

Graduate Affairs Committee Minutes
Fall 2024- Spring 2025 Summary of Activity

Date	Item	Outcome
8/12/2024	Initial 2024-2025 meeting Attendance: Jim Aller, Ramona Mulleins-Foreman, John Wilson, Laura Kim Gosa, Rebecca Short, Lauren DiPaula, Marni Dodd, Michelle Dykes, Chadwick Gugg, Thelma Sexton, Gaynor Cheokas, Glenn Robins	President elected: Thelma Sexton Secretary elected: Michelle Dykes Decision was made to have 2 meetings per semester (around midterm and near the end of the term)
10/1/2024	Proposal from COE to deactivate M.Ed Middle Grades Mathematics and M.Ed Middle Grades Language Arts programs due to low participation and to meet current accreditation standards and best practices reviewed.	Email vote initiated in lieu of a held meeting due to only one request submitted. Email vote results: YES: M. Dodd, J. Drake, C. Gugg, T. Teasley, R. Mulleins-Foreman, A. Yemelyanov, M. Dykes, T. Sexton, J. Aller NO VOTE: L. Gosa, R. Short, L. DiPaula, G. Robins, R. Abbott, J. Wilson, G. Cheokas
12/2/2024	Call to order: 9 a.m. Present: J. Aller, R. Mulleins-Foreman, G. Cheokas, L. Gosa, T. Sexton, M. Dykes, A. Yemelyanov, C. Gugg Email vote: G. Robins Not present: L. DiPaula, M. Dodd, R. Short Minutes from 8/12 approved. No old business to address New Business:	

	<p>Proposal from nursing to create a policy that allows up to 12 hours of a graduate curriculum to be used toward the attainment of more than one graduate degree.</p> <p>Proposal for Double Canes Program – CS & IT BS/CS MS program designed to enable high-achieving GSW CS & IT students to earn both a BS and MS degree in 5 years or less.</p> <p>College of Education – deactivation of M.Ed. Middle Grades Language Arts & M.Ed. Middle Grades Mathematics</p> <p>Consideration to change the last day to withdraw without academic penalty as noted by email from Dr. Drake. Consider moving the last day to withdraw without academic penalty to “prior to the conclusion of the eleventh full week of classes for any fall or spring term consisting of at least fifteen weeks of instructional time. Holidays/breaks falling in the first eleven weeks are excluded when counting the weeks of the term.”</p> <p>T. Sexton will send items to faculty senate for approval at December general faculty meeting.</p> <p>T. Sexton will send out email to confirm Spring meeting dates.</p> <p>Meeting adjourned at 9:15 am</p>	<p>All present in the meeting voted to approve. Glen Robins approved via email vote</p> <p>All present in the meeting voted to approve. Glen Robins approved via email vote</p> <p>All present in the meeting voted to approve. Glen Robins approved via email vote</p> <p>All present in the meeting voted to approve. Glen Robins approved via email vote</p>
<p>Online vote 2/24/2025</p>	<p>Withdrawal policy wording revised.</p> <p>To officially withdraw from a course after the add/drop period has ended, a student must complete the Withdrawal from GSW Class(es) form. The form has several options. The student needs to choose the best option for their situation and follow the information provided. The effective date of the withdrawal from class is the date the completed form is received by the Office of the Registrar.</p>	<p>Unanimous approval via email vote.</p>

	<p>Withdrawal from class without academic penalty requires the student to complete the Withdrawal from GSW Class(es) form and return it to the Office of the Registrar by the published no academic penalty date on the academic calendar. A student following this procedure will receive a grade of W (Withdrawn).</p> <p>Withdrawal from class without academic penalty will not be permitted after the published 'no penalty' date except for non-academic reasons. The published 'no penalty' date will occur at the completion of week 11 in courses that have 15 weeks or more. Courses that contain less than 15 weeks would have a published "no penalty" date at the completion of 60% of the course. Documentation of the non-academic reason for withdrawal must be provided by the student to receive a W rather than a WF (Withdrawn Failing) after the no-penalty date. Students may not request a withdrawal of any type in a course in which the final exam or final project has been completed. A grade of I cannot be assigned in these situations.</p> <p>Students receiving financial aid should discuss withdrawing from courses with a financial aid counselor. All withdrawals from class must be approved and completely processed before the last day of classes. A Student who does not officially withdraw from a class will receive a grade of F. Course withdrawals from eCore or eMajor courses follow the same procedure as with withdrawal from any other class taken for GSW credit.</p>	
<p>Spring 2025 meeting 4/7/2025 Teams Meeting</p> <p>Attending: Michelle Dykes; Gaynor Cheokas; Ramona</p>	<p>SONHS Curriculum Revision Packet (updated Pre-Requisites/Co-requisites): NURS 6220; NURS 6440; NURS 6105, NURS 6901; NURS 6920; NURS 6230; NURS 6240; NURS 6730; NURS 6750</p> <p>Teasley- motioned to vote as a block; Second by Gugg. Unanimous vote to approve.</p>	<p>Email vote: Approve – Glen Robins; Jim Aller; Rebecca Short Unanimous vote to approve</p>

<p>Mulleins-Foreman; Laura Gosa; Chadwick Gugg; Thelma Sexton; Marni Dodd; Teresa Teasley; Alexander Yemelyanov; John Wilson</p> <p>Not attending: Glen Robins (email vote), Jim Aller (email vote); Lauren DiPaula; Rebecca Short (email vote)</p>	<p>4 New MBA courses: ACCT 6300; BUSA 6620; BUSA 6230; BUSA 6630</p> <p>Gugg- motioned to vote as a block; Second by Teasley. Unanimous vote to approve.</p> <p>COE – add MAT program Gugg - Motion to approve; Second by Mulleins-Foreman</p>	<p>Email vote: Approve – Glen Robins; Jim Aller; Rebecca Short Unanimous vote to approve.</p> <p>Email vote: Approve – Glen Robins; Jim Aller; Rebecca Short Unanimous vote to approve.</p>
<p>4/10/2025 Email vote</p>	<p>Temporary Graduate Faculty Status for: Natasha Snider and Rhonda Slocumb (CONHS)</p> <p>CONHS MS Readmission Policy</p>	<p>Email vote approval: Marni Dodd, Michelle Dykes, Jim Aller, Alexander Yemelyanov, Laura Gosa, Glen Robins, Ramona Mulleins-Foreman, Thelma Sexton</p> <p>No vote: Glen Robins, Rebecca Short, Chadwick Gugg, Lauren DiPaula, John Wilson</p>

Proposal For a New Course

New Course Proposal Information

Department Initiating Proposal: *	<input type="text" value="College of Education"/>	Faculty Member Proposing: *	<input type="text" value="Michele McKie"/>
Proposed New Course Title: *	<input type="text" value="Foundations in Language Development"/>	Proposed New Course Abbreviation: *	<input type="text" value="EDRG 6050"/>
Faculty Member Submitting Proposal:	<input type="text" value="Michele McKie"/>		
Department Chair/Unit Head email address for approval:	<input type="text" value="Education - Rachel Abbott"/> <input type="button" value="v"/>		
Undergraduate or Graduate Program?:	<input type="text" value="Graduate Course"/> <input type="button" value="v"/>		
Semester to be Effective:	<input type="text" value="Fall"/> <input type="button" value="v"/>	Year to be Effective:	<input type="text" value="2025"/>
Estimated Frequency of Course Offering:	<input type="text" value="1 time per year"/>	Indicate if course will be:	<input type="text" value="Major Requirement"/> <input type="button" value="v"/>

Requested Course Information:

Course Prefix & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	<input type="text" value="EDRG 6050"/>
Course Title:	<input type="text" value="Foundations in Language Development"/>
Credit Hours:	<input type="text" value="3"/>
Lecture Hours:	<input type="text" value="0"/>
Lab Hours:	<input type="text" value="0"/>
Prerequisites:	<input type="text" value="Admission to Master of Arts in Teaching"/>
Co-requisites:	<input type="text"/>
Proposed Course Description: (Follow current catalogue format and include cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)	<input type="text" value="A course that focuses on fostering teacher candidates' awareness of early language skills and the neural pathways necessary for developing proficient readers and writers. Best practices for the classroom setting will be stressed throughout this course as well as how intrinsic and extrinsic factors affect language development."/>

Justification

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

Improving student learning outcomes:	<input type="text" value="This course will provide comprehensive training in pedagogy, ensuring graduates are well-prepared to deliver high-quality instruction."/>
Adopting current best practice(s) in field:	<input type="text" value="Georgia, particularly the Southwest region, is experiencing a significant shortage of certified teachers. The MAT program aims to fill this gap by offering a streamlined certification process for individuals who already hold a bachelor's degree in a non-education field. Enrolled candidates who currently teach on waiver certifications will learn skills they can immediately apply in their current classrooms."/>
Meeting mandates of State/Federal/Outside Accrediting Agencies:	<input type="text" value="Educators seeking initial certification in Pedagogy Only (Content) are required to take courses aligned with 'awareness of how to teach reading.' This course will provide them the skills needed to learn about the legislative requirements of teaching reading. Candidates in content-specific programs (6th - 12th grade) are not required to teach reading, but but be aware of how to integrate reading and writing skills into their curriculum."/> <input type="text" value="The GaPSC requires specific mandates for the number of courses aligned to the MAT program. This is one course that will be offered to apply toward the program to meet the requirements for accreditation."/>
Other:	<input type="text" value="In a recent survey completed by our partners, we gathered data from 8 middle schools and 7 high schools. Partners expressed an MAT Pedagogy program would benefit their teachers. Their teachers prefer an MAT program because of the pay upgrade. Candidates enrolled in this course will be teaching in their field of study while pursuing a graduate degree. Experiences will be embedded within each course that candidates can apply in their current classroom practices. If candidates are not currently teaching, they will be required to participate in field experiences assigned by the COE Clinical Director."/>
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Research Presentation - conduct research to find articles on the contribution of linguistic and cognitive factors to literacy outcomes. Presentation of the findings in class.

