
PHYS 1111 Introductory Physics I
[Right] (and)
PHYS 1112 Introductory Physics II
[After]
[Right] with labs
MATH 1401 Elementary Statistics

Core Area F, which includes: 18 Hours

BIOL 2021 Human Anatomy and Physiology I
BIOL 2021L Human Anatomy and Physiology I Laboratory
[Right] (and)
BIOL 2022 Human Anatomy and Physiology II
BIOL 2022L Human Anatomy and Physiology II Laboratory
[After] (and)
BIOL 2030 Medical Microbiology
BIOL 2030L Medical Microbiology Laboratory
[After] (and)
[After] 6 credit hours of social science electives or lower division NURS 6 **Student may not use the same PSYC or SOCI course to fulfill both Area E and Area F requirements.

Core Area F, which includes: 18 Hours

BIOL 2021 Human Anatomy and Physiology I
BIOL 2021L Human Anatomy and Physiology I Laboratory

Physiology I Laboratory**[Right] (and)****BIOL 2022 Human Anatomy and Physiology II****BIOL 2022L Human Anatomy and Physiology II Laboratory****[Right] (and)****BIOL 2030 Medical Microbiology****BIOL 2030L Medical Microbiology Laboratory****[Right] (and)****[Left] ******PSYC 1030 Personal Relationships****[Left] ******PSYC 1101 Introduction to General Psychology****[Right] (eCore)****[Right] (or)****[Left] ******SOCI 1101 Introductory Sociology****[Right] (eCore)****[Right] (or)****[Left] ******SOCI 1160 Introduction to Social Problems****NURS 2101 Pathophysiology and Pharmacology I****[After] ** Students may not use the same PSYC or SOCI course to fulfill both Area E and Area F requirements.****Pre-Licensure Track**

In addition to the Core Curriculum requirements (57 semester hours) as specified in the UWG Undergraduate Catalog, pre-licensure BSN students must complete the following nursing courses (66 semester hours):

Newnan BSN Program Pre-Licensure Track (8 Semesters) Summer 2020

8 Semesters - 66 Credit Hours

First Semester

(Summer - 6 semester hours)

[Right] - counts in Area F

**NURS 3101 Professional Nursing
Concept I**

NURS 3000 Holistic Health Assessment

Second Semester

(Fall - 6 semester hours)

**NURS 3102 Professional Nursing
Concepts II**

**NURS 3400 Nursing Research and
Evidence-Based Practice**

NURS 3210 Medical Mathematics

Third Semester

(Spring - 13 semester hours)

NURS 3201 Health Care of the Client I

NURS 3301 Clinical Practice I

**NURS 2101 Pathophysiology and
Pharmacology I**

Fourth Semester

(Summer - 0 semester hours)

Fifth Semester

(Fall - 13 semester hours)

NURS 3202 Health Care of the Client II

NURS 3302 Clinical Practice II

**NURS 3100 Pathophysiology &
Pharmacology II**

Sixth Semester

(Spring - 12 semester hours)

NURS 4201 Health Care of the Client III

NURS 4301 Clinical Practice III

NURS 4300 Clinical Specialty Practice

Seventh Semester

(Summer - 3 semester hours)

**NURS 4103 Professional Nursing
Concepts Capstone**

Eighth Semester

(Fall - 13 semester hours)

**NURS 4000 Preparation for Nursing
Licensure**

NURS 4202 Health Care of the Client IV

NURS 4302 Clinical Practice IV

Newnan BSN Program Pre-Licensure Track (8 Semesters) Starting Summer 2018

8 Semesters - 66 Credit Hours

First Semester

(Summer - 6 semester hours)

**NURS 2101 Pathophysiology and
Pharmacology I**

[Right] - counts in Area F

**NURS 3101 Professional Nursing
Concept I**

Second Semester

(Fall -8 semester hours)

**NURS 2102 Pathophysiology and
Pharmacology II**

NURS 3000 Holistic Health Assessment

**NURS 3102 Professional Nursing
Concepts II**

Third Semester

(Spring - 9 semester hours)

**NURS 3201 Health Care of the Client I
NURS 3301 Clinical Practice I**

Fourth Semester

(Summer - 5 semester hours)

**NURS 3400 Nursing Research and
Evidence-Based Practice
NURS 4101 Professional Nursing
Concepts III**

Fifth Semester

(Fall - 10 semester hours)

**NURS 3202 Health Care of the Client II
NURS 3302 Clinical Practice II**

Sixth Semester

(Spring - 10 semester hours)

**NURS 3303 Competency-Based Clinical
Performance
NURS 4201 Health Care of the Client III
NURS 4301 Clinical Practice III**

Seventh Semester

(Summer - 5 semester hours)

**NURS 4301 Clinical Practice III
NURS 4300 Clinical Specialty Practice**

Eighth Semester

(Fall - 13 semester hours)

**NURS 4000 Preparation for Nursing
Licensure**

NURS 4202 Health Care of the Client IV

NURS 4302 Clinical Practice IV

Curriculum

Core Curriculum, Areas A, B, C, E:

Core Curriculum These are available in the Core Curriculum Guide in the Undergraduate Student Catalog. Additionally:

Core Area D, to be completed as follows: 11 Hours

BIOL 1107 Principles of Biology I

[Right] (and)

BIOL 1108 Principles of Biology II

[After] (or)

[Right] with labs

CHEM 1151K Survey of Chemistry I

[Right] (and)

CHEM 1152K Survey of Chemistry II

[After] (or)

[Right] with labs

CHEM 1211 Principles of Chemistry I

[Right] (and)

CHEM 1212 Principles of Chemistry II

[After] (or)

[Right] with labs

PHYS 1111 Introductory Physics I

[Right] (and)

PHYS 1112 Introductory Physics II

[After]

[Right] with labs

MATH 1401 Elementary Statistics

Core Area F, which includes: 18 Hours

BIOL 2021 Human Anatomy and Physiology I

BIOL 2021L Human Anatomy and Physiology I Laboratory

[Right] (and)

BIOL 2022 Human Anatomy and Physiology II

BIOL 2022L Human Anatomy and Physiology II Laboratory

[After] (and)

BIOL 2030 Medical Microbiology

BIOL 2030L Medical Microbiology Laboratory

[After] (and)

[After] 6 credit hours of social science electives or lower division NURS 6 **Student may not use the same PSYC or SOCI course to fulfill both Area E and Area F requirements.

Justification and Assessment

Rationale* These new plans of studies will encompass existing courses, rearrange courses, modify some pre/co-requisites, modify some existing course credit hours, delete three courses, and add two new courses to the previous plans of study. The individual semester hours for each campus semester will also be altered, but the total plan of study credit hours for each campus program will remain the same. The adoption of these new plans of study will allow for new content to be included that will increase student knowledge of medication calculations, and medical-surgical nursing safety content. This will allow for more concepts and content to align with our nursing accreditation requirements and increase nursing safety.

Remove courses, NURS 3303, NURS 4101, NURS 4102

Add courses, NURS 3210, NURS 4103

Modify credit hours of courses, NURS 3201, NURS 4000, NURS 4202

Modify concurrent pre-requisites, co-requisites of courses, NURS 3000, NURS 3201, NURS 3301, NURS 4201

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to cjenks@westga.edu

- Check all that apply to this program***
- Significant departure from previously approved programs
 - New instructional site at which more than 50% of program is offered
 - Change in credit hours required to complete the program
 - None of these apply

**SACSCOC
Comments**

REQUIRED ATTACHMENTS

ATTACH the the following required documentsI by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. If you'd like to update both the old and new program new for reference, please ensure that you distinctly mark them and upload as one document.

2.) Assessment Plan

All major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the assessment template from [here](#) complete, and upload.

- Program Map***
- I have attached the Program Map/Sheet.
 - N/A - I am not making changes to the program curriculum.

- Assessment Plan***
- I have attached the Assessment Plan.
 - N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#)

[modifications to Academic Degrees and Programs.](#)

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department - DO NOT EDIT* <input type="text" value="Tanner Health System School of Nursing"/>	
Is this a School of Nursing Program?* <input type="radio"/> Yes <input type="radio"/> No	Is this a College of Education Program?* <input type="radio"/> Yes <input checked="" type="radio"/> No
Is the addition/change related to core, honors, or XIDS courses?* <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Is Senate Review required?* <input type="radio"/> Yes <input type="radio"/> No	

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

BSN PROGRAM GOALS

The purpose of the Bachelor of Science in Nursing (BSN) program is to prepare individuals for basic registered nurse practice roles in diverse health care settings. Graduates of the program will be able to:

1. Provide holistic nursing care to persons (individuals, families, groups, communities, and populations) across the continuum of healthcare in a variety of settings at local and global levels, focusing on health promotion and disease and injury prevention across the lifespan.
2. Practice quality caring as the essence of nursing for persons of diverse cultures, values, beliefs, and lifestyles.
3. Utilize critical thinking and clinical reasoning based on theoretical, empirical, and experiential knowledge from the liberal arts and sciences to provide safe, competent, evidence-based care.
4. Communicate and collaborate effectively within inter-professional teams, which includes the use of technology and information systems to improve health outcomes and healthcare systems.
5. Participate in analysis, critique, and reform of healthcare regulatory, policy, and financial systems that influence nursing and healthcare environments.
6. Apply leadership and management principles to empower nurses and achieve high standards of quality and safety in the delivery of person-centered care.
7. Assume altruistic legal and ethical responsibility and accountability for personal and professional behavior.
8. Utilize effective teaching strategies to empower persons to achieve healthcare goals.
(Approved 2/28/2011; Updated and approved 4/6/12, 4/29/19)

University of West Georgia, Tanner Health System School of Nursing Curriculum & Plan of Study

CARROLLTON Campus 6 Semesters – 66 Credit Hours

Summer 1 (6 hours)	Fall 1 (15 hours)	Spring 1 (15 hours)
NURS 2101 Patho/Pharm I (3-0-3) NURS 3000 Holistic Hlth Assessment (2-2-3)	NURS 3100 Patho/Pharm II (3-0-3) NURS 3101 Prof Nsg Concepts I (3-0-3) NURS 3201 Health Care of Client I (3-0-3) NURS 3301 Clinical Practice I (0-12-6)	NURS 3102 Prof Nsg Concepts II (2-0-2) NURS 3202 Health Care of Client II (4-0-4) NURS 3302 Clinical Practice II (0-12-6) NURS 3400 Nsg Rsch & EBP (3-0-3)
Summer 2 (1 hour)	Fall 2 (14 hours)	Spring 2 (15 hours)
NURS 3303 Comp. Based Clinical (0-2-1)	NURS 4101 Prof Nsg Concepts III (2-0-2) NURS 4201 Hlth Care of Client III (4-0-4) NURS 4300 Clinical Specialty Pract (0-6-3) NURS 4301 Clinical Practice III (0-10-5)	NURS 4102 Prof Nsg Concepts IV (2-0-2) NURS 4202 Hlth Care of Client IV (4-0-4) NURS 4302 Clinical Practice IV (0-16-8) NURS 4000 NCLEX Preparation (1-0-1)

NEWNAN Campus 8 Semesters – 66 Credit Hours

Summer 1 (6 hours)	Fall 1 (8 hours)	Spring 1 (9 hours)
NURS 2101 Patho/Pharm I (3-0-3) NURS 3101 Prof Nsg Concepts I (3-0-3)	NURS 3100 Patho/Pharm II (3-0-3) NURS 3000 Holistic Hlth Assessment (2-2-3) NURS 3102 Prof Nsg Concepts II (2-0-2)	NURS 3201 Health Care of Client I (3-0-3) NURS 3301 Clinical Practice I (0-12-6)
Summer 2 (5 hours)	Fall 2 (10 hours)	Spring 2 (10 hours)
NURS 3400 Nsg Rsch & EBP (3-0-3) NURS 4101 Prof Nsg Concepts III (2-0-2)	NURS 3202 Hlth Care of Client II (4-0-4) NURS 3302 Clinical Practice II (0-12-6)	NURS 3303 Comp. Based Clinical (0-2-1) NURS 4201 Hlth Care of Client III (4-0-4) NURS 4301 Clinical Practice III (0-10-5)
Summer 3 (5 hours)	Fall (13 hours)	
NURS 4102 Prof Nsg Concepts IV (2-0-2) NURS 4300 Clinical Specialty Pract (0-6-3)	NURS 4202 Hlth Care of Client IV (4-0-4) NURS 4302 Clinical Practice IV (0-16-8) NURS 4000 NCLEX Preparation (1-0-1)	

This schedule shows a list of planned courses and as such is subject to change. At its sole discretion, the University may revise this schedule and any information contained herein, without advance notice. No contract, either expressly or implied, is created by this schedule.

Freshman Registration Guide: Meta-Major Health Professions

Recommendation	Credit Hrs	Your Choice
Area A-1: English Composition (ENGL 1101)	3	
Area A-2: Quantitative Skills and Reasoning (MATH 1001), College Algebra (MATH 1111), Pre-calculus (MATH 1113)	3	
Area B-2: XIDS 1101	2	
Area D-1: Principles of Biology (BIOL 1107 + BIOL 1107L) OR *Survey of Chemistry (CHEM 1151K)	4	
Area E-4: Social Science	3	
Total Hours for semester	15	

**If students choose CHEM 1151K, MATH 1111 is a required co-requisite.*

AP/Dual Enroll Credit earned before coming to UWG: _____

YEAR 1			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area A-1 ENGL 1101	3	Area A-1 ENGL 1102	3
Area A-2 MATH 1001, MATH 1111, MATH 1113	3	Area D-2 MATH 1401	3
Area D-1 BIOL 1107 + BIOL 1107L OR Bi*CHEM 1151K	4	Area D-1 BIOL 1108 +BIOL 1108L OR CHEM 1152K	4
Area B-2 XIDS 1101	2	Area E-2 HIST 2111 or HIST 2112	3
Area E-4 Social Science	3		
SEMESTER TOTAL	15	SEMESTER TOTAL	13
YEAR 2			
TERM 1		TERM 2	
Course	Credits	Course	Credits
Area C-2 Humanities Elective	3	Area B-1 Oral Communication	3
Area E-1 HIST 1111 or HIST 1112	3	Area C-1 Fine Arts Elective	3
Area E-3 POLS 1101 – American Government	3	Area F BIOL 2022 + BIOL 2022L	4
Area F BIOL 2021 + BIOL 2021L	4	Area F BIOL 2030 + BIOL 2030L	4
Area F Social Science	3		
SEMESTER TOTAL	16	SEMESTER TOTAL	14

Name: _____ Student ID Number: _____



Notes/Questions: _____

Critical Course Progression Information:

Class	Class Name	Minimum grade required to progress
ENGL 1101	English Composition I	C
ENGL 1102	English Composition II	C
MATH 1001	Quantitative Skills & Reasoning	C
MATH 1111	College Algebra	C
BIOL 1107/1107L	Principles of Biology I	C
BIOL 1108/1108L	Principles of Biology II	B
CHEM 1151K	Survey of Chemistry I	C
CHEM 1152K	Survey of Chemistry II	B
BIOL 2021/BIOL 2021L	Anatomy & Physiology I	C
BIOL 2022/BIOL 2022L	Anatomy & Physiology II	C
BIOL 2030/BIOL 2030L	Medical Microbiology	C

Admission to the School of Nursing is highly selective

In order to remain a MMHP student, you must maintain a 2.8 NGPA after completing 24 credit hours. The minimum GPA to apply is a 3.0. The average GPA of the students that have been accepted the past several years has been roughly a 3.6. Academic Advisors recommend students having at least a 3.3 to be marginally competitive. Advisors encourage students to be aware of their own academic standing, so when they do meet with an advisor they are prepared to hear the honest and realistic prognosis for where they stand. Should a student not be competitive, advisors will explain in detail alternate routes to nursing or other career and helping profession possibilities.



Get Involved with Your Major!!

Join **PNSA**- (Pre-Nursing Student Association). Learn about upcoming pre-nursing events; meet other pre-nursing students; attend intentional, organized study sessions; volunteer; stay updated on the pre-nursing curriculum, and ways to become a competitive applicant. Email pnsa@westga.edu or check out facebook.com/uwgprenursing

Name: _____ Student ID Number: _____

		PL-SLO 1	PL-SLO 2	PL-SLO 3
COURSES		Ability to provide holistic care	Utilize critical thinking and clinical reasoning	Utilize effective teaching strategies
1	NURS 2101		I	
2	NURS 3100		I	
3	NURS 3000	I		
4	NURS 3101	R		
5	NURS 3102	R		R (A)
6	NURS 3201		I	I
7	NURS 3210		I	
8	NURS 3202		R	R
9	NURS 3301	R	R	R
10	NURS 3302	R	R (A)	R
11	NURS 3400			
12	NURS 4103	R	R (A)	
13	NURS 4201		R	R
14	NURS 4202		M	
15	NURS 4300	M		M (A)
16	NURS 4301	R	R	R
17	NURS 4302	M	M (A)	R
18	NURS 4000		M	

PL-SLO 4	PL-SLO 5
Practice quality caring	Leadership and management
I	
R	
R	
R	
R	
R	
	R (A)
R	R
R	
R	M (A)

I=introduced
R=reinforced
M=mastered
A=assessment performed

BSN Study Plan: Paralleling Concepts

TON

1 (7 hours)	Fall 1 (13 hours)	Spring 1 (13 hours)
00 Holistic Hlth Assessment (2-2-3) 10 Medication Mathematics (1-0-1) 01 Prof Nsg Concepts 1 (3-0-3)	NURS 2101 Patho/Pharm 1 (3-0-3) NURS 3201 Health Care of Client 1 (4-0-4) NURS 3301 Clinical Practice 1 (0-12-6)	NURS 3100 Patho/Pharm 2 (3-0-3) NURS 3202 Health Care of Client 2 (4-0-4) NURS 3302 Clinical Practice 2 (0-12-6)
2 (5 hours)	Fall 2 (15 hours)	Spring 2 (13 hours)
02 Prof Nsg Concepts 2 (2-0-2) 00 Nsg Research & EBP (3-0-3)	NURS 4103 Prof Concepts Capstone (3-0-3) NURS 4201 Health Care of Client 3 (4-0-4) NURS 4300 Clinical Specialty Pract (0-6-3) NURS 4301 Clinical Practice 3 (0-10-5)	NURS 4202 Health Care of Client 4 (3-0-3) NURS 4302 Clinical Practice 4 (0-16-8) NURS 4000 NCLEX Preparation (2-0-2)
3 (6 hours)	Fall 1 (6 hours)	Spring 1 (13 hours)
00 Holistic Hlth Assessment (2-2-3) 01 Prof Nsg Concepts 1 (3-0-3)	NURS 3210 Medication Mathematics (1-0-1) NURS 3102 Prof Nsg Concepts 2 (2-0-2) NURS 3400 Nsg Research & EBP (3-0-3)	NURS 2101 Patho/Pharm 1 (3-0-3) NURS 3201 Health Care of Client 1 (4-0-4) NURS 3301 Clinical Practice 1 (0-12-6)
2	Fall 2 (13 hours)	Spring 2 (12 hours)
	NURS 3100 Patho/Pharm 2 (3-0-3) NURS 3202 Health Care of Client 2 (4-0-4) NURS 3302 Clinical Practice 2 (0-12-6)	NURS 4201 Hlth Care of Client 3 (4-0-4) NURS 4301 Clinical Practice 3 (0-10-5) NURS 4300 Clinical Specialty Pract (0-6-3)
3 (3 hours)	Fall 3 (13 hours)	
03 Prof Concepts Capstone (3-0-3)	NURS 4202 Hlth Care of Client 4 (3-0-3) NURS 4302 Clinical Practice 4 (0-16-8) NURS 4000 NCLEX Preparation (2-0-2)	

XIDS - 4985 - Special Topics in Interdisciplinary Studies

2020-2021 Undergraduate New Course Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*

Fall

Desired Effective Year*

2020

Course Information

Course Prefix*

XIDS

Course Number* 4985

Course Title* Special Topics in Interdisciplinary Studies

Long Course Title

Course Type*

Interdisciplinary Studies

Catalog Course Description* An interdisciplinary approach to a specialized, timely, or advanced topic. May be repeated once under a different topic.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?* Yes No

Lec Hrs* 3**Lab Hrs*** 0**Credit Hrs*** 3

Can a student take this course multiple times, each attempt counting separately toward graduation?*

Yes
 No

If yes, indicate maximum number of credit hours counted toward graduation.* 6

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites XIDS 3000**Concurrent Prerequisites****Corequisites****Cross-listing****Restrictions**

Is this a General Education course?*

Yes No

If yes, which area(s) (check all that apply):*

Area A
 Area B
 Area C
 Area D
 Area E

Status* Active-Visible Inactive-Hidden

Type of Delivery (Select all that apply)*

Carrollton or Newnan Campus: Face-to-Face
 Entirely Online
 Hybrid
 Fully Online

Frequency - How many semesters per year will this course be offered?

