

CAPC Minutes for February 17, 2009
11:30-12:30 University Center Room 268

Members Present: Maria Bullen, John Burningham, Jennell Charles, Nikki Finlay, Cathy Jeffrey, Tatiana Krivosheev, Sam Maddox, Kelli Nipper, Manning Sabatier, Zi Wan, Ximena Zornosa

Non-members Present: Rodger Bates, Jillian Jones, Jean Myers

Chair called the meeting to order at 11:32 a.m.

Approval of Minutes

A motion was made to approve of the Minutes from the meeting of February 3, 2008 by Finlay, seconded by Wan, approved by Council. They are posted at <http://admins-services.clayton.edu/provost/CAPC/minutesdefault.htm>

Old Business

None

New Business

1. Deactivation of CoPS Programs
 - a. Marketing/Merchandising (Certificate/AAS)
 - b. Office Technology (Certificate),
 - c. Office Assistant (Certificate)
 - d. Office Administration (AAS)

A motion was made by Maddox to approve the deactivation of the above certificate and associate programs in the College of Professional Studies, seconded by Krivosheev, approved unanimously by Council.

Announcements

Looking Ahead: March 3; March 17; April 7; April 21; May 5 (if necessary, Finals Week)

Meeting adjourned at 11:36 a.m.

Submitted by: Jillian Jones

CAPC Minutes for February 3, 2009
11:30 – 12:30 University Center Room 268

Members Present: Maria Bullen; John Burningham; Wendy Burns-Arolino; Jennell Charles; Nikki Finlay; Rebecca Gmeiner; Todd Janke; Cathy Jeffrey; Sam Maddox; Kelli Nipper; Katherine Ott; Charlene Romer; Manning Sabatier; Zi Wan; Ximena Zornosa.

Others Present: Ethel Callen; Phillip DePoy; Tom Eaves; Kalani Frazer; Sue Odom; Katie Willock; Tammy Wilson.

Approval of Minutes

A motion was made to approve of the minutes from the meeting of January 20, 2009 by Burns-Ardolino, seconded by Finlay, approved by Council. They are posted at <http://adminservices.clayton.edu/provost/CAPC/minutesdefault.htm>

Old Business

1. Theatre

- a. THEA 4880, New Course Proposal – Depoy gave an overview of the course. It is an advanced acting course that covers materials not in I or II. A motion was made by Burns-Ardolino, seconded by Maddox, and approved by Council. A second reading is not required.
- b. Women’s Studies course additions to proposed Theatre program revisions – after some discussion a motion was made by Burns-Arolino to approve the revisions to include the WST courses and modify the terminology to major related instead of upper division related. The motion was seconded by Finlay approved unanimously by Council. This does not require a second reading.

New Business

2. Nursing

- a. RN-BSN, program revision to require HLTH 3341 - Odom gave a brief explanation of the School of Nursing desire to offer the RN-MSN degree option. After some discussion a motion was made by Burns-Ardolino, seconded by Maddox to approve the revision. Council unanimously approved; therefore, a second reading is not required.
- b. HLTH 4900, change from S/U grading to normal. A motion was made to change the grading mode by Finlay, seconded by Burns-Ardolino and approved by Council.
- c. NURS 4605, New Course Proposal – Odom explained that this course is the transition course for the RN-MSN. A motion was made to approve the course by Burns-Ardolino, seconded by Maddox, approved by Council. School of Business currently has a similar course offered to bridge from undergraduate to graduate in the MBA program.
- d. RN-MSN, new program (mini-format as per BOR/VPAA) – a motion was made by Burns-Ardolino to approve the changes to the undergraduate portion of the RN-MSN proposed changes, Finlay seconded, and Council approved. The mini proposal will be forwarded to Graduate School, though no changes were made to the MSN degree program.

Announcements

Looking Ahead: February 17; March 3; March 17; April 7; April 21; May 5 (if necessary, Finals Week)

Meeting adjourned at 11:56 a.m.

Submitted by Tammy Wilson

THEA 4880: Acting Styles

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Communicative Arts & Integrative Studies

Degree Program: Theatre

Signature, Department Head

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

School/College: Arts & Sciences

Signature, Dean of School/College originating proposal

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost Office

Signature, Associate Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

CAPC

Signature, Chairperson of CAPC

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost

Signature, Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

THEA 4880 (3-0-3)

2. Title: Acting Styles

3. Restrictions (if any):

- a. Prerequisite(s) **THEA 3880 (3-0-3)**
- b. Co-requisite(s) (normal or absolute)
- c. Other restrictions: e.g. major, junior standing, permission, etc.
- d. Other comments: e.g. recommended sequencing, career course notice, etc.
- e. Fees: Explain!
- f. Grade mode [normal or pass/fail] **Normal**
- g. What course(s) are deleted as a consequence **N/A**

4. Course description for catalog: An in-depth exploration of the ideas and practical applications of contemporary acting.

5. Semester of Implementation: Spring 2009

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

The course will fit in a revised Upper Division, Theatre Electives, of the Theatre major. Students majoring or minoring in Theatre are likely to take the course.

