SAM HOUSTON STATE UNIVERSITY

CURRICULUM REPORT

All Curriculum Requests

To Become Effective
Fall 2018 or upon THECB approval for new programs
(pending approval)

SUBMITTED BY
THE UNIVERSITY CURRICULUM COMMITTEE

TO THE
ACADEMIC AFFAIRS COUNCIL
SAM HOUSTON STATE UNIVERSITY

DECEMBER, 2017

A Member of The Texas State University System

TABLE OF CONTENTS

CURRICULUM REPORT

TO

THE ACADEMIC AFFAIRS COUNCIL

SAM HOUSTON STATE UNIVERSITY

DECEMBER, 2017

Sam Houston State University

COLLEGE/ Academic Unit	COURSE ADDITIONS	COURSE DELETIONS	COURSE CHANGES: PREFIX, HRS, NUMBER AND/OR TITLE	NET ADDITIONS/ DELETIONS
COLLEGE OF BUSINESS ADMINISTRATION				
General Business and Finance	0	3	3	-3
Management, Marketing, Information Systems	1	1	3	0
COLLEGE OF CRIMINAL JUSTICE				
Criminal Justice and Criminology	1	0	0	+1
Forensic Science	1	0	2	+1
Security Studies	1	0	0	+1
COLLEGE OF EDUCATION				
Counselor Education	1	0	0	+1
Educational Leadership	1	0	2	+1
Language, Literacy, and Special Populations	5	0	2	+5
COLLEGE OF FINE ARTS AND MASS COMMUNICATION				
Mass Communication	16	0	6	+16
Theatre and Musical Theatre	1	0	1	+1
COLLEGE OF HEALTH SCIENCES				
Family and Consumer Sciences	3	0	2	+3
Kinesiology	3	0	1	+3
Nursing	11	0	5	+11
Population Health	3	0	4	+3
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES				
Communication Studies	1	0	1	+1
English	2	0	1	+2
History	8	3	9	+5
Political Science	7	0	0	+7
Psychology and Philosophy	3	0	1	+3
Sociology	2	1	2	+1
World Languages and Cultures	5	1	0	+4

**COLLEGE OF SCIENCE AND
ENGINEERING TECHNOLOGY**

Agricultural Sciences	4	0	0	+4
Biological Sciences	0	0	1	0
Engineering Technology	3	0	2	+3
Geography and Geology	2	0	1	+2
Mathematics & Statistics	2	0	0	+2

UNIVERSITY-WIDE

Military Science	8	8	0	0
TOTAL	**95**	**17**	**48**	**80**

COLLEGE OF BUSINESS ADMINSTRATION
Curriculum Report (Fall 2018)
Summary by Action

A: indicates a recommendation for approval
D: indicates a recommendation for disapproval

Committee
Recommendation

A. COURSES TO BE ADDED

MGMT 5316	A

B. COURSES TO BE DELETED

BUAD 2399	A
BUAD 3330	A
BUAD 4111	A
MGMT 7340	A

C. CHANGES IN COURSE TITLE

FINC 5338	D
FINC 5370	A

D. CHANGES IN COURSE NUMBER

BUAD 1111	A
BUAD 3169	A

E. CHANGES IN COURSE TITLE AND COURSE NUMBER

MGIS 4320	A
MGMT 4310	A
MKTG 5385	A

F.   CHANGE IN COURSE PREFIX
None

G. CHANGES IN COURSE NUMBER AND PREFIX
None

H. CHANGES IN COURSE TITLE AND PREFIX
None

COLLEGE OF CRIMINAL JUSTICE
Curriculum Report (Fall 2018)
Summary by Action

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Committee
Recommendation

A. COURSES TO BE ADDED
CRIJ   6386   A
FORS 6317   A
SCST 6360   A

B. COURSES TO BE DELETED
None

C. CHANGES IN COURSE TITLE
None

D. CHANGES IN COURSE NUMBER
FORS 5335   A
FORS 6215   A

E. CHANGES IN COURSE TITLE AND COURSE NUMBER
None

F. CHANGES IN COURSE PREFIX
None

G. CHANGES IN COURSE NUMBER AND PREFIX
None

H. CHANGES IN COURSE TITLE AND PREFIX
None

COLLEGE OF EDUCATION
Curriculum Report (Fall 2018)
Summary by Action

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	Committee Recommendation
A. COURSES TO BE ADDED	
BESL 5314	A
COUN 6387	A
HIED 6387	A
READ 5317	A
READ 5319	A
SPED 3309	A
SPED 3310	A
	A

B. COURSES TO BE DELETED
None

C. CHANGES IN COURSE TITLE	
BESL 6089	A
EDAD 6383	A
EDAD 6384	A
READ 6320	A

D. CHANGES IN COURSE NUMBER
None

E. CHANGES IN COURSE TITLE AND COURSE NUMBER
None

F. CHANGES IN COURSE PREFIX
None

G. CHANGES IN COURSE NUMBER AND PREFIX
None

H. CHANGES IN COURSE TITLE AND PREFIX
None

COLLEGE OF FINE ARTS AND MASS COMMUNICATION
Curriculum Report (Fall 2018)
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<div align="center">Committee
Recommendation</div>

A. COURSES TO BE ADDED

ARTS 5079	Withdrawn
ARTS 5311	Withdrawn
ARTS 5312	Withdrawn
ARTS 5313	Withdrawn
ARTS 5315	Withdrawn
ARTS 5381	Withdrawn
ARTS 5385	Withdrawn
ARTS 6079	Withdrawn
ARTS 6311	Withdrawn
ARTS 6312	Withdrawn
ARTS 6381	Withdrawn
ARTS 6385	Withdrawn
ARTS 6399	Withdrawn
MCOM 3354	A
MCOM 3355	A
MCOM 3356	A
MCOM 3370	A
MCOM 3376	A
MCOM 4350	A
MCOM 5335	A
MCOM 5355	A
MCOM 5390	A
MCOM 6351	A
MCOM 6355	A
MCOM 6370	A
MCOM 6380 `	A
MCOM 6390	A
MCOM 6398	A
MCOM 6399	A
THEA 4388	A

B. COURSES TO BE DELETED
None

C. CHANGES IN COURSE TITLE

MCOM 2362	A
MCOM 4365	A
MCOM 4384	A
MCOM 6320	A

D. CHANGES IN COURSE NUMBER
THEA 2367   A
MCOM 3371   A

E. CHANGES IN COURSE TITLE AND COURSE NUMBER
MCOM 2351   A

F. CHANGES IN COURSE PREFIX
None

G. CHANGES IN COURSE NUMBER AND PREFIX
None

H. CHANGES IN COURSE TITLE AND PREFIX
None

COLLEGE OF HEALTH SCIENCES
Curriculum Report (Fall 2018)
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Committee
Recommendation

A. COURSES TO BE ADDED

FACS 3329	A
FACS 3365	A
FACS 4332	A
HLTH 4317	A
HLTH 5317	A
HLTH 5318	A
KINE 3320	A
KINE 4314	A
KINE 4375	A
NURS 5111	A
NURS 5216	A
NURS 5301	A
NURS 5302	A
NURS 5303	A
NURS 5304	A
NURS 5405	A
NURS 5513	A
NURS 5514	A
NURS 5515	A
NURS 5517	A

B. COURSES TO BE DELETED
None

C. CHANGES IN COURSE TITLE

FACS 2365	A
FACS 3339	A
HLTH 3355	A
HLTH 3391	A
HLTH 4360	A
HLTH 5363	A
HLTH 5338	Withdrawn
KINE 5334	A

D. CHANGES IN COURSE NUMBER

NURS 3530	A
NURS 3560	A
NURS 3410	A
NURS 4392	A
NURS 4395	A

E. CHANGES IN COURSE TITLE AND COURSE NUMBER
None

F. CHANGES IN COURSE PREFIX
None

G. CHANGES IN COURSE NUMBER AND PREFIX
None

H. CHANGES IN COURSE TITLE AND PREFIX
None

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES
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Committee
<u>Recommendation</u>

A. COURSES TO BE ADDED

COMS 5363	A
ENGL 5338	A
ENGL 5340	A
FREN 3362	A
FREN 3363	A
FREN 4380	A
FREN 4381	A
FREN 4382	A
HIST 3351	A
HIST 3374	A
HIST 3375	A
HIST 5301	A
HIST 5353	A
HIST 5365	A
HIST 5390	A
HIST 5397	A
PHIL 3373	A
POLS 5319	A
POLS 5334	A
POLS 5336	A
POLS 5337	A
POLS 5338	A
POLS 5339	A
POLS 5364	A
PSYC 5379	A
PSYC 5380	A
SOCI 4327	A
SOCI 5320	A
TCOM 5120	Withdrawn
TCOM 5330	Withdrawn
TCOM 5340	Withdrawn
TCOM 5350	Withdrawn
TCOM 5360	Withdrawn
TCOM 5380	Withdrawn
TCOM 5395	Withdrawn
TCOM 5399	Withdrawn

B. COURSES TO BE DELETED

FREN 3364	A

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HIST   3331                              A
HIST   3360                              A
HIST   6391                              A
SOCI   4320                              A
```

C. CHANGES IN COURSE TITLE
```
SOCI   4336                              A
```

D. CHANGES IN COURSE NUMBER
```
COMS 2385                                A
HIST   4075                              A
HIST   4333                              A
HIST   4363                              A
HIST   4368                              A
HIST   4370                              A
HIST   4378                              A
HIST   4380                              A
HIST   4383                              A
HIST   4395                              A
PSYS  2307                               A
SOCI   2305                              A
```

E. CHANGES IN COURSE TITLE AND COURSE NUMBER
None

F. CHANGE IN COURSE PREFIX
None

G. CHANGES IN COURSE NUMBER AND PREFIX
None

H. CHANGES IN COURSE TITLE AND PREFIX
None

I. CHANGES IN COURSE TITLE, NUMBER, AND PREFIX
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ENGL  5390                               A
```

COLLEGE OF SCIENCE AND ENGINEERING TECHNOLOGY
Curriculum Report (Fall 2018)
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                                                         Committee
                                                    Recommendation

A. COURSES TO BE ADDED
AGED 4394	A
ETSM 3371	A
ETSM 3372	A
ETSM 4377	A
GEOG 4076	A
GEOG 4430	A
MATH 4090	A
STAT 4090	A
WMGT 3350	A
WMGT 4340	A
WMGT 4341	A

B. COURSES TO BE DELETED
None

C. CHANGES IN COURSE TITLE
BIOL 5305	A

D. CHANGES IN COURSE NUMBER
ETEC 4367	A
ETSM 4363	A
GEOG 1321	A

E. CHANGES IN COURSE TITLE AND COURSE NUMBER
None

F. CHANGES IN COURSE PREFIX
None

G. CHANGES IN COURSE NUMBER AND PREFIX
None

H. CHANGES IN COURSE TITLE AND PREFIX
None

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Committee
Recommendation

A. COURSES TO BE ADDED
MLSC 1211   A
MLSC 1212   A
MLSC 2211   A
MLSC 2212   A
MLSC 3311   A
MLSC 3312   A
MLSC 4311   A
MLSC 4312   A

B. COURSES TO BE DELETED
MLSC 1201   A
MLSC 1202   A
MLSC 2201   A
MLSC 2202   A
MLSC 3301   A
MLSC 3302   A
MLSC 4301   A
MLSC 4302   A

C. CHANGES IN COURSE TITLE
None

D. CHANGES IN COURSE NUMBER
None.

E. CHANGES IN COURSE TITLE AND COURSE NUMBER
None.

F. CHANGES IN COURSE PREFIX
None

G. CHANGES IN COURSE NUMBER AND PREFIX
None

H. CHANGES IN COURSE TITLE AND PREFIX
None

COLLEGE OF BUSINESS ADMINISTRATION

Department of General Business and Finance

DELETIONS

BUAD   2399   Pga/Pgm Internship
BUAD   3330   Office Application System
BUAD   4111   Professional Development

Justification: These courses have not been offered for multiple years and are no longer needed for any degree program**.**

CHANGES

BUAD   1111   Pga/Pgm Professional Dev Lab
TO
BUAD   1011   PGA/PGM Professional Dev Lab

BUAD   3169   Adv Pga/Pgm Professional Dev
TO
BUAD   3069   Adv PGA/PGM Professional Dev

Justification: To provide flexibility to offer variable credit courses as necessary to meet varying PGA professional golf management program requirements.

FINC   5338   Selected Topics in Money, Capital, and Securities Market
TO
FINC   5338   Risk Mgmt for Fin Institutions

Justification: To more specifically and accurately define the topic coverage of the course**.**

FINC   5370   Problems in Admin Finance
TO
FINC   5370   Admin Problems in Finance

Justification: To more specifically and accurately define the topic coverage of the course**.**

Department of Management, Marketing, and Informational Systems

ADDITIONS

MGMT 5316   Supply Chain Management

Justification: The addition of this course will help to prepare students to effectively manage and control the various elements of the supply chain. For example, students will examine topics, such as logistics, inventory, partnerships, purchasing, and distribution. Mastery of these supply chain management topics are in high demand in the workplace. Employment opportunities for students will be enhanced with the addition of this course.

DELETIONS

MGMT 7340   Organization Theory in Educatn

Justification: This course has not been offered for multiple years and is no longer needed for any degree program.

CHANGES

MGIS   4320   E-Commerce Implementation
TO
MGIS   3320   E-Commerce Implementation

Justification: With improvements in technology and advancements in the area of E-commerce, opportunities have opened up for other disciplines in E-commerce. By lowering the course number to a junior level course, this will better reflect the rigor of the course and make the course available to other majors. The Job Outlook in this area is expected to grow by 27% (much faster than average), http://www.bls.gov. By also removing the pre-requisite MGIS 2320 (programming) and offering the course at the junior level, it is believed that more students would benefit from the knowledge gained from the course.

MGMT 4310   Small Business Development
TO
MGMT 3348   Small Business Management

Justification: Reflects the evolving program requirements for the Entrepreneurship major. Changing the term "Development" to "Management" better reflects the content of the course, which is not changing. Additional 4000-level courses are being integrated into the program of study. A 3000-level course number would encourage students to take the course earlier in their degree program.

MKTG 5385   Special Topics in Marketing
TO
MKTG 5085   Special Topic

Justification: To be consistent with other majors/prefixes within the College of Business Administration, consistent with university-wide titles, and to allow variable credit to be given for special topic courses.

COLLEGE OF CRIMINAL JUSTICE

Department of Criminal Justice & Criminology

ADDITIONS

CRIJ   6386   Stats for CJ Research II

Justification: The Statistical Analysis II course is now a requirement for the core MA in Criminal Justice and Criminology curriculum. This course has been offered for four years as a CRIJ 6394 Special Readings course. The purpose of this course is to introduce students to a variety of generalized linear regression models that are frequently used in the field of criminology and criminal justice. Students will also learn various strategies and techniques to

implement when handling missing data and how to factor analyze data. The course will also provide essential knowledge to students for the completion of their thesis and better prepare those who intend to pursue a doctorate or a career in criminal justice that involves generating and/or evaluating reports.

Department of Forensic Science

ADDITIONS

FORS   6317   Forensic Statistics

Justification: The federal government, courts, funding agencies, and broader forensic communities are placing increased emphasis on statistical evaluation of scientific evidence, forensic test methods, comparisons, and measurements. This course will provide essential knowledge for those who intend to pursue a career in accredited forensic laboratories, where data, findings, and expert opinions are subjected to statistical scrutiny. This course will also fulfill the FEPAC (Forensic Science Education Programs Accreditation Commission) requirement that we provide specialized forensic science electives. Specifically, it improves work readiness and preparedness students for doctoral research in forensic science. Furthermore, we anticipate that FEPAC will make this topic a core topic within the curriculum within the next two years**.**

CHANGES

FORS   5335   Trace/Microscopical Analysis
TO
FORS   5435   Trace/Microscopical Analysis

Justification: The Department of Forensic Science proposes that this course is changed from a 3-credit offering to a 4-credit offering. This is necessary due to the large number of sub-disciplines of trace evidence (fibers, hair, glass, paint, gunshot residue, ink, explosives) that must be covered. The current 3-credit offering does not allow the material to be covered in sufficient depth, which can negatively impact our performance in the American Board of Criminalistics FSAT (Forensic Science Assessment Test). With this one credit hour increase, elective hours will be reduced by one credit in order to not affect the overall required credit hours for the program.

FORS   6215   Statistical Genetics
TO
FORS   6315   Statistical Genetics

Justification: The Department of Forensic Science proposes that this course is changed from a 2-credit offering to a 3-credit offering. This course covers wide-ranging topics including ideal populations, random mating, Hardy-Weinberg equilibrium, linkage disequilibrium, disturbing forces, inbreeding, four-allele descent measurements, product rule, independence testing, and genetic distance. Student may also analyze and interpret statistical results from microsatellite population databases using population genetics software. The current 2-credit offering does not allow the material to be covered in sufficient depth. With this one credit hour increase, elective hours will be reduced by one credit in order to not affect the overall required credit hours for the program.

Department of Security Studies

ADDITIONS

SCST   6360   Leadership of HSEM

Currently, the Graduate Certificate in Emergency Management at the Department of Security Studies comprises six courses including only two required emergency management courses. To align course content more tightly with the focus of the certificate, this course was developed to build another course specifically designed to address the challenges of leadership, particularly in crises. The Federal Emergency Management Agency (FEMA) set forth principles for emergency management (EM) education to include (a) integration, (b) collaboration, (c) flexibility, (d) coordination, and (e) focus on risks. Those principles call for adopting of a networked multi-jurisdictional, multi-agency, public-private lens in HSEM as related to domestic incident management. Thus, exploration of leadership processes, theories, and models as well as HSEM case studies would provide an excellent platform to integrate EM education that aligns itself with principles underlying the discipline. As such, this course will not only strengthen the certificate, but also provide additional elective opportunities for masters students building expertise in emergency management.

COLLEGE OF EDUCATION

Department of Counselor Education

ADDITIONS

COUN 6387   School Counseling Internship

Justification: This course is designed to comply with Texas Education Agency requests that students seeking school counseling certification have an internship separate from counseling students in the clinical mental health counseling program**.**

Department of Educational Leadership

ADDITIONS

HIED   6387   Thesis

Justification: The Master of Arts in Higher Education Administration was developed and proposed with a thesis option but the course was inadvertently omitted from the degree options.

CHANGES

EDAD   6383   Practicum for Superintendents
TO
EDAD   6383   Learner Centered Leadership

Justification: Previously, this course was the first practicum course of the two practicum courses in the superintendent program. However, only one practicum course is required in the program. The proposed new title more accurately identifies the course content. This new title aligns with the required Texas Administrative Code (TAC) Leadership Standard.

EDAD   6384   Practicum-Superintendents II

TO
EDAD   6384   Superintendent Practicum

Justification: This course will serve as the practicum course for the superintendent program. Therefore, the II is not required in the course title**.**

Department of Language, Literacy, and Special Populations

ADDITIONS

BESL   5314   Sec Lang Acq for Biling Diag

Justifcation: Graduate students in the Bilingual Educational Diagnostician Program are currently required to take BESL 5304 Second Language Acquisition in the Master of Education in Teaching English to Speakers of Other Languages (TESOL). The focus of BESL 5314 is on the field of second language acquisition as it relates to individuals with special needs because there is a need in the K-12 school setting. Bilingual diagnostician students will be required to take BESL 5314 instead of BESL 5304.

READ   5317   Politics of Literacy

Justification: Graduate students in the Master of Education in Reading/Language Arts currently take a doctoral level course, LITC 7310. As the content of LITC 7310 has shifted to a more theoretical and global perspective, there is a need to offer a master's level class that is more closely tied to the new International Literacy Standards.

READ   5319   Digital Literacies

Justification: Graduate students in the Master of Education in Reading and the Graduate Certificate in Digital Literacies currently take a doctoral level course, LITC 7385. As the content of LITC 7385 has shifted to a theoretical and global perspective, there is a need to offer a master's level class that is more closely tied to the new International Literacy Standards.

SPED   3309   Ethics in Behavior Analysis
SPED   3310   Advanced Behavior Analysis

Justification: The Behavior Analyst Certification Board (BACB) has revised its standards for undergraduate coursework in the area of autism and low incidence disabilities. Addition of this course is necessary to meet the BACB's revised standard**s.**

CHANGES

BESL   6089   Independent Study in International Literacy
TO
BESL   6089   Independent Study in TESOL

Justification: The name of the degree program changed to TESOL in Fall 2016; therefore, the change aligns the course with the degree program.

READ   6320   Internship in Reading Supervision
TO
READ   6320   Research and Literacy Leadership

Justification: READ 6320 is no longer classified as an internship level course.

COLLEGE OF FINE ARTS AND MASS COMMUNICATION

Department of Mass Communications

ADDITIONS

MCOM 3354   Film History I

Justification: The Mass Communication curriculum currently lacks upper-level offerings in media history, criticism, and theory. A thorough understanding of film history is valuable for film students. Key movements, films, and concepts form a repertoire and vocabulary shared by industry professionals while providing rich material for humanistic development. This course and the proposed MCOM 3355 build upon introductory concepts and prepare students for research work in the field.

MCOM 3355   Film History II

Justification: The Mass Communication curriculum currently lacks upper-level offerings in media history, criticism, and theory. A thorough understanding of film history is valuable for film students. Key movements, films, and concepts form a repertoire and vocabulary shared by industry professionals while providing rich material for humanistic development. This course and the proposed MCOM 3354 build upon introductory concepts and prepare students for research work in the field.

MCOM 3356   Select Film Genre

Justification: Genre is a critical aspect of mainstream cinema that informs industry practice and shapes society. Different genres target different audiences and social groups and have unique histories. Mass Communication curricula currently lack sufficient media criticism and history courses. This course expands upper-division elective offerings for multiple concentrations. Critical knowledge of a select genre will help students develop their own projects within the field and improve their understanding of film history**.**

MCOM 3370   Media Programming

Justification: Extant upper division curricula in the MCOM: Broadcast Production concentration is entirely focused on media production, rather than analysis. This course introduces an unique "non-equipment" elective to the concentration. The macro-level focus enables discussion of broadcast production as a business, which in turn empowers students to pursue production jobs; it also provides important insight into gatekeeping methods and programming strategies.

MCOM 3376   Field & Studio Audio Recording

Justification: The MCOM department currently offers two audio production courses: MCOM 1371: Audio Production and Performance and MCOM 3371: Advanced Audio Production. The

former is a required introductory course, and the latter is an elective allowing students to operate the campus radio stations with department supervision. Neither focus extensively on recording audio in the field, where wind and background noise can significantly influence a recording, nor do they extensively cover live studio recordings. The proposed MCOM 3376 would train students to record professionally in many environments. The course supports existing curricula by adding a useful elective to the Broadcast Production, Multiplatform Journalism, and Film Production concentrations.

MCOM 4350   Film Theory

Justification: Extant mass communication curricula lack upper-division offerings in media history, criticism, and theory; this course builds on current lower-division offerings. Critical thinking about all aspects of film and culture requires serious textual study and discussion. This course is designed to advance the level of student understanding of film. Dialogue with a canon of critical voices cultivates high-level thinking and writing.

MCOM 5335   Podcasting

Justification: The year 2016 has been called "the year podcasting came of age." MCOM 5330: Advanced Digital Writing introduces podcasting as a critical facet of digital media; this course expands on the topic and increases course offerings for the rapidly growing MA Digital Media. The program currently has only five electives; a sixth would be a helpful addition.

MCOM 5355   Digital Media Management

Justification: The course teaches the skills, functions, and roles of digital media managers by embedding, into the program curriculum, essential theory, knowledge, and skills of management as they apply in the context of digital media production. It also supports the proposed MCOM MFA curriculum by examining leadership structures, roles, and processes; it prepares students for leadership roles and media management positions in professional media companies and non-profits.

MCOM 5390   News Reporting and Editing

Justification: The need for this course is driven by industry demand for professional experience beyond classroom settings. The course will provide students with a flexible elective option, currently, the program curriculum only offers classroom-based courses. Internship programs could include, but are not limited to, work in digital newsrooms, digital production, and broadcasting offices. While demand for interns is high, many Digital Media MA students work full-time or have other obligations. To maximize flexibility in a growing program, the course is proposed as an elective for Digital Media students.

MCOM 6315   Web and Mobile Development

Justification: This course further develops critical design and programming skills for web and mobile platforms. These skills are introduced during MCOM 6310: Advanced Multimedia Production, but a deeper understanding of web and mobile development skills are essential for creative and professional positions in interactive media.

MCOM 6335   Motion Graphics and Effects

Justification: Motion graphics and animation platforms are integral and complex components of modern video productions. The course furthers the development of skills and techniques in digital media editing learned in MCOM 6330 Digital Editing, with a particular focus on visual effects and motion graphics using Adobe After Effects.

MCOM 6370   Remote Digital Streaming

Justification: Professional video production and distribution methods have expanded significantly to include both broadcast and online processes and standards. The proposed course enhances production and distribution skillsets for online streaming, including sports, live entertainment, live news content, and other live programming streamed online.

MCOM 6380   Studio Production

Justification: The course offers professional studio production skills and experience required for directing and producing strong television and other digital media content. The focus on the knowledge and skills that are more specific to television/studio settings support the overall curriculum by providing important and practical experience in a significant and ubiquitous category of digital media production. This course empowers students to create digital content and increases student's ability to work in professional media studios. It is an integral part of the proposed MCOM MFA program, given the prominence of directing and production skills in digital media careers.

MCOM 6390   Sound Design and Editing

Justification: This course supports the proposed graduate MFA curriculum by focusing on critical film and television production skills, including sound design, editing, animation, multimedia works, motion graphics and game applications. These skills are necessary for employment in digital media industries.

MCOM 6398   Capstone Portfolio Project I

Justification: Top MFA programs conclude with a final capstone project. It is approved by the student's capstone portfolio project committee and conducted with one-on-one support from supervisory faculty. This course is a requirement to graduate with a Master of Fine Arts degree in Digital Media Production. The project is an opportunity for students to demonstrate mastery of the concepts and skills learned in the degree program that will enhance the student's professional portfolio and potentially lead to employment in digital media fields.

MCOM 6399   Capstone Portfolio Project II

Justification: Top MFA programs conclude with a final capstone project. It is approved by the student's capstone portfolio project committee and conducted with one-on-one support from supervisory faculty. This course is a requirement to graduate with a Master of Fine Arts degree in Digital Media Production. The project is an opportunity for students to demonstrate mastery of the concepts and skills learned in the degree program that will enhance the student's professional portfolio and potentially lead to employment in digital media fields. Upon completion, students will present the project to faculty, fellow students and the public.

CHANGES

MCOM 2362   News Reporting and Editing
TO
MCOM 2362   News Reporting

Justification: MCOM 3364: News Editing is a required course for mass communication majors in the multiplatform journalism track. This name change reduces confusion between 2362 and 3364.

MCOM 4365   On-Line Journalism
TO
MCOM 4365   Online Journalism

Justification: Online, on word, is consistent with the Associated Press Style Guide. On-Line is no longer appropriate.

MCOM 4384   Advanced Design for Public Relations & Advertising
TO
MCOM 4384   Advanced Design for PR & Adv

Justification: The current course title is well above the university's 30-character limit. The new title is exactly 30 characters.

MCOM 6320   Documentary Scriptwriting
TO
MCOM 6320   Documentary Storytelling

Justification: The term "storytelling" reflects the broader process of the documentary creation process; scriptwriting is only one part. This course teaches the storytelling process through the documentary style.

MCOM 3371   Advanced Audio Production
TO
MCOM 4376   Advanced Audio Production

Justification: Advanced Audio Production is an advanced course which merits a 4000-level designation. Furthermore, MCOM is proposing a new intermediate-level audio production course, MCOM 3376. Therefore, it would be illogical for the intermediate course to have a higher course number than an advanced course covering similar topics.

MCOM 2351   Film History and Criticism
TO
MCOM 2366   Film Appreciation

Justification: Alignment with Texas Higher Education Coordinating Board's (THECB) Academic Course Guide Manual (ACGM) and Texas Common Course Number System (TCCNS) to facilitate ease of transfer.

Department of Theatre and Musical Theatre

ADDITIONS

THEA   4388   Theatre Production for Youth

Justification: Many of our students need experience in youth theatre to be competitive in the professional theatre market. The course offers vital professional experience to students undertaking teaching certification. This course provides the Theatre Department with an Academic Community Engagement course with more than 60 percent of content and work going towards outreach with youth in the community**.**

CHANGES

THEA   2367   Text Analysis for Theatre
TO
THEA   2367   Play Analysis

Justification: The focus of the course now is much broader and more holistic than originally planned. As theatre practitioners, all theatre majors and minors are required to take this course; however, the topics now covered are as relevant to all students who read plays and/or attend theatre performances.

COLLEGE OF HEALTH SCIENCES

Department of Family and Consumer Science

ADDITIONS

FACS   3329   Nutrition through the Lifespan

Justification: New accreditation standards have been established by the Accreditation Council for Education in Nutrition and Dietetics (ACEND) for the Food Science and Nutrition Program. Currently, the program includes a course with the combined content of Community Nutrition and Lifespan Nutrition, which does not provide adequate contact time to cover both content areas to meet competency requirements. The proposed course will allow for comprehensive coverage of both areas of nutrition content. This change would bring course offerings at SHSU in line with those of other accredited programs. Accredited programs throughout the country have two courses to cover these topics, and it is imperative to expand the content delivery in order for our graduates to adequately compete for post-graduate dietetic internships**.**

FACS   3365   Digital Drawing for ID II

Justification: Students move through the interior design curriculum in a collaborative cohort. Students are advised early in the program of the degree requirements, course sequencing, and accreditation guidelines. FACS 3365 will only be offered in the spring and will be taken concurrently with FACS 3338 and FACS 3360. Within the BA and BS degrees in Interior Design, the proposed FACS 3365 would replace an Engineering Technology Construction Management (ETCM) Advanced Elective that is currently in their degree plans (BA/BS). The deletion of the ETCM advanced elective course and the addition of FACS 3365 will not add to the degree requirements, and since this course is in the same semester as the ETCM course, sequencing will not be impacted.

FACS   4332   Textile Design

Justification: The proposed course supports Fashion Merchandising, Interior Design, and Family and Consumer Sciences majors and minors as a specialized upper-level elective. This course broadens curriculum, dovetailing with courses in textile science and patternmaking and apparel production to provide students with an understanding of textile design as it applies to production and product knowledge**.**

CHANGES

FACS   3339   Community and Life Cycle Nutri
TO
FACS   3339   Community Nutrition

Justification: A new course proposal for "Nutrition through the Lifespan" is being submitted concurrently. The existing course (FACS 3339) will retain the community nutrition content. A slight change in the wording of the course description for FACS 3339 will more accurately reflect the course content.

FACS   2365   Digital Drawing for Interiors
TO
FACS   2365   Digital Drawing for ID I

Justification: The content in this course will remain the same; however, a new proposed course, FACS 3365 (Digital Drawing for ID II) will expand upon the knowledge base students obtain in FACS 2365. FACS 2365 is a prerequisite for the advanced course.

Department of Kinesiology.

ADDITIONS

KINE   3320   Foundations of Sport Coaching

Justification: The course will be a required course for the proposed minor in Sport Coaching that is currently under development. The department also has a need for more upper level electives for undergraduate Kinesiology majors. This course will better prepare individuals who are interested in coaching as a profession.

KINE   4314   Advanced Strength Training

Justification: With the increased demand for certified strength and conditioning specialists at the high school, college, professional, and private sector levels, the proposed elective course provides a curriculum that targets the industry's certification requirements and broadens employment opportunities**.**

KINE   4375   Kinesiology Research Methods

Justification: There is currently no undergraduate research course in the curriculum for the BS in Kinesiology program. Students pursuing exercise science and associated disciplines need to obtain research experience in a variety of settings to be competitive for graduate and professional school as well as in long-term job prospects**.**

CHANGES

KINE   5334   Practicum
TO
KINE   5334   Graduate Internship

Justification: KINE 5334 is described in the course catalog as an internship. Thus, the name is being updated to align with the course description.

School of Nursing

ADDITIONS

NURS   5111   Capstone Project Planning
NURS   5216   Capstone Project Delivery
NURS   5301   Role Transition and Theory
NURS   5302   Clinical Research and EBP
NURS   5303   Advanced Pharmacotherapeutics
NURS   5304   Advanced Pathophysiology
NURS   5405   Adv Hlth Assess-Diag Reasoning
NURS   5513   Family Nurse Pract-FNP I
NURS   5514   Family Nurse Pract-FNP II
NURS   5515   Family Nurse Pract-FNP III
NURS   5517   FNP Practicum

Justification: These courses are an integral element of the proposed MSN (Family Nurse Practitioner) in the School of Nursing. The course is a core Masters requirement of the Commission on Collegiate Nursing Education (CCNE), the accrediting body of the American Association of Colleges of Nursing (AACN). The proposed program will prepare the graduate for state licensure by the Texas Board of Nursing as an Advanced Practice Registered Nurse (APRN) and national certification by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Program (AANPCP). The course prepares students with the framework needed to evaluate theories for research and practice applications.

CHANGES

NURS   3530   Nursing Fundamentals
TO
NURS   3631   Nursing Fundamentals

Justification: In this course, 1 SCH is being added as a clinical hour to reflect the skills laboratory and clinical time that is actually required to meet the course objectives. The degree plan remains at the same number of credit hours because one didactic SCH is being removed from NURS 3410 and added as a clinical SCH to NURS 3530, changing this course from a 5 credit course to a 6 credit course. This change makes learning more effective for the students and recognizes the time actually needed for clinical learning in the course.

NURS   3560   LVN-to-BSN Role Transition
TO
NURS   3660   LVN-to-BSN Role Transition

Justification: In this course, 1 SCH is being added as a clinical hour to reflect the classroom and preparation time that is actually required to meet the course objectives. The degree plan remains at the same number of credit hours because one clinical SCH is being removed from NURS 3410 and added as a clinical SCH to NURS 3560 LVN to BSN Transition. This is a course for LVN to BSN students only, which teaches Nursing Fundamentals content while recognizing their pre-existing skills and abilities. The addition changes this course from a 5 credit course to a 6 credit course. This change makes learning more effective for the students and recognizes the time actually needed for didactic learning in the course.

NURS   3410   Health Assessment
TO
NURS   3310   Health Assessment

Justification: In this course, the overall credit hours are being changed from 4 to 3. The clinical hours will remain the same at 1 SCH, but the didactic hours will be reduced from 3 SCH to 2 SCH to reflect the didactic time that is actually required to meet course objectives. The degree plan remains at the same number of credit hours because this one didactic SCH is being added as a clinical SCH to NURS 3630 Nursing Fundamentals/ NURS 3560 LVN-to-BSN, changing each companion course from a 5 credit course to a 6 credit course. This change makes learning more effective for the students and recognizes the time actually needed for clinical learning in the course.

NURS   4392   Independent Study Nursing
TO
NURS   4092   Independent Study Nursing

NURS   4395   Special Topics in Nursing
TO
NURS   4095   Special Topics in Nursing

Justification: In these undergraduate course which was previously set up as a three credit course, the overall credit hours are being changed to a variable credit. This change creates needed flexibility in the nursing program to enable students to receive course credit for study programs, which may be 1, 2 or 3 credits of work.

Department of Population Health

ADDITIONS

HLTH   4317   Intl Persp of Env Health

Justification: Environmental health is a public health concern that is gaining attention at all levels, from local to global. The proposed course increases students' knowledge and awareness of international environmental concerns and application to the field of public health. This course prepares students to apply the complex issues related to global environmental health with a focus on mitigation and adaptation of policy implications at specific country/local levels. Through this experience, students will examine how ecology and socioeconomic factors such as technology, education, and culture affect health vis-a-vis the environment. The proposed elective course supports the BS in Public Health program and is intended to encourage students to critically examine knowledge of environmental health concerns and how they are addressed in other countries.

HLTH   5317   Case Studies in Occup Epidem

Justification: The course enhances graduate students' acquisition of dispositions and skills regarding healthcare quality and safety through the use of epidemiology in healthcare facilities. In addition, the proposed course prepares graduate students to apply and interpret research findings to inform policies related to healthcare facility safety. This course will serve as an elective for the Master of Science in Health Care Quality and Safety program and will enhance the graduate course offerings in the College of Health Sciences.

HLTH 5318   Current Topics in Env. Health

Justification: The course increases students' knowledge and awareness regarding environmental health concerns and their application to the field of public health. HLTH 5318 will enhance the scope of environmental health information for students in the MS in Health program and will serve as a required course for the Master in Public Health (MPH) program.

CHANGES

HLTH   3355   Principles of US Health Care Systems
TO
HLTH   3355   US Health Care Systems

Justification: The Health Care Administration program faculty have conducted an extensive review of the curriculum in the BS in Health Care Administration degree. In order to meet accreditation standards of the Association of University Programs in Health Administration, the title of HLTH 3355 has been revised to reflect a more inclusive and holistic representation of the course content.

HLTH   3391   Study of Human Diseases
TO
HLTH   3391   Human Diseases

Justification: The title of HLTH 3391 has been revised to be more representative of the content. discussed in the course.

HLTH   4360   Health Education Research: Methodology and Statistics
TO
HLTH   4360   Research Methods/Grantsmanship

Justification: The title of HLTH 4360 has been revised to be more representative of the grant development content that is discussed in the course. In addition, the new title reflects the content that is required for program accreditation by the Association of University Programs in Health Administration and the Council on Education for Public Health.

HLTH 5363   Leadership in Health Promotion
TO
HLTH 5363   Management and Leadership for Health Professionals

Justification: The proposed title of HLTH 5363 is more representative of the content included in the course.

COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

Department of Communication Studies

ADDITIONS

COMS 5363   Interpersonal Conflict

Justification: The department currently needs more graduate level course electives because the number of graduate students is increasing. The addition of this course is consistent with other Communication Studies Departments across the country and should, therefore, make the now fully online program more competitive in the recruitment and retention of students**.**

CHANGES

COMS 2385   Community Applied Communication
TO
COMS 3385   Community Applied Communication

Justification: This course requires maturity in communication with community leaders outside SHSU as well as conversational maturity in regard to controversial subject matter. We have found that first-year students too often register for this course without the soft skills needed to successfully engage with community leaders involved with this course. In addition, the level of reading and content within the textbook is much more suitable for upper-level students.

Department of English

ADDITIONS

ENGL 5338   Creative Writing Pedagogy

Justification: Many of the graduates of our MFA program in creative writing, editing, and publishing will seek career opportunities in teaching, in a range of environments-including colleges and universities, secondary schools, libraries, prisons, and various community outreach programs. At the moment, we do not have a specific course that provides instruction in pedagogy. Historically, it's often been assumed that writers could simply teach what they know, which is writing. But in recent years, there's been a strong movement within creative writing programs to provide formal support and training, recognizing that writing and teaching writing are not the same thing.

ENGL 5340   The Writer's Life

Justification: Graduates in MFA programs need a course to serve as professional development within the curriculum and this course meets that need. Going beyond the traditional focus on the art and craft of creative writing itself, the course will cover such topics as graduate-level research and writing in literature and language classes; the variety of approaches to the workshop; planning and writing the thesis; the role of the critical introduction in the thesis; the history and context of creative writing within academia, literary journals and presses (small and large); submission guidelines; queries to publishers; agent acquisition; residencies, conferences and internships; applying for grants and fellowships; conducting

interviews; writing about other writers; the academic (and non-academic) job search; and social media and networking.

CHANGES

ENGL   5390   Tech and Professional Writing
TO
TCOM   5310   Studies in Technical Communication

Justification: ENGL 5390, Tech and Professional Writing, existed before SHSU planned to offer the MA in Technical Communication. Now that this new program is under development, the MA in English plans to remove Tech and Professional Writing from its offerings; accordingly, the prefix and course number should be modified to ensure that the course continues to exist and to reflect its place as a foundational course in a planned MA in Technical Communication.

Department of History

ADDITIONS

HIST   3351   Japan: The Age of the Samurai

Justification: Through an in depth coverage of the history of Japan from medieval times until the early modern period, students learn current historical methodologies and critical assessment of historical sources on a geographical region that is not covered in much detail by the present program curriculum. This course replaces HIST 3331, which is being deleted from the curriculum and represents an updated approach to the topic.

HIST   3374   US Religious History to 1865

Justification: Currently, students study this content in one course, HIST 3360; however, religious history from the colonial period to the present is too much for one course; thus, HIST 3360 will be deleted and two courses will be created. Breaking the course into two courses (along with the proposed HIST 3375) will allow students to delve more deeply into the religious and cultural foundations of the United States. Because this course covers until 1865, rather than to the present, it will allow the professor to spend more time on particular contexts and circumstances and implement more scaffolded assignments.

HIST   3375   US Religious History from 1865

Justification: This course continues the study of crucial questions of religion, culture, and politics in modern US. It will serve as a sequel to the proposed HIST 3374 and picks up the narrative from 1865. By breaking this class up into two courses, the professor will be able to provide more depth into particular moments and issues as well as use scaffolded assignments.

HIST   5301   Methods in History

Justification: This course provides the essential tools students need to research and write at the graduate level in History. As many of our M.A. in History students come from non-traditional academic backgrounds, this course provides a strong foundation for future success and professional development. As an initial effort to provide greater structure of the MA Program, the methods course will be required of all MA history students during their first long semester.

HIST   5353   Legacies of the Reformations

Justification: The new course strengthens the department's graduate course offerings in religious history, which is one of the department's areas of concentration. Chronologically, it will follow two other graduate courses—HIST 5351 Early Medieval Europe and HIST 5352 High and Late Medieval Europe—which have recently been added to the catalog and focus considerably on religion. Together, the three courses will provide a solid foundation of historical knowledge and understanding of how religion played a vital role in the course of European history.

HIST   5365   Film and War in America

Justification: This topic has already been taught through HIST 5098: Special Topic. Each time it has been successful and well populated. It also builds from the ongoing popularity of graduate-level military history classes and supplements the departmental offerings in that area. It reaches across the traditional topic of the history of war into the impact of media and culture on perceptions of warfare.

HIST   5390   China in Revolution

Justification: Given China's resurgence in the world sphere, this course will provide students with an in-depth coverage of revolutionary China, from the collapse of the Qing dynasty in 1911 until Mao's death in 1976. Students will learn current historical methodologies and critical assessment of historical sources on a geographical region that is not covered in much detail by the present program curriculum**.**

HIST   5397   The Japanese Colonial Empire

Justification: Through an in-depth analysis of Japan's empire in the modern period and World War II in the Pacific, this course further enhances the program in the fields of global empires, military history, and world history by focusing on a geographical region that is not emphasized in the program curriculum.

DELETIONS

HIST 3331 Early Asia
HIST 3360 American Religious History
HIST 5391 Asian History

Justification: New courses have been created, which reflect a redistribution of and an updated approach to the curriculum.

CHANGES

HIST   4075   Independent Study
TO
HIST   3075   Independent Study

HIST   4333   Black Civil Rights Movement
TO
HIST   3322   Black Civil Rights Movement

HIST	4363	History of American Slavery
TO		
HIST	3323	History of American Slavery

HIST	4368	The Era of the American Revolution, 1763-1789
TO		
HIST	3325	The Era of the American Revolution, 1763-1789

HIST	4370	The History of the West
TO		
HIST	3326	The History of the West

HIST	4378	Modern China and Japan
TO		
HIST	3330	Modern China and Japan

HIST	4380	Mod France: From Rev to the Pres
TO		
HIST	3328	Mod France: From Rev to the Pres

HIST	4383	Topics in the History of Gender and Sexuality
TO		
HIST	3327	Topics in the History of Gender and Sexuality

HIST	4395	Contemporary Latin America
TO		
HIST	3329	Contemporary Latin America

Justification: All requested course changes above reflect the department's decision to reserve the 4000-level for the "capstone" research seminar (HIST 4399, whose number will remain unaltered). This modification is part of a larger project to define a clear roadmap for our undergraduate majors and minors and, in particular, to deliver more effective incremental training from the basic surveys, to 3000-level advanced studies, and finally to the 4000-level research seminar**.**

Department of Political Science

ADDITIONS

POLS	5319	Women in Politics
POLS	5334	Judicial Politics
POLS	5336	The U.S. Presidency
POLS	5337	The U.S. Congress
POLS	5338	Political Attitudes and Behaviors
POLS	5339	American Political Parties
POLS	5364	Media and Politics

Justification: There has been a significant increase in student demand for the two core political science courses, POLS 2305 American Government and POLS 2306 Texas Government, at universities, community colleges, and in dual credit programs offered to high school students.

To teach these courses, one must have either a Master's degree in political science or a Master's degree in another field and 18 hours of Master's coursework in political science. The Political Science Department has responded to the demand by actively recruiting teachers, lawyers, community college instructors, and others into its Master's program. It has also created an 18-hour certificate program targeting those with Master's degrees in other disciplines who wish to enhance their marketability with a second concentration. The department must expand its offerings in the American Politics subfield in order for students to fulfill the 18 hours of coursework. The department has already experienced an increase in the Master's program enrollment and expect the enrollment trajectory to continue in the same direction.

Currently the department offers two courses in American politics, POLS 5330 American Politics, the foundational course for the subfield, and POLS 5360 Seminar in American Politics, a special topics course. POLS 5360 Seminar in American Politics has served as the vehicle for the courses in the American Politics subfield, including Congress, Judicial Politics, Women in Politics, the Presidency, Political Parties, State and Local Government, the Media and Politics, Political Attitudes and Behavior, and Social Movements. The department proposes that each of these be added to the curriculum under separate titles and numbers. Employers have requested that the subject matter of each course be identified in the course title on the transcript, clarifying applicants' credentials.

Department of Psychology and Philosophy

ADDITIONS

PHIL   3373   American Philosophy

Justification: This course provides a follow-up course to the history of philosophy courses (PHIL 3364 & PHIL 3365) required for the major. It also serves as a complement to courses which address similar philosophical themes and theories within the curriculum. Additionally, the course will provide students in the American Studies Minor an option for studying uniquely American intellectual movements and philosophical traditions.

PSYC   5379   Ethical Practice in Psychology

Justification: This course is designed for students within the Specialist in School Psychology (SSP) and the Masters of Arts (MA) in Clinical Psychology Programs. The National Association of School Psychologists (NASP Standards for Graduate Preparation of School Psychologists, 2010) mandates knowledge and demonstration/application of legal, ethical, and professional standards of psychological service provision. Currently, the topic of ethics is incorporated across the SSP Curriculum. Particular emphasis is given to the American Psychological Association's (APA) Ethical Principles of Psychologists and Code of Conduct as well as the National Association of School Psychologist's (NASP) Principles for Professional Ethics and their applications to practice, research, and consultation.

Further, the American Psychological Association (APA) and Texas State Board of Examiners of Psychologists (TSBEP) mandate knowledge of delivery of psychological services based upon the standards of ethics established by the profession. Graduates from the Clinical Psychology program will be eligible for licensure in Texas under the purview of the TSBEP. Knowledge of legal, ethical, and professional standards is mandatory for licensure. Currently, the topic of ethics has been incorporated into the Practicum I, II, and III courses in the Clinical Psychology curriculum.

PSYC   5380   Psychology of Diversity

Justification: The American Psychological Association and Texas State Board of Examiners of Psychologists mandates knowledge of delivery of psychological services based upon the standards of ethics established by the profession. MA and SSP students who need to take a multicultural course do not have such a course in the psychology curriculum. MA and SSP students in the Psychology Program need a course devoted to diversity issues related to assessment, diagnosis, and treatment. A course devoted entirely to these topics affords students the opportunity for in-depth exploration and study in the area.

CHANGES

PSYC   2307   Intro to School Psychology
TO
PSYC   3307   Intro to School Psychology

Justification: Changing the course to a 3000 level provides an additional elective option to junior and senior psychology majors as they begin to consider career options. Upper level psychology students have also enrolled in foundational psychology courses, such as PSYC 1301 and PSYC 2302, which will aid in their understanding of topics discussed in Intro to School Psychology.

Department of Sociology

ADDITIONS

SOCI   4327   Sociology of Everyday Life

Justification: The addition of this course to the sociology curriculum presents a new opportunity for the students to focus on the materiality of social life, sound and visual representations, social emotions, among others. Sociology of Everyday Life is a rapidly growing subject area in sociology; however, it has not yet been added to our curriculum. Currently, the Sociology Department offers courses that focus on institutional dimensions or cultural niches of US society, such as family, religion, sports, dominant-minority group relations, social problems, popular culture, & the economy. The macro-orientation of such courses does not allow for the explication of the routines of everyday life. Examining these taken-for-granted routines and their interconnections to the broader macro institutions provides a holistic picture of a person's life, and helps us to round out our curriculum offerings.

SOCI   5100   Proseminar in Sociology

Justification: A proseminar for incoming graduate students is common in both MA and PhD programs in sociology. Given that the MA Program in Sociology is an online program, a proseminar is particularly valuable for providing students with the resources, tools to be successful in their graduate studies. This course provides orientation materials, faculty introductions, resources, and strategies on graduate students success and professionalization.

DELETIONS

SOCI   4320   Science and Technology

Justification: This course has not made in several years due to the strict prerequisites so the department has decided to drop it from the offerings in the Change, Economy, and Society elective block.

CHANGES

SOCI 2305   Intro to Community Leadership
TO
SOCI 3305   Intro to Community Leadership

Justification: Interaction with community leaders and applied experiences are built into the course curriculum. The 3000-level standing will help ensure that students are more prepared to succeed in the course. This course is the foundational course for the new interdisciplinary Minor in Community Leadership available to all majors. Changing the course to a 3000-level provides an additional upper-level elective option to junior and senior majors from a variety of disciplines as they begin to consider career options.

SOCI 4336   Bureaucracy and Work
TO
SOCI 4336   Social Organization

Justification: The change in title better reflects to broad coverage of different types of social organizations covered in the course. This is the current course description in the undergraduate catalog: Examines the structure and functioning of large-scale organizations and bureaucratic social systems in various institutional settings (e.g., business or industry, health, education, religion, military, prison and political). Attention is given to personal and social consequences of organizational involvement.

Department of World Languages and Cultures

ADDITIONS

FREN 3362   Survey of French Literature I

Justification: The content this proposed course was previously taught as part of FREN 3364, Survey of French Literature. It is difficult to fully deal with all pertinent material in a course on literature that spans several centuries and involves a study of the socio-cultural and historical contexts of the French language. Therefore, FREN 3364 will be deleted, and two courses will be created (FREN 3362 & 3363). To facilitate the acquisition of the academic objectives associated with the study of literature, history, society, and ideas, each course can focus on a specific time period to allow for more elaborate discussions and analyses of literary texts and topics. FREN 3362 will focus on the origins of the French language in pre-medieval French and European societies up till the seventeenth century. FREN 3363 will concentrate on the eighteenth century to the present.

FREN 3363   Survey of French Literature II

Justification: FREN 3363 has previously been taught as FREN 3364, Survey of French Literature that discussed all the literary periods and centuries of French literature. It is challenging to examine all pertinent material in a course on literature that spans several

centuries and that also involves a study of the socio-cultural and historical contexts of the French language. To facilitate the acquisition of the academic objectives associated with the study of literature, history, society, and ideas, the Department of World Languages and Cultures proposes to divide the survey of French literature course into two separate but related courses. Following this bifurcation, each course can discuss in a more focused way on specific time periods to allow for more elaborate discussions and analyses of literary texts and topics. To these ends, FREN 3363 will concentrate on the eighteenth century to the present and FREN 3362 will focus on the origins of the French language in pre-medieval French and European societies up till the seventeenth century.

FREN 4380   French in North America

Justification: The Department of World Languages and Cultures is proposing a BA degree with a major in French. Students need to have a broad understanding of the language. Inclusion of this course helps students to understand the diversity of the French language in North America. It also responds to the growing interest among students in the French-speaking or Francophone heritage, particularly in Louisiana, an area close to their SHSU home in Texas.

FREN 4381   Translation and Interpretation

Justification: There is a growing demand for students who are prepared with academic qualifications to effectively and pro-actively respond to the growing demand for translators and interpreters in a variety of professional fields, such as business, medicine, government and international relations. A translation and interpretation course such as this is a much-needed requirement for language programs. The current French course inventory for the minor in French does not offer such a course and if the major is approved, it will be a valuable asset for the minor and the major.

FREN 4382   French for Healthcare

Justification: With the steady growth of healthcare institutions and the increase in globalization, there is a concurrent rise in the need for healthcare professionals with proficiency in foreign languages such as French. The addition of this course offers variety to the course offerings in French and counts as an elective for the minor in French. The course can potentially count as an elective for the BA in French degree that is being currently proposed. This course will mirror a similar course in Spanish for Healthcare, which has been successfully taught as part of the World Languages and Cultures department

DELETIONS

FREN 3364   Survey of French Literature

Justification: The proposed FREN 3362 Survey of French Literature I, and FREN 3363, Survey of French Literature II will replace this course. It is challenging to examine all pertinent material in a course on literature that spans several centuries and that also involves a study of the socio-cultural and historical contexts of the French language. To facilitate the acquisition of the academic objectives associated with the study of literature, history, society, and ideas, the Department of World Languages and Cultures proposes to divide the survey of French literature course into two separate but related courses.

COLLEGE OF SCIENCE AND ENGINEERING TECHNOLOGY

Department of Agricultural Sciences

ADDITIONS

AGED   4394   Ag. Ed. Learning Environments

Justification: Currently, CISE 4394 (Classroom Management for Secondary Schools) is taught by the College of Education during the Methods block semester, and CISE 4380 (Responsibilities of the Professional Educator) is taught in the Student Teaching semester. Because of differences in the Agricultural Education component, agricultural students pursuing a minor in Secondary Education (teacher certification), take AGED 4380 (Responsibilities of the Professional Agricultural Educator) during their Student Teaching block in lieu of CISE 4380. However, the College of Education has reversed when these courses (CISE 4394 and CISE 4380) are offered and is now requiring that ALL students (including the Agricultural Education students) take CISE 4380 during the Methods block. Accordingly, Agricultural Education students will no longer take AGED 4380.

In addition, because of differences in the content of the CISE 4394 course relative to the needs of the Agricultural Education students, it is now necessary to create the proposed AGED 4394 course so that it can be offered during the student teaching semester. Accordingly, the Agricultural Education majors will take AGED 4394 in lieu of CISE 4394 during that semester.

WMGT 3350   Cervid Fawn Care

Justification: This course is a component of the Wildlife Management minor, which is tailored for animal science majors interested in pursuing confinement wildlife production. The confinement wildlife industry is a vital and growing industry in Texas. According to a 2008 study by Texas A&M University (Economic Impact of Deer Breeding Operations in Texas), it is estimated that this industry generates over $3 billion in economic activity while supporting over 30,000 jobs. This course will contribute to the in-depth knowledge needed for this industry by providing formal instruction to animal science students interested in cervid production, as such an aspect is increasingly becoming an additional component of traditional livestock production operations. It will be taught as a hands-on class that focuses on bottle-feeding and caring for young cervids such as white-tailed deer from birth to weaning. The course material and experience gained by students is in very high demand by the industry and most operations, and potential employment opportunities require or prefer experience in this part of the cervid and exotic game industry. While the main focus in on white-tailed deer, many of the techniques and management practices are interchangeable by species. The hands-on portion of the class can be applied to any species of exotic or game animal in the state of Texas and is a vital tool to the industry and those who work in it. Care of young cervid animals is vastly different than care of yearling and adult animals and requires an intensive, hands-on approach that cannot currently be met with existing courses offered.

WMGT 4340   Exotic Animal Production

Justification: This course is a component of the Wildlife Management minor, which is tailored for animal science majors interested in pursuing confinement wildlife production. The confinement wildlife industry is a vital and growing industry in Texas. According to a 2008 study by Texas A&M University (Economic Impact of Deer Breeding Operations in Texas), it is estimated that this industry generates over $3 billion in economic activity while supporting over 30,000 jobs. This course focuses on the identification, management and marketing of exotic

species found in the state of Texas. While exotic deer and antelope species will be a focus, management plans and marketing strategies for birds, primates, reptiles, and other families are discussed. Another course in the minor (WMGT 3381 - Game Animal Production) focuses on the management and production of game animals as classified by the state, but this course will focus on those not covered under those laws, yet contribute over $1.5 billion per year to the industry. The course covers exotic animals in Texas with the main focus being big game animals from the Bovid and Cervid families which are not considered game animals by the state of Texas and therefore do not fall under ordinary seasonal or bag limit restrictions. Overall, this course will contribute to the in-depth knowledge needed for this industry by providing formal instruction to animal science students interested in exotic game production.

WMGT 4341   Upland Game Bird Management

Justification: This course is a component of the Wildlife Management minor, which is tailored for animal science majors interested in pursuing confinement wildlife production. The confinement wildlife industry is a vital and growing industry in Texas. It is estimated that this industry generates over $3 billion in economic activity while supporting over 30,000 jobs. This course will contribute to the in-depth knowledge needed for this industry. To be successful, land and natural resource managers must have an understanding of upland game bird management, including plant identification, game birds, and habitat management. Individuals managing land and natural resources must have an understanding of wildlife habitat management to conserve our upland game birds and other wildlife, both sustainably and economically.

Department of Biological Sciences

CHANGES

BIOL   5305   Forensic Entomology
TO
BIOL   5305   Medical/Criminal Entomology

Justification: This proposed description and new course title represents the course more accurately as it is taught. As is indicated in the original course title and description, the course is very focused, but, as it is taught, it includes a discussion of insects affecting the living as well as the deceased.

Department of Engineering Technology

ADDITIONS

ETSM   3371   Safety Risk Assessment & Mgmt

Justification: Students need to be able to recognize different hazards associated with industries, and in this course, they will learn safety risk assessment in regards to these hazards and how to manage safety risks. Such knowledge is required of all employees in industries that work with hazardous materials that could affect the environment and workplace; thus, this course is essential for students seeking careers as safety managers and is also valuable for future equipment operator managers and construction superintendents. There is currently only a concentration in Safety Management, but the department now has the personnel in place to fully develop this degree program into a major through the addition of courses pertaining to safety management. As an integral course in the development of a major in Safety

Management, students who complete it will be better prepared to be gainfully employed as safety planners and managers who can fulfill the demand for employees familiar with the Occupational Safety and Health Act (OSHA**).**

ETSM   3372   Occupational Safety Law

Justification: Knowledge of federal laws as prescribed by the Occupational Safety and Health Act (OSHA) is important for professionals in the safety industry, thus, understanding compliance with OSHA laws and regulations, in addition to employee and employer rights under OSHA, is essential for students seeking careers as safety managers and valuable for future equipment operator managers and construction superintendents. There is currently only a concentration in Safety Management, but the department plans to fully develop this degree program into a major through the addition of courses pertaining to safety management. As an integral course in the development of a major in Safety Management, students who complete it will be better prepared to be gainfully employed as safety planners and managers who can fulfill the demand for employees familiar with the Occupational Safety and Health Act (OSHA).