1

Grading*

Undergraduate Standard Letter

Justifications and Assessment

Rationale* A course providing students an opportunity to take an interdisciplinary approach to the study of timely and/or specific topics, primarily for Bachelor of Interdisciplinary Studies and Global Studies majors, but available for students of any major who meets the prerequisite.

Student Learning Outcomes - Please provide these in a numbered list format. *

1. Explain the significance of the course topic in a particular context (theory, methodology, policy, society, environment, individual well-being, etc.).
2. Examine the course topic from at least two disciplinary perspectives.
3. Develop insights related to the course topic based on discipline-specific examinations of it.
4. Generate a synthesis related to the course topic by integrating insights from multiple relevant disciplines.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course

Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 10-15

Will this course have special fees or tuition required?* Yes
 No

If yes, what will the fee be?* 0

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a

correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

College - School/ Department*

Is this a School of Nursing or University College course?* Yes No

Is this a College of Education course?* Yes No

Is this an Honors College course?* Yes No

Is the addition/change related to core, honors, or XIDS courses?* Yes No

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

COURSE ADDITION

XIDS 4985 Special Topics in Interdisciplinary Studies

RATIONALE

A course providing students an opportunity to take an interdisciplinary approach to the study of timely and/or specific topics, primarily for Bachelor of Interdisciplinary Studies and Global Studies majors, but available for students of any major who meets the prerequisite.

DETAILS

<u>Name</u>	Special Topics in Interdisciplinary Studies
<u>Description</u>	An interdisciplinary approach to a specialized, timely, or advanced topic.
<u>Prerequisite</u>	XIDS 3000
<u>Credit hours</u>	3 credit hours, repeatable up to 6 credit hours.

LEARNING OUTCOMES

1. Explain the significance of the course topic in a particular context (theory, methodology, policy, society, environment, individual well-being, etc.).
2. Examine the course topic from at least two distinct disciplinary perspectives.
3. Develop insights related to the course topic based on discipline-specific examinations of it.
4. Generate a synthesis related to the course topic by integrating insights from multiple relevant disciplines.

SPECIAL TOPIC APPROVAL PROCESS

The initial approval → Topic-specific sections of this course will be approved by an Interdisciplinary Studies committee within University College, including the Director of the Center for Interdisciplinary Studies, as well as the proposing faculty member's department chairperson. The approval process will involve the form below. It does not need further approval, i.e. CHIP. This approval takes place within the program in the same way that any other department would approve topic-specific sections of its own Special Topics courses.

Subsequent offerings of approved topic → Once a course topic has been approved, the proposing faculty member will not need new approval (other than from her or his chairperson) for a subsequent offering of the approved topic-specific section of course. A different faculty member wanting to teach the approved topic-specific section of the course will need to formally notify the Director of the Center for Interdisciplinary Studies.

**NEW TOPIC PROPOSAL FORM
&
SAMPLE SYLLABUS**



Special Topics in Interdisciplinary Studies (XIDS 4985)
New Topic Proposal Form

Proposing Faculty Member(s) _____

Course Title _____

Department Chair Signature _____

CIDS Director Signature _____

STEP 1	Course Topic and Description
A short (1-2 sentences) description of the issue, theme, problem, region, time period, institution, figure, work, or idea this course is designed to explore.	

STEP 2	Interdisciplinary Approach
What specific question(s) about the topic described above is this course designed to explore? Are there any underlying or abstract issue(s) with which the course will engage? (e.g. A course on poverty might <i>really be about</i> the question of individual agency vs. social forces in shaping the human condition OR a course on the Spice Islands might <i>really be about</i> changes in the meanings and materialities of time and space.)	
List at least 2-3 disciplines from which the course explicitly draws.	
Describe at least one of the possible ways in which each of these disciplines relates to the theme or topic of the course.	
Are each of these disciplines engaged in the course text(s)? If so, how does the text bring them together. If not, how will you bring the missing discipline(s) together with the one(s) in the text(s)--you may refer to your response to the question that immediately follows this one.	
How will the perspectives of these disciplines pertaining to the course theme or topic be	

integrated? In other words, what assignments and activities will engage students to, first, examine complementarity and conflict between the disciplines' concepts, assumptions, theories, epistemologies, methods and, second, produce new comprehensive, holistic explanations of solutions to, or perspectives on the theme or topic of the course.

STEP 3

Tentative Syllabus

Please attach a tentative sketch of a syllabus that will help illuminate your course proposal. The syllabus should include **course objectives, a preliminary reading list, and descriptions of some of the assignments.**

Syllabus

Sustainable Cities and Regions
XIDS 4985

Instructor: Andy Walter
Office: 253 Callaway Building
Phone: 678.839.4070
Email: awalter@westga.edu

Prerequisite: (XIDS 3000) Interdisciplinary Methods

COURSE DESCRIPTION

This course will examine the theory, politics, and practices shaping urban and regional sustainability initiatives. Rather than surveying a showcase of “best practices”, we will closely examine the discourses, political economy, and governance structures undergirding urban sustainability efforts throughout the Global North (primarily the US, Canada, and the UK). Drawing on recent work in geography, urban studies, and planning, we will attempt (1) to make sense of sustainable development’s arguably contradictory “win-win-win” goals of economic growth, environmental integrity, and social equity and (2) also to identify both the potential spaces of contestation and possibility that exist in both existing and envisioned sustainability and equity efforts. In addition to readings, we will also hear from a few practitioners in the field who are attempting to foster a more just sustainability in metro Atlanta.

LEARNING OUTCOMES

By the end of the course, students will be able to:

1. Explain the significance of the course topic in a particular context (theory, methodology, policy, society, environment, individual well-being, etc.).
2. Evaluate the course topic from at least two distinct disciplinary perspectives.
3. Generate an understanding of the course topic that is more comprehensive than is possible using single-discipline approaches.
4. Summarize key debates over what constitutes “urban sustainability” and the complexities in measuring it
5. Explain contradictions inherent to mainstream conceptualizations of urban sustainability and its “best practices”
6. Explain how sustainability initiatives articulate with urban political economies and their restructuring
7. Explain limits and possibilities of public participation in sustainability governance
8. Generate a clear idea about “actually-existing sustainability” may look like in practice

COURSE TEXTS

Moore, S. A. 2007. *Alternative Routes to the Sustainable City: Austin, Curitiba, and Frankfurt*. Lanham, MD: Lexington Books.

Additional readings will be provided.

ASSIGNMENTS

- 5% Participation in class
- 10% Discussion questions
- 15% Reading Responses
- 20% Exam 1
- 20% Exam 2
- 20% Course Project
- 10% Oral Presentation

Participation → You are responsible for coming to class and for reading the assigned materials before then and being ready to discuss; consider having read the assigned readings as your admission ticket to class. Everyone must join in the discussion. If you're shy, push yourself to talk. If you're a talker, be conscientious not to dominate the discussion.

Discussion Questions → Every two weeks, you are responsible for crafting 2 discussion questions that critically engage with the readings. You will need to post these to the day's Discussion Questions forum on CourseDen. Please post your questions by 5 pm the day before class so others have a chance to read over them before we meet.

Reading Responses → Over the course of the term, you are responsible for writing a short response (~ 1 page, ~ 250 words) for any five sets of readings. Your response should include a *short* précis of the topic of the readings, how each contributes, along with some concise synthesizing thoughts you take from the readings.

Course Project → Two policy briefs (~2,500 words each), each on a different aspect of a particular urban sustainability issue (eg, climate change, housing, energy, water). At some point in these two briefs, you must address 1) how sustainability is defined and measured, 2) relevant policy or planning initiatives, and 3) conflicts that have arisen or may arise when these initiatives are implemented.

COURSE OUTLINE

Week	Topic
------	-------

1-2	The Rise (and Fall?) of Urban Sustainability Utopian Visions
3	Defining Sustainability Planning Sustainability
4	Measuring Sustainability
5	Social Capital and its Limits Just Sustainability
6	The Neoliberal City Sustainability Fixes
7	Catch-up and Mid-Point Reflections Exam 1
8-9	Redevelopment or Gentrification? (Post-Political?) Participation Actually-Existing Sustainabilities
10-11	Social Sustainability
12-14	Health & Food Economic Development
15-16	Final Exam Oral Presentations

Addendum III

College Student Affairs

2020-2021 Graduate New Program Request

General Information

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*

Fall

Desired Effective Year*

2020

Program Information

Program Name* College Student Affairs

Degree Type*

Master of Education

Program Description*

The University of West Georgia College Student Affairs program will prepare graduate students for careers serving students in higher education by providing opportunities to:

- * Develop advising and helping skills;
- * Develop competencies as outlined by the NASPA and ACPA Professional Competency Areas for Student Affairs Practitioners;
- * Understand and appreciate the student development experience and student diversity in higher education;
- * Understand the historical and theoretical context of higher education;
- * Understand and apply the practice-to-theory-to-practice model;
- * Gain focused practical experience through assistantships, internships, and practicums to prepare graduates for successful careers in higher education.

Program Location*

Carrollton

Status* Active-Visible Inactive-Hidden

How will the proposed program be delivered?* Face-to-Face
 Online Only
 Hybrid

Curriculum Information

Select *Program* below, unless creating an *Acalog Shared Core*.

Type of Program* Program
 Shared Core

PROGRAM CURRICULUM

This section allows departments to create the curriculum schema for the program which will feed directly to the catalog. Please click [here](#) for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the new program curriculum.

Step 1 - Adding Courses to the Program

In order to build or edit a program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG Undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed. You can select multiple courses at one time.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number, and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 2 - Adding Courses to the Curriculum Schema

Next, to add cores (sections of the program of study, e.g., Requirements, Additional Information, etc.) click on  "View Curriculum Schema." Click add core and title it appropriately. When you click on "Add Courses" it will bring up the list of courses available from Step 1. Select the courses you wish to add.

Prospective Curriculum*

Admission Requirements

• Graduate Application • Letter of intent articulating professional goals • Two letters of recommendation • Official university transcripts from all schools attended • Bachelor's degree • An undergraduate cumulative GPA of at least 2.7 • Resume • Interview with faculty

Learning Outcomes

Graduates will demonstrate: • Knowledge of the major historical and philosophical foundations of higher education that inform student affairs practice; • Sufficient knowledge of the impact of student characteristics and collegiate environment on student learning and learning opportunities; • An ability to apply college student development theory; • The knowledge, skills, and attitudes required of an effective student affairs leader; • The ability to apply leadership, organizational, and management practices that assist institutions in accomplishing their mission; • A comprehensive understanding of college student affairs expected of an entry level practitioner; • Knowledge, skills, and dispositions consistent with helping relationships; and • An understanding of research methods, statistical analysis, needs assessment, and program evaluation.

Plan of Study

CEPD 6131 Counseling Theories
CEPD 6140 Introduction to Counseling Practice
CEPD 6160 Group Counseling
HESA 6170 Foundations of College Student Affairs
HESA 6172 Theories of College Student Development
HESA 6174 Higher Education Administration
HESA 6175 Student Affairs Practicum
HESA 6176 Campus Crisis, Ethical and Legal Issues
HESA 6177 Theory and Assessment of Educational Environments
HESA 6178 The American College Student
HESA 6179 Capstone Seminar: Student Affairs
HESA 7145 Advocacy and Leadership
HESA 7152 Research and Program

Evaluation

Justification and Assessment

Rationale* There are various masters programs in higher education administration, student affairs, leadership, etc. The current structure within the Department of Communication Sciences and Professional Counseling includes a Masters of Education with three areas of concentration: Clinical Mental Health Counseling, School Counseling, and College Student Affairs. The Master's of Education in Professional Counseling with a concentration in College Student Affairs was approved in 2010 and in the past seven years has graduated 176 students. This proposal seeks to establish the College Student Affairs program as a standalone Masters of Education as opposed to a concentration within Professional Counseling. The current content area is minimally focused on counseling and as a result, the current degree name does not adequately describe the academic nature of the program. Additionally, to indicate that the College Student Affairs Master's program is a Professional Counseling degree, it creates confusion regarding licensure, which a student cannot obtain.

Program Learning Outcomes - Please provide PLOs in a numbered list format.*

Graduates will demonstrate:

1. Knowledge of the major historical and philosophical foundations of higher education that inform student affairs practice;
2. Sufficient knowledge of the impact of student characteristics and collegiate environment on student learning and learning opportunities;
3. An ability to apply college student development theory;
4. The knowledge, skills, and attitudes required of an effective student affairs leader;
5. The ability to apply leadership, organizational, and management practices that assist institutions in accomplishing their mission;
6. A comprehensive understanding of college student affairs expected of an entry level practitioner;
7. Knowledge, skills, and dispositions consistent with helping relationships; and
8. An understanding of research methods, statistical analysis, needs assessment, and program evaluation.

REQUIRED ATTACHMENTS

ATTACH the the following required documents~~l~~ by navigating to the Proposal Toolbox and clicking  in the top right corner.

- 1.) USGBOR One Step Proposal
- 2.) Program Map and/or Program Sheet

~~For advising purposes, all new programs must include program map. Please download the program~~

For advising purposes, all new programs must include program map. Please download the program map template from [here](#), and upload.

3.) Assessment Plan

All new major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduate degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the assessment template from [here](#) complete, and upload.

4.) Curriculum Map Assessment

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)
Send questions to cjenks@westga.edu

<p>Check all that apply to this program*</p>	<p><input type="checkbox"/> Significant departure from previously approved programs</p> <p><input type="checkbox"/> New instructional site at which more than 50% of program is offered</p> <p><input checked="" type="checkbox"/> None of these apply</p>
<p>SACSCOC Comments</p>	
<p>Program Map*</p>	<p><input checked="" type="checkbox"/> I have attached the Program Map.</p>
<p>USGBOR One Step Proposal*</p>	<p><input checked="" type="checkbox"/> I have attached the USGBOR One Step Proposal.</p> <p><input type="checkbox"/> N/A - USGBOR One Step Proposal is not required (minor, embedded certificate).</p>
<p>Assessment Plan*</p>	<p><input checked="" type="checkbox"/> I have attached the Assessment Plan.</p> <p><input type="checkbox"/> N/A - Assessment Plan is not required (minor is a part of an existing major).</p>

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*	Department of Communication Sciences and Professional Counseling
Is this a School of Nursing Program?* <input type="radio"/> Yes <input checked="" type="radio"/> No	Is this a College of Education Program?* <input checked="" type="radio"/> Yes <input type="radio"/> No

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Institution: University of West Georgia

Date Completed at the Institution:

Name of Proposed Program/Inscription: College Student Affairs

Degree: Master of Education

Major: College Student Affairs

CIP Code: 13.0406

Anticipated Implementation Date: Fall 2020

Delivery Mode (check the most appropriate delivery mode in the box below):

On-campus, face-to-face only	
Off-campus location, face-to-face only (specify the location):	
Online Only	
Combination of on-campus and online (specify whether 50% or more is offered online for SACS-COC)	
Combination of off-campus and online (specify whether 50% or more is offered online for SACS-COC)	
Hybrid, combination delivery, but less than 50% of the total program is online based on SACS-COC	X
Contractual Location (specify the location):	

School/Division/College: College of Education

Department: Communication Sciences and Professional Counseling

Departmental Contact: Dr. Dena Kniess, dkniess@westga.edu

Approval by President or Vice President for Academic Affairs:

Approval by Vice President for Finance/Business (or designee) and contact information:

Approval by Vice President for Facilities (if different from VP- Finance or designee) and contact information:

ONE-STEP ACADEMIC PROGRAM PROPOSAL

- 1) **Rationale:** Provide the rationale for proposing the new academic program.

There are various masters programs in higher education administration, student affairs, leadership, etc. The current structure within the Department of Communication Sciences and Professional Counseling includes a Masters of Education with three areas of concentration: Clinical Mental Health Counseling, School Counseling, and College Student Affairs. The Master's of Education in Professional Counseling with a concentration in College Student Affairs was approved in 2010 and in the past seven years has graduated 176 students. This proposal seeks to establish the College Student Affairs program as a standalone Masters of Education as opposed to a concentration within Professional Counseling. The current content area is minimally focused on counseling as a result, the current degree name does not adequately describe the academic nature of the program. Additionally, to indicate that the College Student Affairs Master's program is a Professional Counseling degree, it creates confusion regarding licensure, which a student cannot obtain. Additionally, the Council for the Accreditation of Counseling and Related Educational Programs (CACREP) no longer accredits master's programs in college student affairs or related fields. Finally, with the approval of the Higher Education Administration Online EdD, we have the faculty and financial support for the College Student Affairs master degree to become a stand-alone degree.

- 2) **Mission Fit and Disciplinary Trends:** Description of the program's fit with the institutional mission and nationally accepted trends in the discipline (explain in narrative form). If the program is outside of the scope of the institutional mission and sector, provide the compelling rationale for submission.

Mission

The mission of the University of West Georgia states "The mission of the University of West Georgia (UWG) is to enable students, faculty, and staff to realize their full potential through academic engagement, supportive services, professional development, and a caring, student-centered community." The proposed program aligns with the mission of the institution, as it would provide practical education that would support the potential of student affairs practitioners who are seeking an entry-level position in student affairs.

The University of West Georgia is a regional comprehensive university that seeks to be the best in America. This program would expand its regional offering of terminal degrees to prospective students looking for an online option to earn a doctorate in higher education administration.

Disciplinary Trend

The Professional Competency Areas for Student Affairs Educators are competencies that were established jointly by the two premiere professional organizations in Higher Education: NASPA and ACPA. These organizations mutually agreed that these competencies are the content areas that higher education administrators need to be effective administrators while working for colleges and universities. The competencies range from foundational outcomes to advanced outcomes. The foundational outcomes are generally achieved by entry level professionals and students who complete a master's

ONE-STEP ACADEMIC PROGRAM PROPOSAL

degree in the field. After years of experience, administrators progress from foundational to intermediate. This program will help students gain the foundational outcomes necessary for employment in the field.

The M.Ed. in College Student Affairs program objectives and outcomes were developed and designed utilizing the NASPA/ACPA Professional Competencies and the CAS Standards. We further used the competencies to develop the courses needed to provide the foundational level competencies for graduate students seeking entry-level positions in student affairs.

3) **Description and Objectives:** Program description and objectives (explain in narrative form).

The College of Education at the University of West Georgia proposes the change from a M.Ed. in Professional Counseling with a concentration in College Student Affairs to a M.Ed. in College Student Affairs. The program has recruited and enrolled an average cohort size of 20-25 students per academic year. The program is designed to provide students with the ability to develop advising and helping skills, develop competencies as outlined by the NASPA/ACPA Competency Areas for Student Affairs Practitioners, understand and appreciate the student development experience and student diversity in higher education, understand the historical and theoretical context of higher education, understand and apply the practice-to-theory-to-practice model, and gain focused practical experience through assistantships, internships, and practica to prepare graduates for successful careers in higher education. The purpose of delivering the program in person in addition to supplementing with some online classes is to give graduate students the ability to work in graduate assistantships and complete internships to apply the content from the classroom to practical situations in student affairs.

This program aims to teach students an understanding of the historical, philosophical, ethical, cultural, and research foundations of higher education that informs student affairs practice. Additionally, students will gain an understanding of, and respect for, human diversity and the special needs of minoritized students. Students who graduate this program should be able to apply leadership, organizational, and management practices that assist institutions in accomplishing their mission. Our students will also be able to identify legal issues and changes that affect practice in higher education. Finally, students will be able to identify personal values and ethics as it influences their professional practice.

4) **Need:** Description of the justification of need for the program. (Explain in narrative form why the program is required to expand curricular academic offerings at the institution, the data to provide graduates for the workforce, and/or the data in response to specific agency and/or corporation requests in the local or regional area.)