2. Why is the course needed at CSU?

The course is instrumental in improving the Theatre major and in implementing a Theatre minor at Clayton. Serious students of theatre have expressed a keen interest in pursuing the theories and practices of acting beyond the current acting classes.

3. What similar courses (models) at other institutions have helped guide this proposal?

Kennesaw State University: TPS 3243—Acting III: Acting Styles. 3-0-3. *Prerequisite: TPS 3203, TPS 3223.* This course explores advanced topics in the art of stage acting. Emphasis is on nonrealistic period and genre styles. Theoretical studies will be combined with the performance of selected scenes and critical evaluations of peer and professional work. *This course may be repeated more than once for credit provided that the course content differs entirely from the previous offering.

West Georgia University: THEA 4412—Acting III (3-0-3): For the graduating actor, this course explores audition technique for monologues and cold readings. The actor will build a repertoire of monologues and songs to be performed in class for use in future outside auditions..

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

The student would be required to have taken THEA 1880—Introduction to Acting as a prerequisite.

5. What impact will the addition of this course have on *other* courses and/or *other* programs at

CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

THEA 4880—Acting Styles will have no impact on other programs. For the Theatre program, THEA 4880 will work into the rotation with THEA 3880—Acting II.

Acting II would be taught by current faculty.

C. Course Content

1. What learning outcomes for the major will the course address?

-- Demonstrate knowledge of the process of producing a play.

-- Demonstrate communication skills in acting or work on the technical aspects of the production.

-- Demonstrate critical thinking skills in effectively analyzing theatrical concepts and successfully applying those skills in decision-making and/or aesthetic judgments.

-- Exhibit a readiness to enter a career in theatre.

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

Communication will be addressed by how effectively the actors portray their characters.

Critical thinking will be addressed by how effectively the actors apply their skills in communicating the concepts and aesthetics of the particular roles that are performed.

3. Tentative course materials (textbooks, software, etc.)

Hagen, Uta. *Acting*.

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

On campus.

5. Attach a tentative course outline (one page or less)

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D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing Faculty with existing qualifications

2. What impact will having faculty teach this course have on other courses?

The course will be in rotation with THEA 3880—Acting II, so that course will be taught fewer times.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

All of the sections will be taught by full-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

N/A

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

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6. What additional library resources must be added to support the proposed course?

N/A

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

N/A

Part E. Enrollment

1. What is the estimated number of sections per year? 1
2. What is the estimated average enrollment per section? 24
3. What is the estimated total enrollment per year? 24
4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any) 24 from THEA 3880.

Course Outline NURS 4605 (1-0-1) Transition to Graduate Education

Scheduled to be taught in short session hybrid format.

Week	Topic
1	Introduction to the course Advanced roles and master's programs Components of graduate education Graduate level expectations Time management
2	Distance Education Technologies Electronic data management resources Information search strategies
3	Professional communication - Discussions Asynchronous and synchronous online In-class/face-to-face
4	Professional communication – Professional Writing Style Plagiarism
5	Professional communication – Professional Writing - APA Style
6	Professional communication – Professional Presentations Oral PowerPoint Poster
7	Professional communication – Culminating Activities

NURS 4605: Transition to Graduate Education

This form is used for new course approval.

Signatures are required before submitting to the next level for review.

(Note: This form is not required for each individual course that is included in the comprehensive proposal for a new program.)

Department: Nursing

Degree Program: RN-MSN, RN-BSN, BSN

Signature, Department Head

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

School/College: Nursing

Signature, Dean of School/College originating proposal

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost Office

Signature, Associate Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

CAPC

Signature, Chairperson of CAPC

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

Provost

Signature, Provost

Date of Action **Action Taken**
() Approved
() Disapproved
() Non-Applicable

A: Catalog Information

1. Subject prefix, number, and hours (SCH and contact) distribution: (Number subject to Registrar's approval.)

NURS 4605 (1-0-1)

2. Title: Transition to Graduate Education

3. Restrictions (if any):

- a. Prerequisite(s) - None
- b. Co-requisite(s) (normal or absolute) - None
- c. Other restrictions: e.g. major, junior standing, permission, etc. – Senior or Graduate Standing
- d. Other comments: e.g. recommended sequencing, career course notice, etc.
- e. Fees: None
- f. Grade mode [normal or pass/fail] - Normal
- g. What course(s) are deleted as a consequence - None

4. Course description for catalog:

Course Description: This course will provide an opportunity for students to develop knowledge and skills that are needed to make a successful transition to the role of a graduate student. Specific topics will include 1) introduction to advanced practice nursing roles, components of graduate education, graduate level expectations, time management, 2) expansion of knowledge of distance education technologies, electronic data management resources, information search strategies, and 3) further develop professional communication knowledge and skills through discussions, formal writing, and presentations.

5. Semester of Implementation:

Summer 2009

B. Justification.

1. Where will the course fit in the curriculum and what students are likely to take it?

It will fit in the second semester of the proposed RN-MSN curriculum. It could also be taken as an elective by nursing students who have senior or graduate student standing.