ETSM   4377   Environmental Safety Mgmt

Justification: Environmental safety protection is guided by federal laws as part of the Environmental Protection Act (EPA). Compliance with such environmental laws and regulations, disposing of hazardous materials, abating industrial pollution, and limiting environmental contamination are all elements of the industrial safety industry. Therefore, this course is essential for students seeking careers as safety managers and valuable for future equipment operator managers and construction superintendents. There is currently only a concentration in Safety Management, but the department plans to fully develop this degree program into a major through additional courses. As an integral course in the development of a major in Safety Management, graduates will be better prepared to be gainfully employed as safety planners and managers to fulfill the demand for employees familiar with the EPA.

CHANGES

ETEC   4367   Engineering Materials Techn.
TO
ETEC   3367   Engineering Materials Techn.

Justification: Surveying many universities with a related title, such a course is typically at the 2000- or 3000-level. This change will thus enable students to take the course earlier in their academic years. A pre-requisite in being added, CHEM 1411, and it is not preferred to have a 1000-level course as a pre-requisite for a 4000-level course. Finally, this course is becoming a pre-requisite for a 4000-level course (ETEC 4376: Strength of Materials) that has been approved by the University Curriculum Committee and will soon be offered on a regular basis.

ETSM   4363   Safety Program Management
TO
ETSM   3363   Safety Program Management

Justification: With the addition of new safety faculty, the Department of Engineering Technology is proposing to offer more safety-related courses at the 4000-level. The faculty who teach safety-related courses believe that the content of ETEC 4363 should be a pre-requisite for the new 4000-level courses due to the content of the course. Accordingly, this course will serve

as a foundational course for the more advanced courses of the degree. It will provide a generalized approach and introduction to subsequent courses in areas such as environmental safety, safety risk assessment, and occupational laws.

Department of Geography and Geology

ADDITIONS

GEOG   4076   Special Topics

Justification: The proposed course will serve two needs within the department: 1) It will enable the department to offer summer field courses that incorporate an in-depth study of particular geographic regions and may include travel to those regions; and 2) It will offer students advanced, specialized instruction in specific areas of study (e.g., hydrologic methodologies that change overtime as technologies evolve). The topically-focused nature of the three concentrations within the Geography degree, particularly in regards to the GIS concentration, also generates the need for specialized instruction (e.g., instruction in various field methods and/or applications of geospatial technologies using specific programing packages). Therefore, the proposed course will enable the Geography department to better meet the needs of students wishing to further enhance their regional understanding and knowledge of specialized technologies and techniques.

GEOG   4430   Hydrology and Water Resources

In recent years, the geography program has evolved in scope and increased in number of majors, particularly with students selecting the environmental and GIS concentrations. Coupled with the addition of the undergraduate environmental science degree, the number of students who will need an understanding of surface water processes and management is expected to increase. Understanding surface water processes will be key for Geography, Geology, and Environmental Science majors that intend to pursue careers in industry, or in local, state, or federal agencies concerned with surface water, flooding, water management, emergency management, oil and gas extraction, and mining.

This course was offered as "Geography 4075: Readings in Geography" during Spring 2017 and it had 30 students enrolled. This number indicates the high demand for this course from both Geography and Geology majors.

CHANGES

GEOG   1321   People, Place, and Environment
TO
GEOG   1300   People, Place, and Environment

Justification: This course (GEOG 1321) satisfies a requirement in the core curriculum and is offered throughout the state of Texas, albeit it may be offered under various names. For example, the course is frequently offered as "Introduction to Geography." In recent years the Office of Academic Affairs has been engaged in efforts to ensure that appropriate courses match Texas Common Course Numbers (TCCN). The TCCN for courses matching the current content and description for People, Place and Environment is GEOG 1300.

Department of Mathematics and Statistics

ADDITIONS

MATH   4090   Independent Study
STAT   4090   Independent Study

Justification: Most departments have an Independent Study course, with topics of study specific to the discipline of the programs in that department. The Department of Mathematics and Statistics would also like add such a course to its curriculum in order to better serve our students and to comply with the recommendations by the Governing Board's 2014 guidelines to offer this type of course**.**

UNIVERSITY-WIDE

Department of Military Science

ADDITIONS

MLSC   1211   Introduction to the U.S. Army
MLSC   1212   Agile and Adaptive Leadership
MLSC   2211   Leadership and Decision Making
MLSC   2212   Army Doctrine/Team Development
MLSC   3311   Training Management
MLSC   3312   Applied Leadership
MLSC   4311   The Army Office
MLSC   4312   Company Grade Leadership

Justification: In the past five (or more) academic years, the SHSU Department of Military Science made no updates to the curriculum on record with the university despite significant revisions to all Military Science classes by the U.S. Army Cadet Command Curriculum Development Division (CDD). These Cadet Command driven updates were carried out in conjunction with changes made by the U.S. Army Accrediting body to nest the Army Learning Outcomes at every level of a future Army Officer's career to create a comprehensive education plan. With these changes to course numbers and course content, the entire Military Science curriculum becomes aligned with current Army doctrine and Learning Concepts.

DELETIONS

MLSC   1201   Foundations Of Officership
MLSC   1202   Basic Leadership
MLSC   2201   Individual Leadership Studies
MLSC   2202   Leadership and Teamwork
MLSC   3301   Military Ldrshp, Command & Com
MLSC   3302   Leadership And Ethics
MLSC   4301   Leadership And Management
MLSC   4302   Officership.

Justification: Due to Cadet Command driven updates, these courses are now obsolete and the needed curriculum has been incorporated into new course additions, which are aligned with current Army doctrine and Learning Concepts.

Proposed New/Altered Degree Programs
Curriculum Report 2017-2018

A: indicates a recommendation for approval
D: indicates a recommendation for disapproval

COMMITTEE
RECOMMENDATION

ADD: Bachelor of Arts degree with a   A
major in French

ADD: Master of Fine Arts degree with   A
a major in Digital Media Production

ADD: Master of Science degree with a   A
major in Nursing

ADD: Graduate Certificate in Political   A
Science

WITHDRAWN: Master of Arts degree   Withdrawn
with a major in Technical
Communication

WITHDRAWN: Master of Fine Arts   Withdrawn
degree with a major in Art and Social
Practice

New Program Request Form for Bachelor's and Master's Degrees

Administrative Information

1. Institution: Sam Houston State University

2. Program Name - Show how the program would appear on the Coordinating Board's program inventory *(e.g., Bachelor of Business Administration degree with a major in Accounting):*

   Bachelor of Arts degree with a major in French

3. Proposed CIP Code: 16.0901.00 (French Language and Literature)

4. Number of Required Semester Credit Hours (SCHs) *(If the number of SCHs exceeds 120 for a Bachelor's program, the institution must request a waiver documenting the compelling academic reason for requiring more SCHs):*

   120 semester credit hours

5. Brief Program Description – Describe the program and the educational objectives:

   The BA in French is designed to provide students with knowledge, **skills** and competence in a broad area of linguistic, cultural, and literary study in French. Using on-line and face to face delivery methods, this course prepares students to develop proficiency in oral and written French. This degree offers students the powerful advantage of cultural and linguistic competence in an internationally relevant language by honing their skills for professional success in a wide variety of fields, including, but not limited to, business, marketing, hospitality, teaching, publishing, and communications. Upon completion of the BA degree in French, students will demonstrate

   - Analytical thinking
   - Critical thinking
   - Creative thinking
   - Ability to work collaboratively in situations that require problem-solving and opportunities to connect one's cultural perspective to other cultures and ways of thinking.

6. Administrative Unit - Identify where the program would fit within the organizational structure of the university *(e.g., The Department of Electrical Engineering within the College of Engineering):* Department of World Languages and Cultures within the College of Humanities and Social Sciences
7. <u>Proposed Implementation</u> Date - Report the date that students would enter the program **(MM/DD/YY):** 09/01/2018
8. Contact Person - Provide contact information for the person who can answer specific questions about the program: Name: Leif French, PhD Title: Chair, World Languages and Cultures E-mail: lmf027@shsu.edu Phone: 936 294 1442

Program Information

I. Need

A. Job Market Need – Provide short- and long-term evidence of the need for graduates in the job market.

From a detailed and in-depth study of some of the most widely-used job search engines such as Monster.com, Indeed.com and SimplyHired.com, we found that there is an increasing demand for personnel with bilingual knowledge of French and English not only in the Texas and other states, but also in other parts of the world. This demand is projected to rise rapidly in the near future with the growing presence of both American companies in France such as AT&T, Bank of America, Citigroup, Hewlett Packard, and JP Morgan Chase, among others; and French companies in the United States such as Accor, Air France, Air Liquide, BNP, Credit Agricole, L'Oreal, Renault, Sodexo, and Vivendi, to name a few.

Our search revealed a steady demand for graduates in French, requiring fluency in English and French, in the form of recent postings for
- French Linguists, Translators, and Interpreters (Leidos Group in Virginia);
- Copywriters (Herbalife International of America in California);
- Account Executives-Inbound French/English and Marketing Analysts,
- Travel Specialists, and Managers (Shutterstock in New York; Adecco in Texas; France Works in Texas; Travalco in Florida; H&M in Illinois);
- Personal Bankers (Wells Fargo in New York);
- Bilingual: French/English Strategic Innovation Analysts (Fabernovel in California);
- Bilingual Technical Publication Writers/Translators (Reynolds and Reynolds in Texas);
- Teachers of all levels of French (Houston ISD, Austin ISO, Dallas ISO and private schools across the US).

The above is rather a small, representative sample (approx 150 postings) of the job descriptions, which could benefit from a BA in French. This recent searches clearly illustrates the growing demand for professional skills in French.

In the field of business and trading, Canada, which is officially bilingual, remains America's largest trading partner. In addition, the Canada-US two-way merchandise trade is the largest bilateral trading relationship in the world, totaling $750.7 billion in 2014. As just one small example of this gigantic partnership, the Houston-based automotive dealership software company Reynolds and Reynolds regularly announces a need for bilingual graduates as management trainees to transact with their Canadian clients because Canada is one of their three largest international locations for their business. Reynolds and Reynolds require a bilingual graduate to transact with its Canadian clients. A more comprehensive list of careers and internships pertinent to a degree in French in the US government, foreign service, Peace Corps, The United Nations, and other international agencies, such as the US Department of State-Language Specialist Series, including intelligence officers, cryptologists, healthcare professionals, and translators/interpreters.

In the field of education, a recent survey of 36 SHSU secondary partner schools, representing twenty school districts across southeast Texas, almost all (89%) reported teaching French. However, well over half the schools (67%) reported not having enough qualified teachers in their applicant pool to fill positions, including Houston ISD*; they are starting a French immersion program in 2018 and are planning to hire approximately 80 French teachers. Furthermore, even of those schools that did not teach French, a large majority (85%) expressed interest in wanting to teach French if they could indeed find qualified teachers. Overall, schools that currently teach French, particularly those in smaller districts, reported a shortage of certified French teachers and expressed the need to hire a minimum of 57 new teachers, starting in 2017. Furthermore, according to the United States Census in 2010, approximately 2.07 million Americans over the age of five speak French at home. As per the same source, French is the fourth most widely-spoken language in the United States, following English, Spanish and Chinese.

B. <u>Student Demand</u> – Provide short- and long-term evidence of demand for the program.

The Modern Language Association of America (MLA) data on foreign languages courses in American universities showed that in 2017, approximately 300,000 university students chose to study French as a foreign language, second only to Spanish courses.

Unlike the former SHSU French degree, which focused primarily on the development of reading knowledge and literary awareness in French, the current proposal responds to the current demand for language courses that promote the development of oral proficiency skills in order to meet the professional language needs of an increasing globalized world. In 2016, the Department of World Languages and Cultures conducted a survey of 251 students from various disciplines currently enrolled in at least one foreign language course at SHSU. Twenty-nine percent (73/251) showed interest in completing a major in French if it were offered at SHSU, and of these, 31% (23 /73) wished to pursue a double major in French and another discipline, particularly in Spanish and Bilingual Healthcare. The Department also polled students enrolled in French classes at SHSU. Of the 22 surveys, 12 students expressed an interest in the major in French. Results of the survey provides evidence of the current interest in the degree at SHSU. According to SHSU Academic Affairs, Texas State University and neighboring universities (e.g., University of Houston, Texas A & M) that currently offer a French major show strong enrollments, graduating between 15-25 students per year.

In fact, a steadily-increasing student demand for the major in French at SHSU can be evidenced from the following facts and trends in recent years. Between 2012 and 2015 (the last year for which data is available), there was a steady increase in declared French minors (see Graph 1). During this same time, a total of 41 French courses were offered at SHSU, with 918 enrollees in these courses (see Graph 2).

Graph 1

**Number of French Minors 2012 - 2015**
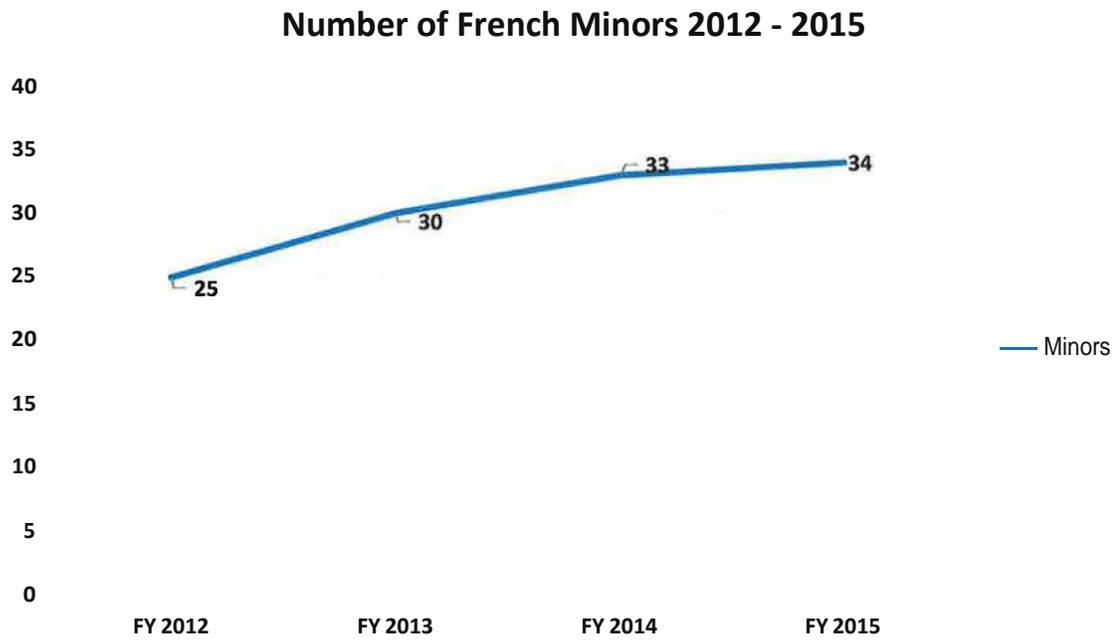
Graph 2
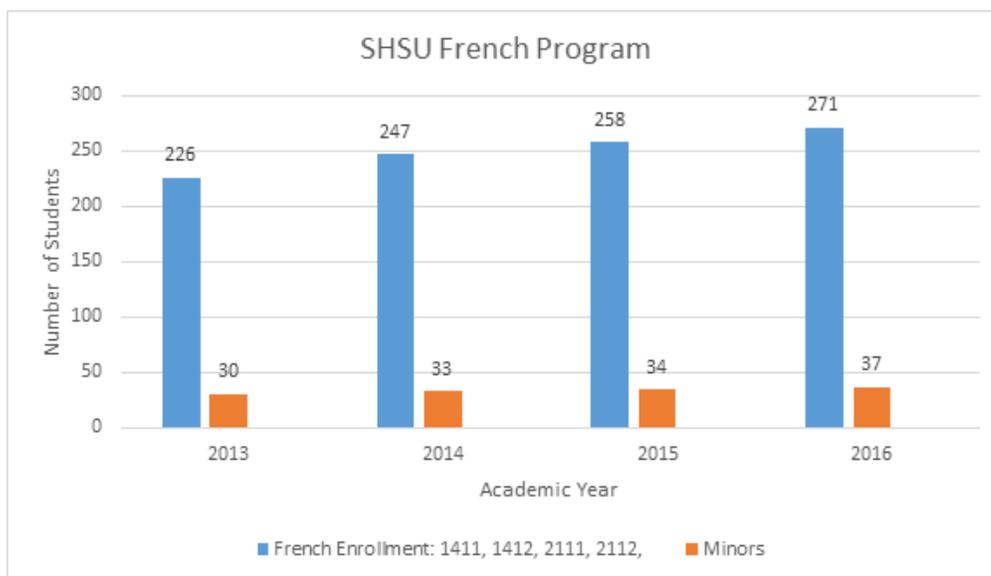
The program has also immensely benefitted from course offerings via distance learning for students outside SHSU. In recent years, more than half of the total student enrollment in French in a given semester is found to be in online courses (see Graph 3).

Interestingly, a comparative study of two universities neighboring SHSU that currently offer the French BA, the University of Houston and Texas A&M University, reveals that neither institution offers an online component of the BA in French degree. With a unique online component of French courses via distance-learning at all levels of French, the proposed BA in French at SHSU; therefore, will reach out to and will attract students from a much wider regional and even international pool of students.

The number and success of students in the SHSU online courses illustrates a demand for and likely success in offering courses and degrees via this venue.

Graph 3

Student Numbers: Online French Enrollment
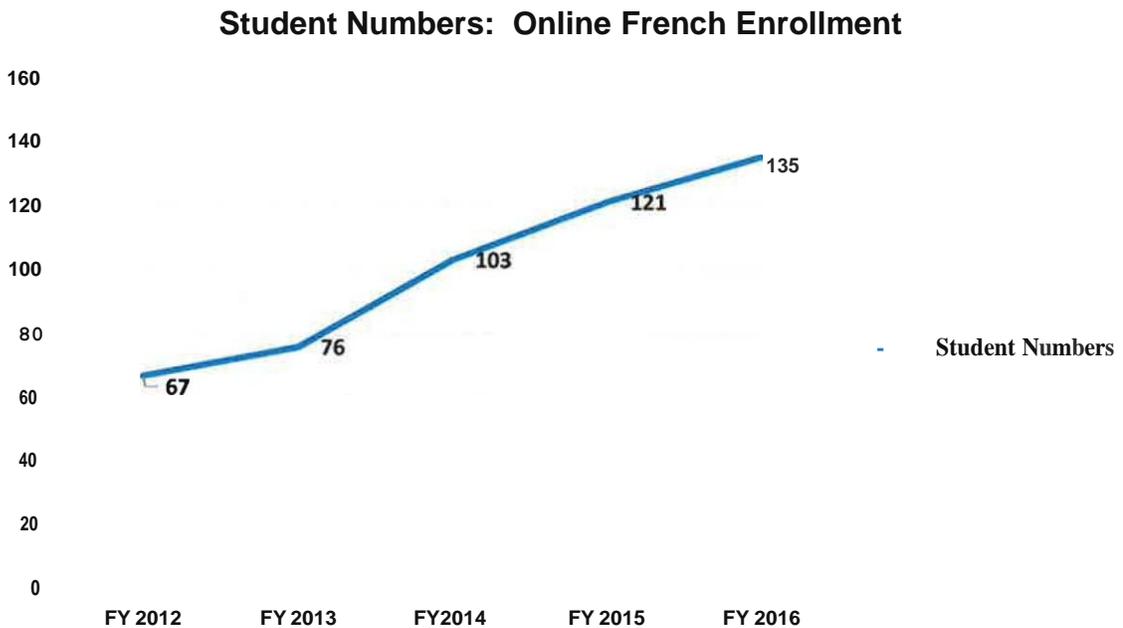
In addition, the Department of World Languages and Cultures offers summer study abroad courses in France and Quebec that stimulate student interest in minoring and potentially majoring in French. Since 2010, study abroad has shown constant enrollment (see Graph 4). Course offerings in all levels of French in the study abroad program have also facilitated language requirement completion of the lower division courses. In fact, in a recent department study of Quebec Study Abroad (French, 2016), students' French skills improved dramatically during the program, allowing them, in some cases, to complete the equivalent of two SHSU domestic courses over a summer study period. Students also showed increased willingness to communicate in French across a variety of situations, increased awareness of Francophone culture, and reported greater motivation to continue studying French as a minor. The existence of study abroad programs will serve as both a recruitment tool for the major and an important pedagogical tool for increasing the proficiency and cultural awareness of graduates.

C. <u>Enrollment Projections</u> – Use this table to show the estimated cumulative headcount

Year		1	2	3	4	5
Headcount		20	35	50	60	60
FTSE		16	28	40	48	48
New students		0	16	17	13	21
Attrition (from prev yr)	0		1	2	3	3
Graduates (previous yr)	0		0	0	0	18

Given the documented interest in the program, the department anticipates admitting perhaps as many as 20 students in the fall to the French major over a five-year period. During this time, it expected that there will be a minimal attrition rate of 5 majors each year or a total of 20 majors over four years. Taking into consideration fall admissions and attrition over the five-year period, as well as a graduating cohort of approximately 18 students at the end of year 4, the department expects enrollment to reach an approximate headcount of 60 students by year 5. It also expects to reach at FTSE of 48 by year five.

II. **Quality**

A. <u>Degree Requirements</u> – Use this table to show the degree requirements of the program. *(Modify the table as needed; if necessary, replicate the table for more than one option.)*

Category	Semester Credit Hours	Clock Hours
Degree Specific: General Education Core Curriculum *(bachelor's degree only)*	**42**	
Degree Specific Requirement (Fine Arts, Philosophy; not in the core)	9	
Required Minor	18	
Required Courses (Major Core)	**14**	
Prescribed Electives (Major)	27	
Free Electives (Major)	10	
Other *(Specify, e.g., internships, clinical work)*	(if not included above)	
TOTAL	120	

Note: A Bachelor degree should not exceed 120 Semester Credit Hours (SCH) per Board rule 5.44 (a) (3). Those that exceed 120 SCH must provide detailed documentation describing the compelling academic reason for the number of required hours, such as programmatic accreditation requirements, statutory requirements, or licensure/certification requirements that cannot be met without exceeding the 120-hour limit.

. Curriculum – Use these tables to identify the required courses and prescribed electives of the program. Note with an asterisk (*) courses that would be added if the program is approved.
(Add and delete rows as needed. If applicable, replicate the tables for different tracks/options.)

Prefix and Number	Required Courses {Major Core)	SCH
FREN 1411	Elementary French I	4
FREN 1412	Elementary French II	4
FREN 2311	Intermediate French I	3
FREN 2312	Intermediate French II	3
	Required Courses (Major)	
*FREN 3362	Survey of French Literature I	3
*FREN 3363	Survey of French Literature II	3
FREN 3365	French Grammar and Stylistics	3
FREN 3367	French Phonetics and Conversation	3
FREN 3380	French Culture and Civilization	3
FREN 4377	French for Business Communication	3
FREN 4379	Introduction to Francophone Literature	3
*FREN 4380	French in North America	3
*FREN 4381	Translation and Interpretation	3

Prefix and Number	Elective Courses	SCH
FREN 4364	Mod French Usage and Conversation	3
*FREN 4382	French for Healthcare	3
FREN 4075	Individual Readings in French	1-3
FREN 4370	Selected Topics in French Culture, Literature and Language	3

C. <u>Faculty-</u> Use these tables to provide information about <u>Core</u> and <u>Support</u> faculty. Add an asterisk(*) before the name of the individual who will have direct administrative responsibilities for the program.

The French program currently has two tenured professors consisting of one full-time associate professor (Dr. Edwin) and one half-time professor (Dr. French, department chair), specializing in the areas of French culture, literature and linguistics. The program also has an assistant professor (Dr. Bouamer), specializing in French civilization, and a full-time lecturer (Dr. Girard). As such, the current group of faculty can easily ensure that the proposed upper-level (3000 and 4000) courses will not always be given by the same professor and that the courses in the curriculum will be delivered with varying perspectives.

Name of _Core_ Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	%Time Assigned To Program
*French, Leif Professor {Chair of Department)	PhD in French Laval University	FREN 1411,1412,2311, 2312,3365,3367,3380, 4075,4377,4380,4382, 4364,4381	50%
Edwin, Shirin Associate Professor	PhD in French Vanderbilt University	FREN 1411,1412,2311, 2312,3362,3363,3365, 3380 4075, 4377,4364, 4379W,4382	100%
Siham Bouamer Assistant Professor	PhD in French Washington University, St. Louis	FREN 1411,1412,2311, 2312,3362,3363,3365, 3380 4075,4377,4379W, 4381,4382	100%

Name of _Support_ Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	%Time Assigned To Program
Robin Girard	PhD in French Washington University, St. Louis	FREN 1411, 1412, 2311, 2312, 1411 (lab), 1412 (Lab), 3363, 3362, 4379, 4380,4382	100%

D. <u>Students</u> - Describe general recruitment efforts and admission requirements. In accordance with the institution's Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the program.

In accordance with SHSU admission policies (Texas Education Code (TEC) 51.803-51.809 (State of Texas Uniform Admission Policy)), Sam Houston State University will accept applications for the BA in French from students of accredited secondary schools and students transferring from accredited colleges without regard to race, color, national origin, religion, sex, disability, or age.

As is the case with all BA programs at SHSU, recruitment for the French major will mainly be handled by admissions counselors from the Office of Undergraduate Admissions who travel throughout Texas continually from September through February of each academic year to recruit new students to Sam Houston State University. Sam Houston also employs several regional counselors that recruit in the Houston, Dallas/Fort Worth, and San Antonio regions, in-house counselors that recruit in the other parts of Texas but call the university home base, and transfer counselors who specialize in the specific needs of transfer and underrepresented populations.

Furthermore, the Department of World Languages and Cultures implements a well-organized and systematic recruitment initiative led by professors at a host of events such as on-campus career fairs, majors and minors fairs, open houses, campus visits, new student orientations, and parents weekend. In addition, the department faculty regularly respond to invitations by area high schools to showcase the degree offerings at high school college fairs in order to attract talented students to study foreign languages at SHSU.

E. <u>Marketable Skills</u>

Increasingly, as a result of globalization, foreign language majors must not only be able read in a target language, but more importantly, must also know how to actually use it proficiently in a variety of communicative settings. Consequently, a unique focus of this major is the emphasis placed on the development of oral proficiency skills, which will enable students to gain direct access to a number of high-demand industries and professions requiring oral fluency skills in French.

Graduates who are equipped with such skills can therefore potentially find full-time employment with major airlines (e.g., United Airlines, Air Canada, Delta Airlines, Air France, Air Maroc, etc.) in the Houston area and elsewhere, all of which contact SHSU on a regular basis for recruitment purposes. Moreover, individuals with competent French communication skills are in high demand with US Border Patrol Services along the US/Canada border and Doctors Without Borders who are increasingly deployed to French-speaking Africa and the French Caribbean. Within Texas and surrounding southern states, (Louisiana, Oklahoma, Arkansas), the newly established Québec Trade Office in Houston is now working closely with numerous partners in such high-tech sectors as aerospace, bio-medical, digital media, cleantech and agro-food, which requires individuals seeking employment in these areas to demonstrate high levels of French oral proficiency. Finally, in Texas and across the United

States, the popularity of language immersion programs in elementary and secondary schools has led, in particular, to a critical need for French teachers with competent levels of oral fluency skill who can engage in instruction conducted entirely in French.

F. <u>Library</u> - Provide the library director's assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program.

The Newton Gresham Library already provides ample support to the existing courses listed under 11.b Curriculum of the New Program Request Form. Additionally, regarding the new courses listed under 11.b Curriculum, which would be added if this program were approved, the library collection evaluations conducted for the individual course proposals indicated that the Library would be able to support those new courses as well. The Library has an ample collection on French literature and literary criticism; although the bulk of this collection is older, especially focused on nineteenth century French literature; newer works in French are being added regularly, including works by authors from Quebec, Africa, and other Francophone countries. The Library also provides an ample body of works on French language, culture, and history. Although much of the relevant French collection .is in print, the Library provides access to over 300,000 electronic books, many of which will address relevant topics in this program. The Newton Gresham Library maintains subscriptions to over 250 electronic databases which index and abstract, with many providing full-text access to articles published in scholarly peer reviewed journals, trade publications, magazines, and newspapers. Some of the most relevant databases include: Factiva (for international news publications), JSTOR, Periodicals Archive Online, MLA International Bibliography, Literature Criticism Online, Literary Reference Center, and more. Online streaming videos on relevant language, literature, and history topics are available in the databases Films on Demand and Academic Video Online. The Library provides students, both on-campus and online, with real time access to a librarian; using live chat, texting, email, or telephone, a librarian can answer questions, demonstrate how to successfully search a database, and help develop a research strategy, or suggest appropriate resources on a given topic. Students at The Woodlands Center have the support of a full-time Librarian and access to all the library resources available in the Newton Gresham Library. Additionally, librarians can be "embedded" in online courses to act as a collaborator in support of students and faculty. Current holdings in the library are adequate for this program, though additional holdings will be added, as deemed necessary or as new titles become available, according to the availability of funds.

G. <u>Facilities and Equipment</u>- Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.

The SHSU campus and current resources for distance learning of French are adequately equipped to absorb the instructional presence and requests of the proposed major. Many of the courses currently being taught in the French program successfully and satisfactorily use the campus and online resources for instruction. A positive shift in enrollment is anticipated as students currently in the French minor will have the opportunity to continue their study of French language, culture, and literature at a more advanced and sustained level of undergraduate scholarship to proactively meet the rising demand for professionals who are bilingual in French and English.

H. Accreditation - If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation.

There is currently no national accrediting body for French majors. However, the BA in French is strictly governed by the accreditation guidelines set forth by SHSU and the Southern Association of Colleges and Schools (SACS). Graduates from this program might also seek certification through the Texas Education Agency in order to teach in the public school systems.

I. Evaluation - Describe the evaluation process that will be used to assess the quality and effectiveness of the new degree program.

The quality and effectiveness of the proposed program will be evaluated by implementing the guidelines from the American Council on the Teaching of Foreign Languages (ACTFL), a national council on best practices for teaching and assessing language learning, though not an official accrediting body. French majors' learning outcomes will be assessed in reading, writing and speaking at two points during the program, once half way through the BA and again at the end of the BA. This pre-program and post-program completion assessment procedure ensures that the quality of learning outcomes can be tracked over time. It also permits, if needed, timely curricular adjustments so graduates may reach the proposed level of the national standard in the target language upon graduation.

Signature Page

1. <u>Adequacy of Funding and Notification of Other Institutions</u> - The chief executive officer shall sign the following statements:

   I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.

   I certify that my institution has notified all public institutions within 50 miles of the teaching site of our intention to offer the program at least 30 days prior to submitting this request. I also certify that if any objections were received, those objections were resolved prior to the submission of this request.

   _____   _____
   Chief Executive Officer   Date

2. <u>Board of Regents or Designee Approval</u> -A   member of the Board of Regents or designee shall sign the following statement:

   On behalf of the Board of Regents, I approve the program.

   _____   _____
   Board of Regents (Designee)   Date of Approval

FORM B
REQUEST FOR ADDITION OF A NEW COURSE

I.   **Course Identification**
- a.   Proposed prefix and number: FREN 3362
- b.   Proposed title (30 Character Max): Survey of French Literature I
- c.   Proposed catalog description including prerequisites and credit: Students in this course examine topics and texts in French literature from pre-medieval to the seventeenth centuries. Students read, analyze and discuss the texts that have shaped European history, society, and culture. Prerequisite: FREN 2312. Credit 3.

- d.   Companion course/Co-requisite: N/A
- e.   May course be repeated for credit? No
- f.   Maximum number of credit hours that can be earned: 3
- g.   Is course eligible to receive a grade of IP? No If yes, justification:
- h.   Is this course exempt from the 3-peat charge? No; If yes, justification:
- i.   Is the proposed course eligible to be offered as writing enhanced? (applies only to undergraduate courses) Yes; if yes, attach Writing Enhancement Supplement.
- j.   Identify the majors and/or minors for which this course will be required: Proposed BA in French
- k.   Identify the majors and/or minors for which this course may be an elective: French

II.   **Statement of Need and Program Compatibility**
- a.   Justify the need for this course, including how the proposed course will support the present program curriculum.
  The content this proposed course was previously taught as part of FREN 3364, Survey of French Literature. It is difficult to fully deal with all pertinent material in a course on literature that spans several centuries and involves a study of the socio-cultural and historical contexts of the French language. Theref ore, FREN 3364 will be deleted, and two courses will be created (FREN 3362 & 3363). To facilitate the acquisition of the academic objectives associated with the study of literature, history, society, and ideas, each course can focus on a specific time period to allow for more elaborate discussions and analyses of literary texts and topics. FREN 3362 will focus on the origins of the French language in pre-medieval French and European societies up till the seventeenth century. FREN 3363 will concentrate on the eighteenth century to the present.

- b.   Explain how the addition of this course will directly or indirectly influence personnel rotation, inventory of courses, degree requirements, etc.
  FREN 3362 will be offered as one of several electives for the minor in French, as well as the proposed major. The Department of World Languages and cultures have suf f icient f aculty to teach within the French program. This course will be added to the rotation and should not present any dif f iculties in f aculty course loads, because the content has been previously taught as part of the minor in French.

- c.   Identify courses with similar titles or similar contents currently offered in other departments. Explain how this course is different. Identify representatives from departments offering courses with similar titles or contents who have reviewed this proposal and summarize their responses.
  A careful search of the SHSU undergraduate course catalog revealed that no other course with similar content in French is currently offered at SHSU.

- d.   Identify who is likely to be the instructor(s) of this course.
  Shirin Edwin, PhD, Leif French, PhD, Siham Boumer, PhD, Robin Girard, PhD

III.   **Course Content**
- a.   List the course objectives as expected student outcomes. Objectives should be specific, measureable, and appropriate for the course level (i.e., graduate courses should not "introduce" or "identify").
  Upon completion of this course, the student will be able to:

- Read and comprehend literary texts in French;
- Identify literary terminology and expressions in French;
- Analyze a literary text in French using literary terminology and techniques;
- Demonstrate oral and written competence in advanced French for use in writing and analyzing literary texts.

b. Identify the proposed text(s) for the course (include full name of author, title, publisher and date). **If the text is more than 5 years old, please provide a justification.**

Author	Title And Publisher	Year
Bette Hirsch and Chantal Thompson	Moments Littéraires: An Anthology for Intermediate French (This textbook is the comprehensive survey of the literary periods for an undergraduate course on French literature.)	2006

c. Using a 15-week class schedule, identify the topics to be covered during each week of the semester:

Week 1	Origins of the French language. Latin. Old French.
Week 2	European society. Song of Roland. Language and literature and national identity. One-page essay #1 due.
Week 3	Social hierarchies. Medieval French Society. Church. Nobility. Serfs.
Week 4	Marie de France. Le lai du laustic. One-page essay #2 due.
Week 5	Charles d'Orléans. Rondel. Printemps.
Week 6	Sixteenth century society. Renaissance. Reformation. One-page essay #3 due.
Week 7	François Rabelais. L'abbaye de Thélème. Oral Presentation #1 due.
Week 8	Louise Labé. Je vis, Je meurs. One-page essay #4 due.
Week 9	Joachim du Bellay. Pierre de Ronsard.
Week 10	Montaigne. Essais. One-page essay # 5 due.
Week 11	Seventeenth century society. Louis IX, Richelieu. Académie Française.
Week 12	René Descartes. Discours de le méthode. One-page essay #6 due.
Week 13	Jean de la Fontaine. Fables. La cigale et la fourmi. Oral Presentation #2 due.
Week 14	Molière. Le malade imaginaire. One-page essay # 7 due.
Week 15	Review. One-page essay # 8 due.

IV.   **Library materials required for this course.** This section is to help the Library review the adequacy of the current collection and plan for the future allocation of resources to better meet the needs of students enrolled in this course.

a. Please indicate the **types** of library resources you expect students to use for this course. Using a scale of 0 to 7, indicate the **extent of use** anticipated for each type of library resource selected. [0 = no use to 7 = extensive use]

Types of print/electronic library resources needed	Extent of use anticipated (on a scale of 0 to 7)
Scholarly, Peer-Reviewed Journals	3
Electronic Databases	7
Books	4
Trade Journals	0
Newspapers	0

Popular Magazines	1
Audio-Visual	5
Other (please specify)	0

b. Please identify **specific** resources that the Library needs to **acquire** in support of this course. These resources could include but are not limited to (both print and electronic) journals, electronic databases, books, etc. Please identify **new titles** that should be acquired or **subject areas** in the collection that may need to be **enhanced** or **updated**.

New titles needed or subject area to be enhanced:
The library is well-equipped with the reading and audio-visual materials needed for this course. No new titles need to be purchased at this time.

V. Please identify equipment and technological resources required for this course. This section addresses the need for specialized laboratory equipment, computer software or other physical resources not generally available on campus.
No specialized equipment or software is needed for this course.

After this form has been completed, contact a Bibliographer/Librarian to complete the Library Collection Review (LCR) form. The LCR form should be attached to Form B before the proposal is forwarded to your College Curriculum Committee.

FORM B
—CHECK LIST—
Please check each box to verify review.

Overall

☒ The version of Form B currently posted on the Academic Affairs web site under <u>Curriculum Forms</u> is being used.

☒ Font is Times New Roman, 11 pt, no bold, no "all caps."

☒ The form has been proofed for spelling and grammar errors. Please note that the Form B template does not have grammar and spell check.

☒ Every question has a response. If there is not an affirmative response, use "N/A," "No," or "None" as appropriate.

Part I - V

☒ I.c. The catalog description is in complete sentences.

    ☒ Course catalog descriptions should be understandable to members outside the discipline. Avoid acronyms, abbreviations and terminology specific to the discipline not usually recognized by the general public. Commonly recognized terminology is acceptable, e.g., NASA, DNA, S Corporation.

    ☒ The final sentence of the catalog description lists any prerequisites, followed by credits, e.g., Prerequisite: IT 161. Credit 3.

    ☒ Use terms such as "basic," "fundamental," "introduction," and "overview" sparingly. Upper division courses should seldom be introductory.

☒ I.d. Companion courses require concurrent enrollment. This is a rare occurrence. If applicable, the companion course should be listed in the course description.

☒ I.i. If the course is proposed to be writing enhanced, course requirements listed in the 15-week class schedule should reflect writing assignments.

☒ II.b. There is nearly always an impact if a new course is added. Adding a new course may require that new faculty be hired or existing teaching assignments be modified, existing courses be deleted, or degree requirements be modified. Offer specific explanation of the modifications.

☒ II.c. Review SHSU course offerings to identify courses with similar titles or content. Err in favor of listing courses that potentially could overlap. Include documentation of discussions with appropriate departmental chairs to avoid duplication.

☒ III.b. Note that the form requires both Title <u>and</u> Publisher. Do not omit the publisher.

    Provide a justification if the proposed texts are more than five years old. Check to see if proposed textbooks over two years old are out-of-print.

☒ III.c. If the course features differential content or directed study, provide a sample 15-week class schedule.

☒ IV. The library has been supplied with an electronic copy of this course request at least 2 weeks prior to the college submission deadline.

I certify that the Form B submitted to the University Curriculum Committee has been reviewed and complies with the stipulations on this checklist.

Leif French	1/9/17	Jerry Bruce	1/9/17
Department Chair Signature	Date	College Curriculum Committee Chair Signature	Date

LIBRARY COLLECTION REVIEW for PROPOSED COURSE

Proposed Course Prefix and Number: FREN 3362
Proposed Title: Survey of French Literature I

1. Results of the librarian's review of the adequacy of library holdings to support the proposed course content areas and assignments. Please be specific, and indicate whether the subject areas of the course require new expenditures, or are already included in the collection due to library support of courses with similar information needs.

   A search of the Newton Gresham Library catalog reveals the following counts of items, both print and electronic, pertaining to the following major subject headings (some counts also include narrower sub-headings within the major heading).

   French language History - 44
   French language to 1300 - 26
   French literature To 1500 - 92
   French literature 16th century - 46
   French literature 17th century - 71
   French fiction To 1500 - 4
   French fiction 16th century - 4
   French fiction 17th century - 18
   French poetry To 1500 - 55
   French poetry 16th century - 25
   French poetry 17th century - 6
   French drama To 1500 - 14
   French drama 16th century - 11
   French drama 17th century - 28
   Literature and society France History 17th century - 1
   France Civilization 700-1000 - 2
   France Civilization 1000-1328 - 10
   France Civilization 1328-1600 - 18
   Renaissance France - 46
   Reformation France - 17
   Louis XIII, 1610-1643 - 42
   Louis XIII, King of France, 1601-1643 - 4
   Richelieu, Armand Jean de Plessis, duc de - 27
   Chanson de Roland - 13

   Additionally, holdings were identified where the following authors were indexed as either the author OR the subject of the work:

   Charles, d'Orléans, 1394-1465 - 9
   Rabelais, Francois - 64
   Labe, Louise - 11
   Du Bellay, Joachim - 16
   Ronsard, Pierre de - 53
   Montaigne, Michel de - 134
   Descartes, Rene - 300
   La Fontaine, Jean de - 54
   Moliere, 1622-1673 - 228

   Scholarly journal articles in the field of Literature, in both English and French, are accessible through library databases such as JSTOR, Periodicals Archive Online, MLA International Bibliography, Literature Criticism Online, Literary Reference Center, and more. Additional relevant journal articles in the field of History are accessible through library databases such as Historical Abstracts and JSTOR.

Online streaming videos on relevant literary and historical topics are available in the databases Films on Demand and Academic Video Online.

2. Idéntify additional resources that are likely to be needed, and the approximate cost of the materials.
   Additional relevant materials will continue to be added over time according to availability and existing funds allocated for this department.

3. Bibliographer's comments (state any concerns regarding the library's support of the course).
   The library can support this course.

Signed: Erin Cassidy   Date: 6-6-16
         Bibliographer

Signed: Ann H. Holder   Date: 6/16/16
         Library Director

WRITING ENHANCEMENT SUPPLEMENT

Proposed Course Prefix and Number: FREN 3362
Proposed Title: Survey of French Literature I

Briefly explain how the writing requirement will be met in this course, keeping in mind that 50% or more of the course grade must be derived from written assignments, either formal or informal.

Students are required to submit 8 short one-page essays on the topics covered during the course of the semester. These written assignments comprise 80% of the final grade as each essay will be 10%. A written final is also part of the final grade and is 10% of the final grade. Together, the one-page essays and the written final provide students with adequate writing practice in French to analyze and communicate literary ideas in French.

Reviewer's Notes:

Signed: _____   Date: _8/20/17_____
      Writing Enhanced Committee Chair

FORM B
REQUEST FOR ADDITION OF A NEW COURSE

I. **Course Identification**
   a. Proposed prefix and number: FREN 4380
   b. Proposed title (30 Character Max): French in North America
   c. Proposed catalog description including prerequisites and credit: Students examine linguistic variations of French in North America by examining phonological, lexical, syntactic, and morphological variations. North American Francophone communities, such as Quebec, Caribbean Islands (e.g., Martinique, Guadeloupe, & Haiti), and Louisiana, are examined through history, social context, political situations, and demographic context. Prerequisite FREN 2312. Credit 3.

   d. Companion course/Co-requisite: N/A
   e. May course be repeated for credit? No
   f. Maximum number of credit hours that can be earned: 3
   g. Is course eligible to receive a grade of IP? No If yes, justification:
   h. Is this course exempt from the 3-peat charge? No; If yes, justification:
   i. Is the proposed course eligible to be offered as writing enhanced? (applies only to undergraduate courses) No ; if yes, attach Writing Enhancement Supplement.
   j. Identify the majors and/or minors for which this course will be required: Proposed BA in French
   k. Identify the majors and/or minors for which this course may be an elective: French

II. **Statement of Need and Program Compatibility**
   a. Justify the need for this course, including how the proposed course will support the present program curriculum.
   The Department of World Languages and Cultures is proposing a BA degree with a major in French. Students need to have a broad understanding of the language. Inclusion of this course helps students to understand the diversity of the French language in North America. It also responds to the growing interest among students in the French-speaking or Francophone heritage, particularly in Louisiana, an area close to their SHSU home in Texas.

   b. Explain how the addition of this course will directly or indirectly influence personnel rotation, inventory of courses, degree requirements, etc.
   FREN 4380 will be taught as part of the course offerings for the minor in French, and for the proposed BA in French, if approved. Recent departmental hires have increased the number of faculty who teach within the French program in the Department of World Languages and Cultures. There are adequate personnel to handle the addition of FREN 4380, and this course will be added to the personnel rotation.

   c. Identify courses with similar titles or similar contents currently offered in other departments. Explain how this course is different. Identify representatives from departments offering courses with similar titles or contents who have reviewed this proposal and summarize their responses.
   A search of the SHSU catalog and proposed courses revealed no other courses with similar contents in French.

   d. Identify who is likely to be the instructor(s) of this course.
   Shirin Edwin, PhD; Leif French, PhD; Siham Boumer, PhD; Robin Girard, PhD

III. **Course Content**
   a. List the course objectives as expected student outcomes. Objectives should be specific, measureable, and appropriate for the course level (i.e., graduate courses should not "introduce" or "identify").
   Upon completion of this course, the student will be able to:

   • Identify regional variations in words, phrases and sentences in French as spoken in North American Francophone communities;

- Distinguish between standard French usage and regional variations in North American French;
- Use North American French words, phrases and sentences when writing and speaking French;
- Demonstrate knowledge of historical, social, political and demographic factors influencing transformations in the use of French in North America;
- Comprehend and socio-linguistic differences among different varieties of North American French.

b. Identify the proposed text(s) for the course (include full name of author, title, publisher and date). **If the text is more than 5 years old, please provide a justification.**

Author	Title And Publisher	Year
Elizabeth Blood, Vincent H. Morissette	Je me souviens. Georgetown University Press	2015

c. Using a 15-week class schedule, identify the topics to be covered during each week of the semester:

Week 1	Introduction to French in North America
Week 2	History of French in Quebec
Week 3	History of French in Louisiana
Week 4	History of French in Haiti
Week 5	Varieties of French in North America
Week 6	Variations in morphology
Week 7	Variations in syntax
Week 8	Variations in lexical usage
Week 9	Introduction of phonetics
Week 10	Phonological variations in French
Week 11	Phonetic differences between standard French and French in North America
Week 12	Case studies of phonetic differences-- Quebec
Week 13	Case studies of phonetic differences--Louisiana
Week 14	Case studies of phonetic differences--Creole French
Week 15	Review

IV. **Library materials required for this course.** This section is to help the Library review the adequacy of the current collection and plan for the future allocation of resources to better meet the needs of students enrolled in this course.

a. Please indicate the **types** of library resources you expect students to use for this course. Using a scale of 0 to 7, indicate the **extent of use** anticipated for each type of library resource selected. [0 = no use to 7 = extensive use]

Types of print/electronic library resources needed	Extent of use anticipated (on a scale of 0 to 7)
Scholarly, Peer-Reviewed Journals	2
Electronic Databases	7
Books	2
Trade Journals	0
Newspapers	1
Popular Magazines	2
Audio-Visual	7
Other (please specify)	0

b. Please identify **specific** resources that the Library needs to **acquire** in support of this course. These resources could include but are not limited to (both print and electronic) journals, electronic databases, books, etc. Please identify **new titles** that should be acquired or **subject areas** in the collection that may need to be **enhanced** or **updated**.

New titles needed or subject area to be enhanced:
The university library currently owns all materials required to conduct this course.

V.   Please identify equipment and technological resources required for this course. This section addresses the need for specialized laboratory equipment, computer software or other physical resources not generally available on campus.
No additional equipment is presently needed to conduct this course.

After this form has been completed, contact a Bibliographer/Librarian to complete the Library Collection Review (LCR) form. The LCR form should be attached to Form B before the proposal is forwarded to your College Curriculum Committee.

FORM B
—CHECK LIST—
==Please check each box to verify review.==

Overall

☒ The version of Form B currently posted on the Academic Affairs web site under <u>Curriculum Forms</u> is being used.

☒ Font is Times New Roman, 11 pt, no bold, no "all caps."

☒ The form has been proofed for spelling and grammar errors. Please note that the Form B template does not have grammar and spell check.

☒ Every question has a response. If there is not an affirmative response, use "N/A," "No," or "None" as appropriate.

Part I - V

☒ I.c. The catalog description is in complete sentences.

☒ Course catalog descriptions should be understandable to members outside the discipline. Avoid acronyms, abbreviations and terminology specific to the discipline not usually recognized by the general public. Commonly recognized terminology is acceptable, e.g., NASA, DNA, S Corporation.

☒ The final sentence of the catalog description lists any prerequisites, followed by credits, e.g., Prerequisite: IT 161. Credit 3.

☒ Use terms such as "basic," "fundamental," "introduction," and "overview" sparingly. Upper division courses should seldom be introductory.

☒ I.d. Companion courses require concurrent enrollment. This is a rare occurrence. If applicable, the companion course should be listed in the course description.

☒ I.i. If the course is proposed to be writing enhanced, course requirements listed in the 15-week class schedule should reflect writing assignments.

☒ II.b. There is nearly always an impact if a new course is added. Adding a new course may require that new faculty be hired or existing teaching assignments be modified, existing courses be deleted, or degree requirements be modified. Offer specific explanation of the modifications.

☒ II.c. Review SHSU course offerings to identify courses with similar titles or content. Err in favor of listing courses that potentially could overlap. Include documentation of discussions with appropriate departmental chairs to avoid duplication.

☒ III.b. Note that the form requires both Title <u>and</u> Publisher. Do not omit the publisher.

Provide a justification if the proposed texts are more than five years old. Check to see if proposed textbooks over two years old are out-of-print.

☒ III.c. If the course features differential content or directed study, provide a sample 15-week class schedule.

☒ IV. The library has been supplied with an electronic copy of this course request at least 2 weeks prior to the college submission deadline.

I certify that the Form B submitted to the University Curriculum Committee has been reviewed and complies with the stipulations on this checklist.

Leif French	1/19/17	Jerry Bruce	1/19/17
Department Chair Signature	Date	College Curriculum Committee Chair Signature	Date

LIBRARY COLLECTION REVIEW for PROPOSED COURSE

Proposed Course Prefix and Number: FREN 4380
Proposed Title: French in North America

1. Results of the librarian's review of the adequacy of library holdings to support the proposed course content areas and assignments. Please be specific, and indicate whether the subject areas of the course require new expenditures, or are already included in the collection due to library support of courses with similar information needs.
    The library holds relevant book titles, in both print and electronic formats, under the following subject headings:
    French language Canada - 8
    French language Quebec - 20
    French language Ontario - 2
    French language Louisiana - 4
    French language Dialects - 11
    Creole dialects, French - 15
    Creole dialects, French, Haiti -1
    French language Foreign countries - 5
    French language Variation - 10
    French language North America phonetics - 1
    French-speaking countries - 49

    The library also holds 123 general dictionaries of the French language (including French-French and French-English) in both print and electronic formats.

    Relevant full-text electronic journal articles (from publications such as Modern Language Journal, Canadian Modern Language Review, International Journal of the Sociology of Language, French Review, and more) are available in library databases such as Humanities Source, Communication & Mass Media Complete, Education Source, MLA International Bibliography, and Literary Reference Center.

    The library databases Films on Demand and Academic Video Online provide access to streaming videos pertaining to the French language outside of France, including Quebecois and Creole French.

    News sources from France and francophone regions are available electronically in library databases such as Access World News and Factiva.

2. Identify additional resources that are likely to be needed, and the approximate cost of the materials.
    Relevant materials will continue to be added to the collection over time according to needs, availability, and funds allocated for materials in this subject area.

3. Bibliographer's comments (state any concerns regarding the library's support of the course).
    The library can support this course.

Signed: Erin Cassidy   Date: 27-May-2016
               Bibliographer

Signed: Ann H. Holder   Date: 6/2/16
               Library Director

WRITING ENHANCEMENT SUPPLEMENT

Proposed Course Prefix and Number:
Proposed Title:

Briefly explain how the writing requirement will be met in this course, keeping in mind that 50% or more of the course grade must be derived from written assignments, either formal or informal.

Reviewer's Notes:

Signed: _____   Date: _____
         Writing Enhanced Committee Chair

FORM B
REQUEST FOR ADDITION OF A NEW COURSE

I. Course Identification
   a. Proposed prefix and number: FREN 3363
   b. Proposed title (30 Character Max): Survey of French Literature II
      c. Proposed catalog description including prerequisites and credit: Students in this course examine topics and texts in French literature from the eighteenth century to the present. Students read, analyze, and discuss the texts in French that have shaped European history and society, and culture. Prerequisite: FREN 2312. Credit 3.

   d. Companion course/Co-requisite: N/A
   e. May course be repeated for credit? No
   f. Maximum number of credit hours that can be earned: 3
   g. Is course eligible to receive a grade of IP? No If yes, justification:
   h. Is this course exempt from the 3-peat charge? No; If yes, justification:
   i. Is the proposed course eligible to be offered as writing enhanced? (applies only to undergraduate courses) Yes; if yes, attach Writing Enhancement Supplement.
   j. Identify the majors and/or minors for which this course will be required: French
   k. Identify the majors and/or minors for which this course may be an elective: French

II. Statement of Need and Program Compatibility
   a. Justify the need for this course, including how the proposed course will support the present program curriculum.
      FREN 3363 has previously been taught as Survey of French Literature that discussed all the literary periods and centuries of French literature. It is challenging to examine all pertinent material in a course on literature that spans several centuries and that also involves a study of the socio-cultural and historical contexts of the French language. To facilitate the acquisition of the academic objectives associated with the study of literature, history, society, and ideas, the Department of World Languages and Cultures proposes to divide the survey of French literature course into two separate but related courses. Following this bifurcation, each course can discuss in a more focused way on specific time periods to allow for more elaborate discussions and analyses of literary texts and topics. To these ends, FREN 3363 will concentrate on the eighteenth century to the present and FREN 3362 will focus on the origins of the French language in pre-medieval French and European societies up till the seventeenth century.

   b. Explain how the addition of this course will directly or indirectly influence personnel rotation, inventory of courses, degree requirements, etc.
      FREN 3363 will be offered as one of the several electives for the minor in French. Recent departmental hires have increased the number of faculty who teach within the French program. There will be no disruption to personnel rotation with the addition of FREN 3363 as the content of the course has been previously taught as part of the minor in French.

   c. Identify courses with similar titles or similar contents currently offered in other departments. Explain how this course is different. Identify representatives from departments offering courses with similar titles or contents who have reviewed this proposal and summarize their responses.
      A careful search of the SHSU undergraduate course catalog revealed that no other course with similar content in French is currently offered at SHSU.

   d. Identify who is likely to be the instructor(s) of this course.
      Shirin Edwin, PhD
      Leif French, PhD

III. Course Content
   a. List the course objectives as expected student outcomes. Objectives should be specific, measureable, and appropriate for the course level (i.e., graduate courses should not "introduce" or "identify").

Upon completion of this course, the student will be able to:
- Read and comprehend texts in French;
- Identify literary terminology and expressions in French;
- Analyze a literary text in French using literary terminology and techniques;
- Demonstrate oral and written competence in advanced French for use in writing and analyzing literary texts.

b.   Identify the proposed text(s) for the course (include full name of author, title, publisher and date). **If the text is more than 5 years old, please provide a justification.**

Author	Title And Publisher	Year
Bette Hirsch and Chantal Thompson	Moments Littéraires: An Anthology for Intermediate French The textbook is the comprehensive survey of the literary periods covered for an undergraduate course on French literature.	2006

c.   Using a 15-week class schedule, identify the topics to be covered during each week of the semester:

Week 1	Review of the socio-literary context of Europe and France.
Week 2	Eighteenth-century society and politics. Enlightenment. One-page essay #1 due.
Week 3	Diderot. Encyclopédie. Montesquieu. Lettres persanes. One-page essay #2 due.
Week 4	Voltaire. Ingénu. Rousseau. Emile ou De l'éducation.
Week 5	Nineteenth-century society and politics. One-page essay #3 due.
Week 6	Hugo. Demain dès l'aube.
Week 7	Verlaine. Rimbaud. Baudelaire. One-page essay #4 due.
Week 8	Zola. Au bonheur des dames. Oral presentation #1 due.
Week 9	Twentieth and twenty first-century societies and politics. One-page essay #5 due.
Week 10	Apollinaire. Sous le pont Mirabeau.
Week 11	Camus. Le mythe de Sisyphe. Sartre. Les mains sales. L'existentialisme. One-page essay #6 due.
Week 12	Prévert. Le désespoir est assis sur un banc.
Week 13	Le Clézio. L'Africain. One-page essay #7 due.
Week 14	Rufin. Globalia. Oral presentation #2 due.
Week 15	Review. One-page essay #8 due.

IV.   **Library materials required for this course.** This section is to help the Library review the adequacy of the current collection and plan for the future allocation of resources to better meet the needs of students enrolled in this course.

a.   Please indicate the **types** of library resources you expect students to use for this course. Using a scale of 0 to 7, indicate the **extent of use** anticipated for each type of library resource selected. [0 = no use to 7 = extensive use]

Types of print/electronic library resources needed	Extent of use anticipated (on a scale of 0 to 7)
Scholarly, Peer-Reviewed Journals	3
Electronic Databases	7
Books	1
Trade Journals	0
Newspapers	0
Popular Magazines	4

Audio-Visual	5
Other (please specify)	0

b. Please identify **specific** resources that the Library needs to **acquire** in support of this course. These resources could include but are not limited to (both print and electronic) journals, electronic databases, books, etc. Please identify **new titles** that should be acquired or **subject areas** in the collection that may need to be **enhanced** or **updated**.

New titles needed or subject area to be enhanced:
The library is well-equipped with the reading and audio-visual materials needed for this course. No new titles need to be purchased at this time.

V.   Please identify equipment and technological resources required for this course. This section addresses the need for specialized laboratory equipment, computer software or other physical resources not generally available on campus.
No specialized equipment or software is needed for this course.

After this form has been completed, contact a Bibliographer/Librarian to complete the Library Collection Review (LCR) form. The LCR form should be attached to Form B before the proposal is forwarded to your College Curriculum Committee.

FORM B
—CHECK LIST—
<mark>**Please check each box to verify review.**</mark>

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Part I - V

☒   I.c.   The catalog description is in complete sentences.