The Master's of Education in Professional Counseling with a concentration in College Student Affairs admitted the first cohort into the program in 2010. The program has graduated 176 students since that time. However, the course offerings have minimally

ONE-STEP ACADEMIC PROGRAM PROPOSAL

reflected that of a counseling degree. For example, the Professional Counseling in Clinical Mental Health boasts 60 credits in exclusively counseling areas whereas the School Counseling degree is also 60 credits in exclusively counseling areas. In contrast, the Professional Counseling in College Student Affairs is 9 credits in counseling. Therefore, to offer a degree in Professional Counseling that is a minimum of 9 credit hours counseling does not adequately demonstrate the content of the degree. The program has been highly successful graduating students and will maintain the current curricular offerings of 42 credit hours primarily in College Student Affairs. This realignment of the degree name with academic content more accurately reflects the field of postsecondary education administration's (i.e. Student Affairs) understandings of the degree.

- 5) **Demand:** Description of how the program demonstrates demand. (Explain in narrative form the data that supports demand for the program from existing and potential students and requests from regional industries.)

As previously mentioned, the program has been successful in graduating students (e.g. 176) since 2010 with approximately 95% finding jobs in higher education – about half in the State of Georgia. According to the Bureau of Labor Statistics, the demand for postsecondary educational administrators will increase by 10% from 2016-2026 with an average of 15,700 occupational openings each year. Our graduates are employed in a variety of full-time positions including, but not limited to, Residence Hall Director, Coordinator of Campus Activities, Academic Advisor, and Assistant Director for Career Services.

The M.Ed. in Professional Counseling with a concentration in College Student Affairs also provides the Division of Student Affairs and Enrollment Management (SAEM) at UWG with 50 graduate assistantship positions each year, which is a cost savings for SAEM considering these assistantship positions could be occupied by 25 full-time employees. The graduate assistantships help our students gain valuable experience in a student affairs position prior to obtaining full-time employment in the field.

- 6) **Duplication:** Description of how the program does not present duplication of existing academic offerings in the geographic area and within the system as a whole. If similar programs exist, indicate why these existing programs are not sufficient to address need and demand in the state/institution's service region and how the proposed program is demonstrably different.

Similar Programs in BOR

There are three institutions in Georgia with similar programs to the M.Ed. in College Student Affairs. The two institutions that are most similar in nature are Valdosta State University and the University of Georgia.

The University of Georgia offers a M.Ed. in College Student Affairs Administration. The program is a face-to-face program and the program is very selective with their admissions process and is a nationally recognized program subsequently limiting their ability to admit Georgia residents.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Valdosta State University offers a M.Ed. in Higher Education Leadership. This program focuses on leadership and student development. The distinct difference between the proposed program and VSU's is the curricular offerings. The MEd in College Student Affairs program has a focus on student development, leadership, legal and ethical issues, crisis intervention in student affairs, and counseling. The program at Valdosta is also offered in a hybrid or blended format, while our program is offered primarily face-to-face with a few online courses.

Similar Programs in Region

In terms of the region, the schools with comparable programs are the University of Alabama, University of Tennessee at Knoxville, Clemson University, and Auburn University.

The University of Alabama has a M.A. degree in Higher Education Administration. The focus of the program is on administration and the curriculum is not as comprehensive as UWG's curriculum.

The University of Tennessee at Knoxville has a M.S. in College Student Personnel. Their program is also a residential program and requires a thesis or capstone project for completion.

Clemson University has a M.Ed. in Student Affairs and Higher Education. The program is a residential program with a social justice focus.

Auburn University has a M.Ed. in Higher Education Administration. This is also a residential program with an administrative focus.

There are a number of graduate students seeking admissions to master's programs in student affairs and higher education each year. Each program in our region can only admit a specified number of students and our program fills a need in the southern region as we are able to serve students coming from the Atlanta metro area.

- 7) **Collaboration:** Is the program in collaboration with another USG Institution, TCSG institution, private college or university, or other entity?

Yes ___ or No X (place an X beside one)

If yes, list the institution below and include a letter of support from the collaborating institution's leadership (i.e., President or Vice President for Academic Affairs) for the proposed academic program in the appendix.

- 8) **Forecast:** If this program was not listed on your academic forecast for the 2019 – 2020 academic year, provide an explanation concerning why it was not forecasted, but is submitted at this time.

The program already exists at UWG as a concentration within Professional Counseling, we are only requesting the change in the major of degree offering from a M.Ed. in

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Professional Counseling with a concentration in College Student Affairs to a M.Ed. in College Student Affairs. We will continue offering the M.Ed. in Professional Counseling with a concentration in School Counseling and Clinical Mental Health Counseling.

9) **Admission Criteria:** List the admission criteria for the academic program.

- a) Include all required minima scores on standardized tests.
- b) Include the required grade point average requirement.

Graduate Application

Letter of intent articulating professional goals

Two letters of recommendation

Official university transcripts from all schools attended

Bachelor's degree

An undergraduate cumulative GPA of at least 2.7

Resume

Interview with faculty

10) **Curriculum (See the form below this series of questions and please complete.)**

- a) List the entire course of study required to complete the academic program. Include the course prefixes, course numbers, course titles, and credit hour requirement for each course. Indicate the word "new" beside new courses.

CEPD	6131	Counseling Theories	3
CEPD	6140	Introduction to Counseling Practice	3
CEPD	6160	Group Counseling	3
HESA	6170	Foundations of College Student Affairs	3
HESA	6172	Theories of College Student Development	3
HESA	6174	Higher Education Administration	3
HESA	6175	Practicum: Student Affairs	6
HESA	6176	Campus Crisis, Ethical and Legal Issues	3
HESA	6177	Theory and Assessment of Educational Environments	3
HESA	6178	The American College Student	3
HESA	6179	Capstone: Student Affairs	3
HESA	7145	Advocacy and Leadership	3
HESA	7152	Research and Program Evaluation	3

- b) Provide a sample program of study that includes the course prefixes, course numbers, and course titles and credit hour requirement for each course. Indicate the word "new" beside new courses.

Please see [Appendix A](#)

- c) List and reference all course prerequisites for required and elective courses within the program. Include the course prefixes, numbers, titles, and credit hour requirements.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

CEPD 6131 Counseling Theories and CEPD 6140 are prerequisites for CEPD 6160 Group Counseling.

- d) State the total number of credit hours required to complete the program, but do not include orientation, freshman year experience, physical education, or health and wellness courses per the Academic and Student Affairs Handbook, Section 2.3.1.

42 credit hours to complete the plan of study.

- e) Program of Study Form

Please see [Appendix B](#)

- f) If this is a doctoral program, provide the names of four external reviewers of aspirational or comparative peer programs complete with name, title, institution, e-mail address, and telephone number. External reviewers must hold the rank of associate professor or higher in addition to other administrative titles.

N/A

- g) If internships, assistantships, or field experiences are required to complete the academic program, provide information documenting internship or field experience availability and how students will be assigned, supervised, and evaluated.

A graduate assistantship position is required for admission into the program and during the program. There are approximately 50 graduate assistantship positions provided through the Division of Student Affairs and Enrollment Management (SAEM). The Graduate Assistantship is guaranteed upon admission and is assigned through a collaborative process between academic affairs and student affairs. After the interview weekend where prospective students meet offices on campus, faculty from the College Student affairs program meet with supervisors in Student Affairs to assign assistantships. After which point, the faculty send the offer of admission and assistantship to the prospective student.

In addition to the Assistantship experience, students are required to complete two practicums/internship experiences during the program for a total of 6 credits (HESA 6175 Practicum: Student Affairs). During the first year of the program, students complete one practicum during the spring semester at different offices on campus and off-campus, such as the Advising Center, Center for Student Involvement, Housing and Residence Life, and Alumni Relations.

During the summer of the first year in the program, students complete practicums/internships at a variety of institutions across the U.S. in housing, campus activities, summer bridge programs, and new student orientation. Students are evaluated by completing reflection papers in the course and site supervisors are given an evaluation form to fill-out and share with the student and the instructor of the course.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

In both cases above, students choose a practicum experience and are supervised by a professional in the area of their practicum/internship experience.

- h) Within the appendix, append the course catalog descriptions for new courses. Include the course prefixes, course numbers, course titles, and credit hour requirements.

No new courses are needed for the program; the courses already exist. Appendix C includes the list of current courses and their descriptions.

- 11) **Waiver to Degree-Credit Hour** (if applicable): State whether semester credit-hours exceed maximum limits for the academic program and provide a rationale.

N/A

- 12) **Student Learning Outcomes:** Student Learning outcomes and other associated outcomes of the proposed program (provide a narrative explanation).

This program aims to teach students how to apply leadership, organizational, and management practices that assist institutions in accomplishing their mission. Additionally, we would like our students to have an understanding of the historical, philosophical, ethical, cultural, and research foundations of higher education that informs student affairs practice. Students who graduate this program should be able to apply basic counseling skills and appropriate development theory to understand, support, and advocate for student learning and development. Our students will also be able to identify legal issues and changes that affect practice in higher education. Finally, students will be able to identify personal values and ethics as it influences their professional practice.

- 13) **Assessment and Quality:** Describe institutional assessments throughout the program to ensure academic quality, viability, and productivity as this relates to post-approval enrollment monitoring, degree productivity, and comprehensive program review.

The College of Education at the University of West Georgia has an extensive assessment system designed to evaluate the quality of COE programs. The M.Ed. in College Student Affairs abides by this system. Therefore, each class has a key assignment that is designed to measure the students learning as it relates to the course objectives as well as at least one of the program objectives. The key assignment is evaluated by the instructor on the 4 point scale and reviewed at the end of the year with all of the other key assignment data. Based on these data, adjustments and action plans are made to ensure the quality of the program.

Appendix D is the curriculum map that demonstrates the three phase assessment process. The first phase includes an evaluation of our admission's scores. Each year we will assess the average GPA scores to determine whether we are exceeding our minimum scores.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

The second phase includes aligning classes with program outcomes. Each class assigned to a program objective will have an assignment designed by the instructor to measure that specific program objective – the key assignment as described above. Some classes are assigned to multiple objectives. The assignments will be evaluated in our assessment management software (TK20). The data are reviewed at the beginning of every year to ascertain whether the program objectives are being met. Based on this information, recommendations are made to improve the overall scores on the four-point rubric, which aligns with the program objectives.

The third phase includes ongoing assessment efforts based on programmatic needs. This includes exit interviews and surveys to determine overall satisfaction with the program. Additionally, course evaluations will be reviewed to determine instructor effectiveness. This information will provide additional data to make data-driven decisions as we move the program forward.

14) **Accreditation:** Describe disciplinary accreditation requirements associated with the program (if applicable, otherwise indicate NA).

N/A

15) **Enrollment Projections:** Provide projected enrollments for the program specifically during the initial years of implementation.

- a) Will enrollments be cohort-based? Yes X or No _____ (place an X beside one)
- b) Explain the rationale used to determine enrollment projections.
The enrollment projections were based off of the ideal size for our master’s cohort and using historical data as well as the availability of assistantships.

	First FY	Second FY	Third FY	Fourth FY
I. ENROLLMENT PROJECTIONS				
Student Majors				
Shifted from other programs	25	25	25	25
New to the institution	25	25	25	25
Total Majors	50	50	50	50
Course Sections Satisfying Program Requirements				
Previously existing	14	14	14	14
New	0	0	0	0
Total Program Course Sections	14	14	14	14
Credit Hours Generated by Those Courses				
Existing enrollments	450	450	450	450
New enrollments	600	600	600	600
Total Credit Hours	1050	1050	1050	1050

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Since the program currently exists in a cohort based style, the projections were based on the current structure of the program – 8 classes for newly enrolled students and 6 classes for returning students. Each year, we admit 25 students new to the institution with 25 students currently existing at the institution in the MEd in Professional Counseling; therefore, in the first year there is a projection of 50 students enrolled in the MEd in College Student Affairs. The “new to the institution students” are enrolled in eight three credit courses and the students shifted from Counseling will enroll in six three credit courses for the respective year. This same pattern will repeat every year. With 25 students taking a credit course, it is projected each course will result in a credit production of 75 credits. For the new enrollments, this is a FY production of 600 credit hours produced (8 classes at 75 credits) and 450 credit hours produced (6 classes at 75 credits) for currently enrolled students.

16) Faculty

- a) Provide the total number of faculty members that will support this program: 5

- b) Provide an inventory of faculty members directly involved with the administration and instruction of the program. Annotate in parentheses the person who holds the role of department chair. For each faculty member listed, provide the information below in tabular form. Indicate whether any positions listed are projected new hires and currently vacant. (Multiple rows can be added to the table.) *Note: The table below is similar to the SACS-COC faculty roster form.*

Faculty Name	Rank	Courses Taught (including term, course number & title, credit hours (D, UN, UT, G)	Academic Degrees & Coursework (relevant to courses taught, including institution & major; list specific graduate coursework, if needed)	Current Workload	Other Qualifications & Comments (related to courses taught)
Dr. Matt Varga (F)	Associate Professor, Department Chair	CEPD 6172 Student Development Theory, 3, G, Fall; CEPD 6175 Practicum, 3, G, Spring and Summer; CEPD 6178 American College Student, 3, G, Spring; CEPD 7152 Research, 3, G, Summer; CEPD 6176 Legal Issues, 3, G, Spring; CEPD 6179 Capstone, 3, G, Spring; CEPD 9210 History of Higher Ed, 3, G, Fall;	Ph.D. in Higher Education Administration, M.S. in College Student Personnel, B.A. in Philosophy Coursework and Specialty in: Higher Education Administration and College Student Affairs	1/1	Dr. Varga will is the Department Chair and Director of the Ed.D. in Higher Education Administration program. Dr. Varga supports the Ed.D. in Higher Education Administration and the MEd in College Student Affairs.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

		CEPD 9212 Leadership, 3, G, Fall; CEPD 9213 Critical Issues, 3, G, Spring; CEPD 9216 Ethics, 3, G, Summer			
Dr. Dena Kniess (F)	Assistant Professor	CEPD 6172 Student Development Theory, 3, G, Fall; CEPD 6175 Practicum, 3, G, Spring and Summer; CEPD 6177 Environments, 3, G, Spring; CEPD 7152 Research, 3, G, Summer; CEPD 6176 Legal Issues, 3, G, Spring; CEPD 6179 Capstone, 3, G, Spring; CEPD 7145 Advocacy and Leadership, 3, G, Summer; CEPD 9211 Organizational Theory, 3, G, Fall; CEPD 9219 Governance, 3, G, Fall	Ph.D. in Educational Leadership – Higher Education, M.A. in College Student Personnel, B.S. in English - Writing Coursework and Specialty in: Higher Education Administration and College Student Affairs	2/2	Dr. Kniess is the Program Coordinator for the M.Ed. in College Student Affairs. Dr. Kniess supports the Ed.D. in Higher Education Administration and the MEd in College Student Affairs.
Dr. Sarah Jones (F)	Assistant Professor	CEPD 6160 Group Counseling, 3, G, Fall; CEPD 6172, Foundations, 3, G, Fall; CEPD 6172 Student Development Theory, 3, G, Fall; CEPD 6175 Practicum, 3, G, Spring and Summer; CEPD 6178 American College Student, 3, G, Fall; CEPD 7152 Research, 3, G, Spring; CEPD 9214 Analysis of Higher Ed	Ph.D. in Counseling and Student Personnel Services; M.Ed. in Professional Counseling – College Student Affairs; M.Ed. in Reading Education; B.S. in Elementary Education Coursework and Specialty in: Higher Education Administration and College Student Affairs	3/3	Dr. Jones supports the program in terms of diversity education and counseling courses for student affairs. Dr. Jones supports the Ed.D. in Higher Education Administration and the MEd in College Student Affairs.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

		Literature, 3, G, Spring; CEPD 9217 Diversity Issues, 3, G, Summer			
Dr. Tommy Jackson (F)	Assistant Professor	CEPD 6172 Student Development Theory, 3, G, Fall; CEPD 9211 Organizational Theory, 3, G, Fall; CEPD 9218 Higher Ed Finance, 3, G, Fall;	Ph.D. in Adult Education with Higher Education Administration; MBA, MPA, M.Ed. in Adult Education, B.A. in Public Administration Coursework and Specialty in: Higher Education Administration and College Student Affairs	3/3	Dr. Jackson has professional experience working in higher education administration and his specialty is in higher education finance. Dr. Jackson supports the Ed.D. in Higher Education Administration and the MEd in College Student Affairs.
Dr. Shanna Smith (F)	Assistant Professor	CEPD 6172, Foundations, 3, G, Fall; CEPD 9210 History of Higher Ed, 3, G, Fall; CEPD 9222 Quantitative Research, 3, G, Fall	Ph.D. in Higher Education Administration; M.S. in Psychology; B.A. in Psychology Coursework and Specialty in: Higher Education Administration and College Student Affairs	3/3	Dr. Smith has professional experience working in higher education administration and also has a certificate in evaluation and research. Dr. Smith supports the Ed.D. in Higher Education Administration and the MEd in College Student Affairs.

F, P: Full-time or Part-time: D, UN, UT, G: Developmental, Undergraduate Non-transferable, Undergraduate Transferable, Graduate

- c) Explain how faculty workloads will be impacted by the proposed new program.

There would be no impact as the program currently exists as a concentration and the faculty are currently committed to the newly proposed program.

- d) Explain whether additional faculty will be needed to establish and implement the program. Describe the institutional plan for recruiting additional faculty members in terms of required qualifications, financial preparations, timetable for adding faculty, and whether resources were shifted from other academic units, programs, or derived from other sources.

Additional faculty will not be needed to support the program.

17) Fiscal and Estimated Budget

- a) Describe the resources that will be used specifically for the program.

No new resources will be used specifically for this program as it currently exists as a concentration. Currently, faculty would continue to utilize all resources provided to them such as allocated travel, supplies, computers, office space, and classroom space.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

b) Budget Instructions: Complete the form further below and **provide a narrative to address each of the following:**

c) For Expenditures:

- i. Provide a description of institutional resources that will be required for the program (e.g., personnel, library, equipment, laboratories, supplies, and capital expenditures at program start-up and recurring).

We have numerous faculty and professionals that can support the proposed program. This program is offered face-to-face with a few online courses and would utilize the current infrastructure available at the institution such as the course management system, smart thinking, etc. We would be able to utilize current faculty and support staff for the program.

- ii. If the program involves reassigning existing faculty and/or staff, include the specific costs/expenses associated with reassigning faculty and staff to support the program (e.g., cost of part-time faculty to cover courses currently being taught by faculty being reassigned to the new program, or portion of full-time faculty workload and salary allocated to the program).

The program does not require reassigning faculty.

d) For Revenue:

- i. If using existing funds, provide a specific and detailed plan indicating the following three items: source of existing funds being reallocated; how the existing resources will be reallocated to specific costs for the new program; and the impact the redirection will have on units that lose funding.

The funds used to support the current program, the M.Ed. in Professional Counseling with a concentration in College Student Affairs already exist and as such the M.Ed in College Students would not reallocate costs as it would be housed in the same Department it is in at this time. We would not need to reallocate any existing resources or current funds to support the program.

- ii. Explain how the new tuition amounts are calculated.

The graduate tuition is calculated based on the per credit hour cost of graduate education at the University of West Georgia.

- iii. Explain the nature of any student fees listed (course fees, lab fees, program fees, etc.). Exclude student mandatory fees (i.e., activity, health, athletic, etc.).

ONE-STEP ACADEMIC PROGRAM PROPOSAL

There are no anticipated student or program fees.

- iv. If revenues from Other Grants are included, please identify each grant and indicate if it has been awarded.

N/A

- v. If Other Revenue is included, identify the source(s) of this revenue and the amount of each source.

N/A

- e) When Grand Total Revenue is not equal to Grand Total Costs:

- i. Explain how the institution will make up the shortfall. If reallocated funds are the primary tools being used to cover deficits, what is the plan to reduce the need for the program to rely on these funds to sustain the program?

The shortfall comes from the fact that only one program is being calculated into this projection when the faculty personnel costs are for 5 faculty who serve two programs. Thus, when combining both programs there is not a shortfall. Additionally, one other aspect of financial gain from this program is the cost-savings to the institution from personnel costs. Due to the employment of graduate assistantships in Student Affairs, the institution is saving in salary and fringe from approximately 25 entry level positions. If we assume an entry level salary of \$40,000 plus 25% fringe, the institution is saving almost \$300,000 in personnel costs from our program on an annual basis.

- ii. If the projected enrollment is not realized, provide an explanation for how the institution will cover the shortfall.