2. Why is the course needed at CSU?

It is needed to help prepare students for expectations of graduate students and/or those who would like to gain additional knowledge and skills in these areas. It will be a required course in the proposed RN-MSN program, and could be taken as an elective by other interested undergraduate and graduate nursing students.

3. What similar courses (models) at other institutions have helped guide this proposal?

None

4. Why are the restrictions needed? (prerequisites, co-requisites, etc.)

NA

5. What impact will the addition of this course have on *other* courses and/or *other* programs at CSU? (e.g. similar courses, enrollment shifts, faculty shifts, accreditation impact, adjusted curriculum, etc.)

This course should help prepare students to become successful graduate students and professionals.

C. Course Content

1. What learning outcomes for the major will the course address?

It will help students further develop their knowledge and skills in key concepts that are threaded throughout program outcomes. The key concepts addressed in this course are: professional development, critical thinking, communication, informatics, and interdisciplinary collaboration.

2. How will the course address the general education outcomes of Communication and Critical Thinking? (If not applicable to the proposed course, please explain.)

The general education outcomes of communication and critical thinking are threaded throughout this course in assigned readings, learning activities, and assignments.

3. Tentative course materials (textbooks, software, etc.)

American Psychological Association. (2001). *Publication Manual of the American Psychological Association (5th ed.)*. Washington, DC: American Psychological Association.

4. Expected method(s) of delivery (on-campus, on-line, hybrid, etc.)

Hybrid

5. Attach a tentative course outline (one page or less)

See attachment

D. Faculty, Facilities and Expenses

1. Will the course be taught by existing faculty with existing qualifications or will new faculty or faculty development be needed?

Existing faculty with existing qualifications

2. What impact will having faculty teach this course have on other courses?

Other courses will continue to be taught. It is likely that faculty workloads will increase slightly.

3. What proportion of course sections are expected to be taught by full-time and part-time faculty?

All course sections are expected to be taught by full-time faculty.

4. What expenditures, if any, will be required beyond faculty salaries and routine clerical support? (e.g. new equipment, new facilities, new software, etc.)

None

5. Indicate several examples of (up-to-date) library resources currently held by the CSU Library that would support the curriculum of this course.

APA manuals, public services librarian

6. What additional library resources must be added to support the proposed course?

None

7. What is the initial funding amount for library resources? What annual amount should be added to future budgets to continue the support for the course?

None

Part E. Enrollment

1. What is the estimated number of sections per year? 1
2. What is the estimated average enrollment per section? 10
3. What is the estimated total enrollment per year 10
4. What is the estimated reduction in enrollment in other courses as a consequence of the new course? (explanation, if any) None

Proposed RN-MSN Curriculum

Semester 1	Semester 2	Semester 3	Semester 4	Semester 5	Semester 6
<p>NURS 3110 Interactive Communication (3-0-3)</p> <p>NURS 3101 Professional Issues (3-0-3)</p> <p>NURS 3201 Health Assessment (2-0-2)</p> <p>NURS 3202 Health Assessment Lab (0-3-1)</p> <p>NURS 4100 Nursing Research (3-0-3)</p>	<p>NURS 4603 Organizational Transitions (4-0-4)</p> <p>NURS 4604 Advanced Organizational Transitions (4-0-4)</p> <p>NURS 4605 Transitions into Graduate Education (1-0-1)</p> <p>HLTH/NURS 3341 Cultural Diversity (3-0-3)</p>	<p>NURS 5100 Theory for Graduate Nursing Practice (2-0-2)</p> <p>NURS 5200 Research for Evidence- Based Nursing Practice (3-0-3)</p> <p>NURS 5410 Advanced Pathophysiology (1-3-2)</p> <p>NURS 5600 Health Care Policy (2-0-2)</p>	<p>NURS 5420 Advanced Health Assessment (1-3-2)</p> <p>NURS 6000 Transitions to Health Promotion and Illness Prevention (2-0-2)</p> <p>NURS 6010 Advanced Practice Nursing Seminar (0-3-1)</p> <p>NURS 6030 Ethical Issues for the Advanced Practice Nurse (2-0-2)</p> <p>*NURS 6110 Principles of Education in Nursing (2-0-2)</p> <p>**NURS 6100 Principles of Leadership & Management within Health Care Organizations (2-0-2)</p>	<p>NURS 6020 Societal Transitions Seminar (1-3-2)</p> <p>NURS 5400 Advanced Pharmacology (1-3-2)</p> <p>*NURS 6220 Effective Teaching/Learning Strategies (2-0-2)</p> <p>*NURS 6440 Curriculum Development (3-0-3)</p> <p>**NURS 6200 Analysis of System Performance (2-0-2)</p> <p>**HCMG 5300 Human Resource Management in Health Care (3-0-3)</p>	<p>NURS 6999 Focused Project/Thesis in Nursing (3-5 variable hours)</p> <p>*NURS 6550 Transitioning into the Nurse Educator Role (0-9-3)</p> <p>*NURS 6330 Evaluation of Learning (3-0-3)</p> <p>**NURS 6300 Transitioning into the Leadership Role (0-9-3)</p> <p>**HCMG 5500 Health Care Financial Management (3-0-3)</p>
12 Hours	12 Hours	9 Hours	9 Hours	9 Hours	9 Hours