      ☒   Course catalog descriptions should be understandable to members outside the discipline. Avoid acronyms, abbreviations and terminology specific to the discipline not usually recognized by the general public. Commonly recognized terminology is acceptable, e.g., NASA, DNA, S Corporation.

      ☒   The final sentence of the catalog description lists any prerequisites, followed by credits, e.g., Prerequisite: IT 161. Credit 3.

      ☒   Use terms such as "basic," "fundamental," "introduction," and "overview" sparingly. Upper division courses should seldom be introductory.

☒   I.d.   Companion courses require concurrent enrollment. This is a rare occurrence. If applicable, the companion course should be listed in the course description.

☒   I.i.   If the course is proposed to be writing enhanced, course requirements listed in the 15-week class schedule should reflect writing assignments.

☒   II.b.   There is nearly always an impact if a new course is added. Adding a new course may require that new faculty be hired or existing teaching assignments be modified, existing courses be deleted, or degree requirements be modified. Offer specific explanation of the modifications.

☒   II.c.   Review SHSU course offerings to identify courses with similar titles or content. Err in favor of listing courses that potentially could overlap. Include documentation of discussions with appropriate departmental chairs to avoid duplication.

☒   III.b. Note that the form requires both Title <u>and</u> Publisher. Do not omit the publisher.

      Provide a justification if the proposed texts are more than five years old. Check to see if proposed textbooks over two years old are out-of-print.

☒   III.c. If the course features differential content or directed study, provide a sample 15-week class schedule.

☒   IV.   The library has been supplied with an electronic copy of this course request at least 2 weeks prior to the college submission deadline.

I certify that the Form B submitted to the University Curriculum Committee has been reviewed and complies with the stipulations on this checklist.

Leif French   1/9/17   Jerry Bruce   1/9/17

Department Chair Signature   Date   College Curriculum Committee Chair   Date
                                                                    Signature

LIBRARY COLLECTION REVIEW for PROPOSED COURSE

Proposed Course Prefix and Number: FREN 3363
Proposed Title: Survey of French Literature II

1. Results of the librarian's review of the adequacy of library holdings to support the proposed course content areas and assignments. Please be specific, and indicate whether the subject areas of the course require new expenditures, or are already included in the collection due to library support of courses with similar information needs.

   A search of the Newton Gresham Library catalog reveals the following counts of items, both print and electronic, pertaining to the following major subject headings (some counts also include narrower sub-headings within the major heading).

   French language History - 44
   French language 18th century - 4
   French language 19th century - 4
   French literature 18th century - 81
   French literature 19th century - 213
   French literature 20th century - 260
   French literature 21st century - 26
   French fiction 18th century - 40
   French fiction 19th century - 104
   French fiction 20th century - 134
   French fiction 21st century - 12
   French poetry 18th century - 4
   French poetry 19th century - 62
   French poetry 20th century - 83
   French poetry 21st century - 4
   French drama 18th century - 28
   French drama 19th century - 29
   French drama 20th century - 73
   French drama 21st century - 2
   Literature and society France History 18th century - 4
   Literature and society France History 19th century - 5
   Literature and society France History 20th century - 5
   France Civilization 18th century - 10
   France Civilization 19th century - 13
   France Civilization 20th century - 32
   Enlightenment France - 61

   Additionally, holdings were identified where the following authors were indexed as either the author OR the subject of the work:

   Diderot, Denis, 1713-1784 - 91
   Montesquieu, Charles de Secondat, baron de, 1689-1755 - 46
   Voltaire, 1694-1778 - 150
   Rousseau, Jean-Jacques, 1712-1778 - 280
   Hugo, Victor, 1802-1885 - 160
   Verlaine, Paul, 1844-1896 - 46
   Rimbaud, Arthur, 1854-1891 - 81
   Baudelaire, Charles, 1821-1867 - 153
   Zola, Emile, 1840-1902 - 153
   Apollinaire, Guillaume, 1880-1918 - 63
   Camus, Albert, 1913-1960 - 181
   Sartre, Jean Paul, 1905-1980 - 310

Prevert, Jacques, 1900-1977 - 9
Le Clezio, J.-M. G. (Jean-Marie Gustave), 1940- - 27
Rufin, Jean-Christophe - 4

Scholarly journal articles in the field of Literature, in both English and French, are accessible through library databases such as JSTOR, Periodicals Archive Online, MLA International Bibliography, Literature Criticism Online, Literary Reference Center, and more. Additional relevant journal articles in the field of History are accessible through library databases such as Historical Abstracts and JSTOR.

Online streaming videos on relevant literary and historical topics are available in the databases Films on Demand and Academic Video Online.

2. Identify additional resources that are likely to be needed, and the approximate cost of the materials.
    Additional relevant materials will continue to be added over time according to availability and existing funds allocated for this department.

3. Bibliographer's comments (state any concerns regarding the library's support of the course).
    The library can support this course.

Signed: Erin Cassidy   Date: 6-9-16
         Bibliographer

Signed: Ann H. Holder   Date: 6/16/16
         Library Director

WRITING ENHANCEMENT SUPPLEMENT

Proposed Course Prefix and Number: FREN 3363
Proposed Title: Survey of French Literature II

Briefly explain how the writing requirement will be met in this course, keeping in mind that 50% or more of the course grade must be derived from written assignments, either formal or informal.

Students are required to submit 8 short one-page essays on the topics covered during the course of the semester. These written assignments comprise 80% of the final grade as each essay will be 10%. A written final is also part of the final grade and is 10% of the final grade. Together, the one-page essays and the written final provide students with adequate writing practice in French to analyze and communicate literary ideas in French.

Reviewer's Notes:

Signed: _____   Date: _____
            Writing Enhanced Committee Chair

FORM B
REQUEST FOR ADDITION OF A NEW COURSE

I.   **Course Identification**

      a.   Proposed prefix and number: FREN 4381

      b.   Proposed title (30 Character Max): Translation and Interpretation

      c.   Proposed catalog description including prerequisites and credit: Students examine translation and interpretation strategies from French into English and vice-versa. Students analyze and practice methods, techniques, and practical situations where French translation and interpretation into English, and English translation and interpretation into French, are required for communication. Prerequisite: FREN 2312. Credit 3.
Companion course/Co-requisite: N/A

      d.   May course be repeated for credit? No

      e.   Maximum number of credit hours that can be earned: 3

      f.   Is course eligible to receive a grade of IP? No If yes, justification:

      g.   Is this course exempt from the 3-peat charge? No; If yes, justification:

      h.   Is the proposed course eligible to be offered as writing enhanced? (applies only to undergraduate courses) No

      i.   ; if yes, attach Writing Enhancement Supplement.

      j.   Identify the majors and/or minors for which this course will be required: Proposed BA in French

      k.   Identify the majors and/or minors for which this course may be an elective: French

II.   **Statement of Need and Program Compatibility**

      a.   Justify the need for this course, including how the proposed course will support the present program curriculum.

There is a growing demand f or students who are prepared with academic qualifications to effectively and pro-actively respond to the growing demand f or translators and interpreters in a variety of prof essional f ields, such as business, medicine, government and international relations. A translation and interpretation course such as this is a much-needed requirement f or language programs. The current French course inventory f or the minor in French does not of f er such a course and if the major is approved, it will be a valuable asset f or the minor and the major.

      b.   Explain how the addition of this course will directly or indirectly influence personnel rotation, inventory of courses, degree requirements, etc.

FREN 4381 will be offered as one of the several electives for the minor in French. Recent departmental hires have increased the number of faculty who teach within the French program in the Department of World Languages and Cultures. This course will be added to the normal personnel rotation of f aculty qualif ied to teach the course.

      c.   Identify courses with similar titles or similar contents currently offered in other departments. Explain how this course is different. Identify representatives from departments offering courses with similar titles or contents who have reviewed this proposal and summarize their responses.

A careful search of the SHSU course catalog revealed that no other course with similar content in French is currently offered at SHSU.

      d.   Identify who is likely to be the instructor(s) of this course.

Shirin Edwin, PhD; Leif French, PhD; Siham Boumer, PhD.

III.   **Course Content**

      a.   List the course objectives as expected student outcomes. Objectives should be specific, measureable, and appropriate for the course level (i.e., graduate courses should not "introduce" or "identify").

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

- Translate written texts from French into English;
- Translate written texts from English into French;
- Interpret oral narratives from French into English;
- Interpret oral narratives from English into French;
- Communicate with greater ease and efficiency in French and English in a variety of situations.

b.   Identify the proposed text(s) for the course (include full name of author, title, publisher and date). **If the text is more than 5 years old, please provide a justification.**

Author	Title And Publisher	Year
Clifford Landers	Literary Translation: A Practical Guide (Multilingual Matters Ltd)	2001
	(This textbook is the best available comprehensive guide on the numerous dimensions of translation as it covers all the necessary topics for discussion of translation strategies and techniques in French and English.	
Corinne Wecksteen-Quinio, Michael Mariule, Cindy Lefebvre-Scrodeller	La traduction anglais-français: Manuel de traductologie pratique (Broché)	2015

c.   Using a 15-week class schedule, identify the topics to be covered during each week of the semester:

Week 1	Introduction to translation and interpretation
Week 2	Fundamentals of translation and interpretation
Week 3	Explore stages of translation
Week 4	Explore stages of interpretation
Week 5	Translating and interpreting words, word-play, puns, phrases, idioms, false cognates
Week 6	Translating and interpreting words versus thoughts
Week 7	Imagery in translation and interpretation
Week 8	Efficiency and transparency in translation and interpretation
Week 9	Word-for-word translation and interpretation versus paraphrasing
Week 10	Common errors and pitfalls in translation and interpretation
Week 11	Helpful tools in translation and interpretation
Week 12	Web translation
Week 13	Productivity, efficiency, budgeting, invoicing and administration in translation and interpretation
Week 14	Interpretation projects
Week 15	Review for final exam

IV.   **Library materials required for this course.** This section is to help the Library review the adequacy of the current collection and plan for the future allocation of resources to better meet the needs of students enrolled in this course.

a.   Please indicate the **types** of library resources you expect students to use for this course. Using a scale of 0 to 7, indicate the **extent of use** anticipated for each type of library resource selected. [0 = no use to 7 = extensive use]

Types of print/electronic library resources needed	Extent of use anticipated (on a scale of 0 to 7)
Scholarly, Peer-Reviewed Journals	1
Electronic Databases	7
Books	4
Trade Journals	4
Newspapers	6
Popular Magazines	6
Audio-Visual	5
Other (please specify)	0

b.   Please identify **specific** resources that the Library needs to **acquire** in support of this course. These resources could include but are not limited to (both print and electronic) journals, electronic databases, books, etc.

Please identify **new titles** that should be acquired or **subject areas** in the collection that may need to be **enhanced** or **updated**.

New titles needed or subject area to be enhanced: None

V.   Please identify equipment and technological resources required for this course. This section addresses the need for specialized laboratory equipment, computer software or other physical resources not generally available on campus.

None

After this form has been completed, contact a Bibliographer/Librarian to complete the Library Collection Review (LCR) form. The LCR form should be attached to Form B before the proposal is forwarded to your College Curriculum Committee.

FORM B
—CHECK LIST—
<mark>**Please check each box to verify review.**</mark>

Overall

☒ The version of Form B currently posted on the Academic Affairs web site under <u>Curriculum Forms</u> is being used.

☒ Font is Times New Roman, 11 pt, no bold, no "all caps."

☒ The form has been proofed for spelling and grammar errors. Please note that the Form B template does not have grammar and spell check.

☒ Every question has a response. If there is not an affirmative response, use "N/A," "No," or "None" as appropriate.

Part I - V

☒ I.c. The catalog description is in complete sentences.

    ☒ Course catalog descriptions should be understandable to members outside the discipline. Avoid acronyms, abbreviations and terminology specific to the discipline not usually recognized by the general public. Commonly recognized terminology is acceptable, e.g., NASA, DNA, S Corporation.

    ☒ The final sentence of the catalog description lists any prerequisites, followed by credits, e.g., Prerequisite: IT 161. Credit 3.

    ☒ Use terms such as "basic," "fundamental," "introduction," and "overview" sparingly. Upper division courses should seldom be introductory.

☒ I.d. Companion courses require concurrent enrollment. This is a rare occurrence. If applicable, the companion course should be listed in the course description.

☒ I.i. If the course is proposed to be writing enhanced, course requirements listed in the 15-week class schedule should reflect writing assignments.

☒ II.b. There is nearly always an impact if a new course is added. Adding a new course may require that new faculty be hired or existing teaching assignments be modified, existing courses be deleted, or degree requirements be modified. Offer specific explanation of the modifications.

☒ II.c. Review SHSU course offerings to identify courses with similar titles or content. Err in favor of listing courses that potentially could overlap. Include documentation of discussions with appropriate departmental chairs to avoid duplication.

☒ III.b. Note that the form requires both Title <u>and</u> Publisher. Do not omit the publisher.

    Provide a justification if the proposed texts are more than five years old. Check to see if proposed textbooks over two years old are out-of-print.

☒ III.c. If the course features differential content or directed study, provide a sample 15-week class schedule.

☒ IV. The library has been supplied with an electronic copy of this course request at least 2 weeks prior to the college submission deadline.

I certify that the Form B submitted to the University Curriculum Committee has been reviewed and complies with the stipulations on this checklist.

Leif French	6/21/16	Jerry Bruce	5/12/17
Department Chair Signature	Date	College Curriculum Committee Chair Signature	Date

LIBRARY COLLECTION REVIEW for PROPOSED COURSE

Proposed Course Prefix and Number: FREN 4381
Proposed Title: Translation and Interpretation

1. Results of the librarian's review of the adequacy of library holdings to support the proposed course content areas and assignments. Please be specific, and indicate whether the subject areas of the course require new expenditures, or are already included in the collection due to library support of courses with similar information needs.
   The library holds relevant book titles, in both print and electronic formats, under the following subject headings:
   French language Translating - 3
   French language Translating into English - 4
   French language Translating into English Problems, exercises, etc. - 1
   French language Translating Social aspects - 1

   The library also holds 123 general dictionaries of the French language (including French-French and French-English) in both print and electronic formats.

   Relevant full-text electronic journal articles (from publications such as French Review, Linguistics, Studies in Philology, Forum for Modern Language Studies, and more) are available in library databases such as Humanities Source, Communication & Mass Media Complete, Education Source, and Literary Reference Center.

   The library databases Films on Demand and Academic Video Online provide access to streaming videos pertaining to translation, translating, and translators.

   News sources from France and francophone regions are available electronically in library databases such as Access World News and Factiva. Furthermore, the library's existing Research Guide to French Resources (http://shsulibraryguides.org/french) compiles numerous online, French-language newspapers, magazines, and television and radio broadcast sources.

2. Identify additional resources that are likely to be needed, and the approximate cost of the materials.
   Relevant materials will continue to be added to the collection over time according to needs, availability, and funds allocated for materials in this subject area.

3. Bibliographer's comments (state any concerns regarding the library's support of the course).
   The library can support this course.

Signed: Erin Cassidy   Date: 27-May-2016
          Bibliographer

Signed: Ann H. Holder   Date: 6/1/16
          Library Director

WRITING ENHANCEMENT SUPPLEMENT

Proposed Course Prefix and Number:
Proposed Title:

Briefly explain how the writing requirement will be met in this course, keeping in mind that 50% or more of the course grade must be derived from written assignments, either formal or informal.

Reviewer's Notes:

Signed: _____ Date: _____
          Writing Enhanced Committee Chair

FORM B
REQUEST FOR ADDITION OF A NEW COURSE

I. **Course Identification**
    a. Proposed prefix and number: FREN 4382
    b. Proposed title (30 Character Max): French for Healthcare
    c. Proposed catalog description including prerequisites and credit: Students examine vocabulary and idiomatic expressions used in healthcare. Students acquire fluency in oral and written French in topics relevant to healthcare professionals, such as the human body, diseases, illnesses, therapies, medication, and healthcare administration. Prerequisite: FREN 2312. Credit 3

        Companion course/Co-requisite: N/ A
    d. May course be repeated for credit? No
    e. Maximum number of credit hours that can be earned: 3
    f. Is course eligible to receive a grade of IP? No If yes, justification:
    g. Is this course exempt from the 3-peat charge? No; If yes, justification:
    h. Is the proposed course eligible to be offered as writing enhanced? (applies only to undergraduate courses)
    i. No ; if yes, attach Writing Enhancement Supplement.
        Identify the majors and/or minors for which this course will be required: Proposed BA in French
    j. Identify the majors and/or minors for which this course may be an elective: French, Nursing
    k.

II. **Statement of Need and Program Compatibility**
    a. Justify the need for this course, including how the proposed course will support the present program curriculum.
        With the steady growth of healthcare institutions and the increase in globalization, there is a concurrent rise in the need for healthcare professionals with proficiency in foreign languages such as French. The addition of this course offers variety to the course offerings in French and counts as an elective for the minor in French. The course can potentially count as an elective for the BA in French degree that is being currently proposed. This course will mirror a similar course in Spanish for Healthcare, which has been successfully taught as part of the World Languages and Cultures department.

    b. Explain how the addition of this course will directly or indirectly influence personnel rotation, inventory of courses, degree requirements, etc.
        This course will be taught as part of the course offerings for the minor in French. Recent departmental hires have increased the number of faculty who teach within the French program. This course will be added to the personnel rotation.

    c. Identify courses with similar titles or similar contents currently offered in other departments. Explain how this course is different. Identify representatives from departments offering courses with similar titles or contents who have reviewed this proposal and summarize their responses.
        A careful search of the SHSU catalog revealed that no other course with similar content in French is currently offered at SHSU.

    d. Identify who is likely to be the instructor(s) of this course.
        Shirin Edwin, PhD; Leif French, PhD; Siham Boumer, PhD.

III. **Course Content**
    a. List the course objectives as expected student outcomes. Objectives should be specific, measureable, and appropriate for the course level (i.e., graduate courses should not "introduce" or "identify").
        Upon completion of this course, the student will be able to:
        • Demonstrate competence in oral and written French on topics related to the healthcare profession;
        • Communicate in oral and written French with advanced proficiency;
        • Analyze terminology and expressions related to healthcare in French;

- Explain French terminology related to healthcare in simple terms for efficient communication in administrative situations.

b. Identify the proposed text(s) for the course (include full name of author, title, publisher and date). **If the text is more than 5 years old, please provide a justification.**

Author	Title And Publisher	Year
McGill Training & Human Resources Dev. Proj.	Dialogue: French for Health & Social Services Professionals. This text is the standard for practical application of French in healthcare	2010

c. Using a 15-week class schedule, identify the topics to be covered during each week of the semester:

Week 1	Introduction to healthcare
Week 2	Vocabulary-- human body and medicine
Week 3	Vocabulary-- diseases and illnesses
Week 4	Expressions and phrases on medicine, illnesses and diseases
Week 5	Healthcare facilities-- clinics, hospitals, health centers
Week 6	Physical and mental healthcare
Week 7	Medication and therapy
Week 8	Medication and therapy
Week 9	Healthcare professions in the Francophone world
Week 10	Healthcare professions in the Francophone world
Week 11	Fitness, wellness and well-being
Week 12	Recreation and fitness
Week 13	Alternative medicine
Week 14	Alternative medicine
Week 15	Review

IV.   **Library materials required for this course.** This section is to help the Library review the adequacy of the current collection and plan for the future allocation of resources to better meet the needs of students enrolled in this course.

a. Please indicate the **types** of library resources you expect students to use for this course. Using a scale of 0 to 7, indicate the **extent of use** anticipated for each type of library resource selected. [0 = no use to 7 = extensive use]

Types of print/electronic library resources needed	Extent of use anticipated (on a scale of 0 to 7)
Scholarly, Peer-Reviewed Journals	2
Electronic Databases	7
Books	2
Trade Journals	0
Newspapers	3
Popular Magazines	4
Audio-Visual	7
Other (please specify)	0

b. Please identify **specific** resources that the Library needs to **acquire** in support of this course. These resources could include but are not limited to (both print and electronic) journals, electronic databases, books, etc. Please identify **new titles** that should be acquired or **subject areas** in the collection that may need to be **enhanced** or **updated**.

New titles needed or subject area to be enhanced:

V.   Please identify equipment and technological resources required for this course. This section addresses the need for specialized laboratory equipment, computer software or other physical resources not generally available on campus.

After this form has been completed, contact a Bibliographer/Librarian to complete the Library Collection Review (LCR) form. The LCR form should be attached to Form B before the proposal is forwarded to your College Curriculum Committee.

FORM B
—CHECK LIST—
<mark>**Please check each box to verify review.**</mark>

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☒ Every question has a response. If there is not an affirmative response, use "N/A," "No," or "None" as appropriate.

Part I - V

☒ I.c. The catalog description is in complete sentences.

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    ☒ The final sentence of the catalog description lists any prerequisites, followed by credits, e.g., Prerequisite: IT 161. Credit 3.

    ☒ Use terms such as "basic," "fundamental," "introduction," and "overview" sparingly. Upper division courses should seldom be introductory.

☒ I.d. Companion courses require concurrent enrollment. This is a rare occurrence. If applicable, the companion course should be listed in the course description.

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☒ II.b. There is nearly always an impact if a new course is added. Adding a new course may require that new faculty be hired or existing teaching assignments be modified, existing courses be deleted, or degree requirements be modified. Offer specific explanation of the modifications.

☒ II.c. Review SHSU course offerings to identify courses with similar titles or content. Err in favor of listing courses that potentially could overlap. Include documentation of discussions with appropriate departmental chairs to avoid duplication.

☒ III.b. Note that the form requires both Title <u>and</u> Publisher. Do not omit the publisher.

    Provide a justification if the proposed texts are more than five years old. Check to see if proposed textbooks over two years old are out-of-print.

☒ III.c. If the course features differential content or directed study, provide a sample 15-week class schedule.

☒ IV. The library has been supplied with an electronic copy of this course request at least 2 weeks prior to the college submission deadline.

I certify that the Form B submitted to the University Curriculum Committee has been reviewed and complies with the stipulations on this checklist.

Leif French	1/9/17	Jerry Bruce	1/9/17
Department Chair Signature	Date	College Curriculum Committee Chair Signature	Date

LIBRARY COLLECTION REVIEW for PROPOSED COURSE

Proposed Course Prefix and Number: FREN 4382
Proposed Title: French for Healthcare

1. Results of the librarian's review of the adequacy of library holdings to support the proposed course content areas and assignments. Please be specific, and indicate whether the subject areas of the course require new expenditures, or are already included in the collection due to library support of courses with similar information needs.
   The library holds relevant book titles, in both print and electronic formats, under the following subject headings:
   French language Dictionaries - 123 (includes French-French and French-English)
   French language Medical French - 1
   Psychiatry France - 1
   Medical Economics - 3
   Medical policy France - 2
   Social medicine France - 2

   Library databases in Health and Nursing will provide access to full-text electronic journal articles in French. For example, the database CINAHL Complete includes French-language articles from journals such as Canadian Oncology Nursing Journal, Canadian Journal of Medical Laboratory Science, L'actualite pharmaceutique, Infirmiere Canadienne, and more. As an additional example, the database ScienceDirect includes French-language articles from journals such as Gynécologie Obstétrique & Fertilité, La Revue de médecine interne, Archive de pediatrie, and more. Furthermore, advanced searches in the Engine Orange search tool will allow students to search by a combination of language and discipline to discover many of these resources with one search.

   The library database Academic Videos Online includes approximately 5 educational online films that focus on issues of health, disease, and healthcare systems in France and French Canada.

2. Identify additional resources that are likely to be needed, and the approximate cost of the materials.
   Relevant new items will be added to the collection periodically, according to availability, and using the existing funds allocated for materials to support the Department of Foreign Languages.

3. Bibliographer's comments (state any concerns regarding the library's support of the course).
   The library can support this course.

Signed: Erin Cassidy   Date: 27-May-2016
          Bibliographer

Signed: Ann H. Holder   Date: 6/2/16
          Library Director

WRITING ENHANCEMENT SUPPLEMENT

Proposed Course Prefix and Number:
Proposed Title:

Briefly explain how the writing requirement will be met in this course, keeping in mind that 50% or more of the course grade must be derived from written assignments, either formal or informal.

Reviewer's Notes:

Signed: _____   Date: _____
            Writing Enhanced Committee Chair

Texas Higher Education Coordinating Board
Texas Public Institutions of Higher Education

Proposal for a New Bachelor's or Master's Degree Program
Full Request Form

Directions: Texas public institutions of higher education must complete this form to propose: (1) Bachelor's or Master's Degree programs in engineering; (2) Bachelor's or Master's degree programs that have an estimated cost of more than $2 million in the first five years of operation; and (3) Bachelor's or Master's degree programs that do not meet the certification requirements set forth in Coordinating Board Rules, Subchapter C, Section 5.44 (a) (3). In completing the proposal, the institution should refer to the document *Standards for Bachelor's and Master's Degree Programs,* which prescribes specific requirements for new degree programs. Institutions should notify the Division of Academic Quality and Workforce of its intent to plan a new engineering program via a letter submitted through the online portal prior to submission of the Full Request Form.

This form requires the signatures of (1) the Chief Executive Officer, certifying adequacy of funding for the new program and the notification of other Texas public institutions of higher education; (2) a member of the Board of Regents (or designee) certifying Board approval.

Questions: Contact the Division of Academic Quality and Workforce at 512-427-6200.

Administrative Information

1. Institution: Sam Houston State University

2. Proposed Program: Master of Fine Arts degree in Digital Media Production

3. Proposed CIP Code: 09.0702.00

4. Semester Credit Hours Required: 54 SCH

5. Location and Delivery of the Proposed Program: Face-to-face to students at the main campus in Huntsville and The Woodlands Center in The Woodlands, Texas (70 percent of classes), and online (30 percent of classes)

6. Administrative Unit: Department of Mass Communication within the College of Fine Arts and Mass Communication

7. Program Description: The 54-hour MFA program in Digital Media Production at Sam Houston State University is a terminal degree program that equips media practitioners and media-education professionals with sophisticated knowledge of emerging media technologies and digital media content. It also empowers them to create professional digital media content across a wide variety of platforms, mediums and distribution methods.

Graduates from the MFA in Digital Media Production will …

● Invent, program, debug, and distribute mobile applications for smartphones and tablets;
● Stream live events on numerous digital media platforms, and comprehend the advantages and disadvantages of digital streaming techniques;
● Plan, execute, and edit complex multimedia productions using a range of platforms, tools, hardware, and editing software;
● Utilize and explain sophisticated motion graphics techniques; and,
● Anticipate and adapt to future developments, opportunities, and problems in social media, and common usage of diverse social media platforms.

These skills are essential for employment in traditional media industries; they are also of growing importance to educational institutions, government entities, global conglomerates and local corporations.

The Mass Communication Department seeks to be a leader of this education by developing an MFA program that leverages its equipment, facilities, and faculty skills with various SHSU Online resources to provide the next generation in digital media creation, management and delivery. By combining SHSU Online and its award-winning approach to creating, managing and delivering educational content digitally with the Mass Communication Department's talented faculty, media equipment and facilities, SHSU has the resources necessary for an advanced degree program that will be unique in the state and region.

8. Proposed Implementation Date: 08/23/2019

9. Institutional and Departmental Contacts:

   1. Name: Robin Johnson

      Title: Associate Professor and Graduate Program Coordinator, Department of Mass Communication

      E-mail: robin.johnson@shsu.edu

      Phone: 936-294-1499

2. Name: Jean Bodon

   Title: Professor and Chair, Department of Mass Communication

   E-mail: bodon@shsu.edu

   Phone: 936-294-4419

Proposed Program Information

I. Need

A. <u>Job Market Need</u> – Provide short- and long-term evidence of the need for graduates in the job market.

The proposed MFA in Digital Media Production teaches a variety of digital media production skills like mobile application development, social media management, and video and audio editing. These skills reflect growing job market needs; staffing at digital media businesses has increased 32 percent since June 2009, according to the Bureau of Labor Statistics. Employment of corporate media specialists is expected to grow 6 percent from 2014 to 2024, faster than the average for all occupations.

Employment of broadcast and sound engineering technicians is expected to grow 7 percent from 2014 to 2024, and digital film and video editors are expected to grow 11 percent, particularly as media organizations purchase new digital equipment and utilize digital skills to improve their audio and video capabilities with increasing consumer demand. Furthermore, as digital media continue to evolve, video learning companies, marketplaces, and academic education services will form around new and emerging media platforms; MFA graduates would be uniquely suited to lead that evolution.

Furthermore, a job search for "digital media" on Indeed.com on November 8, 2017, yielded 42,200 results – with more than 1,200 in Houston, Dallas, and Austin; a similar search on Monster.com yielded 802 digital media job vacancies in Texas. LinkedIn.com lists more than 1,800 current digital media jobs (not vacancies) in Texas and 32,884 throughout the United States. Graduates of the proposed MFA in Digital Media Production would have thorough digital media experience and expertise and would be highly competitive for these jobs; furthermore, an MFA in Digital Media Production would notably distinguish their applications.

Digital and social media will become more commonplace, and more routine, as media technology continues to evolve. Graduates with a Digital Media MFA

could capitalize on that growth, and their education and portfolio, in a widening range of fields and opportunities.

B. <u>Student Demand</u> – Provide short- and long-term evidence of demand for the program.

According to the Council of Graduate School's Graduate Enrollment and Degrees Report, more than 970,000 people applied for Master's degrees at public institutions in the United States for the Fall 2016 semester; roughly half were accepted. Of those, more than 92,000 applied for Master's degrees in the arts and humanities, and another 98,690 applied for Master's degrees in "Other Fields," a category that includes mass communication and journalism. As a digitally-oriented Master's of Fine Arts, the proposed MFA in Digital Media is uniquely suited to attract both groups of students.

An average of 53 students a year applied to the Documentary Media MFA program at Northwestern University in Illinois since 2011. An average of 65 students a year applied to the Master of Fine Arts in Experimental and Documentary Arts at Duke University in North Carolina since 2014, and the MA in Emerging Media and Communication at the University of Texas at Dallas enrolled an average of 21 students a year since 2014. It is reasonable to assume the proposed MFA at Sam Houston State University would see similar interest, given the growing importance of digital media.

Furthermore, according to the CGSG's report, there has been a 2.4 percent overall increase in awarded Master's degrees since 2006; meanwhile, public universities in Texas have awarded an average of 4,905 undergraduate degrees a year in communication, journalism, and related programs since 2014, according to the Texas Higher Education Accountability System. Growth in Master's and MFA degrees devoted to digital media and communication seems assured.

C. <u>Existing Programs</u> – Identify existing similar programs and their locations in Texas. Provide enrollments and graduates of these programs for the last five years, and explain how the proposed program would not unnecessarily duplicate existing programs.

There are no MFA programs offered by a Texas public, state or independent college or university using the CIP 09.0702.00 Digital Communication and Media/Multimedia designation. Therefore the proposed program would not duplicate existing MFA programs, and would uniquely fill a void in the area of Digital Media.

There are only three Digital Communication and Media/Multi-media master's degree programs in Texas. There is a Master of Arts in Emerging Media and

Commented [MB1]: Does this number constitute increased enrollments-clarify? Enrollment overflow?

Commented [mjf2]: I opted for average statistics because we, separately, decided to utilize average enrollment figures in the case of UTD to prevent the impression that student interest is declining. Consistency is important.

Communication at the University of Texas at Dallas (UTD), a Master of Arts in Digital Media at Sam Houston State University (SHSU), and a Master of Science in Digital Communication Analytics at the University of North Texas (UNT), Denton. There is also an MA in Emerging Media and Communication at UTD that has enrolled an average of 21 students between Fall, 2014 and Spring, 2017.

Enrollment in the MA in Digital Media at SHSU grew rapidly in the first two years; it has since leveled off at about 27 highly qualified students per semester. The program enrolled …

- 8 students in the Fall, 2014 semester;
- 8 students in the Spring, 2015 semester;
- 17 students in the Fall, 2015 semester;
- 24 students in the Spring, 2016 semester;
- 28 students in the Fall, 2016 semester;
- 26 students in the Spring, 2017 semester; and,
- 27 students in the Fall, 2017 semester.

Additionally, graduation rates are growing. Five of the eight students in the inaugural class graduated in 2016 for an initial graduation rate of 63 percent; two of those students work full-time and pursued a slower graduation schedule to accommodate their professional careers. In the next class, nine of the 12 students (75 percent) graduated in 2017; two of the remaining students will graduate in Spring 2018.

Considering the 250 miles separating Houston from the Dallas/Ft. Worth metroplex, the location of the proposed program would naturally tend to service the massive Houston-area population more readily than the two Dallas-/Denton-based programs. Furthermore, because the proposed program is an MFA rather than an MA or MS, it would not duplicate the programs at UTD or UNT.

The existent MA in Digital Media at Sam Houston State University and the proposed MFA would complement one another, rather than conflict or compete for students. The current MA offers a more expedited degree requiring fewer credit hours and two areas of emphasis (media studies and media production), while the proposed MFA in Digital Media Production offers a terminal degree requiring more coursework and specialization in the production area. The MA's shorter curriculum is designed for students seeking career advancement opportunities or as a step toward a PhD; the proposed MFA is intended for students seeking a terminal degree and long-term postsecondary educational opportunities, along with sophisticated and substantial digital media portfolios.

D. <u>Enrollment Projections</u> – Complete the following table to show the estimated cumulative headcount and full-time student equivalent (FTSE) enrollment for the first five years of the program. Include majors only and include anticipated attrition and graduation.

YEAR	1	2	3	4	5
Headcount	12	23	38	40	40
FTSE	12	23	38	40	40
Attrition	1	1	1	1	1
Graduates	0	0	9	11	11

Enrollment is expected to begin with 12 students a year and climb to 14 students per year after the first two years.

II.   Quality

A.   <u>Degree Requirements</u> – Complete the following table to show SCH and Clock Hours (if applicable) for the proposed degree. Modify the table as needed; if necessary, replicate the table for more than one option.

Category	Semester Credit Hours	Clock Hours
General Education Core Curriculum *(Bachelor's degree program only)*		
Required Courses	39	
Prescribed Electives	9	
Free Electives		
Other - Capstone	6	
TOTAL	**54**	

Note: Bachelor's degree programs should not exceed 120 SCHs. Bachelor's degree programs that exceed 120 SCH must provide detailed documentation describing the compelling academic reason for the number of required hours, such as program accreditation requirements, statutory requirements, and/or licensure/certification requirements that cannot be met without exceeding 120 SCH.

B.   <u>Curriculum</u> – Complete the following tables to identify the required courses and prescribed electives of the proposed program. Note with an asterisk (*) courses that would be added if the program is approved. Add and delete rows as needed. If applicable, replicate the tables for different tracks/options.

Prefix and Number	Required Courses	SCH
MCOM 5300	Digital Media History and Theory	3
MCOM 5340	Social Media	3
MCOM 5355*	Digital Media Management	3
MCOM 6300	Advanced Preproduction	3
MCOM 6310	Advanced Multimedia Production	3
MCOM 6330	Digital Editing	3
MCOM 6373	Digital Video Production	3
MCOM 6390*	Sound Design and Editing	3
MCOM 6315*	Web and Mobile Development	3

Prefix and Number	Course	SCH
MCOM 6335*	Motion Graphics and Effects	3
MCOM 6370*	Remote Digital Streaming	3
MCOM 6380*	Studio Production	3
ISDT 7351	Distance Learning	3

Prefix and Number	Prescribed Elective Courses (Select 9 hours)	SCH
MCOM 5050	Special Topic	3
MCOM 5310	Critical Approaches to Media	3
MCOM 5320	Digital Media Law and Ethics	3
MCOM 5330	Advanced Digital Writing	3
MCOM 5390*	Internship in Digital Media	3
MCOM 6320	Documentary Scriptwriting	3
MCOM 6340	Digital Entrepreneurship	3
MCOM 6350	Narrative Scriptwriting	3

Prefix and Number	Capstone Courses	SCH
MCOM 6398*	Capstone Portfolio Project I	3
MCOM 6399*	Capstone Portfolio Project II	3

C. <u>Faculty</u> – Complete the following tables to provide information about <u>Core</u> and <u>Support</u> faculty. Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program. Add and delete rows as needed.

Name of <u>Core</u> Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	%Time Assigned To Program
e.g., Robertson, David Asst. Professor	PhD in Molecular Genetics Univ. of Texas at Dallas	MG200, MG285 MG824 (Lab Only)	50 %
Johnson, Robin* Associate Professor	PhD in Mass Communication University of Iowa	MCOM 5300, MCOM 5390, MCOM 6398, 6399	50 %

Bodon, Jean Professor	PhD in Mass Communication Florida State University	MCOM 6300, MCOM 6330, MCOM 6320	50 %
Herrmann, Elisa Assistant Professor	MFA in Film/Video Production Southern Illinois University	MCOM 6330, MCOM 6373, MCOM 6390	50 %
Lorenc, Wojciech Associate Professor	MFA in Digital Cinema DePaul University	MCOM 5340, MCOM 6310, MCOM 6315, MCOM 6335	50 %
New Faculty in Year 2019		MCOM 5050, MCOM 5350, MCOM 6370, MCOM 6380	50 %
New Faculty in Year __			
New Faculty in Year __			

Name of <u>Support</u> Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	%Time Assigned To Program
Funk, Marcus Assistant Professor	PhD in Journalism University of Texas	MCOM 5330, MCOM 5050	25 %
White, Chris Associate Professor	PhD in Radio, Television and Film University of Texas	MCOM 5320	25 %
Wiedenfeld, Grant Assistant Professor	PhD in Film and Media Studies and Comparative Literature Yale University	MCOM 5310, MCOM 6350	25 %
Angrove, William Associate Vice President	EdD University of New England	MCOM 6340	25 %
Kim, Nam Assistant Professor	PhD in Mass Communication and Public Affairs Louisiana State University	MCOM 5050	25 %
Seo, Ki Won Assistant Professor	PhD in Communication Arts and Sciences Penn State University	MCOM 5050	25 %
Avilla, Alex Assistant Professor	PhD in Journalism University of Texas	MCOM 5050	25 %
O'Neal, Bruce Assistant Professor	PhD in Leadership Studies Our Lady of the Lake University	MCOM 5050	25 %

Rice, Marilyn Professor	PhD in Educational Technology Texas A&M University	ISDT 7351	17 %
OR	OR		
Laprairie, Kimberly Associate Professor	PhD in Educational Research and Leadership Louisiana State University		

D. <u>Students</u> – Describe general recruitment efforts and admission requirements. In accordance with the institution's Uniform Recruitment and Retention Strategy, escribe plans to recruit, retain, and graduate students from underrepresented groups for the program.

Admission Requirements for the Digital Media MFA Program
Students wishing to pursue an MFA in Digital Media Production are required to meet the Academic Standards for Graduate Students listed in the Sam Houston State University 2017-2018 Graduate Catalog available online at http://catalog.shsu.edu/graduate/.

Existing requirements as listed on the COHS web page http://catalog.shsu.edu/graduate/academic-policies-procedures/#admissiontext are:

● Graduate Admissions Application (submitted online through ApplyTexas).
● Application Fee
● An official transcript from your baccalaureate degree granting institution
● Additional documentation as required for your specific program. See our Degree Programs so determine if any additional documentation is required for your program of interest.

The mass communication department has additional requirements for admission into the proposed MFA in Digital Media Production:

● An official transcript from the applicant's baccalaureate degree-granting institution
● Official GRE scores*
● A 500-word personal statement outlining personal goals and objectives for the program
● A digital media portfolio or a link to an online digital media portfolio

* Media professionals with at least eight years of experience in digital media may request a waiver of the GRE requirement.

Recruitment plans:
The MFA program will be designed for three potential types of students: 1) working media professionals who need advanced skills to take advantage of newly developing digital media workflows such as on-demand and live content creation and delivery, 2) individuals wanting to enter into post-secondary teaching in digital media and online education technologies, and 3) corporate learning executives looking to enhance their ability to train and educate employees through digital media content and learning systems.

The proposed curriculum is designed to allow students to enter the program in the fall or spring semester and to take 12 hours most semesters. Full-time students will be able to finish the MFA degree in 3 years. We anticipate being able to attract individuals who either are recent graduates of a bachelor's program or are employed in media workplaces. We will actively promote the Mass Communication MFA to undergraduate media students throughout the Gulf Coast and surrounding regions and to professionals working in the greater Houston and Austin areas. We will develop a series of printed and online promotional materials targeted to media professionals, attend university graduate recruitment fairs, and make personal visits to undergraduate media programs in the region.

We are clearly interested in attracting students from underrepresented groups and will target those students at SHSU. Our department already attracts above average percent percentage of African-American and Latino students, and we will continue efforts to recruit from this population.

E. <u>Marketable Skills</u> – Describe the marketable skills and how the student will be informed of the marketable skills associated with the proposed program.

Students enrolled in the MFA in Digital Media & Production will program mobile applications for smartphones and tablets, stream live events on numerous digital media platforms, produce complex multimedia productions, utilize sophisticated motion graphics techniques, and anticipate the growth and development of social media. These skills are essential in fields including filmmaking, journalism, communication, public relations, education and corporate training and multimedia production. Communication skills are a critical focus; teamwork and career preparedness are also essential.

Furthermore, given the rapid evolution of digital media production and distribution methods, critical thinking will be a foundation of this program. Students will learn current industry practices and technologies, but they will also be empowered to experiment and develop their own techniques, software and distribution plans. MFA students will cultivate a learned ability to adapt to rapidly changing technologies and digital trends, all of which is based on critical thinking.

All aspects of planning, budgeting, producing, editing and distributing digital media projects are built into core course offerings. Students also learn how to be effective teachers in online and classroom settings as well as course development and pedagogical practices. Elective courses allow further specialization in writing, entrepreneurship, social media and work experience through internship. Digital media production is a communication-based degree, and the development of communication and teamwork skills are incorporated into most course curricula.

F. Library – Provide the library director's assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program.

The library subscribes to several databases which provide access to scholarly, peer-reviewed journals, trade journals, newspapers, and popular magazines which should be adequate to support the need for the types of materials for this program. The two communication databases are Communication & Mass Media Complete (CMMC) and ComAbstracts. The library also subscribes to several databases covering business, sociology, political science, psychology, and newspapers which should be useful. Additionally, the library subscribes to Safari Tech Books Online which is the premier on-demand digital library providing about 8,000 technology, digital media and business books online. Streaming video materials are available in the Films on Demand database. Films on Demand provides instant access to an educational cross-curricular digital library on a wide range of subjects from academic to life-skills content. The Films Media Group (FMG) serves the education community through its four brands: Films for the Humanities & Sciences, Cambridge Educational, Shopware, and Meridian.

G. Facilities and Equipment – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.

The Mass Communication Department currently has two video editing labs, two radio production studios, three television production studios, one advanced audio production lab, two audio editing suites, and high-end high-definition video cameras to support graduate student projects and coursework. The Department also has a 30-computer state-of-the-art Mac lab and access to the entire Adobe Creative Suite, the industry standard for a great deal of media and creative industries.

Most courses will be taught at either The Woodlands Center or the main campus in Huntsville, Texas. The radio production studios, television production studios, audio production lab, and audio editing suites are in

Huntsville; there are several high-tech computer labs in The Woodlands Campus equipped with Adobe Creative Suite and other critical software programs. The high-end, high-definition video cameras are housed in Huntsville, but could make the journey to The Woodlands Campus as well. The program could potentially utilize a sophisticated broadcast production van as well; the van is a partnership between the mass communication department and SHSU Online.

Roughly 70 percent of the courses taught in the proposed MFA would utilize in-person instruction at either campus. The remaining 30 percent of classes can be taught online. The delivery method of some courses will alternate between in-person instruction and online classes, depending on the semester, while other courses will be taught entirely online. Overall, no more than a third of the courses in the proposed MFA program will ever be taught online.

H. <u>Accreditation</u> – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation.

There are two national accreditation organizations that are associated with mass communication and art programs: ACEJMC (Accrediting Council on Education in Journalism and Mass Communications) and NASAD (National Association of Schools of Art and Design). Neither have accreditation procedures or standards for MFA programs. ACEJMC is focused on journalism and mass communication programs, not creative digital media; NASAD has competencies listed for a BFA in Film/Video Production, but not an MFA degree.

The Mass Communication Department is not actively participating in an accreditation process at this time. If the department pursues accreditation in the future, the proposed program will be developed in accordance with the accreditation standards of ACEMJC or NASAD.

I. <u>Evaluation</u> – Describe the evaluation process that will be used to assess the quality and effectiveness of the new degree program.

Evaluations will be conducted using multiple techniques:

- Course evaluations, conducted every semester, will be regularly analyzed and assessed
- Student surveys will be conducted every two years, beginning in the second year, to measure perceived quality of advising, coursework, and overall preparation for professional careers
- Graduate surveys will be conducted every two years, beginning two years after the first graduating class, to measure job and salary satisfaction, and overall preparedness for professional careers

- For students completing internships, supervisors will be conducted to determine the quality of work and student preparedness for the internship

Because there are no accrediting bodies for this degree, it is not possible to evaluate students using a nationally-recognized assessment protocol.

The Higher Education Coordinating Board require review of graduate programs every seven years facilitated by the Office of Graduate Studies. The mass communication department will pursue and comply with that review.

III. Costs and Funding

A. <u>Five-Year Costs and Funding Sources</u> – Complete the following table to show estimated five-year costs and sources of funding for the program.

Five-Year Costs		Five-Year Funding	
Personnel[1]	$0	Reallocated Funds	$0
Facilities and Equipment	$0	Anticipated New Formula Funding[3]	$0
Library, Supplies, and Materials	$0	Designated Tuition and Fees	$0
Other[2]	$0	Other[4]	$0
Total Costs	**$0**	**Total Funding**	**$0**

1. Report costs for new faculty hires, graduate assistants, and technical support personnel. For new faculty, prorate individual salaries as a percentage of the time assigned to the program. If existing faculty will contribute to program, include costs necessary to maintain existing programs (e.g., cost of adjunct to cover courses previously taught by faculty who would teach in new program).
2. Specify other costs here (e.g., administrative costs, travel).
3. Indicate formula funding for students new to the institution because of the program; formula funding should be included only for years three through five of the program and should reflect enrollment projections for years three through five.
4. Report other sources of funding here. In-hand grants, "likely" future grants, and special item funding can be included.

Signature Page

1. <u>Adequacy of Funding and Notification of Other Institutions</u> – The chief executive officer shall sign the following statements:

   I certify that the institution has adequate funds to cover the costs of the new program. Furthermore, the new program will not reduce the effectiveness or quality of existing programs at the institution.

   I certify that my institution has notified all public institutions within 50 miles of the teaching site of our intention to offer the program at least 30 days prior to submitting this request. I also certify that if any objections were received, those objections were resolved prior to the submission of this request.

   _____ _____
                   Chief Executive Officer   Date

2. <u>Board of Regents or Designee Approval</u> – A member of the Board of Regents or designee shall sign the following statement:

   On behalf of the Board of Regents, I hereby certify that the program is appropriate for the mission of this institution, and the Board of Regents has approved the program.

   _____ _____
               Board of Regents (Designee)   Date of Approval

FORM B
REQUEST FOR ADDITION OF A NEW COURSE

I.   **Course Identification**
   a. Proposed prefix and number: MCOM 5355
   b. Proposed title (30 Character Max): Digital Media Management
      c. Proposed catalog description including prerequisites and credit: Students in this course learn management in entertainment, public relations, emerging media, and related fields, including the supervision of creative digital media projects. The course examines media production decisions and decision-makers adapting to digital media trends. It also develops leadership training and skills designed to manage media organizations and projects. Prerequisite: Department approval. Credit 3.

   d. Companion course/Co-requisite: None
   e. May course be repeated for credit? No
   f. Maximum number of credit hours that can be earned: 3
   g. Is course eligible to receive a grade of IP? No If yes, justification:
   h. Is this course exempt from the 3-peat charge? No; If yes, justification:
   i. Is the proposed course eligible to be offered as writing enhanced? (applies only to undergraduate courses) N/A; if yes, attach Writing Enhancement Supplement.
   j. Identify the majors and/or minors for which this course will be required: Proposed Digital Media Production MFA
   k. Identify the majors and/or minors for which this course may be an elective: Digital Media MA

II.   **Statement of Need and Program Compatibility**
   a. Justify the need for this course, including how the proposed course will support the present program curriculum.
      The course teaches the skills, functions, and roles of digital media managers by embedding, into the program curriculum, essential theory, knowledge, and skills of management as they apply in the context of digital media production. It also supports the proposed MCOM MFA curriculum by examining leadership structures, roles, and processes; it prepares students for leadership roles and media management positions in professional media companies and non-profits.

   b. Explain how the addition of this course will directly or indirectly influence personnel rotation, inventory of courses, degree requirements, etc.
      This course would only be taught once a year in the spring semester. Furthermore, several faculty will rotate the course, including a proposed new faculty member, so it will have minimal impact on personnel rotation and course inventory.

   c. Identify courses with similar titles or similar contents currently offered in other departments. Explain how this course is different. Identify representatives from departments offering courses with similar titles or contents who have reviewed this proposal and summarize their responses.
      Courses with titles that include various aspects of workplace and business management are BUAD 5310 Managerial Communication, MKTG 5330 Marketing Management, MGMT 5320 Management of Innovation and Technology, and MGMT 5325 Project Management. Teaching the topic of management at the graduate level invariably touches many degree programs and academic disciplines. The proposed course differs by offering content that focuses solely on management as it is related to the mass media industries and how to manage media-based projects. The following professors teach the above courses: Traci Austin (BUAD 5310), Irfan Ahmed (MKTG 5330), and Pamela Zelbst (MGMT 5320). Pamela Zelbst, Traci Austin and Irfan Ahmed were asked to review the proposed course for their respective departments. Dr. Zelbst commented on the new course and said that MGMT 5320 does not contain similar content. The course focuses on technology forecasting, managing the innovation process and creating an innovative management environment. Dr. Ahmed said that MKTG 5330 Marketing Management is an overall introductory course at the M.B.A. level in the College of Business Administration. The class touches upon emergent social media as a part of marketing, the overlap between MKTG 5330 and the proposed course is minimal. Correspondence containing these

comments can be reviewed in the attached supporting documents. Dr. Austin was informed of the new course but did not reply with a comment.

    d. Identify who is likely to be the instructor(s) of this course.
       Bruce O'Neal, MFA, Jean Bodon, Ph.D., Wojciech Lorenc, MFA, Ruth Massingill, Ph.D. or proposed new faculty will teach this course.

III.   **Course Content**
    a. List the course objectives as expected student outcomes. Objectives should be specific, measureable, and appropriate for the course level (i.e., graduate courses should not "introduce" or "identify").
       Upon completion of this course, the student will be able to:
       - Synthesize contemporary theories of media management for diverse media products and organizations;
       - Devise a content creation strategy;
       - Critique recruitment and management techniques;
       - Conduct valid and reliable audience research; and,
       - Create a marketing and distribution plan for commercial and non-commerical media content.

    b. Identify the proposed text(s) for the course (include full name of author, title, publisher and date). **If the text is more than 5 years old, please provide a justification.**

Author	Title And Publisher	Year
Alan B. Albarran	Management of Electronic and Digital Media Sixth Edition, Cengage	2016
Mark Deuze, Editor	Managing Media Work, Sage Publications. This book was the recipient of the 2010-2011 Robert Picard Book Award of the Media Management and Economics Division of the Association for Education in Journalism and Mass Communication (AEJMC) and remains the preeminent resource for those entering the creative industries.	2011

    c. Using a 15-week class schedule, identify the topics to be covered during each week of the semester:

Week 1	Managine electronic and digital media
Week 2	The media economic field
Week 3	Theory and practice of management
Week 4	Managing finances for media production
Week 5	The creative process
Week 6	Managing creative teams
Week 7	Mid-term exam
Week 8	Audience research and demand
Week 9	Content creation strategies
Week 10	Marketing and distribution
Week 11	News and public relations media management
Week 12	TV and film media management
Week 13	New media management
Week 14	Case study in managing digital media transition
Week 15	Final exam

IV.   **Library materials required for this course.** This section is to help the Library review the adequacy of the current collection and plan for the future allocation of resources to better meet the needs of students enrolled in this course.

    a. Please indicate the **types** of library resources you expect students to use for this course. Using a scale of 0 to 7, indicate the **extent of use** anticipated for each type of library resource selected. [0 = no use to 7 = extensive use]

Types of print/electronic library resources needed	Extent of use anticipated (on a scale of 0 to 7)
Scholarly, Peer-Reviewed Journals	3
Electronic Databases	3
Books	1
Trade Journals	4
Newspapers	1
Popular Magazines	3
Audio-Visual	2
Other (please specify)	0

b. Please identify **specific** resources that the Library needs to **acquire** in support of this course. These resources could include but are not limited to (both print and electronic) journals, electronic databases, books, etc. Please identify **new titles** that should be acquired or **subject areas** in the collection that may need to be **enhanced** or **updated**.

New titles needed or subject area to be enhanced:
New titles: Management of Electronic and Digital Media, 6th Edition, by Alan B. Albarran: Cengage, 2016; Managing Media Work, Edited by Mark Deuze, Sage Publications, 2011

The library has more than 50 resources available under the subject area of media management or media economics. These areas do not need to be enhanced other than through the two titles above.

V. Please identify equipment and technological resources required for this course. This section addresses the need for specialized laboratory equipment, computer software or other physical resources not generally available on campus.
Equipment and technological resources are minimal for the course, and the course can be taught in a typical classroom available at the university.

After this form has been completed, contact a Bibliographer/Librarian to complete the Library Collection Review (LCR) form. The LCR form should be attached to Form B before the proposal is forwarded to your College Curriculum Committee.

FORM B
—CHECK LIST—
<mark>**Please check each box to verify review.**</mark>

Overall

☒ The version of Form B currently posted on the Academic Affairs web site under <u>Curriculum Forms</u> is being used.

☒ Font is Times New Roman, 11 pt, no bold, no "all caps."

☒ The form has been proofed for spelling and grammar errors. Please note that the Form B template does not have grammar and spell check.

☒ Every question has a response. If there is not an affirmative response, use "N/A," "No," or "None" as appropriate.

Part I - V

☒ I.c. The catalog description is in complete sentences.

    ☒ Course catalog descriptions should be understandable to members outside the discipline. Avoid acronyms, abbreviations and terminology specific to the discipline not usually recognized by the general public. Commonly recognized terminology is acceptable, e.g., NASA, DNA, S Corporation.

    ☒ The final sentence of the catalog description lists any prerequisites, followed by credits, e.g., Prerequisite: IT 161. Credit 3.

    ☒ Use terms such as "basic," "fundamental," "introduction," and "overview" sparingly. Upper division courses should seldom be introductory.

☒ I.d. Companion courses require concurrent enrollment. This is a rare occurrence. If applicable, the companion course should be listed in the course description.

☒ I.i. If the course is proposed to be writing enhanced, course requirements listed in the 15-week class schedule should reflect writing assignments.

☒ II.b. There is nearly always an impact if a new course is added. Adding a new course may require that new faculty be hired or existing teaching assignments be modified, existing courses be deleted, or degree requirements be modified. Offer specific explanation of the modifications.

☒ II.c. Review SHSU course offerings to identify courses with similar titles or content. Err in favor of listing courses that potentially could overlap. Include documentation of discussions with appropriate departmental chairs to avoid duplication.

☒ III.b. Note that the form requires both Title <u>and</u> Publisher. Do not omit the publisher.

    Provide a justification if the proposed texts are more than five years old. Check to see if proposed textbooks over two years old are out-of-print.

☒ III.c. If the course features differential content or directed study, provide a sample 15-week class schedule.

☒ IV. The library has been supplied with an electronic copy of this course request at least 2 weeks prior to the college submission deadline.

I certify that the Form B submitted to the University Curriculum Committee has been reviewed and complies with the stipulations on this checklist.

Jean Bodon	9/22/2017	Marcus Funk	9/22/2017
Department Chair Signature	Date	College Curriculum Committee Chair Signature	Date

LIBRARY COLLECTION REVIEW for PROPOSED COURSE

Proposed Course Prefix and Number: MCOM 5355
Proposed Title: Digital Media Management

1. Results of the librarian's review of the adequacy of library holdings to support the proposed course content areas and assignments. Please be specific, and indicate whether the subject areas of the course require new expenditures, or are already included in the collection due to library support of courses with similar information needs.
    The Newton Gresham Library's collection of electronic and print resources can support this course. The students taking this course will find current information from a wide range of multimedia resources pertaining to the course's content in the following databases: MasterFILE Premier, Business Source Complete, Applied Science & Technology Source, Academic Search Complete, and Education Source. The following trade publications and scholarly peer reviewed journals may be particularly useful: Billboard, Emedia, EventDV, Shoot, Variety, Hollywood Reporter, American Cinematographer, Broadcasting & Cable, DV: Digital Video, Televisual, Journal of Arts Management, Law & Society, Journal of Broadcasting & Electronic Media, Design Issues, Journal of Film & Video, and Journal of Visual Culture.

    Additionally, students may access informational resources covering the course's content through the library's collection of electronic and print monographs. No additional expenditures will be required to support this course.

2. Identify additional resources that are likely to be needed, and the approximate cost of the materials.
    One of the two requested titles (Managing Media Work) is currently available through the library's collection. For collection development best practices, the library does not collect textbooks that students are expected to purchase as required course readings. Instead, to ensure best use of the limited Library budget, emphasis is placed on providing the relevant additional resources to support the curriculum, student learning, and faculty research. Therefore, the textbook identified under section IV-b of this form (Management of Electronic and Digital Media) will not be purchased for the library collection at this time. No additional resourced are needed.

3. Bibliographer's comments (state any concerns regarding the library's support of the course).
    The library can support this course.

Signed: Zach Valdes   Date: 10/16/2017
                 Bibliographer

Signed: Lisa Shen   Date: 10/17/2017
                 Library Director

WRITING ENHANCEMENT SUPPLEMENT

Proposed Course Prefix and Number: MCOM 5355
Proposed Title: Digital Media Management

Briefly explain how the writing requirement will be met in this course, keeping in mind that 50% or more of the course grade must be derived from written assignments, either formal or informal.