Our projected enrollment has always been between 40-50 students total.

Revenues and Expenditures by Category

Expenditures

Personnel:

The current expenditures include current faculty allocated to two programs. These faculty are currently on State dollars and are not a new cost. The expenditures for the faculty are split between the EdD in Higher Education Administration and the proposed MEd in College Student Affairs.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Operating Costs:

The projected operating costs are the currently allocated funds for travel and supplies per faculty member.

Revenue

The revenue generated comes from current graduate students being reallocated to the MEd in College Students Affairs and the newly enrolled students' tuition.

Cost Savings

In addition to Revenue generated, one aspect of financial gain from this program is the cost-savings to the institution in personnel costs. Due to the employment of graduate assistantships in Student Affairs, the institution is saving on approximately 25 entry level positions. If we assume an entry level salary of \$40,000 plus 25% fringe, the institution is saving almost \$300,000 in personnel costs from our program on an annual basis.

I. EXPENDITURES	First FY Dollars	Second FY Dollars	Third FY Dollars	Fourth FY Dollars
Personnel – reassigned or existing positions				
Faculty (see 15.a.ii)	\$294,650	\$300,543	\$306,554	\$312,685
Part-time Faculty (see 15 a.ii)	\$ -	\$ -	\$-	\$-
Graduate Assistants (see 15 a.ii)	\$ -	\$ -	\$-	\$-
Administrators(see 15 a.ii)	\$ -	\$ -	\$-	\$-
Support Staff (see 15 a.ii)	\$ -	\$ -	\$-	\$-
Fringe Benefits	\$73,662.50	\$75,135.75	\$76,638.47	\$78,171.23
Other Personnel Costs				
Total Existing Personnel Costs	\$368,313	\$375,679	\$383,192	\$390,856
EXPENDITURES (Continued)				
Personnel – new positions (see 15 a.i)				
Faculty	\$ -	\$ -	\$-	\$-
Part-time Faculty	\$ -	\$ -	\$-	\$-
Graduate Assistants	\$ -	\$ -	\$-	\$-
Administrators	\$ -	\$ -	\$-	\$-
Support Staff	\$ -	\$ -	\$-	\$-
Fringe Benefits	\$ -	\$ -	\$-	\$-
Other personnel costs	\$ -	\$ -	\$-	\$-
Total New Personnel Costs	\$ -	\$ -	\$-	\$-

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Start-up Costs (one-time expenses) (see 15 a.i)				
Library/learning resources	\$ -	\$ -	\$-	\$-
Equipment	\$ -	\$ -	\$-	\$-
Other	\$ -	\$ -	\$-	\$-
Physical Facilities: construction or renovation (see section on Facilities)				
Total One-time Costs				
Operating Costs (recurring costs – base budget) (see 15 a.i)				
Supplies/Expenses	\$2500	\$2500	\$2500	\$2500
Travel	\$5000	\$5000	\$5000	\$5000
Equipment				
Library/learning resources				
Dissertation Support Compensation	\$ -	\$ -		
Other (Orientation)				
Total Recurring Costs	\$7500	\$7500	\$7500	\$7500
GRAND TOTAL COSTS				
III. REVENUE SOURCES				
Source of Funds				
Reallocation of existing funds (see 15 b.i)	\$108,450	\$108,450	\$108,450	\$108,450
New student workload				
New Tuition (see 15 b.ii)	\$144,600	\$144,600	\$144,600	\$144,600
Federal funds				
Other grants (see 15 b.iv)				
Student fees (see 15 b.iii) Exclude mandatory fees (i.e., activity, health, athletic, etc.).				
E Tuition	\$15,975	\$15,975	\$15,975	\$15,975
Other Fees				
Tuition Differential (\$50)				

ONE-STEP ACADEMIC PROGRAM PROPOSAL

New state allocation requested for budget hearing				
GRAND TOTAL REVENUES				
Nature of Revenues				
Recurring/Permanent Funds				
One-time funds				
Projected Surplus/Deficit (Grand Total Revenue – Grand Total Costs) (see 15 c.i. & c.ii).	(\$115,262.50)	(\$122,628.75)	(\$130,142.33)	(\$137,806.17)

18) Facilities/Space Utilization for New Academic Program Information

Facilities Information — Please Complete the table below.

			Total GSF
a.	Indicate the floor area required for the program in gross square feet (gsf). When addressing space needs, please take into account the projected enrollment growth in the program over the next 10 years.		
b.	Indicate if the new program will require new space or use existing space. (Place an “x” beside the appropriate selection.)		
	Type of Space		Comments
i.	Construction of new space is required (x).-→	N/A	
ii.	Existing space will require modification (x). →	N/A	
iii.	If new construction or renovation of existing space is anticipated, provide the justification for the need.		no
iv.	Are there any accreditation standards or guidelines that will impact facilities/space needs in the future? If so, please describe the projected impact.		no
v.	Will this program cause any impact on the campus infrastructure, such as parking, power, HVAC, other? If yes, indicate the nature of the impact, estimated cost, and source of funding.		no
vi.	Indicate whether existing space will be used.	Yes	Existing space is used for new faculty.
c. If new space is anticipated, provide information in the spaces below for each category listed:			
i.	Provide the estimated construction cost.		

ONE-STEP ACADEMIC PROGRAM PROPOSAL

ii.	Provide the estimated total project budget cost.			
iii.	Specify the proposed funding source.			
iv.	What is the availability of funds?			
v.	When will the construction be completed and ready for occupancy? (Indicate semester and year).			
vi.	How will the construction be funded for the new space/facility?			
vii.	Indicate the status of the Project Concept Proposal submitted for consideration of project authorization to the Office of Facilities at the BOR. Has the project been authorized by the BOR or appropriate approving authority?			
d.	If existing space will be used, provide information in the space below.			
	Provide the building name(s) and floor(s) that will house or support the program. Indicate the campus, if this is part of a multi-campus institution and not physically located on the main campus. Please do not simply list all possible space that could be used for the program. We are interested in the actual space that will be used for the program and its availability for use.			
	Carrollton: Education Annex (2 nd Floor)			
e.	List the specific type(s) and number of spaces that will be utilized (e.g. classrooms, labs, offices, etc.)			
i.	No. of Spaces	Type of Space	Number of Seats	Assignable Square Feet (ASF)
	3	Classrooms	30	
		Labs (dry)		
		Labs (wet)		
		Meeting/Seminar Rooms		
		Offices		
		Other (specify)		
Total Assignable Square Feet (ASF)				
ii.	If the program will be housed at a temporary location, please provide the information above for both the temporary space and the permanent space. Include a time frame for having the program in its permanent location.			

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Chief Business Officer or Chief Facilities Officer Name & Title	Phone No.	Email Address
Signature		
<i>Note: A Program Manager from the Office of Facilities at the System Office may contact you with further questions separate from the review of the new academic program.</i>		

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Appendix A

Year	Time	Course / Title / Semester Hours	Hours
Year 1	Fall	• CEPD 6140 Introduction to Counseling Skills	3
		• HESA 6170 Foundations of College Student Affairs	3
		• HESA 6172 Theories of College Student Development	3
	Spring	• CEPD 6131 Counseling Theories	3
		• HESA 6177 Theory and Assessment of Educational Environments	3
		• HESA 6175 Practicum: Student Affairs	3
Year 2	Summer	• HESA 7145 Advocacy and Leadership	3
		• HESA 6175 Practicum: Student Affairs	3
	Fall	• CEPD 6160 Group Counseling	3
		• HESA 6174 Higher Education Administration	3
		• HESA 6178 The American College Student	3
	Spring	• HESA 6176 Campus Crisis, Ethical and Legal Issues	3
• HESA 7153 Research and Program Evaluation		3	
• HESA 6179 Capstone Seminar: Student Affairs		3	
			42

ONE-STEP ACADEMIC PROGRAM PROPOSAL

Appendix B
Program Sheet and Plan of Study Work Sheet
M.Ed. in Professional Counseling: College Student Affairs
Counselor Education Program

COLLEGE STUDENT AFFAIRS PROGRAM				
CORE CURRICULUM	HRS	GR	SEMESTER PLANNED	SUB
First Fall Semester				
CEPD 6140 Introduction to Counseling Practice	3			
HESA 6170 Foundations of College Student Affairs	3			
HESA 6172 Theories of College Student Development	3			
First Spring Semester				
CEPD 6131 Counseling Theories	3			
HESA 6177 Theory and Assessment of Educational Environments	3			
HESA 6175 Practicum: Student Affairs	3			
First Summer Semester				
HESA 7145 Advocacy and Leadership	3			

ONE-STEP ACADEMIC PROGRAM PROPOSAL

HESA 6175 Practicum: Student Affairs	3			
Second Fall Semester				
HESA 6178 The American College Student	3			
HESA 6174 Higher Education Administration	3			
CEPD 6160 Group Counseling	3			
Second Spring Semester				
HESA 6176 Campus Crisis, Ethical and Legal Issues	3			
HESA 7152 Research and Program Evaluation	3			
HESA 6179 Capstone Seminar: Student Affairs	3			
Total Hours	42			
COMMENTS:				

Appendix C

Core Courses Lists

NASPA/ACPA Competency

HESA 6170 Foundations of College Student Affairs

Values, Philosophy, and History

Credits: 3

This course provides a comprehensive introduction to the field of student affairs and its role within the context of American higher education. The course will examine the philosophical, historical, and theoretical foundations of the profession, and students will learn about the cultural and organizational contexts of student affairs work. It will introduce students to the various functional areas within student affairs, diversity of institutional types and student populations, and contemporary issues of the profession, and provide them with a broad foundation of knowledge to which subsequent study, practitioner skills, and research strategies may be added.

HESA 6172 Theories of College Student Development **Student Learning and Development**

Credits: 3

This course will introduce students to human development theories that most affect college students. The course will examine psychosocial, cognitive, structural and typological theories, with a focus on learning to use theory to improve our work with students. It also examines how race, culture, ethnicity, gender, sexual orientation, disability, and religious beliefs can influence development.

HESA 6174 Higher Education Administration

Organizational and Human Resources

Credits: 3

This course provides a comprehensive introduction to higher education, with an emphasis on understanding the practical skills necessary to be a successful administrator.

HESA 6175 Practicum: Student Affairs

Leadership

Credits: 3

Students will spend 150 hours in a supervised work experience in a higher education setting, designed for them to gain exposure to both the breadth and depth of student affairs work. The experience will include work with individual students and groups of students in: program planning, implementation, and evaluation; staff training, advising, or supervision; and administrative functions or processes. May be repeated for credit.

HESA 6176 Campus Crisis, Ethical and Legal Issues

Law, Policy, and Governance

Credits: 3

This course will introduce students to legal and ethical issues confronting student affairs practitioners, including key concepts, federal law, and court cases. This course also provides a brief introduction to the theory and practice of crisis intervention and trauma counseling as it relates to crisis response on college campuses. Students will be prepared to recognize, understand, and respond to the needs of individuals who are experiencing or have experienced community level crises, disasters, or trauma.

ONE-STEP ACADEMIC PROGRAM PROPOSAL

HESA 6178 The American College Student

Student Learning and Development

Credits: 3

This course will introduce students to the theoretical and research literature with respect to student characteristics and the effects of college on students.

HESA 6179 Capstone Seminar: Student Affairs

Personal and Ethical Foundations

Credits: 3

This seminar is designed to promote the integration of the core curriculum and practitioner experiences of the master's degree program in College Student Affairs and to prepare students for their transition to professional positions within student affairs upon graduation. Students will develop and present a professional portfolio.

HESA 7145 Advocacy and Leadership

Social Justice and Inclusion

Credits: 3

This course emphasizes 'theory to practice' by providing experiences that allow students to assess and develop their personal leadership while emphasizing the values, knowledge and skills required for effective advocacy and brokering of services through consultation and collaboration. Special emphasis is placed on the development of skills in planning, organizing, coordinating and delivering programs that generate systematic change. Use of data to identify needs, remove barriers and mobilize resources from schools and communities in order to increase options for students and clients are primary themes throughout the course.

HESA 7152 Research and Program Evaluation

Assessment, Evaluation, and Research

Credits: 3

This course is designed to provide counselors with the research knowledge and skills necessary to evaluate individual and group counseling interventions, as well as educational programs. An emphasis will be placed on the collection and use of quantitative and qualitative data to evaluate programs. Counselors in training will also learn how to communicate data and findings to others to effect change and to act as advocates for students/clients.

[Counseling Courses](#)

CEPD 6131 Counseling Theories

Advising and Supporting

Credits: 3

An introduction to selected, prominent counseling theories. Focus is on relating theory to practice and on comparing and contrasting the key concepts, techniques, counselor and client roles, counselor-client relationships, methods of assessment and the contributions and limitations of each theory.

CEPD 6140 Basic Counseling Skills

Advising and Supporting

Credits: 3

An overview of basic, therapeutic interviewing skill building through practice and feedback to develop personal strengths in counseling. This course also provides students with an orientation to professional counseling organizations, the developmental history of the counseling profession, as well as ethical, legal and professional issues.

Credits: 3

Studies that provide both theoretical and experiential understandings of group purpose, development, dynamics, counseling theories, group counseling methods and skills, and other group approaches. This course also includes 10 hours of experience as a group member.

Appendix D

Transition 1:

Program Entry

Transition 1 Progression Criteria:

- Program application
- Overall GPA 2.8 or higher
- Proof of Lawful Presence
- Personal statement
- Resume
- Interview with faculty

Year 1

CEPD 6140	CEPD 6131	CEPD 6170
CEPD 6172	CEPD 6177	CEPD 6175
	CEPD 6175	CEPD 7145

Transition 2:

Completion of Year 1

Transition 2 Progression Criteria:

- An overall 3.00 GPA on coursework
- Overall grades of a B or higher on coursework

Year 2

CEPD 6174	CEPD 6160	CEPD 6178
CEPD 6176	CEPD 6179	CEPD 7152

Transition 3:

Program Completion

Transition 3 Progression Criteria:

- Successful Program Completers will meet all the following:
- Successful completion (passing) of the Comprehensive Exam
- Completion of approved all coursework with an overall 3.0 GPA
- Overall grades of a B or higher on coursework

Professional Dispositions and Behaviors Rubric Administration #1 is embedded into CEPD 6175, Practicum, and is scored by the professor, and practicum site supervisor

Systematic Student Review Administration #1 occurs during the first year. The professor, in collaboration with all program faculty, provides ratings of student performance and dispositions.

YEAR ONE KEY ASSESSMENTS

- Key Assessment 1: CEPD 6131 Case Approach
- Key Assessment 2: CEPD 6140 Transcription & Performance Self-Evaluation
- Key Assessment 3: CEPD 6170 Personal Philosophy Paper
- Key Assessment 4: CEPD 6172 CSA Application Research Project
- Key Assessment 5: CEPD 6177 Voice-Environment Interaction Project
- Key Assessment 6: CEPD 7145 Group Advocacy Plan

* Key assessments are knowledge-based assessments that are embedded into core program courses and are aligned with course-based learning objects. These LOs are aligned with the ACPA/NASPA Competencies. Students individually submit key assessments to TK20, where they are reviewed and rated by the course instructor. Program faculty review student performance on these key assessments as part of the systematic student review and the annual Closing the Loop data review.

Practicum Evaluation Administration #1 is embedded into CEPD 6175, Practicum. This assessment aligns with CAS/NASPA/ACPA practice standards and measures students' knowledge, skills, and dispositions as they relate to supervised practicum experience in CSA.

Professional Dispositions and Behaviors Rubric Administration #2 is embedded into the CEPD 6175 during the summer and reviewed with students when they return to campus at the beginning of year 2.

Systematic Student Review Administration #2 occurs during the fall of the second year. The professor, in collaboration with all program faculty, provides ratings of student performance and dispositions.

Practicum Evaluation Administration #2 is embedded into CEPD 6175, Practicum. This assessment aligns with CAS/NASPA/ACPA practice standards and measures students' knowledge, skills, and dispositions as they relate to supervised practicum experience in CSA.

Summative Assessment: Comprehensive Exam
This is a program level exit exam to test student knowledge on 4 core program areas addressed in CEPD 6170, 6172, 6174, and 6178.

Student Feedback Opportunity
Opportunity #2 occurs through the CEPD 6179 Capstone course on the students experience in their assistantship

Opportunity #3 occurs when students will complete a survey communicating their experience within the academic program.

YEAR TWO KEY ASSESSMENTS

- Key Assessment 1: CEPD 6174 Institutional Issue/Crisis Paper
- Key Assessment 2: CEPD 6178 College Student Experience Research Project
- Key Assessment 3: CEPD 6160 Psychoeducational Group Proposal
- Key Assessment 4: CEPD 6176 Legal Issues Paper
- Key Assessment 5: CEPD 7152 Research and Program Evaluation Proposal
- Key Assessment 6: CEPD 6179 Student Affairs Leadership Project

Program Outcomes

1. Candidates will demonstrate an understanding of the historical, philosophical, ethical, cultural, and research foundations of higher education that informs student affairs practice;
2. Candidates will demonstrate the ability to apply ethical principles to practice;
3. Candidates will demonstrate an understanding of, and respect for, human diversity and the special needs of minority students;
4. Candidates will demonstrate an ability to apply basic counseling skills and appropriate development theory to understand, support, and advocate for student learning and development;
5. Candidates will demonstrate knowledge of the impact of student characteristics and collegiate environments on student learning and learning opportunities;
6. Candidates will demonstrate the knowledge and skills required to design and evaluate effective educational interventions for individuals and groups;
7. Candidates will demonstrate the ability to apply leadership, organizational, and management practices that assist institutions in accomplishing their mission; and
8. Candidates will demonstrate the ability to identify and apply assessment, evaluation, and research skills in an ethical and legal manner.

Key

- Assessment of Dispositions
- Signature Assessment tied to ACPA/NASPA Standards
- Transition Point Progression Criteria
- Formative or Summative Assessment
- Practicum Supervisor Observations
- Student Feedback Opportunity
- Indicates Assessment Component is also tied to Program Evaluation
- Indicates item assesses content knowledge and/or professional skill
- Indicates assessment event

Mission Statement



Locally connected and globally relevant, the Mission of the College of Education is to prepare graduates for meaningful, professional careers in diverse settings within three dynamic areas of focus: *Teaching, Leadership, and Wellness*. With programs that range from undergraduate through doctoral study, the College of Education is committed to excellence in pedagogy, professional service, engaged partnerships, and applied research.

Vision Statement

The College of Education at the University of West Georgia will be recognized for *Leading a New World of Learning*, with relevant and innovative programs that change lives and contribute to the betterment of society.



August 14, 2019

College of Student Affairs
UWG Graduate School
1601 Maple St.
Carrollton, GA 30118

Dear Dr. Dena Kniess:

It is with great pleasure that I write this letter in support for the University of West Georgia's (UWG) College of Student Affairs (CAS) program. The Student Affairs and Enrollment Management (SAEM) Division affirms our original funding recommendation initiated in 2009 to the President and confirmed by the President's Advisory Council. In collaboration with the VPSAEM, the university committed sufficient funds to create 24-30 graduate assistantships and faculty positions over a 2-year period, with stipends of \$7,200 per year (\$172,000 - \$240,000). The SAEM Division supports an unwavering commitment to the CSA program coupled with the graduate assistantships that complements the academic experience. We continue to fully embrace our successful collaborative partnership devoted to providing students with meaningful and experiential learning experiences, hands-on application to classroom learning, and marketable post-graduation skills supporting future employment in higher education leadership.

After celebrating ten years of substantiated success, we have increased our funding to support the CSA program together with graduate assistantship salaries (\$381,000) and professional development (\$31,800) totaling more than \$413,000 of continued financial commitment. Given our efficacious collaborative partnership with Academic Affairs and CSA program support, our SAEM Division has enjoyed being ranked for six successive years among the Most Promising Places to Work in Student Affairs, which is a national recognition designated by the Center for Higher Education Enterprise focusing on diversity, best practices and positive work environments. We advocate that the program can continue to experience sustained success in potential expansion and assistantship commitments to experiential learning. At UWG, we care deeply about helping students succeed. We express our great appreciation to the CSA program leadership and ongoing support of graduate students.