MEMORANDUM

TO: CAPC

FROM: Dr. Lisa Eichelberger, Dean of Nursing

RE: Proposal for Modification of Existing Program Curriculum or Program Requirements

DATE: January 29, 2009

Modification of Program Curriculum:

We propose to revise the RN-BSN curriculum. These proposed changes will not alter the total number of credit hours required for completion of the program. Below are bullet points summarizing the proposed revisions.

Modification of Program Requirements:

We propose to revise the program requirements for HTLH 3341 Cultural Diversity from an elective to a required course. The reason for this proposed change is to ensure that all students who complete the RN-BSN program will have a firm foundation in cultural diversity to deliver competent patient care.

- Instead of requiring 3 electives, RN-BSN students will now only have 2 electives
- Replace one of the electives with a required course HLTH/NURS 3341 – Cultural Diversity.

MEMORANDUM

TO: CAPC

FROM: Dr. Lisa Eichelberger, Dean of Nursing

RE: Proposal for a new program RN-MSN. This is a combination of our current RN-BSN and the MSN program.

DATE: January 29, 2009

Modification of Program Curriculum:

We propose to revise the RN-BSN curriculum. These proposed changes will alter the total number of credit hours required for those RN-BSN students who continue on into the MSN program. Below are bullet points summarizing the proposed revisions. Also attached is a marked version of the proposed curriculum compared to the current curriculum.

Modification of Program Requirements:

We propose to revise the program requirements for the RN-BSN students who continue into the MSN program from 32 credit hours to 24 credit hours in the major. The reason for this proposed change is to allow RNs to complete the BSN and MSN in a 6 semester full time program instead of 3 semesters of the RN-BSN and the 4 semesters for the MSN program.

The proposed RN-MSN program is a six semester full time program. Students taking classes on a part time basis must complete the undergraduate portion of the program within 5 years and the graduate curriculum within an additional 5 years. Students will be admitted to the program after they have completed all of their core requirements. If they have an ASN degree from a Georgia school, they will receive 31 block credits for their nursing courses, per articulation agreement. If they have a baccalaureate degree in a field other than nursing, they may receive 60 credits in transfer for their core requirements. CSU requires 120 credits for graduation with a BS degree and 36 credits for a Master's degree.

Admission requirements are as follows:

- minimum 3.0 grade point average on a 4.0 scale.
- current unrestricted RN Georgia license
- three letters of recommendation
- statement of purpose for seeking a Master of Science in Nursing degree
- completed MSN application and a \$25 nonrefundable application fee

TOEFL scores for international applicants whose native language is not English. International applicants whose native language is not English must have earned a minimum score of 550 on the written Test of English as a Foreign Language (TOEFL) or 213 on the computer based TOEFL test. The TOEFL may be waived for any applicant who has graduated from a college or university in the United States accredited in a manner accepted by Clayton State University or who is a U.S. citizen.

Students will be required to take the GRE in the second semester of the program and apply for admission to the graduate school. A minimum total score of 950 (verbal and quantitative) with a minimum of 500 verbal score and a minimum 3.5 (analytic writing) on the General Test of the Graduate Record Examination (GRE) are required. The GRE requirement is waived for applicants who have earned an advanced degree. GRE results should have been within the past 5 years.

Students taking the RN-MSN program will have eight less credits and one less semester than the students taking the current RN-BSN and then the MSN program. If the student is unable to obtain admission to the graduate school, they will transfer into the RN-BSN program for an additional nine semester hours to obtain the BSN degree. Upon graduation, the RN-MSN student will be granted both the BSN and MSN degree.

See table 1 for proposed program.

Course descriptions Undergraduate Courses:

NURS 3101 Professional Issues (3-0-3)

This course is designed to enhance the registered nurse's perception of the role of the professional practitioner in meeting the health needs of society. One focus of the course will be the preparation of health education materials. Selected theories, issues, and trends

in nursing will be analyzed. Historical, societal, political, ethical, and legal factors impacting the profession will be explored. Modular seminar topics include a wide range of current selected topics driven by the current professional and social environment.

Prerequisite(s): BSN Admission

NURS 3110 - Interactive Communication (3-0-3)

Focuses on communication theory and skills which have application to health care situations and the workplace. Students practice increasing their interpersonal effectiveness and group process skills. Content includes problem solving, conflict resolution, power strategies, burnout, group dynamics, assertive skills and communication within organizational structures. Prerequisite(s): Junior standing

NURS 3201 - Health Assessment (2-0-2)

This course provides the learner with the knowledge necessary to perform a health assessment on adults and use critical thinking skills to identify risk factors for actual or potential alterations in health. Emphasis will be placed on interviewing skills in taking a health history and differentiating between normal and abnormal physical findings when conducting a head-to-toe physical examination.