Reviewer's Notes:

Signed: _____   Date: _____
             Writing Enhanced Committee Chair

FORM B
REQUEST FOR ADDITION OF A NEW COURSE

I.   **Course Identification**
   a.   Proposed prefix and number: MCOM 6315
   b.   Proposed title (30 Character Max): Web and Mobile Development
      c.   Proposed catalog description including prerequisites and credit: Students in this course learn theoretical structures behind informational design for mass communication via the internet and mobile devices. Students learn HTML and Java-based programming, as well as how to creatively craft digital art and content. Students create their own online and mobile-based content. Prerequisite: MCOM 6310. Credit 3.

   d.   Companion course/Co-requisite: None
   e.   May course be repeated for credit? No
   f.   Maximum number of credit hours that can be earned: 3
   g.   Is course eligible to receive a grade of IP? No If yes, justification:
   h.   Is this course exempt from the 3-peat charge? No; If yes, justification:
   i.   Is the proposed course eligible to be offered as writing enhanced? (applies only to undergraduate courses) N/A; if yes, attach Writing Enhancement Supplement.
   j.   Identify the majors and/or minors for which this course will be required: Proposed Master of Fine Arts in Digital Media Production graduate students
   k.   Identify the majors and/or minors for which this course may be an elective: Master of Art in Digital Media graduate students

II.   **Statement of Need and Program Compatibility**
   a.   Justify the need for this course, including how the proposed course will support the present program curriculum.
        This course further develops critical design and programming skills for web and mobile platforms. These skills are introduced during MCOM 6310: Advanced Multimedia Production, but a deeper understanding of web and mobile development skills are essential for creative and professional positions in interactive media.

   b.   Explain how the addition of this course will directly or indirectly influence personnel rotation, inventory of courses, degree requirements, etc.
        The course will only be taught once a year likely, in the fall semester. A variety of professors will rotate instruction. The course will have minimal impact on personnel rotation and course inventories.

   c.   Identify courses with similar titles or similar contents currently offered in other departments. Explain how this course is different. Identify representatives from departments offering courses with similar titles or contents who have reviewed this proposal and summarize their responses.
        CSTE 5337 Designing Instructional Materials For The Web is a course offered as part of the Master of Education in Curriculum and Instruction that develops web sites. However, the key difference is that CSTE 5337 is designed to develop web sites for educational purposes while the present course features the development of web and mobile sites designed for mass communication purposes such as entertainment or information delivery to general and niche audiences. Dr. Li-Jen Lester, an associate professor in the Department of Computer Science, was asked to review the proposed course for its similarity to CSTE 5337. Supportive documentation is included.

   d.   Identify who is likely to be the instructor(s) of this course.
        Wojciech Lorenc, MFA, Robin Johnson, Ph.D., Marcus Funk, Ph.D. and proposed new hires could likely be the instructors for this course.

III.   **Course Content**
   a.   List the course objectives as expected student outcomes. Objectives should be specific, measureable, and appropriate for the course level (i.e., graduate courses should not "introduce" or "identify").
        Upon completion of this course, the student will be able to:
        - Demonstrate the ability to select appropriate programming languages for each project;

- Develop a plan for user interface input and solicit end-user feedback for the design of web and mobile applications;
- Establish sophisticated interactive elements using Javascript and HTML5 programming languages;
- Test for security vulnerabilities in web and mobile applications; and,
- Implement standards of publishing applications in line with professional mobile application marketplaces such as the Apple App Store and the Google Play Store.

b. Identify the proposed text(s) for the course (include full name of author, title, publisher and date). **If the text is more than 5 years old, please provide a justification.**

Author	Title And Publisher	Year
Yakov Fain, Victor Rasputnis, Anatole Tartakovsky and Viktor Gamov	Enterprise Web Development: Building HTML5 applications from desktop to mobile, O'Reilly	2014
John Duckett	Javascript and jQuery: Interactive front-end web development, Wiley	2014

c. Using a 15-week class schedule, identify the topics to be covered during each week of the semester:

Week 1	Selecting programming languages
Week 2	Web development for businesses and organizations
Week 3	User interface design
Week 4	Early testing cycles
Week 5	Selecting development frameworks and libraries
Week 6	HTML5 development
Week 7	Mid-term project review
Week 8	Javascript and jQuery development
Week 9	Managing a large project
Week 10	Integrating web and mobile with client-side applications
Week 11	Productivity tools
Week 12	Late development testing cycles
Week 13	Security vulnerabilities
Week 14	Hybrid mobile applications
Week 15	Presentation of final project

IV.   Library materials required for this course. This section is to help the Library review the adequacy of the current collection and plan for the future allocation of resources to better meet the needs of students enrolled in this course.

a. Please indicate the **types** of library resources you expect students to use for this course. Using a scale of 0 to 7, indicate the **extent of use** anticipated for each type of library resource selected. [0 = no use to 7 = extensive use]

Types of print/electronic library resources needed	Extent of use anticipated (on a scale of 0 to 7)
Scholarly, Peer-Reviewed Journals	2
Electronic Databases	2
Books	1
Trade Journals	3
Newspapers	1
Popular Magazines	2
Audio-Visual	2

| Other (please specify) | 0 |

b. Please identify **specific** resources that the Library needs to **acquire** in support of this course. These resources could include but are not limited to (both print and electronic) journals, electronic databases, books, etc. Please identify **new titles** that should be acquired or **subject areas** in the collection that may need to be **enhanced** or **updated**.

New titles needed or subject area to be enhanced:
New titles are: Enterprise Web Development: Building HTML5 applications from desktop to mobile by Yakov Fain, Victor Rasputnis, Anatole Tartakovsky and Viktor Gamov, O'Reilly, 2014; and Javascript and jQuery: Interactive front-end web development by John Duckett, Wiley, 2014.

The library has more than 300 resources on Javascript and more than 900 resources on the subject of Web Development. There is only one resource on HTML5, and this subject area may one that the library could enhance.

V. Please identify equipment and technological resources required for this course. This section addresses the need for specialized laboratory equipment, computer software or other physical resources not generally available on campus.
Equipment such as a computer lab for web development and other technological resources are already available through the Mass Communication Department and the Dan Rather building.

After this form has been completed, contact a Bibliographer/Librarian to complete the Library Collection Review (LCR) form. The LCR form should be attached to Form B before the proposal is forwarded to your College Curriculum Committee.

FORM B
—CHECK LIST—
<mark>**Please check each box to verify review.**</mark>

Overall

☒   The version of Form B currently posted on the Academic Affairs web site under <u>Curriculum Forms</u> is being used.

☒   Font is Times New Roman, 11 pt, no bold, no "all caps."

☒   The form has been proofed for spelling and grammar errors. Please note that the Form B template does not have grammar and spell check.

☒   Every question has a response. If there is not an affirmative response, use "N/A," "No," or "None" as appropriate.

Part I - V

☒   I.c.   The catalog description is in complete sentences.

    ☒   Course catalog descriptions should be understandable to members outside the discipline. Avoid acronyms, abbreviations and terminology specific to the discipline not usually recognized by the general public. Commonly recognized terminology is acceptable, e.g., NASA, DNA, S Corporation.

    ☒   The final sentence of the catalog description lists any prerequisites, followed by credits, e.g., Prerequisite: IT 161. Credit 3.

    ☒   Use terms such as "basic," "fundamental," "introduction," and "overview" sparingly. Upper division courses should seldom be introductory.

☒   I.d.   Companion courses require concurrent enrollment. This is a rare occurrence. If applicable, the companion course should be listed in the course description.

☒   I.i.   If the course is proposed to be writing enhanced, course requirements listed in the 15-week class schedule should reflect writing assignments.

☒   II.b.   There is nearly always an impact if a new course is added. Adding a new course may require that new faculty be hired or existing teaching assignments be modified, existing courses be deleted, or degree requirements be modified. Offer specific explanation of the modifications.

☒   II.c.   Review SHSU course offerings to identify courses with similar titles or content. Err in favor of listing courses that potentially could overlap. Include documentation of discussions with appropriate departmental chairs to avoid duplication.

☒   III.b.   Note that the form requires both Title <u>and</u> Publisher. Do not omit the publisher.

       Provide a justification if the proposed texts are more than five years old. Check to see if proposed textbooks over two years old are out-of-print.

☒   III.c.   If the course features differential content or directed study, provide a sample 15-week class schedule.

☒   IV.   The library has been supplied with an electronic copy of this course request at least 2 weeks prior to the college submission deadline.

I certify that the Form B submitted to the University Curriculum Committee has been reviewed and complies with the stipulations on this checklist.

Jean Bodon	9/22/2017	Marcus Funk	9/22/2017
Department Chair Signature	Date	College Curriculum Committee Chair Signature	Date

LIBRARY COLLECTION REVIEW for PROPOSED COURSE

Proposed Course Prefix and Number: MCOM 6315
Proposed Title: Web and Mobile Development

1. Results of the librarian's review of the adequacy of library holdings to support the proposed course content areas and assignments. Please be specific, and indicate whether the subject areas of the course require new expenditures, or are already included in the collection due to library support of courses with similar information needs.
   The Newton Gresham Library's collection of electronic and print resources can support this course. The students taking this course will find current information from a wide range of multimedia resources pertaining to the course's content in the following databases: Business Source Complete, MasterFILE Premier, Academic Search Complete, and Applied Science & Technology Source. The following trade journals, magazines, and scholarly journals may be particularly useful: Behavior and Information Technology, IEEE Software, Journal of Computer Security, Bioinformatics, Information Technology & Libraries, and Communications of the ACM, PC Magazine, Information Today, EWeek, and Online.

   Additionally, students may access informational resources covering the course's content through the library's collection of electronic and print monographs. Approximately 100 print and e-books covering the topic of HTML5 are currently in the library's collection. No additional expenditures will be required to support this course.

2. Identify additional resources that are likely to be needed, and the approximate cost of the materials.
   For collection development best practices, the library does not collect textbooks that students are expected to purchase as required course readings. Instead, to ensure best use of the limited Library budget, emphasis is placed on providing the relevant additional resources to support the curriculum, student learning, and faculty research. Therefore, the textbooks identified under section IV-b of this form will not be purchased for the library collection at this time.

3. Bibliographer's comments (state any concerns regarding the library's support of the course).
   The library can support this course.

Signed: Zach Valdes   Date: 10/17/2017
           Bibliographer

Signed: Lisa Shen   Date: 10/17/2017
           Library Director

WRITING ENHANCEMENT SUPPLEMENT

Proposed Course Prefix and Number: MCOM 6315
Proposed Title: Web and Mobile Development

Briefly explain how the writing requirement will be met in this course, keeping in mind that 50% or more of the course grade must be derived from written assignments, either formal or informal.

Reviewer's Notes:

Signed: _____   Date: _____
                Writing Enhanced Committee Chair

FORM B
REQUEST FOR ADDITION OF A NEW COURSE

I.   **Course Identification**
   a. Proposed prefix and number: MCOM 6335
   b. Proposed title (30 Character Max): Motion Graphics and Effects
      c. Proposed catalog description including prerequisites and credit: Students in this course create motion graphics and visual effects using animation, green screen technology, and compositing programs. Students learn enhanced techniques on professional software platforms to achieve a variety of dramatic and artistic motion effects. Prerequisite: MCOM 6330. Credit 3.

   d. Companion course/Co-requisite: None
   e. May course be repeated for credit? No
   f. Maximum number of credit hours that can be earned: 3
   g. Is course eligible to receive a grade of IP? No If yes, justification:
   h. Is this course exempt from the 3-peat charge? No; If yes, justification:
   i. Is the proposed course eligible to be offered as writing enhanced? (applies only to undergraduate courses) N/A; if yes, attach Writing Enhancement Supplement.
   j. Identify the majors and/or minors for which this course will be required: Proposed Digital Media Production MFA
   k. Identify the majors and/or minors for which this course may be an elective: Digital Media MA

II.   **Statement of Need and Program Compatibility**
   a. Justify the need for this course, including how the proposed course will support the present program curriculum.
   Motion graphics and animation platforms are integral and complex components of modern video productions. The course furthers the development of skills and techniques in digital media editing learned in MCOM 6330 Digital Editing, with a particular focus on visual effects and motion graphics using Adobe After Effects.

   b. Explain how the addition of this course will directly or indirectly influence personnel rotation, inventory of courses, degree requirements, etc.
   This course would only be taught once a year, and faculty would rotate the course with another once-a-year class; it will likely only be taught in fall semesters. This will not greatly influence personnel rotation or course inventories.

   c. Identify courses with similar titles or similar contents currently offered in other departments. Explain how this course is different. Identify representatives from departments offering courses with similar titles or contents who have reviewed this proposal and summarize their responses.
   None

   d. Identify who is likely to be the instructor(s) of this course.
   Wojciech Lorenc, MFA, Elisa Herrmann, MFA and a proposed new hire

III.   **Course Content**
   a. List the course objectives as expected student outcomes. Objectives should be specific, measureable, and appropriate for the course level (i.e., graduate courses should not "introduce" or "identify").
   Upon completion of this course, the student will be able to:
   - Brainstorm and strategize creative opportunities for visual effects;
   - Research and implement appropriate visual effects and motion graphics workflow;
   - Professionally light, stage, shoot and edit using green screen technology;
   - Create visual effects or motion graphics in accordance with production goals;
   - Critique historical and contemporary uses of visual effects and motion graphics; and,
   - Craft visual effects and motion graphics using standard industry software.

b. Identify the proposed text(s) for the course (include full name of author, title, publisher and date). **If the text is more than 5 years old, please provide a justification.**

Author	Title And Publisher	Year
Lee Lanier	Avanced Visual Effects Compositing: Techniques for working with problematic footage, Focal Press.	2017
Eran Dinur	The Filmmaker's Guide to Visual Effects: The art and techniques of VFX for directors, producers, editors and cinematographers, Focal Press	2017
Jon Krasner	Motion Graphic Design: Applied history and aesthetics, Focal Press, 3rd Edition	2013

c. Using a 15-week class schedule, identify the topics to be covered during each week of the semester:

Week 1	Motion graphics core concepts
Week 2	Motion graphics in film
Week 3	Motion graphics in television
Week 4	Motion graphics in interactive media
Week 5	Kinetic images and typography
Week 6	Visual effects (VFX) core concepts
Week 7	VFX as a filmmaking tool
Week 8	Rotoscoping
Week 9	Green screen and extraction techniques
Week 10	Visual effect workflows
Week 11	VFX preproduction
Week 12	VFX postproduction
Week 13	Motion tracking
Week 14	Adding depth and relighting techniques
Week 15	Final project presentation

IV. **Library materials required for this course.** This section is to help the Library review the adequacy of the current collection and plan for the future allocation of resources to better meet the needs of students enrolled in this course.

a. Please indicate the **types** of library resources you expect students to use for this course. Using a scale of 0 to 7, indicate the **extent of use** anticipated for each type of library resource selected. [0 = no use to 7 = extensive use]

Types of print/electronic library resources needed	Extent of use anticipated (on a scale of 0 to 7)
Scholarly, Peer-Reviewed Journals	2
Electronic Databases	2
Books	1
Trade Journals	3
Newspapers	1
Popular Magazines	2
Audio-Visual	2
Other (please specify)	0

b. Please identify **specific** resources that the Library needs to **acquire** in support of this course. These resources could include but are not limited to (both print and electronic) journals, electronic databases, books, etc. Please identify **new titles** that should be acquired or **subject areas** in the collection that may need to be **enhanced** or **updated**.

New titles needed or subject area to be enhanced:

New titles: Avanced Visual Effects Compositing by Lee Lanier, Focal Press, 2017.

The library has 65 resources related to the subject of Animation (Cinematography), 48 resources on Cinematography Special Effects, and four resources on television graphics. These areas do not need to be enhanced other than the one title above.

V.   Please identify equipment and technological resources required for this course. This section addresses the need for specialized laboratory equipment, computer software or other physical resources not generally available on campus.
Equipment, specialized studios, and other technological resources are already available through the Mass Communication Department and the Dan Rather building.

After this form has been completed, contact a Bibliographer/Librarian to complete the Library Collection Review (LCR) form. The LCR form should be attached to Form B before the proposal is forwarded to your College Curriculum Committee.

FORM B
—CHECK LIST—
<mark>**Please check each box to verify review.**</mark>

Overall

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☒   The form has been proofed for spelling and grammar errors. Please note that the Form B template does not have grammar and spell check.

☒   Every question has a response. If there is not an affirmative response, use "N/A," "No," or "None" as appropriate.

Part I - V

☒   I.c.   The catalog description is in complete sentences.

     ☒   Course catalog descriptions should be understandable to members outside the discipline. Avoid acronyms, abbreviations and terminology specific to the discipline not usually recognized by the general public. Commonly recognized terminology is acceptable, e.g., NASA, DNA, S Corporation.

     ☒   The final sentence of the catalog description lists any prerequisites, followed by credits, e.g., Prerequisite: IT 161. Credit 3.

     ☒   Use terms such as "basic," "fundamental," "introduction," and "overview" sparingly. Upper division courses should seldom be introductory.

☒   I.d.   Companion courses require concurrent enrollment. This is a rare occurrence. If applicable, the companion course should be listed in the course description.

☒   I.i.   If the course is proposed to be writing enhanced, course requirements listed in the 15-week class schedule should reflect writing assignments.

☒   II.b.   There is nearly always an impact if a new course is added. Adding a new course may require that new faculty be hired or existing teaching assignments be modified, existing courses be deleted, or degree requirements be modified. Offer specific explanation of the modifications.

☒   II.c.   Review SHSU course offerings to identify courses with similar titles or content. Err in favor of listing courses that potentially could overlap. Include documentation of discussions with appropriate departmental chairs to avoid duplication.

☒   III.b.   Note that the form requires both Title <u>and</u> Publisher. Do not omit the publisher.

           Provide a justification if the proposed texts are more than five years old. Check to see if proposed textbooks over two years old are out-of-print.

☒   III.c.   If the course features differential content or directed study, provide a sample 15-week class schedule.

☒   IV.   The library has been supplied with an electronic copy of this course request at least 2 weeks prior to the college submission deadline.

I certify that the Form B submitted to the University Curriculum Committee has been reviewed and complies with the stipulations on this checklist.

Jean Bodon	9/22/2017	Marcus Funk	9/22/2017
Department Chair Signature	Date	College Curriculum Committee Chair Signature	Date

LIBRARY COLLECTION REVIEW for PROPOSED COURSE

Proposed Course Prefix and Number: MCOM 6335
Proposed Title: Motion Graphics and Effects

1. Results of the librarian's review of the adequacy of library holdings to support the proposed course content areas and assignments. Please be specific, and indicate whether the subject areas of the course require new expenditures, or are already included in the collection due to library support of courses with similar information needs.
   The Newton Gresham Library's collection of electronic and print resources can support this course. The students taking this course will find current information from a wide range of multimedia resources pertaining to the course's content in the following databases: Art & Architecture Source, OniFile Full Text Mega (H.W. Wilson), MasterFILE Premier, Business Source Complete, and Academic Search Complete. The following trade journals, magazines, and scholarly journals may be particularly useful: Computer Graphics Forum, IEEE Computer Graphics & Applications, Computers & Education, Sight & Sound, Time, American Cinematographer, Animation, Computer Graphics World, Shoot, Variety, and Advertising Age.

   Additionally, students may access informational resources covering the course's content through the library's collection of electronic and print monographs. No additional expenditures will be required to support this course.

2. Identify additional resources that are likely to be needed, and the approximate cost of the materials.
   For collection development best practices, the library does not collect textbooks that students are expected to purchase as required course readings. Instead, to ensure best use of the limited Library budget, emphasis is placed on providing the relevant additional resources to support the curriculum, student learning, and faculty research. The bibliographer's assessment has identified 12 books in the library's collection on the subject of Cinematophraphy--Special Effects--Data Processing. Therefore, the textbooks identified under section IV-b of this form will not be purchased for the library collection at this time.

3. Bibliographer's comments (state any concerns regarding the library's support of the course).
   The library can support this course.

Signed: Zach Valdes   Date: 10/17/2017
              Bibliographer

Signed: Lisa Shen   Date: 10/17/2017
              Library Director

WRITING ENHANCEMENT SUPPLEMENT

Proposed Course Prefix and Number: MCOM 6335
Proposed Title: Motion Graphics and Effects

Briefly explain how the writing requirement will be met in this course, keeping in mind that 50% or more of the course grade must be derived from written assignments, either formal or informal.

Reviewer's Notes:

Signed: _____   Date: _____
          Writing Enhanced Committee Chair

FORM B
REQUEST FOR ADDITION OF A NEW COURSE

I.   **Course Identification**
   a. Proposed prefix and number: MCOM 6380
   b. Proposed title (30 Character Max): Studio Production
      c. Proposed catalog description including prerequisites and credit: Students in this course conduct original production planning and master studio skills, including director, technical director, audio engineer, teleprompter operator, floor manager, and camera operator. Teamwork and professionalism are emphasized in the creation of original, creative digital media content in a variety of televisual and online media. Prerequisite: MCOM 6373. Credit 3.

   d. Companion course/Co-requisite: None
   e. May course be repeated for credit? No
   f. Maximum number of credit hours that can be earned: 3
   g. Is course eligible to receive a grade of IP? No If yes, justification:
   h. Is this course exempt from the 3-peat charge? No; If yes, justification:
   i. Is the proposed course eligible to be offered as writing enhanced? (applies only to undergraduate courses) N/A; if yes, attach Writing Enhancement Supplement.
   j. Identify the majors and/or minors for which this course will be required: Proposed Digital Media Production MFA
   k. Identify the majors and/or minors for which this course may be an elective: Digital Media MA

II.   **Statement of Need and Program Compatibility**
   a. Justify the need for this course, including how the proposed course will support the present program curriculum.
      The course offers professional studio production skills and experience required for directing and producing strong television and other digital media content. The focus on the knowledge and skills that are more specific to television/studio settings support the overall curriculum by providing important and practical experience in a signficant and ubiquitous category of digital media production. This course empowers students to create digital content and increases student's ability to work in professional media studios. It is an integral part of the proposed MCOM MFA program, given the prominence of directing and production skills in digital media careers.

   b. Explain how the addition of this course will directly or indirectly influence personnel rotation, inventory of courses, degree requirements, etc.
      This course would only be taught once a year, and faculty would rotate the course with another once-a-year class; it will likely only be taught in fall semesters. This will not greatly influence personnel rotation or course inventories.

   c. Identify courses with similar titles or similar contents currently offered in other departments. Explain how this course is different. Identify representatives from departments offering courses with similar titles or contents who have reviewed this proposal and summarize their responses.
      A review of graduate programs and the graduate catalog of courses resulted in finding no courses with a similar title or content.

   d. Identify who is likely to be the instructor(s) of this course.
      Elisa Herrmann, MFA, Jean Bodon, Ph.D., Wojciech Lorenc, MFA and proposed new faculty

III.   **Course Content**
   a. List the course objectives as expected student outcomes. Objectives should be specific, measureable, and appropriate for the course level (i.e., graduate courses should not "introduce" or "identify").
      Upon completion of this course, the student will be able to:
      - Conceptualize, propose and write show ideas for television development;
      - Manage complex studio environments and assign roles for studio crew;

- Effectively supervise the control room environment;
- Utilize technical equipment common to professional television studios; and,
- Choose production format and styles appropriate to genres and styles of television industry standards.

b. Identify the proposed text(s) for the course (include full name of author, title, publisher and date). **If the text is more than 5 years old, please provide a justification.**

Author	Title And Publisher	Year
Jim Owens	Television Production, 16th Edition, Focal Press	2015
Andrew H. Utterback	Studio Television Production and Directing: Concepts, equipment and procedures, Focal Press	2015

c. Using a 15-week class schedule, identify the topics to be covered during each week of the semester:

Week 1	Studio equipment and crew positions
Week 2	Studio environment
Week 3	The control room
Week 4	Audio control and technical directing
Week 5	Lighting and sets
Week 6	Cameras, mics and floor directing
Week 7	Newsroom studio production
Week 8	Assistant directing and directing
Week 9	Studio production planning
Week 10	Show creation and development
Week 11	Scriptwriting and producing
Week 12	Production formats
Week 13	Best practices in studio production
Week 14	Postproduction
Week 15	Final show projects

IV. Library materials required for this course. This section is to help the Library review the adequacy of the current collection and plan for the future allocation of resources to better meet the needs of students enrolled in this course.

a. Please indicate the **types** of library resources you expect students to use for this course. Using a scale of 0 to 7, indicate the **extent of use** anticipated for each type of library resource selected. [0 = no use to 7 = extensive use]

Types of print/electronic library resources needed	Extent of use anticipated (on a scale of 0 to 7)
Scholarly, Peer-Reviewed Journals	2
Electronic Databases	2
Books	1
Trade Journals	3
Newspapers	1
Popular Magazines	2
Audio-Visual	2
Other (please specify)	0

b. Please identify **specific** resources that the Library needs to **acquire** in support of this course. These resources could include but are not limited to (both print and electronic) journals, electronic databases, books, etc. Please identify **new titles** that should be acquired or **subject areas** in the collection that may need to be **enhanced** or **updated**.

New titles needed or subject area to be enhanced:
Both proposed texts for the course are available as part of the library's electronic collection.

The library has 75 resources available under the subject area of television production.

V.   Please identify equipment and technological resources required for this course. This section addresses the need
for specialized laboratory equipment, computer software or other physical resources not generally available on
campus.
Equipment, specialized studios, control room equipment and other technological resources are already available
through the Mass Communication Department and the Dan Rather building.

**After this form has been completed, contact a Bibliographer/Librarian to complete the Library Collection Review
(LCR) form. The LCR form should be attached to Form B before the proposal is forwarded to your College
Curriculum Committee.**

FORM B
—CHECK LIST—
<mark>Please check each box to verify review.</mark>

Overall

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☒   The form has been proofed for spelling and grammar errors. Please note that the Form B template does not have grammar and spell check.

☒   Every question has a response. If there is not an affirmative response, use "N/A," "No," or "None" as appropriate.

Part I - V

☒   I.c.   The catalog description is in complete sentences.

   ☒   Course catalog descriptions should be understandable to members outside the discipline. Avoid acronyms, abbreviations and terminology specific to the discipline not usually recognized by the general public. Commonly recognized terminology is acceptable, e.g., NASA, DNA, S Corporation.

   ☒   The final sentence of the catalog description lists any prerequisites, followed by credits, e.g., Prerequisite: IT 161. Credit 3.

   ☒   Use terms such as "basic," "fundamental," "introduction," and "overview" sparingly. Upper division courses should seldom be introductory.

☒   I.d.   Companion courses require concurrent enrollment. This is a rare occurrence. If applicable, the companion course should be listed in the course description.

☒   I.i.   If the course is proposed to be writing enhanced, course requirements listed in the 15-week class schedule should reflect writing assignments.

☒   II.b.   There is nearly always an impact if a new course is added. Adding a new course may require that new faculty be hired or existing teaching assignments be modified, existing courses be deleted, or degree requirements be modified. Offer specific explanation of the modifications.

☒   II.c.   Review SHSU course offerings to identify courses with similar titles or content. Err in favor of listing courses that potentially could overlap. Include documentation of discussions with appropriate departmental chairs to avoid duplication.

☒   III.b. Note that the form requires both Title <u>and</u> Publisher. Do not omit the publisher.

   Provide a justification if the proposed texts are more than five years old. Check to see if proposed textbooks over two years old are out-of-print.

☒   III.c. If the course features differential content or directed study, provide a sample 15-week class schedule.

☒   IV.   The library has been supplied with an electronic copy of this course request at least 2 weeks prior to the college submission deadline.

I certify that the Form B submitted to the University Curriculum Committee has been reviewed and complies with the stipulations on this checklist.

Jean Bodon	9/22/2017	Marcus Funk	9/22/2017
Department Chair Signature	Date	College Curriculum Committee Chair Signature	Date

LIBRARY COLLECTION REVIEW for PROPOSED COURSE

Proposed Course Prefix and Number: MCOM 6380
Proposed Title: Studio Production

1. Results of the librarian's review of the adequacy of library holdings to support the proposed course content areas and assignments. Please be specific, and indicate whether the subject areas of the course require new expenditures, or are already included in the collection due to library support of courses with similar information needs.
    The Newton Gresham Library's collection of electronic and print resources can support this course. The students taking this course will find current information from a wide range of multimedia resources pertaining to the course's content in the following databases: MasterFILE Premier, OmniFile Full Text Mega (H.W. Wilson), Opposing Viewpoints in Context, Business Source Complete, and Business Abstracts with Full Text (H.W. Wilson). The following trade journals, magazines, and scholarly journals may be particularly useful: Historical Journal of Film, Radio & Television, Critical Studies in Television, Media, Culture & Society, Television & News Media, Broadcasting & Cable, Shoot, Variety, Advertising Age, and Broadcasting.

    Additionally, students may access informational resources covering the course's content through the library's collection of electronic and print monographs. No additional expenditures will be required to support this course.

2. Identify additional resources that are likely to be needed, and the approximate cost of the materials.
    No additional resourced needed.

3. Bibliographer's comments (state any concerns regarding the library's support of the course).
    The library can support this course.

Signed: Zach Valdes_____   Date: 10/12/2017_____
                Bibliographer

Signed: Lisa Shen_____   Date: 10/16/2017_____
                Library Director

WRITING ENHANCEMENT SUPPLEMENT

Proposed Course Prefix and Number: MCOM 6380
Proposed Title: Studio Production

Briefly explain how the writing requirement will be met in this course, keeping in mind that 50% or more of the course grade must be derived from written assignments, either formal or informal.

Reviewer's Notes:

Signed: _____   Date: _____
            Writing Enhanced Committee Chair

FORM B
REQUEST FOR ADDITION OF A NEW COURSE

I.   **Course Identification**
   a. Proposed prefix and number: MCOM 6370
   b. Proposed title (30 Character Max): Remote Digital Streaming
      c. Proposed catalog description including prerequisites and credit: Students in this course manage digital content streaming workflows from multiple cameras to numerous devices for diverse audiences. Students learn end-to-end audio/video workflow processes, including media acquisition, encoding and live editing, advertising insertion, content delivery, the client-side player technology and audience analytics. Prerequisite: none. Credit 3.

   d. Companion course/Co-requisite: None
   e. May course be repeated for credit? No
   f. Maximum number of credit hours that can be earned: 3
   g. Is course eligible to receive a grade of IP? No If yes, justification:
   h. Is this course exempt from the 3-peat charge? No; If yes, justification:
   i. Is the proposed course eligible to be offered as writing enhanced? (applies only to undergraduate courses) N/A; if yes, attach Writing Enhancement Supplement.
   j. Identify the majors and/or minors for which this course will be required: Proposed Digital Media Production MFA
   k. Identify the majors and/or minors for which this course may be an elective: Digital Media MA

II.   **Statement of Need and Program Compatibility**
   a. Justify the need for this course, including how the proposed course will support the present program curriculum.
      Professional video production and distribution methods have expanded significantly to include both broadcast and online processes and standards. The proposed course enhances production and distribution skillsets for online streaming, including sports, live entertainment, live news content, and other live programming streamed online.

   b. Explain how the addition of this course will directly or indirectly influence personnel rotation, inventory of courses, degree requirements, etc.
      This course would only be taught once a year, and current faculty would rotate instruction alongside a proposed new faculty hire; it will likely only be taught in spring semesters. This will not greatly influence personnel rotation or course inventories.

   c. Identify courses with similar titles or similar contents currently offered in other departments. Explain how this course is different. Identify representatives from departments offering courses with similar titles or contents who have reviewed this proposal and summarize their responses.
      None

   d. Identify who is likely to be the instructor(s) of this course.
      Elisa Herrmann, MFA, Wojciech Lorenc, MFA and proposed new faculty

III. **Course Content**
   a. List the course objectives as expected student outcomes. Objectives should be specific, measureable, and appropriate for the course level (i.e., graduate courses should not "introduce" or "identify").
      Upon completion of this course, the student will be able to:
      - Implement appropriate logistical plans for multiple events, platforms, and venues;
      - Research and implement optimal streaming technology and platforms;
      - Demonstrate technical competency in program acquisition and monitoring;
      - Utilize complex local and cloud-based video storage systems; and,
      - Direct on-location camera operations and editing to capture high-quality digital content.

b. Identify the proposed text(s) for the course (include full name of author, title, publisher and date). **If the text is more than 5 years old, please provide a justification.**

Author	Title And Publisher	Year
Diana Weynand, Vance Piccin and Marcus Weise	How Video Works: From Broadcast to the Cloud, 3rd Edition, Focal Press	2016
Jack James	Film and Video Production in the Cloud: Concepts, Workflows and Best Practices, Routledge	2017

c. Using a 15-week class schedule, identify the topics to be covered during each week of the semester:

Week 1	Broadcast standards and video cloud systems
Week 2	Analog, digital broadcast and online video signal
Week 3	Digital delivery theory
Week 4	Live video, live linear and on demand
Week 5	Over the top (OTT) video
Week 6	Internet Protocol TV
Week 7	High definition and Ultra high definition
Week 8	Acquisition of video through cameras
Week 9	Acquisition of video through capture
Week 10	Digital video storage
Week 11	Monitoring video levels
Week 12	Compression and encoding
Week 13	Transmitting video online
Week 14	Streaming and progressive downloading
Week 15	Final project

IV. **Library materials required for this course.** This section is to help the Library review the adequacy of the current collection and plan for the future allocation of resources to better meet the needs of students enrolled in this course.

a. Please indicate the **types** of library resources you expect students to use for this course. Using a scale of 0 to 7, indicate the **extent of use** anticipated for each type of library resource selected. [0 = no use to 7 = extensive use]

Types of print/electronic library resources needed	Extent of use anticipated (on a scale of 0 to 7)
Scholarly, Peer-Reviewed Journals	2
Electronic Databases	2
Books	1
Trade Journals	3
Newspapers	1
Popular Magazines	2
Audio-Visual	3
Other (please specify)	0

b. Please identify **specific** resources that the Library needs to **acquire** in support of this course. These resources could include but are not limited to (both print and electronic) journals, electronic databases, books, etc. Please identify **new titles** that should be acquired or **subject areas** in the collection that may need to be **enhanced** or **updated**.

New titles needed or subject area to be enhanced:

No new titles are needed. The two textbooks among the library's electronic resources.

The library has more than 100 resources available under the subject area of digital video and cloud video.

V. Please identify equipment and technological resources required for this course. This section addresses the need for specialized laboratory equipment, computer software or other physical resources not generally available on campus.

Equipment, specialized studios and video control equipment and other technological resources are already available through the Mass Communication Department and the Dan Rather building.

After this form has been completed, contact a Bibliographer/Librarian to complete the Library Collection Review (LCR) form. The LCR form should be attached to Form B before the proposal is forwarded to your College Curriculum Committee.

FORM B
—CHECK LIST—
<mark>Please check each box to verify review.</mark>

Overall

☒ The version of Form B currently posted on the Academic Affairs web site under <u>Curriculum Forms</u> is being used.

☒ Font is Times New Roman, 11 pt, no bold, no "all caps."

☒ The form has been proofed for spelling and grammar errors. Please note that the Form B template does not have grammar and spell check.

☒ Every question has a response. If there is not an affirmative response, use "N/A," "No," or "None" as appropriate.

Part I - V

☒ I.c.   The catalog description is in complete sentences.

   ☒ Course catalog descriptions should be understandable to members outside the discipline. Avoid acronyms, abbreviations and terminology specific to the discipline not usually recognized by the general public. Commonly recognized terminology is acceptable, e.g., NASA, DNA, S Corporation.

   ☒ The final sentence of the catalog description lists any prerequisites, followed by credits, e.g., Prerequisite: IT 161. Credit 3.

   ☒ Use terms such as "basic," "fundamental," "introduction," and "overview" sparingly. Upper division courses should seldom be introductory.

☒ I.d.   Companion courses require concurrent enrollment. This is a rare occurrence. If applicable, the companion course should be listed in the course description.

☒ I.i.   If the course is proposed to be writing enhanced, course requirements listed in the 15-week class schedule should reflect writing assignments.

☒ II.b.   There is nearly always an impact if a new course is added. Adding a new course may require that new faculty be hired or existing teaching assignments be modified, existing courses be deleted, or degree requirements be modified. Offer specific explanation of the modifications.

☒ II.c.   Review SHSU course offerings to identify courses with similar titles or content. Err in favor of listing courses that potentially could overlap. Include documentation of discussions with appropriate departmental chairs to avoid duplication.

☒ III.b.   Note that the form requires both Title <u>and</u> Publisher. Do not omit the publisher.

   Provide a justification if the proposed texts are more than five years old. Check to see if proposed textbooks over two years old are out-of-print.

☒ III.c.   If the course features differential content or directed study, provide a sample 15-week class schedule.

☒ IV.   The library has been supplied with an electronic copy of this course request at least 2 weeks prior to the college submission deadline.

I certify that the Form B submitted to the University Curriculum Committee has been reviewed and complies with the stipulations on this checklist.

Jean Bodon	9/22/2017	Marcus Funk	9/22/2017
Department Chair Signature	Date	College Curriculum Committee Chair Signature	Date

LIBRARY COLLECTION REVIEW for PROPOSED COURSE

Proposed Course Prefix and Number: MCOM 6370
Proposed Title: Remote Digital Streaming

1. Results of the librarian's review of the adequacy of library holdings to support the proposed course content areas and assignments. Please be specific, and indicate whether the subject areas of the course require new expenditures, or are already included in the collection due to library support of courses with similar information needs.
    The Newton Gresham Library's collection of electronic and print resources can support this course. The students taking this course will find current information from a wide range of multimedia resources pertaining to the course's content in the following databases: Business Source Complete, MasterFILE Premier, Academic Search Complete, and Applied Science & Technology Source. The following trade journals, magazines, and scholarly journals may be particularly useful: Emedia Professional, Multimedia Tools & Applications, Emedia Magazine, Signal Processing: Image Communication, PC Magazine, Electronic Engineering Times, Broadcasting & Cable, and Billboard.

    Additionally, students may access informational resources covering the course's content through the library's collection of electronic and print monographs. No additional expenditures will be required to support this course.

2. Identify additional resources that are likely to be needed, and the approximate cost of the materials.
    No additional resourced needed.

3. Bibliographer's comments (state any concerns regarding the library's support of the course).
    The library can support this course.

Signed: Zach Valdes_____   Date: 10/07/2017_____
               Bibliographer

Signed: Lisa Shen_____   Date: 10/16/2017_____
               Library Director

WRITING ENHANCEMENT SUPPLEMENT

Proposed Course Prefix and Number: MCOM 6370
Proposed Title: Remote Digital Streaming

Briefly explain how the writing requirement will be met in this course, keeping in mind that 50% or more of the course grade must be derived from written assignments, either formal or informal.

Reviewer's Notes:

Signed: _____   Date: _____
            Writing Enhanced Committee Chair

FORM B
REQUEST FOR ADDITION OF A NEW COURSE

I.   **Course Identification**
   a.   Proposed prefix and number: MCOM 6390
   b.   Proposed title (30 Character Max): Sound Design and Editing
      c.   Proposed catalog description including prerequisites and credit: Students in this course learn how sound design and editing is developed in diverse ways for digital video and multimedia productions. It focuses on how sound design conveys meaning and how sound functions along with visual elements. Students explore how to capture sound using a variety of audio devices in multiple locations and how sound is used in editing to strengthen visual language, focus attention on visual elements and actions, and provide compositional structure or create ambience. Prerequisite: Department approval. Credit 3.

   d.   Companion course/Co-requisite: None
   e.   May course be repeated for credit? No
   f.   Maximum number of credit hours that can be earned: 3
   g.   Is course eligible to receive a grade of IP? No If yes, justification:
   h.   Is this course exempt from the 3-peat charge? No; If yes, justification:
   i.   Is the proposed course eligible to be offered as writing enhanced? (applies only to undergraduate courses) N/A; if yes, attach Writing Enhancement Supplement.
   j.   Identify the majors and/or minors for which this course will be required: Proposed Digital Media Prodcution MFA
   k.   Identify the majors and/or minors for which this course may be an elective: Digital Media MA

II.   **Statement of Need and Program Compatibility**
   a.   Justify the need for this course, including how the proposed course will support the present program curriculum.
      This course supports the proposed graduate MFA curriculum by focusing on critical film and television production skills, including sound design, editing, animation, multimedia works, motion graphics and game applications. These skills are necessary for employment in digital media industries.

   b.   Explain how the addition of this course will directly or indirectly influence personnel rotation, inventory of courses, degree requirements, etc.
      This course would only be taught once a year, and faculty would rotate the course with another once-a-year class; it will likely only be taught in spring semesters. This course will have minimal impact on personnel rotation and course inventories.

   c.   Identify courses with similar titles or similar contents currently offered in other departments. Explain how this course is different. Identify representatives from departments offering courses with similar titles or contents who have reviewed this proposal and summarize their responses.
      The School of Music offers an Applied Composition (COMP 5201) graduate course, and the proposed course has sound composition as one content component as it applies to digital media production. The proposed course contains other elements of sound design and editing that is not related to composition and therefore differs significantly from COMP 5201. Dr. Kyle Kindred, Associate Professor in the School of Music, was asked to review and comment on the proposed course. Dr. Kindred said that COMP 5201 has no firm requirement for sound design with regard to digital media besides the notation software that is used for designing scores which is different than the course content of the proposed course. Students in COMP 5201 are allowed to compose for a wide variety of media, but there is no firm requirement. The work of COMP 5201 students over the past decade has been at least 90 percent composition for acoustic instruments without electronics. Email correspondence with Dr. Kindred's comments can be found in the attached supporting document. A supportive letter from Dr. Scott Plugge advocating Dr. Patrick's ability to teach the course is also included.

   d.   Identify who is likely to be the instructor(s) of this course.
      Joseph Patrick, PhD, in the School of Music or a proposed new hire

III.   Course Content
   a.   List the course objectives as expected student outcomes. Objectives should be specific, measureable, and appropriate for the course level (i.e., graduate courses should not "introduce" or "identify").
   Upon completion of this course, the student will be able to:
   - Comprehend the theoretical and conceptual dimensions of audio design, mixing and recording;
   - Cultivate professional expertise in audio mixing and recording;
   - Appreciate and apply the aesthetic choices of sound designers and editors in media productions;
   - Create a professional media production that utilizes audio design and recording principles; and,
   - Demonstrate technical competence in sound design and editing for distribution.

   b.   Identify the proposed text(s) for the course (include full name of author, title, publisher and date). **If the text is more than 5 years old, please provide a justification.**

Author	Title And Publisher	Year
John Avarese	Post Sound Design, Bloomsbury Academic	2017
John J. Murphy	Production Sound Mixing, Bloomsbury Academic	2015

   c.   Using a 15-week class schedule, identify the topics to be covered during each week of the semester:

Week 1	Sound design fundamentals
Week 2	Location selection
Week 3	Audio connectors and microphones
Week 4	Booming and wireless microphones
Week 5	Recording interviews
Week 6	Synchronization
Week 7	Mid-term review of project proposal and planning
Week 8	Audio narration
Week 9	Dialogue editing
Week 10	Equalizing and dynamics
Week 11	Editing music for film and video production
Week 12	Audio mixing
Week 13	Opportunities for sound work in digital media
Week 14	Case studies in sound design
Week 15	Presentation of final project

IV.   Library materials required for this course. This section is to help the Library review the adequacy of the current collection and plan for the future allocation of resources to better meet the needs of students enrolled in this course.

   a.   Please indicate the **types** of library resources you expect students to use for this course. Using a scale of 0 to 7, indicate the **extent of use** anticipated for each type of library resource selected. [0 = no use to 7 = extensive use]

Types of print/electronic library resources needed	Extent of use anticipated (on a scale of 0 to 7)
Scholarly, Peer-Reviewed Journals	2
Electronic Databases	2
Books	1
Trade Journals	3
Newspapers	1
Popular Magazines	2
Audio-Visual	2

| Other (please specify) | 0 |

   b. Please identify **specific** resources that the Library needs to **acquire** in support of this course. These resources could include but are not limited to (both print and electronic) journals, electronic databases, books, etc. Please identify **new titles** that should be acquired or **subject areas** in the collection that may need to be **enhanced** or **updated**.

      New titles needed or subject area to be enhanced:
      New titles: Post Sound Design by John Avarese: Bloomsbury Academic, 2017; Production Sound Mixing by John J. Murphy: Bloomsbury Academic, 2015
      The library has more than 70 resources on sound production and sound design and 15 resources on sound effects in film. These areas do not need to be enhanced other than through the two titles above.

V.   Please identify equipment and technological resources required for this course. This section addresses the need for specialized laboratory equipment, computer software or other physical resources not generally available on campus.
     Equipment, specialized studios and editing rooms and other technological resources are already available through the Mass Communication Department.

After this form has been completed, contact a Bibliographer/Librarian to complete the Library Collection Review (LCR) form. The LCR form should be attached to Form B before the proposal is forwarded to your College Curriculum Committee.

FORM B
—CHECK LIST—
<mark>**Please check each box to verify review.**</mark>

Overall

☒   The version of Form B currently posted on the Academic Affairs web site under <u>Curriculum Forms</u> is being used.

☒   Font is Times New Roman, 11 pt, no bold, no "all caps."

☒   The form has been proofed for spelling and grammar errors. Please note that the Form B template does not have grammar and spell check.

☒   Every question has a response. If there is not an affirmative response, use "N/A," "No," or "None" as appropriate.

Part I - V

☒   I.c.   The catalog description is in complete sentences.

     ☒   Course catalog descriptions should be understandable to members outside the discipline. Avoid acronyms, abbreviations and terminology specific to the discipline not usually recognized by the general public. Commonly recognized terminology is acceptable, e.g., NASA, DNA, S Corporation.

     ☒   The final sentence of the catalog description lists any prerequisites, followed by credits, e.g., Prerequisite: IT 161. Credit 3.

     ☒   Use terms such as "basic," "fundamental," "introduction," and "overview" sparingly. Upper division courses should seldom be introductory.

☒   I.d.   Companion courses require concurrent enrollment. This is a rare occurrence. If applicable, the companion course should be listed in the course description.

☒   I.i.   If the course is proposed to be writing enhanced, course requirements listed in the 15-week class schedule should reflect writing assignments.

☒   II.b.   There is nearly always an impact if a new course is added. Adding a new course may require that new faculty be hired or existing teaching assignments be modified, existing courses be deleted, or degree requirements be modified. Offer specific explanation of the modifications.

☒   II.c.   Review SHSU course offerings to identify courses with similar titles or content. Err in favor of listing courses that potentially could overlap. Include documentation of discussions with appropriate departmental chairs to avoid duplication.

☒   III.b.   Note that the form requires both Title <u>and</u> Publisher. Do not omit the publisher.

                Provide a justification if the proposed texts are more than five years old. Check to see if proposed textbooks over two years old are out-of-print.

☒   III.c.   If the course features differential content or directed study, provide a sample 15-week class schedule.

☒   IV.   The library has been supplied with an electronic copy of this course request at least 2 weeks prior to the college submission deadline.

I certify that the Form B submitted to the University Curriculum Committee has been reviewed and complies with the stipulations on this checklist.

Jean Bodon	9/22/2017	Marcus Funk	9/22/2017
Department Chair Signature	Date	College Curriculum Committee Chair Signature	Date

LIBRARY COLLECTION REVIEW for PROPOSED COURSE

Proposed Course Prefix and Number: MCOM 6390
Proposed Title: Sound Design and Editing

1. Results of the librarian's review of the adequacy of library holdings to support the proposed course content areas and assignments. Please be specific, and indicate whether the subject areas of the course require new expenditures, or are already included in the collection due to library support of courses with similar information needs.
    The Newton Gresham Library's collection of electronic and print resources can support this course. The students taking this course will find current information from a wide range of multimedia resources pertaining to the course's content in the following databases: Academic Search Complete, MasterFILE Premier, and OmniFile Full Text Mega (H.W. Wilson). The following trade journals, magazines, and scholarly journals may be particularly useful: Journal of the Acoustical Society of America, Electronic Musician, Billboard, Rolling Stone, Science News, and New Scientist.

    Additionally, students may access informational resources covering the course's content through the library's collection of electronic and print monographs. Beyond the two requested titles, no additional expenditures will be required to support this course.

2. Identify additional resources that are likely to be needed, and the approximate cost of the materials.
    Post Sound Design by John Avarese ($120), and Production Sound Mixing ($30).

3. Bibliographer's comments (state any concerns regarding the library's support of the course).
    The library can support this course.

Signed: Zach Valdes_____   Date: 10/10/2017_____
               Bibliographer

Signed: Lisa Shen_____   Date: 10/16/2017_____
               Library Director

WRITING ENHANCEMENT SUPPLEMENT

Proposed Course Prefix and Number: MCOM 6390
Proposed Title: Sound Design and Editing

Briefly explain how the writing requirement will be met in this course, keeping in mind that 50% or more of the course grade must be derived from written assignments, either formal or informal.

Reviewer's Notes:

Signed: _____   Date: _____
                Writing Enhanced Committee Chair

FORM B
REQUEST FOR ADDITION OF A NEW COURSE

I. **Course Identification**
   a. Proposed prefix and number: MCOM 6398
   b. Proposed title (30 Character Max): Capstone Portfolio Project I
      c. Proposed catalog description including prerequisites and credit: Students in this course propose a capstone portfolio project of original digital media production works. Students work under faculty supervision from an adviser and members of a capstone portfolio project committee. This course precedes MCOM 6399. Prerequisite: Department approval. Credit 3.

   d. Companion course/Co-requisite: None
   e. May course be repeated for credit? No
   f. Maximum number of credit hours that can be earned: 3
   g. Is course eligible to receive a grade of IP? Yes If yes, justification: Thesis
   h. Is this course exempt from the 3-peat charge? No; If yes, justification:
   i. Is the proposed course eligible to be offered as writing enhanced? (applies only to undergraduate courses) N/A; if yes, attach Writing Enhancement Supplement.
   j. Identify the majors and/or minors for which this course will be required: Proposed Master of Fine Arts in Digital Media Production
   k. Identify the majors and/or minors for which this course may be an elective: N/A

II. **Statement of Need and Program Compatibility**
   a. Justify the need for this course, including how the proposed course will support the present program curriculum.
   Top MFA programs conclude with a final capstone project. It is approved by the student's capstone portfolio project committee and conducted with one-on-one support from supervisory faculty. This course is a requirement to graduate with a Master of Fine Arts degree in Digital Media Production. The project is an opportunity for students to demonstrate mastery of the concepts and skills learned in the degree program that will enhance the student's professional portfolio and potentially lead to employment in digital media fields.

   b. Explain how the addition of this course will directly or indirectly influence personnel rotation, inventory of courses, degree requirements, etc.
   Students work independently; there are no formal class times or lectures. Students request faculty membership on a capstone committee to conceptualize and begin a capstone portfolio project. Faculty will also be portfolio project committee members. Any member of the graduate faculty can teach the course. Therefore, the course will have minimal effect on personnel rotation and course inventory.

   c. Identify courses with similar titles or similar contents currently offered in other departments. Explain how this course is different. Identify representatives from departments offering courses with similar titles or contents who have reviewed this proposal and summarize their responses.
   Although there are other capstone project courses offered in other departments, a graduate student seeking a Master of Fine Arts in Digital Media Production can only take this course to satisfy the degree requirements.

   d. Identify who is likely to be the instructor(s) of this course.
   Jean Bodon, Ph.D., Grant Wiedenfeld, Ph.D., Robin Johnson, Ph.D., Wojciech Lorenc, MFA, Marcus Funk, Ph.D., and Elisa Herrmann, MFA

III. **Course Content**
   a. List the course objectives as expected student outcomes. Objectives should be specific, measureable, and appropriate for the course level (i.e., graduate courses should not "introduce" or "identify").
   Upon completion of this course, the student will be able to:
   - Conceive of an idea for an original digital media work;
   - Manage the creative process of a digital media project from preproduction to distribution;

- Execute skills and concepts learned in the Mass Communication Department's Master of Fine Arts degree program; and,
- Prepare to publicly distribute the project in an appropriate venue.

b. Identify the proposed text(s) for the course (include full name of author, title, publisher and date). **If the text is more than 5 years old, please provide a justification.**

Author	Title And Publisher	Year
	None. Justification: Capstone project	

c. Using a 15-week class schedule, identify the topics to be covered during each week of the semester:

Week 1	Capstone portfolio project
Week 2	Capstone portfolio proposal
Week 3	Capstone portfolio project
Week 4	Capstone portfolio project
Week 5	Capstone portfolio project
Week 6	Capstone portfolio project
Week 7	Capstone portfolio project
Week 8	Capstone portfolio project
Week 9	Capstone portfolio project
Week 10	Capstone portfolio project
Week 11	Capstone portfolio project
Week 12	Capstone portfolio project
Week 13	Capstone portfolio project
Week 14	Capstone portfolio project
Week 15	Capstone portfolio project

IV.   **Library materials required for this course.** This section is to help the Library review the adequacy of the current collection and plan for the future allocation of resources to better meet the needs of students enrolled in this course.

a. Please indicate the **types** of library resources you expect students to use for this course. Using a scale of 0 to 7, indicate the **extent of use** anticipated for each type of library resource selected. [0 = no use to 7 = extensive use]

Types of print/electronic library resources needed	Extent of use anticipated (on a scale of 0 to 7)
Scholarly, Peer-Reviewed Journals	2
Electronic Databases	2
Books	1
Trade Journals	3
Newspapers	1
Popular Magazines	2
Audio-Visual	2
Other (please specify)	0

b. Please identify **specific** resources that the Library needs to **acquire** in support of this course. These resources could include but are not limited to (both print and electronic) journals, electronic databases, books, etc. Please identify **new titles** that should be acquired or **subject areas** in the collection that may need to be **enhanced** or **updated**.

New titles needed or subject area to be enhanced:
No new titles are needed for this course.

V.   Please identify equipment and technological resources required for this course. This section addresses the need for specialized laboratory equipment, computer software or other physical resources not generally available on campus.
All equipment, production studios, and editing suites required for the course are in place in the Dan Rather Communication Building and the Mass Communication Department.

After this form has been completed, contact a Bibliographer/Librarian to complete the Library Collection Review (LCR) form. The LCR form should be attached to Form B before the proposal is forwarded to your College Curriculum Committee.

FORM B
—CHECK LIST—
<mark>**Please check each box to verify review.**</mark>

Overall

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☒   The form has been proofed for spelling and grammar errors. Please note that the Form B template does not have grammar and spell check.

☒   Every question has a response. If there is not an affirmative response, use "N/A," "No," or "None" as appropriate.

Part I - V

☒   I.c.   The catalog description is in complete sentences.

    ☒   Course catalog descriptions should be understandable to members outside the discipline. Avoid acronyms, abbreviations and terminology specific to the discipline not usually recognized by the general public. Commonly recognized terminology is acceptable, e.g., NASA, DNA, S Corporation.

    ☒   The final sentence of the catalog description lists any prerequisites, followed by credits, e.g., Prerequisite: IT 161. Credit 3.

    ☒   Use terms such as "basic," "fundamental," "introduction," and "overview" sparingly. Upper division courses should seldom be introductory.

☒   I.d.   Companion courses require concurrent enrollment. This is a rare occurrence. If applicable, the companion course should be listed in the course description.

☒   I.i.   If the course is proposed to be writing enhanced, course requirements listed in the 15-week class schedule should reflect writing assignments.

☒   II.b.   There is nearly always an impact if a new course is added. Adding a new course may require that new faculty be hired or existing teaching assignments be modified, existing courses be deleted, or degree requirements be modified. Offer specific explanation of the modifications.

☒   II.c.   Review SHSU course offerings to identify courses with similar titles or content. Err in favor of listing courses that potentially could overlap. Include documentation of discussions with appropriate departmental chairs to avoid duplication.

☒   III.b.   Note that the form requires both Title <u>and</u> Publisher. Do not omit the publisher.

    Provide a justification if the proposed texts are more than five years old. Check to see if proposed textbooks over two years old are out-of-print.

☒   III.c.   If the course features differential content or directed study, provide a sample 15-week class schedule.

☒   IV.   The library has been supplied with an electronic copy of this course request at least 2 weeks prior to the college submission deadline.

I certify that the Form B submitted to the University Curriculum Committee has been reviewed and complies with the stipulations on this checklist.

Jean Bodon _____   9/22/2017   Marcus Funk _____   9/22/2017

Department Chair Signature   Date   College Curriculum Committee Chair   Date
                                                                 Signature

LIBRARY COLLECTION REVIEW for PROPOSED COURSE

Proposed Course Prefix and Number: MCOM 6398
Proposed Title: Capstone Portfolio Project I

1. Results of the librarian's review of the adequacy of library holdings to support the proposed course content areas and assignments. Please be specific, and indicate whether the subject areas of the course require new expenditures, or are already included in the collection due to library support of courses with similar information needs.
    The Newton Gresham Library's collection of electronic and print resources can support this course. The Library has a storng collection of academic and professional journals, books and databases that supports the rest of the MCOM curriculum. Therefore, current library holdings and the Interlibrayr Loan services will sufficiently meet the students' information and research needs for their final Capston Project.

2. Identify additional resources that are likely to be needed, and the approximate cost of the materials.
    No additional resourced needed.

3. Bibliographer's comments (state any concerns regarding the library's support of the course).
    As an ongoing collection development effort, additional resources are regularly purchased with the collection development budget for MCOM. The subject librarian is also available to address the information needs for any specific research topic.

Signed: Zach Valdes_____   Date: 10/11/2017_____
           Bibliographer

Signed: Lisa Shen_____   Date: 10/17/2017_____
           Library Director

WRITING ENHANCEMENT SUPPLEMENT

Proposed Course Prefix and Number: MCOM 6398
Proposed Title: Capstone Portfolio Project I

Briefly explain how the writing requirement will be met in this course, keeping in mind that 50% or more of the course grade must be derived from written assignments, either formal or informal.