Sincerely,

Xavier Whitaker

Dr. Xavier L. Whitaker
Vice President for Student Affairs
and Enrollment Management
Office: 678.839.6423

INSTRUCTIONS		CURRICULUM MAPPING TEMPLATE										
1. Insert your Department (Ex: English, Education, Biology, Criminology, etc.)	DEPARTMENT:	Communication Sciences and Professional Counseling			PL-SLO 1	PL-SLO 2	PL-SLO 3	PL-SLO 4	PL-SLO 5	PL-SLO 6	PL-SLO 7	PL-SLO 8
	2. Insert your specific Degree Program (Ex: BA English, BSED Special Education, BS Biology, MA Criminology, etc.)	PROGRAM:	College Student Affairs	COURSES	Candidates will demonstrate knowledge of the major historical and philosophical foundations of higher	Candidates will demonstrate sufficient knowledge of the impact of student characteristics and collegiate environment	Candidates will demonstrate an ability to apply college student development theor	Candidates will demonstrate the knowledge, skills, and attitudes required of an effective student affairs leader	Candidates will demonstrate the ability to apply leadership, organizational, and management practices	Candidates will demonstrate a comprehensive understanding of college student affairs expected of an entry	Candidates will demonstrate knowledge, skills, and dispositions consistent with helping relationships	Candidates will demonstrate an understanding of research methods, statistical analysis, needs assessment, and
3. Under the "Courses" Column, list out the individual courses for your specific degree program. (Ex: ENGL 1101, SPED 3701, BIOL 2107, CRIM 6010, etc.)		1	CEPD 6140									
		2	HESA 6170	I, A							I, A	
4. Under each "PL-SLO", list out your specific program level student learning outcomes. (Ex: Student demonstrates competence in critical thinking.)		3	HESA 6172			I, A						
		4	CEPD 6131								R, A	
5. In the remainder of the spreadsheet, all gn where your Student Learning Outcomes (SLOs) are taught throughout your offered courses.		5	HESA 6177		I, A							
		6	HESA 6175						R			
In the corresponding aligned box, mark the level of instruction for a SLO: Introduced "I", Reinforced "R", or Mastered "M" within the course.		7	HESA 7145					R, A				
		8	CEPD 6160								M, A	
6. Go through and mark with an "A", which courses you will be collecting Assessment Data in.		9	HESA 6174					I, A				
		10	HESA 6178		M, A							
		11	HESA 6176				R, A					
		12	HESA 7152									R, A
		13	HESA 6179					M, A	M, A			
		14										
		15										
		16										
		17										
		18										
		19										
		20										
		21										
		22										

**Please note: All assessment data may not be collected directly within a course. This step is only to highlight any courses that directly collect data. Other data may come from other sources such as surveys.

NEW Program Sheet and Plan of Study Work Sheet M.Ed. in College Student Affairs

COLLEGE STUDENT AFFAIRS PROGRAM				
CORE CURRICULUM	HRS	GR	SEMESTER PLANNED	SUB
First Fall Semester				
CEPD 6140 Introduction to Counseling Practice	3			
HESA 6170 Foundations of College Student Affairs	3			
HESA 6172 Theories of College Student Development	3			
First Spring Semester				
CEPD 6131 Counseling Theories	3			
HESA 6177 Theory and Assessment of Educational Environments	3			
HESA 6175 Student Affairs Practicum	3			
First Summer Semester				
HESA 7145 Advocacy and Leadership	3			
HESA 6175 Student Affairs Practicum	3			
Second Fall Semester				
HESA 6178 The American College Student	3			
HESA 6174 Higher Education Administration	3			
CEPD 6160 Group Counseling	3			
Second Spring Semester				
HESA 6176 Campus Crisis, Ethical and Legal Issues	3			
HESA 7152 Research and Program Evaluation	3			
HESA 6179 Capstone Seminar: Student Affairs	3			
Total Hours	42			
COMMENTS:				

Master of Education (MED)

College Student Affairs

Student Learning Outcome	Strategic Plan Connection
Candidates will demonstrate knowledge of the major historical and philosophical foundations of higher education that inform student affairs practice	2D
Candidates will demonstrate sufficient knowledge of the impact of student characteristics and collegiate environment on student learning and learning opportunities	2D

Candidates will demonstrate an ability to apply college student development theory.	2D
Candidates will demonstrate the knowledge, skills, and attitudes required of an effective student affairs leader.	2D

<p>Candidates will demonstrate the ability to apply leadership, organizational, and management practices that assist institutions in accomplishing their mission</p>	<p>2D</p>
<p>Candidates will demonstrate a comprehensive understanding of college student affairs expected of an entry level practitioner</p>	<p>2D</p>

Candidate will demonstrate knowledge, skills & dispositions consistent with helping relationships.	2D
Candidates will demonstrate an understanding of research methods, statistical analysis, needs assessment, and program evaluation	2D

Measure/Method	Success Criterion
<p>Personal Philosophy of Student Affairs (HESA 6170). This course-embedded key assessment is submitted via TK20 and is directly related to the respective student LO. The assignment requires students to identify their knowledge of the major historical and philosophical foundations of higher education that inform student affairs practice. The assignment is structured as a written report, during the first fall semester, which is scored on a 4-point Likert scale of "unacceptable, developing, proficient, and exceptional." Scoring is done by the faculty member who teaches the course. Scores are calculated by determining students' individual assignment mean (0-4). The program has determined that a score of 3 (proficient) is an acceptable level of performance for candidates at the master's level. Students can view their performance rating through TK20.</p>	<p>Students will score an average of 3 on their overall TK20 evaluation which meets the "Proficient" level based on the specific criteria on the evaluation rubric.</p>
<p>Student Diversity Paper (HESA 6178). This course-embedded key assessment is submitted via TK20 and is directly related to the respective student LO. The assignment requires students to demonstrate sufficient knowledge of the impact of student characteristics and collegiate environment on student learning and learning opportunities. The assignment is structured as a written report, during the second fall semester, which is scored on a 4-point Likert scale of "unacceptable, developing, proficient, and exceptional." Scoring is done by the faculty member who teaches the course. Scores are calculated by determining students' individual assignment mean (0-4). The program has determined that a score of 3 (proficient) is an acceptable level of performance for candidates at the master's level. Students can view their performance rating through TK20.</p>	<p>Students will score an average of 3 on their overall TK20 evaluation which meets the "Proficient" level based on the specific criteria on the evaluation rubric.</p>

<p>Theory Case Studies (HESA 6172). This course-embedded key assessment is submitted via TK20 and is directly related to the respective student LO. The assignment requires students to demonstrate an ability to apply college student development theory. The assignment is structured as a written report, during the first fall semester, which is scored on a 4-point Likert scale of "unacceptable, developing, proficient, and exceptional." Scoring is done by the faculty member who teaches the course. Scores are calculated by determining students' individual assignment mean (0-4). The program has determined that a score of 3 (proficient) is an acceptable level of performance for candidates at the master's level. Students can view their performance rating through TK20.</p> <p>In the course for an indirect assessment, we utilize a program called TeachLive to help students apply student development theory in a controlled virtual environment where the students can interact with an online avatar who presents as a college student. The students have two interactions, one in the beginning of the semester and another at the end of the semester. This provides the instructor with a pre and post indirect assessment of our students' ability to a) apply theory and b) understand theory as it relates to the situation.</p>	<p>Students will score an average of 3 on their overall TK20 evaluation which meets the "Proficient" level based on the specific criteria on the evaluation rubric.</p> <p>In terms of the teachlive interactions, an anecdotal assessment occurs based on students' ability to appropriately apply theory.</p>
<p>Institutional Crisis/Issues Paper (HESA 6174). This course-embedded key assessment is submitted via TK20 and is directly related to the respective student LO. The assignment requires students to demonstrate the knowledge, skills, and attitudes required of an effective student affairs leader. The assignment is structured as a written report, during the second fall semester, which is scored on a 4-point Likert scale of "unacceptable, developing, proficient, and exceptional." Scoring is done by the faculty member who teaches the course. Scores are calculated by determining students' individual assignment mean (0-4). The program has determined that a score of 3 (proficient) is an acceptable level of performance for candidates at the master's level. Students can view their performance rating through TK20.</p> <p>In addition to the direct measurement, an indirect assessment will include the supervisor evaluation of the students in HESA 6175 for both spring and summer. This evaluation allows us to infer whether students are developing the skills necessary to be effective practitioners.</p>	<p>Students will score an average of 3 on their overall TK20 evaluation which meets the "Proficient" level based on the specific criteria on the evaluation rubric.</p> <p>Supervisors are sent an evaluation in CEPD 6175 in Spring and Summer. The evaluation assesses the students ability as a working professional.</p>

<p>Advocacy Project (HESA 7145). This course-embedded key assessment is submitted via TK20 and is directly related to the respective student LO. The assignment requires students to demonstrate the ability to apply leadership, organizational, and management practices that assist institutions in accomplishing their mission. The assignment is structured as a written report, during the second summer semester, which is scored on a 4-point Likert scale of "unacceptable, developing, proficient, and exceptional." Scoring is done by the faculty member who teaches the course. Scores are calculated by determining students' individual assignment mean (0-4). The program has determined that a score of 3 (proficient) is an acceptable level of performance for candidates at the master's level. Students can view their performance rating through TK20.</p> <p>In addition to the direct measurement above, we will review job placement rates for our students. It is our belief that if students are able to obtain jobs after graduation, that institutions believe they have the skills necessary to assist their institution to complete their mission.</p>	<p>Students will score an average of 3 on their overall TK20 evaluation across the two courses which meets the "Proficient" level based on the specific criteria on the evaluation rubric.</p> <p>We will ask students to submit when they are hired.</p>
<p>Student Affairs Leadership Project (HESA 6179), which serves as the capstone project. This course-embedded key assessment is submitted via TK20 and is directly related to the respective student LO. The assignment requires students to demonstrate a comprehensive understanding of college student affairs expected of an entry level practitioner. The assignment is structured as a written project where students identify a problem in higher education and develop a program or initiative to address it and is scored on a 4-point Likert scale of "unacceptable, developing, proficient, and exceptional." Scoring is done by the faculty member who teaches the course. Scores are calculated by determining students' individual assignment mean (0-4). The program has determined that a score of 3 (proficient) is an acceptable level of performance for candidates at the master's level. Students can view their performance rating through TK20.</p> <p>An indirect assessment includes the number of students that pass their comprehensive exams on the first attempt. Students complete comps in the middle of the spring semester and they are to complete two out of three questions (Theory, administration, and environments). The question is scored by faculty and if students score at least 13 out of 15 they pass; 12 - 9 they pass with conditions, and below a 9 they fail. Failing indicates to us that students have not grasped a comprehensive understanding of the field. If they fail, the student receives a new question and must rewrite it; if they pass with condition they must meet with the scoring faculty member to discuss the changes that must occur.</p>	<p>Students will score an average of 3 on their overall TK20 evaluation across the two courses which meets the "Proficient" level based on the specific criteria on the evaluation rubric.</p> <p>The second number includes the number of students who passed with or without condition.</p>

<p>Final Transcript (CEPD 6140), Case Approach (CEPD 6131), and Psycho-educational Proposal (CEPD 6160). This course-embedded key assessment is submitted via TK20 and is directly related to the respective student LO. The assignment requires students to demonstrate knowledge, skills & dispositions consistent with helping relationships. The assignment is structured as a written report, during the first fall semester, which is scored on a 4-point Likert scale of "unacceptable, developing, proficient, and exceptional." Scoring is done by the faculty member who teaches the course. Scores are calculated by determining students' individual assignment mean (0-4). The program has determined that a score of 3 (proficient) is an acceptable level of performance for candidates at the master's level.</p>	<p>Students will score an average of 3 on their overall TK20 evaluation across the three courses which meets the "Proficient" level based on the specific criteria on the evaluation rubric.</p>
<p>Research/Program Evaluation Proposal (HESA 7152). This course-embedded key assessment is submitted via TK20 and is directly related to the respective student LO. The assignment requires students to demonstrate an understanding of research methods, statistical analysis, needs assessment, and program evaluation. The assignment is structured as a written report, during the second spring semester, which is scored on a 4-point Likert scale of "unacceptable, developing, proficient, and exceptional." Scoring is done by the faculty member who teaches the course. Scores are calculated by determining students' individual assignment mean (0-4). The program has determined that a score of 3 (proficient) is an acceptable level of performance for candidates at the master's level. Students can view their performance rating through TK20.</p>	<p>Students will score an average of 3 on their overall TK20 evaluation which meets the "Proficient" level based on the specific criteria on the evaluation rubric.</p>

AY15	AY16	AY17	Interpretation & Use of Results
100% (CEPD 6170)	100% (CEPD 6170)	100% (CEPD 6170)	Overall, students are doing very well on this assessment. All of the students scored at least a 3 (proficient) on the key assessment suggesting students are demonstrating knowledge of the major historical and philosophical foundations of higher education. Despite this success, we believe we can utilize these data to improve the students' ability to connect historical events in higher education history to the initiation and evolution of student services within higher education. This would require students to utilize higher level thinking.
85.7% (CEPD 6178)	80% (CEPD 6178)	85% (CEPD 6178)	Over the last two years, we have recognized that some students are struggling with student identities, college environments, and how those characteristics impact students learning. With only 80% or more receiving proficient, it indicates to us we need to enhance this part of the course and find new ways to help the students understand student characteristics and the intersectionality of student services.

100% (CEPD 6172)	100% (CEPD 6172)	75.8% (CEPD 6172)	<p>The students have previously been very successful in applying theory to their practice; however, this last year there was a significant decrease in the number of students that were proficient in this outcome. Upon further review, it appears the students were understanding theory, but a number of students failed to apply theory in their paper, which was a key component of the assignment. Thus, it is unclear whether students were unable to a) follow directions or b) apply theory. The instructions have not changed from the past two years prior, so it is equally unclear where the disconnect was for the students and whether it was a conscious choice just not to apply theory because they did not understand.</p> <p>Based on the anecdotal assessment of TeachLive, it is apparent that a majority of students are able to apply theory, but there are still a few that are unsure on how to do it. This indicates to us that further activities in class or personal attention may need to occur to help all students apply theory.</p>
91% (CEPD 6174)	95% (CEPD 6174)	100% (CEPD 6174)	<p>For the last three years, students have progressively increased their understanding of what is required of an effective student affairs leader through the key assessment in CEPD 6174. To support these data, we utilize supervisor evaluations that assess the skills of students in the workplace environment. This indirect assessment allows us to have two data points to adequately assess whether students are developing the skills needed to be a leader.</p> <p>Based on the supervisor evaluation, a majority of our students (85%) receive high praise for their abilities to be an effective student affairs practitioner. The other 15% seem to struggle with motivation and attitude in the workplace in addition to balancing multiple priorities.</p>

Course not Required	100%, 95%	100%, 95%	<p>In reviewing the data for the past two semesters, students are presenting as effective advocates with an understanding of organizational and management practices in higher education. Taking these data in conjunction with the data from other assessments, we can deduce that students are developing knowledge and skills as it relates to the field of student affairs.</p> <p>Additionally, almost all of our students are able to find jobs by August for those that do not tend to be location bound. Anecdotally, this information tells us we are preparing students well as professionals in the field and how to search for employment.</p>
88%, 100%	75.7%, 90%	88%, 100%	<p>When it comes to a comprehensive understanding of student affairs that is expected as an entry level professional, there is additional work that can be done. There appears to be conflicting data as students are passing the comprehensive exams demonstrating they have a comprehensive understanding of college student affairs, but seem to be struggling with the student affairs leadership project, which measures their ability to look at a problem in student affairs, address it, and solve it through an initiative. It appears, students may need more contextual information and guidance on helping them identify and address problems in higher education.</p>

96.8% (CEPD 6140)	75.4% (CEPD 6140)	72.8% (CEPD 6140)	<p>This learning outcome is a secondary outcome as our program emphasizes college student affairs, but has a counseling flavor to it. As a result, our students are training to be college administrators, not counselors. Therefore, it is not unusual that our students seem to continually struggle with the helping skills learning outcome as most of them do not directly see the impact this course has on their practice. The three counseling courses are modified to help our students understand the implications counseling has on their practice and some students seem to understand it, but still seem to focus on the administrative aspect of their career and not on the interactive aspect with students despite most of them wanting to interact with students. It seems this is an area we need to significantly improve upon to help our students understanding the importance of counseling skills.</p>
82.6% (CEPD 6131)	37.9% (CEPD 6131)	91.3% (CEPD 6131)	
94.7% (CEPD 6160)	89.5% (CEPD 6160)	37.5% (CEPD 6160)	
96.1% (Total)	66.3% (Total)	68.5% (Total)	
88% (CEPD 7152)	66% (CEPD 7152)	95% (CEPD 7152)	<p>Students have struggled with this course content for the last two years, which we suspect was due to the timing of the course. The research course was offered in the summer and at 7 weeks the content was overwhelming for students also having to work at their practicum. The online nature also made it difficult for some students. After moving the course to the spring semester, we saw a significant increase in students understanding and knowledge regarding research and program evaluation. However, we still saw some students struggling with the course content particularly around analyzing data and making data driven decisions.</p>

Improvement Plan

To address this course deficit, students will read two new pieces within the course from early student affairs administrators that elaborate on the reasons why certain services were necessary in higher education. Also, an additional prompt on the final paper was added, requesting that students identify one important historical event that led to the development of a functional area. **We plan to make these changes in the foundations course to require students to draw connections between their current practice and historical events in higher education particularly as it relates to current issues.**

To address this course deficit, the instructor has added various diverse speakers to elaborate on what identity based hurdles that exist for college students. In addition, students are asked to reflect on their personal experiences in higher education (via a short presentation) and contrast that to the challenges other students of differing identities might face.

Based on the results, we are going to clarify the instructions so the students know that applying theory is critical to the assignment. Additionally, we offered students an exemplary example of the assignment so they can see what is required for their successful completion.

We are also going to implement additional activities throughout the semester to help the students recognize proper application of theory to their practice and how it can influence student affairs work.

To help our students become more effective leaders based on the indirect assessment, we collaborate with Student Affairs and Enrollment Management to create professional development series for the students that occur once a month. This series introduces students to new developmental topics such as time management, leadership, and budgeting.

To effectively achieve this outcome, students will complete assignments that are strategically scaffolded to prepare them to demonstrate the ability to apply leadership, organizational, and management practices that assist institutions in accomplishing their mission. Learning will focus on personal leadership style, and application of their leadership style to an organizational problem they see in a local higher education office.

Additionally, we incorporate professional development into our capstone class as well as monthly seminars to help the students learn about the job search process. We continually work with our students to help ensure they are successful and have learned the skills necessary to obtain employment so that they can assist institutions in accomplishing their mission.

To improve this learning outcome, additional learning activities will be developed for the capstone project to help students understand how to identify a problem in higher education, and then how can they develop a program or initiative to address it. It is our hope we can activate higher order thinking skills for students so they can develop new practical information that enhances their practices and allows them to apply their program knowledge to their practice.

We are shifting the teaching of these courses from counseling faculty to student affairs faculty who have experience in counseling either through master's programs or counseling cognates in doctoral programs. It is our belief that by modifying the emphasis from a trained counselor to a student affairs practitioner with counseling skills in the courses will help students identify the importance of counseling skills in their practice. This will include CSA only sections, CSA assignments as it relates to higher education and counseling, and projects that focus on college students and not the mental health community.

To address this course deficit, an assignment was added that requires students to evaluate the effectiveness of several data collection methods within a handful of research articles. In addition, students are asked to apply the assigned data collection method to a real world workplace assessment they have experienced.

MKTG - 5823 - Logistics and Supply Chain Management

2020-2021 Graduate New Course Request

General Information

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*

Spring

Desired Effective Year*

2020

Course Information

Course Prefix*

MKTG

Course Number* 5823

Course Title* Logistics and Supply Chain Management

Course Type*

Marketing

Catalog Course Description*

Logistics and Supply Chain Management represents the market-driven activities necessary to plan and control procurement, production and inventory, and distribution. The planning and control aspects of these activities and the interfaces among these activities are the subjects of this course. Logistics has four major parts: Production and inventory control, procurement, distribution, and the relationships among and integration of these areas.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour course?*

Yes No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

Can a student take this course multiple times, each attempt counting separately toward graduation?*

Yes
 No

If yes, indicate maximum number of credit hours counted toward graduation.* 3

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 1

Grading* Graduate Standard Letter

Type of Delivery (Select all that apply)*

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

Justification and Assessment

What is the rationale for adding this course?* Logistics and Supply Chain Management functions are integral to all organizations. This course addresses the planning and control aspects of these activities and the interface among them. Thus, the inclusion of this course within the MBA curriculum will better prepare students for a business career.