Other:

Attach a copy of the proposed course outline:

* Foundations in Language Development_Course Outline.docx

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Accept * ☐

☐

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Michele McKie

Faculty Member:

03/04/2025

Date:

...3132363638

Rachel Abbott

Unit Head Signature:

03/04/2025, 3:46 PM

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Dean of the Faculty Signature:

Date:



Proposal For a New Course

New Course Proposal Information

Department Initiating Proposal:	* College of Education	Faculty Member Proposing:	* Jessica Watson
Proposed New Course Title:	* Exceptional Student	Proposed New Course Abbreviation:	* EDSP 6100
Faculty Member Submitting Proposal:	* Jessica Watson		
Department Chair/Unit Head email address for approval:	* Education - Rachel Abbott		
Undergraduate or Graduate Program?:	* Graduate Course		
Semester to be Effective:	* Fall	Year to be Effective:	* 2025
Estimated Frequency of Course Offering:	* 1x per year	Indicate if course will be:	* Major Requirement

Requested Course Information:

Course Prefix & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	* EDSP 6100
Course Title:	* Exceptional Student
Credit Hours:	* 3
Lecture Hours:	* 0
Lab Hours:	* 0
Prerequisites:	Admission to Master's of Arts in Teaching.
Co-requisites:	
Proposed Course Description: (Follow current catalogue format and include cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)	A study of the identification, characteristics, and educational needs of individuals with disabilities from preschool to adulthood. The course includes appropriate learning environments and current best practices for the education of all students. (0-0-3)

Justification

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

Improving student learning outcomes:	
Adopting current best practice(s) in field:	
Meeting mandates of State/Federal/Outside Accrediting Agencies:	The Master's of Arts in Teaching program seeks to offer initial teach certification to teacher candidates. This program will allow teachers operating on a provisional certificate to complete the course work and supervised teaching experiences necessary to earn their initial teacher certification. This course is a practicum course in which teacher candidates complete student teaching under the supervision of a university faculty.
Other:	
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	Surveys
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Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Students

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Quizzes, exams, case studies

Other:

Attach a copy of the proposed course outline:

*Exceptional Student_Course Outline.docx

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Accept *

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Jessica Watson

Faculty Member:

03/03/2025

Date:

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Rachel Abbott

Unit Head Signature:

03/04/2025, 8:17 AM

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:





Date:

Dean of the Faculty Signature:

Date:

Proposal For a New Course

New Course Proposal Information



Department Initiating Proposal: *	<input type="text" value="Education"/>	Faculty Member Proposing: *	<input type="text" value="Christopher Pritchett"/>
Proposed New Course Title: *	<input type="text" value="Foundations of Teaching"/>	Proposed New Course Abbreviation: *	<input type="text" value="EDUC 7210"/>
Faculty Member Submitting Proposal:	<input type="text" value="Christopher Pritchett"/>		
Department Chair/Unit Head email address for approval:	<input type="text" value="Education - Rachel Abbott"/> 		
Undergraduate or Graduate Program?:	<input type="text" value="Graduate Course"/> 		
Semester to be Effective:	<input type="text" value="Spring"/> 	Year to be Effective: *	<input type="text" value="2027"/>
Estimated Frequency of Course Offering:	<input type="text" value="Once per year"/>	Indicate if course will be:	<input type="text" value="Major Requirement"/> 

Requested Course Information:



Course Prefix & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	<input type="text" value="EDUC 7210"/>
Course Title:	<input type="text" value="Foundations of Teaching"/>
Credit Hours:	<input type="text" value="3"/>
Lecture Hours:	<input type="text" value="0"/>
Lab Hours:	<input type="text" value="1"/>
Prerequisites:	<input type="text" value="Admission to Master of Art in Teaching"/>
Co-requisites:	<input type="text"/>
Proposed Course Description: (Follow current catalogue format and include cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)	<div style="border: 1px solid black; padding: 5px;">This course covers key concepts, principles, theories, and research on human development, emphasizing their application in teaching. Students will learn to design effective instructional plans, create positive learning environments, and foster student-centered academic settings. The course also includes ethical principles, professional standards, and communication strategies for collaboration with students, families, and school personnel. (0-1-3)</div>

Justification

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

Improving student learning outcomes:	<div style="border: 1px solid black; padding: 5px;">This program will provide comprehensive training in pedagogy, ensuring graduates are well-prepared to deliver high-quality instruction.</div>
Adopting current best practice(s) in field:	<div style="border: 1px solid black; padding: 5px;">Georgia, particularly the Southwest region, is experiencing a significant shortage of certified teachers. The MAT program aims to fill this gap by offering a streamlined certification process for individuals who already hold a bachelor's degree in a non-education field. Enrolled candidates who currently teach on waiver certifications will learn skills they can immediately apply in their current classrooms.</div>
Meeting mandates of State/Federal/Outside Accrediting Agencies:	<div style="border: 1px solid black; height: 50px; position: relative;">   </div>
Other:	<div style="border: 1px solid black; padding: 5px;">In a recent survey completed by our partners, we gathered data from 8 middle schools and 7 high schools. Partners expressed an MAT Pedagogy program would benefit their teachers. Their teachers prefer an MAT program because of the pay upgrade. Candidates enrolled in this course will be teaching in their field of study while pursuing a graduate degree. Experiences will be embedded within each course that candidates can apply in their current classroom practices. If candidates are not currently teaching, they will be required to participate in field experiences assigned by the COE Clinical Director.</div>
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	<div style="border: 1px solid black; height: 40px; position: relative;">   </div>
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Plans for assessing the effectiveness of the course in meeting the program's learning outcomes
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

[illegible]

tests, projects, Self-Reflection using PBDA, Teaching event or Unit Plan

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* EDUC 7210 Foundations of Teaching Course Outline.pdf

Accept*

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03/04/2025

Date:

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03/04/2025, 8:50 AM

Date:

Date:

Date:

Date:



Proposal For a New Course

New Course Proposal Information

Department Initiating Proposal: *	<input type="text" value="Education"/>	Faculty Member Proposing: *	<input type="text" value="Christopher Pritchett"/>
Proposed New Course Title: *	<input type="text" value="Methods of Teaching"/>	Proposed New Course Abbreviation: *	<input type="text" value="EDUC 7240"/>
Faculty Member Submitting Proposal:	<input type="text" value="Christopher Pritchett"/>		
Department Chair/Unit Head email address for approval:	<input type="text" value="Education - Rachel Abbott"/> <input type="button" value="v"/>		
Undergraduate or Graduate Program?:	<input type="text" value="Graduate Course"/> <input type="button" value="v"/>		
Semester to be Effective:	<input type="text" value="Spring"/> <input type="button" value="v"/>	Year to be Effective: *	<input type="text" value="2027"/>
Estimated Frequency of Course Offering:	<input type="text" value="Once per year"/>	Indicate if course will be:	<input type="text" value="Major Requirement"/> <input type="button" value="v"/>

Requested Course Information:

Course Prefix & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	<input type="text" value="EDUC 7240"/>
Course Title:	<input type="text" value="Methods of Teaching"/>
Credit Hours:	<input type="text" value="3"/>
Lecture Hours:	<input type="text" value="0"/>
Lab Hours:	<input type="text" value="1"/>
Prerequisites:	<input type="text" value="Admission to Master of Art in Teaching"/>
Co-requisites:	<input type="text" value="EDSC 7960 Practicum"/>
Proposed Course Description: (Follow current catalogue format and include cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)	<div>This course is designed to emphasize effective instructional planning and methodologies. Considerations of research and theory in education will be applied in the planning and implementation process. The selection, use, and evaluation of instructional material, including appropriate technology tools will be stressed. Evaluating and reporting on student progress will be included. (0-1-3)</div>

Justification

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

Improving student learning outcomes:	<div>This program will provide comprehensive training in pedagogy, ensuring graduates are well-prepared to deliver high-quality instruction.</div>
Adopting current best practice(s) in field:	<div>Georgia, particularly the Southwest region, is experiencing a significant shortage of certified teachers. The MAT program aims to fill this gap by offering a streamlined certification process for individuals who already hold a bachelor's degree in a non-education field. Enrolled candidates who currently teach on waiver certifications will learn skills they can immediately apply in their current classrooms.</div>
Meeting mandates of State/Federal/Outside Accrediting Agencies:	<div></div>
Other:	<div>In a recent survey completed by our partners, we gathered data from 8 middle schools and 7 high schools. Partners expressed an MAT Pedagogy program would benefit their teachers. Their teachers prefer an MAT program because of the pay upgrade. Candidates enrolled in this course will be teaching in their field of study while pursuing a graduate degree. Experiences will be embedded within each course that candidates can apply in their current classroom practices. If candidates are not currently teaching, they will be required to participate in field experiences assigned by the COE Clinical Director.</div>
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	<div></div>
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Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Other:

Attach a copy of the proposed course outline:

*EDUC 7240 Methods of Teaching Course.pdf

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Accept * ☐

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Christopher Pritchett

Faculty Member:

03/04/2025

Date:

...3537353232

Rachel Abbott

Unit Head Signature:

03/04/2025, 8:50 AM

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Dean of the Faculty Signature:

Date:



Proposal For a New Course

New Course Proposal Information

Department Initiating Proposal:	<input type="text" value="College of Education"/>	Faculty Member Proposing:	<input type="text" value="Michele McKie"/>
Proposed New Course Title:	<input type="text" value="Educational Assessment"/>	Proposed New Course Abbreviation:	<input type="text" value="EDUC 7250"/>
Faculty Member Submitting Proposal:	<input type="text" value="Michele McKie"/>		
Department Chair/Unit Head email address for approval:	<input type="text" value="Education - Rachel Abbott"/>		
Undergraduate or Graduate Program?:	<input type="text" value="Graduate Course"/>		
Semester to be Effective:	<input type="text" value="Fall"/>	Year to be Effective:	<input type="text" value="2025"/>
Estimated Frequency of Course Offering:	<input type="text" value="1 time per year"/>	Indicate if course will be:	<input type="text" value="Major Requirement"/>

Requested Course Information:

Course Prefix & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	<input type="text" value="EDUC 7250"/>
Course Title:	<input type="text" value="Educational Assessment"/>
Credit Hours:	<input type="text" value="3"/>
Lecture Hours:	<input type="text" value="0"/>
Lab Hours:	<input type="text" value="0"/>
Prerequisites:	<input type="text" value="Admission to Master of Arts in Teaching"/>
Co-requisites:	<input type="text"/>
Proposed Course Description: (Follow current catalogue format and include cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)	<input type="text" value="This course covers the range, types, and purposes of assessment, focusing on designing, adapting, and analyzing summative, formative, and self-assessments. Key areas include professional knowledge, differentiated instruction, assessment strategies, and using assessment data to improve outcomes. Technology integration is required, aligning with state and national standards."/>

Justification

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

Improving student learning outcomes:	<input type="text" value="This course will provide comprehensive training in pedagogy, ensuring graduates are well-prepared to deliver high-quality instruction."/>
Adopting current best practice(s) in field:	<input type="text" value="Georgia, particularly the Southwest region, is experiencing a significant shortage of certified teachers. The MAT program aims to fill this gap by offering a streamlined certification process for individuals who already hold a bachelor's degree in a non-education field. Enrolled candidates who currently teach on waiver certifications will learn skills they can immediately apply in their current classrooms."/>
Meeting mandates of State/Federal/Outside Accrediting Agencies:	<input type="text" value="The GaPSC requires specific mandates for the number of courses aligned to the MAT program. This is one course that will be offered to apply toward the program to meet the requirements for accreditation."/>
Other:	<input type="text" value="In a recent survey completed by our partners, we gathered data from 8 middle schools and 7 high schools. Partners expressed an MAT Pedagogy program would benefit their teachers. Their teachers prefer an MAT program because of the pay upgrade. Candidates enrolled in this course will be teaching in their field of study while pursuing a graduate degree. Experiences will be embedded within each course that candidates can apply in their current classroom practices. If candidates are not currently teaching, they will be required to participate in field experiences assigned by the COE Clinical Director."/>
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	<input type="text"/>
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	<input type="text"/>

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

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Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Quizzes/Tests

Interpretation and use of assessment results

Introduction to Impacting Student Learning (ISL)

Other:

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Attach a copy of the proposed course outline:

*Educational Assessment _Course Outline.docx

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Accept * ☐

...3830373238

Michele McKie

Faculty Member:

03/03/2025

Date:

...3231363333

Rachel Abbott

Unit Head Signature:

03/04/2025, 8:18 AM

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Dean of the Faculty Signature:

Date:



Proposal For a New Course

New Course Proposal Information

Department Initiating Proposal: *	<input type="text" value="Education"/>	Faculty Member Proposing: *	<input type="text" value="Christopher Pritchett"/>
Proposed New Course Title: *	<input type="text" value="Classroom and Behavior Management"/>	Proposed New Course Abbreviation: *	<input type="text" value="EDUC 7620"/>
Faculty Member Submitting Proposal:	<input type="text" value="Christopher Pritchett"/>		
Department Chair/Unit Head email address for approval:	<input type="text" value="Education - Rachel Abbott"/> <input type="button" value="v"/>		
Undergraduate or Graduate Program?:	<input type="text" value="Graduate Course"/> <input type="button" value="v"/>		
Semester to be Effective:	<input type="text" value="Spring"/> <input type="button" value="v"/>	Year to be Effective: *	<input type="text" value="2027"/>
Estimated Frequency of Course Offering:	<input type="text" value="Once per year"/>	Indicate if course will be:	<input type="text" value="Major Requirement"/> <input type="button" value="v"/>

Requested Course Information:

Course Prefix & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	<input type="text" value="EDUC 7620"/>
Course Title:	<input type="text" value="Classroom and Behavior Management"/>
Credit Hours:	<input type="text" value="3"/>
Lecture Hours:	<input type="text" value="0"/>
Lab Hours:	<input type="text" value="10"/>
Prerequisites:	<input type="text" value="Admission to Master of Art in Teaching"/>
Co-requisites:	<input type="text"/>
Proposed Course Description: (Follow current catalogue format and include cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)	<div>This course explores the principles, strategies, and techniques for creating and maintaining an effective learning environment. Students will examine theories of behavior management, culturally responsive practices, and proactive approaches to preventing disruptions. Topics include establishing classroom rules and routines, building positive teacher-student relationships, handling challenging behaviors, and fostering a supportive and inclusive atmosphere. (0-10-3)</div>

Justification

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

Improving student learning outcomes:	<div>This program will provide comprehensive training in pedagogy, ensuring graduates are well-prepared to deliver high-quality instruction.</div>
Adopting current best practice(s) in field:	<div>Georgia, particularly the Southwest region, is experiencing a significant shortage of certified teachers. The MAT program aims to fill this gap by offering a streamlined certification process for individuals who already hold a bachelor's degree in a non-education field. Enrolled candidates who currently teach on waiver certifications will learn skills they can immediately apply in their current classrooms.</div>
Meeting mandates of State/Federal/Outside Accrediting Agencies:	<div></div>
Other:	<div>In a recent survey completed by our partners, we gathered data from 8 middle schools and 7 high schools. Partners expressed an MAT Pedagogy program would benefit their teachers. Their teachers prefer an MAT program because of the pay upgrade. Candidates enrolled in this course will be teaching in their field of study while pursuing a graduate degree. Experiences will be embedded within each course that candidates can apply in their current classroom practices. If candidates are not currently teaching, they will be required to participate in field experiences assigned by the COE Clinical Director.</div>
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	<div></div>
--	-------------

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Other:

Attach a copy of the proposed course outline:

*EDUC 7620 Classroom and Behavior Mgmt Course Outline.pdf

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Accept *

...3636323735

Christopher Pritchett
Faculty Member:

03/03/2025

Date:

...3635383530

Rachel Abbott
Unit Head Signature:

03/04/2025, 8:17 AM

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Dean of the Faculty Signature:

Date:

Proposal For a New Course

New Course Proposal Information

Department Initiating Proposal:	<input type="text" value="College of Education"/>	Faculty Member Proposing:	<input type="text" value="Michele McKie"/>
Proposed New Course Title:	<input type="text" value="Practicum"/>	Proposed New Course Abbreviation:	<input type="text" value="EDSC 7960"/>
Faculty Member Submitting Proposal:	<input type="text" value="Michele McKie"/>		
Department Chair/Unit Head email address for approval:	<input type="text" value="Education - Rachel Abbott"/> <input type="button" value="v"/>		
Undergraduate or Graduate Program?:	<input type="text" value="Graduate Course"/> <input type="button" value="v"/>		
Semester to be Effective:	<input type="text" value="Fall"/> <input type="button" value="v"/>	Year to be Effective:	<input type="text" value="2025"/>
Estimated Frequency of Course Offering:	<input type="text" value="1 time per year"/>	Indicate if course will be:	<input type="text" value="Major Requirement"/> <input type="button" value="v"/>

Requested Course Information:

Course Prefix & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	<input type="text" value="EDSC 7960"/>
Course Title:	<input type="text" value="Practicum"/>
Credit Hours:	<input type="text" value="3"/>
Lecture Hours:	<input type="text" value="0"/>
Lab Hours:	<input type="text" value="5"/>
Prerequisites:	<input type="text" value="Admission to Master of Arts in Teaching"/>
Co-requisites:	<input type="text" value="EDUC 7240- Methods of Teaching"/>
Proposed Course Description: (Follow current catalogue format and include cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)	<input type="text" value="This course contains supervised field experience in conjunction with instructional time to support candidates with reflective planning, instruction, differentiation, and assessment."/>

Justification

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

Improving student learning outcomes:	<input type="text" value="This course will provide comprehensive training in pedagogy, ensuring graduates are well-prepared to deliver high-quality instruction."/>
Adopting current best practice(s) in field:	<input type="text" value="Georgia, particularly the Southwest region, is experiencing a significant shortage of certified teachers. The MAT program aims to fill this gap by offering a streamlined certification process for individuals who already hold a bachelor's degree in a non-education field. Enrolled candidates who currently teach on waiver certifications will learn skills they can immediately apply in their current classrooms."/>
Meeting mandates of State/Federal/Outside Accrediting Agencies:	<input type="text" value="The GaPSC requires specific mandates for the number of courses aligned to the MAT program. This is one course that will be offered to apply toward the program to meet the requirements for accreditation."/>
Other:	<input type="text" value="In a recent survey completed by our partners, we gathered data from 8 middle schools and 7 high schools. Partners expressed an MAT Pedagogy program would benefit their teachers. Their teachers prefer an MAT program because of the pay upgrade. Candidates enrolled in this course will be teaching in their field of study while pursuing a graduate degree. Experiences will be embedded within each course that candidates can apply in their current classroom practices. If candidates are not currently teaching, they will be required to participate in field experiences assigned by the COE Clinical Director."/>
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	<input type="text"/>
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	<input type="text"/>

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Reading Assignments & Video Modeling
Field Experiences
Discussions
Lesson Plans
Use of assessment data to inform teaching
Observation: Virtual synchronous observations
Self-Reflection using PBDA

Other:

Attach a copy of the proposed course outline:

*Practicum_Course Outline.docx

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Accept * ☐

...3232303634

Michele McKie
Faculty Member:

03/03/2025

Date:

...3931303837

Rachel Abbott
Unit Head Signature:

03/04/2025, 8:19 AM

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Dean of the Faculty Signature:

Date:



Proposal For a New Course

New Course Proposal Information

Department Initiating Proposal: *	<input type="text" value="College of Education"/>	Faculty Member Proposing: *	<input type="text" value="Jessica Watson"/>
Proposed New Course Title: *	<input type="text" value="Clinical Practice"/>	Proposed New Course Abbreviation: *	<input type="text" value="EDUC7220"/>
Faculty Member Submitting Proposal:	<input type="text" value="Jessica Watson"/>		
Department Chair/Unit Head email address for approval: *	<input type="text" value="Education - Rachel Abbott"/> <input type="button" value="v"/>		
Undergraduate or Graduate Program?: *	<input type="text" value="Graduate Course"/> <input type="button" value="v"/>		
Semester to be Effective: *	<input type="text" value="Fall"/> <input type="button" value="v"/>	Year to be Effective: *	<input type="text" value="2025"/>
Estimated Frequency of Course Offering: *	<input type="text" value="1x per year"/>	Indicate if course will be: *	<input type="text" value="Major Requirement"/> <input type="button" value="v"/>

Requested Course Information:

Course Prefix & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	<input type="text" value="EDUC 7220"/>
Course Title:	<input type="text" value="Clinical Practice"/>
Credit Hours:	<input type="text" value="9"/>
Lecture Hours:	<input type="text" value="0"/>
Lab Hours:	<input type="text" value="40"/>
Prerequisites:	<input type="text" value="Admission to Master's of Arts in Teaching; All other coursework must be completed prior to this cours"/>
Co-requisites:	<input type="text" value="Co-requisite of EDUC 7620: Classroom & Behavior Management."/>
Proposed Course Description: (Follow current catalogue format and include cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)	<input type="text" value="Observations and teaching with emphasis on content knowledge, professionalism, instructional planning and teaching skills under the direction of an approved cooperating teacher in the field of intended certification. (0-20-6)"/>

Justification

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

Improving student learning outcomes:	<input type="text"/>
Adopting current best practice(s) in field:	<input type="text"/>
Meeting mandates of State/Federal/Outside Accrediting Agencies:	<input type="text" value="The Master's of Arts in Teaching program seeks to offer initial certification to teacher candidates holding an undergraduate degree in a discipline outside of education. This program will allow teachers who are operating on a provisional certificate to complete the course work and supervised teaching experiences necessary to earn their initial teacher certification. This course is a practicum course in which teacher candidates complete student teaching under the supervision of university faculty."/>
Other:	<input type="text"/>
Supporting Data:	<input type="text"/>

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	<input type="text" value="Student surveys"/>
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Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Students

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Key assessments (i.e., Portfolios, PBDA, Teacher Candidate Evaluations, lesson plans, Impacting Student Learning (ISL))

Other:

Attach a copy of the proposed course outline:

*Clinical Practice_Course Outline(1).docx

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Accept * ☐

...3732373835

Jessica Watson
Faculty Member:

03/27/2025

Date:

...3534343530

Rachel Abbott
Unit Head Signature:

03/30/2025, 8:45 PM

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Dean of the Faculty Signature:

Date:



Proposal For A New Program

Disclaimer

The Formal Proposal must be approved at all applicable levels of faculty governance before being submitted to the University System of Georgia.

Degree / Program Name:	* Master of Arts in Teaching - Pedagogy Only
Faculty Member Submitting Proposal:	* Michele McKie
Department Chair/Unit Head email address for approval:	* Education - Rachel Abbott
Undergraduate or Graduate Program?:	* Graduate Course
Semester to be Effective:	* Fall
Year to be Effective:	* 2026

Justification

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

Improving student learning outcomes:	This program will provide comprehensive training in pedagogy, ensuring graduates are wellprepared to deliver high-quality instruction.
Adopting current best practice(s) in field:	Georgia, particularly the Southwest region, is experiencing a significant shortage of certified teachers. The MAT program aims to fill this gap by offering a streamlined certification process for individuals who already hold a bachelor's degree in a non-education field. Enrolled candidates who currently teach on waiver certifications will learn skills they can immediately apply in their current classrooms.
Meeting mandates of State/Federal/Outside Accrediting Agencies:	
Other:	In a recent survey completed by our partners, we gathered data from 8 middle schools and 7 high schools. Partners expressed an MAT Pedagogy program would benefit their teachers. Their teachers prefer an MAT program because of the pay upgrade. Candidates enrolled in this course will be teaching in their field of study while pursuing a graduate degree. Experiences will be embedded within each course that candidates can apply in their current classroom practices. If candidates are not currently teaching, they will be required to participate in field experiences assigned by the COE Clinical Director.
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	Employer and Completer Surveys (GaPSC sends these out and shares the data with EPPs)
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	
Source(s) of Data:	

Assessment Plan

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.	
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	
Other:	Program Key Assessments include: Professional Behaviors and Dispositions Assessment (PBDA) Impacting Student Learning Assessment (ISL) Lesson Plans & Rubric

Attach a copy of the proposed curriculum sheet:

*MAT Curriculum sheet_Updated 3.28.25.pdf

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Accept * 

...3531343837

Michele McKie

03/28/2025, 5:50 PM

Faculty Member Signature:

Date:

...3832313834

Rachel Abbott

03/30/2025, 8:45 PM

Unit Head Signature:

Date:

...3733313637

Bryan Davis

03/31/2025, 6:58 AM

GSW SACSCOC Liaison Signature:

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs
Signature:

Date:

Secretary of Faculty Senate Signature:

Date:

Dean of the Faculty Signature:

Date:



Proposal For A New Program

Disclaimer

The Formal Proposal must be approved at all applicable levels of faculty governance before being submitted to the University System of Georgia.

Degree / Program Name:	* Master of Arts in Teaching - Pedagogy Only
Faculty Member Submitting Proposal:	* Michele McKie
Department Chair/Unit Head email address for approval:	* Education - Rachel Abbott
Undergraduate or Graduate Program?:	* Graduate Course
Semester to be Effective:	* Fall
Year to be Effective:	* 2026

Justification

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

Improving student learning outcomes:	This program will provide comprehensive training in pedagogy, ensuring graduates are wellprepared to deliver high-quality instruction.
Adopting current best practice(s) in field:	Georgia, particularly the Southwest region, is experiencing a significant shortage of certified teachers. The MAT program aims to fill this gap by offering a streamlined certification process for individuals who already hold a bachelor's degree in a non-education field. Enrolled candidates who currently teach on waiver certifications will learn skills they can immediately apply in their current classrooms.
Meeting mandates of State/Federal/Outside Accrediting Agencies:	
Other:	In a recent survey completed by our partners, we gathered data from 8 middle schools and 7 high schools. Partners expressed an MAT Pedagogy program would benefit their teachers. Their teachers prefer an MAT program because of the pay upgrade. Candidates enrolled in this course will be teaching in their field of study while pursuing a graduate degree. Experiences will be embedded within each course that candidates can apply in their current classroom practices. If candidates are not currently teaching, they will be required to participate in field experiences assigned by the COE Clinical Director.
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	Employer and Completer Surveys (GaPSC sends these out and shares the data with EPPs)
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	
Source(s) of Data:	

Assessment Plan

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.	
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	
Other:	Program Key Assessments include: Professional Behaviors and Dispositions Assessment (PBDA) Impacting Student Learning Assessment (ISL) Lesson Plans & Rubric

Attach a copy of the proposed curriculum sheet:

*MAT Curriculum sheet_Updated 3.28.25.pdf

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Accept * 

...3531343837

Michele McKie

03/28/2025, 5:50 PM

Faculty Member Signature:

Date:

...3832313834

Rachel Abbott

03/30/2025, 8:45 PM

Unit Head Signature:

Date:

...3733313637

Bryan Davis

03/31/2025, 6:58 AM

GSW SACSCOC Liaison Signature:

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs
Signature:

Date:

Secretary of Faculty Senate Signature:

Date:

Dean of the Faculty Signature:

Date:

PROPOSAL FOR A NEW COURSE

Georgia Southwestern State University

Date of Submission: 1/2/2025

Department Initiating Proposal:

Accounting

Faculty Member Proposing:

Sondra Smith

Proposed New Course Prefix & Number:

(See USG Academic Affairs Manual for Common Course prefixes and numbers.)

ACCT 6300

Proposed New Course Title:

Fraud Examination and Investigation

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

FRAUDEXAM

Semester/Year to be Effective:

Fall, 2025

Estimated Frequency of Course Offering:

annually

Indicate if Course will be: ☐ Requirement for Major ☒ Elective ☐ Core

Lecture Hours: 3.00

Lab Hours: 0

Credit Hours: 3.00

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)

This course is a survey of fraud and its impact on society. Students will develop the following: an increased awareness of fraud in businesses, the circumstances in which fraud arises, techniques for detecting, measuring and preventing fraud, and the skills needed to assist in the discovery of frauds.

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

☐ Improving student learning outcomes:

X☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☐ Other:

Source of Data to Support Suggested Change:

☐ Indirect Measures: Student Opinionnaires, student, employer, or alumni surveys, etc.

X☐ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

☐ Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc.

X ☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

☐ Other:

****Attach a course outline with course outcomes or general education outcomes.****

Approvals:	
Unit Head:	Date:
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:



Money, Banking, and Financial Markets

COBAC MBA Program

BUSA 6230

Course Description (from catalog): A course looking closely at the U.S. financial system with emphasis on the Federal Reserve and monetary policy, the banking industry and other financial intermediaries/institutions, global financial markets, and the overall economy. Additionally, emphasis will be placed on interest rates, investments, money supply, foreign exchange, inflation and deflation, and implications to managing firms in the global economy.