Reviewer's Notes:

Signed: _____   Date: _____
                Writing Enhanced Committee Chair

FORM B
REQUEST FOR ADDITION OF A NEW COURSE

I.   **Course Identification**
   a.   Proposed prefix and number: MCOM 6399
   b.   Proposed title (30 Character Max): Capstone Portfolio Project II
      c.   Proposed catalog description including prerequisites and credit: Students in this course produce a capstone portfolio project of original work in digital media production. Work is conducted under faculty supervision by members of the student's capstone portfolio project committee; upon completion, it is presented to faculty, fellow students and the public. This course follows MCOM 6398. Prerequisite: Department approval, MCOM 6398. Credit 3.

   d.   Companion course/Co-requisite: None
   e.   May course be repeated for credit? No
   f.   Maximum number of credit hours that can be earned: 3
   g.   Is course eligible to receive a grade of IP? Yes If yes, justification: Thesis
   h.   Is this course exempt from the 3-peat charge? No; If yes, justification:
   i.   Is the proposed course eligible to be offered as writing enhanced? (applies only to undergraduate courses) N/A; if yes, attach Writing Enhancement Supplement.
   j.   Identify the majors and/or minors for which this course will be required: Proposed Master of Fine Arts in Digital Media Production
   k.   Identify the majors and/or minors for which this course may be an elective: N/A

II.   **Statement of Need and Program Compatibility**
   a.   Justify the need for this course, including how the proposed course will support the present program curriculum.
      Top MFA programs conclude with a final capstone project. It is approved by the student's capstone portfolio project committee and conducted with one-on-one support from supervisory faculty. This course is a requirement to graduate with a Master of Fine Arts degree in Digital Media Production. The project is an opportunity for students to demonstrate mastery of the concepts and skills learned in the degree program that will enhance the student's professional portfolio and potentially lead to employment in digital media fields. Upon completion, students will present the project to faculty, fellow students and the public.

   b.   Explain how the addition of this course will directly or indirectly influence personnel rotation, inventory of courses, degree requirements, etc.
      Students work independently; there are no formal class times or lectures. Students request faculty membership on a capstone committee to continue and complete a capstone portfolio project. Faculty will also be portfolio project committee members. Any member of the graduate faculty can teach the course. Therefore, the course will have minimal effect on personnel rotation and course inventory.

   c.   Identify courses with similar titles or similar contents currently offered in other departments. Explain how this course is different. Identify representatives from departments offering courses with similar titles or contents who have reviewed this proposal and summarize their responses.
      Although there are other capstone project courses offered in other departments, a graduate student seeking a Master of Fine Arts in Digital Media Production can only take this course to satisfy the degree requirements.

   d.   Identify who is likely to be the instructor(s) of this course.
      Jean Bodon, Ph.D., Grant Wiedenfeld, Ph.D., Robin Johnson, Ph.D., Wojciech Lorenc, MFA, Marcus Funk, Ph.D., and Elisa Herrmann, MFA

III. **Course Content**
   a.   List the course objectives as expected student outcomes. Objectives should be specific, measureable, and appropriate for the course level (i.e., graduate courses should not "introduce" or "identify").
      Upon completion of this course, the student will be able to:
      - Conceive of an idea for an original digital media work;

- Manage the creative process of a digital media project from preproduction to distribution;
- Defend the aesthetic and technical choices made when presenting the capstone project;
- Execute skills and concepts learned in the Mass Communication Department's Master of Fine Arts degree program; and,
- Publicly distribute the project in an appropriate venue.

b. Identify the proposed text(s) for the course (include full name of author, title, publisher and date). **If the text is more than 5 years old, please provide a justification.**

Author	Title And Publisher	Year
	None. Justification: Capstone project	

c. Using a 15-week class schedule, identify the topics to be covered during each week of the semester:

Week 1	Capstone portfolio project
Week 2	Capstone portfolio proposal
Week 3	Capstone portfolio project
Week 4	Capstone portfolio project
Week 5	Capstone portfolio project
Week 6	Capstone portfolio project
Week 7	Capstone portfolio project
Week 8	Capstone portfolio project
Week 9	Capstone portfolio project
Week 10	Capstone portfolio project
Week 11	Capstone portfolio project
Week 12	Capstone portfolio project
Week 13	Capstone portfolio project
Week 14	Present capstone portfolio project
Week 15	Defend capstone portfolio project

IV. **Library materials required for this course.** This section is to help the Library review the adequacy of the current collection and plan for the future allocation of resources to better meet the needs of students enrolled in this course.

a. Please indicate the **types** of library resources you expect students to use for this course. Using a scale of 0 to 7, indicate the **extent of use** anticipated for each type of library resource selected. [0 = no use to 7 = extensive use]

Types of print/electronic library resources needed	Extent of use anticipated (on a scale of 0 to 7)
Scholarly, Peer-Reviewed Journals	2
Electronic Databases	2
Books	1
Trade Journals	3
Newspapers	1
Popular Magazines	2
Audio-Visual	2
Other (please specify)	0

b. Please identify **specific** resources that the Library needs to **acquire** in support of this course. These resources could include but are not limited to (both print and electronic) journals, electronic databases, books, etc.

Please identify **new titles** that should be acquired or **subject areas** in the collection that may need to be **enhanced** or **updated**.

New titles needed or subject area to be enhanced:
No new titles are needed for this course.

V.   Please identify equipment and technological resources required for this course. This section addresses the need for specialized laboratory equipment, computer software or other physical resources not generally available on campus.
All equipment, production studios, and editing suites required for the course are in place in the Dan Rather Communication Building and the Mass Communication Department.

After this form has been completed, contact a Bibliographer/Librarian to complete the Library Collection Review (LCR) form. The LCR form should be attached to Form B before the proposal is forwarded to your College Curriculum Committee.

FORM B
—CHECK LIST—
<mark>**Please check each box to verify review.**</mark>

Overall

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Part I - V

☒   I.c.   The catalog description is in complete sentences.

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  ☒   The final sentence of the catalog description lists any prerequisites, followed by credits, e.g., Prerequisite: IT 161. Credit 3.

  ☒   Use terms such as "basic," "fundamental," "introduction," and "overview" sparingly. Upper division courses should seldom be introductory.

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☒   II.b.   There is nearly always an impact if a new course is added. Adding a new course may require that new faculty be hired or existing teaching assignments be modified, existing courses be deleted, or degree requirements be modified. Offer specific explanation of the modifications.

☒   II.c.   Review SHSU course offerings to identify courses with similar titles or content. Err in favor of listing courses that potentially could overlap. Include documentation of discussions with appropriate departmental chairs to avoid duplication.

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☒   III.c.   If the course features differential content or directed study, provide a sample 15-week class schedule.

☒   IV.   The library has been supplied with an electronic copy of this course request at least 2 weeks prior to the college submission deadline.

I certify that the Form B submitted to the University Curriculum Committee has been reviewed and complies with the stipulations on this checklist.

Jean Bodon	9/22/2017	Marcus Funk	9/22/2017
Department Chair Signature	Date	College Curriculum Committee Chair Signature	Date

LIBRARY COLLECTION REVIEW for PROPOSED COURSE

Proposed Course Prefix and Number: MCOM 6399
Proposed Title: Capstone Portfolio Project II

1. Results of the librarian's review of the adequacy of library holdings to support the proposed course content areas
    and assignments. Please be specific, and indicate whether the subject areas of the course require new
    expenditures, or are already included in the collection due to library support of courses with similar information
    needs.
    The Newton Gresham Library's collection of electronic and print resources can support this course.

2. Identify additional resources that are likely to be needed, and the approximate cost of the materials.
    No additional resourced needed.

3. Bibliographer's comments (state any concerns regarding the library's support of the course).
    The library can support this course.

Signed: Zach Valdes   Date: 10/12/2017
          Bibliographer

Signed: Lisa Shen   Date: 10/17/2017
          Library Director

WRITING ENHANCEMENT SUPPLEMENT

Proposed Course Prefix and Number: MCOM 6399
Proposed Title: Capstone Portfolio Project II

Briefly explain how the writing requirement will be met in this course, keeping in mind that 50% or more of the course grade must be derived from written assignments, either formal or informal.

Reviewer's Notes:

Signed: _____   Date: _____
                   Writing Enhanced Committee Chair

New Program Request Form for Bachelor's and Master's Degrees

Directions: An institution shall use this form to propose a new bachelor's or master's degree program that is in the field of engineering or has costs exceeding $2 million for the first five years of operation. In completing the form, the institution should refer to the document *Standards for Bachelor's and Master's Programs,* which prescribes specific requirements for new degree programs. Note: This form requires signatures of (1) the Chief Executive Officer or Chief Academic Officer, certifying adequacy of funding for the new program and the notification of other institutions; (2) a member of the Board of Regents (or designee), certifying Board approval. NOTE: Preliminary notification is required for all engineering programs. Prior to submission of an engineering program proposal, the institution should notify the Division of Workforce, Academic Affairs and Research of its intent to request such a program.

For more information: Contact the Division of Workforce, Academic Affairs and Research at 512/427-6200.

Administrative Information
1. Institution: Sam Houston State University
2. Program Name – Show how the program would appear on the Coordinating Board's program inventory (*e.g., Bachelor of Business Administration degree with a major in Accounting*):   Master of Science in Nursing (MSN)
3. Proposed CIP Code: 51.3818- Nursing Practice
4. Number of Required Semester Credit Hours (SCHs) (*If the number of SCHs exceeds 120 for a Bachelor's program, the institution must request a waiver documenting the compelling academic reason for requiring more SCHs*):   ●   45 semester credit hours
5. Program Description – Describe the program and the educational objectives: The School of Nursing in the College of Health Sciences (COHS) at Sam Houston State University (SHSU) proposes a Master of Science degree in Nurse Practitioner with a concentration in Family Nurse Practitioner (FNP). The School of Nursing currently offers a Bachelor of Science degree in Nursing. The proposed MSN program will prepare the graduate for state licensure by the Texas Board of Nursing as an Advanced Practice Registered Nurse (APRN) and national certification by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Program (AANPCP). The SHSU School of Nursing BSN program is already accredited

by the Commission on Collegiate Nursing Education *(CCNE).* The APRN Regulatory Model requires that SHSU notify CCNE for a pre-approval, pre-accreditation, or accreditation process prior to admitting students. APRN education programs must be housed within graduate programs that are nationally accredited, and their graduates must be eligible for national certification used for state licensure (Consensus Model for APRN Regulation: Licensure, Accreditation, Certification & Education, July 7, 2008, p. 6).

The Master of Science degree program is in alignment with the mission and values of SHSU and the School of Nursing (SON). Scholarly and high-quality education will be offered to BSN-prepared nurses seeking to provide advanced medical and nursing care to individuals, families, groups, and communities. The Nurse Practitioner program will respond to the ever-changing community and state level demands for advanced practice nurses. The SON Nurse Practitioner Program aims to produce graduates dedicated to careers of lifelong learning, scholarship, and excellence in practice.

Nurse practitioners (NPs) are classified as one of four types of Advanced Practice Registered Nurses (APRNs). The other three APRNs are nurse-midwives, nurse anesthetists, and clinical nurse specialists.

The definition of an APRN is a nurse:
- who has completed an accredited graduate level education program preparing him/her for one of the four recognized APRN roles;
- who has passed a national certification examination that measures APRN, role and population-focused competencies, and who maintains continued competence as evidenced by recertification in the role and population through the national certification program;
- who has acquired advanced clinical knowledge and skills preparing him/her to provide direct care to patients, as well as a component of indirect care; however, the defining factor for all APRNs is that a significant component of the education and practice focuses on direct care of individuals;
- whose practice builds on the competencies of registered nurses (RNs) by demonstrating a greater depth and breadth of knowledge, a greater synthesis of data, increased complexity of skills and interventions, and greater role autonomy;
- who is educationally prepared to assume responsibility and accountability for health promotion and/or maintenance as well as the assessment, diagnosis, and management of patient problems, which includes the use and prescription of pharmacologic and non-pharmacologic interventions;
- who has clinical experience of sufficient depth and breadth to reflect the intended license; and
- who has obtained a license to practice as an APRN in one of the four APRN roles: certified registered nurse anesthetist (CRNA), certified nurse midwife (CNM), clinical nurse specialist (CNS), or certified nurse practitioner (CNP) (APRN Consensus Work Group & the National Council of State Boards of Nursing APRN Advisory Committee, 2008, p. 7-8).

NPs may be certified in one or more population specialties: Acute Care Adult, Acute Care Pediatric, Adult, Family, Gerontology, Neonatal, Pediatric, Psychiatric/Mental Health, and Women's Health. NPs practice both under the authority of their nursing license and in collaboration with physicians. NPs provide clinical care services including the diagnosis, treatment, and management of acute and

chronic diseases, physical examinations and other health screening activities, and health promotion and education. Some functions, such as prescribing medications, can be performed only in collaboration with a physician under written protocols. NPs are certified separately for practice as primary care NPs and acute care NPs. The NP orientation emphasizes health promotion and disease prevention and provides health education and counseling in addition to diagnosing and treating patients (American Association of Nurse Practitioners, 2014). NPs are not classified based on the setting in which they practice, although settings do commonly vary based upon specialization. For example, the Family Nurse Practitioner (FNP) will generally work in an outpatient setting such as a clinic, doctor's office, or stand-alone urgent care facility. An Acute Care NP will generally work in a hospital where the care is most acute, such as an intensive care unit, a transplant unit, an operating room, or an emergency room. However, FNPs have been known to work in hospitals, and acute care NPs have been known to work in clinics. This differentiation is further explained in the diagram below (Figure 1):
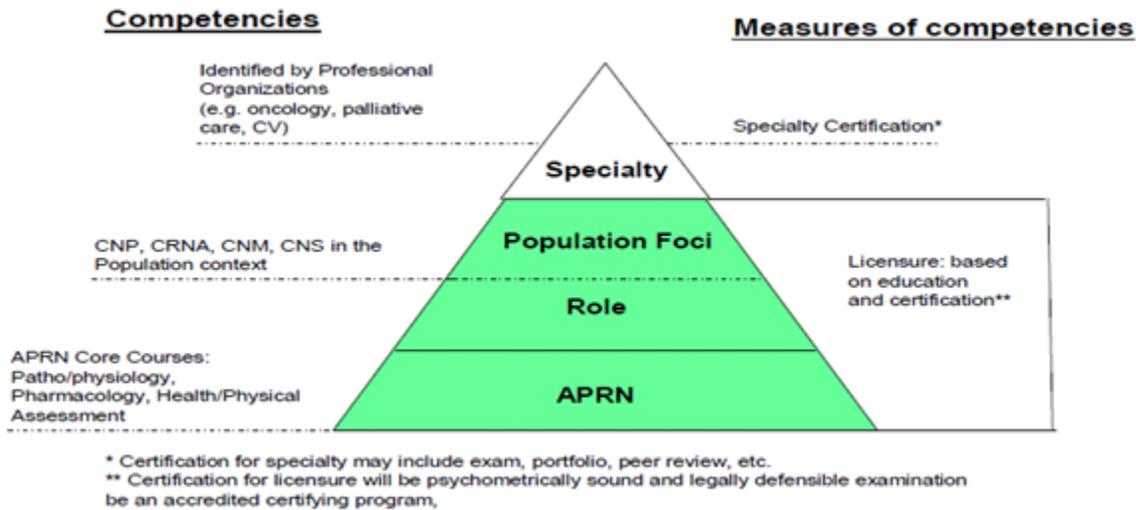
Figure 1. Relationship among educational competencies, licensure, & certification in the role/population foci and education and credentialing in a specialty (AACN & The Hartford Institute for Geriatric Nursing at New York University and the National Organization of Nurse Practitioner Faculties. February, 2012, *Adult-Gerontology Acute Care Nurse Practitioner Competencies*, p. 11).

APRN Regulation includes the essential elements: licensure, accreditation, certification, and education (LACE):
● Licensure is the granting of authority to practice (granted by Texas Board of Nursing).
● Accreditation is the formal review and approval by a recognized agency of educational degree or certification programs in nursing or nursing related programs (Commission on Collegiate Nursing Education, CCNE).
● Certification is the formal recognition of the knowledge, skills, and experience demonstrated by the achievement of standards identified by the profession (American Nurses Credentialing Center,

ANCC; American Academy of Nurse Practitioners Certification Program, AANPCP; American Association of Critical-Care Nurses, AACN).

● Education is the formal preparation of APRNs in graduate degree granting or post-graduate certificate programs (SHSU) (APRN Consensus Work Group & the National Council of State Boards of Nursing APRN Advisory Committee. 2008, p. 7).

The proposed MSN program will prepare the graduate for state licensure by the Texas Board of Nursing as an Advanced Practice Registered Nurse (APRN) and national certification by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Program (AANPCP). The SHSU SON BSN program is already accredited by CCNE. The APRN Regulatory Model requires that SHSU notify CCNE for a pre-approval, pre-accreditation, or accreditation process prior to admitting students. APRN education programs must be housed within graduate programs that are nationally accredited and their graduates must be eligible for national certification used for state licensure (Consensus Model for APRN Regulation: Licensure, Accreditation, Certification & Education, July 7, 2008, p. 6).

The concentration offered in the proposed MSN degree is the FNP Concentration: The FNP is prepared to provide primary care delivery to patients and families across the lifespan. FNPs test, diagnose, and treat patients. Their scope of practice includes promoting health, preventing disease, and facilitating the management of common acute and chronic illnesses. They document and review patient and family health histories, perform physical examinations, diagnose and treat common and acute health issues, order and interpret lab tests, x-rays, and other tests. In most states, including Texas, FNPs have prescriptive authority. Students will perform the majority of their clinical experiences in clinics, doctor offices, and other outpatient care facilities such as urgent care agencies.

Educational Objectives

Graduates of SHSU SON MSN Program will:
1. Integrate ethical, legal, cultural, and advanced collaborative competence in promoting health and treating illness/injury for the focused population of concern;
2. Demonstrate advanced skill in communication and inter-professional relationships while serving as an advocate and providing holistic, safe patient-centered care for the focused population;
3. Initiate multifaceted leadership behaviors and knowledge in affecting the advancement of clinical practice research and patient outcomes, delivery of cost-effective healthcare, and healthcare policy for the target population;
4. Critique published peer-reviewed research for application in evidence-based practice;
5. Synthesize healthcare theory, diagnostic skills, and advanced nursing roles in providing evidence-based care for the focused population;
6. Contribute to the advancement of the nurse professional and practitioner roles by functioning as a lifelong learner, and serving as a mentor, educator, coach, and leader to colleagues within the healthcare system; and
7. Exhibit advanced nursing practice knowledge, analytical skills, and clinical expertise in sitting for state licensure by the Texas Board of Nursing and national certification by the appropriate certification body.

5. <u>Administrative Unit</u> – Identify where the program would fit within the organizational structure of the university (*e.g., The Department of Electrical Engineering within the College of Engineering*):

●   The School of Nursing within the College of Health Sciences

6. <u>Proposed Implementation Date</u> – Report the date that students would enter the program (MM/DD/YY):
        January 1, 2019

7. <u>Contact Person</u> – Provide contact information for the person who can answer specific questions about the program:

    Name: Denise Neill, Ph.D., RN, CNE
    Title: Director, SHSU SON
    Email: cdn013@shsu.edu
    Phone: 936-202-5101

Program Information

I.   Need

A.   Job Market Need – Provide short- and long-term evidence of the need for graduates in the job market.

Nurse practitioners (NPs) have been granted authorization by the Texas Board of Nursing (TBON) to practice based on their advanced education and experience. As the landscape of healthcare in the United States (US) continues to evolve, the NP is increasingly being recognized as an essential partner in the provision of primary and acute care services. There are an estimated 110,200 NPs in the US, with a projected employment of an additional 14,300 by 2022 (US Bureau of Labor Statistics, Employment Projections Program, 2015). In addition, according to the US Department of Labor Bureau of Labor Statistics, NP employment opportunities in Texas are 0.72 times higher (as a percent of the job market) than in the rest of the US. The three US states that have the greatest employment opportunities for NPs are New York, California, and Texas, with only 6,690 NPs in Texas (representing 0.613 for every 1000 jobs). The national need for NPs is projected to grow by 33.7% between 2012 and 2022 (Sokanu, 2015). This growth is attributed to the population of baby boomers needing primary and acute healthcare, current focus on health prevention strategies, the inception of the Affordable Care Act, and the impending physician shortage.

As of 2015, there are approximately 65.2 million baby boomers (born between 1946 & 1964) in the US; however, that number increases to 76.4 million when immigrants are included (Population Reference Bureau, 2015). According to the Stein Institute for Research on Aging at the University of California, San Diego, by 2030, those age 65 and older will increase from 42 million to 70 million (Jeste, 2015).

The healthcare primary and acute care needs of the baby boom population, coupled with other adult-older Americans, creates a challenge in meeting the demands for advanced providers and services.

Along with these population changes and growth, there is a national effort to implement programs focused on health promotion and disease prevention. The National Prevention Strategy (NPS) was developed by the National Prevention Council, which calls for the Affordable Care Act to address health and well-being at the state and community levels (Centers for Disease Control and Prevention [CDC], 2015). Two of the NPS's primary goals are to: a) expand preventative primary care services in clinics and communities by improving health access, and b) eliminate health disparities by allowing healthcare providers to teach patients and families in underrepresented community settings (CDC). Texas is ranked third in US as having the fewest primary care physicians for every resident, with Mississippi and Georgia as the top two states, respectively, with the lowest physician-to-resident ratios (The Advisory Board Company, 2014).

Expanded healthcare coverage represents a step forward in efforts to increase nationwide access to primary healthcare services, but it carries with it an increase in the demand for primary care providers. With a physician shortage of anywhere from 61,700 and 94,700 doctors (American Association of Medical Colleges, 2016) anticipated over the next two decades, there is an overt increased demand for primary and acute care providers. Increasing the number of NPs in Texas is essential to bridge the gap between the supply of primary and acute care providers and the demands placed on state and governmental regulations. This demand can be met by educating future NPs who have knowledge and expertise in primary care, such as the FNP. The Affordable Care Act has contributed approximately $230 million for education and training of 1,700 primary care medical residents, nurse practitioners, and physician assistants (HHS.gov/Healthcare, 2015). Nurse Practitioners provide many of the same healthcare services as physicians and have become recognized as an integral component of the healthcare team in both primary and acute care settings as detailed in Appendix A of this proposal.

In a report commissioned by the College of Health Sciences and Sam Houston State University (SHSU) in 2015, analysts stated the following data regarding the current and future demand for Nurse Practitioners:

> "According to the Texas Workforce Commission, Texas should see an increase of about 267 Nurse Practitioner jobs per year, representing a 40.50 percent increase from 2012 to 2022. This percentage growth is greater than the expected national growth of 33.70 percent, or about 37,100 more positions total over the same period. Predicted employer demand for Nurse Practitioner appears to exceed the supply of qualified graduates."
> (EAB, 2015, p. 11)

This demand was further recognized during a healthcare planning meeting which included nine chief nursing and executive officers of hospitals located in The Woodlands, Texas, SHSU President Hoyt, SHSU Provost Hebert, the former Provost, and Dean Lacourse, the former dean of COHS. The purpose of the meeting was to discuss healthcare gaps and opportunities in The Woodlands and surrounding areas of the state. The primary need expressed by the group was acute care nurse practitioners, in addition to basic RNs (A. Stiles, personal communication, May 21, 2015). These hospital administrators also made a commitment to provide physician and nurse preceptors as well as clinical opportunities for potential students attending SHSU.

According to the US Department of Labor Bureau of Labor Statistics (2015), the average salary of an NP (no specified concentration) in Texas is a mean annual wage of $102,070. As indicated in Table 1, the Texas NP location quotient indicates the overt demand for NPs.

Table 1. *Employment statistics for Nurse Practitioners in Texas*

State	Employment	Employment per thousand jobs	Location quotient*	Hourly mean wage	Annual mean wage
Texas	7,260	0.65	0.72	$49.07	$102,070

*The location quotient is the ratio of the area concentration of occupational employment to the national average concentration. A location quotient greater than one indicates the occupation has a higher share of employment than average, and a location quotient less than one indicates the occupation is less prevalent in the area than average (Occupational Employment Statistics, US Department of Labor Bureau of Labor Statistics, 2015).

Family Nurse Practitioner

The demand for FNPs in Texas is high and is not being adequately met by Texas universities. Texas Center for Nursing Workforce Studies reported no APRNs in Trinity County. San Jacinto County had 3.4 APRNs per 100,000 population, Walker County had 8 APRNs per 100,000 population, Houston County had 12.2 APRNs per 100,000 population, and Grimes County had 20.9 APRNs per 100,000 population. These numbers are all below the state average of 65.2 APRNs per 100,000 people (Texas Center for Nursing Workforce Studies, 2015). These counties are rural and according to the US Census Bureau State and County Quick Facts, during 2009-2013, 26% of Walker County, Texas residents lived below the poverty line vs. 17.6% for the State of Texas as a whole (United States Census Bureau, 2015). County residents have to travel to Huntsville or Conroe for the closest healthcare, beyond some small hospitals and local clinics.

This inadequate access to care presents an opportunity for SHSU to provide these counties with Family Nurse Practitioners who can provide primary care close to home. Current undergraduate nurses remain in geographical areas near Walker County upon graduation, and 90-95% are employed within a 75-mile radius of the university. Nurse practitioner students will be precepted at clinical practice sites within this area, and they are projected to be employed in jobs in this general geographic area. This degree is discipline-specific in that precepted nurse practitioners build professional networks while they are completing their clinical rotations. These networks lead to employment, and this transition from student to employed professional is unique to the nurse practitioner role.

Within Texas, 35 schools offer NP programs (all specialties included) enrolling a total of 3914 students in 2016 (Texas Center for Workforce Studies, 2017). In 2016, the enrollment capacity for all schools in Texas for NP was 4668. There were 5724 qualified applicants with 3914 students offered admission, leaving 1784 (42%) qualified students who were not admitted. Thus, the number of qualified students far outweighs the open educational positions available. In 2014, the number of master's prepared NPs (all specialties) graduating was 1855. According to the Texas Center for Workforce Studies (2017, p. 7),

90.7% of all NP graduates follow the master's degree model compared to the post-master's certificate (7.8%) and the Doctor of Nursing Practice (1.5%).

In the geographical area closest to SHSU, there are five master's FNP programs (see list below) located within Houston. The closest programs to SHSU are University of Texas Health Science Center-Houston, Texas Woman's University, Prairie View University, Houston Baptist University, and the University of Houston, all located in or near the Texas Medical Center and approximately 40 miles away from The Woodlands Center. Texas A&M (TAMU) in College Station, located 68 miles from The Woodlands Center, and Nacogdoches and Tyler each have one program (see map in Figure 3). The SON program targets Montgomery County and the geographically isolated rural areas north and east of the Huntsville campus. The programs located in or near the Texas Medical Center are not accessible for many students from the rural counties along the I-45 corridor due to the lengthy commute. Texas A&M is more expensive, with limited on-line capability, and provides clinical rotations primarily in the College Station/Bryan area. The College Station/Bryan area hospitals give priority to TAMU students thus creating barriers to accessibility for SHSU students. The SHSU SON has built clinical relationships with the major hospital systems in the Houston area, which have facilities located in The Woodlands.

Existing universities in Texas surrounding areas that offer the FNP:

Houston
- The University of Texas Health Science Center at Houston School of Nursing
- Texas Woman's University at Houston School of Nursing
- Prairie View A & M School of Nursing
- University of Houston School of Nursing
- Houston Baptist University (Approved at TBON hearing July 20, 2017)

Bryan/College Station
- Texas A & M School of Nursing

Tyler
- The University of Texas at Tyler College of Nursing and Health Sciences
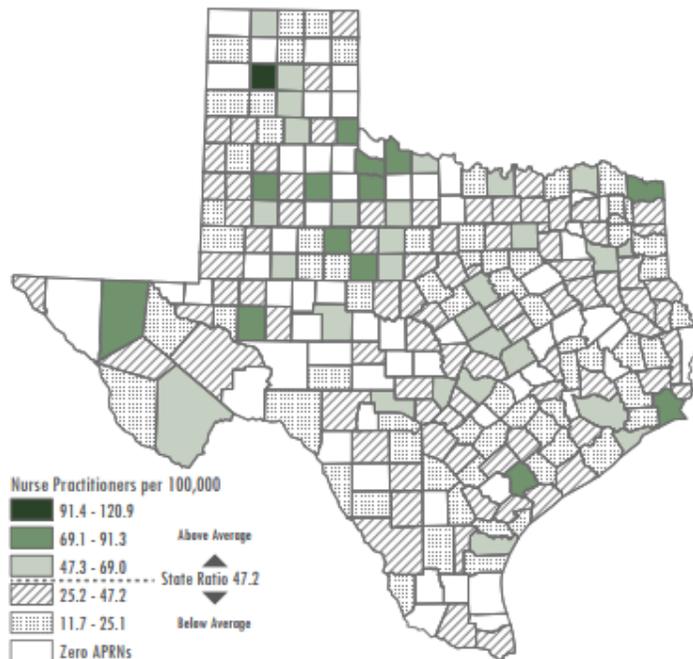
Figure 2. NPs per 100,000 population by practice county, Texas, 2015 (Texas Center for Nursing Workforce Studies, 2015).

There are approximately 247 employment opportunities within 100 miles of Huntsville for the FNP, and 1000 job openings in Texas (Indeed.com, 2017, as of August 1, 2017). Family Nurse Practitioner salary estimates and employment within 100 miles of Huntsville, Texas are listed below.

Salary Estimates and jobs:

- $45,000+ (763)
- $55,000+ (642)
- $65,000+ (536)
- $80,000+ (312)
- $95,000+ (184)

(Indeed.com, 2017, as of August 1, 2017)

As mentioned previously, the SHSU current undergraduate nurses remain in the area, and 90-95% are employed within a 75-mile radius of the Huntsville campus. This degree is discipline-specific and precepted nurse practitioners build professional networks while they are being taught. These networks lead to employment, and this transition from student to employed professional without a residency is unique to the nurse practitioner role.

FNP and A-G ACNP Programs Near SHSU
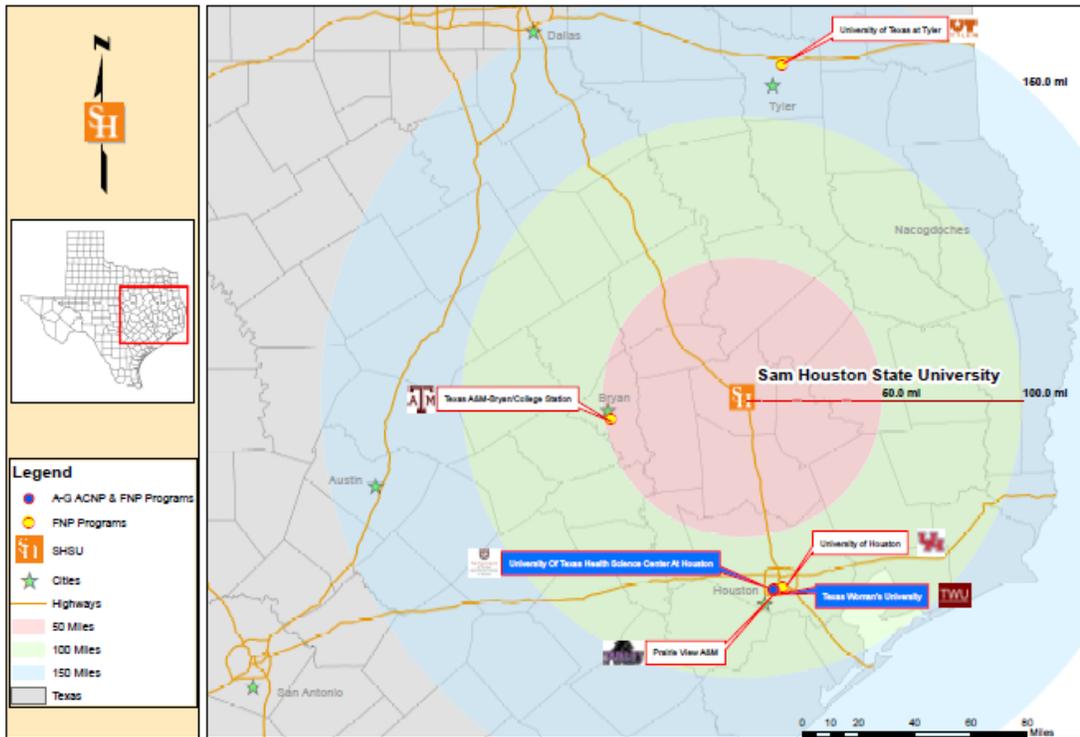
Note: Map produced by SHSU Office of Research, GIS Center, Feburary 3, 2016 -DRH.

Figure 3. Schools geographically close to SHSU offering FNP programs.

B. **Student Demand** – Provide short- and long-term evidence of demand for the program.

SHSU is proposing a Family Nurse Practitioner program.

> "Additionally, the supply ratios of NPs, CNSs, and CNMs in Texas lag behind the US and some comparable states. For 2015, current information is not available to make similar comparisons. Among all four APRN types, rural and border areas of the state have a greater need for APRNs but a smaller supply ratio than metropolitan and non-border areas. The supply of each APRN type in Texas should continue to be monitored to ensure adequate coverage" (Texas Center for Nursing Workforce Studies, 2015, p. 40).

There are at least 12 educational specialties available for Advanced Practice Nurses. The most popular specialty is Family Nurse Practitioner, representing 53.7% of all NPs in Texas. The second most population is Pediatric Nurse Practitioner with 10% of all NPs in Texas. Table 2 lists all the specialties with coinciding percentages of representation.

Table 2.
Active nurse practitioners by specialty in Texas, 2015 (Texas Center for Nursing Workforce Studies, 2015, p. 39).

Table C5. Actively practicing NPs in Texas by specialty, 2015

Specialty	# NPs	% NPs
Family NP	7,534	57.7
Pediatric NP	1,070	8.2
Woman's Health NP	867	6.6
Adult NP	816	6.2
Acute Care Adult NP	803	6.1
Neonatal NP	546	4.2
Psychiatric/Mental Health NP	456	3.5
Acute Care Pediatric NP	264	2.0
Gerontological NP	216	1.7
Adult/Gerontology NP	180	1.4
Adult Care Adult/Geronotology NP	171	1.3
Emergency NP	99	.8

To help determine program focus, a survey was sent out to all currently enrolled SHSU nursing students and all nursing alumni. The target population was approximately 285. From the 63 respondents, 89% indicated that they were *somewhat* or *extremely likely* to attend graduate school to earn a master's degree. When asked what specialty they would likely select, 33% indicated FNP, 21% indicated pediatric nurse practitioner, and 16% indicated nurse anesthetist (see Table 3). When asked, "If the time were right for you in the next few years, how likely would you be to attend SHSU for an FNP or A-G ACNP?" 41 (65%) said they were *moderately* or *extremely likely* to attend the FNP program, and 10 (16%) said they were *moderately* or *extremely likely* to attend the A-G ACNP program. The responses to the survey led to the decision to move forward with the FNP option. The most important factor in deciding on a graduate program was by far, quality of the program at 68%. Tied for second were price and location as the most important factors in decision-making. The least important factors were the number of clinical hours in the curriculum (9.5%) and the number of credit hours in the program (3%). With the growing number of hospitals in Montgomery County, a growing number of geriatric patients and with a large prison population in Walker County, the job market will be high and drive the demand for NPs.

Table 3.
Likelihood of current and graduated SHSU nursing students attending SHSU for MSN.

Answer Choices –	Responses	
Family Nurse Practitioner (primary care for individuals and families across the lifespan)	33.33%	21
Adult-Gerontology Acute Care Nurse Practitioner (primary, secondary, and tertiary care for older adolescents through the frail elderly)	3.17%	2
Adult Nurse Practitioner (primary care for adults)	1.59%	1
Geriatric Nurse Practitioner (primary care for older adults)	1.59%	1
Pediatric Nurse Practitioner	20.63%	13
Neonatal Nurse Practitioner	1.59%	1
Psychiatric/mental health Nurse Practitioner	4.76%	3
Nurse Midwife	4.76%	3
Women's Health Nurse Practitioner	4.76%	3
Nurse Educator	1.59%	1
Nurse Administrator	3.17%	2
Nurse Anesthetist	15.87%	10
Not applicable as I don't intend to go to graduate school	1.59%	1
Other	1.59%	1
Total		63

Family Nurse Practitioner

The FNP program will produce graduates prepared in primary care that can help meet the high rural demand for primary caregivers, and the geographical locations of SHSU in east Texas. According to 2016 population estimates, there are 784,363 people in the two counties that host SHSU campuses (Walker and Montgomery) and the six surrounding counties (Trinity, Grimes, Houston, Madison, San Jacinto and Waller). The population estimate is conservative, as Conroe, TX was recognized in July 2017 as the fastest growing city in the United States. With the recent closure of hospitals in Houston and Trinity counties, residents in the counties surrounding SHSU will be forced to seek healthcare in The Woodlands, Conroe, Huntsville, Palestine, and Lufkin. Specialty care access requires travel to

Smith or Montgomery County or one of the facilities in the Texas Medical Center. Most of the current SHSU students and alumni come from Huntsville and the surrounding areas. Thus, it is expected that these students would return to their hometowns following graduation to offer healthcare.

A survey was conducted by the SHSU SON in the fall of 2014 to determine interest in attending an FNP program and/or employing an FNP in this geographical area. A sample of 72 people responded. Tables 4 through 7 provide a summary of the pertinent findings.

Table 4.
2014 Survey Findings: Roles of participants in survey (N=72).

	N	*%*
Potential Employer	6	8.3%
Potential Student	25	34.7%
Practicing RN	28	38.9%
N/A	4	5.6%
Blank	9	12.5%
TOTAL	*72*	*100%*

The majority of respondents were from Huntsville. Many others were from small towns surrounding Huntsville. Only eight were from Houston, and three were from Dallas/Fort Worth. This data provides further evidence of the common employment location of SHSU SON graduates after they complete the MSN program.

Table 5.
2014 Survey findings: Residency of Survey Participants (N=72).

	N	*%*
(Huntsville, TX)	15	20.1%
(Conroe, TX)	9	12.5%
(Houston, TX)	8	11.1%
(Fort Worth, TX)	2	2.8%
(Edna, TX)	1	1.4%
(Montgomery, TX)	2	2.8%
(Dallas, TX)	1	1.4%
(Nacogdoches, TX)	1	1.4%
(Willis, TX)	1	1.4%
(Kingwood, TX)	1	1.4%
(Livingston, TX)	2	2.8%
(Magnolia, TX)	2	2.8%
(Shepherd, TX)	1	1.4%
(Spring, TX)	4	5.5%
(Pasadena, TX)	1	1.4%
(Missouri City, TX)	1	1.4%
(Manvel, TX)	1	1.4%
No Answer	19	26.4%

	TOTAL	72	100%

Of the respondents, 33 (45.8%) said they would be interested in a MSN/FNP program with a rural health specialization. The majority of the respondents reside in close geographic proximity to Huntsville with a drive time of one to one and one-half hours to attend courses in the proposed MSN program.

Table 6.
2014 Survey findings: Interest in FNP (N=72).

	N	*%*
Yes	33	45.8%
No	38	52.3%
N/A	1	1.4%
TOTAL	*72*	*100%*

Eighty-five percent of respondents felt there was a need in this geographical area for more Family Nurse Practitioners with a rural health specialization (see Table 7).

Table 7.
2014 Survey findings: Need for FNP with rural health specialization (N=72).

	N	*%*
Yes	61	84.7%
No	10	13.9%
N/A	1	1.4%
TOTAL	*72*	*100%*

Out of the 72 respondents, only six reported themselves as "employers." Of these six, five were from community hospitals. When asked if they would hire an FNP with a rural health specialization, three said "yes," one "no" and two "NA." When asked if there was a need for FNPs with a rural health specialization 5 said "yes" and one said "no." In terms of educational delivery method, of the 33 people who indicated an interest in attending an FNP program, 19 (58%) indicated they preferred a hybrid (80/20) online delivery, seven (21%) indicated all face-to-face, and seven (21%) indicated all online.

While the SHSU survey had a small sample size, the survey does indicate a need for FNPs. In addition, a relevant sample of RNs indicated their interest in attending SHSU to further their academic preparation. Further, the state and national statistics indicate a strong need over the next several decades for more NPs to meet the growing demand for geriatric and rural care. The results of the survey reinforce the focus of the MSN Program which is to enhance the healthcare workforce in rural east Texas and other urban areas of the state.

The student demand for nurse practitioners in Huntsville, and surroundings areas, is unique because of potential job opportunities in the Huntsville units of the Texas Department of Criminal Justice. According to Correctional Managed Care (2015), NPs provide population-focused care in collaboration with a unit physician. The correctional facility NPs' responsibilities include teaching health promotion

and illness prevention strategies; and diagnosing, treating and evaluating patients with chronic, infectious, and acute illnesses and injuries. The correctional facility opportunities can be attractive to new graduates due to the competitive governmental salary ($80 to $100K annually), recruitment incentives and potential for student loan repayments (Correctional Managed Care).

The home healthcare agencies in the Huntsville area and surrounding counties are flourishing businesses as a result of the rural settings, demographics of the population, and only one hospital serving these areas. There are at least seven agencies in Huntsville alone that provide home health and hospice care to the community. Opportunities are growing for home health risk assessments, skilled and home care transitions care, and home care coordinators. These home healthcare practitioner and management positions require a MSN and certification as a NP.

The largest demand for NPs will come from the burgeoning medical center in The Woodlands, Montgomery County, and surroundings areas, such as Conroe Regional Medical Center. Currently there are six major hospitals in The Woodlands area, along with specialty facilities, such as Nexus Specialty Hospital:

1.   Apollo Hospital System,
2.   Houston Methodist- The Woodlands (opened July 2017),
3.   Memorial Hermann- The Woodlands,
4.   MD Anderson at St. Luke's Hospital- The Woodlands,
5.   St. Luke's Woodlands Hospital, and
6.   St. Luke's Lakeside Hospital.

An additional significant source of nurse practitioner employment will originate from the ExxonMobil Houston Campus, opened in 2015. This campus is located on 385 acres in Spring, Texas, adjacent to The Woodlands, and 25 miles from Houston, Texas. The campus was designed to house 10,000 employees, and includes such benefits as office spaces, meeting and training centers, wellness centers, dining facility and retail amenities (http://cdn.exxonmobil.com/~/media/global/files/other/2014/exxonmobil-houston-campus-fact-sheet.pdf).

According to Study.com (2015), occupational nurse practitioners treat work-related illnesses and injuries, provide health education to employees, and often function as researchers and consultants for the company in which they are employed. These practitioners must hold a MSN and be certified as a NP. The annual salary for an occupational nurse practitioner is approximately $95,070, and the need is predicted to increase by 31% between 2012 and 2022 (http://study.com/articles/Occupational_Health_Nurse_Practitioner_Job_Description_and_Responsibilities.html).

C. **Enrollment Projections** – Table 8 describes projected enrollment of students pursuing an MSN in FNP.

Ten students will be accepted into the MSN program each year. Students will enter their specialized courses during their third semester because the first seven courses are core, and they are taken by students in both concentrations. Students are projected to attend full-time and part-time depending on

their financial and employment capabilities. The classes will be small in order to obtain a sufficient number of quality preceptors and clinical sites.

Table 8.
Projected enrollment of students pursuing an MSN.

YEAR	1 *	2*	3*	4*	5*
Headcount	10	19	28	29	31
New Students	10	10	10	10	10
Attrition*/ Graduation	4% of 10 1 student (Attrition)	3% of 29 1 student (Attrition)	20% of 38 8 students (Graduation) 3% of 30 1 student (Attrition)	20% of 39 8 students (Graduation) 3% of 31 1 student (Attrition)	20% of 41 8 students (Graduation) 3% of 33 1 students (Attrition)
Continuing Students	9	19	29	31	32
FTSE	7	21	22	23	24

1* – Year 1 represents a selection year for the program with 10 new students entering the program. The 4% attrition rate represents one student which results in 9 students continuing in the program.
2* - Year 2 represents 10 new students, plus the 9 from year one, with a 3% attrition rate which equates to 1 student.
3* - Year 3 is a graduation year and represents 10 new students, plus the 28 from year two, with a graduation rate of 20% which equates to 8 graduates, and an attrition rate of 3% which equates to 1 student.
4* - Year 4 is a graduation year and represents 10 new students, plus the 29 from year three, with a graduation rate of 20% which equates to 8 students, and an attrition rate of 3% which equates to 1 student.
5* - Year 5 is a graduation year and represents 10 new students, plus the 31 students from year four, with a graduation rate of 20% which equates to 8 students, and an attrition rate of 3% which equates to 1 student.
Attrition* - Based on statistics from the SHSU SON undergraduate BSN program
Note: FTSE is calculated as:
       Number of students x 18 / 24 = FTSE (Students enrolling in 9 graduate hours per semester)

D. Impact on existing SHSU degree programs:

The SON practitioner core didactic courses, core clinical courses, and concentration courses will be unique to the School of Nursing; therefore, they will not have an unfavorable impact on other SHSU

colleges. The program and the additional courses will add to the existing catalog of courses. One course will be cross-referenced, HLTH 5378, Health Care Informatics (COHS).

Shift in enrollment of other courses:

All applicants admitted to the SHSU- SON Nurse Practitioner program will be required to hold a Texas registered nurses (RNs) license with a minimum of a Bachelor's of Science degree in Nursing (BSN) from an accredited college. The Nurse Practitioner program will not shift enrollment in any other programs, unless other program/majors at SHSU are admitting students holding a BSN. That same population of RNs typically do not have dual enrollment in both a master's in public health or health administration degree and a Nurse Practitioner program. Certified NPs are advanced care providers that provide direct care to patients.

Impact of the MSN Program to the COHS and the community:

The SON will need to hire additional faculty who are prepared to teach at the graduate level. These educators must have a doctorate to teach the didactic portion of all courses and must have a Nurse Practitioner certification to teach in the clinical portion of the courses. The SON will need to hire a Graduate Nursing Coordinator to administer the MSN programs. Thus, this person should come prepared with a PhD or DNP preparation, preferably with a certification as a family nurse practitioner (FNP). The SON will also need one additional graduate faculty for the second year, and a second during year three. Three faculty, including the Graduate Coordinator, will be requested to meet program needs. Total salaries (approximately $260,000/year), physical space (classrooms and a skills/simulation lab), telephones, computers, printers, and supplies will create an increase in budget to the SON.

The impact of the MSN Program to the community will be positive in that the Nurse Practitioner Program will provide a nursing program that is geographically close to many RNs residing in the rural areas along the I-45 corridor, as well as those in The Woodlands. Healthcare facilities from north of Houston to south of Dallas, and east of Huntsville, will benefit from the SHSU graduates of this program providing advanced healthcare by NPs to the focused populations. Graduates of the BSN Program at SHSU have gained employment in the healthcare sites where they successfully conducted their clinical rotations. The sites with the greatest opportunities for new nursing graduates are in the rural and urban areas of the clinical sites that have been identified in the proposed MSN Program. The SON has established MOUs and Articulation Agreements with healthcare facilities in the targeted areas of the MSN program that will significantly enhance the employment opportunities for the graduates. In addition, the Texas healthcare workforce will strengthen in the healthcare desserts in rural areas, as well as the urban areas of the state.

II. Quality

A. **Degree Requirements** – Use this table to show the degree requirements of the program. *(Modify the table as needed; if necessary, replicate the table for more than one option.)*

Per AACN guidelines and Texas Board of Nursing Rule 219, the curriculum will include a) graduate core, b) Advanced Practice Registered Nurse (APRN) core, c) FNP role/core competencies, and d) the competencies specific to the population, families across the lifespan. The 45 hours of credit earned will

include 31 credits of didactic classes, and 14 credits of clinical experiences at a ratio of 4 clock hours for every credit hour each week in the clinical courses, or 720 contact hours of clinical practice and a ratio of 3 clock hours for every credit hour in the skills lab, or 90 contact hours for a total of 810 clinical contact hours. For example, one credit hour of clinical would meet 4 hours per week for the 15-week semester, or 60 total contact hours. Within the Health Assessment course, one credit hour of clinical would equal 3 hours per week. Clinical rotation sites have been reviewed by the SON director and APRN certified faculty, and affiliation agreements are in place for the rotations.

The table below represents the number of academic credits and clinical clock hours required.

Table 9:
Academic hours and clinical clock hours

Category	Semester Credit Hours	Clock Hours
General Education Core Curriculum *(bachelor's degree only)*	0	
Required Courses	45	
Prescribed Electives	0	
Free Electives		
Other *(Specify, e.g., internships, clinical work)*	(if not included above)	810*
TOTAL	45	

*The total semester credit hours for clinical coursework is equitable to 810 clock hours. One semester credit hour is equivalent to 3 clock hours per credit hour for 15 weeks in the skills lab and 4 clock hours per credit hour for 15 weeks in each clinical rotation courses. The proposed degree contains 14 clinical hours (2 in the skills lab and 12 in clinical rotations) and 31 didactic hours. Fourteen clinical hours is equivalent to 810 clock hours (12 clinical credits x 4 clock hours per clinical credit x 15 weeks per semester = 720 clock hours and 2 skills lab credits x 3 clock hours per skills lab credit x 15 weeks = 90 clock hours).

B. Curriculum – Use these tables to identify the required courses and prescribed electives of the program. Note with an asterisk (*) courses that would be added if the program is approved. *(Add and delete rows as needed. If applicable, replicate the tables for different tracks/options.)*

Table 10.
Curriculum for Master of Science in Nursing (MSN) as a Nurse Practitioner with a concentration in Family Nurse Practitioner.

Course Number	Course Name	Total SCH	Didactic SCH	Clinical SCH (Clock Hours)
Master's Graduate Nursing Core				
*NURS 5301	Role Transition and Theory	3	3	
*NURS 5302	Clinical Research and EBP	3	3	
*NURS 5303	Advanced Pharmacotherapeutics^	3	3	
*NURS 5304	Advanced Pathophysiology^	3	3	
*NURS 5405	Adv Hlth Assess/Diag Reasoning	4	2	2 (90); 3:1 ratio
HLTH 5378	Health Care Informatics	3	3	
HLTH 5331	Foundations of Community Health	3	3	
*NURS 5111	Capstone Project Planning	1	1	
	Total didactic core NP courses	**23**	**21**	**2 (90)**
Functional Area Core Clinical Courses				
*NURS 5216	Capstone Project Delivery	2	1	1 (60); 4:1 ratio
*NURS 5517	FNP Practicum	5		5 (300); 4:1 ratio
	Total Functional Area Core Clinical Courses	**7**	**0**	**6 (360); 4:1 ratio**
	Running Total	**30**	**22**	**8 (450)**
Population Core Nurse Practitioner Courses				
*NURS	FNP I	5	3	2 (120); 4:1

Course Number	Course Name	Total SCH	Didactic SCH	Clinical SCH (Clock Hours)
5513				ratio
*NURS 5514	FNP II	5	3	2 (120); 4:1 ratio
*NURS 5515	FNP III	5	3	2 (120); 4:1 ratio
	Total Population Core Nurse Practitioner Courses	15	9	6 (360)
	Total SCH for FNP	45	31	14 (810)

*New courses developed
^Direct Care Core: The three courses required for direct care MSN's
Functional Area Content: Clinical and didactic learning experiences identified and defined by the professional nursing organizations and certification bodies for specific nursing roles or functions.

C. **Faculty** – Use these tables to provide information about Core and Support faculty.   Add an asterisk (*) before the name of the individual who will have direct administrative responsibilities for the program. *(Add and delete rows as needed.)*

Table 11:
Faculty Requirements for MSN Program

Name of *Core* Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
e.g.: Robertson, David Asst. Professor	Ph.D. in Molecular Genetics Univ. of Texas at Dallas	MG200, MG285 MG824 (Lab Only)	50%
Graduate Nursing Coordinator yr 1	D.N.P. or Ph.D. with NP Certification in FNP	Core MSN courses: 5303 Pharmacology, 5301 Theory	100% (50% teaching, 25% administration, 25% practice)
New Faculty Member yr 2	MSN with FNP Certification	Core NP courses: 5304; 5405	100% (75% teaching, 25% practice)
New Faculty Member yr 3	MSN with FNP Certification	FNP specialty clinical courses: 5405, 5513, 5514,5515	100% (75% teaching, 25% practice)

Table 13:
Support Faculty for New MSN Program

Name of *Support* Faculty and Faculty Rank	Highest Degree and Awarding Institution	Courses Assigned in Program	% Time Assigned To Program
Zinn, Kelly Associate Professor	Ph.D. Loyola University	NURS 5301	12.5%

Stiles, Anne Professor	Ph.D. Texas Woman's University	NURS 5302	25%
Simon-Campbell, E'loria Assistant Professor	Ph.D. University of Texas at Tyler	NURS 5301, NURS 5302	25%
Moore, Marianne Assistant Professor	Ph.D., CNM UTHSC Houston School of Nursing	NURS 5405, NURS 5514	25%
Langton, Diane Clinical Assistant Professor	D.N.P. UTHSC Houston School of Nursing	NURS 5207, NURS 5514	25%
Montgomery, Laura Clinical Assistant Professor	MSN-FNP UTHSC Houston School of Nursing	NURS 5316	25%
Harmon, Robert Clinical Assistant Professor	MSN, CRNA	NURS 5304, NURS 5405	25%

Note 1: The SON will need to hire a doctorally prepared FNP for the coordinator position and two FNP faculty. Additionally, the SON may need to hire additional faculty to back-fill the positions in the undergrad program that the existing faculty teaching in the MSN program will no longer be teaching. The MSN Program faculty workload schedule is included in Attachment 3 at the end of the proposal. The calculation of work units for the faculty in nursing programs is detailed in Attachment 4 of the proposal.

Note 2: During clinical experiences, the students will be carefully supervised by physicians and NP preceptors who are certified in the same population. All faculty teaching didactic classes in the program will have a PhD or DNP degree and hold graduate faculty status by Sam Houston State University. All faculty teaching clinical courses must have a minimum of an MSN as a nurse practitioner and must have expertise or certification in the population in which they are supervising. They must also hold an active nurse practitioner license in the state of Texas and be nationally certified as a nurse practitioner. For clinical faculty, doctoral degrees will be preferred but not required as per Criterion V in *Criteria for Evaluation of Nurse Practitioner Programs, A Report of the National Report on Quality Nurse Practitioner Program*s (National Task Force on Quality Nurse Practitioner Education, 2012).

The MSN faculty and coordinator timeline is highlighted below:
Figure 4: Timeline A

Timeline A (open MSN to students Spring, 2019)
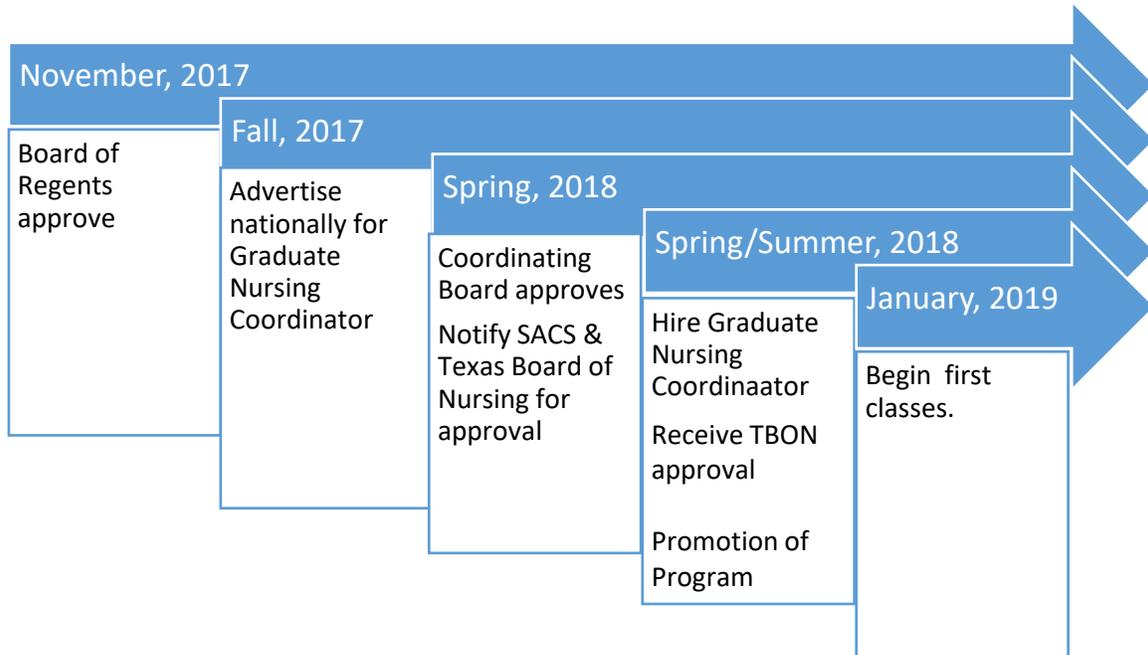
November, 2017

Board of Regents approve

Fall, 2017

Advertise nationally for Graduate Nursing Coordinator

Spring, 2018

Coordinating Board approves

Notify SACS & Texas Board of Nursing for approval

Spring/Summer, 2018

Hire Graduate Nursing Coordinaator

Receive TBON approval

Promotion of Program

January, 2019

Begin first classes.

D. <u>Students</u> – Describe general recruitment efforts and admission requirements. In accordance with the institution's Uniform Recruitment and Retention Strategy, describe plans to recruit, retain, and graduate students from underrepresented groups for the program.

Admission Requirements for the MSN Program:
Students wishing to pursue a Master of Science in Nursing are required to meet the Admission Standards for Graduate Students listed in the Sam Houston State University 2017-2018 Graduate Catalog available online at http://catalog.shsu.edu/graduate/.

Existing requirements as listed on the COHS web page at http://catalog.shsu.edu/graduate/academic-policies-procedures/#admissiontext.
- Graduate Admissions Application (submitted online through ApplyTexas).
- Application Fee.
- An official transcript from your baccalaureate degree granting institution.
- Additional documentation as required for your specific program. See our Degree Programs to determine if any additional documentation is required for your program of interest.

Additional requirements for admission for the proposed MSN:

1. Earned baccalaureate degree from an accredited institution with a minimum GPA of 3.00 in required BSN coursework;
2. Hold a BSN from an accredited School of Nursing program;
3. Successful completion of an approved upper-level statistics course with an earned grade of an A or B;
4. Hold an unencumbered license to practice as an RN in the State of Texas;

5. Three letters of recommendation from professors or supervisors;
6. A minimum of one-year experience in a clinical or acute care setting as a RN;
7. Participation in an interview with MSN Program Coordinator;
8. Demonstration of professional writing sample at the time of the interview with the MSN Program Coordinator and the Director of the SON, and
9. Submission of a current curriculum vitae and program application to the MSN Program Coordinator. Note: Prospective students will have the right to appeal to the Director of the SON in instances where the above criteria is not met for admission into the MSN Program.

Additional requirements for International Applicants;
1. Official scores for the TOEFL or IETLS and proof of immigration status for international students;
2. English translation and evaluation of official transcripts for applicants with undergraduate degrees from non-US institutions; and
3. International applicants under consideration for admission will require a telephone or virtual interview with the Admissions Committee.