Student Learning Outcomes*

- 1) Identify and understand the key terms and concepts in logistics and Supply Chain Management that are significant within the field and how they relate to other business functions.
- 2) understand the relationships of the key concepts in logistics and Supply Chain Management in a global setting.
- 3) demonstrate how to apply and use these concepts in business situations.
- 4) demonstrate the preparation for entry into a career in logistics/supply chain

... demonstrate the preparation for entry into a career in logistics, supply chain management and working effectively in both face-to-face and virtual environment.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi:

<http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 40

Will this course have special fees or tuition required?* Yes No

If yes, what will the fee be?* 0

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculum@westga.edu.

School/ Department* Department of Marketing and Real Estate

Is this a School of Nursing course?* Yes No

Is this a College of Education course?* Yes No

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

MKTG 5823, LOGISTICS AND SUPPLY CHAIN MANAGEMENT

COURSE INFORMATION

DESCRIPTION

This course is an introduction course to logistics and supply chain management (SCM). The wide range of topics in will be explored such as global dimensions of the supply chains, the role of logistics in SCM, measuring the performance of the supply chains, order management and customer service, and the future challenges of the SCM.

LEARNING GOALS

We will build on the following learning goals:

- 1) Identify and understand the key terms and concepts in logistics and Supply Chain Management that are significant within the field and how they relate to other business functions.
- 2) understand the relationships of the key concepts in logistics and Supply Chain Management in a global setting.
- 3) demonstrate how to apply and use these concepts in business situations.
- 4) demonstrate the preparation for entry into a career in logistics/supply chain management and working effectively in both face-to-face and virtual environment.

PREREQUISITES

Graduate student status.

DELIVERY METHODS

Online or hybrid

TEXTBOOKS AND MATERIALS

TEXTBOOK 1

John J. Coyle; C. John Langley, Jr.; Robert A. Novack; Brian J. Gibson, "Supply Chain Management: A Logistics Perspective", 10th Edition

ISBN: 978-1-305-85997-5

OTHER COURSE MATERIALS

Lecture notes, videos, and article are located in CourseDen, no additional cost for students

Simulation, cost \$45/student

COURSE POLICIES

COURSE DEN

Course is taught using CourseDen and simulation will be conducted in classroom

CLASS TECHNOLOGIES

MS Word, PowerPoint, Adobe

ASSIGNMENTS, MKTG5823

Syllabus quiz and survey

Syllabus quiz is a mandatory quiz. You have to take it during the first week of classes and you have to receive 10/10 in order to continue in the class. You have two attempts. Fill out the survey.

Chapter quizzes

You have 35 minutes to complete each quiz depending on the quiz. Quizzes are open 1-2 weeks.

Case presentation (both online and hybrid)

Case presentation is an individual assignment. Everyone records the case presentation.

Simulation (both online and hybrid)

Simulation is an individual assignment.

Final exam

We will have a comprehensive final exam.

GRADING, MKTG 5328

Chapter quizzes (individual)	20%
Case presentation (individual)	25%
Simulation (individual)	25%
Case presentation evaluations/evaluation of the simulation	10%
<u>Final exam (in-class)</u>	<u>20%</u>
Total	100%

A 0-100 scale will be used for all the assignments and assessments. Group evaluation is a mandatory assignment, but it is not a graded assignment.

Syllabus, MKTG 5823, Dr Rollins.

MKTG - 5828 - Green Marketing

2020-2021 Graduate New Course Request

General Information

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

Desired Effective Semester*

Spring

Desired Effective Year*

2020

Course Information

Course Prefix*

MKTG

Course Number*

5828

Course Title*

Green Marketing

Course Type*

Marketing

Catalog Course Description*

This course introduces students to the role of green marketing and environmentally sustainable practices in organizations and in society. It exposes students to basic environmental problems and decisions that frequently confront marketing managers, and the appropriate strategies used by them to address these problems. It helps them recognize how embracing sustainable practices, and innovative green marketing initiatives helps firms gain competitive advantages.

Please indicate in the boxes below the credit hour distribution for this course. If the course will be variable in credit please be sure to include minimum and maximum values in each box.

Is this a variable credit hour

Yes

No

Can a student take this course multiple times, each attempt counting separately toward graduation?*

Yes
 No

Lec Hrs* 3

Lab Hrs* 0

Credit Hrs* 3

If yes, indicate maximum number of credit hours counted toward graduation.* 3

For definitions of prerequisite, concurrent prerequisite, and corequisite, please see the [Curriculog Terminology/Icon Guide](#).

Prerequisites

Concurrent Prerequisites

Corequisites

Cross-listing

Restrictions

Status* Active-Visible Inactive-Hidden

Frequency - How many semesters per year will this course be offered? 1

Grading* Graduate Standard Letter

Type of Delivery (Select all that apply)*

- Carrollton or Newnan Campus: Face-to-Face
- Entirely Online
- Hybrid
- Fully Online

Justification and Assessment

What is the rationale for adding this course?* Green Marketing practices have evolved into an essential component of an organization's viability in the marketplace. Firms recognize that embracing sustainable practices, and innovative green marketing initiatives helps them gain competitive advantages. Consequently there is more demand for marketing professionals with knowledge of green marketing practices. Thus, inclusion of this course within the MBA curriculum will better prepare students for a business career.

Student Learning Outcomes* Upon completing this course, students will be able to:

- Outcomes***
- CO1. Define green marketing and its importance to the environment from the perspective of consumers, businesses, and other stakeholders.
 - CO2. Discuss the current state of the environment resulting from past and current practices of human consumption.
 - CO3. Recognize factors marketers take into account when planning brand communication.
 - CO4. Demonstrate evidence of a comprehensive understanding of evolving green consumer segments and how marketers are responding to their needs.
 - CO5. Analyze and discuss issues pertaining to the planning, development, and implementation of Green Marketing strategies to enhance the positive effects of human consumption on the environment.
 - CO6. Demonstrate the knowledge of current theoretical and applied research in the field of Green Marketing.

REQUIRED ATTACHMENTS

ATTACH any required files (e.g. syllabi, other supporting documentation) by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Syllabus

Please ensure it's the correct syllabus (e.g., correct course prefix and number, course title, learning objectives/outcomes and includes link to the Common Language for Course Syllabi: <http://www.westga.edu/UWGSyllabusPolicies/>

Syllabus* I have attached the REQUIRED syllabus.

Resources and Funding

Planning Info* Library Resources are Adequate
 Library Resources Need Enhancement

Present or Projected Annual Enrollment* 40

Will this course have special fees or tuition required?* Yes
 No

If yes, what will the fee be?* 0

Fee Justification

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs.](#)

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

School/ Department*	Department of Marketing and Real Estate
Is this a School of Nursing course?*	<input type="radio"/> Yes <input checked="" type="radio"/> No
	Is this a College of Education course?*
	<input type="radio"/> Yes <input checked="" type="radio"/> No

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

Green marketing has become an important aspect of marketing management. Green Marketing practices have evolved as an essential component for an organization's viability in the marketplace. This course addresses the paradigm that the Marketing has a purely commercial role to play in the economy, and highlights how Green Marketing differs from other Marketing sub-disciplines such as 'social marketing' and 'cause-related marketing' by emphasizing the importance of integrating key elements into marketing strategies that are focused on affecting the conservation ethic of communities and its individual members. Inclusion of this course within curriculum will better prepare students for a marketing career.

This course will be one of the electives for the MBA program - Sales and Consumer Research concentration.

MKTG 5828, GREEN MARKETING

COURSE NUMBER, SECTION, AND TITLE OF THE COURSE	1
WOLF PACT	2
INSTRUCTOR INFORMATION	3
COURSE INFORMATION.....	3
LEARNING GOALS	3-4
TEXTBOOKS AND MATERIALS	4
COURSE POLICIES	4-8
ASSIGNMENTS.....	9-10
GRADING	10
COURSE CALENDAR	11
UNIVERSITY-WIDE SYLLABUS INFORMATION:.....	12

WOLF PACT

Protecting the integrity of a degree from the Richards College of Business at the University of West Georgia is the responsibility of the administration, faculty, staff, and students of the college. Our mission is “To become a globally recognized college of business preparing forward-thinking, responsible leaders.” Responsible leaders are ethical leaders, and this behavior begins in the classroom. One of our Strategic Goals is to demonstrate “...commitment to the principles of honesty and integrity in interactions and undertakings, [and] accountability for personal behavior”. As such, we have developed the Wolf Pact in an effort to promote and maintain the highest standards of integrity, professional behavior, ethical actions, and personal conduct.

The purpose of this pact is to maintain that a degree from the Richards College of Business at the University of West Georgia is held in high regard by all internal and external constituents, and that a degree from the University of West Georgia is as meaningful in the future as it is today.

I have reviewed the information in this syllabus, and I agree to abide by the policies stated. I will conduct myself in accordance with the RCOB Wolf Pact to protect the integrity of my degree and all those others who receive a degree from the Richards College.

Signature: _____

917#: _____

Date: _____



INSTRUCTOR INFORMATION

NAME:

Agnieszka Chwialkowska, Ph.D.

OFFICE LOCATION:

Miller Hall 2305

OFFICE HOURS:

By appointment

CONTACT INFORMATION:

Phone: 678-839-5027

Communication Preference: *All communication in this course should take place via CourseDen emailing tool.*

COURSE INFORMATION

DESCRIPTION

This course introduces students to the role of environmental marketing within society and within the economic system. It exposes students to basic environmental problems and decisions that frequently confront the marketing manager, and appropriate strategies used by them to address these environmental problems and decisions.

Students will be able to answer the following questions: Who are “green consumers”? What does it mean for a firm to have “a green product” or good “environmental reputation”? How environmental issues affect the strategy, governance, and operations of firms? How much added value can environmental reputation add to a product? How can firms promote their green products? How green marketing can facilitate organizational sustainability objectives? How important are environmental issues in the global marketplace?

This course will be one of the electives for the MBA program. It can be part of the Sales and Consumer Research concentration.

PREREQUISITES

Enrollment in this course requires acceptance to the MBA program in the Richards College of Business.

DELIVERY METHODS

This is a hybrid course. Class time will be divided between online lectures and activities, and face-to-face meetings with lectures, discussions of the assigned readings, cases, individual and group projects and quizzes, as well as variety of other activities designed to stimulate student learning. (Please see the course schedule for meeting dates).

LEARNING GOALS

Upon completing the course, you will be able to:

- CO1. Define green marketing and its importance to the environment from the perspective of consumers, businesses, and other stakeholders.
- CO2. Discuss the current state of the environment resulting from past and current practices of human consumption.
- CO3. Recognize factors marketers take into account when planning brand communication.
- CO4. Demonstrate evidence of a comprehensive understanding of evolving green consumer segments and how marketers are responding to their needs.
- CO5. Analyze and discuss issues pertaining to the planning, development, and implementation of Green Marketing strategies to enhance the positive effects of human consumption on the environment.
- CO6. Demonstrate the knowledge of current theoretical and applied research in the field of Green Marketing.

TEXTBOOKS AND MATERIALS

TEXTBOOK

Green Marketing Management by Robert Dahlstrom (Cengage)

In addition, the reading list for each class is provided on CourseDen. Required articles and cases should be read before class. Online quizzes due before class aim at verifying that you read the required materials.

COURSE READINGS

(See CourseDen for URLs.)

WHAT AM I EXPECTED TO DO TO COMPLETE THIS COURSE?

You will be required to:

- Attend the class meetings (See COURSE SCHEDULE for dates).
- Complete assignments introducing you to the course and course policies [INDIVIDUAL]
- Read required articles and case studies and complete online quizzes before each class (available on CourseDen). [INDIVIDUAL]
- Take in-class quizzes. [INDIVIDUAL]
- Complete two assignments. [INDIVIDUAL]
- Complete an assignment and deliver a presentation [GROUP PROJECT]

See COURSE SCHEDULE for details.

The course is worth 3 credit hours. You will need to spend about 10 – 15 hours a week on the course to receive a passing grade.

Please keep in mind the deadlines. The COURSE SCHEDULE is available on CourseDen. The schedule is subject to change. You will be informed of any changes via Announcement tool on CourseDen – please check the CourseDen announcements daily.

You will get access to all online assignments and quizzes on MH Connect at the beginning of the semester and can complete them at your own pace. However, please keep in mind the deadlines. The COURSE SCHEDULE is available in the START HERE folder on CourseDen.

Introductory assignments

The following assignments have to be completed before the deadline (see COURSE SCHEDULE) if you want to be verified as attending the course (roster verification):

1. Syllabus Quiz

A failure to complete the introductory assignments listed above before the deadline will result in being marked as “not attending” during the roster verification process.

Online Quizzes

[Individually graded]

You are required to complete a quiz after reading required articles/cases in each module. You must read all the required texts before the class because we will be discussing them. **There are NO make-up quizzes.** (Please see the COURSE SCHEDULE on CourseDen for deadlines).

You have **one attempt** per quiz. You will have several days to complete the quiz, thus, being sick on the due day does not qualify you for special accommodation.

If you do not take the quiz before the deadline, you receive 0 points for that quiz.

You are to take the test by yourself.

You have access to each quiz for several days before the deadline. Therefore, informing your professor at the time when the quiz is due that you cannot take it because you have no Internet connection or have to stay at work does not qualify you for an extension.

Please use UWG computer labs to take quizzes. Make sure that everything (e.g., your browser) is working properly before starting the quiz. Make sure that you save your answers regularly. Only technical difficulties of UWG IT system might excuse you if your quiz was not successfully submitted.

Response time

Online quizzes are graded automatically upon completion. You will see your points in the GRADES TAB on CourseDen.

Quizzes (in class)

[Individually graded]

There are three quizzes (in class). (Please see the COURSE SCHEDULE on CourseDen).

There are NO make-up exams. If you miss the exam, you receive 0 points.

With proper documentation and with prior approval by the professor, **university-sponsored events or sickness** might constitute the basis for your absence to be excused.

You must submit relevant documentation before the class you are missing.

All the documentation should be submitted into **submission folder on CourseDen (“Special accommodations & excused absences” folder)**. You must also send a message to the professor via CourseDen e-mailing tool prior to the scheduled term exam.

Response time

In-class exams will be graded seven business days (Monday-Friday 9 a.m. – 5 p. m.) from the submission deadline.

Individual assignments

You will complete two individual assignments. For details on the assignment due dates, please see the COURSE SCHEDULE.

Assignment guides and assessment rubric are available on CourseDen.

Response time

The assignment will be graded within seven business days (Monday-Friday 9 a.m. - 5 p.m.) from the presentation day (in-class assignment) or submission day (online assignment).

Group assignment

You will complete a group assignment. For details on the assignment due dates, please see the COURSE SCHEDULE.

Assignment guide and assessment rubric is available on CourseDen.

Response time

The assignment will be graded within seven business days (Monday-Friday 9 a.m. - 5 p.m.) from the presentation day.

ATTENDANCE

The course concentrates on structured experiences using the experiential learning model, and thus requires class participation. As activities and discussions take place in group context there are **NO make-ups for missing a class.**

The doors close at the beginning of the class. If you are late you will not be allowed to enter the class.

Sleeping in class, checking your phone, not participating in class activities will result in receiving 0 points for attendance even if you are physically present.

Final Exam

There is no final exam.

Extra Credit

There will be **no** extra-credit assignment. Time management is an important and appreciated skill. You must take responsibility for planning and pacing your work throughout the semester.

GRADING

Your final grade is calculated as a sum of points received for different assignments in this course.

Attendance and participation in in-class discussions: 15%

Online quizzes: 5%

Quizzes (in class): 20%

Individual Assignment 1 (online): 10%

Individual Assignment 2 (presentations in class): 15%

Group Assignment: 10%

Research paper: 25%

Final grade

A: 90%+

B: 80% < 90%

C: 70% < 80%

D: 60% < 70%

F: Less than 60%

COURSE OUTLINE

Week	Learning Modules
1	Course Orientation Introduction to environmental management issues
2	The environment and Consumption. What is a Green Product?
3	Changing Consumption Paradigms. Who are Green Consumers?
4	The Eco-marketing Orientation: An Emerging Business Philosophy
5	Review Quiz
6	Green-based Innovation and Sustainable Product Management
7	Packaging Issues
8	Distribution Issues
9	Review Quiz
10	Communicating Sustainability. Providing Value via Green Marketing and Communications
11	Environmental Labelling and Certification Programs. Regulation of Advertising Claims
12	Environmental Entrepreneurship. Partnerships with Environmental Organizations
13	International Perspective
14	Review Quiz
15	Final project - Group presentations

COURSE POLICIES

Communication

Please communicate any problems you have. If you need special accommodations, please make sure that you inform me about your situation prior to the beginning of the course or as soon as the need for my assistance arises. Please do not wait until the end of the semester (or on the due date) as at that point I will not be able to help you. Submit any relevant documentation to

“Special accommodations and excused absences” in “About the Course” folder on CourseDen and e-mail the professor via the CourseDen messaging tool.

Before contacting the professor, consider whether the answer to your question would benefit other students in the class. If so, please post your question to the Q&A Forum. For details, please visit:

COURSEDEN -> CONTENT -> QUESTIONS?

If your question relates to your individual situation, please communicate via **e-mailing tool on CourseDen**. Please make sure that the subject line specifies what your e-mail is about:

Like this: Assignment #2. **Not like this:** Question.

E-mail format

To make sure that your questions are answered promptly and accurately, please follow the format outlined below. Your professor will not answer messages that do not follow this format.

Subject line

Dear Doctor Chwialkowska,

I am in your Class Name, Section Number *that meets on This Day* [1].

This is the question I have or the help I need [2].

I have looked in the syllabus, Q&A forum, and at my notes from class and online and I asked someone else from the class [3], but I am still not sure about the answer.

This is the action I would like you to take [4].

Saying Thank You is always a good idea [5].

Yours sincerely,

First Name & Last Name [6]

Response time

I will respond to questions sent via CourseDen email and those posted on Q&A Forum within 48 hours during business days (Monday-Friday 9 a.m.-5 p.m.). As UWG emphasizes the importance of work-life balance, I will not be responding to any communication after business hours, during weekends and holidays.

Basic Technical Skills Required

To successfully complete the course, you need to have the following technical skills:

- Navigating CourseDen.
- Communicating via CourseDen email tool.
- Using CourseDen discussion board.
- Taking quizzes on CourseDen.

- Uploading assignments to CourseDen submission folders.
- Using a Web browser such as, e.g., Mozilla Firefox.
- Very good command of office applications, e.g., Microsoft Office (Word, PowerPoint, Excel).
- Converting documents into PDF files. Combining documents into one file.
- Ability to google information and use it to solve basic technical problems.

Reading the Syllabus

Please read the syllabus at the beginning of the semester. When you are informed about the course requirements, you can plan your time to achieve the best result possible.

As this syllabus provides you with a summary of the course of study, examination requirements, and schedule, please consult it before writing an e-mail to your professor or posting to the Q&A forum.

You will also take Syllabus Quiz, and at the beginning of the course.

Deadline

Deadline is defined as:

a : a date or time before which something must be done

b : the time after which copy is not accepted for a particular issue of a publication
(Merriam-Webster Dictionary)

Late submissions will not be accepted.

Planning

This is a content-rich course and successfully completing it will require self-discipline and planning. That is why you are informed of all the deadlines and assignments at the very beginning of the course.

Please see COURSE SCHEDULE for deadlines and mark them in your calendar.

What Result Is Not

Hard work does not guarantee that your result is achieved. For instance, telling a professor that you worked very hard on the project does not mean that the result you achieved meets the criteria for an A grade.

NO RESULT + EXCUSE ≠ RESULT

When you are late, having a good excuse does not turn back the clock and make you be on time. Likewise, not delivering what is expected of you and having an excuse does not make a result magically appear.

Taking Notes

Whether you are taking an in-class class or an online class, it is important to take notes both when you listen to a lecture, watch a video posted on CourseDen, or read your textbook, lecture slides, and articles. Taking notes is a very important skill that is necessary in your future career. Here you can find an interesting guide on how to take notes from your textbook: [Taking notes](#)

Honor Code

By submitting any of the assignments and online quizzes, you agree with the following statement: "I pledge on my honor that I have not given or received any unauthorized assistance on this assignment/examination."