Prerequisites: Must be accepted in the MBA program.

Course Learning Objectives and Outcomes:

- *To understand and be able to discuss our monetary and financial system.
- *To have a sound working knowledge of Federal Reserve monetary policy and its impact on the economy and price stability.
- *To understand the importance and behavior of interest rates and apply knowledge to various scenarios.
- *To develop sound and applicable understanding of all types of financial markets.
- *Develop a sound working knowledge of investments in financial assets such as stocks, bonds, mutual funds, insurance, derivatives, and cryptocurrency.
- *To understand the banking industry, bank products and services, bank regulation, and the management of financial institutions.
- *To develop an understanding and appreciation of the foreign exchange market, other governments and central banks, and the international nature of the financial system.
- *To develop a solid understanding of capital markets, money markets, and the role of various financial intermediaries.

Main Topics covered: Financial Markets, Banking and Regulation, Financial Intermediaries/Institutions, Money and the Economy, Interest Rates, Investments, Monetary Policy and Central Banks (e.g. The Federal Reserve). We will look at things like interest rates,

securities markets, investments, foreign exchange and currency, the banking industry, money supply, economic fluctuations and recessions, inflation and deflation, and moves by the central bank.

Course Activities: In this course we will utilize my personal lecture notes, my outlines and notes, short video presentations, student interaction with the professor and other students, current readings in the popular business press, and written assignments. Tests, written assignments, and discussion board involvement and sharing/participation assessment will largely determine the final grade in this course. Students are expected to be actively involved in this course and provide input to class discussion boards.

89.5 to 100=A

79.5-89.49=B

69.5-79.49=C

59.5-69.49=D

59.4 and below=F

PROPOSAL FOR A NEW COURSE

Georgia Southwestern State University

Date of Submission: 10/07/2024

Department Initiating Proposal:
Graduate COBAC

Faculty Member Proposing:
Jim Aller

Proposed New Course Prefix & Number:
BUSA 6620

Proposed New Course Title:
Executive Perspectives in Leadership
Proposed New Course Title Abbreviation:
Exec Perspectives Leadership

Semester/Year to be Effective:
Fall 2024

Estimated Frequency of Course Offering:
Once per year

Indicate if Course will be : ☒ Requirement for Major ☐ Elective ☐ Core

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: A course designed to give executive leaders practical insights into the personal challenge to fully develop as a business leader. Focus will be on assessment of one's current leadership style as well as methods for personal improvement and development. The course will assess various approaches to understanding leadership effectiveness, with emphasis on current thought on leadership development. Historic and current leaders will be assessed, emphasizing strategic vision and implementation; building company culture; and driving company success. Must be admitted to EMBA program.

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

- ☐ Improving student learning outcomes:
- ☒ Adopting current best practice(s) in field: MBA programs consistently contain courses of this nature.
- ☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- ☒ Other: Current industry and executive student needs.

Source of Data to Support Suggested Change:

- ☒ Indirect Measures: Research commissioned by GSW demonstrated a need for more MBAs in the region; employers have also stated there is a need.
- ☐ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting program's learning outcomes
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

☒ Indirect measures: Students will be surveyed at end of semester. COBAC will maintain contact with students after receiving their MBA to measure long-term impact and ensure the course is meeting student and employer needs.

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students will apply what they have learned in course assignments to measure course knowledge and application as well as critical thinking. As part of the COBAC AOL, this course could be used to measure proficiency in those areas at the graduate level.

☐ Other:

****Attach a course outline with course outcomes or general education outcomes.****

Approvals:	
Unit Head:	Date:
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

PROPOSAL FOR A NEW COURSE

Georgia Southwestern State University

Date of Submission: 1/10/2025

Department Initiating Proposal:
Graduate COBAC

Faculty Member Proposing:
Jim Aller

Proposed New Course Prefix & Number:
BUSA 6630

Proposed New Course Title:

Supply Chain Management

Proposed New Course Title Abbreviation:
Supply Chain Mgt

Semester/Year to be Effective:
Fall 2025

Estimated Frequency of Course Offering:
Once or twice per year

Indicate if Course will be : ☐ Requirement for Major ☒ Elective ☐ Core

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description:

This course is about Supply Chain Management (SCM) - how organizations manage the flow of goods and information, from the procurement of raw materials to the delivery of product and services to the end customer. Supply Chain Management involves forecasting & demand management, sales & operations planning, sourcing, manufacturing, inventory management, logistics, and the design of value chains to achieve cost, quality, and customer service goals. Students will apply skills through case analysis and by completing exercises in each of the SCM cycle elements, Plan-Source-Make-Deliver. (3-0-3).

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

☐ Improving student learning outcomes:

☒ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☒ Other: Current industry and executive student needs. A very practical and useful elective for our COBAC MBA students.

Source of Data to Support Suggested Change:

☒ Indirect Measures: Evaluation and discussions with students suggests they tend to benefit from a supply chain management course..

☐ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

☒ Indirect measures: Students will be surveyed at end of semester. COBAC will maintain contact with students after receiving their MBA to measure long-term impact and ensure the course is meeting student and employer needs.

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students will apply what they have learned in course assignments to measure course knowledge and application as well as critical thinking. As part of the COBAC AOL, this course could be used to measure proficiency in those areas at the graduate level.

☐ Other:

****Attach a course outline with course outcomes or general education outcomes.****

Approvals:	
Unit Head:	Date:
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

COURSE OUTLINE

Graduate MBA
College of Business and Computing
Georgia Southwestern State University

BUSA 6620 **Executive Perspectives in Leadership** **Credit: 3 semester hours**

Catalog description:

BUSA 6620 Executive Perspectives in Leadership: A course designed to give executive leaders practical insights into the personal challenge to fully develop as a business leader. Focus will be on assessment of one's current leadership style as well as methods for personal improvement and development. The course will assess various approaches to understanding leadership effectiveness, with emphasis on current thought on leadership development. Historic and current leaders will be assessed, emphasizing strategic vision and implementation; building company culture; and driving company success. (3-0-3)

Prerequisite(s): Must be admitted to the MBA program.

Course Learning Outcomes:

Students completing this course should be able to:

1. Develop a thorough understanding of their own personalities and leadership tendencies; assess their strengths and weaknesses; and create an agenda of improvement of their own abilities to lead in an organizational setting.
2. Use the leadership literature to examine the various historical and current approaches to understanding, classifying, and developing leadership behaviors.
3. Present and assess/critique the decisions and actions of a leaders in a variety of organizational scenarios.
4. Understand and evaluate company culture in order to plan a change management strategy that creates a competitive advantage.
5. Develop a working knowledge of common leadership challenges prominent in today's business environment. Emphasis will be on building sound strategies for navigating leadership challenges prevalent in our current global environment.

REQUIREMENTS:

Activities in this course will include, but are not limited to:

1. Readings
2. Discussions
3. Written Assignments
4. Course Project

INSTRUCTIONAL STRATEGIES:

Instructional strategies in this course, as determined by the instructor, may include, but are not limited to:

1. Readings
2. Lectures
3. Discussions
4. Individual and/or small-group assignments
5. Videos
6. Online and in-person meetings

GRADES:

Grading criteria will be determined by the instructor.

LETTER GRADE	PERCENTAGE
A	90-100
B	80-89
C	70-79
D	60-69
F	<60

Textbooks and Other Required Materials:

The instructor will choose textbooks and/or reading materials.

PROPOSAL FOR A NEW COURSE

Georgia Southwestern State University

Date of Submission: 10/10/2024

Department Initiating Proposal:
Graduate COBAC

Faculty Member Proposing:
Jim Aller

Proposed New Course Prefix & Number:
BUSA 6***

Proposed New Course Title:
Money, Banking, and Financial Markets
Proposed New Course Title Abbreviation:
Money, Banking, and Fin Mkts

Semester/Year to be Effective:
Fall 2025

Estimated Frequency of Course Offering:
Once or twice per year

Indicate if Course will be : ☐ Requirement for Major ☒ Elective ☐ Core

Lecture Hours: 3

Lab Hours: 0

Credit Hours: 3

Proposed Course Description: A course looking closely at the U.S. financial system with emphasis on the Federal Reserve and monetary policy, the banking industry and other financial intermediaries/institutions, global financial markets, and the overall economy. Additionally, emphasis will be placed on interest rates, investments, money supply, foreign exchange, inflation and deflation, and implications to managing firms in the global economy.

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

- ☐ Improving student learning outcomes:
- ☒ Adopting current best practice(s) in field:
- ☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:
- ☒ Other: Current industry and executive student needs. A very practical and useful elective for our COBAC MBA students.

Source of Data to Support Suggested Change:

- ☒ Indirect Measures: Evaluation and discussions with students suggests they tend to benefit from the core course Advanced Business Finance and this new course does a deeper dive on a variety of very timely and practical topics that will be very useful and very much demanded by our MBA students. We feel this will be a very popular elective.
- ☐ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting program's learning outcomes
(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

☒ Indirect measures: Students will be surveyed at end of semester. COBAC will maintain contact with students after receiving their MBA to measure long-term impact and ensure the course is meeting student and employer needs.

☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.) Students will apply what they have learned in course assignments to measure course knowledge and application as well as critical thinking. As part of the COBAC AOL, this course could be used to measure proficiency in those areas at the graduate level.