Programs and strategies conducted in the COHS to improve recruitment and retention of underrepresented populations of students:
- Graduate recruitment events conducted at regional public and private universities;
- Graduate Admissions "Graduate Prospect Communication Plan" administered through *Hobsons Connect* with people who express interest in a graduate program, or people that have completed an application to a graduate program at SHSU. Messaging is tailored to a person's academic interest and also serves to connect a prospective student to the academic advisor of their graduate program. Communication media includes automated emails, phone calls, and mailed print items;
- Attendance and recruitment at state, regional, and national nursing conferences;
- The Joint Admission Medical Program, the Pathways to Allied Health Success, and the Collegiate Hispanic African-American Mentoring Program recruit underrepresented students to attend medical school and other health professions that is facilitated through the COHS;
- The SHSU Establishing Leadership Through Education Program increases the achievement gap for the successful matriculation through college for underrepresented males attending the university.
- Sponsorship and participation in the Woodland's Chamber of Commerce Health Care Summit; and
- SON Community Advisory Committee activities.

Additional strategies for recruiting and retaining underrepresented populations of students into the MSN Program as recommended in *AACN's Effective Strategies for Increasing Diversity in Nursing Programs*:
- Update nursing brochures to be gender neutral to attract males, and to be translated into Spanish;
- Reach out in geographical isolated communities in all clinical sites;
- Activate nurse leaders from the community to serve as mentors to BSN nurses as they matriculate through graduate school;
- Submit press releases in local newspapers and newsletters;
- Conduct SON open house events on both campuses and in hospitals and clinics;
- Run ads in professional journals, state and national organizations, and during conferences; and
- Provide financial incentives such as scholarships, lending library of textbooks, and/or tablets.

Retention strategies of underrepresented student populations into the MSN program developed by the SON faculty and students enrolled in the BSN program:

- Advertise and promote program via Facebook, SH and SON web pages, SON graduate program blog;
- Develop partner with health facilities to assist with loan repayment for tuition and/or scholarships;
- Hire graduate students as Research Assistants and Teacher Assistants for paid positions or tuition reimbursement; and
- Administer scholarships from the SHSU Office of International Studies.

(Non-completers of MSN programs report that financial issues and family life situations that require funding are the leading reasons why they did not complete the program).

Profile of underrepresented graduates of the BSN Program:

- In the last two graduated BSN cohorts, the SON admitted a total of 14 African-American students, 18 Hispanic students, 3 Asian students, 2 American Indian/Alaska Native students, and 21 male students. 117 total students total were admitted in these cohorts. 11 of the 14 African American students graduated and 1 is still progressing; 13 out of 18 Hispanic students graduated 3 are still progressing; one of the three Asian students graduated and one is still progressing; two of the two American Indian/Alaska Native students graduated, 14 of 21 males graduated, with 2 still progressing.
- The current graduation rate for all students in these two cohorts was 70.94% (2017); for white students, the graduation rate was 79.48%. Black students had a graduation rate of 78.57%; with 72.22% of Hispanics and 33.33% American Indian/Alaska Native students having graduated. Asian students had a graduation rate of 33.33% with 91.30% of male students graduating within this group.
- In Cohort 8, a total of 6 of the 7 African-American graduating students passed NCLEX on their first attempt; 5 of the 5 Hispanic students were also successful in their first NCLEX, as were the Asian graduate and the American Indian/Alaska Native student. The pass rate for this cohort for NCLEX (the licensure exam) was 94.28%.

E. Library – Provide the library director's assessment of library resources necessary for the program. Describe plans to build the library holdings to support the program.

A review of the library's collection of information resources for a Master of Science degree as a Nurse Practitioner, found that the collection can support this degree.

The Newton Gresham Library is open 100 hours per week and provides access to a collection of over 1.3 million books and journals. The library also offers access to a variety of electronic resources including licensed books, journals, and bibliographic/full text databases. The library subscribes to over 250 electronic databases, most of which include access to full text articles and chapters. In addition, the library has access to over 800 journals and provides access to over 4500 print and electronic books in the field of nursing. The Newton Gresham Library provides access to multiple subscription databases that provide full-text access to current, important journals in Nursing, and Nursing Theory. These databases

are CINAHL, Cochran Library, ProQuest Nursing and Allied Health, Nursing Resource Center, Health Source: Nursing and Academic Edition, Nursing and Allied Health, MEDLINE, PsycInfo, ScienceDirect and SpringerLink.

Students have real time access to a librarian using either chat or texting: the librarian can demonstrate how to successfully search a database, help develop a research strategy or suggest appropriate resources on a given topic. Students can also email or call the Reference Desk using a toll free number. Students taking classes at The Woodlands Center have the support of a full-time Librarian and access to all the library resources available in the Newton Gresham Library. Additionally, librarians can be "embedded" in online courses to act as a collaborator in support of students and faculty.

For those resources not immediately available at Sam Houston State University, interlibrary and shared resources programs will provide access. All Texas state institutions and many private universities participate in TexShare, a cooperative resource-sharing program which permits borrowers in good standing at their home institution to obtain books on-site at participating institutions. The library will monitor the demand for document delivery and interlibrary loan services to determine the need for additional journals as the program grows and specific research areas are identified.

F.   Facilities and Equipment – Describe the availability and adequacy of facilities and equipment to support the program. Describe plans for facility and equipment improvements/additions.

In 2018, the SHSU SON will consolidate both campuses to The Woodlands Center campus. As part of the build out design, offices for 40 faculty and staff and space in the administrative suite for the program coordinator, are being designed. The classes will be scheduled in existing classrooms on the first, second and third floors of The Woodlands Center. Laboratory experiences will be held in the SON Skills and Simulation Labs on the fourth floor of The Woodlands Center.

Below is a list of expendable supplies and equipment that will be needed for the lab components of the program:

- Splinting and casting material;
- Specialized joint models made for laboratory joint aspirations;
- Suture pads and kits;
- Porcine feet, hocks, for practice suturing;
- 12 lead EKG machine for use on simulation manikins and student practice;
- Microscopes, slides, cover slips for nursing lab;
- Ear lavage syringe and tip; and
- Modeling material for incision and drainage practice.

G. Accreditation – If the discipline has a national accrediting body, describe plans to obtain accreditation or provide a rationale for not pursuing accreditation.

The School of Nursing graduate Nurse Practitioner program will seek professional accreditation from the Commission on Collegiate Nursing Education (CCNE). According to the CCNE (2015), "Accreditation is a nongovernmental process conducted by members of postsecondary institutions and professional groups" (p. 2). The CCNE is recognized by the US Department of Education for

accrediting baccalaureate, graduate and doctoral programs in nursing. The primary mission of the CCNE in accrediting programs is to ensure the quality and integrity of educational programs, and to assess institutional progress in meeting its stated mission, goals, and expected outcomes.

The five main purposes of CCNE accreditation are:
- Hold nursing programs accountable to the community;
- Evaluate the nursing program's achievement in meeting its stated mission, goals, and expected outcomes;
- Assess the extent a nursing program meets accreditation standards;
- Inform the public of the purpose of accreditation; and
- Foster continuous quality improvement in nursing programs.

The School of Nursing will align its graduate program with the purposes and accreditation standards of the CCNE. In the NP program and within the accreditation process, the program director and faculty will:

- Develop and foster continuous improvement programs and self-evaluation processes, such as the evaluation program described in this proposal;
- Create and foster the community's participation in the accreditation processes;
- Provide assessment of the Program's proficiency in meeting the stated mission, goals and expected outcomes;
- Encourage scholarly teaching, academic excellence and public service in accordance with the Program's mission;
- Respect the diversity of programs and autonomy of the academic institution;
- Ensure peer review, confidentiality, avoidance of conflict of interest and procedural fairness in all processes and programs;
- Partner with the community to enhance public awareness of an accreditation process; and
- Cooperate with other agencies during any review process (CNNE, 2015).

The accreditation timeline is highlighted below:

Figure 5: Accreditation Timeline

Accreditation Timeline

June, 2017

Submit substantive change report to CCNE no earlier than 90 days prior to opening of program.

Fall/Spring, 2017-18

CCNE may conduct a focused site visit. $1750 / team member X 3-5 ($5250-$8750)
Annual membership fee will increase due to having a second program from approximately $2618 to $3658
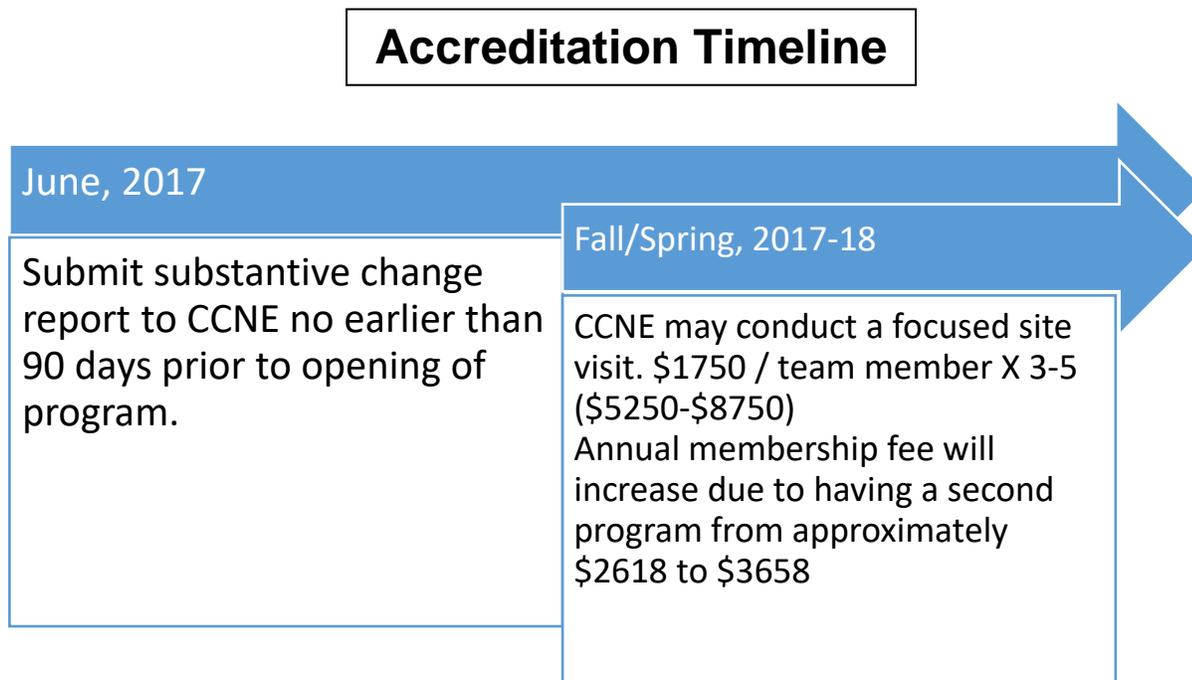
The CCNE accreditation standards are attached to this proposal in Appendix B.

H. Evaluation – Describe the evaluation process that will be used to assess the quality and effectiveness of the new degree program.

The evaluation processes used for the School of Nursing NP program will follow the guidelines set forth by the National Task Force on Quality Nurse Practitioner Education (NTF). The task force was reconvened (original criteria published in 1997) in 2011 by The National Organization of Nurse Practitioners Faculties (NONPF) and the American Association of Colleges of Nursing (AACN) to ensure that national, consensus-based evaluation standards for evaluating all nurse practitioners remain a high quality and current program (NTF, 2012. p.5). This document, *Criteria for Evaluation of Nurse Practitioner Programs*, has been endorsed by 15 nurse professional organizations, including the NONPF, AACN, Commission of Collegiate Nursing Education, National Council of State Boards of Nursing, and National League for Nursing Accrediting Commission.

The NTF has published four recommendations for use of the evaluation criteria for NP programs:
1. These criteria are to be used in conjunction with a national accreditation review process to evaluate a nurse practitioner program.
2. Nurse practitioner competencies, such as those published for specific populations, are to be used as a complement to this evaluation criteria.

3. This evaluation criteria are to be used to assist in planning new nurse practitioner programs.
4. This evaluation criteria may be used for on-going and continuous quality improvements (National Task Force, 2012, p 2).

The document used for the Family Nurse Practitioner program in conjunction with the NTF evaluation criteria is the NONPF (2013), Population-Focused Nurse Practitioner Competencies.

The guidelines for evaluation are based on six major criteria, with each criterion sub-categorized and described, including benchmarks for meeting the criterion. This comprehensive document is an excellent, and well-recognized framework for program evaluation, such as the SON NP program. These six main criteria are:
1. Organization and Administration;
2. Students;
3. Curriculum;
4. Resources, facilities & services;
5. Faculty & faculty organization; and
6. Evaluation (National Task Force, 2012, pp. 23 to 28).

The following is an example of the details of the specific criterion of evaluation (# 6 above), which addresses the program evaluation plan's intervals for review, appraisals of students, preceptors, and outcomes.

CRITERION VI
Evaluation
VI.A.   There is an evaluation plan for the NP program/track.

VI.A.1   Evaluate courses at regularly scheduled intervals.

VI.A.2   Evaluate NP program faculty competence at regularly scheduled intervals.

VI.A.3   Evaluate student progress through didactic and clinical components of NP program/track each semester/quarter.

VI.A.4   Evaluate students' attainment of competencies throughout the program.

VI.A.5   Evaluate students cumulatively based on *clinical observation* of student competence and performance by NP *faculty* and/or preceptor assessment.

VI.A.6   Evaluate clinical sites at regular scheduled intervals.

VI.A.7   Evaluate preceptors at regular scheduled intervals.

VI.B.   Formal NP curriculum evaluation should occur every 5 years or sooner.

VI.C.   There is an evaluation plan to measure outcomes of graduates.

Documentation of certification pass rates, and graduate/employer satisfaction are required. (National Task Force 2012, pp. 27& 28).

The NTF (2012) document has a useful documentation checklist that contains all the criteria with the evidence requirements clearly listed (Please see Appendix B). This entire document and checklist will be used by the SON nurse practitioner program for evaluations.

The MSN Program in the SON will also be evaluated through the Office of Academic Planning and Assessment at SHSU. This office provides a centralized, online, assessment management repository – The CampusLabs Program. Information collected within the assessment program is used by departments and programs to drive continuous improvement within their units. Additionally, it serves as a source of evidence of continuous improvement assessment for internal and external constituents, agencies, and accreditors. The MSN will use standard assessment procedures to ensure quality and effectiveness of the degree program with continuous improvement.

In addition, the SON is committed to the successful preparation of students' participation in the MSN program. The SON will administer a survey to determine licensure, employment, and satisfaction of the participants in the MSN program at SHSU. Criteria of the components of the survey include the following measures:

Table 14:
Survey components

Outcome	Measure	Frequency
1. 90% of higher licensure and certification pass rate	Licensure and certification exams	Each graduating class
2. 90% of graduates will be employed as a nurse practitioner within one year of graduation	Survey of graduates	One year post graduation
3. 90% of graduates will be satisfied (rating of 4 on a 5 point Likert scale) or very satisfied (rating of 5 on a 5 point Likert scale) with the educational preparation they received	Survey of graduates	At graduation and one year post graduation

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Appendices

Appendix A. Nurse Practitioner Infographic

Appendix B. National Task Force on Quality Nurse Practitioner Education Documentation Checklist

Attachments

Attachment I**:** Documents of Support for the MSN Program

Attachment 2: MSN Program Course Rotation Schedule

Attachment 3: MSN Program Faculty Workload Schedule

Attachment 4: Calculation of Nursing Work Units

Appendix A. Nurse Practitioner Infographic
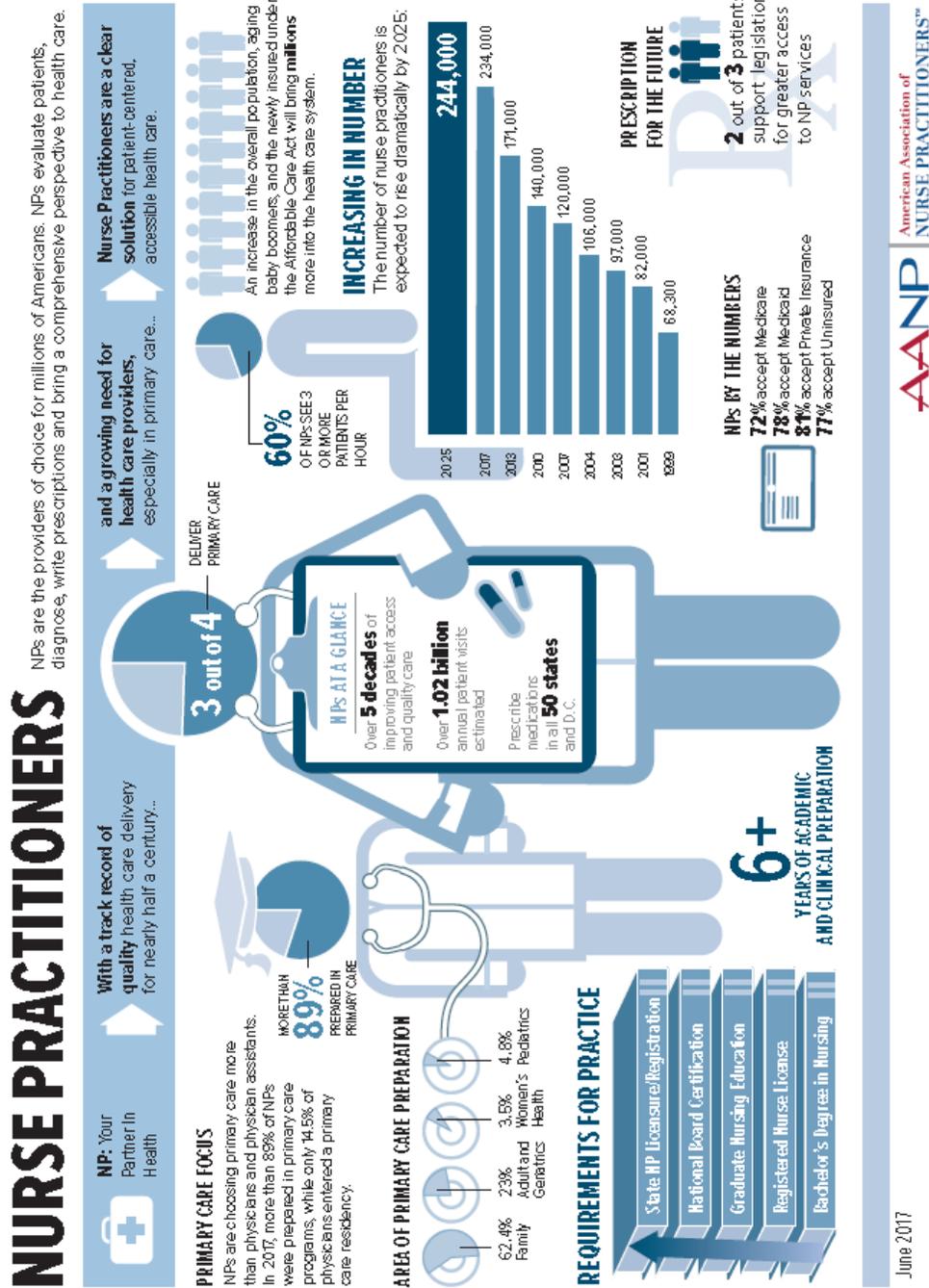
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Appendix B. National Task Force on Quality Nurse Practitioner Education Documentation Checklist

Criteria for Evaluation of Nurse Practitioner Programs Documentation Checklist

The checklist provides a mechanism for documenting that criteria have been met and the required documentation provided. This form is provided as <u>one</u> example of a tool for tracking whether or not criteria are met. If using the checklist, additional materials and narrative must accompany the form in order to provide full documentation. The location of required and/or supporting documentation should be indicated within the accompanying narrative. Programs/ tracks may wish to use this checklist as presented or adapt it to meet their specific needs.

CRITERION I: Organization & Administration	Documentation	Documentation Present √ if yes
I.A The director/coordinator of the NP program is nationally *certified* as a nurse practitioner and has the responsibility of overall leadership for the nurse practitioner program.	Required Evidence of Meeting Criterion: • Curricula vitae of the individual who provides overall leadership of the NP program (e.g. director or coordinator). • Documentation of *credentialing* as an NP in the state (or territory) of practice. • Proof of national certification as an NP in at least one *population-focused* area. • A statement describing the program director's responsibilities to the program.	❑ ❑ ❑ ❑
I.B The *faculty* member who provides direct oversight for the nurse practitioner educational component or track is nationally *certified* in the same *population-focused* area of practice.	Required Evidence of Meeting Criterion: • Curricula vitae of *NP faculty* who provide oversight for each *population-focused* track. • Documentation of *credentialing* as an NP in the state (or territory) of practice. • Proof of national certification as an NP in the *population-focused* area and in primary or acute care, as appropriate. • A statement describing the lead NP faculty member's responsibilities to the program.	❑ ❑ ❑ ❑
I.C Institutional support ensures that *NP faculty* teaching in clinical courses maintain currency in clinical practice.	Required Evidence of Meeting Criterion: • (1) A copy of institutional policies or guidelines that support or document NP faculty's ability to practice; **OR** (2) A letter of support from the chief nurse administrator (e.g., dean) or a copy of the policy that allows NP faculty to practice as part of the workload. • Documentation of faculty practice plan or arrangements, if applicable.	❑ ❑

CRITERION II: Students	Documentation	Documentation Present √ if yes
II.A Any admission criteria specific to the NP program/track reflect ongoing involvement by *NP faculty*.	Required Evidence of Meeting Criterion: • A copy of admission materials with admission criteria clearly highlighted. If criteria for the NP program/track do not differ from the criteria of the overall graduate degree program, identify program criteria. • Examples of documents that demonstrate NP faculty are providing input into admission	❑ ❑

23

CRITERION II: Students	Documentation	Documentation Present √ if yes
	criteria specific to the NP program/track.	
II.B Any progression and graduation criteria specific to the NP program/track reflect ongoing involvement by *NP faculty*.	<u>Required Evidence of Meeting Criterion:</u> • Student progression and graduation criteria, including any unique to the NP program/track. If criteria for the NP program/track do not differ from the overall criteria of the graduate program, identify the graduate program criteria. Document the criteria for full-time, part-time, and post-graduate study.	❏
	• Examples of documents that demonstrate NP faculty are providing input into progression and graduation criteria specific to the NP program/track.	❏
	• A copy of the program of study for full and part-time study, including didactic and clinical progression, sequencing of courses, and the mechanism and process for students needing remediation in order to progress.	❏

CRITERION III: Curriculum	Documentation	Documentation Present √ if yes
III.A *NP faculty* members provide ongoing input into the development, evaluation, and revision of the NP *curriculum*.	<u>Required Evidence of Meeting Criterion:</u> • Examples of curriculum committee minutes documenting that NP faculty members are developing, evaluating, and revising the curriculum.	❏
III.B The *curriculum* is congruent with national standards for graduate level and advanced practice registered nursing (APRN) education and is consistent with nationally recognized core role and *population-focused* NP competencies.	<u>Required Evidence of Meeting Criterion:</u> • The nationally recognized standards and competencies used for developing curriculum for graduate, APRN, and NP role/*population-focused* content.	❏
	• The national standards used for developing curriculum for *specialty* content, if appropriate.	❏
	• The program of study for the graduate and/or post-graduate (full and part-time) including courses, course sequence, number of credit hours, number of clinical hours per course, as appropriate.	❏
	• A brief overview, including course description and objectives for each course, identifying where nationally recognized graduate core, APRN core, and NP role/*population-focused* core competencies are included.	❏
	• A brief overview, including course description and objectives for each course, identifying where nationally recognized specialty competencies are included, when applicable.	❏
III.C.1 The NP educational program must prepare the graduate to be eligible to sit for a national NP *certification* that corresponds with the role and *population focus* of the NP program.	<u>Required Evidence of Meeting Criterion:</u> • Written statement provided to students identifying the role and population-focused certification for which they would be eligible to apply upon successful completion of the program.	❏

24

CRITERION III: Curriculum	Documentation	Documentation Present √ if yes
	• Documentation demonstrating that a program meets the educational eligibility criteria for the national certification exam(s) for each NP track.	☐
III.C.2 Official documentation must state the NP role and *population focus* of educational preparation.	<u>Required Evidence of Meeting Criterion:</u> • A sample transcript for a NP graduate showing educational preparation for the NP role and at least one (1) *population focus*; **and/or** A sample of an official letter with institutional seal used to specify the educational preparation for the NP role and at least (1) *population focus.*	☐
III.D The curriculum plan evidences appropriate course sequencing.	<u>Required Evidence of Meeting Criterion:</u> • The program of study for graduate degree and post-graduate (full and part-time), including pre-requisites.	☐
III.E The NP program/track has a <u>minimum</u> of 500 supervised *direct patient care clinical hours* overall. *Clinical hours* must be distributed in a way that represents the population needs served by the graduate.	<u>Required Evidence of Meeting Criterion:</u> • Documentation of the process used to verify student learning experiences and clinical hours. • An overview of the curriculum. • An overview of the number of required clinical/preceptor hours. For dual NP and combined programs, demonstration of areas of overlap among clinical hours. **(See Sample Form E.)** • A description of types of clinical experiences, including patient populations, types of practices, or settings each student is expected to receive.	☐ ☐ ☐ ☐
III.F Post-graduate students must successfully complete graduate didactic and clinical requirements of an academic *graduate NP program* through a formal graduate-level certificate or degree-granting graduate level NP program in the desired area of practice. Post-graduate students are expected to master the same outcome criteria as graduate degree granting program NP students. Post-graduate certificate students who are not already NPs are required to complete a <u>minimum</u> of 500 supervised *direct patient care clinical hours.*	<u>Required Evidence of Meeting Criterion:</u> • A completed gap analysis for each post-graduate certificate candidate who was granted waivers or exceptions. **(See Sample Form F.)** • Evidence of school's ability to issue a certificate of completion/ • A sample transcript for a post-graduate certificate NP graduate showing educational preparation for the NP role and at least one (1) *population focus* and completion of the APRN core courses (advanced physiology/pathophysiology, advanced health assessment, and advanced pharmacology).	☐ ☐ ☐

CRITERION IV: Resources, Facilities, & Services	Documentation	Documentation Present √ if yes
IV.A Institutional resources, facilities, and services support the development, management, and evaluation of the NP program/track.	<u>Required Evidence of Meeting Criterion:</u> • Description of student and faculty numbers and the teaching resources, facilities, and services of the institution that relate to the specific needs of the NP program/track.	☐

25

CRITERION IV: Resources, Facilities, & Services	Documentation	Documentation Present √ if yes
	preceptor licenses are current and available at the clinical facility if not submitted directly to the program.	
IV.B.3.b A preceptor must have educational preparation appropriate to his/her area(s) of supervisory responsibility and at least one year of clinical experience	Required Evidence of Meeting Criterion: • Preceptor profiles, including title, discipline, credentials, licensure/approval/recognition, education, years in role, site (e.g., pediatrics, family, adult, women's health), types of patients (acute, chronic, in-hospital, etc), type of clinical supervision, and the number of students supervised concurrently. **(See Sample Form B)**	❑
IV.B.3.c Preceptors are oriented to program/track requirements and expectations for oversight and evaluation of NP students.	Required Evidence of Meeting Criterion: • Description of the preceptor orientation and methods used for maintaining ongoing contact between NP faculty and preceptors. • A copy of preceptor orientation information.	❑ ❑

CRITERION V: Faculty & Faculty Organization	Documentation	Documentation Present √ if yes
V.A.1 NP programs/tracks have sufficient faculty members with the preparation and current expertise to adequately support the professional role development and clinical management courses for NP practice.	Required Evidence of Meeting Criterion: • Copies of faculty profiles including *credentials*, licensure/approval/ recognition, clinical and didactic teaching responsibilities, and other faculty responsibilities. **(See Sample Form C.)**	❑
V.A.2 *NP program faculty* members who teach the clinical components of the program/track maintain current licensure and national *certification*.	Required Evidence of Meeting Criterion: • Evidence or documentation that a copy of each faculty member's state license/approval/ recognition and national certification, are maintained in a file, as appropriate.	❑
V.A.3 *NP faculty* demonstrate competence in clinical practice and teaching through a planned, ongoing faculty development program designed to meet the needs of new and continuing faculty members.	Required Evidence of Meeting Criterion: • A copy of the faculty development plan for the school/program.	❑
V.B. Non-NP faculty members have expertise in the area in which they are teaching.	Required Evidence of Meeting Criterion: • An overview of non-NP faculty detailing their credentials, position, population focus or specialty, area of content responsibility, and other teaching responsibilities. **(See Sample Form D.)**	❑

CRITERION VI: Evaluation	Documentation	Documentation Present √ if yes
VI.A There is an evaluation plan for the NP program/track.	Required Evidence of Meeting Criterion: • A copy of the evaluation plan used for the NP program/track, including evaluation forms, feedback mechanism for change, documentation via minutes, and process of integration.	❑

27

CRITERION VI: Evaluation	Documentation	Documentation Present √ if yes
VI.A.1 Evaluate courses at regularly scheduled intervals.	Required Evidence of Meeting Criterion: • Documentation of current course evaluation process and review schedule.	❑
VI.A.2 Evaluate NP program faculty competence at regularly scheduled intervals.	Required Evidence of Meeting Criterion: • Documentation of mechanisms or processes and schedule for review used to evaluate NP program faculty (e.g., current list of certifications, student evaluations, peer review).	❑
VI.A.3 Evaluate student progress through didactic and clinical components of NP program/track each semester/quarter.	Required Evidence of Meeting Criterion: • Documentation of frequency and methods used to evaluate aggregate and individual students' progression throughout the program. • Copies of evaluation forms used.	❑ ❑
VI.A.4 Evaluate students' attainment of competencies throughout the program.	Required Evidence of Meeting Criterion: • Documentation of methods used to evaluate students' attainment of competencies throughout the program (e.g., use of performance evaluation, case studies, etc.)	❑
VI.A.5 Evaluate students cumulatively based on *clinical observation* of student competence and performance by *NP faculty* and/or preceptor assessment.	Required Evidence of Meeting Criterion: • Copies of the forms used for preceptor and NP faculty evaluation of the student's clinical performance. • Documentation of the availability of completed evaluations. • Documentation of the frequency and process used for evaluation of the student's clinical performance.	❑ ❑ ❑
VI.A.6 Evaluate clinical sites at regularly scheduled intervals.	Required Evidence of Meeting Criterion: • Documentation of how clinical sites are evaluated.	❑
VI.A.7 Evaluate preceptors at regularly scheduled intervals.	Required Evidence of Meeting Criterion: • Documentation of how preceptors are evaluated.	❑
VI.B Formal NP curriculum evaluation should occur every 5 years or sooner.	Required Evidence of Meeting Criterion: • Documentation of frequency of curriculum evaluation. • Documentation of curricular decisions based upon evaluation.	❑ ❑
VI.C There is an evaluation plan to measure outcomes of graduates.	Required Evidence of Meeting Criterion: • Documentation of the frequency of evaluation and methods/measures used for the evaluation. Outcome measures should include, at a minimum, certification pass rates, practice/position in area of specialty, employer/practice satisfaction, and graduate satisfaction with NP preparation. Other measures may be used to support further the outcomes of the program.	❑

28

FORM B
REQUEST FOR ADDITION OF A NEW COURSE

I.   **Course Identification**
   a. Proposed prefix and number: NURS 5111
   b. Proposed title (30 Character Max): Capstone Project Planning
   c. Proposed catalog description including prerequisites and credit: Students participate in a capstone project based upon selection and implementation of evidence-based interventions supported through informatics and technological advances and measurement of outcomes in a selected clinical site(s). Application of scientific inquiry, critical thinking, and strategic planning skills are crucial skills needed in project management. During this course, steps in the program planning process will be discussed and project proposals will be written. Upon successful completion of this course, the proposal will be approved by course faculty and be submitted to the IRB, as appropriate. Pre-requisite HLTH 5378   Credit 1.

   d. Companion course/Co-requisite: NURS 5302
   e. May course be repeated for credit? No
   f. Maximum number of credit hours that can be earned: 1
   g. Is course eligible to receive a grade of IP? No If yes, justification:
   h. Is this course exempt from the 3-peat charge? No; If yes, justification:
   i. Is the proposed course eligible to be offered as writing enhanced? (applies only to undergraduate courses) N/A; if yes, attach Writing Enhancement Supplement.
   j. Identify the majors and/or minors for which this course will be required: Proposed Master of Science in Nursing (MSN) degree with Family Nurse Practitioner concentration.
   k. Identify the majors and/or minors for which this course may be an elective: None

II.   **Statement of Need and Program Compatibility**
   a. Justify the need for this course, including how the proposed course will support the present program curriculum.
       NURS 5111 is an integral element of the proposed MSN-Family Nurse Practitioner in the School of Nursing. The course is a core Masters requirement of the Commission on Collegiate Nursing Education (CCNE), the accrediting body of the American Association of Colleges of Nursing (AACN). The proposed program will prepare the graduate for state licensure by the Texas Board of Nursing as an Advanced Practice Registered Nurse (APRN) and national certification by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Program (AANPCP). The course prepares students with the framework needed to evaluate theories for research and practice applications.

   b. Explain how the addition of this course will directly or indirectly influence personnel rotation, inventory of courses, degree requirements, etc.
       This course will be taught one time each year by a doctorally-prepared faculty member in the School of Nursing Program. NURS 5111 is a component of the proposed MSN-Nurse Practitioner and is one of the new courses that has been developed for the degree. The course is a requirement for the proposed MSN-Nurse Practitioner program. Movement of the entire nursing program to the Woodlands Center will eliminate current duplication of teaching obligations, releasing qualified faculty to teach in the proposed program.

   c. Identify courses with similar titles or similar contents currently offered in other departments. Explain how this course is different. Identify representatives from departments offering courses with similar titles or contents who have reviewed this proposal and summarize their responses.
       None

   d. Identify who is likely to be the instructor(s) of this course.
       Laura Montgomery, MA, MSN, APRN, FNP-C

III.   **Course Content**
   a. List the course objectives as expected student outcomes. Objectives should be specific, measureable, and appropriate for the course level (i.e., graduate courses should not "introduce" or "identify").

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

1. Conduct a comprehensive and systematic assessment as a foundation for decision making (AACN IX.1);
2. Apply the best available evidence from nursing and other sciences as the foundation for practice (AACN IX.2);
3. Use information and communication technologies in the design of the capstone project (AACN IX.4);
4. Apply epidemiological, social, and environmental data to design programs which promote and preserve health and healthy lifestyles (AACN IX.6);
5. Integrate knowledge of illness and disease management to design plans or programs of care (AACN IX.7);
6. Demonstrate advanced knowledge of the effects of global environmental, individual and population characteristics to the design, implementation, and evaluation of care (AACN IX.9);
7. Employ knowledge and skills in economics, business principles, and systems in the design of care (AACN IX.10); and
8. Incorporate theories and evidence-based knowledge in the design, coordination, and evaluation of the delivery of care (AACN IX.11).

SOURCE: American Association of Colleges of Nursing. (2011). The Essentials of Master's Education in Nursing. Washington, DC: American Association of Colleges of Nursing.

b. Identify the proposed text(s) for the course (include full name of author, title, publisher and date). **If the text is more than 5 years old, please provide a justification.**

Author	Title And Publisher	Year
Harris, Roussel, Thomas, & Dearman	Project planning and management: A guide for nurses and interprofessional teams. Burlington, MA: Jones & Bartlett.	2016

c. Using a 15-week class schedule, identify the topics to be covered during each week of the semester:

Week 1	Introduction to project planning
Week 2	Project focus
Week 3	Needs assessment
Week 4	Quality Improvement vs. Research
Week 5	Practice site data-IT
Week 6	Official data sources
Week 7	IRB process
Week 8	Interprofessional Teams
Week 9	Proposal development
Week 10	Proposal development
Week 11	Proposal development
Week 12	Dissemination options
Week 13	Present proposal
Week 14	Present proposal
Week 15	Present proposal

IV. **Library materials required for this course.** This section is to help the Library review the adequacy of the current collection and plan for the future allocation of resources to better meet the needs of students enrolled in this course.

a. Please indicate the **types** of library resources you expect students to use for this course. Using a scale of 0 to 7, indicate the **extent of use** anticipated for each type of library resource selected. [0 = no use to 7 = extensive use]

Types of print/electronic library resources needed	Extent of use anticipated (on a scale of 0 to 7)
Scholarly, Peer-Reviewed Journals	7

Electronic Databases	5
Books	4
Trade Journals	4
Newspapers	4
Popular Magazines	1
Audio-Visual	2
Other (please specify)	0

b. Please identify **specific** resources that the Library needs to **acquire** in support of this course. These resources could include but are not limited to (both print and electronic) journals, electronic databases, books, etc. Please identify **new titles** that should be acquired or **subject areas** in the collection that may need to be **enhanced** or **updated**.

New titles needed or subject area to be enhanced:
None

V. Please identify equipment and technological resources required for this course. This section addresses the need for specialized laboratory equipment, computer software or other physical resources not generally available on campus.
No additional needs

After this form has been completed, contact a Bibliographer/Librarian to complete the Library Collection Review (LCR) form. The LCR form should be attached to Form B before the proposal is forwarded to your College Curriculum Committee.

FORM B
—CHECK LIST—
<mark>Please check each box to verify review.</mark>

Overall

☒ The version of Form B currently posted on the Academic Affairs web site under <u>Curriculum Forms</u> is being used.

☒ Font is Times New Roman, 11 pt, no bold, no "all caps."

☒ The form has been proofed for spelling and grammar errors. Please note that the Form B template does not have grammar and spell check.

☒ Every question has a response. If there is not an affirmative response, use "N/A," "No," or "None" as appropriate.

Part I - V

☒ I.c. The catalog description is in complete sentences.

   ☒ Course catalog descriptions should be understandable to members outside the discipline. Avoid acronyms, abbreviations and terminology specific to the discipline not usually recognized by the general public. Commonly recognized terminology is acceptable, e.g., NASA, DNA, S Corporation.

   ☒ The final sentence of the catalog description lists any prerequisites, followed by credits, e.g., Prerequisite: IT 161. Credit 3.

   ☒ Use terms such as "basic," "fundamental," "introduction," and "overview" sparingly. Upper division courses should seldom be introductory.

☒ I.d. Companion courses require concurrent enrollment. This is a rare occurrence. If applicable, the companion course should be listed in the course description.

☒ I.i. If the course is proposed to be writing enhanced, course requirements listed in the 15-week class schedule should reflect writing assignments.

☒ II.b. There is nearly always an impact if a new course is added. Adding a new course may require that new faculty be hired or existing teaching assignments be modified, existing courses be deleted, or degree requirements be modified. Offer specific explanation of the modifications.

☒ II.c. Review SHSU course offerings to identify courses with similar titles or content. Err in favor of listing courses that potentially could overlap. Include documentation of discussions with appropriate departmental chairs to avoid duplication.

☒ III.b. Note that the form requires both Title <u>and</u> Publisher. Do not omit the publisher.

   Provide a justification if the proposed texts are more than five years old. Check to see if proposed textbooks over two years old are out-of-print.

☒ III.c. If the course features differential content or directed study, provide a sample 15-week class schedule.

☒ IV. The library has been supplied with an electronic copy of this course request at least 2 weeks prior to the college submission deadline.

I certify that the Form B submitted to the University Curriculum Committee has been reviewed and complies with the stipulations on this checklist.

Denise Neill	9/17/17	Emily Roper	9/17/17
Department Chair Signature	Date	College Curriculum Committee Chair Signature	Date

LIBRARY COLLECTION REVIEW for PROPOSED COURSE

Proposed Course Prefix and Number: NURS 5111
Proposed Title: Capstone Project Planning

1. Results of the librarian's review of the adequacy of library holdings to support the proposed course content areas and assignments. Please be specific, and indicate whether the subject areas of the course require new expenditures, or are already included in the collection due to library support of courses with similar information needs.

    The Library subscribes to a number of databases that will provide ample access to faculty and students to articles related to the planning and management of a Capstone Project. Among the most useful will be CINAHL, Cochrane Library, ProQuest Nursing and Allied Health Source, Nursing Resource Center, and the Nursing and Allied Health Collection. These databases provide access to a wide range of subjects in nursing and in project planning and management.

    The Library's holdings of books, both print and electronic, is also more than adequate. A search of the Library's online catalog reveals many books under subject headings such as Project Planning, Project Mananagement, Nursing Services-Administration, and Nursing Research. The Library currently owns a copy of the proposed text Project Planning and Management: A guide for nurses and interprofessional teams.

    Articles from journals and books identified, but not owned by th

2. Identify additional resources that are likely to be needed, and the approximate cost of the materials.
    None

3. Bibliographer's comments (state any concerns regarding the library's support of the course).
    The exisitng collection will more than adequately support this course.

Signed: Lynn McMain   Date: September 21, 2017
                Bibliographer

Signed: Lisa Shen   Date: September 21, 2017
                Library Director

WRITING ENHANCEMENT SUPPLEMENT

Proposed Course Prefix and Number:
Proposed Title:

Briefly explain how the writing requirement will be met in this course, keeping in mind that 50% or more of the course grade must be derived from written assignments, either formal or informal.

Reviewer's Notes:

Signed: _____   Date: _____
              Writing Enhanced Committee Chair

FORM B
REQUEST FOR ADDITION OF A NEW COURSE

I.   **Course Identification**
   a.   Proposed prefix and number: NURS 5216
   b.   Proposed title (30 Character Max): Capstone Project Delivery
   c.   Proposed catalog description including prerequisites and credit: Students in this course implement, evaluate, and disseminate an evidence-based project plan in collaboration with nursing faculty. Students reflect on project impact in the areas of economics, quality improvement, informatics, policy, and the advanced practice role. Included in this course are methods for dissemination of findings from the project. Pre-requisite NURS 5302, NURS 5111. Credit 2.

   d.   Companion course/Co-requisite: NURS 5517/ NURS 5512
   e.   May course be repeated for credit? No
   f.   Maximum number of credit hours that can be earned: 2
   g.   Is course eligible to receive a grade of IP? No If yes, justification:
   h.   Is this course exempt from the 3-peat charge? No; If yes, justification:
   i.   Is the proposed course eligible to be offered as writing enhanced? (applies only to undergraduate courses) N/A; if yes, attach Writing Enhancement Supplement.
   j.   Identify the majors and/or minors for which this course will be required: Proposed Master of Science in Nursing (MSN) degree with Family Nurse Practitioner concentration.
   k.   Identify the majors and/or minors for which this course may be an elective: None

II.   **Statement of Need and Program Compatibility**
   a.   Justify the need for this course, including how the proposed course will support the present program curriculum.
       NURS 5216 is an integral element of the proposed MSN-Family Nurse Practitioner in the School of Nursing. The course is a core Masters requirement of the Commission on Collegiate Nursing Education (CCNE), the accrediting body of the American Association of Colleges of Nursing (AACN). The proposed program will prepare the graduate for state licensure by the Texas Board of Nursing as an Advanced Practice Registered Nurse (APRN) and national certification by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Program (AANPCP). The course prepares students with the framework needed to evaluate theories for research and practice applications.

   b.   Explain how the addition of this course will directly or indirectly influence personnel rotation, inventory of courses, degree requirements, etc.
       This course will be taught one time each year by a doctorally-prepared faculty member in the School of Nursing Program. NURS 5216 is a component of the proposed MSN-Nurse Practitioner and is one of the new courses that has been developed for the degree. The course is a requirement for the proposed MSN-Nurse Practitioner program. Movement of the entire nursing program to the Woodlands Center will eliminate current duplication of teaching obligations, releasing qualified faculty to teach in the proposed program.

   c.   Identify courses with similar titles or similar contents currently offered in other departments. Explain how this course is different. Identify representatives from departments offering courses with similar titles or contents who have reviewed this proposal and summarize their responses.
       None

   d.   Identify who is likely to be the instructor(s) of this course.
       Tanya Celia. MSN, FNP, RN

III. **Course Content**
   a.   List the course objectives as expected student outcomes. Objectives should be specific, measureable, and appropriate for the course level (i.e., graduate courses should not "introduce" or "identify").
       Upon completion of this course, the student will be able to:

1. Utilize leadership skills to teach, coach, and mentor other members of the healthcare team as needed for the capstone project (AACN IX.5);

2. Employs advanced knowledge of the effects of global environmental, individual and population characteristics to the implementation and evaluation of the capstone project (AACN IX.9);

3. Integrates theories and evidence-based knowledge to lead the healthcare team in coordinating, and evaluating the delivery of care (AACN IX.11);

4. Uses information and communication technologies in the implementation and evaluation of the capstone project (AACN IX.4); and

5. Chooses teaching and learning principles to implement and evaluate health education within the capstone project (AACN IX.12).

SOURCE: American Association of Colleges of Nursing. (2011). The Essentials of Master's Education in Nursing. Washington, DC: American Association of Colleges of Nursing.

b. Identify the proposed text(s) for the course (include full name of author, title, publisher and date). **If the text is more than 5 years old, please provide a justification.**

Author	Title And Publisher	Year
Harris, Roussel, Thomas, & Dearman	Project planning and management: A guide for nurses and interprofessional teams. Burlington, MA: Jones & Bartlett.	2016

c. Using a 15-week class schedule, identify the topics to be covered during each week of the semester:

Week 1	Introduction to project implementation and management
Week 2	Project presentations at site
Week 3	Implementation challenges
Week 4	Designing data collection-IT
Week 5	Project initiation
Week 6	Manuscript/abstract/poster introduction-methods
Week 7	Organizational culture
Week 8	Communication and change
Week 9	Interprofessional team management
Week 10	Variables, measures, data
Week 11	Principles of project evaluation
Week 12	Manuscript/abstract/poster results-discussion
Week 13	Manuscript/abstract/poster results-discussion
Week 14	Manuscript/abstract/poster presentations
Week 15	Manuscript/abstract/poster presentations

IV.   Library materials required for this course. This section is to help the Library review the adequacy of the current collection and plan for the future allocation of resources to better meet the needs of students enrolled in this course.

a. Please indicate the **types** of library resources you expect students to use for this course. Using a scale of 0 to 7, indicate the **extent of use** anticipated for each type of library resource selected. [0 = no use to 7 = extensive use]

Types of print/electronic library resources needed	Extent of use anticipated (on a scale of 0 to 7)
Scholarly, Peer-Reviewed Journals	7
Electronic Databases	5
Books	4

Trade Journals	4
Newspapers	4
Popular Magazines	1
Audio-Visual	2
Other (please specify)	0

b.   Please identify **specific** resources that the Library needs to **acquire** in support of this course. These resources could include but are not limited to (both print and electronic) journals, electronic databases, books, etc. Please identify **new titles** that should be acquired or **subject areas** in the collection that may need to be **enhanced** or **updated**.

New titles needed or subject area to be enhanced:
None

V.   Please identify equipment and technological resources required for this course. This section addresses the need for specialized laboratory equipment, computer software or other physical resources not generally available on campus.
No additional needs

After this form has been completed, contact a Bibliographer/Librarian to complete the Library Collection Review (LCR) form. The LCR form should be attached to Form B before the proposal is forwarded to your College Curriculum Committee.

FORM B
—CHECK LIST—
<mark>**Please check each box to verify review.**</mark>

Overall

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☒   The form has been proofed for spelling and grammar errors. Please note that the Form B template does not have grammar and spell check.

☒   Every question has a response. If there is not an affirmative response, use "N/A," "No," or "None" as appropriate.

Part I - V

☒   I.c.   The catalog description is in complete sentences.

    ☒   Course catalog descriptions should be understandable to members outside the discipline. Avoid acronyms, abbreviations and terminology specific to the discipline not usually recognized by the general public. Commonly recognized terminology is acceptable, e.g., NASA, DNA, S Corporation.

    ☒   The final sentence of the catalog description lists any prerequisites, followed by credits, e.g., Prerequisite: IT 161. Credit 3.

    ☒   Use terms such as "basic," "fundamental," "introduction," and "overview" sparingly. Upper division courses should seldom be introductory.

☒   I.d.   Companion courses require concurrent enrollment. This is a rare occurrence. If applicable, the companion course should be listed in the course description.

☒   I.i.   If the course is proposed to be writing enhanced, course requirements listed in the 15-week class schedule should reflect writing assignments.

☒   II.b.   There is nearly always an impact if a new course is added. Adding a new course may require that new faculty be hired or existing teaching assignments be modified, existing courses be deleted, or degree requirements be modified. Offer specific explanation of the modifications.

☒   II.c.   Review SHSU course offerings to identify courses with similar titles or content. Err in favor of listing courses that potentially could overlap. Include documentation of discussions with appropriate departmental chairs to avoid duplication.

☒   III.b.   Note that the form requires both Title <u>and</u> Publisher. Do not omit the publisher.

    Provide a justification if the proposed texts are more than five years old. Check to see if proposed textbooks over two years old are out-of-print.

☒   III.c.   If the course features differential content or directed study, provide a sample 15-week class schedule.

☒   IV.   The library has been supplied with an electronic copy of this course request at least 2 weeks prior to the college submission deadline.

I certify that the Form B submitted to the University Curriculum Committee has been reviewed and complies with the stipulations on this checklist.

Denise Neill	9/17/17	Emily Roper	9/17/17
Department Chair Signature	Date	College Curriculum Committee Chair Signature	Date

LIBRARY COLLECTION REVIEW for PROPOSED COURSE

Proposed Course Prefix and Number: NURS 5216
Proposed Title: Capstone Project Delivery

1. Results of the librarian's review of the adequacy of library holdings to support the proposed course content areas and assignments. Please be specific, and indicate whether the subject areas of the course require new expenditures, or are already included in the collection due to library support of courses with similar information needs.
   The Library subscribes to a number of databases that will provide ample access to faculty and students to articles related to the planning and management, and delivery of a Capstone Project. Among the most useful will be CINAHL, Cochrane Library, ProQuest Nursing and Allied Health Source, Nursing Resource Center, and the Nursing and Allied Health Collection. These databases provide access to a wide range of subjects in nursing and in project planning and management and delivery.

   The Library's holdings of books, both print and electronic, is also more than adequate. A search of the Library's online catalog reveals many books under subject headings such as Project Planning, Project Mananagement, Nursing Services-Administration, and Nursing Research. The Library currently owns a copy of the proposed text Project Planning and Management: A guide for nurses and interprofessional teams.

   Articles from journals and books identified, but not owned by the Library, can be requested and provided through InterLibrary Loan.

2. Identify additional resources that are likely to be needed, and the approximate cost of the materials.
   None

3. Bibliographer's comments (state any concerns regarding the library's support of the course).
   The existing collection will more than adequately support this course.

Signed: Lynn McMain   Date: 9/21/17
           Bibliographer

Signed: Lisa Shen   Date: 9/21/17
           Library Director

WRITING ENHANCEMENT SUPPLEMENT

Proposed Course Prefix and Number:
Proposed Title:

Briefly explain how the writing requirement will be met in this course, keeping in mind that 50% or more of the course grade must be derived from written assignments, either formal or informal.

Reviewer's Notes:

Signed: _____   Date: _____
               Writing Enhanced Committee Chair

FORM B
REQUEST FOR ADDITION OF A NEW COURSE

I.   Course Identification
   a. Proposed prefix and number: NURS 5301
   b. Proposed title (30 Character Max): Role Transition and Theory
   c. Proposed catalog description including prerequisites and credit: Students analyze, synthesize, and evaluate current theories and theoretical frameworks related to the advanced practice nursing role. Relevant theories, including psycho-social, communication, developmental, and learning theories, are examined from an advanced nursing perspective. These theories enhance understanding of contemporary health issues and the APN role. Prerequisite: Graduate standing, admission to the program, or permission of instructor. Credit 3.

   d. Companion course/Co-requisite: N/A
   e. May course be repeated for credit? No
   f. Maximum number of credit hours that can be earned: 3
   g. Is course eligible to receive a grade of IP? No; If yes, justification:
   h. Is this course exempt from the 3-peat charge? No; If yes, justification:
   i. Is the proposed course eligible to be offered as writing enhanced? (applies only to undergraduate courses) N/A; if yes, attach Writing Enhancement Supplement.
   j. Identify the majors and/or minors for which this course will be required: Proposed Master of Science in Nursing (MSN) degree with Family Nurse Practitioner concentration..
   k. Identify the majors and/or minors for which this course may be an elective: Master of Science in Health

II.   Statement of Need and Program Compatibility
   a. Justify the need for this course, including how the proposed course will support the present program curriculum.
   NURS 5301 is an integral element of the proposed MSN-Family Nurse Practitioner in the School of Nursing. The course is a core Masters requirement of the Commission on Collegiate Nursing Education (CCNE), the accrediting body of the American Association of Colleges of Nursing (AACN). The proposed program will prepare the graduate for state licensure by the Texas Board of Nursing as an Advanced Practice Registered Nurse (APRN) and national certification by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Program (AANPCP). The course prepares students with the framework needed to evaluate theories for research and practice applications.

   b. Explain how the addition of this course will directly or indirectly influence personnel rotation, inventory of courses, degree requirements, etc.
   This course will be taught one time each year by the new MSN Program Coordinator. NURS 5301 is a component of the proposed MSN as a Nurse Practitioner program and is one of the new courses that has been developed for the degree. The course is a requirement for the proposed MSN-Nurse Practitioner program. Movement of the entire nursing program to the Woodlands Center will eliminate current duplication of teaching obligations, releasing qualified faculty to teach in the proposed program.

   c. Identify courses with similar titles or similar contents currently offered in other departments. Explain how this course is different. Identify representatives from departments offering courses with similar titles or contents who have reviewed this proposal and summarize their responses.
   None

   d. Identify who is likely to be the instructor(s) of this course.
   Diane Langton, DNP, RN, PPCNP-BC

III.   Course Content

a.   List the course objectives as expected student outcomes. Objectives should be specific, measureable, and appropriate for the course level (i.e., graduate courses should not "introduce" or "identify").

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

1. Analyze nursing history to expand thinking and provide a sense of professional heritage and role identity (AACN I.8);

2. Design, deliver, and evaluate health care by using complexity science and systems theory (AACN II.4);

3. Analyze information about quality initiatives recognizing the contributions of individuals and inter-professional healthcare teams to improve health outcomes (AACN III.1);

4. Compare and contrast several appropriate quality improvement models (AACN III.4);

5. Lead quality improvement initiatives that integrate socio-cultural factors affecting the delivery of nursing and healthcare services (AACN III.8); and

6. Evaluate theory for application in advanced nursing practice and research (AACN IV.1).

SOURCE: American Association of Colleges of Nursing. (2011). The Essentials of Master's Education in Nursing. Washington, DC: American Association of Colleges of Nursing.

b.   Identify the proposed text(s) for the course (include full name of author, title, publisher and date). **If the text is more than 5 years old, please provide a justification.**

Author	Title And Publisher	Year
Peterson, S. & Bredow, T.	Middle Range Theories: Application to Nursing Research (4th ed.), Philadelphia, PA: Wolters Kluwer Health/Lippincott Williams & Wilkins	2016
Walker, L. & Avant, K.	Strategies for Theory Construction in Nursing (5th ed.), Upper Saddle River, NJ: Pearson Prentice Hall (standard text, no new edition)	2011
APA	Publication Manual of the American Psychological Association (6th ed.), Washington, DC: American Psychological Association (standard text, no new edition)	2010

c.   Using a 15-week class schedule, identify the topics to be covered during each week of the semester:

Week 1	Overview of theory: Analysis, evaluation, and selection of a middle range nursing theory Theory in nursing: Past to present Apply knowledge development and theory to inform practice and research
Week 2	Derivation strategies: Concept, statement, theory Pain: A balance between analgesia and side effects Unpleasant symptoms
Week 3	Self-efficacy theories and applications in health care
Week 4	Chronic sorrow theory and applications in health care
Week 5	Social support theories and applications in health care
Week 6	Analysis strategies: Concept, statement, theory Caring theories as an exemplar
Week 7	Theories pertaining to interpersonal relations in advanced practice nursing
Week 8	Attachment theories and applications in health care
Week 9	Modeling and role-modeling theory and applications in health care
Week 10	Research related to health-related quality of life
Week 11	Synthesis strategies: Concept, statement, theory Health promotion theories as an exemplar
Week 12	Applications of the deliberative nursing process
Week 13	Resilience theory; Research and application in advanced practice nursing
Week 14	Shuler Nurse Practitioner Practice Model
Week 15	The AACN Synergy Model; Perspectives on theory

IV. **Library materials required for this course.** This section is to help the Library review the adequacy of the current collection and plan for the future allocation of resources to better meet the needs of students enrolled in this course.

    a. Please indicate the **types** of library resources you expect students to use for this course. Using a scale of 0 to 7, indicate the **extent of use** anticipated for each type of library resource selected. [0 = no use to 7 = extensive use]

Types of print/electronic library resources needed	Extent of use anticipated (on a scale of 0 to 7)
Scholarly, Peer-Reviewed Journals	7
Electronic Databases	6
Books	3
Trade Journals	0
Newspapers	0
Popular Magazines	0
Audio-Visual	1
Other (please specify)	0

    b. Please identify **specific** resources that the Library needs to **acquire** in support of this course. These resources could include but are not limited to (both print and electronic) journals, electronic databases, books, etc. Please identify **new titles** that should be acquired or **subject areas** in the collection that may need to be **enhanced** or **updated**.

    New titles needed or subject area to be enhanced:
    None needed

V. Please identify equipment and technological resources required for this course. This section addresses the need for specialized laboratory equipment, computer software or other physical resources not generally available on campus.

    No additional equipment needed.

After this form has been completed, contact a Bibliographer/Librarian to complete the Library Collection Review (LCR) form. The LCR form should be attached to Form B before the proposal is forwarded to your College Curriculum Committee.

FORM B
—CHECK LIST—
<mark>**Please check each box to verify review.**</mark>

Overall

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☒　　Every question has a response. If there is not an affirmative response, use "N/A," "No," or "None" as appropriate.

Part I - V

☒　I.c.　The catalog description is in complete sentences.

　　☒　　Course catalog descriptions should be understandable to members outside the discipline. Avoid acronyms, abbreviations and terminology specific to the discipline not usually recognized by the general public. Commonly recognized terminology is acceptable, e.g., NASA, DNA, S Corporation.

　　☒　　The final sentence of the catalog description lists any prerequisites, followed by credits, e.g., Prerequisite: IT 161. Credit 3.

　　☒　　Use terms such as "basic," "fundamental," "introduction," and "overview" sparingly. Upper division courses should seldom be introductory.

☒　I.d.　Companion courses require concurrent enrollment. This is a rare occurrence. If applicable, the companion course should be listed in the course description.

☒　I.i.　If the course is proposed to be writing enhanced, course requirements listed in the 15-week class schedule should reflect writing assignments.

☒　II.b.　There is nearly always an impact if a new course is added. Adding a new course may require that new faculty be hired or existing teaching assignments be modified, existing courses be deleted, or degree requirements be modified. Offer specific explanation of the modifications.