Prerequisite(s): BSN Admission or permission of Instructor Absolute Co requisite(s): NURS 3202 or NURS 3201L.

NURS 3202 - Health Assessment Practicum for R.N.'s (0-2-1)

Provides the learner with the opportunity to develop the skills necessary to perform a systematic health assessment/physical examination on adults from diverse cultural backgrounds. Lab time is structured to facilitate skill development in individuals with nursing experience. Prerequisite(s): RN Licensure or permission of Instructor.

Absolute Co requisite(s): NURS 3201

NURS 4100 Nursing Research (3-0-3)

This course emphasizes the critical review and evaluation of research articles and application of research findings to practice. Specific aspects of the research process are discussed from both a quantitative and qualitative approach, as a foundation to being an informed consumer of research. Building a scientific basis for practicing nursing is studied as a method for improving the quality of nursing practice. For basic licensure students, completion of all 3000-level NURS courses is recommended prior to taking this course. Prerequisite(s): MATH1231 or HSCI2201 Co requisite(s): NURS3101

NURS 4603 - Organizational Transitions for R.N.s (4-0-4)

This course is designed to examine leadership and management theory as they apply to groups and aggregate populations in various health care settings. The student, as a leader, focuses on the role of the nurse in wellness promotion, epidemiology, international

health, environmental issues, and the effect of nursing within health care systems. Competencies previously acquired are extended to include principles of management and leadership and their application to groups in transition.

Prerequisite(s): NURS 3101, NURS 3110, NURS 4100, RN Licensure.

NURS 4604 - Advanced Organizational Transitions for R.N.s (4-0-4)

This course is designed as a synthesis experience for the returning RN student that allows more in-depth exploration of advanced management, education, and community concepts. Concepts addressed in this course include assessment of a community, case management, disease state management, resource allocation, quality improvement, and future trends in health care. Students are required to submit a satisfactory portfolio as a requirement of course completion.

Prerequisite(s): NURS 4603.

HLTH 3341 Cultural Diversity in Health and Illness (3-0-3)

Introduces cross-cultural health assessment and interventions, which increase the cultural sensitivity of health care providers. The diversity of health/illness belief systems and behaviors cross-culturally is presented as well as biological variations and patterns of adaptation to specific environments. Several international health system models are analyzed. Cultural diversity within the United States is emphasized. Prerequisite(s): Junior Standing

Graduate Courses:

NURS 5100 - Theory for Graduate Nursing Practice (2-0-2)

This course prepares nurses to transition into new roles and advanced nursing practice by exploring a wide range of theories from nursing and other sciences. Students will understand the role of knowledge development in advancing a discipline. Students will critique, analyze, and evaluate selected theories and incorporate these theories into their advanced nursing practice roles. **Prerequisite:** Admission to Graduate Nursing Program or Senior Standing in BSN Program with 3.00 GPA

NURS 5200 - Research for Evidence-Based Nursing Practice (3-0-3)

This course builds upon undergraduate statistics and research courses and will focus on the relationship between nursing theory, research, and practice for evidence-based practice. This course will focus on issues such as the identification of practice and system problems, evaluation of research studies and systematic reviews, development and implementation of evidence-based practice guidelines, use of evidence-based practice to improve outcomes for individuals and groups of patients as well as health care systems, and differentiation of evidence-based and value-based approaches to practice. Students are expected to integrate an evidence-based approach into their practice. **Prerequisite:**

Admission to Graduate Nursing Program or Senior Standing in BSN Program with 3.00 GPA

NURS 5400 - Advanced Pharmacology (1-3-2)

This course includes principles of pharmacokinetics, pharmacodynamics, drug metabolism and transport, assessment of drug effects, drug therapy in special populations, and contemporary drug development as a foundation for the use of medications in the clinical management of diseases. Major classes of drugs will be discussed in terms of actions; therapeutic and other effects; adverse, allergic and idiosyncratic reactions; indications and contraindications. Emphasis is placed on nursing responsibility, accountability, and application of the nursing process regarding drug therapy in a variety of settings with individuals across the life span. **Prerequisite:** Admission to Graduate Nursing Program or Senior Standing in BSN Program with 3.00 GPA

NURS 5410 - Advanced Pathophysiology (1-3-2)

This course focuses on developing an advanced knowledge base of pathophysiology of the human body and the impact of this knowledge base on evidence based practice. It will prepare advanced practice nurses to understand the mechanism underlying the disease process, its clinical manifestations, and rational therapies. Appropriate screening and diagnostic testing methods will also be included. Emphasis will be placed on important pathophysiological concepts needed to support the goals of *Healthy People 2010* to improve clients' quality of life and reduce health disparities. **Prerequisite:** Admission to Graduate Nursing Program or Senior Standing in BSN Program with 3.00 GPA

NURS 5420 - Advanced Health Assessment (1-3-2)