☐ Other:

****Attach a course outline with course outcomes or general education outcomes.****

Approvals:	
Unit Head:	Date:
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:

COURSE OUTLINE

College of Business and Computing - MBA Program
Georgia Southwestern State University

Subject Code/Course Number: BUSA 6630
Course Title: Supply Chain Management
Credit: Three (3) semester hours

Catalog description: **BUSA 6630 Supply Chain Management**

This course is about Supply Chain Management (SCM) - how organizations manage the flow of goods and information, from the procurement of raw materials to the delivery of product and services to the end customer. Supply Chain Management involves forecasting & demand management, sales & operations planning, sourcing, manufacturing, inventory management, logistics, and the design of value chains to achieve cost, quality, and customer service goals. Students will apply skills through case analysis and by completing exercises in each of the SCM cycle elements, Plan-Source-Make-Deliver. (3-0-3)

Prerequisite(s) or Co-requisites: None

Course Learning Outcomes:

Students completing this course will be able to:

- 1) Describe the Supply Chain Management cycle, Plan-Source-Make-Deliver
- 2) Understand the interaction between Supply Chain functions toward value creation
- 3) Use qualitative and quantitative forecasting techniques, and apply these to Material Resource Planning (MRP) and Sales & Operations Planning (S&OP) processes
- 4) Identify steps in strategic sourcing and various tools for managing vendors
- 5) Assess manufacturing process choices that support different market requirements; understand the role of inventory, including decisions for restocking and cost control
- 6) Discuss elements for the movement of materials - modes of transportation, warehousing, distribution, returns, global logistics, and supply chain design

REQUIREMENTS:

The course material is presented in five (5) modules ...

Module 1: What is Supply Chain Management

Module 2: PLAN - Forecasting Demand and Sales & Operations Planning (S&OP)

Module 3: SOURCE - Procurement and Supplier Management

Module 4: MAKE - Manufacturing and Inventory Management

Module 5: DELIVER - Logistics and Performance Measurement

REQUIREMENTS (continued):

Each module consists of ...

- 1) Chapters to read in the textbook
- 2) Video/powerpoint lectures to watch
- 3) Discussion topics to participate in
- 4) Homework Exercises for each module
- 5) Case Study Analyses/Reports for each module
- 6) An exam after each module (five total)

INSTRUCTIONAL STRATEGIES:

The content of this online courses is organized in GeorgiaView and uses ...

- 1) Powerpoint slides to present the material for each module
- 2) Videotaped lectures to accompany the Powerpoint slides and textbook readings
- 3) Interactions in a class Discussion Board, relating theory to practice
- 4) Homework exercises that incorporate mathematical calculations in Supply Chain Management
- 5) A weekly/live TEAMS meeting to review homework problems and key concepts
- 6) Case studies in Supply Chain Management that will challenge students to apply learnings to real-world examples and present their analyses in report formats
- 7) The GeorgiaView structure facilitates other strategies, like ... announcements from the instructor, email communications, feedback on assignments, supplemental readings, course calendar, due date reminders, and SEADS (student engagement and advancement data system) for interventions during the course.

GRADES:

Module #1 Exam	10%
Module #2 Exam	10%
Module #3 Exam	10%
Module #4 Exam	10%
Module #5 Exam	10%
Homework Exercises	20%
Case Study Reports	20%
Discussion Posts and Class Participation	<u>10%</u>
	100%

Textbooks and Other Required Materials:

Stock, James R. (2019) Supply Chain Management, 1st Edition. McGraw Hill Publishing.
ISBN: 978-1260395594 [Available as either print version or e-Book, either one is acceptable.]

Students need to have access to the Microsoft Office package including Word, Excel, and Powerpoint. Be sure to include Data Analysis ToolPak in the Add-Ins in the Excel options.

PROPOSAL FOR A NEW COURSE

Georgia Southwestern State University

Date of Submission: 1/2/2025

Department Initiating Proposal:

Accounting

Faculty Member Proposing:

Sondra Smith

Proposed New Course Prefix & Number:

(See USG Academic Affairs Manual for Common Course prefixes and numbers.)

ACCT 6300

Proposed New Course Title:

Fraud Examination and Investigation

Proposed New Course Title Abbreviation:

(For student transcript, limit to 30 character spaces)

FRAUDEXAM

Semester/Year to be Effective:

Fall, 2025

Estimated Frequency of Course Offering:

annually

Indicate if Course will be: ☐ Requirement for Major ☒ Elective ☐ Core

Lecture Hours: 3.00

Lab Hours: 0

Credit Hours: 3.00

Proposed Course Description: (Follow current catalogue format and include prerequisites or co-requisites, cross listings, special requirements for admission or grading. A description of fifty words or fewer is preferred.)

This course is a survey of fraud and its impact on society. Students will develop the following: an increased awareness of fraud in businesses, the circumstances in which fraud arises, techniques for detecting, measuring and preventing fraud, and the skills needed to assist in the discovery of frauds.

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

☐ Improving student learning outcomes:

X ☐ Adopting current best practice(s) in field:

☐ Meeting Mandates of State/Federal/Outside Accrediting Agencies:

☐ Other:

Source of Data to Support Suggested Change:

☐ Indirect Measures: Student Opinionnaires, student, employer, or alumni surveys, etc.

X ☐ Direct Measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

Plans for assessing the effectiveness of the course in meeting program's learning outcomes (i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Data Sources:

☐ Indirect measures: Student Opinionnaires, student, employer, or alumni surveys, etc.

X ☒ Direct measures: Materials collected and evaluated for program assessment purposes (tests, portfolios, specific assignments, etc.)

☐ Other:

****Attach a course outline with course outcomes or general education outcomes.****

Approvals:	
Unit Head:	Date:
Teacher Education Committee Chair:	Date:
Committee on Academic Affairs Chair:	Date:
Committee on Graduate Affairs Chair:	Date:
Secretary of the Faculty Senate:	Date:
Dean of the Faculty:	Date:



Proposal for Course Revision

Course Revision Information

Department Initiating Revision:	*SONHS	Faculty Member Requesting Revision:	*Michelle Dykes
Faculty Member Submitting Proposal:	*Michelle Dykes		
Department Chair/Unit Head email address for approval:	*Nursing Graduate - Laura Gosa		
Undergraduate or Graduate Program?:	*Graduate Course		
Current Course Prefix, Title, & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	*NURS 6015 Advanced Research for Evidence-Based Nursing Practice		

List Current and Requested Revisions (only fill in items needing to be changed)

Current:	Requested:
Course Prefix & Number:	Course Prefix & Number:
Credit Hours:	Credit Hours:
Course Title:	Course Title:
Prerequisites:	Prerequisites:
Co-requisites:	Co-requisites:
Course Description:	Course Description:

Additional Revision Information

Semester to be Effective:	*Fall
Year to be Effective:	*2025
Estimated Frequency of Course Offering:	*twice a year
Indicate if course will be:	*Major Requirement

Justification

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

Improving student learning outcomes:	Content in NURS 6105 builds upon concepts learned in NURS 6104
Adopting current best practice(s) in field:	
Meeting mandates of State/Federal/Outside Accrediting Agencies:	The American Association of Colleges of Nursing (AACN) and CCNE recommend scaffolding competency development across the curriculum.
Other:	
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Other:

Improved scores on assignments that include concepts introduced in NURS 6104

Attach a copy of the current course outline and the proposed course outline:

*NURS 6105 syllabus current and revised.pdf

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Accept* ☒

...3438323034

Michelle Dykes

Faculty Member:

02/18/2025

Date:

Unit Head Signature:

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

Georgia Southwestern State University
School of Nursing
MSN Program
NURS 6105
Original

Title: Advanced Research for Evidence-Based Nursing Practice

Credit: 3-0-3

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

Prerequisite(s): Admission to the Graduate Nursing program.

Course Outcomes

By the completion of the course, the student should be able to:

1. Utilize an internet-based nursing literature database to search for and critically analyze published research for research rigor relevant to specific practice and system problems in support of current Healthy People objectives. (PO 4, 8)(AACN 2,4, 6, 8, 9, 10)

Competency: Research Article Critique

2. Apply an evidence-based approach to develop a quantitative, qualitative, or mixed methods research proposal to study a substantive health problem. (PO 4) (AACN 3, 4, 5, 9, 10)

Competency: Written research proposal

3. Integrate the principles of ethics and nursing theory/conceptual models in the development of a written evidence-based research proposal. (PO 3, 5) (AACN 1, 3, 4)

Competency: Written research proposal

4. Develop a formal presentation to disseminate a research proposal for interprofessional collaboration. (PO 1, 2, 7) (AACN 1, 2, 3, 4, 6, 10)

Competency: Research Proposal Presentation

Georgia Southwestern State University
School of Nursing
MSN Program
NURS 6105
Revised

Title: Advanced Research for Evidence-Based Nursing Practice

Credit: 3-0-3

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

Prerequisite(s): NURS 6104

Course Outcomes

By the completion of the course, the student should be able to:

5. Utilize an internet-based nursing literature database to search for and critically analyze published research for research rigor relevant to specific practice and system problems in support of current Healthy People objectives. (PO 4, 8)(AACN 2,4, 6, 8, 9, 10)

Competency: Research Article Critique

6. Apply an evidence-based approach to develop a quantitative, qualitative, or mixed methods research proposal to study a substantive health problem. (PO 4) (AACN 3, 4, 5, 9, 10)

Competency: Written research proposal

7. Integrate the principles of ethics and nursing theory/conceptual models in the development of a written evidence-based research proposal. (PO 3, 5) (AACN 1, 3, 4)

Competency: Written research proposal

8. Develop a formal presentation to disseminate a research proposal for interprofessional collaboration. (PO 1, 2, 7) (AACN 1, 2, 3, 4, 6, 10)

Competency: Research Proposal Presentation



Proposal for Course Revision

Course Revision Information

Department Initiating Revision:	*SONHS	Faculty Member Requesting Revision:	*Michelle Dykes
Faculty Member Submitting Proposal:	*Michelle Dykes		
Department Chair/Unit Head email address for approval:	*Nursing Graduate - Laura Gosa		
Undergraduate or Graduate Program?:	*Graduate Course		
Current Course Prefix, Title, & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	*NURS 6220 Effective Teaching/Learning Strategies		

List Current and Requested Revisions (only fill in items needing to be changed)

Current:	Requested:
Course Prefix & Number:	Course Prefix & Number:
Credit Hours:	Credit Hours:
Course Title:	Course Title:
Prerequisites:	Prerequisites:
Co-requisites:	Co-requisites:
Course Description:	Course Description:

Additional Revision Information

Semester to be Effective:	*Fall
Year to be Effective:	*2025
Estimated Frequency of Course Offering:	*once a year
Indicate if course will be:	*Major Requirement

Justification

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

Improving student learning outcomes:	Content in NURS 6220 builds upon concepts learned in NURS 6104 and NURS 6110
Adopting current best practice(s) in field:	
Meeting mandates of State/Federal/Outside Accrediting Agencies:	The American Association of Colleges of Nursing (AACN) and CCNE recommend scaffolding competency development across the curriculum.
Other:	
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	

Source(s) of Data:

NURS 6220 syllabus current and revised.pdf

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

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Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Improved scores on assignments that include concepts introduced in NURS 6104 and 6110.