☒　II.c.　Review SHSU course offerings to identify courses with similar titles or content. Err in favor of listing courses that potentially could overlap. Include documentation of discussions with appropriate departmental chairs to avoid duplication.

☒　III.b.　Note that the form requires both Title <u>and</u> Publisher. Do not omit the publisher.

　　　　Provide a justification if the proposed texts are more than five years old. Check to see if proposed textbooks over two years old are out-of-print.

☒　III.c.　If the course features differential content or directed study, provide a sample 15-week class schedule.

☒　IV.　The library has been supplied with an electronic copy of this course request at least 2 weeks prior to the college submission deadline.

I certify that the Form B submitted to the University Curriculum Committee has been reviewed and complies with the stipulations on this checklist.

Denise Neill	9-20-17	Emily Roper	9-20-17
Department Chair Signature	Date	College Curriculum Committee Chair Signature	Date

LIBRARY COLLECTION REVIEW for PROPOSED COURSE

Proposed Course Prefix and Number: NURS 5301
Proposed Title: Theoretical Foundations of Advanced Practice Nursing

1. Results of the librarian's review of the adequacy of library holdings to support the proposed course content areas and assignments. Please be specific, and indicate whether the subject areas of the course require new expenditures, or are already included in the collection due to library support of courses with similar information needs.

    The Newton Gresham Library provides access to multiple subscription databases that provide full-text access to current, important journals in Nursing, and Nursing Theory. These databases are CINAHL, Cochrane Library, ProQuest Nursing and Allied Health, Nursing Resource Center, Health Source: Nursing and Academic Edition, Nursing and Allied Health, MEDLINE and ScienceDirect.

    Additionally, the Library provides access to numerous print and electronic books in the subject area of Nursing, Nursing Theory, Nursing Models and Nursing -Philosophy. A search of the Newton Gresham Library's online catalog revealed hundreds of titles under these same subject headings. The Library owns copies of 2 of the required texts, Strategies for Theory Construction in Nursing, and the Publication Manual of the APA.

    Lastly, any resources not immediately available through Newton Gresham Library's collection can be obtained and provided through the use of InterLibrary Loan.

2. Identify additional resources that are likely to be needed, and the approximate cost of the materials.
    None

3. Bibliographer's comments (state any concerns regarding the library's support of the course).
    It is this bibliographer's opinion that the Newton Gresham Library provides ample resources to support the proposed course.

Signed: <u>Lynn McMain</u>   Date: <u>September 21, 2017</u>
           Bibliographer

Signed: <u>Lisa Shen</u>   Date: <u>9/21/17</u>
           Library Director

WRITING ENHANCEMENT SUPPLEMENT

Proposed Course Prefix and Number: NURS 5301
Proposed Title: Theoretical Foundations of Advanced Practice Nursing

Briefly explain how the writing requirement will be met in this course, keeping in mind that 50% or more of the course grade must be derived from written assignments, either formal or informal.

Reviewer's Notes:

Signed: _____   Date: _____
           Writing Enhanced Committee Chair

FORM B
REQUEST FOR ADDITION OF A NEW COURSE

I.   Course Identification
   a.   Proposed prefix and number: NURS 5302
   b.   Proposed title (30 Character Max): Clinical Research and EBP
   c.   Proposed catalog description including prerequisites and credit: Students focus on knowledge and practical skills to translate practice problems into effective research questions and translate existing research into evidenced-based practice. Students examine quantitative, qualitative, and epidemiologic research methods, data collection, selection and evaluation of measurements, statistical analysis, and interpretation and evaluation of findings.Published research findings are evaluated for appropriate application of biostatistics and applications to nursing practice. Disseminate evidence from inquiry to diverse audiences using multiple modalities is examined. Prerequisite Graduate standing and admission to the program, or permission of instructor. Credit 3.

   d.   Companion course/Co-requisite: N/A
   e.   May course be repeated for credit? No
   f.   Maximum number of credit hours that can be earned: 3
   g.   Is course eligible to receive a grade of IP? No If yes, justification:
   h.   Is this course exempt from the 3-peat charge? No; If yes, justification:
   i.   Is the proposed course eligible to be offered as writing enhanced? (applies only to undergraduate courses) N/A; if yes, attach Writing Enhancement Supplement.
   j.   Identify the majors and/or minors for which this course will be required: Proposed Master of Science in Nursing (MSN) degree with Family Nurse Practitioner concentration.
   k.   Identify the majors and/or minors for which this course may be an elective: Master of Science in Health

II.   Statement of Need and Program Compatibility
   a.   Justify the need for this course, including how the proposed course will support the present program curriculum.
      NURS 5302 is an integral element of the proposed MSN-Family Nurse Practitioner in the School of Nursing. The course is a core Masters requirement of the Commission on Collegiate Nursing Education (CCNE), the accrediting body of the American Association of Colleges of Nursing (AACN). The proposed program prepares the graduate for state licensure by the Texas Board of Nursing as an Advanced Practice Registered Nurse (APRN) and national certification by the American Nurses Credentialing Center (ANCC), or the American Academy of Nurse Practitioners Certification Program (AANPCP). The course prepares students with needed competencies to conduct research and critically evaluate published research for translation into evidence-based practice.

   b.   Explain how the addition of this course will directly or indirectly influence personnel rotation, inventory of courses, degree requirements, etc.
      The course will be taught one time each year by a qualified School of Nursing Program faculty member, who will teach one class per semester in the MSN program. NURS 5302 is a component of the proposed MSN as a Nurse Practitioner program and is one of the new courses that has been developed for the degree. The course is a requirement for the proposed MSN-Nurse Practitioner program. Movement of the entire nursing program to the Woodlands Center will eliminate current duplication of teaching obligations, releasing qualified faculty to teach in the proposed program.

   c.   Identify courses with similar titles or similar contents currently offered in other departments. Explain how this course is different. Identify representatives from departments offering courses with similar titles or contents who have reviewed this proposal and summarize their responses.
      None

   d.   Identify who is likely to be the instructor(s) of this course.
      Anne Stiles, PhD, RN

Denise Neill, PhD, RN, CNE.

III.   Course Content

a.   List the course objectives as expected student outcomes. Objectives should be specific, measureable, and appropriate for the course level (i.e., graduate courses should not "introduce" or "identify").

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

1. Promote a professional environment that includes accountability and high-level communication skills when involved in peer review, advocacy for patients and families, reporting of errors, and professional writing (AACN III-5);

2. Integrate theory, evidence, clinical judgment, research, and interprofessional perspectives using translational processes to improve practice and associated health outcomes for patient aggregates (AACN VI-1);

3. Advocate for the ethical conduct of research and translational scholarship (with particular attention to the protection of the patient as a research participant) (AACN VI-2);

4. Articulate to a variety of audiences the evidence base for practice decisions, including the credibility of sources of information and the relevance to the practice problem confronted (AACN VI-3);

5. Participate, leading when appropriate, in collaborative teams to improve care outcomes and support policy changes through knowledge generation, knowledge dissemination, and planning and evaluating knowledge implementation (AACN VI-4);

6. Evaluate practice guidelines for evidence to improve practice and the care environment (AACN VI-5); and

7. Perform rigorous critique of evidence derived from databases to generate meaningful evidence for nursing practice (AACN VI-6).

SOURCE: American Association of Colleges of Nursing. (2011). The Essentials of Master's Education in Nursing. Washington, DC: American Association of Colleges of Nursing.

b.   Identify the proposed text(s) for the course (include full name of author, title, publisher and date). **If the text is more than 5 years old, please provide a justification.**

Author	Title And Publisher	Year
Polit, D.F. & Beck, C.T.	Nursing Research: Generating and Assessing Evidence for Nursing Practice (10th ed.). Philadelphia, PA: Walters Kluwer Health/Lippincott Williams & Wilkins.	2017
APA	Publication Manual of the American Psychological Association (6th ed.). Washington, DC: American Psychological Association (standard text, no new edition)	2010

c.   Using a 15-week class schedule, identify the topics to be covered during each week of the semester:

Week 1	Introduction to nursing research in an evidence-based practice environment
	Evidence-based nursing: Translating research evidence into practice
Week 2	Key concepts and steps in qualitative and quantitative research
	Research problem, questions, and hypotheses
Week 3	Literature reviews: Finding and critiquing evidence
	Theoretical frameworks to frame and guide research
	Using research to test theory
Week 4	Ethics in nursing research
	Planning a nursing study
Week 5	Quantitative research design methods
	Rigor and validity in quantitative research
Week 6	Specific types of quantitative research
	Sampling in quantitative research
Week 7	Data collection in quantitative research
	Measurement and data quality
Week 8	Developing and testing self-report scales
	Overview and examples of descriptive statistics

Week 9	Overview and examples of inferential and multivariate statistics
Week 10	Processes of quantitative data; Analysis and interpretation
Week 11	Qualitative research design and approaches Sampling methods in qualitative research
Week 12	Data collection methods in qualitative research Qualitative data analysis strategies
Week 13	Trustworthiness and integrity in qualitative research
Week 14	Overview of mixed methods research Developing complex nursing interventions using mixed methods research
Week 15	Systematic reviews of research evidence Disseminating evidence: Reporting research findings Writing proposals to generate evidence

IV.   **Library materials required for this course.** This section is to help the Library review the adequacy of the current collection and plan for the future allocation of resources to better meet the needs of students enrolled in this course.

a. Please indicate the **types** of library resources you expect students to use for this course. Using a scale of 0 to 7, indicate the **extent of use** anticipated for each type of library resource selected. [0 = no use to 7 = extensive use]

Types of print/electronic library resources needed	Extent of use anticipated (on a scale of 0 to 7)
Scholarly, Peer-Reviewed Journals	7
Electronic Databases	7
Books	3
Trade Journals	1
Newspapers	1
Popular Magazines	1
Audio-Visual	1
Other (please specify)	0

b. Please identify **specific** resources that the Library needs to **acquire** in support of this course. These resources could include but are not limited to (both print and electronic) journals, electronic databases, books, etc. Please identify **new titles** that should be acquired or **subject areas** in the collection that may need to be **enhanced** or **updated**.

New titles needed or subject area to be enhanced:
None

V.   Please identify equipment and technological resources required for this course. This section addresses the need for specialized laboratory equipment, computer software or other physical resources not generally available on campus.
None

After this form has been completed, contact a Bibliographer/Librarian to complete the Library Collection Review (LCR) form. The LCR form should be attached to Form B before the proposal is forwarded to your College Curriculum Committee.

FORM B
—CHECK LIST—
<mark>**Please check each box to verify review.**</mark>

Overall

☒   The version of Form B currently posted on the Academic Affairs web site under <u>Curriculum Forms</u> is being used.

☒   Font is Times New Roman, 11 pt, no bold, no "all caps."

☒   The form has been proofed for spelling and grammar errors. Please note that the Form B template does not have grammar and spell check.

☒   Every question has a response. If there is not an affirmative response, use "N/A," "No," or "None" as appropriate.

Part I - V

☒   I.c.   The catalog description is in complete sentences.

      ☒   Course catalog descriptions should be understandable to members outside the discipline. Avoid acronyms, abbreviations and terminology specific to the discipline not usually recognized by the general public. Commonly recognized terminology is acceptable, e.g., NASA, DNA, S Corporation.

      ☒   The final sentence of the catalog description lists any prerequisites, followed by credits, e.g., Prerequisite: IT 161. Credit 3.

      ☒   Use terms such as "basic," "fundamental," "introduction," and "overview" sparingly. Upper division courses should seldom be introductory.

☒   I.d.   Companion courses require concurrent enrollment. This is a rare occurrence. If applicable, the companion course should be listed in the course description.

☒   I.i.   If the course is proposed to be writing enhanced, course requirements listed in the 15-week class schedule should reflect writing assignments.

☒   II.b.   There is nearly always an impact if a new course is added. Adding a new course may require that new faculty be hired or existing teaching assignments be modified, existing courses be deleted, or degree requirements be modified. Offer specific explanation of the modifications.

☒   II.c.   Review SHSU course offerings to identify courses with similar titles or content. Err in favor of listing courses that potentially could overlap. Include documentation of discussions with appropriate departmental chairs to avoid duplication.

☒   III.b.   Note that the form requires both Title <u>and</u> Publisher. Do not omit the publisher.

        Provide a justification if the proposed texts are more than five years old. Check to see if proposed textbooks over two years old are out-of-print.

☒   III.c.   If the course features differential content or directed study, provide a sample 15-week class schedule.

☒   IV.   The library has been supplied with an electronic copy of this course request at least 2 weeks prior to the college submission deadline.

I certify that the Form B submitted to the University Curriculum Committee has been reviewed and complies with the stipulations on this checklist.

Denise Neill	9-20-17	Emily Roper	9-20-17
Department Chair Signature	Date	College Curriculum Committee Chair Signature	Date

LIBRARY COLLECTION REVIEW for PROPOSED COURSE

Proposed Course Prefix and Number: NURS 5302
Proposed Title: Clinical Research and EBP

1. Results of the librarian's review of the adequacy of library holdings to support the proposed course content areas and assignments. Please be specific, and indicate whether the subject areas of the course require new expenditures, or are already included in the collection due to library support of courses with similar information needs.
    The Newton Gresham Library provides access to multiple subscription databases that provide full-text access to current, important journals in Nursing, Nursing Resarch and Medicine. Theses databases are CINAHL, Cochran Library, ProQuest Nursing and Allied Health, Nursing Resource Center, Health Source: Nursing and Academic Edition, Nursing and Allied Health, MEDLINE and ScienceDirect.

    Additionally, the Library provides access to numerous print and electronic books in the subject area of Nursing Research, Clinical Research, and Evidence-Based Nursing Practice. A search of the Newton Gresham Library's online catalog revealed hundreds of titles under the subject headings of Nursing-Research, Nursing-Research-Methodolgy, Evidence-Based Nursing, Nursing-Research-Moral and Ethical aspects, and Nursing-Research-Statistical Methods. The Library owns copies of the required text, Nursing Research: Generating and Assessing Evidence for Nursing Practice.

    Lastly, the Library already provides support to two similar courses taught on campus, PSYC 5388 Introduction to Experimental Design, and BIOL 5320 Statistical Design and Analyses in Biology.

2. Identify additional resources that are likely to be needed, and the approximate cost of the materials.
    None

3. Bibliographer's comments (state any concerns regarding the library's support of the course).
    It is this bibliographer's opinion that the Newton Gresham Library provides ample resources to suppport the proposed course.

Signed: Lynn McMain_____   Date: September 21, 2017_____
           Bibliographer

Signed: Lisa Shen_____   Date: September 21, 2017_____
           Library Director

WRITING ENHANCEMENT SUPPLEMENT

Proposed Course Prefix and Number: NURS 5402
Proposed Title: Clinical Research and Evidence Based Practice Nursing

Briefly explain how the writing requirement will be met in this course, keeping in mind that 50% or more of the course grade must be derived from written assignments, either formal or informal.

NA

Reviewer's Notes:

Signed: _____   Date: _____
            Writing Enhanced Committee Chair

FORM B
REQUEST FOR ADDITION OF A NEW COURSE

I. Course Identification
   a. Proposed prefix and number: NURS 5303
   b. Proposed title (30 Character Max): Advanced Pharmacotherapeutics
   c. Proposed catalog description including prerequisites and credit: Students in this course focus on the clinical application of pharmacology needed in the provision of advanced practice nursing. Students apply advanced pharmacotherapeutic principles related to the health needs of clients. The clinical use of drugs, including therapeutic dosage patterns, side effects, drug interactions, and contraindications. Students explore the legal and ethical issues related to prescribing medications. Prerequisite: Graduate standing and admission to the program, or permission of the instructor. Credit 3.

   d. Companion course/Co-requisite: N/A
   e. May course be repeated for credit? No
   f. Maximum number of credit hours that can be earned: 3
   g. Is course eligible to receive a grade of IP? No; If yes, justification:
   h. Is this course exempt from the 3-peat charge? No; If yes, justification:
   i. Is the proposed course eligible to be offered as writing enhanced? (applies only to undergraduate courses) N/A; if yes, attach Writing Enhancement Supplement.
   j. Identify the majors and/or minors for which this course will be required: Proposed Master of Science in Nursing (MSN) degree in Nurse Practitioner
   k. Identify the majors and/or minors for which this course may be an elective: None

II. Statement of Need and Program Compatibility
   a. Justify the need for this course, including how the proposed course will support the present program curriculum.
   NURS 5303 is an integral course of the proposed MSN as a Nurse Practitioner program in the School of Nursing. The proposed course is a core Masters course required by the Commission on Collegiate Nursing Education (CCNE) and the accrediting body of the American Association of Colleges of Nursing (AACN). The proposed program will prepare the graduate for state licensure by the Texas Board of Nursing as an Advanced Practice Registered Nurse (APRN) and national certification by the American Nurse's Credentialing Center (ANCC), or the American Academy of Nurse Practitioners Certification Program (AANPCP). The proposed course prepares students with the needed competencies to prescribe treatments and medications to vulnerable patient populations.

   b. Explain how the addition of this course will directly or indirectly influence personnel rotation, inventory of courses, degree requirements, etc.
   This course will be taught one time each year by a qualified faculty member with a MD, DO, or PharmD. NURS 5303 is a component of the proposed MSN as a Nurse Practitioner program and is one of the new courses that has been developed for the degree. The course is a required course for the graduate program.

   c. Identify courses with similar titles or similar contents currently offered in other departments. Explain how this course is different. Identify representatives from departments offering courses with similar titles or contents who have reviewed this proposal and summarize their responses.
   None

   d. Identify who is likely to be the instructor(s) of this course.
   This course will be taught by a faculty member who has the credentials (MD, DO or PharmD) to teach this specific course.

III. Course Content

a.   List the course objectives as expected student outcomes. Objectives should be specific, measurable, and appropriate for the course level (i.e., graduate courses should not "introduce" or "identify").

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

1. Assemble pharmacologic assessments addressing pharmacogenetic risks, complex medical regimens, drug interactions and other adverse events; over-the-counter, complementary, alternatives, and the patient's and caregiver's ability to self-manage medications safely and correctly;

2. Select appropriate pharmacologic and nonpharmacologic treatment modalities considering age and genetic profile based on current research and evidence based practice guidelines;

3. Evaluate pharmacologic and nonpharmacologic management strategies to ameliorate physical and behavioral symptoms in individuals who have psychiatric/substance misuse disorders;

4. Select medications maintaining awareness of, and monitoring for, adverse drug outcomes and complex medical regimens, especially in high-risk and vulnerable populations;

5. Manage pain and sedation for patients with complex acute, critical and chronic illness by prescribing pharmacologic and nonpharmacologic interventions, monitoring and evaluating the patient's pain and sedation response and modifying the plan of care according to patient reaction and treatment goals;

6. Explore the legal and ethical aspects of prescribing pharmacologic and nonpharmacologic therapy for acute, chronic, complex, and high risk populations; and

7. Examine the most commonly prescribed pharmacologic and nonpharmacologic therapies for acute, chronic and complex medical conditions.

b.   Identify the proposed text(s) for the course (include full name of author, title, publisher and date). **If the text is more than 5 years old, please provide a justification.**

Author	Title And Publisher	Year
Burchum, J. & Rosenthal, L.	Lehne's Pharmacology for Nursing Care (9th ed.). St. Louis, MO: Saunders.	2015

c.   Using a 15-week class schedule, identify the topics to be covered during each week of the semester:

Week 1	Orientation and explore the application of pharmacology in practice, discuss role of research in evidence based practice as it relates to pharmacology
Week 2	Drug regulations, development, names and information; Error reporting, and safety strategies; Ethical considerations of pharmacologic therapy as they apply to the advanced nurse practitioner
Week 3	Basic principles of pharmacology; Pharmacokinetics, pharmacodynamics, drug interactions, adverse drug reactions, individual variation in drug response based on research findings
Week 4	Drug therapy across the life span; Pregnancy and breastfeeding, pediatric and geriatric patients
Week 5	Peripheral nervous system; Cholinergic, muscarinic agonists and antagonists, cholinesterase inhibitors, neuromuscular blocking agents and ganglionic blocking agents
Week 6	Drugs for neurodegenerative disorders; Parkinson's disease, Alzheimer's disease, Multiple Sclerosis; Neurologic drugs; Epilepsy, muscle spasm and spasticity, drugs for pain; Local anesthetics, general anesthetics, opioid analgesics, opioid antagonists, drugs for headache
Week 7	Psychotherapeutic drugs;

	Antipsychotic agents, antidepressants, drugs for bipolar disorder, sedative-hypnotic drugs, management of anxiety disorders, central nervous system stimulants and attention-deficit/hyperactivity disorder
Week 8	Agents affecting volume and ion content of body fluids; Diuretics, drugs acting on Renin-Angiotensin-Aldosterone system, calcium channel blockers, vasodilators, drugs for hypertension, heart failure, anti-dysrhythmic drugs, drugs to normalize cholesterol and triglyceride levels, drugs for angina, drugs for anemia, hematopoietic agents
Week 9	Endocrine drugs; Drugs for diabetes mellitus, thyroid disease, drugs related to hypothalamic and pituitary function, disorders of adrenal cortex
Week 10	Anti-inflammatory, anti-allergic, and immunologic drugs; Childhood immunizations, immunosuppressant, antihistamines, cyclooxygenase inhibitors, glucocorticoids in non-endocrine disorders
Week 11	Bone and Joint disorder drugs; Rheumatoid arthritis, therapy of gout, drugs affecting calcium levels and bone mineralization; Drugs for the respiratory tract; drugs for asthma, drugs for allergic rhinitis, cough, and colds
Week 12	Gastrointestinal drugs; Drugs for peptic ulcer disease, laxatives
Week 13	Basic principles of antimicrobial therapy; Drugs weaken bacterial cell wall, bacteriostatic inhibitors, aminoglycosides, sulfonamides, drug therapy for urinary tract infection, tuberculosis, leprosy, antifungal agents antiviral agents, drugs for sexually transmitted diseases
Week 14	Drugs for the eyes, skin, ear and other noteworthy drugs
Week 15	Alternative therapy, dietary supplements, herbals

IV.   **Library materials required for this course.** This section is to help the Library review the adequacy of the current collection and plan for the future allocation of resources to better meet the needs of students enrolled in this course.

a.   Please indicate the **types** of library resources you expect students to use for this course. Using a scale of 0 to 7, indicate the **extent of use** anticipated for each type of library resource selected. [0 = no use to 7 = extensive use]

Types of print/electronic library resources needed	Extent of use anticipated (on a scale of 0 to 7)
Scholarly, Peer-Reviewed Journals	4
Electronic Databases	4
Books	7
Trade Journals	2
Newspapers	2
Popular Magazines	1
Audio-Visual	2
Other (please specify)	0

b.   Please identify **specific** resources that the Library needs to **acquire** in support of this course. These resources could include but are not limited to (both print and electronic) journals, electronic databases, books, etc. Please identify **new titles** that should be acquired or **subject areas** in the collection that may need to be **enhanced** or **updated**.

New titles needed or subject area to be enhanced:
None

V.   Please identify equipment and technological resources required for this course. This section addresses the need for specialized laboratory equipment, computer software or other physical resources not generally available on campus.
None

After this form has been completed, contact a Bibliographer/Librarian to complete the Library Collection Review (LCR) form. The LCR form should be attached to Form B before the proposal is forwarded to your College Curriculum Committee.

FORM B
—CHECK LIST—
<mark>**Please check each box to verify review.**</mark>

Overall

☒   The version of Form B currently posted on the Academic Affairs web site under <u>Curriculum Forms</u> is being used.

☒   Font is Times New Roman, 11 pt, no bold, no "all caps."

☒   The form has been proofed for spelling and grammar errors. Please note that the Form B template does not have grammar and spell check.

☒   Every question has a response. If there is not an affirmative response, use "N/A," "No," or "None" as appropriate.

Part I - V

☒   I.c.   The catalog description is in complete sentences.

☒   Course catalog descriptions should be understandable to members outside the discipline. Avoid acronyms, abbreviations and terminology specific to the discipline not usually recognized by the general public. Commonly recognized terminology is acceptable, e.g., NASA, DNA, S Corporation.

☒   The final sentence of the catalog description lists any prerequisites, followed by credits, e.g., Prerequisite: IT 161. Credit 3.

☒   Use terms such as "basic," "fundamental," "introduction," and "overview" sparingly. Upper division courses should seldom be introductory.

☒   I.d.   Companion courses require concurrent enrollment. This is a rare occurrence. If applicable, the companion course should be listed in the course description.

☒   I.i.   If the course is proposed to be writing enhanced, course requirements listed in the 15-week class schedule should reflect writing assignments.

☒   II.b.   There is nearly always an impact if a new course is added. Adding a new course may require that new faculty be hired or existing teaching assignments be modified, existing courses be deleted, or degree requirements be modified. Offer specific explanation of the modifications.

☒   II.c.   Review SHSU course offerings to identify courses with similar titles or content. Err in favor of listing courses that potentially could overlap. Include documentation of discussions with appropriate departmental chairs to avoid duplication.

☒   III.b. Note that the form requires both Title <u>and</u> Publisher. Do not omit the publisher.

Provide a justification if the proposed texts are more than five years old. Check to see if proposed textbooks over two years old are out-of-print.

☒   III.c. If the course features differential content or directed study, provide a sample 15-week class schedule.

☒   IV.   The library has been supplied with an electronic copy of this course request at least 2 weeks prior to the college submission deadline.

I certify that the Form B submitted to the University Curriculum Committee has been reviewed and complies with the stipulations on this checklist.

Denise Neill   9-20-17   Emily Roper   9-20-17

Department Chair Signature   Date   College Curriculum Committee Chair   Date
                                                                          Signature

LIBRARY COLLECTION REVIEW for PROPOSED COURSE

Proposed Course Prefix and Number: NURS 5303
Proposed Title: Advanced Pharmacotherapeutics

1. Results of the librarian's review of the adequacy of library holdings to support the proposed course content areas and assignments. Please be specific, and indicate whether the subject areas of the course require new expenditures, or are already included in the collection due to library support of courses with similar information needs.

   The Newton Gresham Library provides access to multiple subscription databases that provide full-text access to current, important journals in Nursing and Medicine. Theses databases are CINAHL, Cochrane Library, ProQuest Nursing and Allied Health, Nursing Resource Center, Health Source: Nursing and Academic Edition, Nursing and Allied Health, MEDLINE and ScienceDirect. The database Nursing Resource Center contains a specific common drug database.

   Additionally, the Library provides access to numerous print and electronic books in the subject area of Medications, Drugs and Pharmacotherapy. A search of the Newton Gresham Library's online catalog revealed hundreds of titles under the subject headings of Pharmacology, Clinical Pharmacology, Drugs-Handbooks and Manuals, and Chemotherapy-Handbooks and Manuals.

2. Identify additional resources that are likely to be needed, and the approximate cost of the materials.
   None

3. Bibliographer's comments (state any concerns regarding the library's support of the course).
   It is this bibliographer's opinion that the Newton Gresham Library provides ample resources to support the proposed course.

Signed: <u>Lynn McMain</u>   Date: <u>September 21, 2017</u>
              Bibliographer

Signed: <u>Lisa Shen</u>   Date: <u>9/21/17</u>
              Library Director

Form Revised: February 2011   Date Created: 2/3/2016

WRITING ENHANCEMENT SUPPLEMENT

Proposed Course Prefix and Number:
Proposed Title:

Briefly explain how the writing requirement will be met in this course, keeping in mind that 50% or more of the course grade must be derived from written assignments, either formal or informal.

Reviewer's Notes:

Signed: _____   Date: _____
        Writing Enhanced Committee Chair

FORM B
REQUEST FOR ADDITION OF A NEW COURSE

I.   Course Identification

a.   Proposed prefix and number: NURS 5304

b.   Proposed title (30 Character Max): Advanced Pathophysiology

c.   Proposed catalog description including prerequisites and credit: Students focus on pathological conditions encountered in clinical practice. Emphasis is placed on regulatory and compensatory mechanisms at the cellular level as they relate to commonly occurring disease processes. Content in the course builds upon the fundamentals of normal physiology that are essential to understanding clinical problems as indicated in current research. Students learn to identify the underlying processes of diseases and health problems as they are manifested in the human body. Prerequisite Graduate standing, admission to the program, or permission of instructor. Credit 3.

d.   Companion course/Co-requisite: N/A

e.   May course be repeated for credit? No

f.   Maximum number of credit hours that can be earned: 3

g.   Is course eligible to receive a grade of IP? No; If yes, justification:

h.   Is this course exempt from the 3-peat charge? No; If yes, justification:

i.   Is the proposed course eligible to be offered as writing enhanced? (applies only to undergraduate courses) N/A; if yes, attach Writing Enhancement Supplement.

j.   Identify the majors and/or minors for which this course will be required: Proposed Master of Science in Nursing (MSN) degree with Family Nurse Practitioner concentration.

k.   Identify the majors and/or minors for which this course may be an elective: Master of Science in Health

II.   Statement of Need and Program Compatibility

a.   Justify the need for this course, including how the proposed course will support the present program curriculum.
NURS 5304 is an integral element of the proposed MSN-Family Nurse Practitioner in the School of Nursing. The course is a core Masters requirement of the Commission on Collegiate Nursing Education (CCNE), the accrediting body of the American Association of Colleges of Nursing (AACN). The proposed program will prepare the graduate for state licensure by the Texas Board of Nursing as an Advanced Practice Registered Nurse (APRN) and national certification by the American Nurse's Credentialing Center (ANCC), or the American Academy of Nurse Practitioners Certification Program (AANPCP). The course prepares students with needed competencies to differentiate normal from abnormal physiology in vulnerable individuals.

b.   Explain how the addition of this course will directly or indirectly influence personnel rotation, inventory of courses, degree requirements, etc.
This course will be taught one time each year by a School of Nursing Program faculty member. NURS 5304 is a component of the proposed MSN as a Nurse Practitioner program and is one of the new courses developed for the degree. The course is a requirement for the proposed MSN-Nurse Practitioner program. Movement of the entire nursing program to the Woodlands Center will eliminate current duplication of teaching obligations, releasing qualified faculty to teach in the proposed program.

c.   Identify courses with similar titles or similar contents currently offered in other departments. Explain how this course is different. Identify representatives from departments offering courses with similar titles or contents who have reviewed this proposal and summarize their responses.
None

d.   Identify who is likely to be the instructor(s) of this course.
E'loria Simon-Campbell, PhD, RN.

III.   Course Content

    a.   List the course objectives as expected student outcomes. Objectives should be specific, measureable, and appropriate for the course level (i.e., graduate courses should not "introduce" or "identify").

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

1. Delineate the etiology and pathophysiological processes related to selected common primary care conditions across the lifespan;

2. Analyze the pathophysiologic basis for development of clinical manifestations in particular primary care conditions;

3. Critique relevant research as a basis for explaining the pathophysiologic changes associated with common conditions of primary care patients;

4. Analyze issues associated with pathophysiological changes in special populations;

5. Apply the pathophysiological principles and processes to clinical reasoning in advanced practice nursing;

6. Integrate nursing and related sciences into the delivery of advanced nursing care to diverse populations; and

7. Incorporate current and emerging genetic/genomic evidence in providing advanced nursing care to clients while accounting for patient values and clinical judgment.

    b.   Identify the proposed text(s) for the course (include full name of author, title, publisher and date). **If the text is more than 5 years old, please provide a justification.**

Author	Title And Publisher	Year
McCance, K.L., & Huether, S.E..	Pathophysiology: The Biologic Basis for Disease in Adults and Children (7th ed.). St. Louis, MO: Mosby Elsevier	2014
McCance, K.L., & Huether, S.E.	Study Guide for Pathophysiology: The Biologic Basis for Disease in Adults and Children (7th ed.). St. Louis, MO: Mosby Elsevier	2014

    c.   Using a 15-week class schedule, identify the topics to be covered during each week of the semester:

Week 1	Cellular injury, adaptation and death Research-based applications to practice Discuss critical reading of research
Week 2	Inflammation, infection, and altered immunity states Research-based applications to practice
Week 3	Alterations in integument Research-based applications to practice
Week 4	Alterations in hematological function Research-based applications to practice
Week 5	Alterations of neurologic functio Research-based applications to practice
Week 6	Alterations in endocrine function Research-based applications to practice
Week 7	Alterations in reproductive function Research-based applications to practice
Week 8	Alterations in cardiovascular function I Research-based applications to practice
Week 9	Alterations in cardiovascular function II Research-based applications to practice
Week 10	Alterations in pulmonary function Research-based applications to practice
Week 11	Alterations in uro-renal function Research-based applications to practice
Week 12	Alterations in gastrointestinal function

	Research-based applications to practice
Week 13	Alterations in hepatic, biliary, and pancreatic function
	Research-based applications to practice
Week 14	Alterations in musculoskeletal function;
	Research-based applications to practice
Week 15	Multiple Organ Dysfunction Syndrome and shock
	Research-based applications to practice

IV.   **Library materials required for this course.** This section is to help the Library review the adequacy of the current collection and plan for the future allocation of resources to better meet the needs of students enrolled in this course.

a. Please indicate the **types** of library resources you expect students to use for this course. Using a scale of 0 to 7, indicate the **extent of use** anticipated for each type of library resource selected. [0 = no use to 7 = extensive use]

Types of print/electronic library resources needed	Extent of use anticipated (on a scale of 0 to 7)
Scholarly, Peer-Reviewed Journals	6
Electronic Databases	6
Books	4
Trade Journals	1
Newspapers	0
Popular Magazines	0
Audio-Visual	4
Other (please specify)	0

b. Please identify **specific** resources that the Library needs to **acquire** in support of this course. These resources could include but are not limited to (both print and electronic) journals, electronic databases, books, etc. Please identify **new titles** that should be acquired or **subject areas** in the collection that may need to be **enhanced** or **updated**.

New titles needed or subject area to be enhanced:
None

V.   Please identify equipment and technological resources required for this course. This section addresses the need for specialized laboratory equipment, computer software or other physical resources not generally available on campus.
None

After this form has been completed, contact a Bibliographer/Librarian to complete the Library Collection Review (LCR) form. The LCR form should be attached to Form B before the proposal is forwarded to your College Curriculum Committee.

FORM B
—CHECK LIST—
==Please check each box to verify review.==

Overall

☒   The version of Form B currently posted on the Academic Affairs web site under <u>Curriculum Forms</u> is being used.

☒   Font is Times New Roman, 11 pt, no bold, no "all caps."

☒   The form has been proofed for spelling and grammar errors. Please note that the Form B template does not have grammar and spell check.

☒   Every question has a response. If there is not an affirmative response, use "N/A," "No," or "None" as appropriate.

Part I - V

☒   I.c.   The catalog description is in complete sentences.

    ☒   Course catalog descriptions should be understandable to members outside the discipline. Avoid acronyms, abbreviations and terminology specific to the discipline not usually recognized by the general public. Commonly recognized terminology is acceptable, e.g., NASA, DNA, S Corporation.

    ☒   The final sentence of the catalog description lists any prerequisites, followed by credits, e.g., Prerequisite: IT 161. Credit 3.

    ☒   Use terms such as "basic," "fundamental," "introduction," and "overview" sparingly. Upper division courses should seldom be introductory.

☒   I.d.   Companion courses require concurrent enrollment. This is a rare occurrence. If applicable, the companion course should be listed in the course description.

☒   I.i.   If the course is proposed to be writing enhanced, course requirements listed in the 15-week class schedule should reflect writing assignments.

☒   II.b.   There is nearly always an impact if a new course is added. Adding a new course may require that new faculty be hired or existing teaching assignments be modified, existing courses be deleted, or degree requirements be modified. Offer specific explanation of the modifications.

☒   II.c.   Review SHSU course offerings to identify courses with similar titles or content. Err in favor of listing courses that potentially could overlap. Include documentation of discussions with appropriate departmental chairs to avoid duplication.

☒   III.b.   Note that the form requires both Title <u>and</u> Publisher. Do not omit the publisher.

    Provide a justification if the proposed texts are more than five years old. Check to see if proposed textbooks over two years old are out-of-print.

☒   III.c.   If the course features differential content or directed study, provide a sample 15-week class schedule.

☒   IV.   The library has been supplied with an electronic copy of this course request at least 2 weeks prior to the college submission deadline.

I certify that the Form B submitted to the University Curriculum Committee has been reviewed and complies with the stipulations on this checklist.

Denise Neill	9-20-17	Emily Roper	9-20-17
Department Chair Signature	Date	College Curriculum Committee Chair Signature	Date

LIBRARY COLLECTION REVIEW for PROPOSED COURSE

Proposed Course Prefix and Number: NURS 5304
Proposed Title: Advanced Pathophysiology

1. Results of the librarian's review of the adequacy of library holdings to support the proposed course content areas and assignments. Please be specific, and indicate whether the subject areas of the course require new expenditures, or are already included in the collection due to library support of courses with similar information needs.
   The Newton Gresham Library provides access to multiple subscription databases that provide full-text access to current, important journals in Nursing, and Biology, and Medicine. These databases are CINAHL, Cochrane Library, ProQuest Nursing and Allied Health, Nursing Resource Center, Health Source: Nursing Academic Edition, Nursing and Allied Health, MEDLINE, and ScienceDirect.

   Additionally, the Library provides access to numerous print and electronic books in the many subject areas related to Pathophysiology. A search of the Newton Gresham Library's online catalog revealed hundred of titles under the subject headings of Physiology; Physiology, Pathological, Human Physiology, Human Anatomy and Pathophysiology and specific organ system. Also the Library owns a copy of the required text, Pathophysiology: The Biologic Basis for Disease in Adults and Children.

   Lastly, any resources not immediately available through the Newton Gresham Library's collection can be obtained and provided through the use of InterLibrary Loan.

2. Identify additional resources that are likely to be needed, and the approximate cost of the materials.
   None

3. Bibliographer's comments (state any concerns regarding the library's support of the course).
   It is this bibliographer's opinion that the Newton Gresham Library provides ample resources to support thiis proposed course.

Signed: Lynn McMain   Date: September 21, 2017
                Bibliographer

Signed: Lisa Shen   Date: September 21, 2017
                Library Director

WRITING ENHANCEMENT SUPPLEMENT

Proposed Course Prefix and Number:
Proposed Title:

Briefly explain how the writing requirement will be met in this course, keeping in mind that 50% or more of the course grade must be derived from written assignments, either formal or informal.

Reviewer's Notes:

Signed: _____   Date: _____
         Writing Enhanced Committee Chair

FORM B
REQUEST FOR ADDITION OF A NEW COURSE

I. **Course Identification**
   a. Proposed prefix and number: NURS 5405
   b. Proposed title (30 Character Max): Adv Hlth Assess-Diag Reasoning
   c. Proposed catalog description including prerequisites and credit: Students focus on the advancement of skills needed to accurately assess and develop differential diagnoses of physical and mental health conditions. Students conduct comprehensive and systematic assessments in weekly lab experiences as a foundation for decision-making. Information and communication technologies are applied in acquiring complete assessment data. Prerequisite Graduate standing, admission to the program or permission of instructor. Credit 4 (2 credit didactic, 2 credit lab).

   d. Companion course/Co-requisite: N/A
   e. May course be repeated for credit? No
   f. Maximum number of credit hours that can be earned: 4
   g. Is course eligible to receive a grade of IP? No If yes, justification:
   h. Is this course exempt from the 3-peat charge? No; If yes, justification:
   i. Is the proposed course eligible to be offered as writing enhanced? (applies only to undergraduate courses) N/A; if yes, attach Writing Enhancement Supplement.
   j. Identify the majors and/or minors for which this course will be required: Proposed Master of Science in Nursing (MSN) degree with Family Nurse Practitioner concentration.
   k. Identify the majors and/or minors for which this course may be an elective: None

II. **Statement of Need and Program Compatibility**
   a. Justify the need for this course, including how the proposed course will support the present program curriculum.
   NURS 5405 is an integral element of the proposed MSN-Family Nurse Practitioner in the School of Nursing. The course is a core Masters requirement of the Commission on Collegiate Nursing Education (CCNE), the accrediting body of the American Association of Colleges of Nursing (AACN).   The proposed program will prepare the graduate for state licensure by the Texas Board of Nursing as an Advanced Practice Registered Nurse (APRN) and national certification by the American Nurse's Credentialing Center (ANCC), or the American Academy of Nurse Practitioners Certification Program (AANPCP). The course prepares students with needed competencies to assess for the presence/absence of disease and prescribe treatments and medications, as appropriate, to vulnerable patient populations.

   b. Explain how the addition of this course will directly or indirectly influence personnel rotation, inventory of courses, degree requirements, etc.
   This course will be taught one time each year by a qualified School of Nursing Program faculty member, who will teach one class per semester in the MSN program. NURS 5405 is a component of the proposed MSN as a Nurse Practitioner program and is one of the new courses that has been developed for the degree. The course is a requirement for the proposed MSN-Nurse Practitioner program. Movement of the entire nursing program to the Woodlands Center will eliminate current duplication of teaching obligations, releasing qualified faculty to teach in the proposed program.

   c. Identify courses with similar titles or similar contents currently offered in other departments. Explain how this course is different. Identify representatives from departments offering courses with similar titles or contents who have reviewed this proposal and summarize their responses.
   None

   d. Identify who is likely to be the instructor(s) of this course.
   Marianne Moore, PhD, RN, CNM

III. **Course Content**

a.   List the course objectives as expected student outcomes. Objectives should be specific, measureable, and appropriate for the course level (i.e., graduate courses should not "introduce" or "identify").
Upon completion of this course, the student will be able to:
1. Conduct comprehensive and episodic systematic assessments that incorporate age, cultural, developmental, psychosocial and health status, and healing needs as a foundation for decision making (AACN IX.1);
2. Employ research-based screening and diagnostic strategies in the development of diagnoses.(AACN IX.2)
3. Analyze assessment data to determine differential diagnoses (AACN IX.6);
4. Diagnose complex acute, critical, and chronic physical illnesses and common mental health problems, recognizing disease progression, multisystem health problems, associated complications, and iatrogenic conditions (AACN IX.2,7);
5. Develop an effective and appropriate plan of care for the patient that is research-based (evidence-based practice) and takes into consideration life circumstances, cultural, ethnic, and developmental variations (AACN IX.7,8,9,13); and
6. Develop a format for presenting and displaying an organized and complete oral and written summary of the database and problem list (AACN IX.4).
SOURCE: American Association of Colleges of Nursing. (2011). The Essentials of Master's Education in Nursing. Washington, DC: American Association of Colleges of Nursing.

b.   Identify the proposed text(s) for the course (include full name of author, title, publisher and date). **If the text is more than 5 years old, please provide a justification.**

Author	Title And Publisher	Year
Bickley, L.	Bates' Guide to Physical Examination and History-Taking (12th ed.). Riverwoods, IL: Lippincott	2017
Bickley, L.	Bates' Pocket Guide to Physical Examination and History Taking (8th ed.). Riverwoods, IL: Lippincott	2017

c.   Using a 15-week class schedule, identify the topics to be covered during each week of the semester:

Week 1	Introduction to advanced physical examination and history taking techniques Conducting a comprehensive health history
Week 2	Documenting for episodic and comprehensive health databases Using assessment and physical examination data in clinical reasoning in differential diagnoses
Week 3	Performing microscopic procedures Determining appropriate lab and diagnostic tests
Week 4	Advanced assessment of the older adult and families
Week 5	Advanced assessment of children (FNP only) and adolescents
Week 6	Advanced assessment during pregnancy Completing a comprehensive well-woman health assessment
Week 7	Advanced assessment of mental status, head and neck
Week 8	Advanced assessment of skin, hair, and nails Advanced assessment of breasts and axillae
Week 9	Advanced assessment of the respiratory system
Week 10	Advanced assessment of the cardiovascular and peripheral vascular systems
Week 11	Advanced assessment of the abdomen and gastrointestinal system
Week 12	Advanced musculoskeletal system assessment
Week 13	Advanced neurological system assessment
Week 14	Advanced assessment of male genitalia, anus, rectum, and prostate
Week 15	Case presentations

IV.   Library materials required for this course. This section is to help the Library review the adequacy of the current collection and plan for the future allocation of resources to better meet the needs of students enrolled in this course.

a. Please indicate the **types** of library resources you expect students to use for this course. Using a scale of 0 to 7, indicate the **extent of use** anticipated for each type of library resource selected. [0 = no use to 7 = extensive use]

Types of print/electronic library resources needed	Extent of use anticipated (on a scale of 0 to 7)
Scholarly, Peer-Reviewed Journals	6
Electronic Databases	6
Books	7
Trade Journals	2
Newspapers	2
Popular Magazines	1
Audio-Visual	7
Other (please specify)	0

b. Please identify **specific** resources that the Library needs to **acquire** in support of this course. These resources could include but are not limited to (both print and electronic) journals, electronic databases, books, etc. Please identify **new titles** that should be acquired or **subject areas** in the collection that may need to be **enhanced** or **updated**.

   New titles needed or subject area to be enhanced:
   None

V. Please identify equipment and technological resources required for this course. This section addresses the need for specialized laboratory equipment, computer software or other physical resources not generally available on campus.
None

After this form has been completed, contact a Bibliographer/Librarian to complete the Library Collection Review (LCR) form. The LCR form should be attached to Form B before the proposal is forwarded to your College Curriculum Committee.

FORM B
—CHECK LIST—
Please check each box to verify review.

Overall

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☒ Every question has a response. If there is not an affirmative response, use "N/A," "No," or "None" as appropriate.

Part I - V

☒ I.c. The catalog description is in complete sentences.

  ☒ Course catalog descriptions should be understandable to members outside the discipline. Avoid acronyms, abbreviations and terminology specific to the discipline not usually recognized by the general public. Commonly recognized terminology is acceptable, e.g., NASA, DNA, S Corporation.

  ☒ The final sentence of the catalog description lists any prerequisites, followed by credits, e.g., Prerequisite: IT 161. Credit 3.

  ☒ Use terms such as "basic," "fundamental," "introduction," and "overview" sparingly. Upper division courses should seldom be introductory.

☒ I.d. Companion courses require concurrent enrollment. This is a rare occurrence. If applicable, the companion course should be listed in the course description.

☒ I.i. If the course is proposed to be writing enhanced, course requirements listed in the 15-week class schedule should reflect writing assignments.

☒ II.b. There is nearly always an impact if a new course is added. Adding a new course may require that new faculty be hired or existing teaching assignments be modified, existing courses be deleted, or degree requirements be modified. Offer specific explanation of the modifications.

☒ II.c. Review SHSU course offerings to identify courses with similar titles or content. Err in favor of listing courses that potentially could overlap. Include documentation of discussions with appropriate departmental chairs to avoid duplication.

☒ III.b. Note that the form requires both Title <u>and</u> Publisher. Do not omit the publisher.

  Provide a justification if the proposed texts are more than five years old. Check to see if proposed textbooks over two years old are out-of-print.

☒ III.c. If the course features differential content or directed study, provide a sample 15-week class schedule.

☒ IV. The library has been supplied with an electronic copy of this course request at least 2 weeks prior to the college submission deadline.

I certify that the Form B submitted to the University Curriculum Committee has been reviewed and complies with the stipulations on this checklist.

Denise Neill	9-20-17	Emily Roper	9-20-17
Department Chair Signature	Date	College Curriculum Committee Chair Signature	Date

LIBRARY COLLECTION REVIEW for PROPOSED COURSE

Proposed Course Prefix and Number: NURS 5405
Proposed Title: Advanced Health Assessment and Diagnostic Reasoning

1. Results of the librarian's review of the adequacy of library holdings to support the proposed course content areas and assignments. Please be specific, and indicate whether the subject areas of the course require new expenditures, or are already included in the collection due to library support of courses with similar information needs.
    The Newton Gresham Library provides access to multiple subscription databases that provide full-text access to current, important journals in the discipline of Nursing.These databases are CINAHL, Cochrane Library, ProQuest Nursing and Allied Health, Nursing Resource Center, Health Source:Nursing Academic Edition, Nursing and Allied Health, MEDLINE, and ScienceDirect.

    Additionally, the Library subscribes to video resources relevant to Nursing Assessemnt, such as Nursing Assessment in Video, Health and Society in Video, Academic Video online, and ProQuest Nursing and Allied Health online videos.

    The Library provides access to numerous print and electronic books in the subject areas related to Advanced Health Assessment, and Nursing Assessment in general. A search of the Newton Gresham Library online catalog yeilded over 300 titles in 11 different subject headings identified as significant to the course topic of Health Assessment. Also, the Library owns a copy of the required text, Bate's Guide to Physical Examination and History-Taking.

2. Identify additional resources that are likely to be needed, and the approximate cost of the materials.
    None

3. Bibliographer's comments (state any concerns regarding the library's support of the course).
    It is this bibliographer's opinion the Newton Gresham Library provides ample resources for this proposed course.

Signed: Lynn McMain   Date: September 21, 2017
               Bibliographer

Signed: Lisa Shen   Date: 9/20/17
               Library Director

WRITING ENHANCEMENT SUPPLEMENT

Proposed Course Prefix and Number:
Proposed Title:

Briefly explain how the writing requirement will be met in this course, keeping in mind that 50% or more of the course grade must be derived from written assignments, either formal or informal.

Reviewer's Notes:

Signed: _____   Date: _____
         Writing Enhanced Committee Chair

FORM B
REQUEST FOR ADDITION OF A NEW COURSE

I.　　**Course Identification**
   a.　Proposed prefix and number:　NURS 5513
   b.　Proposed title (30 Character Max):　Family Nurse Pract-FNP I
   c.　Proposed catalog description including prerequisites and credit: Students focus on clinical assessment, diagnosis, and treatment of common acute care health needs in individuals and families across the lifespan. Common health issues faced by this population are examined. Course content includes common psychosocial, communication, and interpersonal issues, diagnostic tests, and procedures. Students identify diagnostic tests related to specific signs and symptoms, and explore interpretation of the results. Prerequisite NURS 5303, NURS 5304, NURS 5405. Credit 5 (3 didactic; 2 clinical).

   d.　Companion course/Co-requisite:　N/A
   e.　May course be repeated for credit?　No
   f.　Maximum number of credit hours that can be earned:　5
   g.　Is course eligible to receive a grade of IP?　No;　If yes, justification:
   h.　Is this course exempt from the 3-peat charge?　No;　If yes, justification:
   i.　Is the proposed course eligible to be offered as writing enhanced? (applies only to undergraduate courses) N/A; if yes, attach Writing Enhancement Supplement.
   j.　Identify the majors and/or minors for which this course will be required:　Proposed Master of Science in Nursing (MSN) degree with Family Nurse Practitioner concentration.
   k.　Identify the majors and/or minors for which this course may be an elective:　None

II.　　**Statement of Need and Program Compatibility**
   a.　Justify the need for this course, including how the proposed course will support the present program curriculum.
   NURS 5513 is an integral element of the proposed MSN-Family Nurse Practitioner in the School of Nursing. The course is a core Masters requirement of the Commission on Collegiate Nursing Education (CCNE), the accrediting body of the American Association of Colleges of Nursing (AACN).　The proposed program will prepare the graduate for state licensure by the Texas Board of Nursing as an Advanced Practice Registered Nurse (APRN) and national certification by the American Nurses Credentialing Center (ANCC), or the American Academy of Nurse Practitioners Certification Program (AANPCP). The course prepares students with the competencies needed to provide assessment, physical examination, history-taking, differential diagnosis and treatment of patients and families, and the needed competencies to conduct diagnostic tests and procedures.

   b.　Explain how the addition of this course will directly or indirectly influence personnel rotation, inventory of courses, degree requirements, etc.
   This course will be taught one time each year by a qualified School of Nursing faculty member who is a nationally certified family nurse practitioner (FNP). NURS 5513 is a component of the proposed MS in Nursing degree and is one of the new courses that developed for the degree. The course is a requirement for the proposed MSN-Nurse Practitioner program. Movement of the entire nursing program to the Woodlands Center will eliminate current duplication of teaching obligations, releasing qualified faculty to teach in the proposed program.

   c.　Identify courses with similar titles or similar contents currently offered in other departments.　Explain how this course is different.　Identify representatives from departments offering courses with similar titles or contents who have reviewed this proposal and summarize their responses.
   None

   d.　Identify who is likely to be the instructor(s) of this course.

Laura Montgomery, MA, MSN, APRN, FNP-C

III.   Course Content

a.   List the course objectives as expected student outcomes. Objectives should be specific, measurable, and appropriate for the course level (i.e., graduate courses should not "introduce" or "identify").

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

1. Develop relevant comprehensive and problem-focused health histories for patients across the lifespan;

2. Create and direct diagnostic strategies as a family nurse practitioner, using appropriate tools and tests to screen for and prevent illnesses, injury, and iatrogenic conditions with consideration of current research findings, risk, benefits, and cost to patients and families based on goals of care;

3. Implement care to prevent and manage health care problems experienced by patients across the lifespan;

4. Analyze current research and the relationship among development, normal physiology, and specific system alterations that can be produced by illnesses and disorders in patients across the lifespan;

5. Evaluate the risk for adverse outcomes due to treatment, including under or over treatment for patients across the lifespan;

6. Distinguish cultural, spiritual, ethnic, gender, sexual orientation, and age differences in presentation, progression, and treatment responses for common acute and chronic health problems;

7. Facilitate the patient's transition within the healthcare setting and across levels of care, including admitting, transferring, and discharging patients across the lifespan;

8. Synthesize theory and evidence-based care in the approach to advanced practice care for patients across the lifespan;

9. Evaluate the delivery of care to individuals and families across the lifespan with health deviations;

10. Evaluate the effectiveness of health promotion and disease prevention practice activities for patients across the lifespan; and

11. Critically evaluate the scope of practice of the family nurse practitioner in the primary care setting.

b.   Identify the proposed text(s) for the course (include full name of author, title, publisher and date). **If the text is more than 5 years old, please provide a justification.**

Author	Title And Publisher	Year
Uphold, C. and Graham, M.	Clinical Guidelines in Family Practice (5th ed.). Gainesville, FL: Barmarrae Books.	2013
Cash, J. and Glass, C.	Family Practice Guidelines (4th ed.). New York: Springer Publishing.	2017
South-Paul, J., Matheny, S., and Lewis, E.	Current Diagnosis & Treatment in Family Medicine (4th ed.). New York City, NY: McGraw-Hill.	2015
Pfenninger, J., and Fowler, G.	Pfenninger & Fowler's Procedures for Primary Care (3rd ed.). St. Louis, MO: Saunders Elsevier. (Standard text; no new edition)	2010
Zitelli, B., McIntire, S., and Nowalk, A.	Atlas of Pediatric Physical Disorders (6th ed.). St. Louis, MO: Saunders Elsevier. (No newer edition)	2012
Dunphy, L., Winland-Brown, J., Porter, B. and Thomas, D.	Primary Care: The Art and Science of Advanced Practice Nursing (4th ed.). Philadelphia, PA: F.A. Davis.	2015

c. Using a 15-week class schedule, identify the topics to be covered during each week of the semester:

Week 1	Comprehensive and problem-focused health histories Health promotion, immunization, primary, secondary, tertiary prevention, diagnosis and treatment, current research and evidence-based practice for the advanced practice nurse
Week 2	Screening, diagnosis, and treatment for common eye, ear, nose and throat problems: eye pain, red eye, hordeolum, chalazion, blepharitis, conjunctivitis, dry eye, diabetic retinopathy for the advanced practice nurse
Week 3	Screening, diagnosis, and treatment for common eye, ear, nose and throat problems: otitis media, otitis externa, tinnitus, hearing loss, Meniere's disease, epistaxis, allergic rhinitis, upper respiratory virus, sinusitis, pharyngitis for the advanced practice nurse Procedure: ear lavage Distinguish cultural, spiritual, ethnic, gender, sexual orientation, and age differences in presentation, progression, and treatment responses
Week 4	Screening, diagnosis, and treatment for common hematologic and immune disorders: anemias, polycythemia, allergic reactions, infectious mononucleosis, Lyme Disease, rheumatoid arthritis, Sjogren's syndrome, systemic lupus erythematosus for the advanced practice nurse Diagnostics: common blood test interpretation Facilitate the patient's transition within the healthcare setting and across levels of care
Week 5	Screening, diagnosis, and treatment for common respiratory problems: upper respiratory infections, asthma, sleep apnea, tobacco use for the advanced practice nurse Analyze current research related to common health problems
Week 6	Screening, diagnosis, and treatment for common urinary and renal problems: upper and lower urinary tract infection, nephrolithiasis for the advanced practice nurse Diagnostics: Urinalysis and urine culture interpretation, microscopy
Week 7	Screening, diagnosis, and treatment for common abdominal problems: abdominal pain, gastroesophageal reflux disease, gastroenteritis, peptic ulcer disease, cholecystitis, appendicitis for the advanced practice nurse Diagnostics: x-ray interpretation, introduction to CT imaging
Week 8	Screening, diagnosis, and treatment for common cardiovascular problems: hypertension, dyslipidemia, metabolic syndrome for the advanced practice nurse Diagnostics: EKG interpretation
Week 9	Screening, diagnosis, and treatment for common skin problems: rashes, rosacea, acne, dermatitis, psoriasis, skin cancers for the advanced practice nurse Procedures: wound care
Week 10	Screening, diagnosis, and treatment for common skin problems: scabies, pediculosis, fungal infections, viral infections, bacterial infections for the advanced practice nurse Procedures: basic suturing, incision and drainage
Week 11	Screening, diagnosis, and treatment for common neurological problems: headache, dizziness, vertigo, seizure disorders, trigeminal neuralgia, bell's palsy for the advanced practice nurse
Week 12	Screening, diagnosis, and treatment for common men's diseases benign prostatic hyperplasia, prostatitis, prostatodynia, epididymitis, hydrocele, varicocele, testicular torsion, testicular cancer for the advanced practice nurse Synthesizing theory and evidence-based care
Week 13	Screening, diagnosis, and treatment for common musculoskeletal problems: Joint, bone and muscle pain: sprains, strains, fractures, carpal tunnel syndrome, De Quervain's tenosynovitis, overuse syndromes, tendonitis, bursitis, low back pain for the advanced practice nurse Procedures: splinting and casting, joint aspiration
Week 14	Screening, diagnosis, and treatment for common endocrine problems: diabetes mellitus, hypo- and hyper-thyroid conditions, Cushing's syndrome, gout for the advanced practice nurse Evaluation of the scope of practice of the advanced practice nurse

Week 15	Screening, diagnosis, and treatment for common psychosocial problems: depression, anxiety, eating disorders, post-traumatic stress disorder, adjustment disorders Therapeutic communication for the advanced practice nurse

IV.   **Library materials required for this course.** This section is to help the Library review the adequacy of the current collection and plan for the future allocation of resources to better meet the needs of students enrolled in this course.

a. Please indicate the **types** of library resources you expect students to use for this course. Using a scale of 0 to 7, indicate the **extent of use** anticipated for each type of library resource selected. [0 = no use to 7 = extensive use]

Types of print/electronic library resources needed	Extent of use anticipated (on a scale of 0 to 7)
Scholarly, Peer-Reviewed Journals	6
Electronic Databases	7
Books	3
Trade Journals	4
Newspapers	0
Popular Magazines	0
Audio-Visual	2
Other (please specify)	0

b. Please identify **specific** resources that the Library needs to **acquire** in support of this course. These resources could include but are not limited to (both print and electronic) journals, electronic databases, books, etc. Please identify **new titles** that should be acquired or **subject areas** in the collection that may need to be **enhanced** or **updated**.