This course will build upon health assessment skills developed in the professional nurse's basic educational program. The theoretical and clinical basis for assessment in advanced nursing practice will be developed. The process whereby the advanced practitioner utilizes comprehensive physical, psychosocial, and cultural assessment across the lifespan to gather specific data relevant to common health problems is demonstrated. Faculty and preceptors facilitate laboratory and clinical experiences, which focus on assessment of clients and presentation of findings in a variety of settings. Emphasis will be placed on important assessment concepts needed to support the goals of *Healthy People 2010* to improve clients' quality of life and reduce health disparities. **Prerequisite:** Admission to Graduate Nursing Program or Senior Standing in BSN Program with 3.00 GPA

NURS 5600 - Health Care Policy (2-0-2)

The political process related to health care policy and nurses' role in affecting policy decisions will be a major focus of this course. Access, cost and quality of health care will be examined along with major issues related to concepts of health policy, nursing

advocacy and the policy process. Legislative and regulatory issues, health care financing, managed care and coverage of the uninsured will be emphasized. Students will apply their knowledge of these topics to in-depth analysis of an issue related to their practice specialty. **Prerequisite:** Admission to Graduate Nursing Program or Senior Standing in BSN Program with 3.00 GPA

NURS 5999- Studies in Nursing – Directed Readings (1-3 variable hours)

A graduate seminar exploring selected leadership or education topics in Nursing, chosen by individual faculty members. A variety of perspectives will be examined.

NURS 6000 - Transitions to Health Promotion and Illness Prevention (2-0-2)

This course presents an array of clinical interventions that influence the goal of achieving health at the primary, secondary, or tertiary levels of health care. Key concepts include healthy lifestyles, self-care, holisms, nursing therapeutics, caring, critical thinking, and risk reduction. **Prerequisite (s):** NURS 5100; NURS 5200

NURS 6010 - Advanced Practice Nursing Seminar (0-3-1)

Advanced practice nursing, with an in-depth examination of its definition and core competencies, is explored in this course. Different advanced practice nursing roles and critical elements involved in managing advanced practice nursing environments are analyzed. Ways of developing and integrating core competencies into advanced practice nursing roles are discussed.

Prerequisite (s): NURS 5100; NURS 5200

NURS 6020 - Societal Transitions Seminar (1-3-2)

This course explores the special needs of the changing segments of society. It also examines emerging ethical, social, political, cultural, and legal issues related to provision of health care for diverse groups. Using an epidemiological approach, students complete a community assessment of a vulnerable population and develop a culturally relevant plan of care. **Prerequisite(s):** Admission to Graduate Nursing Program

NURS 6030 - Ethical Issues for the Advanced Practice Nurse (2-0-2)

This course provides a foundation for the professional practice of advanced nursing within an ethical context. The historical development of an ethical code for the nursing profession and its evolution is explored. Ethical principles underlying major U.S. health care policy, including the national health agenda, *Healthy People 2010*, will be examined. The ethical dilemmas that currently exist within the global health care environment of the 21st century are analyzed for their impact on the profession of nursing and on the health and well being of individuals and populations. **Prerequisite(s):** Admission to Graduate Nursing Program

Leadership

HCMG 5300 - Human Resource Management in Health Care (3-0-3)

The emphasis in this course will be the understanding of the vital nature of human resources in health care delivery. As such, this course will focus not only on recruitment, selection, and training issues, but also on how human resource management needs to be integrated into the strategic planning of the organization. Legal, ethical, and labor issues will be discussed, as well as the use of motivation and power.

HCMG 5500 - Health Care Financial Management (3-0-3)

This course will examine the financial issues that are unique to organizations in health care delivery. It will include looking at the rules, regulations, policies, and procedures that affect the financial management of health care. In addition, reimbursement issues will be discussed, as will the current and future considerations of paying for health care.

NURS 6100 - Principles of Leadership & Management within Health Care Organizations (2-0-2)

Transitioning from novice to expert in the role of a nursing leader is explored in this course. Content includes theoretical foundations of effective leadership which will enable the student to function effectively in a leadership role in various settings. The management of human, fiscal and physical health care resources will be emphasized. **Pre or Co requisite (s):** NURS 5100; NURS 5200

NURS 6200 - Analysis of System Performance (2-0-2)

This course is designed to develop an understanding of the interactions between regulatory controls and quality control within variety health care delivery systems. Issues such as performance evaluations of organizations and individual employees will be addressed. **Pre or Co requisite (s):** NURS 5100; NURS 5200; NURS 6100

NURS 6300 - Transitioning into the Leadership Role (0-9-3)

This clinically based course operationalizes the theoretical principles and norms studied in previous courses. The student will have the opportunity to apply the concepts of leadership within a selected specialty area **Prerequisite (s):** NURS 5400; NURS 6000; NURS 6020

NURS 6999 - Focused Project/Thesis in Nursing (3-5 variable hours)

The main focus of this course will be a faculty-guided thesis or project. This project/thesis will have a strong research component and will be a summative work.