Other:

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Attach a copy of the current course outline and the proposed course outline:

*NURS 6220 syllabus current and revised.pdf

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Accept* ☒

...3536313736

Michelle Dykes

Faculty Member:

02/18/2025

Date:

Unit Head Signature:

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

GEORGIA SOUTHWESTERN STATE UNIVERSITY
SCHOOL OF NURSING
NURS 6220 Effective Teaching and Learning Strategies
Course Syllabus
Original

COURSE TITLE: Effective Teaching/Learning Strategies

COURSE NUMBER: NURS 6220

CREDIT: 3 semester hours (3-0-3)

PREREQUISITE(S): Admission to Graduate Nursing Program

COREQUISITE(S): None

CATALOG DESCRIPTION: This course is an overview of a variety of learning and instructional strategies to assist in the implementation of teaching plans for the nurse educator. General principles and methodologies related to learning and instruction are integrated into face-to-face and technology enhanced techniques.

FACULTY:

WEBSITES: University: GSW Student Radar Account (Official Method)
School: www.gsw.edu
Class: <https://go.view.sug.edu/>

COURSE OBJECTIVES:

By the completion of the course, the student should be able to:

- Analyze social factors that affect teaching and learning in classroom and clinical settings.
- Describe teaching strategies related to learning styles and cultural influences.
- Develop strategies to support students at risk for failure.
- Demonstrate competence with a variety of instructional strategies.
- Utilize teaching methodologies that encourage lifelong learning.

GEORGIA SOUTHWESTERN STATE UNIVERSITY
SCHOOL OF NURSING
NURS 6220 Effective Teaching and Learning Strategies
Course Syllabus
Revised

COURSE TITLE: Effective Teaching/Learning Strategies

COURSE NUMBER: NURS 6220

CREDIT: 3 semester hours (3-0-3)

PREREQUISITE(S): NURS 6104; NURS 6110

COREQUISITE(S): None

CATALOG DESCRIPTION: This course is an overview of a variety of learning and instructional strategies to assist in the implementation of teaching plans for the nurse educator. General principles and methodologies related to learning and instruction are integrated into face-to-face and technology enhanced techniques.

FACULTY:

WEBSITES: University: GSW Student Radar Account (Official Method)
School: www.gsw.edu
Class: <https://go.view.sug.edu/>

COURSE OBJECTIVES:

By the completion of the course, the student should be able to:

- Analyze social factors that affect teaching and learning in classroom and clinical settings.
- Describe teaching strategies related to learning styles and cultural influences.
- Develop strategies to support students at risk for failure.
- Demonstrate competence with a variety of instructional strategies.
- Utilize teaching methodologies that encourage lifelong learning.

Proposal for Course Revision

Course Revision Information

Department Initiating Revision:	*SONHS	Faculty Member Requesting Revision:	*Michelle Dykes
Faculty Member Submitting Proposal:	*Michelle Dykes		
Department Chair/Unit Head email address for approval:	*Nursing Graduate - Laura Gosa <input type="checkbox"/>		
Undergraduate or Graduate Program?:	*Graduate Course <input type="checkbox"/>		
Current Course Prefix, Title, & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	*NURS 6230 Health Care Delivery Systems		

List Current and Requested Revisions (only fill in items needing to be changed)

Current:		Requested:	
Course Prefix & Number:	*NURS 6230	Course Prefix & Number:	*NURS 6230
Credit Hours:	*3	Credit Hours:	*3
Course Title:	*Health Care Delivery Systems	Course Title:	*Health Care Delivery Systems
Prerequisites:	Admission to the MSN Program	Prerequisites:	NURS 6104; NURS 6100
Co-requisites:		Co-requisites:	
Course Description:		Course Description:	

Additional Revision Information

Semester to be Effective:	*Fall <input type="checkbox"/>
Year to be Effective:	*2025
Estimated Frequency of Course Offering:	*once a year
Indicate if course will be:	*Major Requirement <input type="checkbox"/>

Justification

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

Improving student learning outcomes:	NURS 6230 build upon content presented in NURS 6104 and NURS 6100
Adopting current best practice(s) in field:	
Meeting mandates of State/Federal/Outside Accrediting Agencies:	The American Association of Colleges of Nursing (AACN) and CCNE recommend scaffolding competency development across the curriculum.
Other:	
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

^

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Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

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Other:

Improved scores on assignments that include concepts introduced in NURS 6104 and 6100

Attach a copy of the current course outline and the proposed course outline:

*NURS 6230 syllabus current and revised.pdf

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Accept* ☒

...3938343131

Michelle Dykes

Faculty Member:

02/18/2025

Date:

Unit Head Signature:

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

Georgia Southwestern State University School of Nursing
MSN Program
NURS 6230 Course Syllabus
Original

COURSE TITLE	Health Care Delivery Systems
COURSE NUMBER	NURS 6230
CREDIT	3-0-3
Pre or Co-Requisites	Admission to the Graduate Nursing Program
FACULTY	
WEBSITES	School: www.gsw.edu Class: https://go.view.sug.edu/

COURSE DESCRIPTION

This course is designed for the nurse leader/manager to develop an understanding of the complex regulatory environment in health care delivery systems and the interrelatedness of performance and quality improvement. Also, the framework for understanding the role and contributions of nurse leaders/managers within healthcare systems will be explored. Issues such as public reporting, pay for performance, measurements of patient satisfaction, and other emerging topics will be addressed.

COURSE OBJECTIVES

By completion of this course, the student should be able to:

1. Develop a systems view of health care delivery.
2. Identify key findings from recent national reports of healthcare quality and the recommendations for system improvement.
3. Analyze the latest quality improvement tools, programs and strategies used in healthcare delivery organizations to promote nursing excellence and organizational performance.
4. Describe the importance of patient satisfaction measurements in planning quality improvement initiatives to promote improvement in patient outcomes.
5. Discuss the interconnectivity of leadership, infrastructure, and strategies for quality improvement in healthcare

Georgia Southwestern State University School of Nursing
MSN Program
NURS 6230 Course Syllabus
Revised

COURSE TITLE Health Care Delivery Systems

COURSE NUMBER NURS 6230

CREDIT 3-0-3

Pre or Co-Requisites NURS 6104; NURS 6100

FACULTY

WEBSITES

School: www.gsw.edu

Class: <https://go.view.sug.edu/>

COURSE DESCRIPTION

This course is designed for the nurse leader/manager to develop an understanding of the complex regulatory environment in health care delivery systems and the interrelatedness of performance and quality improvement. Also, the framework for understanding the role and contributions of nurse leaders/managers within healthcare systems will be explored. Issues such as public reporting, pay for performance, measurements of patient satisfaction, and other emerging topics will be addressed.

COURSE OBJECTIVES

By completion of this course, the student should be able to:

1. Develop a systems view of health care delivery.
2. Identify key findings from recent national reports of healthcare quality and the recommendations for system improvement.
3. Analyze the latest quality improvement tools, programs and strategies used in healthcare delivery organizations to promote nursing excellence and organizational performance.
4. Describe the importance of patient satisfaction measurements in planning quality improvement initiatives to promote improvement in patient outcomes.
5. Discuss the interconnectivity of leadership, infrastructure, and strategies for quality improvement in healthcare



Proposal for Course Revision

Course Revision Information

Department Initiating Revision:	*SONHS	Faculty Member Requesting Revision:	*Michelle Dykes
Faculty Member Submitting Proposal:	*Michelle Dykes		
Department Chair/Unit Head email address for approval:	*Nursing Graduate - Laura Gosa		
Undergraduate or Graduate Program?:	*Graduate Course		
Current Course Prefix, Title, & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	*NURS 6240 Health Care Finance		

List Current and Requested Revisions (only fill in items needing to be changed)

Current:	Requested:
Course Prefix & Number:	Course Prefix & Number:
Credit Hours:	Credit Hours:
Course Title:	Course Title:
Prerequisites:	Prerequisites:
Co-requisites:	Co-requisites:
Course Description:	Course Description:

Additional Revision Information

Semester to be Effective:	*Fall
Year to be Effective:	*2025
Estimated Frequency of Course Offering:	*once a year
Indicate if course will be:	*Major Requirement

Justification

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

Improving student learning outcomes:	NURS 6240 build upon content presented in NURS 6104 and NURS 6100
Adopting current best practice(s) in field:	
Meeting mandates of State/Federal/Outside Accrediting Agencies:	The American Association of Colleges of Nursing (AACN) and CCNE recommend scaffolding competency development across the curriculum.
Other:	
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

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Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

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Other:

Improved scores on assignments that include concepts introduced in NURS 6104 and 6100

Attach a copy of the current course outline and the proposed course outline:

*NURS 6240 syllabus current and revised.pdf

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Accept* ☒

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Michelle Dykes

Faculty Member:

02/18/2025

Date:

Unit Head Signature:

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

**Georgia Southwestern State University
School of Nursing
MSN Program
NURS 6240 Course Syllabus
Original**

COURSE TITLE	Health Care Finance
COURSE NUMBER	NURS 6240
CREDIT	3-0-3
Pre or Co-Requisites	Admission to the Graduate Nursing Program
WEBSITES	University: GSW Student Account (Official Method)
School: www.gsw.edu	Class: https://go.view.usg.edu/

COURSE DESCRIPTION

This course will examine the economic and financial issues that are unique to organizations in health care delivery. It will include an understanding of accounting principles, financial analysis and decision-making tools needed for nurse leaders. Also included are the principles of economics and the role of accounting and finance on the financial decision making of healthcare managers and executives. In addition, reimbursement issues will be discussed, as will the current and future considerations of paying for health care.