New titles needed or subject area to be enhanced:
Primary care family practice nursing

V.   Please identify equipment and technological resources required for this course. This section addresses the need for specialized laboratory equipment, computer software or other physical resources not generally available on campus.
Splinting and casting material
Specialized joint models made for laboratory joint aspirations
Suture pads, and kits
Porcine feet and hocks for practice suturing
12 lead EKG machine for use on simulation manikins and student practice
Microscopes, slides, and cover slips for nursing lab
Ear lavage syringe and tip
Modeling material for incision and drainage practice

After this form has been completed, contact a Bibliographer/Librarian to complete the Library Collection Review (LCR) form. The LCR form should be attached to Form B before the proposal is forwarded to your College Curriculum Committee.

FORM B
—CHECK LIST—
<mark>**Please check each box to verify review.**</mark>

Overall

☒   The version of Form B currently posted on the Academic Affairs web site under <u>Curriculum Forms</u> is being used.

☒   Font is Times New Roman, 11 pt, no bold, no "all caps."

☒   The form has been proofed for spelling and grammar errors. Please note that the Form B template does not have grammar and spell check.

☒   Every question has a response. If there is not an affirmative response, use "N/A," "No," or "None" as appropriate.

Part I - V

☒   I.c.   The catalog description is in complete sentences.

☒   Course catalog descriptions should be understandable to members outside the discipline. Avoid acronyms, abbreviations and terminology specific to the discipline not usually recognized by the general public. Commonly recognized terminology is acceptable, e.g., NASA, DNA, S Corporation.

☒   The final sentence of the catalog description lists any prerequisites, followed by credits, e.g., Prerequisite: IT 161. Credit 3.

☒   Use terms such as "basic," "fundamental," "introduction," and "overview" sparingly. Upper division courses should seldom be introductory.

☒   I.d.   Companion courses require concurrent enrollment. This is a rare occurrence. If applicable, the companion course should be listed in the course description.

☒   I.i.   If the course is proposed to be writing enhanced, course requirements listed in the 15-week class schedule should reflect writing assignments.

☒   II.b.   There is nearly always an impact if a new course is added. Adding a new course may require that new faculty be hired or existing teaching assignments be modified, existing courses be deleted, or degree requirements be modified. Offer specific explanation of the modifications.

☒   II.c.   Review SHSU course offerings to identify courses with similar titles or content. Err in favor of listing courses that potentially could overlap. Include documentation of discussions with appropriate departmental chairs to avoid duplication.

☒   III.b.   Note that the form requires both Title <u>and</u> Publisher. Do not omit the publisher.

       Provide a justification if the proposed texts are more than five years old. Check to see if proposed textbooks over two years old are out-of-print.

☒   III.c.   If the course features differential content or directed study, provide a sample 15-week class schedule.

☒   IV.   The library has been supplied with an electronic copy of this course request at least 2 weeks prior to the college submission deadline.

I certify that the Form B submitted to the University Curriculum Committee has been reviewed and complies with the stipulations on this checklist.

Denise Neill	9-20-17	Emily Roper	9-20-17
Department Chair Signature	Date	College Curriculum Committee Chair Signature	Date

LIBRARY COLLECTION REVIEW for PROPOSED COURSE

Proposed Course Prefix and Number: NURS 5513
Proposed Title: Family Nurse Practitioner I

1. Results of the librarian's review of the adequacy of library holdings to support the proposed course content areas and assignments. Please be specific, and indicate whether the subject areas of the course require new expenditures, or are already included in the collection due to library support of courses with similar information needs.
    The Library subscribes to a number of databases that will provide ample access to faculty and students to articles related to the diagnosis, care and treatment of individuals and families. Among the most useful will be CINAHL, Cochrane Library, ProQuest Nursing and Allied Health Source, Nursing Resource Center, and the Nursing and Allied Health Collection. These databases provide access to a wide range of subjects and include diagnostic imaging, diagnosis, evidence based evidence based practice, and clinical laboratory medicine. Sociology databases will also be useful in the study of gerontology and the health issues associated with aging.

    The Library's holdings of books, both print and electronic, is also more than adequate. The Library holdings include the required texts for the course. Searches for subjects such as family nursing, family health, family medicine, etc. provide access to a large number of books.

    Articles from journals and books identified, but not owned by the Library, can be requested and provided through InterLibrary Loan. There are some constraints on new purchases due to budget, and sometimes, space constraints.

2. Identify additional resources that are likely to be needed, and the approximate cost of the materials.
    None

3. Bibliographer's comments (state any concerns regarding the library's support of the course).
    The Library resources currently available to students and faculty will provide ample support for this course.

Signed: Lynn McMain   Date: September 21, 2017
           Bibliographer

Signed: Lisa Shen   Date: September 21, 2017
           Library Director

WRITING ENHANCEMENT SUPPLEMENT

Proposed Course Prefix and Number:
Proposed Title:

Briefly explain how the writing requirement will be met in this course, keeping in mind that 50% or more of the course grade must be derived from written assignments, either formal or informal.

Reviewer's Notes:

Signed: _____   Date: _____
                    Writing Enhanced Committee Chair

FORM B
REQUEST FOR ADDITION OF A NEW COURSE

I.   **Course Identification**
   a.   Proposed prefix and number: NURS 5514
   b.   Proposed title (30 Character Max): Family Nurse Pract-FNP II
   c.   Proposed catalog description including prerequisites and credit: Students focus on the care of the family during the childbearing and childrearing phases of development. Care for low-risk childbearing women and their newborns, as well as children in pediatric clinics is provided during preceptored clinical experiences. The clinical component of the course provides opportunity to integrate the theoretical content from prior courses and apply it to the population of focus for the course. Prerequisite NURS 5303, NURS 5304, and NURS 5405. Credit 5 (3 didactic; 2 clinical).

   d.   Companion course/Co-requisite: N/A
   e.   May course be repeated for credit? No
   f.   Maximum number of credit hours that can be earned: 5
   g.   Is course eligible to receive a grade of IP? No If yes, justification:
   h.   Is this course exempt from the 3-peat charge? No; If yes, justification:
   i.   Is the proposed course eligible to be offered as writing enhanced? (applies only to undergraduate courses) N/A; if yes, attach Writing Enhancement Supplement.
   j.   Identify the majors and/or minors for which this course will be required: Proposed Master of Science in Nursing (MSN) degree with Family Nurse Practitioner concentration.
   k.   Identify the majors and/or minors for which this course may be an elective: None

II.   **Statement of Need and Program Compatibility**
   a.   Justify the need for this course, including how the proposed course will support the present program curriculum.
        NURS 5514 is an integral element of the proposed MSN-Family Nurse Practitioner in the School of Nursing. The course is a core Masters requirement of the Commission on Collegiate Nursing Education (CCNE), the accrediting body of the American Association of Colleges of Nursing (AACN). The proposed program will prepare the graduate for state licensure by the Texas Board of Nursing as an Advanced Practice Registered Nurse (APRN) and national certification by the American Nurses' Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Program (AANPCP). Through the weekly clinical conferences and supervised clinical practice, the student nurse practitioner achieves the skills needed for holistic, primary care of the well woman, obstetrical, newborn, and child clients in family practice settings. The course prepares students with the needed competencies to prescribe treatments and medications to families during the childbearing and childrearing phases of development.

   b.   Explain how the addition of this course will directly or indirectly influence personnel rotation, inventory of courses, degree requirements, etc.
        This course will be taught one time each year by a qualified School of Nursing faculty member. NURS 5514 is a component of the proposed MS in Nursing degree and is one of the new courses that has been developed for the degree. The course is a requirement for the proposed MSN-Nurse Practitioner program. Movement of the entire nursing program to the Woodlands Center will eliminate current duplication of teaching obligations, releasing qualified faculty to teach in the proposed program.

   c.   Identify courses with similar titles or similar contents currently offered in other departments. Explain how this course is different. Identify representatives from departments offering courses with similar titles or contents who have reviewed this proposal and summarize their responses.
        None

   d.   Identify who is likely to be the instructor(s) of this course.
        Diane Langton, DNP, RN, PNP-BC
        Marianne Moore, PhD, RN, CNM

III.   Course Content

a. List the course objectives as expected student outcomes. Objectives should be specific, measureable, and appropriate for the course level (i.e., graduate courses should not "introduce" or "identify").

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

1. Collect relevant comprehensive and problem-focused health histories for families during the childbearing and childrearing stages of development (AACN IX.1);

2. Plan diagnostic strategies using appropriate tools and tests to screen for and prevent sequelae of acute and chronic illnesses experienced by families during the childbearing and childrearing stages of development (AACN IX.1);

3. Implement care to prevent and manage health care problems experienced by families during the childbearing and childrearing stages of development (AACN IX.7);

4. Analyze current research and the relationship among development, normal physiology, and specific system alterations that can be produced by illnesses and disorders in families during the childbearing and childrearing stages of development (AACN I.5);

5. Evaluate the risk for adverse outcomes due to treatment, including under or over treatment of families during the childbearing and childrearing stages of development (AACN V.2; IX.7);

6. Distinguish cultural, spiritual, ethnic, gender, sexual orientation, and age differences in presentation, progression, and treatment responses of the common acute and chronic health problems in families across the lifespan (AACN VIII.3);

7. Facilitate the patient's transition within the healthcare setting and across levels of care, including admitting, transferring, and discharging individuals within families during the childbearing and childrearing stages of development (AACN III.6); and

8. Identify within families during the childbearing and childrearing stages of development both typical and atypical presentations of physical and mental health conditions (AACN IX.7); and

9. Critically evaluate the scope of practice of the family nurse practitioner in the primary care setting (AACN (AACN VII.1)

SOURCE: American Association of Colleges of Nursing. (2011). The Essentials of Master's Education in Nursing. Washington, DC: American Association of Colleges of Nursing.

b. Identify the proposed text(s) for the course (include full name of author, title, publisher and date). **If the text is more than 5 years old, please provide a justification.**

Author	Title And Publisher	Year
Uphold, C. & Graham, M.	Clinical guidelines in family practice (5th ed.). Gainesville, FL: Barmarrae Books.	2015
Cash, J. and Glass, C.	Family practice guidelines (4th ed.). New York: Springer Publishing.	2017
South-Paul, J., Matheny, S., & Lewis, E.	Current diagnosis & treatment in family medicine (4th ed.). New Your City, NY: McGraw Hill.	2015
Pfenninger, J., and Fowler, G.	Pfenninger & Fowler's procedures for primary care (3rd ed.). St. Louis, MO: Saunders Elsevier. (Standard text, no newer edition)	2010
Zitelli, B., McIntire, S., & Nowalk, A.	Atlas of pediatric physical disorders (6th ed.). St. Louis, MO: Saunders Elsevier. (Standard text, no newer edition)	2012
Dunphy, L., Winland-Brown, J., Porter, B. & Thomas, D.	Primary care: The art and science of advanced practice nursing, (4th ed). Philadelphia, PA: F.A. Davis.	2015

c. Using a 15-week class schedule, identify the topics to be covered during each week of the semester:

Week 1	Women's health and wellness promotion; current research in women's health and child health; contraception, sexually transmitted diseases Procedures: pelvic exam, IUD placement and removal, Implanon, fitting diaphragms, pap smear, sexually transmitted disease testing and interpretation
Week 2	Common women's health complaints: breast problems, fertility problems Procedures: fine needle aspiration of the breast, interpretation of mammography
Week 3	Vulvar, vaginal, pelvic and uterine problems, menstrual disorders Procedures: Bartholin gland cyst and abscess treatment, colposcopy, loop electrosurgical excisional procedure, pessaries
Week 4	Care of the female client with low risk pregnancy Procedures: ultrasonography in pregnancy, ordering and interpreting labs, cervical and vaginal examination, stress and non-stress testing
Week 5	Caring for persons with HIV/AIDS, hepatitis for the advanced practice nurse
Week 6	Well infant and child care: health promotion, breastfeeding, and infant nutrition for the advanced practice nurse Procedures: umbilical cord and circumcision care
Week 7	Immunizations Common health problems in infants for the advanced practice nurse
Week 8	Common infections in children: head, eyes, ear, nose, throat for the advanced practice nurse Procedures: ear lavage, vision screening, audiometry, tympanometry, interpretation of common labs
Week 9	Dermatological problems in infants, children and adolescents for the advanced practice nurse
Week 10	Respiratory and circulatory disorders in childhood and adolescence for the advanced practice nurse
Week 11	Hematological, renal, and gastrointestinal disorders in childhood and adolescence for the advanced practice nurse
Week 12	Health promotion and risk reduction in adolescence: eating disorders and substance abuse for the advanced practice nurse
Week 13	Adolescent sexuality, normal and abnormal development: menstrual disorders, sexually transmitted diseases, contraception for the advanced practice nurse
Week 14	Developmental and behavioral disorders in children and adolescents for the advanced practice nurse Neurological disorders
Week 15	Culturally competent care of women, infants, children and adolescents Legal rights of adolescents for the advanced practice nurse

IV. **Library materials required for this course.** This section is to help the Library review the adequacy of the current collection and plan for the future allocation of resources to better meet the needs of students enrolled in this course.

a. Please indicate the **types** of library resources you expect students to use for this course. Using a scale of 0 to 7, indicate the **extent of use** anticipated for each type of library resource selected. [0 = no use to 7 = extensive use]

Types of print/electronic library resources needed	Extent of use anticipated (on a scale of 0 to 7)
Scholarly, Peer-Reviewed Journals	6
Electronic Databases	7
Books	3
Trade Journals	4
Newspapers	0
Popular Magazines	0
Audio-Visual	0
Other (please specify)	0

b. Please identify **specific** resources that the Library needs to **acquire** in support of this course. These resources could include but are not limited to (both print and electronic) journals, electronic databases, books, etc. Please identify **new titles** that should be acquired or **subject areas** in the collection that may need to be **enhanced** or **updated**.

New titles needed or subject area to be enhanced:
Primary care practice nursing

V.   Please identify equipment and technological resources required for this course. This section addresses the need for specialized laboratory equipment, computer software or other physical resources not generally available on campus.
Female breast and pelvic exam models
Specula, lights
Sample birth control devices
Pediatric ear models for examination
Screening audiometric equipment
Tympanometer

After this form has been completed, contact a Bibliographer/Librarian to complete the Library Collection Review (LCR) form. The LCR form should be attached to Form B before the proposal is forwarded to your College Curriculum Committee.

FORM B
—CHECK LIST—
<mark>**Please check each box to verify review.**</mark>

Overall

☒   The version of Form B currently posted on the Academic Affairs web site under <u>Curriculum Forms</u> is being used.

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☒   Every question has a response. If there is not an affirmative response, use "N/A," "No," or "None" as appropriate.

Part I - V

☒   I.c.   The catalog description is in complete sentences.

     ☒   Course catalog descriptions should be understandable to members outside the discipline. Avoid acronyms, abbreviations and terminology specific to the discipline not usually recognized by the general public. Commonly recognized terminology is acceptable, e.g., NASA, DNA, S Corporation.

     ☒   The final sentence of the catalog description lists any prerequisites, followed by credits, e.g., Prerequisite: IT 161. Credit 3.

     ☒   Use terms such as "basic," "fundamental," "introduction," and "overview" sparingly. Upper division courses should seldom be introductory.

☒   I.d.   Companion courses require concurrent enrollment. This is a rare occurrence. If applicable, the companion course should be listed in the course description.

☒   I.i.   If the course is proposed to be writing enhanced, course requirements listed in the 15-week class schedule should reflect writing assignments.

☒   II.b.   There is nearly always an impact if a new course is added. Adding a new course may require that new faculty be hired or existing teaching assignments be modified, existing courses be deleted, or degree requirements be modified. Offer specific explanation of the modifications.

☒   II.c.   Review SHSU course offerings to identify courses with similar titles or content. Err in favor of listing courses that potentially could overlap. Include documentation of discussions with appropriate departmental chairs to avoid duplication.

☒   III.b.   Note that the form requires both Title <u>and</u> Publisher. Do not omit the publisher.

       Provide a justification if the proposed texts are more than five years old. Check to see if proposed textbooks over two years old are out-of-print.

☒   III.c.   If the course features differential content or directed study, provide a sample 15-week class schedule.

☒   IV.   The library has been supplied with an electronic copy of this course request at least 2 weeks prior to the college submission deadline.

I certify that the Form B submitted to the University Curriculum Committee has been reviewed and complies with the stipulations on this checklist.

Denise Neill	9/20/17	Emily Roper	9-16-17
Department Chair Signature	Date	College Curriculum Committee Chair Signature	Date

LIBRARY COLLECTION REVIEW for PROPOSED COURSE

Proposed Course Prefix and Number: NURS 5514
Proposed Title: Family Nurse Practitioner II

1. Results of the librarian's review of the adequacy of library holdings to support the proposed course content areas and assignments. Please be specific, and indicate whether the subject areas of the course require new expenditures, or are already included in the collection due to library support of courses with similar information needs.

   Several of the databases to which the Library subscribes will provide ample access to faculty and students to articles related to complex, acute, critical and chronic illness, disability, and/or injury of elderly and very elderly patients. Among the most useful will be CINAHL, ProQuest Nursing and Allied Health Source, Nursing Resource Center, and the Nursing and Allied Health Collection. These databases provide access to a wide range of subjects specifically including the weekly topics listed for this course.

   The Library provides full-text access to the Cochrane Database of Systematic Reviews, a leading resource for Evidence-Based Practice documentation for Nursing, Health, and all healthcare related disciplines.

   The Library's holdings of books, both print and electronic, are more than adequate. Searches for subjects such as primary care nursing, pediatric nursing, gynecologic nursing, and maternity nursing provide access to an appropriate number of books to meet the needs of students enrolled in this course.

   Articles from journals and books identified, but not owned by the Library, can be requested and provided through InterLibrary Loan. There are some constraints on new purchases due to budget, and sometimes, space constraints.

2. Identify additional resources that are likely to be needed, and the approximate cost of the materials.

   One of the required textbook is available at the Library. Students are expected to purchase their own textbooks. Due to current budgetary restraints the Library is unable to purchase textbooks.

3. Bibliographer's comments (state any concerns regarding the library's support of the course).

   The access to resources the Newton Gresham Library can currently provide is more than sufficient to support the faculty and students for this course.

Signed: Lynn McMain   Date: September 21 2017
              Bibliographer

Signed: Lisa Shen   Date: September 21, 2017
              Library Director

WRITING ENHANCEMENT SUPPLEMENT

Proposed Course Prefix and Number:
Proposed Title:

Briefly explain how the writing requirement will be met in this course, keeping in mind that 50% or more of the course grade must be derived from written assignments, either formal or informal.

Reviewer's Notes:

Signed: _____   Date: _____
                    Writing Enhanced Committee Chair

FORM B
REQUEST FOR ADDITION OF A NEW COURSE

I.   **Course Identification**
   a.   Proposed prefix and number: NURS 5515
   b.   Proposed title (30 Character Max): Family Nurse Pract-FNP III
   c.   Proposed catalog description including prerequisites and credit: Students develop the critical skills needed to care for individuals and families in rural, suburban and urban settings. Common health issues faced by this population are examined, building upon the concepts of assessment, pathophysiology, pharmacotherapeutics, health promotion, and disease prevention. Disease processes focus on adult populations from young adults to the oldest-old frail elderly. Prerequisite NURS 5303, NURS 5304, and 5405. Credit 5 (3 didactic, 2 clinical).

   d.   Companion course/Co-requisite: N/A
   e.   May course be repeated for credit? No
   f.   Maximum number of credit hours that can be earned: 5
   g.   Is course eligible to receive a grade of IP? No If yes, justification:
   h.   Is this course exempt from the 3-peat charge? No; If yes, justification:
   i.   Is the proposed course eligible to be offered as writing enhanced? (applies only to undergraduate courses) N/A; if yes, attach Writing Enhancement Supplement.
   j.   Identify the majors and/or minors for which this course will be required: Proposed Master of Science in Nursing (MSN) degree with Family Nurse Practitioner concentration.
   k.   Identify the majors and/or minors for which this course may be an elective: None

II.   **Statement of Need and Program Compatibility**
   a.   Justify the need for this course, including how the proposed course will support the present program curriculum.
   NURS 5515 is an integral element of the proposed MSN-Family Nurse Practitioner in the School of Nursing. The course is a core Masters requirement of the Commission on Collegiate Nursing Education (CCNE), the accrediting body of the American Association of Colleges of Nursing (AACN). The proposed program will prepare the graduate for state licensure by the Texas Board of Nursing as an Advanced Practice Registered Nurse (APRN) and national certification by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Program (AANPCP). The course prepares students with the competencies needed to provide primary care to well and chronically ill adults in rural and urban settings.

   b.   Explain how the addition of this course will directly or indirectly influence personnel rotation, inventory of courses, degree requirements, etc.
   This course will be taught one time each year by a qualified faculty member in the School of Nursing. NURS 5515 is a component of the proposed MS in Nursing program and is one of the new courses that has been developed for the degree. The course is a requirement for the proposed MSN-Nurse Practitioner program. Movement of the entire nursing program to the Woodlands Center will eliminate current duplication of teaching obligations, releasing qualified faculty to teach in the proposed program.

   c.   Identify courses with similar titles or similar contents currently offered in other departments. Explain how this course is different. Identify representatives from departments offering courses with similar titles or contents who have reviewed this proposal and summarize their responses.
   None

   d.   Identify who is likely to be the instructor(s) of this course.
   Laura Montgomery, MA, MSN, APRN, FNP-C

III.   **Course Content**
   a.   List the course objectives as expected student outcomes. Objectives should be specific, measureable, and appropriate for the course level (i.e., graduate courses should not "introduce" or "identify").
   Upon completion of this course, the student will be able to:

1. Collect relevant comprehensive and problem-focused health histories for individuals and families in rural and urban settings from young adults to the frail elderly, using collated sources and research as necessary (AACN IX.1);

2. Plan diagnostic strategies using appropriate tools and tests to screen for and prevent sequelae of acute and chronic illnesses, including urgent and emergent mental health conditions experienced by adolescent to oldest-old adult and frail elderly patients (AACN IX.1);

3. Analyze current research and the relationships among development, normal physiology, and specific system alterations that can be produced by maturation, aging and/or disease processes (AACN I.5);

4. Evaluate the effect of health literacy in the population, interpersonal relationships, and community engagement in the role of the advanced practice nurse (AACN IX.7);

5. Facilitate the patient's transition within the health care setting and across levels of care, including admitting, transferring, and discharging old to oldest-old and frail elderly adult patients (AACN III.6);

6. Distinguish cultural, spiritual, ethnic, gender, sexual orientation, and age differences in presentation, progression, and treatment response of common health problems in rural settings (AACN VIII.3);

7. Refine clinical reasoning skills in planning, implementing and evaluating patient care for common health problems occurring in adults in rural settings from young adults to the frail elderly (AACN IX.7);

8. Incorporate theory and evidence-based care in the approach to advanced practice care (AACN IV.1);

9. Identify community resources to assist with planning for and providing care for individuals, families and groups in rural settings (AACN I.3; I.6);

10. Evaluate the effectiveness of health promotion and preventive practice activities for adults and families in rural settings (AACN VIII.2); and

11. Critically evaluate the scope of practice of the family nurse practitioner in the rural primary care setting (AACN VII.1).

SOURCE: American Association of Colleges of Nursing. (2011). The Essentials of Master's Education in Nursing. Washington, DC: American Association of Colleges of Nursing.

b. Identify the proposed text(s) for the course (include full name of author, title, publisher and date). **If the text is more than 5 years old, please provide a justification.**

Author	Title And Publisher	Year
Uphold, C. & Graham, M.	Clinical guidelines in family practice, 5th Ed. Gainesville, FL:Barmarrae Books	2013
Cash, J. & Glass, C.	Family practice guidelines (4th ed.). New York, NY: Springer Publishing	2017
South-Paul, J., Matheny, S., & Lewis, E.	Current diagnosis & treatment in family medicine (4th ed.). New York, NY: Lange McGraw Hill	2015
Pfenninger, J., & Fowler, G.	Pfenninger & Fowler's procedures for primary care (3rd ed.). St. Louis, MO: Saunders Elsevier (Standard text, no newer edition)	2010
Dunphy, L., Winland-Brown, J., Porter, B., & Thomas, D.	Primary care: The art and science of advanced practice nursing (4th ed.). Philadelphia, PA: F.A. Davis	2015

c. Using a 15-week class schedule, identify the topics to be covered during each week of the semester:

Week 1	Health promotion and disparities in rural and urban populations; current research in rural and urban health; health literacy, community engagement and interpersonal relationships; and the role of the advanced practice nurse.
Week 2	Managing the adult with chronic disease: primary, secondary and tertiary prevention for the advanced practice nurse using clinical research and evidence-based practice
Week 3	Infectious disease: immunization in the adult patient, epidemiology, hepatitis, HIV/AIDS, herpes zoster, tuberculosis, and anthrax

Week 4	Acute and chronic eye, ear, nose and throat problems: cataracts, glaucoma, diabetic retinopathy, macular degeneration, iriditis, eye pain, eye trauma; hearing loss, tinnitus, vertigo; stomatitis and glossitis, hoarseness, and temporomandibular joint disease Procedures: opthalmological exam, Snellen chart exam, and audiologic exam in the older adult.
Week 5	Acute and chronic respiratory problems: costochondritis, pneumonia, pneumonitits, acute bronchitis, chronic bronchitis and emphysema, interstitial lung disease, lung cancer, oxygen therapy, pneumothorax, and hemothorax Procedures: pulmonary function testing
Week 6	Acute and chronic urinary and renal problems: urinary incontinence, benign prostate hyperplasia, acute kidney injury, chronic renal failure, renal failure in diabetes, renal tumors, and bladder tumors
Week 7	Acute and chronic abdominal problems: constipation, diarrhea, jaundice, cirrhosis, melena, acute and chronic pancreatitis, abdominal hernias, inflammatory bowel disease, irritable bowel syndrome, diverticular disease, colorectal cancer, and hemorrhoids
Week 8	Acute and chronic cardiovascular problems: chest pain, heart failure, cardiomyopathy, arrythmias, acute coronary syndromes, peripheral vascular disease, valvular disorders, and murmurs
Week 9	Acute and chronic skin problems: benign, pre-malignant and malignant skin lesions, alopecia, pigmentation changes, fungal infections, and warts
Week 10	Acute and chronic hematologic and immune problems: leukemia, chronic fatigue syndrome and fibromyalgia, and advanced anemias
Week 11	Acute and chronic neurological problems: stroke, transient ischemic attack, amyotrophic lateral sclerosis, multiple sclerosis, meningitis, encephalitis, Guillain-Barre syndrome, and myasthenia gravis
Week 12	Chronic musculoskeletal problems: musculoskeletal pain and dysfunction, muscle cramps, paresthesias, neck pain, cervical muscle sprain/strain/spasm, cervical spondylosis, ankylosing spondylitis, myofascial pain, shoulder pain, trigger finger, Depuytren's contracture, Boutonniere deformity, herniated lumbar disc, and lumbar spinal stenosis
Week 13	Primary care and health problems in the older adult: Delirium, dementia, Parkinson's Disease, Alzheimer's Disease, polypharmacy, cancer, palliative care and management, ostoeoarthritis, and osteoporsis
Week 14	Health problems in emergency and disaster: poisoning, heat-related illnesses, cold-related illnesses, common injuries--wounds, lacerations, burns, bites, stings, trauma, foreign body obstructions, disaster planning and emergency management in rural health, and weapons of mass destruction Procedures: stabilizing and treating burns, bites, stings, wounds, and trauma injuries.
Week 15	Practice management in primary care: ethical and legal issues, and the business of advanced practice

IV.   **Library materials required for this course.** This section is to help the Library review the adequacy of the current collection and plan for the future allocation of resources to better meet the needs of students enrolled in this course.

a. Please indicate the **types** of library resources you expect students to use for this course. Using a scale of 0 to 7, indicate the **extent of use** anticipated for each type of library resource selected. [0 = no use to 7 = extensive use]

Types of print/electronic library resources needed	Extent of use anticipated (on a scale of 0 to 7)
Scholarly, Peer-Reviewed Journals	7
Electronic Databases	7
Books	3
Trade Journals	3
Newspapers	0
Popular Magazines	0
Audio-Visual	2
Other (please specify)	0

  b. Please identify **specific** resources that the Library needs to **acquire** in support of this course. These resources could include but are not limited to (both print and electronic) journals, electronic databases, books, etc. Please identify **new titles** that should be acquired or **subject areas** in the collection that may need to be **enhanced** or **updated**.

   New titles needed or subject area to be enhanced:
   Primary care practice nursing, medical books

V. Please identify equipment and technological resources required for this course. This section addresses the need for specialized laboratory equipment, computer software or other physical resources not generally available on campus.
Ophthalmoscope/otoscope
Wound care models and materials
Snellen chart
Audiometer
pulmonary function testing equipment

After this form has been completed, contact a Bibliographer/Librarian to complete the Library Collection Review (LCR) form. The LCR form should be attached to Form B before the proposal is forwarded to your College Curriculum Committee.

FORM B
—CHECK LIST—
<mark>**Please check each box to verify review.**</mark>

Overall

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Part I - V

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    ☒   The final sentence of the catalog description lists any prerequisites, followed by credits, e.g., Prerequisite: IT 161. Credit 3.

    ☒   Use terms such as "basic," "fundamental," "introduction," and "overview" sparingly. Upper division courses should seldom be introductory.

☒   I.d.   Companion courses require concurrent enrollment. This is a rare occurrence. If applicable, the companion course should be listed in the course description.

☒   I.i.   If the course is proposed to be writing enhanced, course requirements listed in the 15-week class schedule should reflect writing assignments.

☒   II.b.   There is nearly always an impact if a new course is added. Adding a new course may require that new faculty be hired or existing teaching assignments be modified, existing courses be deleted, or degree requirements be modified. Offer specific explanation of the modifications.

☒   II.c.   Review SHSU course offerings to identify courses with similar titles or content. Err in favor of listing courses that potentially could overlap. Include documentation of discussions with appropriate departmental chairs to avoid duplication.

☒   III.b.   Note that the form requires both Title <u>and</u> Publisher. Do not omit the publisher.

    Provide a justification if the proposed texts are more than five years old. Check to see if proposed textbooks over two years old are out-of-print.

☒   III.c.   If the course features differential content or directed study, provide a sample 15-week class schedule.

☒   IV.   The library has been supplied with an electronic copy of this course request at least 2 weeks prior to the college submission deadline.

I certify that the Form B submitted to the University Curriculum Committee has been reviewed and complies with the stipulations on this checklist.

Denise Neill	9/17/17	Emily Roper	9/16/17
Department Chair Signature	Date	College Curriculum Committee Chair Signature	Date

LIBRARY COLLECTION REVIEW for PROPOSED COURSE

Proposed Course Prefix and Number: NURS 5515
Proposed Title: Family Health Nursing III

1. Results of the librarian's review of the adequacy of library holdings to support the proposed course content areas and assignments. Please be specific, and indicate whether the subject areas of the course require new expenditures, or are already included in the collection due to library support of courses with similar information needs.
   The Library subscribes to a number of databases that will provide ample access to faculty and students to articles related to the diagnosis, care and treatment of inviduals and families in rural areas. Among the most useful will be CINAHL, Cochrane Library, ProQuest Nursing and Allied Health Source, Nursing Resource Center, and the Nursing and Allied Health Collection. These databases provide access to a wide range of subjects and include diagnostic imaging, diagnosis, evidence based evidence based practice, and clinical laboratory medicine. Sociology and psychology databases will also be useful in the study of gerontology and the health issues associated with aging, and rural health and rural health care.

   The Library's holdings of books, both print and electronic, is also more than adequate. The Library holdings include the required texts for the course. Searches for subjects such as family nursing, family health, family medicine, rural health care, etc. provide access to a large number of books.

   Articles from journals and books identified, but not owned by the Library, can be requested and provided through InterLibrary Loan. There are some constraints on new purchases due to budget, and sometimes, space constraints.

2. Identify additional resources that are likely to be needed, and the approximate cost of the materials.
   None

3. Bibliographer's comments (state any concerns regarding the library's support of the course).
   The existing collection will more than adequately support this course.

Signed: Lynn McMain   Date: September 21, 2017
              Bibliographer

Signed: Lisa Shen   Date: 9/21/17
              Library Director

WRITING ENHANCEMENT SUPPLEMENT

Proposed Course Prefix and Number:
Proposed Title:

Briefly explain how the writing requirement will be met in this course, keeping in mind that 50% or more of the course grade must be derived from written assignments, either formal or informal.

Reviewer's Notes:

Signed: _____   Date: _____
              Writing Enhanced Committee Chair

FORM B
REQUEST FOR ADDITION OF A NEW COURSE

I.   **Course Identification**
   a.   Proposed prefix and number: NURS 5517
   b.   Proposed title (30 Character Max): FNP Practicum
   c.   Proposed catalog description including prerequisites and credit: Students acquire clinical experience in a variety of settings. This preceptored clinical experience results in greater proficiency and autonomy as the student Family Nurse Practitioner (FNP) gains confidence and competence in applying the knowledge and skills learned throughout the curriculum. The focused patient population for this course includes individuals and families across the lifespan. Prerequisite NURS 5303, NURS 5304, NURS 5405. Co-requisite NURS 5216. Credit 5 (5 clinical).

   d.   Companion course/Co-requisite: N/A
   e.   May course be repeated for credit? No
   f.   Maximum number of credit hours that can be earned: 5
   g.   Is course eligible to receive a grade of IP? No; If yes, justification:
   h.   Is this course exempt from the 3-peat charge? No; If yes, justification:
   i.   Is the proposed course eligible to be offered as writing enhanced? (applies only to undergraduate courses) N/A; if yes, attach Writing Enhancement Supplement.
   j.   Identify the majors and/or minors for which this course will be required: Proposed Master of Science in Nursing (MSN) degree with Family Nurse Practitioner concentration.
   k.   Identify the majors and/or minors for which this course may be an elective: None

II.   **Statement of Need and Program Compatibility**
   a.   Justify the need for this course, including how the proposed course will support the present program curriculum.
   NURS 5517 is an integral element of the proposed MSN-Family Nurse Practitioner in the School of Nursing. The course is a core Masters requirement of the Commission on Collegiate Nursing Education (CCNE), the accrediting body of the American Association of Colleges of Nursing (AACN). The proposed program will prepare the graduate for state licensure by the Texas Board of Nursing as an Advanced Practice Registered Nurse (APRN) and national certification by the American Nurses Credentialing Center (ANCC) or the American Academy of Nurse Practitioners Certification Program (AANPCP). The course prepares students with needed competencies to prescribe treatments and medications to individuals and families across the lifespan.

   b.   Explain how the addition of this course will directly or indirectly influence personnel rotation, inventory of courses, degree requirements, etc.
   This course will be taught one time each year by a qualified faculty member in the School of Nursing Program. NURS 5517 is a component of the proposed MS in Nursing degree and is one of the new courses that has been developed for the program. The course is a requirement for the proposed MSN-Nurse Practitioner program. Movement of the entire nursing program to the Woodlands Center will eliminate current duplication of teaching obligations, releasing qualified faculty to teach in the proposed program..

   c.   Identify courses with similar titles or similar contents currently offered in other departments. Explain how this course is different. Identify representatives from departments offering courses with similar titles or contents who have reviewed this proposal and summarize their responses.
   None

   d.   Identify who is likely to be the instructor(s) of this course.
   Laura Montgomery, MA, MSN, APRN, FNP-C.

III.   Course Content

a. List the course objectives as expected student outcomes. Objectives should be specific, measurable, and appropriate for the course level (i.e., graduate courses should not "introduce" or "identify").

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

1. Demonstrate proficiency as an advanced practice nurse in the assessment and evaluation of the health status of individual patients and patient populations (AACN IX.1-3);

2. Direct, design and provide health care services, informed by assessment, differential diagnosis, and principles of case management to provide services for patients experiencing complex acute, critical, and chronic illness (AACN IX.7);

3. Evaluate the patient needs, type and level of services, and payer systems to assist individuals, their families, and caregivers to efficiently navigate transitions between levels of care and across healthcare delivery systems (AACN VII.3);

4. Use epidemiological, social, and environmental data, as well as information and communication technologies to design and deliver patient education, enhance accessibility of care, analyze practice patterns, and improve healthcare outcomes (AACN IX.4,6);

5. Analyze system barriers and the competing priorities of patients, payers, and providers to design effective, economically feasible high-quality care (AACN IX.10);

6. Advocate within healthcare systems for access to equitable, cost-effective, quality care for peoples of diverse ages, genders, cultural, ethnic, and/or spiritual backgrounds (AACN IX.3);

7. Evaluate health problems and gaps in services to design and promote needed legislative and policy change, through leadership, collaboration and/or individual efforts (AACN IX.5,6,11);

8. Promote collaboration among members of the multidisciplinary healthcare team to facilitate optimal care for patients with complex acute, critical, and chronic illnesses considering variations across the adult lifespan (AACN VII.1-2);

9. Function within the national, state and institutional credentialing and scope of practice for Family Nurse Practitioners based upon education, certification, and licensure criteria (AACN VI.6.1-3); and

10. Evaluate one's own personal advanced nursing practice using evidence-based protocols, professional standards, current research and by participating in peer review (AACN III.7).

SOURCE: American Association of Colleges of Nursing. (2011). The Essentials of Master's Education in Nursing. Washington, DC: American Association of Colleges of Nursing.

b. Identify the proposed text(s) for the course (include full name of author, title, publisher and date). **If the text is more than 5 years old, please provide a justification.**

Author	Title And Publisher	Year
Uphold, C. and Graham, M.	Clinical Guidelines in Family Practice (5th ed.). Gainesville, FL: Barmarrae Books	2013
Cash, J. and Glass, C.	Family Practice Guidelines (4th ed.). New York, NY: Springer Publishing	2017
Pfenninger, J., and Fowler, G.	Pfenninger & Fowler's Procedures for Primary Care (3rd ed.). St. Louis, MO: Saunders Elsevier (Standard text; no newer edition)	2010
Zitelli, B., McIntire, S., and Nowalk, A.	Atlas of Pediatric Physical Disorders (6th ed.). St. Louis, MO: Saunders Elsevier (no newer edition)	2012
South-Paul, J., Matheny, S., and Lewis, E.	Current Diagnosis & Treatment in Family Medicine (4th ed.). New York, NY: McGraw-Hill	2015
Dunphy, L., Winland-Brown, J., Porter, B. and Thomas, D.	Primary Care: The Art and Science of Advanced Practice Nursing (4th ed.). Philadelphia, PA: F.A. Davis	2015

c. Using a 15-week class schedule, identify the topics to be covered during each week of the semester:

Week 1	Review preceptorship guidelines During clinical with preceptor weeks, faculty meet with the student and preceptor weekly or bi-weekly to ensure objectives are being met, and monitor submitted daily logs that cite experiences and objectives which are accomplished
Week 2	Clinical with preceptor Orientation to facility and documentation, presentation of case health history and assessment, differential diagnoses, writing complete clinical notes
Week 3	Clinical with preceptor Plans of care for client with acute health problems informed by history and physical assessment, differential diagnosis, and diagnostic data
Week 4	Clinical with preceptor Plans of care for client with chronic health problems, informed by history and physical assessment, differential diagnosis, and diagnostic data
Week 5	Clinical with preceptor Primary care of complex cases requiring referral and case management
Week 6	Clinical with preceptor Evaluation of patient needs, type and level of services available and payer systems for primary care patients, designing plans of care for primary care patients based on these factors
Week 7	Clinical with preceptor Analysis of system barriers and competing priorities of patients, payers and providers to design an effective and economically feasible high-quality plan of care for primary care patients Mid-term evaluation with faculty and preceptor
Week 8	Clinical with preceptor Utilization of information and communication technologies to initiate feasible high quality treatment plans, using current payor systems
Week 9	Clinical with preceptor Educational interventions for primary care population that utilize current evidence based practice and utilizes epidemiological, social and environmental data
Week 10	Clinical with preceptor Advocacy within health care systems for access to equitable, cost-effective, quality care for primary care population of diverse cultures, races, ethnicities, genders, ages and spiritual backgrounds
Week 11	Clinical with preceptor Evaluation of healthcare gaps in service in primary care to design and promote needed legislative and policy changes
Week 12	Clinical with preceptor Designing plans of care in collaboration with members of multidisciplinary healthcare team to facilitate optimal primary care
Week 13	Clinical with preceptor Role of mental health care in primary care
Week 14	Clinical with preceptor State and national credentialing Scope of practice for Family Nurse Practitioner
Week 15	Clinical with preceptor Final evaluation with faculty and preceptor

IV.   Library materials required for this course. This section is to help the Library review the adequacy of the current collection and plan for the future allocation of resources to better meet the needs of students enrolled in this course.

a. Please indicate the **types** of library resources you expect students to use for this course. Using a scale of 0 to 7, indicate the **extent of use** anticipated for each type of library resource selected. [0 = no use to 7 = extensive use]

Types of print/electronic library resources needed	Extent of use anticipated (on a scale of 0 to 7)
Scholarly, Peer-Reviewed Journals	6
Electronic Databases	6
Books	3
Trade Journals	5
Newspapers	0
Popular Magazines	0
Audio-Visual	0
Other (please specify)	0

b. Please identify **specific** resources that the Library needs to **acquire** in support of this course. These resources could include but are not limited to (both print and electronic) journals, electronic databases, books, etc. Please identify **new titles** that should be acquired or **subject areas** in the collection that may need to be **enhanced** or **updated**.

   New titles needed or subject area to be enhanced:
   None

V.   Please identify equipment and technological resources required for this course. This section addresses the need for specialized laboratory equipment, computer software or other physical resources not generally available on campus.
No new equipment or technologies required for the course.

After this form has been completed, contact a Bibliographer/Librarian to complete the Library Collection Review (LCR) form. The LCR form should be attached to Form B before the proposal is forwarded to your College Curriculum Committee.

FORM B
—CHECK LIST—
Please check each box to verify review.

Overall

☒ The version of Form B currently posted on the Academic Affairs web site under <u>Curriculum Forms</u> is being used.

☒ Font is Times New Roman, 11 pt, no bold, no "all caps."

☒ The form has been proofed for spelling and grammar errors. Please note that the Form B template does not have grammar and spell check.

☒ Every question has a response. If there is not an affirmative response, use "N/A," "No," or "None" as appropriate.

Part I - V

☒ I.c. The catalog description is in complete sentences.

    ☒ Course catalog descriptions should be understandable to members outside the discipline. Avoid acronyms, abbreviations and terminology specific to the discipline not usually recognized by the general public. Commonly recognized terminology is acceptable, e.g., NASA, DNA, S Corporation.

    ☒ The final sentence of the catalog description lists any prerequisites, followed by credits, e.g., Prerequisite: IT 161. Credit 3.

    ☒ Use terms such as "basic," "fundamental," "introduction," and "overview" sparingly. Upper division courses should seldom be introductory.

☒ I.d. Companion courses require concurrent enrollment. This is a rare occurrence. If applicable, the companion course should be listed in the course description.

☒ I.i. If the course is proposed to be writing enhanced, course requirements listed in the 15-week class schedule should reflect writing assignments.

☒ II.b. There is nearly always an impact if a new course is added. Adding a new course may require that new faculty be hired or existing teaching assignments be modified, existing courses be deleted, or degree requirements be modified. Offer specific explanation of the modifications.

☒ II.c. Review SHSU course offerings to identify courses with similar titles or content. Err in favor of listing courses that potentially could overlap. Include documentation of discussions with appropriate departmental chairs to avoid duplication.

☒ III.b. Note that the form requires both Title <u>and</u> Publisher. Do not omit the publisher.

    Provide a justification if the proposed texts are more than five years old. Check to see if proposed textbooks over two years old are out-of-print.

☒ III.c. If the course features differential content or directed study, provide a sample 15-week class schedule.

☒ IV. The library has been supplied with an electronic copy of this course request at least 2 weeks prior to the college submission deadline.

I certify that the Form B submitted to the University Curriculum Committee has been reviewed and complies with the stipulations on this checklist.

Denise Neill	9/16/17	Emily Roper	9-16-17
Department Chair Signature	Date	College Curriculum Committee Chair Signature	Date

LIBRARY COLLECTION REVIEW for PROPOSED COURSE

Proposed Course Prefix and Number: NURS 5517
Proposed Title: FNP Practicum

1. Results of the librarian's review of the adequacy of library holdings to support the proposed course content areas and assignments. Please be specific, and indicate whether the subject areas of the course require new expenditures, or are already included in the collection due to library support of courses with similar information needs.
   The Library subscribes to a number of databases that will provide ample access to faculty and students to articles related to the diagnosis, care and treatment of individuals and families. Among the most useful will be CINAHL, Cochrane Library, ProQuest Nursing and Allied Health Source, Nursing Resource Center, and the Nursing and Allied Health Collection. These databases provide access to a wide range of subjects and include diagnostic imaging, diagnosis, evidence based evidence based practice, and clinical laboratory medicine. Sociology and psychology databases will also be useful in the study of gerontology and the health issues associated with aging and/or geriatrics.

   The Library's holdings of books, both print and electronic, is also more than adequate. The Library holdings include the required texts for the course. Searches for subjects such as family nursing, family health, family medicine, etc. provide access to a large number of books.

   Articles from journals and books identified, but not owned by the Library, can be requested and provided through InterLibrary Loan. There are some constraints on new purchases due to budget, and sometimes, space constraints.

2. Identify additional resources that are likely to be needed, and the approximate cost of the materials.
   None

3. Bibliographer's comments (state any concerns regarding the library's support of the course).
   The access to material provided through the Library will provide ample support for this course.

Signed: Lynn McMain   Date: September 21, 2017
          Bibliographer

Signed: Lisa Shen   Date: 9/20/17
          Library Director

WRITING ENHANCEMENT SUPPLEMENT

Proposed Course Prefix and Number:
Proposed Title:

Briefly explain how the writing requirement will be met in this course, keeping in mind that 50% or more of the course grade must be derived from written assignments, either formal or informal.

Reviewer's Notes:

Signed: _____   Date: _____
          Writing Enhanced Committee Chair

Texas Higher Education Coordinating Board

Certification Form for Electronically Delivered and Off-Campus Education Programs
April 2014

Administrative Information

1.   Institution: Sam Houston State University

2.   Program Name – Show how the program would appear on the Coordinating Board's program inventory [e.g., Master of Arts (MA) in English Literature]: Graduate Certificate in Political Science

3.   Program CIP Code: 45.1001.00

4.   Program Delivery – Describe how the program will be delivered: online, off-campus face-to-face or off-campus electronic-to-groups? If off-campus, include information as to where the program will be delivered and be sure to follow the requirements for area notification as outlined in the *Guidelines for Approval of Distance Education*.

        This is a fully online (electronic-to-individuals) program.

5.   Proposed Implementation Date – Report the first semester and year that students would enter the program at the proposed additional site(s).

        Fall 2018

6.   Contact Person – Provide contact information for the person who can answer specific questions about the program.

Name: Tamara Waggener

Title: Department Chair, Associate Professor

E-mail: tamarawaggener@shsu.edu

Phone: 936-294-1466

Based on *Principles of Good Practice for Academic Degree and Certificate Programs and Credit Courses Offered Electronically.*

CURRICULUM AND INSTRUCTION

- Each program or course results in learning outcomes appropriate to the rigor and breadth of the degree or certificate awarded.

- A degree or certificate program or course offered electronically is coherent and complete.

- The program or course provides for appropriate interaction between faculty and students and among students.

- Qualified faculty provide appropriate oversight of the program or course that is offered electronically.

- Academic standards for all programs or courses offered electronically will be the same as those for programs or courses delivered by other means at the institution where the program or course originates.

- Student learning in programs or courses delivered electronically should be comparable to student learning in programs offered at the campus where the programs or courses originate.

INSTITUTIONAL CONTEXT AND COMMITMENT

Role and Mission

- The program or course is consistent with the institution's role and mission.

- Review and approval processes ensure the appropriateness of the technology being used to meet the objectives of the program or course.

Students and Student Services

- Program or course announcements and electronic catalog entries provide appropriate information.

- Students shall be provided with clear, complete, and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technological competence and skills, technical equipment requirements, availability of academic support services and financial aid resources, and costs and payment policies.

- Enrolled students have reasonable and adequate access to the range of student services and student rights appropriate to support their learning.

- The institution has admission/acceptance criteria in place to assess the extent to which a student has the background, knowledge and technical skills required to undertake the program or course.

- Advertising, recruiting, and admissions materials clearly and accurately represent the program or course and the services available.

Faculty Support

- The program or course provides faculty support services specifically related to teaching via an electronic system.

- The institution assures appropriate training for faculty who teach via the use of technology.

- The institution provides adequate equipment, software, and communications access to faculty to support interaction with students, institutions, and other faculty.

Resources for Learning

- The institution ensures that appropriate learning resources are available to students.

- The institution evaluates the adequacy of, and the cost to students for, access to learning resources and documents the use of electronic resources.

Commitment to Support

- Policies for faculty evaluation include appropriate recognition of teaching and scholarly activities related to programs or courses offered electronically.

- The institution demonstrates a commitment to ongoing support, both financial and technical, and to continuation of the program or course for a period of time reasonable and sufficient for students to complete the course or program.

EVALUATION AND ASSESSMENT

- The institution evaluates the program's or course's educational effectiveness, including assessments of student learning outcomes, student retention, and student and faculty satisfaction.

- At the completion of the program or course, the institution provides for assessment and documentation of student achievement in each course.

On behalf of _____ (Institution), I assert that the preceding Coordinating Board criteria have been met for all courses associated with this program that will be delivered electronically and off-campus face-to-face.

_____   _____
Chief Academic Officer or President   Date

Name: _____

Title: _____

THECB 4/2014

Certification Form for New Certificate Programs
at Universities and Health-Related Institutions
Texas Higher Education Coordinating Board

<u>Directions</u>: An institution shall use this form to notify the Coordinating Board of a new certificate program that meets all criteria for automatic approval in Coordinating Board Rules, Chapter 5, Subchapter C, Section 5.44: (a) The certificate program has institutional approval, (b) the institution certifies that adequate funds are available to cover the costs of the new certificate program, and (c) the certificate program meets all other criteria in Section 5.48 of Board Rules (relating to Criteria for Certificate Programs at Universities and Health-Related Institutions).

<u>Information</u>: Contact the Division of Academic Affairs and Research at 512/427-6200 for more information.

Administrative Information

1. <u>Institution</u>: Sam Houston State University

2. <u>Program Name</u>: Show how the program would appear on the Coordinating Board's program inventory (*e.g., Upper-Division Certificate in Management; Graduate Certificate in Human Resources; Undergraduate or Post-Baccalaureate EC-6 Generalist Bilingual Certificate*).

Graduate Certificate in Political Science

3. <u>Proposed CIP Code</u>: 45.1001.00

4. <u>Number of Semester Credit Hours Required</u>: 18 hours

5. <u>Administrative Unit:</u> Identify where the certificate program would fit within the organizational structure of the university (*e.g., The Department of Electrical Engineering within the College of Engineering*).

The Department of Political Science within the College of Humanities and Social Sciences

6. <u>Implementation Date</u>: Report the first semester and year that students would enter the program.

Fall 2018

7. <u>Contact Person</u>: Provide contact information for the person who can answer specific questions about the program.
    Name: Tamara Waggener

    Title: Department Chair, Associate Professor

    E-mail: tamarawaggener@shsu.edu

    Phone: 936-294-1466

Signature Page

I hereby certify that all of the following criteria have been met in accordance with the procedures outlined in Coordinating Board Rules, Chapter 5, Subchapter C, Section 5.44:

(a) The certificate program has institutional approval.

(b) The certificate program meets all other criteria in Section 5.48 of this title (relating to Criteria for Certificate Programs at Universities and Health-Related Institutions):

    1) Certificate programs for which academic credit is granted at universities and health-related institutions must meet the following criteria:
        a) They must meet identified workforce needs or provide the student with skills and/or knowledge that shall be useful for their lives or careers.
        b) They must be consistent with the standards of the Commission on Colleges of the Southern Association of Colleges and Schools.
        c) They must meet the standards of all relevant state agencies or licensing bodies which have oversight over the certificate program or graduate.
        d) Adequate financing must be available to cover all new costs to the institution five years after the implementation of the program.

    2) The following certificate programs do not require Board approval:
        a) certificate programs for which no collegiate academic credit is given,
        b) certificate programs in areas and at levels authorized by the table of programs of the institution with curricula of the following length:
            i) at the undergraduate level of 20 semester credit hours or less,
            ii) at the graduate and professional level of 15 semester credit hours or less.

    3) The following certificate programs require only Board notification and are automatically approved, subject to review:
        a) upper-level undergraduate certificates of 21-36 hours in disciplinary areas where the institution already offers an undergraduate degree program.
        b) graduate-level and professional certificates of 16 - 29 hours in disciplinary areas where the institution already offers a graduate program at the same level as the certificate.

I understand that the Coordinating Board will update the program inventory for the institution if no objections to the proposed certificate program are received during the 30-day public comment period.

Chief Executive Officer	Date

Proposed Graduate Certificate in Political Science

Brief Program Description

The Department of Political Science within the College of Humanities and Social Sciences proposes a graduate certificate in Political Science. The certificate is aimed primarily at high school and two-year college instructors with a graduate degree who are interested in developing expertise in the study of Political Science with an emphasis in American politics. This certificate will provide specialized instruction in the coursework needed to meet SACS credential requirements for those wishing to teach introductory college-level, high school dual-enrollment, or high school advanced placement courses in American government.

Demand for the Program

High School Dual Enrollment Demand

The proposed certificate program is designed to meet the needs of high school instructors holding a master's degree in a field other than Political Science who wish to complete 18 hours of graduate coursework in the field of Political Science with the goal of teaching dual enrollment American government courses. The number of Texas high school students enrolling in dual credit and advanced-placement courses is increasing dramatically, due in part to recent legislation that makes it easier for high school administrators to offer students such courses. High school instructors who teach dual credit and advanced-placement courses must fulfill the Southern Association of Colleges and Schools' (SACS) credential requirements. Specifically, each instructor must hold a master's degree in the relevant subject area or a master's degree and 18 hours of graduate coursework in that subject area.

High School Advanced Placement Demand

The College Board's annual reports shows that the number of advanced placement courses and exams offered through Texas high schools continues to increase each year. According to the authors of the 2014 10th Annual AP Report to the Nation (State Supplement), 24.3% of Texas high school graduates have taken at least one AP exam. The authors also note that United States Government and Politics AP exam category ranks the fifth most popular AP exam category among the 34 exam categories offered in Texas high schools.[1] The anticipated growth in Texas' population coupled with the growth of AP course/exam offerings at the high school level will lead to a greater demand for high school instructors qualified to teach AP government and politics courses. Though the College Board website indicates no rigidly defined criteria for the selection of AP instructors, department chair communication with various AP instructors, the co-chair of the AP United States Government and Politics Development Committee, and the Advisor for Curriculum Development at the College Board have suggested that this group has been encouraged to take graduate-level courses. The proposed certificate program is designed to meet the needs of high school instructors holding a master's degree in a field other than Political Science who wish to complete 18 hours of graduate coursework in the field of Political Science with the goal of teaching AP US and American government courses.

Community College Demand

The Texas Office of State Demographer predicts that the population of Texas could double by 2050. Much of the anticipated growth is projected to occur in urban counties. Texas has 50 community college districts with multiple campuses. Forty-eight percent of students in Texas higher education are enrolled in community colleges. Texas community college enrollment has increased by 65% since 2000. With growing demand.

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[1] http://media.collegeboard.com/digitalServices/pdf/ap/rtn/10th-annual/10th-annual-ap-report-state-supplement-texas.pdf

from students and increased requirements for instructional staffing, community colleges and school districts have expressed concern regarding the number of high-school instructors who lack the credentials to teach dual credit and advanced-placement courses. The number of instructors is not sufficient to meet the rising demand for dual credit and advanced placement courses.[2]

Locally, Brenda Piatiak, the Program Manager of Academic Affairs for Lone Star College-CyFair campus indicated that at least 20 students per year are available for such a program, plus high school teachers from other districts are inquiring as well. The proposed certificate program is designed to meet the needs of the current community college instructor market in Texas (i.e., instructors who need 18 hours of POLS coursework to teach government at the community college level) and the future community college instructor market (i.e., individuals who wish to complete a master degree to teach at a community college).

Admission Requirements

Those wishing to pursue the certificate should hold a graduate degree from an accredited college or university and submit:

- An application with accompanying application fee to the Sam Houston State University Office of Graduate Studies;
- Official transcripts from all institutions of higher education, showing all degrees conferred, Including the qualifying Master's degree;
- Two letters of recommendation;
- An academic writing sample;
- A letter of interest.

Curriculum

- Required Core Course – all student complete the following course for 3 credit hours:
  o POLS 5330 American Politics.

- Elective Courses: students complete 5 courses for 15 credit hours from among:
  o POLS 5319 Women in Politics;
  o POLS 5336 The U.S. Presidency;
  o POLS 5334 Judicial Politics;
  o POLS 5337 Congress;
  o POLS 5338 Political Attitudes & Behavior;
  o POLS 5339 American Political Parties;
  o POLS 5364 Media & Politics;
  o POLS 5360 Seminar in American Politics;
  o POLS 5379 Workshop: Teaching Political Science;
  o POLS 5385 Public Policy.

Conclusion

Adding the Graduate Certificate in Political Science will provide the high schools, community and two-year colleges, and four-year colleges and universities with an expanded pool of instructors with the background knowledge necessary to teach college-level and dual enrollment introductory American government courses that are readily transferable to four-year colleges and universities. The certificate will also provide the department access to a pool of students currently unavailable to us, thereby endowing us with a stronger competitive advantage among our peer institutions.

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[2] *Education Week* (June 28, 2016). "New Teacher Requirements Jeopardize Dual-Credit Classes."