Students who do not complete the project/thesis in one semester may repeat for additional credits. **Pre or Co requisite (s):** NURS 6300 or NURS 6550

Education

NURS 6110 - Principles of Education in Nursing (2-0-2)

This course focuses on the theoretical foundations of teaching, learning innovations, and the multifaceted role of a nurse educator in multiple settings. Expectations of a leader in nursing education are explored. **Pre or Co requisite (s):** NURS 5100; NURS 5200

NURS 6220 - Effective Teaching/Learning Strategies (2-0-2)

This course is an overview of a variety of learning and instructional strategies to assist in the implementation of teaching plans. General principles and methodologies related to learning and instruction are integrated into face-to-face and technology enhanced techniques. **Prerequisite (s):** NURS 6110

NURS 6330 - Evaluation of Learning (3-0-3)

This course will provide methods of assessing learning outcomes for individuals and groups in academic and clinical settings. Emphasis is placed on theoretical reflections and empirical methods used to evaluate educational programs, institutions, personnel, and students **Prerequisite (s):** NURS 6110

NURS 6440 - Curriculum Development (3-0-3)

This course examines the principles, philosophies, and theories used in curriculum development. Graduate students will define, design, and analyze a selected curriculum model. **Prerequisite (s):** NURS 6110

NURS 6550 - Transitioning into the Nurse Educator Role (0-9-3)

This clinically based course provides the opportunity for students to operationalize the theoretical principles and concepts studied in previous courses. Students will have the opportunity to assume the role of educator within a selected specialty area.

Prerequisite (s): NURS 5300; NURS 5400; NURS 5500; NURS 6220; NURS 6330; NURS 6440

NURS 6999 - Focused Project/Thesis in Nursing (3-5 variable hours)

The main focus of this course will be a faculty-guided project/thesis that addresses a significant problem or issue within the nursing profession. Students will choose a problem that is of concern to nurse educators or one of concern to nurse leaders, appropriate for their declared track. The project is a research-based project that synthesizes knowledge and information from previous courses to develop, implement and

evaluate the project. The thesis is a result of the research process utilizing primary or secondary data analysis and supports the synthesis of knowledge and information from previous courses. Students will be expected to provide an oral defense of the project/thesis. Choosing to complete course requirements through a paper presentation will be expected to also complete a comprehensive exam. **Pre or Co requisite (s):** NURS 6300 or NURS 6550

MEMORANDUM

TO: Tom Barnett

FROM: Phillip DePoy, Director Clayton State University Theatre

RE: Proposal for Modifications to the Theatre program and to existing THEA courses

DATE: October 28, 2008

After a year and a half experience with the Theatre program, we find it necessary to make changes to the program in order to improve and strengthen it. The current program only offers two acting courses and two non-repeatable courses to receive academic credit for participation in play productions. To remedy these deficiencies and to bring the program more in line with programs offered by our sister institutions (the University of West Georgia, for example, allows student to receive up to 18 hrs. of credit for play production), we propose to make the following changes to the Theatre program and to existing THEA courses (italics indicate new courses and/or where the changes occur):

1. Revise the Theatre Program Area F:

- | | | |
|------|---|--------|
| F.1. | THEA 1100—Introduction to Theatre | 3 hrs. |
| F.2. | THEA 1880—Introduction to Acting
THEA 1990—Play Development
THEA 2900—Directing | 9 hrs. |
| F.3. | THEA 1700—Introduction to Theatre Design | 3 hrs. |
| F.4. | THEA 2100—Stagecraft
<i>THEA 2990—Play Production II</i> | 3 hrs. |

Rationale: The change in Area F occurs as a result of a new course, THEA 2990 (attached). The addition of this course is to allow students to receive more than just 6 hrs. of academic credit for participation in play production. The addition of THEA 2990 allows students to receive 6 hrs. of credit for participation in play production at the lower division level. Grouping the course in a new Area F.4. allows students to begin to concentrate on the specific area in which they are interested.

2. Revise the Theatre Program Upper Division

Upper Division Required Courses	18 hours
THEA 3800—Playwriting	3 hours
THEA 3880—Acting II	3 hours

THEA 4101—Theatre Concepts	3 hours
THEA 4511—World Theatre	3 hours
THEA 4500—Capstone Project	3 hours
One of the following:	3 hours
THEA 4102—Lighting Design	
THEA 4103—Set Design	
THEA 4104—Costume Design	

Internship Requirement	3-9 hours
THEA 3901—Practicum/Internship	

<i>Production Requirement</i>	<i>3-9 hours</i>
<i>THEA 3990—Advanced Play Production</i>	

Upper Division Major Electives	12-15 hours
THEA 3101—Theatre, Cinema, and Society	
THEA 3900—Directing Project	
THEA 4520—African-American Theatre	
THEA 4530—Music Theatre	
THEA 4800—Selected Topics	
<i>THEA 4880—Acting Styles</i>	
THEA 4901—Theatre Collaboration	
Choose one or both not taken above:	
THEA 4102—Lighting Design	
THEA 4103—Set Design	
THEA 4104—Costume Design	