You also acknowledge that you were made aware that if your submission turns out to be plagiarism, or does not adhere to the UWG Honor Code in any other way, **you will receive 0 points for this assignment and a failing grade for the entire course.**

In case of group assignments, you are made aware that even if your group member and not you personally plagiarized a part of the assignment, you and all group members are going to be held accountable – **every group member will receive 0 points for this assignment and a failing grade for the entire course.**

Accessibility

To participate in the course, you will need internet access. All required materials aside from the textbook will be posted on CourseDen or distributed in class.

[CourseDen compatibility check](#)

[D2L Accessibility](#)

[Software FAQs](#)

[Acceptable Use Policy of Computer & Network Equipment](#)

Below you can also find links to technical requirements when watching TED talk videos, and viewing PDF documents.

[TED talks technical requirements](#)

[Adobe technical requirement](#)

For more information on technology requirements for courses at UWG, please see the IMPORTANT LINKS file on CourseDen

OTHER RULES AND POLICIES

Netiquette

Please show respect, courtesy, and professionalism toward your classmates in all communication. Use spell check before posting to the discussion forums or when you write e-mails.

Be respectful of others' views and opinions.

Express your views even when your point of view contrasts the majority view presented.

Think and edit before you click "Submit".

Be aware that sometimes humor can be misinterpreted as being sarcastic (online discussions provide a limited possibility for reading your body language/facial expression).

Don't use ALL CAPITAL LETTERS as this is considered "shouting".

Avoid using acronyms.

Do not dominate any discussion. Give your colleagues the space to join the discussion.

Avoid using slang language.

ACADEMIC HONESTY POLICY

You must adhere to the Academic Honesty Policy:

Lying, cheating, stealing, or engaging in plagiarism in pursuit of one's studies is a violation of academic honesty policy at UWG and will not be tolerated (Please read the university's catalog

for the official statement on academic integrity and plagiarism). Students are responsible for understanding plagiarism.

In general, **plagiarism** is defined as the use of intellectual material produced by another person without acknowledging its source. The following are some examples of what is considered plagiarism:

- * Copying of passages from works of others into an assignment, paper, discussion board posting, without acknowledgment.
- * Cutting/pasting information available on the web or online databases.
- * Using the views, opinions, or insights of another without acknowledgment.
- * Paraphrasing another person's characteristic or original phraseology, metaphor, or other literary device without acknowledgment.

NOTE: Violations of the academic honesty policy may result in expulsion from the University. Being caught cheating during the exam or plagiarizing an assignment results in a failing grade for this course. There are no exceptions to this rule

IMPORTANT LINKS

CourseDen Help & Troubleshooting

Please contact Courseden Help & Troubleshooting if you encounter technical difficulties unrelated to the course content as I will not be able to help you with technical problems.

[CourseDen \(D2L\)](#)

Monday-Friday

8:00 AM – 5:00 PM

678 839 62 48

online@westga.edu

[ITS FAQs](#)

[CourseDen Tutorials](#)

[ITS Chat](#)

[CourseDen Compatibility](#)

[D2L Accessibility](#)

[Software FAQ](#)

[Acceptable Use Policy of Computer & Network Equipment](#)

[About CourseDen](#)

[Textbook website](#)

[University Bookstore](#)

[Ingram Library Services](#)

[Course Evaluations](#)

[UWG Campus Writing Writing Center](#)

UNIVERSITY-WIDE SYLLABUS INFORMATION:

Please review the “[Common Language for Course Syllabi](#)” for university-wide updates. Even if you have read it before, the most current information is maintained at this site.

Professional Counseling and Supervision, Ed.D.

2020-2021 Graduate Revise Program Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

****CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM****

Modifications (Check all that apply)*

- Program Name
- Track/Concentration
- Catalog Description
- Degree Name
- Program Learning Outcomes
- Program Curriculum
- Other

If other, please identify. Admission Requirements

Desired Effective Semester* Summer

Desired Effective Year* 2020

Program Information

Select *Program* below, unless revising an Acalog Shared Core.

Type of Program* Program
 Shared Core

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
 Program Description

Program Name* Professional Counseling and Supervision, Ed.D.

Program ID - DO NOT EDIT* 2807

Program Code - DO NOT EDIT

Program Type*

Degree Type*

Program Description* The mission of the Professional Counseling and Supervision program is to prepare School and Community Counselors to be exemplary leaders in professional counseling and supervision and in program evaluation. In addition, they will demonstrate a commitment to helping marginalized and underserved populations in the communities, schools, and agencies they serve. The program consists of 111 graduate hours, 36 hours beyond a 48 hour CACREP accredited (or CACREP equivalent) master's degree and 27 hour Ed.S. degree in counseling. After a rigorous screening process, cohorts are selected in March of each year, and students will be notified of their acceptance in April. The fully online degree program begins in the summer semester. The program is designed to be completed in two full years (6 semesters, including summers). Successful completion and defense of a dissertation are required.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

PROGRAM CURRICULUM

****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.**
 Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed

directly to the catalog. Please click [here](#) for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

In order to delete courses that you are removing the courses from you program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab.

For removing courses click on the **X** and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the **X** and proceed.

Step 2 - Adding New Courses

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Prospective Curriculum*

Admission Requirements Include:

Licensed or Licensable in counseling or related field Official GRE scores not older than 5 years with preferred scores of Verbal 151 Quantitative 142 Masters in counseling or related field (i.e. Psychology, clinical social worker, mental health counselor, marriage and family therapist (MFT), school psychologist, school counselor, or school social worker) - CACREP accredited or equivalent accreditation* Minimum of three years of counseling experience in private or public schools, community agency, university, hospital, or private practice If all of the above are met, then the application requires the following: A 300-500 word essay presenting the applicant's professional goals and the relationship

between those goals and the program mission Official transcripts from all schools attended for all degrees including schools attended only for

transfer credit Three recommendations from professionals who are familiar with the applicant's professional qualities and academic potential. The electronic Recommendation Request form will be available after you submit your application Vitae Please see website for further information:

<https://www.westga.edu/academics/education/cspc/eddpcs/>

For Students Entering without Ed.S.

**CEPD 9184 Doctoral Seminar
Professional Issues**

**EDLE 8324 Ethical Leadership in
Education**

**CEPD 8185 Professional Research
Writing**

**EDSI 9961 Quantitative Research
Methods**

CEPD 9183 Directed Doctoral Research

**EDSI 9962 Qualitative Research
Methods**

CEPD 9171 Program Evaluation

**CEPD 9187 Doctoral Practicum in
Supervision**

**EDSI 9923 The Culturally Proficient
Leader: Building Inclusive Environments**

CEPD 9186 Doctoral Internship

**CEPD 9185 Doctoral Seminar-Advocacy
for Marginalized and Underserved
Populations**

CEPD 9199 Dissertation

[After] Electives 12

Core Class Credits: 48 Hours

Credits with 4 Elective: 12 Hours

Total Credits: 60 Hours

For Students Entering with Ed. S.

**CEPD 9184 Doctoral Seminar
Professional Issues**
**EDSI 9923 The Culturally Proficient
Leader: Building Inclusive Environments**
**EDSI 9961 Quantitative Research
Methods**
**EDSI 9962 Qualitative Research
Methods**
CEPD 9183 Directed Doctoral Research
**CEPD 9185 Doctoral Seminar-Advocacy
for Marginalized and Underserved
Populations**
**CEPD 9187 Doctoral Practicum in
Supervision**
CEPD 9186 Doctoral Internship
CEPD 9199 Dissertation
**EDLE 8324 Ethical Leadership in
Education**

Total Credits: 39 Hours

Carried over: 27 Hours

Total Credits: 66 Hours

Justification and Assessment

Rationale* To achieve consistency with other doctoral programs in the College of Education, and to establish parameters for high academic rigor among program applicants, we would like to add a minimum graduate GPA of 3.5 and a minimum GRE writing scale score of 3.5 to the admissions requirements for this program. Further, we would like to make some minor revisions to the language associated with master's degrees in related fields. These revisions do not expand the scope of related degree fields. Rather, these minor revisions are based on the current

professional terminology used in mental health and help to provide additional clarification regarding the related fields that are appropriate for consideration for admission.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to cjenks@westga.edu

- Check all that apply to this program***
- Significant departure from previously approved programs
 - New instructional site at which more than 50% of program is offered
 - Change in credit hours required to complete the program
 - None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documentsI by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as one document.

2.) Assessment Plan

All major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the assessment template from [here](#) complete, and upload.

- Program Map***
- I have attached the Program Map/Sheet.
 - N/A - I am not making changes to the program curriculum.

Assessment Plan*

Assessment Plan I have attached the Assessment Plan.

N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

**School/
Department - DO
NOT EDIT***

Department of Communication Sciences and Professional Counseling

**Is this a School of
Nursing Program?*** Yes No

**Is this a College of
Education
Program?*** Yes No

**Is Senate Review
required?*** Yes
 No

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

Proposed Program Specific Admittance Guidelines

(revisions and additions in red font)

Required Qualifications:

In order to eligible to apply to the Ed.D. in Professional Counseling and Supervision, **all of the following must be met:**

1. Licensed or **license-eligible** in counseling or related field
2. **Cumulative minimum graduate GPA of 3.5 on a 4.0 scale**
3. Official GRE scores not older than 5 years with preferred scores of
 - o Verbal 151
 - o Quantitative 142
 - o **Writing 3.5**
4. Masters in counseling or related field
 - o (e.g., **psychology, counseling psychology, clinical social work, mental health counseling, community counseling, professional counseling, marriage and family therapy, school psychology, school counseling, school social work**)*
 - o *If the program was not CACREP accredited at the time of the applicant's graduation, the applicant must demonstrate that the program was substantially CACREP equivalent or the accrediting body that accredited the degree is equivalent to CACREP standards.
5. Minimum of three years of counseling experience in private or public schools, community agency, university, hospital, or private practice

If all of the above are met, then the application requires the following:

1. A 300-500 word essay presenting the applicant's professional goals and the relationship between those goals and the program mission
2. Official transcripts from all schools attended for all degrees including schools attended only for transfer credit
3. Three recommendations from professionals who are familiar with the applicant's professional qualities and academic potential. The electronic Recommendation Request form will be available after you submit your application
4. Vitae

Current Program Specific Admittance Guidelines

Required Qualifications:

In order to eligible to apply to the Ed.D. in Professional Counseling and Supervision, **all of the following must be met:**

1. Licensed or Licensable in counseling or related field
2. Official GRE scores not older than 5 years with **preferred** scores of
 - o Verbal 151
 - o Quantitative 142
3. Masters in counseling or related field
 - o (i.e. Psychology, clinical social worker, mental health counselor, marriage and family therapist (MFT), school psychologist, school counselor, or school social worker) - CACREP accredited or equivalent accreditation*
4. Minimum of three years of counseling experience in private or public schools, community agency, university, hospital, or private practice

If all of the above are met, then the application requires the following:

5. A 300-500 word essay presenting the applicant's professional goals and the relationship between those goals and the program mission
6. Official transcripts from all schools attended for all degrees including schools attended only for transfer credit
7. Three recommendations from professionals who are familiar with the applicant's professional qualities and academic potential. The electronic Recommendation Request form will be available after you submit your application
8. Vitae

*If the program was not CACREP accredited at the time of the applicant's graduation, the applicant must demonstrate that the program was substantially CACREP equivalent or the accrediting body that accredited the degree is equivalent to CACREP standards.

Professional Counseling and Supervision, Ed.D.

2020-2021 Graduate Revise Program Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Please **TURN ON** the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your **PIN** is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

****CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM****

- Modifications (Check all that apply)***
- Program Name
 - Track/Concentration
 - Catalog Description
 - Degree Name
 - Program Learning Outcomes
 - Program Curriculum
 - Other

If other, please identify. Admissions Requirements

Desired Effective Semester*

Desired Effective Year*

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program* Program
 Shared Core

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name
 Program Description

Program Name* Professional Counseling and Supervision, Ed.D.

Program ID - DO NOT EDIT* 2807

Program Code - DO NOT EDIT

Program Type*

Degree Type*

Program Description* The mission of the Professional Counseling and Supervision program is to prepare School and Community Counselors to be exemplary leaders in professional counseling and supervision and in program evaluation. In addition, they will demonstrate a commitment to helping marginalized and underserved populations in the communities, schools, and agencies they serve. The program consists of 111 graduate hours, 36 hours beyond a 48 hour CACREP accredited (or CACREP equivalent) master's degree and 27 hour Ed.S. degree in counseling. After a rigorous screening process, cohorts are selected in March of each year, and students will be notified of their acceptance in April. The fully online degree program begins in the summer semester. The program is designed to be completed in two full years (6 semesters, including summers). Successful completion and defense of a dissertation are required.

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

PROGRAM CURRICULUM

****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED. Contact curriculog@westga.edu for further instruction.**

This section allows departments to maintain the curriculum schema for the program which will feed

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. **Please click [here](#) for a video demonstration on how to build your program curriculum.**

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

In order to delete courses that you are removing the courses from you program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab.

For removing courses click on the  and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the  and proceed.

Step 2 - Adding New Courses

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Prospective Curriculum*

Admission Requirements Include:

1. Licensed or license-eligible in counseling or related field
2. Cumulative minimum graduate GPA of 3.5 on a 4.0 scale
3. Official GRE scores not older than 5 years with preferred scores of
 - o Verbal 151
 - o Quantitative 142
 - o Writing 3.5
4. Masters in counseling or related field (e.g., psychology, counseling psychology, clinical social work, mental health counseling, community counseling, professional counseling, marriage and family therapy, school psychology, school counseling, school social work)*
 - o *If the program was not CACREP accredited at the time of the applicant's graduation, the applicant must demonstrate that the program was substantially CACREP equivalent or the

accrediting body that accredited the degree is equivalent to CACREP standards. 5. Minimum of three years of counseling experience in

private or public schools, community agency, university, hospital, or private practice If all of the above are met, then the application requires the following: 1. A 300-500 word essay presenting the applicant's professional goals and the relationship between those goals and the program mission 2. Official transcripts from all schools attended for all degrees including schools attended only for transfer credit 3. Three recommendations from professionals who are familiar with the applicant's professional qualities and academic potential. The electronic Recommendation Request form will be available after you submit your application 4. Vitae

For Students Entering without Ed.S.

**CEPD 9184 Doctoral Seminar
Professional Issues**

**EDLE 8324 Ethical Leadership in
Education**

**CEPD 8185 Professional Research
Writing**

**EDSI 9961 Quantitative Research
Methods**

CEPD 9183 Directed Doctoral Research

**EDSI 9962 Qualitative Research
Methods**

CEPD 9171 Program Evaluation

**CEPD 9187 Doctoral Practicum in
Supervision**

**EDSI 9923 The Culturally Proficient
Leader: Building Inclusive Environments**

CEPD 9186 Doctoral Internship

**CEPD 9185 Doctoral Seminar-Advocacy
for Marginalized and Underserved
Populations**

CEPD 9199 Dissertation

[After] Electives 12

Core Class Credits: 48 Hours

Credits with 4 Elective: 12 Hours

Total Credits: 60 Hours

For Students Entering with Ed. S.

**CEPD 9184 Doctoral Seminar
Professional Issues**

**EDSI 9923 The Culturally Proficient
Leader: Building Inclusive Environments**

**EDSI 9961 Quantitative Research
Methods**

**EDSI 9962 Qualitative Research
Methods**

CEPD 9183 Directed Doctoral Research

**CEPD 9185 Doctoral Seminar-Advocacy
for Marginalized and Underserved
Populations**

**CEPD 9187 Doctoral Practicum in
Supervision**

CEPD 9186 Doctoral Internship

CEPD 9199 Dissertation

**EDLE 8324 Ethical Leadership in
Education**

Total Credits: 39 Hours

Carried over: 27 Hours

Total Credits: 66 Hours

Justification and Assessment

Rationale* To achieve consistency with other doctoral programs in the College of Education, and to establish parameters for high academic rigor among program applicants, we would like to add a minimum graduate GPA of 3.5 and a minimum GRE writing scale score of 3.5 to the admissions requirements for this program. Further, we would like to make some minor revisions to the language associated with master's degrees in related fields. These revisions do not expand the scope of related degree fields. Rather, these minor revisions are based on the current professional terminology used in mental health and help to provide additional clarification regarding the related fields that are appropriate for consideration for admission.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to cjenks@westga.edu

- Check all that apply to this program***
- Significant departure from previously approved programs
 - New instructional site at which more than 50% of program is offered
 - Change in credit hours required to complete the program
 - None of these apply

**SACSCOC
Comments**

REQUIRED ATTACHMENTS

ATTACH the the following required documents! by navigating to the Proposal Toolbox and clicking  in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as **one** document.

2.) Assessment Plan

All major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the assessment template from [here](#) complete, and upload.

Program Map* I have attached the Program Map/Sheet.
 N/A - I am not making changes to the program curriculum.

Assessment Plan* I have attached the Assessment Plan.
 N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

**School/
Department - DO
NOT EDIT***

Department of Communication Sciences and Professional Counseling

**Is this a School of
Nursing Program?*** Yes No

**Is this a College
of Education
Program?*** Yes No

**Is Senate Review
required?*** Yes
 No

LAUNCH proposal by clicking  in the top left corner. **DO NOT** implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

Steps for Professional Counseling and Supervision, Ed.D.

Originator		<i>Status: Approved</i>
Participants	Activity	
Julia Whisenhunt 9/5/2019 12:35 PM	Required for Approval: <i>100% required</i> Date Completed: <i>9/5/2019 12:35 PM</i> Changes: <i>No</i> Comments: <i>No</i> Signature: <i>9/5/2019</i>	



Catalog Review		<i>Status: Approved</i>
Participants	Activity	
Suzanne Garrett 9/5/2019 1:13 PM	Required for Approval: <i>100% required</i> Date Completed: <i>9/5/2019 1:13 PM</i> Changes: <i>No</i> Comments: <i>No</i>	



Notification to IEA - SACSCOC		<i>Status: Approved</i>
Participants	Activity	
Catherine Jenks 9/5/2019 4:55 PM	Required for Approval: <i>100% required</i> Date Completed: <i>9/5/2019 4:55 PM</i> Changes: <i>No</i> Comments: <i>Yes</i> Signature: <i>9/5/2019</i>	



Department Chair		<i>Status: Approved</i>

Participants		Activity	
 Matthew Varga 9/6/2019 9:45 AM		Required for Approval: <i>100% required</i>	
		Date Completed: <i>9/6/2019 9:45 AM</i>	
		Changes: <i>No</i>	
		Comments: <i>No</i>	
		Signature: <i>9/6/2019</i>	



Review by COE Certification Liason		<i>Status: Approved</i>	
Participants		Activity	
 Kathy Jones 9/10/2019 9:42 AM		Required for Approval: <i>100% required</i>	
		Date Completed: <i>9/10/2019 9:42 AM</i>	
		Changes: <i>No</i>	
		Comments: <i>No</i>	
		Signature: <i>9/10/2019</i>	



College/School Curriculum Committee		<i>Status: Approved</i>	
Participants		Activity	
 Robert Morris 9/30/2019 4:39 PM		Required for Approval: <i>100% required</i>	
		Date Completed: <i>9/30/2019 4:39 PM</i>	
		Changes: <i>No</i>	
		Comments: <i>No</i>	
		Signature: <i>9/30/2019</i>	



Dean/Associate Dean		<i>Status: Approved</i>	

Participants		Activity	
 Laura Smith 10/4/2019 9:30 AM		Required for Approval: <i>100% required</i>	
		Date Completed: <i>10/4/2019 9:30 AM</i>	
		Changes: <i>No</i>	
		Comments: <i>No</i>	
		Signature: <i>10/4/2019</i>	



VPAA		Status: Routed	
Participants		Activity	
 Jill Drake 10/4/2019 6:04 PM		Required for Approval: <i>100% required</i>	
 Whitney Brand (System Administrator) 10/7/2019 8:33 AM		Date Completed: <i>10/7/2019 8:33 AM</i>	
		Changes: <i>No</i>	
		Comments: <i>Yes</i>	
		Signature: <i>Yes</i>	



Custom Route		Status: Approved	
Participants		Activity	
  Benjamin Geyer 10/30/2019 1:47 PM		Required for Approval: <i>100% required</i>	
		Date Completed: <i>10/30/2019 1:47 PM</i>	
		Changes: <i>No</i>	
		Comments: <i>No</i>	
		Signature: <i>10/30/2019</i>	