Major Related Courses	6-24 hours [revised per CAPC 02/03/2009 jsb]
ART 3101—The Visual Arts and Society	
ART 3401—American Art Visions	
CMS 3500—Writing and Editing for Mass Media	
CMS 3502—New Media Design	
CMS 3810—Women and Popular Culture	
CMS 4310—Film Analysis and Criticism	
CMS 4320—Women and Film	
CMS 4410—Digital Video Production	
CMS 4810—Women and the Arts	
ENGL 3101—Literature and Society	
ENGL 3150—Shakespeare	
ENGL 3800—Introduction to Creative Writing	
ENGL 4011—Critical Theory	
ENGL 4210—Renaissance Literature	
ENGL 4220—Restoration and Neoclassical Literature	
ENGL 4250—Modern British Literature	
HIST 4100—Origins of the Western World	
HIST 4003—Women’s History	

HIST 4250—History of World Religions
HUMN 3101—The Humanities, the Arts, and Society
HUMN 3102—International Arts and Culture
PHIL 3101—Philosophy and Society
PHIL 3701—Contemporary Philosophy
PSYC 3350—Abnormal Psychology
WST 2500 Introduction to Women’s Studies
WST 3500 Feminist Theory
WST/CMS 3020 Research and Methods
ENGL 3300 Women and Literature
WST 3300 Women and Sport
POLS 3382 Women and Politics
WST 3400 Global Studies: Gender, Culture and Globalization
WST 3410 U.S. Women of Colors
WST 4010 Feminist Media Studies
WST 4800 Special Topics in Women’s Studies
ENGL 4810 Special Topics in Women and Literature

Guided Electives

0-18 hours

THEA majors may select appropriate electives in consultation with their advisor. All courses applied to this area must be courses offered by departments or programs within the School of Arts & Sciences. While some lower division courses may be used to satisfy requirements in the upper division, a maximum of 18 lower division hours can be used in the upper division.

Other Program-Specific Graduation Requirements

1. A minimum of 42 hours must be completed in upper-division courses.
2. A grade of C or higher is required in all THEA courses.

Rationale: Similar to the rationale for item 1 above, the change allows students to receive more than 3 hrs. of academic credit for participation in play production for their junior and senior years. As also mentioned above, the University of West Georgia allows up to 18 credit hrs. for participation in play production. Our proposal allows up to 15 hrs. of participation.

3. Change THEA 3990—Play Production II to THEA 3990—Advanced Play Production and make it repeatable for credit up to 9 hrs.

Note: Existing course title is Play Development II [Birmingham 12/01/2008]

Rationale: The name change is necessary due to the creation of THEA 2990—Play Production II and its addition to Area F. Making it repeatable for up to 9 hrs. allows students to receive more than just 3 hrs. credit during their junior and senior years.

From: Wendy BurnsArdolino
Sent: Tuesday, January 20, 2009 10:44 AM
To: John Burningham
Cc: Tom Barnett; Phillip DePoy
Subject: RE: CAPC Agenda for January 20th

With approval from Phillip Depoy, Director of Theater, and Tom Barnett, Head of the Department of Communicative Arts and Integrative Studies, I will be making a motion today in our CAPC meeting to add the following Women's Studies courses to the list of Upper Division Major Related Courses for the Theatre Major:

WST 2500 Introduction to Women's Studies3 hours
WST 3500 Feminist Theory3 hours
WST/CMS 3020 Research and Methods..... 3 hours
ENGL 3300 Women and Literature 3 hours
WST 3300 Women and Sport3 hours
POLS 3382 Women and Politics3 hours
WST 3400 Global Studies: Gender, Culture and Globalization3hours
WST 3410 U.S. Women of Colors3 hours
CMS 3810 Women and Popular Culture 3 hours
WST 4010 Feminist Media Studies.....3 hours
CMS 4320 Women and Film..... 3 hours
WST 4800 Special Topics in Women's Studies..... 3 hours
ENGL 4810 Special Topics in Women and Literature 3 hours

Best,
Wendy

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College of Professional Studies

February 13, 2009

MEMORANDUM

TO: Dr. Sharon Hoffman, Provost
Dr. Tom Eaves, Associate Provost

FROM: Dr. Rodger Bates, Dean
College of Professional Studies

RE: Program Deactivation Requests

The College of Professional Studies is an organization in transition. Given enrollment trends and extensive budget reductions by the Technical College System of Georgia and the Board of Regents and the impending closure of the College of Professional Studies, we request that Clayton State University initiate the process to deactivate the following certificate and associate of applied science degree programs: Marketing/Merchandising (Certificate/AAS); Office Technology (Certificate); Office Assistant (Certificate); and Office Administration (AAS).

After having completed a cost-benefit analysis and enrollment studies of these programs, we request the deactivation of these programs, effective Summer 2010. Students will have through Fall 2011 to graduate from these programs. In addition, Clayton State University will work to insure that currently enrolled students will be able to complete their certificate or associate degree programs.

Thank you for your consideration in this matter.