VPAA		Status: Rejected	

<p>Participants</p> <p> Jill Drake 10/31/2019 1:20 PM</p>	<p>Activity</p> <p>Required for Approval: <i>100% required</i></p> <p>Date Completed: <i>10/31/2019 1:20 PM</i></p> <p>Changes: <i>No</i></p> <p>Comments: <i>Yes</i></p> <p>Signature: <i>Yes</i></p>
--	--



Originator	<i>Status: Relaunch</i>
<p>Participants</p> <p> Julia Whisenhunt 10/31/2019 4:18 PM</p>	<p>Activity</p> <p>Required for Approval: <i>100% required</i></p> <p>Date Completed: <i>10/31/2019 4:18 PM</i></p> <p>Changes: <i>Yes</i></p> <p>Comments: <i>Yes</i></p>



Originator	<i>Status: Working</i>
<p>Participants</p> <p> Julia Whisenhunt</p>	<p>Activity</p> <p>Required for Approval: <i>100% required</i></p> <p>Time Spent: <i>4 days</i></p> <p>Changes: <i>No</i></p> <p>Comments: <i>No</i></p> <p>Signature: <i>Yes</i></p>



Catalog Review	<i>Status: Incomplete</i>
<p>Participants</p> <p>Suzanne Garrett</p>	<p>Step Details</p> <p>Required for Approval: <i>100% required</i></p> <p>Work: <i>none</i></p>



Notification to IEA - SACSCOC	<i>Status: Incomplete</i>
--------------------------------------	---------------------------

Participants		Step Details	
Catherine Jenks		Required for Approval: <i>100% required</i> Work: <i>comment</i> Signature: <i>Yes</i>	



Department Chair		<i>Status: Incomplete</i>	
Participants		Step Details	
Matthew Varga		Required for Approval: <i>100% required</i> Work: <i>comment</i> Signature: <i>Yes</i>	



Review by COE Certification Liason		<i>Status: Incomplete</i>	
Participants		Step Details	
Kathy Jones		Required for Approval: <i>100% required</i> Work: <i>edit, comment</i> Signature: <i>Yes</i>	



College/School Curriculum Committee		<i>Status: Incomplete</i>	
Participants		Step Details	
Robert Morris		Required for Approval: <i>100% required</i> Work: <i>comment</i> Signature: <i>Yes</i>	



Dean/Associate Dean		<i>Status: Incomplete</i>	

Participants		Step Details	
Laura Smith		Required for Approval: <i>100% required</i> Work: <i>comment</i> Signature: <i>Yes</i>	



VPAA		<i>Status: Incomplete</i>	
Participants		Step Details	
Jill Drake		Required for Approval: <i>100% required</i> Work: <i>comment</i> Signature: <i>Yes</i>	



Registrar		<i>Status: Incomplete</i>	
Participants		Step Details	
Donna Haley		Required for Approval: <i>100% required</i> Work: <i>comment</i> Signature: <i>Yes</i>	



Wolf Watch Update		<i>Status: Incomplete</i>	
Participants		Step Details	
Wanda Eidson		Required for Approval: <i>100% required</i> Work: <i>comment</i> Signature: <i>Yes</i>	



UWG Online		<i>Status: Incomplete</i>	
Participants		Step Details	
Janet Gubbins		Required for Approval: <i>100% required</i> ...	

Sport Management, M.S. Concentrations in Intercollegiate Athletics Administration, Sport Analytics

2020-2021 Graduate Revise Program Request

Introduction

Welcome to the University of West Georgia's curriculum management system.

Please TURN ON the help text before starting this proposal by clicking  next to the print icon directly above this message.

Your PIN is required to complete this process. For help on accessing your PIN, please visit [here](#).

The link to the shared governance procedures provides updates on how things are routed through the committees. Please visit [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#) for more information.

If you have any questions, please email curriculog@westga.edu.

****CHANGES TO PROGRAMS MUST BE SUBMITTED 9-12 MONTHS IN ADVANCE OF THE DESIRED EFFECTIVE TERM****

<p>Modifications (Check all that apply)*</p> <ul style="list-style-type: none"> <input type="checkbox"/> Program Name <input type="checkbox"/> Track/Concentration <input checked="" type="checkbox"/> Catalog Description <input type="checkbox"/> Degree Name <input type="checkbox"/> Program Learning Outcomes <input type="checkbox"/> Program Curriculum <input checked="" type="checkbox"/> Other 	
<p>If other, please identify. Changes in admission standards for an academic program</p>	
<p>Desired Effective Semester* <input type="text" value="Summer"/></p>	<p>Desired Effective Year* <input type="text" value="2020"/></p>

Program Information

Select *Program* below, unless revising an Acalog *Shared Core*.

Type of Program* Program
 Shared Core

IMPORT curriculum data from the Catalog by clicking  icon in the top left corner. To search for courses select the "PREFIX" filter. To search for programs select the "NAME" filter.

NOTE: The fields below are imported from the catalog. Edits must be made in these fields in order for the changes to be updated correctly in the catalog.

Program Name

Program Description

Program Name* Sport Management, M.S. Concentrations in Intercollegiate Athletics Administration, Sport Analytics

Program ID - DO NOT EDIT* 2854

Program Code - DO NOT EDIT

Program Type*

Degree Type*

Program Description* The Master of Science with a major in Sport Management aims to (1) increase participant knowledge of administration, leadership, and finance management in sport, (2) prepare students to address critical issues that rest at the intersection of higher education administration and college athletics, and (3) help students develop proficiencies in data-driven decision-making. While the program prepares students to serve in a variety of sectors, students will focus specifically on two emerging areas in the discipline: Intercollegiate Athletics Administration and Sport Analytics.

The concentration in Intercollegiate Athletics Administration will focus on sport administration in a higher education context. Coursework includes compliance and regulatory issues specifically for intercollegiate athletic competition, student-athlete development and welfare, and fundraising and development.

The Sport Analytics concentration prepares students to apply data science to problems facing sport organizations. Sport Analytics involves the application of statistical methods, quantitative analysis, and predictive models to gain insight and help sport organizations make decisions about player and team performance, fan engagement, financial, and marketing strategies.

Admission criteria include the following:

Graduate application

Statement of Purpose

Resume/CV

Two letters of recommendation (i.e. employer, faculty member)

Official university transcripts from all institutions attended

An undergraduate GPA of 2.7 or higher

The GRE or GMAT*(Institution code 5900)

GRE:

Verbal Reasoning Score - 149

Quantitative Reasoning Score - 146

Analytical Writing Score - 3

GMAT - 450

For international applicants, a minimum score of 69 on the internet-based (IBT) TOEFL or 523 on the paper-based TOEFL examination is required**

*The GRE or GMAT is required and cannot be replaced for any length of time in the field or other standardized test. Test scores older than five years will not be accepted.

**The (IBT) TOEFL is required and cannot be replaced for any length of time in the field or other standardized test. Test scores older than two years will not be accepted. International students who have earned a bachelor's degree from a U.S. institution or from an institution in an English-speaking country are not required to take the TOEFL.

Application Deadline:

Fall: July 1

Summer: April 15th

Status* Active-Visible Inactive-Hidden

Program Location*

Curriculum Information

PROGRAM CURRICULUM

****IF NO COURSES OR CORES APPEAR IN THIS SECTION WHEN YOU IMPORT, DO NOT PROCEED.**
Contact curriculog@westga.edu for further instruction.

This section allows departments to maintain the curriculum schema for the program which will feed directly to the catalog. Please click [here](#) for a video demonstration on how to build your program curriculum.

Follow these steps to propose courses to the program curriculum.

Step 1 - Deleting Courses

Step 1 - Removing Courses

In order to delete courses that you are removing the courses from you program, please follow these steps:

First, delete the course from the core it is associated within the *curriculum schema* tab.

For removing courses click on the  and proceed.

Next, delete the course from the list of *curriculum courses* tab. For removing courses click on the  and proceed.

Step 2 - Adding New Courses

In order to add courses to your program, you must first add all courses to be included in the program of study through the *view curriculum courses* tab

If this new program proposal includes the UWG undergraduate General Education Curriculum, scroll to the top of this form and click on the  icon to import the "University of West Georgia General Education Requirements."

For courses already in the catalog, click on "Import Course" and find the courses needed.

For new courses going through a Curriculog Approval Process click on "Add Course"-- a box will open asking you for the Prefix, Course Number and Course Title.

NOTE: A New Course Request proposal must also be submitted along with the New Program Proposal if the course is new.

Step 3 - Adding Courses to Cores in the Curriculum Schema

To add courses to the cores (sections of the program of study, e.g., Semester 1, Semester 2, etc.) in the curriculum schema click on  "View Curriculum Schema." Select the core that you want to add the course to. When you click on "Add Courses" it will bring up the list of courses available from Step 2.

Prospective Curriculum*

Required Core Courses: 21 Hours

SPMG 6001 Social Issues in Sport
 SPMG 6102 Revenue Generation in Sport
 SPMG 6110 Sport Law
 SPMG 6120 Strat. Management Sport Organization
 SPMG 6130 Research & Assessment in Sport
 SPMG 6140 Strategic Sales & Marketing
 SPMG 6150 Applied Communication & Technology in Sport

Electives: 12 Hours

Electives: 12 Hours

Intercollegiate Athletics Administration Electives

**SPMG 6200 Intercollegiate Athletics
Management**

**SPMG 6210 Student Athlete
Development**

SPMG 6220 Compliance and Eligibility

**SPMG 6230 Advanced Event
Management & Operations**

Sport Analytics Electives

SPMG 6300 Intro to Sport Analytics

**SPMG 6310 Big Data & Stat Analysis
Sport**

SPMG 6320 Analytics in Sport Business

**SPMG 6330 Applied Network Analysis
Sport**

General Electives

**SPMG 7685 Special Topics in Sport
Management**

Experiential Learning Courses: 3 Hours

SPMG 7100 Sport Management Research

SPMG 7110 Sport Management Capstone

Total Program: 36 Hours

Justification and Assessment

Rationale* Adding GMAT as option for admission to the program. Most other sport management graduate programs accept GRE or GMAT scores due to the nature of the field.

If making changes to the Program Learning Outcomes, please provide the updated SLOs in a numbered list format.

SACSCOC Substantive Change

Please review the [Policy Summary and Decision Matrix](#)

Send questions to cjenks@westga.edu

Check all that apply to this program*

- Significant departure from previously approved programs
- New instructional site at which more than 50% of program is offered
- Change in credit hours required to complete the program
- None of these apply

SACSCOC Comments

REQUIRED ATTACHMENTS

ATTACH the the following required documents! by navigating to the Proposal Toolbox and clicking



in the top right corner.

1.) Program Map and/or Program Sheet

For advising purposes, all programs must have a program map. Please download the program map template from [here](#), and upload.

Make sure to upload the new program sheet that reflects these changes. When uploading both the old and new program for reference, please ensure that you distinctly mark them and upload as one document.

2.) Assessment Plan

All major programs must include an assessment plan. Stand-alone minors must have an assessment plan as well. A stand-alone minor is a minor that can be earned in a program that does not offer an undergraduates degree with a major in that discipline (for example, a student can earn a minor in Africana Studies but cannot complete a bachelor's degree with a major in Africana Studies). Minors in a discipline where a corresponding major is offered, are not required to include an assessment plan.

Please download the assessment template from [here](#) complete, and upload.

Program Map*

Program Map

- I have attached the Program Map/Sheet.
- N/A - I am not making changes to the program curriculum.

Assessment Plan*

- I have attached the Assessment Plan.
- N/A

Routing Information

Routes cannot be changed after a proposal is launched. Please be sure all fields are filled out correctly prior to launch. If a routing error is made it can result in the proposal being rejected and a new proposal will be required.

Please refer to this document for additional information: [UWG Shared Governance Procedures for Modifications to Academic Degrees and Programs](#).

If there are any questions or concerns regarding the routing of your proposal please contact curriculog@westga.edu.

**School/
Department - DO
NOT EDIT***

Department of Sport Management, Wellness, and Physical Education

**Is this a School of
Nursing Program?***

- Yes
- No

**Is this a College of
Education
Program?***

- Yes
- No

**Is Senate Review
required?***

- Yes
- No

LAUNCH proposal by clicking  in the top left corner. DO NOT implement proposed changes before the proposal has been completely approved through the faculty governance process.

FINAL TASK: After launching the proposal, you must make a decision on your proposal. Select the  icon in the Proposal Toolbox to make your decision.

Addendum IV

UWG Catalog,

Modification of Admissions, Opportunities for Students During High School

Rationale:

1. SAT and ACT can be cost-prohibitive for high school students.
2. The Accuplacer was made available for all USG Dual Enrollment students on 7/19/19 with the 3.1.1.4 Dual Enrollment Requirements.
3. The Accuplacer is run by The CollegeBoard nationwide which also administers the SAT exam.
4. Currently, 11 other USG institutions use the Accuplacer as a test to measure enrollment eligibility.
5. All but one of the 11 institutions use the requirements that are being suggested for UWG. Georgia Highlands College is the exception.
6. Beginning Spring 2020, we will begin to administer the Accuplacer as one of the tests UWG uses to measure enrollment eligibility for 11th and 12th graders only.
7. The Accuplacer has no bearing on the current ACT or SAT requirements for Dual Enrollment students.

Other USG Institutions Using Accuplacer for Dual Enrollment Admissions

1. Albany State University
2. Atlanta Metropolitan State College
3. College of Coastal Georgia
4. East Georgia State College
5. Fort Valley State University
6. Georgia Highlands College
7. Georgia Southern University
8. Gordon State College
9. Savannah State University
10. South Georgia State College
11. Valdosta State University

PROPOSED MODIFICATIONS

Opportunities for Students During High School

Dual Enrollment, formerly Move On When Ready (MOWR) is Georgia's dual enrollment program that allows high school students to earn college credit while working on their high school diploma. The Dual Enrollment program includes provisions to help remove some of the financial barriers that may prevent students from participating in a dual enrollment program.

Admission Requirements:

10th Graders:

- Student must be a High School Sophomore when enrollment begins
- 3.5 un weighted, academic High School GPA
- One of the following:

- 1650 Composite SAT score*
or 25 Composite ACT score
- 650 SAT Critical Reading score
or 26 ACT English score
- 650 SAT Math score
or 26 ACT Math score
- 600 SAT Writing score
or 26 ACT Writing score

**Composite SAT includes Critical Reading, Math, and Writing*

11th & 12th Graders

- 3.0 unweighted, academic high school GPA
- The following test scores:
 - 970 Combined Critical Reading and Math SAT score
or 20 Composite ACT score
 - 430 SAT Critical Reading score
or 17 ACT English score
 - 410 SAT Math score
or 17 ACT Math score

OR

 - **Accuplacer Classic / Next-Generation**
63 Reading Comprehension / 237 Reading
4 WritePlacer / 4 WritePlacer
67 Elementary Algebra / 258 Quantitative Reasoning, Algebra, & Statistics

Please note: Redesigned SAT scores will be converted to the former scoring system. To convert your scores, please visit: collegereadiness.collegeboard.org/sat/scores

Steps to Acceptance

1. **Take the SAT, ACT, or Accuplacer: Send your test scores directly to UWG. (Codes - SAT: 5900, ACT: 0878, Accuplacer: Test Score Release Form)**
2. Apply to UWG: Log onto westga.edu/applynow and follow the directions to complete the application process.
3. Send required documentation: official high school transcripts, test scores, and a Dual Enrollment Participation Agreement.
4. Questions? Contact Dual Enrollment at dualenroll@westga.edu

PROPOSED REVISED VERSION

Opportunities for Students During High School

Dual Enrollment, formerly Move On When Ready (MOWR) is Georgia's dual enrollment program that allows high school students to earn college credit while working on their high school diploma. The Dual

Enrollment program includes provisions to help remove some of the financial barriers that may prevent students from participating in a dual enrollment program.

Admission Requirements:

10th Graders:

- Student must be a High School Sophomore when enrollment begins
- 3.5 un weighted, academic High School GPA
- One of the following:
 - 1650 Composite SAT score*
or 25 Composite ACT score
 - 650 SAT Critical Reading score
or 26 ACT English score
 - 650 SAT Math score
or 26 ACT Math score
 - 600 SAT Writing score
or 26 ACT Writing score

**Composite SAT includes Critical Reading, Math, and Writing*

11th & 12th Graders

- 3.0 unweighted, academic high school GPA
- The following test scores:
 - 970 Combined Critical Reading and Math SAT score
or 20 Composite ACT score
 - 430 SAT Critical Reading score
or 17 ACT English score
 - 410 SAT Math score
or 17 ACT Math scoreOR
 - Accuplacer Classic / Next-Generation
63 Reading Comprehension / 237 Reading
4 WritePlacer / 4 WritePlacer
67 Elementary Algebra / 258 Quantitative Reasoning, Algebra, & Statistics

Please note: Redesigned SAT scores will be converted to the former scoring system. To convert your scores, please visit: collegereadiness.collegeboard.org/sat/scores

Steps to Acceptance

5. Take the SAT, ACT, or Accuplacer: Send your test scores directly to UWG. (Codes - SAT: 5900, ACT: 0878, Accuplacer: Test Score Release Form)
6. Apply to UWG: Log onto <http://westga.edu/applynow> and follow the directions to complete the application process.
7. Send required documentation: official high school transcripts, test scores, and a Dual Enrollment Participation Agreement.
8. Questions? Contact Dual Enrollment at dualenroll@westga.edu

Addendum V

Presidential Standing Committee on General Education Assessment

General Education Assessment Committee

Authority: The President has the authority to appoint special committees as set forth in *UWG Policies and Procedures, Art. II, Sec. 1(C)(4)*:

"In the implementation of these duties, the President or his or her designee shall" ...

(a) Appoint such special committees as are necessary to advise and assist him or her in planning and administration."

Based on this authority, as of the date below, I hereby designate the creation of a standing committee to be called the "General Education Assessment Committee" (GEAC). This Committee will replace the *ad hoc* General Education Assessment Committee, which was established in January 2018 to assess extant general education data and review current assessment practices. The newly-constituted GEAC will not impede any other committee charged with vetting, recommending, or making curricular changes to general education.

Purpose and Functions: GEAC, charged by the President and functioning to fulfill Section 2.9 of the Board of Regents Policy Manual on Institutional Effectiveness, facilitates the assessment of general education in the Core Curriculum via the organized gathering of data; reports assessment data related to courses in the Core Curriculum via committee-generated documents; and participates in devising general recommendations based on said data for departments or units in which general education courses reside. To that end, the committee's functions shall include but are not limited to: writing policies and procedures related to assessment of the Core and General Education, coordinating systematic assessment practices across all areas of UWG's Core Curriculum, working with Core stakeholders to ensure alignment of identified tools and measures, vetting and approving assessment processes, and composing assessment-related documents and larger annual reports.

Further, the Committee will have authority to request the attendance of UWG employees that possess knowledge related to the CAP and/or assessment practices in question during Committee meetings to assist the Committee with the implementation and review of assessment practices and data.

Membership: GEAC will include members either appointed by the Vice President for the division, Dean for the College/School, department Chair, or position title. These members will have full voting privileges. *In the event that the stated chair position is not filled, the committee will be responsible for electing an Interim Chair until said position can be filled.*

- General Education Assessment Director, *Chair*
- Minimum one faculty representative from each Core Area Program, *Work Group Coordinator(s)*

- Minimum of one representative from the Office of Institutional Effectiveness and Assessment
- Representative from eCore
- Representative from the Office of the Provost

Term Limits:

- Minimum three-year membership with one-year on-boarding during which voting privileges are withheld
- Two years of active membership, with final year being a one-year transitional period
- Chair-elects must have served as part of a CAP Work Group member for at least one year and will serve as vice-chair during a one-year transition process

Additional Membership: The following representatives will be *ex officio* members of the General Education Assessment Committee members, serving as liaisons:

- Representative from Faculty Senate

Meetings: GEAC will meet at least twice each fall and spring term, or more often as deemed necessary by the Chair. If a member is unable to attend the scheduled meeting, they may appoint a delegate to attend and report information. If a member is unable to attend a meeting for a scheduled vote, said member may submit the vote in writing to the Chair prior to the meeting, or they may defer to a delegate to vote by proxy in their stead. Notice of any meeting will be sent to each committee member by the Chair or designee.

Signed: _____



J. MICHEAL CRAFTON, UWG Interim President

Date: 10-24-19