COURSE OBJECTIVES

By completion of this course, the student should be able to:

1. Identify key accounting principles important to healthcare organizations.
2. Discuss how financial information is used in healthcare organizations for decision-making.
3. Describe primary regulatory issues confronting healthcare organizations.
4. Discuss the major reimbursement methods used by healthcare management.
5. Analyze the difference between health insurance plans, managed care, and health maintenance organizations.

Georgia Southwestern State University
School of Nursing
MSN Program
NURS 6240 Course Syllabus
Revised

COURSE TITLE Health Care Finance

COURSE NUMBER NURS 6240

CREDIT 3-0-3

Pre or Co-Requisites NURS 6014; NURS 6100

WEBSITES University: GSW Student Account (Official Method)
School: www.gsw.edu
Class: <https://go.view.usg.edu/>

COURSE DESCRIPTION

This course will examine the economic and financial issues that are unique to organizations in health care delivery. It will include an understanding of accounting principles, financial analysis and decision-making tools needed for nurse leaders. Also included are the principles of economics and the role of accounting and finance on the financial decision making of healthcare managers and executives. In addition, reimbursement issues will be discussed, as will the current and future considerations of paying for health care.

COURSE OBJECTIVES

By completion of this course, the student should be able to:

1. Identify key accounting principles important to healthcare organizations.
2. Discuss how financial information is used in healthcare organizations for decision-making.
3. Describe primary regulatory issues confronting healthcare organizations.
4. Discuss the major reimbursement methods used by healthcare management.
5. Analyze the difference between health insurance plans, managed care, and health maintenance organizations.



Proposal for Course Revision

Course Revision Information

Department Initiating Revision:	*SONHS	Faculty Member Requesting Revision:	*Michelle Dykes
Faculty Member Submitting Proposal:	*Michelle Dykes		
Department Chair/Unit Head email address for approval:	*Nursing Graduate - Laura Gosa		
Undergraduate or Graduate Program?:	*Graduate Course		
Current Course Prefix, Title, & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	*NURS 6440 Curriculum Development		

List Current and Requested Revisions (only fill in items needing to be changed)

Current:	Requested:
Course Prefix & Number:	Course Prefix & Number:
Credit Hours:	Credit Hours:
Course Title:	Course Title:
Prerequisites:	Prerequisites:
Co-requisites:	Co-requisites:
Course Description:	Course Description:

Additional Revision Information

Semester to be Effective:	*Fall
Year to be Effective:	*2025
Estimated Frequency of Course Offering:	*once a year
Indicate if course will be:	*Major Requirement

Justification

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

Improving student learning outcomes:	Content in NURS 6440 builds upon concepts learned in NURS 6104 and NURS 6110
Adopting current best practice(s) in field:	
Meeting mandates of State/Federal/Outside Accrediting Agencies:	
Other:	The American Association of Colleges of Nursing (AACN) and CCNE recommend scaffolding competency development across the curriculum.
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	Improved scores on assignments that include concepts introduced in NURS 6104 and 6110.
Source(s) of Data:	

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Other:

Attach a copy of the current course outline and the proposed course outline:

*NURS 6440 Syllabus current and revised.pdf

All personal data and special categories of sensitive personal data collected or processed by Georgia Southwestern State University must comply with the University System of Georgia's (USG) Cybersecurity Plan, as authorized by the Board of Regents Policy Manual Section 10.4 Cybersecurity: www.usg.edu/policies. Anyone suspecting their sensitive personal data has been exposed to unauthorized access, report your suspicion to techsupp@gsu.edu. Otherwise, questions concerning general data privacy can be sent to dataprivacy@gsu.edu. Signature (below) and submission of this form provides consent to and acknowledgement of the USG Data Privacy and Legal Notice and relative policies.

Accept * ☒

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Michelle Dykes
Faculty Member:

02/18/2025

Date:

Unit Head Signature:

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

**Georgia Southwestern State University
College of Nursing and Health Sciences
School of Nursing
Original**

COURSE TITLE: Curriculum Development

COURSE NUMBER: NURS 6440

CREDIT: 3-0-3

Pre or Co-Requisites: Admission to the Graduate Nursing Program

FACULTY:

WEBSITES: University: GSW Student Radar Account (Official Method)

School: www.gsw.edu Class: <https://go.view.usg.edu/>

COURSE DESCRIPTION:

This course examines the principles, philosophies, and theories used in curriculum development in nursing. Graduate students will define, design, and analyze a selected curriculum model.

COURSE OUTCOMES: By the completion of the course, the student should be able to:

1. Discuss curriculum development in nursing. (PO 1) (MSN 1, 4)

COMPETENCY: Curriculum Development Project; Curriculum Goals and Course Development Discussion

2. Explain preliminary and practical considerations in curriculum development. (PO 1) (MSN 1,4)

COMPETENCY: Curriculum Development Project; Curriculum Development and Appraisal Discussion

3. Relate faculty development to curriculum development. (PO 1) (MSN 4, 9)

COMPETENCY: Curriculum Development Project; Curriculum and Faculty Development Discussion; Curriculum Development and Scholarship Discussion

4. Evaluate data related to contextual factors that influence curriculum development. (PO 1, 4) (MSN 4, 9)

COMPETENCY: Curriculum Development Project: Engaging in Curriculum Development Discussion; Curriculum Development Organization Discussion

5. Determine curriculum direction from the contextual data. (PO 1, 4) (MSN 4, 9)

COMPETENCY: Curriculum Development Project; Curriculum Leadership

Discussion; Using Contextual Data in Curriculum Development Discussion

6. Examine philosophies and theories as a basis for curriculum development. (PO 1, 5)(MSN 1)

COMPETENCY: Curriculum Development Project; Philosophical and Theoretical Approaches to Curriculum Development Discussion

7. Design and evaluate curricula and courses. (PO 1, 4)(MSN 4, 9)

COMPETENCY: Curriculum Development Project: Curriculum Development and Appraisal Discussion

**Georgia Southwestern State University
College of Nursing and Health Sciences
School of Nursing**

Revised

COURSE TITLE: Curriculum Development

COURSE NUMBER: NURS 6440

CREDIT: 3-0-3

Pre or Co-Requisites: NURS 6014; NURS 6110

FACULTY:

WEBSITES: University: GSW Student Radar Account (Official Method)

School: www.gsw.edu Class: <https://go.view.usg.edu/>

COURSE DESCRIPTION:

This course examines the principles, philosophies, and theories used in curriculum development in nursing. Graduate students will define, design, and analyze a selected curriculum model.

COURSE OUTCOMES: By the completion of the course, the student should be able to:

1. Discuss curriculum development in nursing. (PO 1) (MSN 1, 4)
COMPETENCY: Curriculum Development Project; Curriculum Goals and Course Development Discussion
2. Explain preliminary and practical considerations in curriculum development. (PO 1) (MSN 1,4)
COMPETENCY: Curriculum Development Project; Curriculum Development and Appraisal Discussion
3. Relate faculty development to curriculum development. (PO 1) (MSN 4, 9)
COMPETENCY: Curriculum Development Project; Curriculum and Faculty Development Discussion; Curriculum Development and Scholarship Discussion
4. Evaluate data related to contextual factors that influence curriculum development. (PO 1, 4) (MSN 4, 9)
COMPETENCY: Curriculum Development Project: Engaging in Curriculum Development Discussion; Curriculum Development Organization Discussion
5. Determine curriculum direction from the contextual data. (PO 1, 4) (MSN 4, 9)
COMPETENCY: Curriculum Development Project; Curriculum Leadership

Discussion; Using Contextual Data in Curriculum Development Discussion

6. Examine philosophies and theories as a basis for curriculum development. (PO 1, 5)(MSN 1)

COMPETENCY: Curriculum Development Project; Philosophical and Theoretical Approaches to Curriculum Development Discussion

7. Design and evaluate curricula and courses. (PO 1, 4)(MSN 4, 9)

COMPETENCY: Curriculum Development Project: Curriculum Development and Appraisal Discussion



Proposal for Course Revision

Course Revision Information

Department Initiating Revision:	*SONHS	Faculty Member Requesting Revision:	*Michelle Dykes
Faculty Member Submitting Proposal:	*Michelle Dykes		
Department Chair/Unit Head email address for approval:	*Nursing Graduate - Laura Gosa		
Undergraduate or Graduate Program?:	*Graduate Course		
Current Course Prefix, Title, & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	*NURS 6730 Process Improvement for Healthcare		

List Current and Requested Revisions (only fill in items needing to be changed)

Current:	Requested:
Course Prefix & Number:	Course Prefix & Number:
Credit Hours:	Credit Hours:
Course Title:	Course Title:
Prerequisites:	Prerequisites:
Co-requisites:	Co-requisites:
Course Description:	Course Description:

Additional Revision Information

Semester to be Effective:	*Fall
Year to be Effective:	*2025
Estimated Frequency of Course Offering:	*once a year
Indicate if course will be:	*Major Requirement

Justification

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

Improving student learning outcomes:	NURS 6730 builds upon content presented in NURS 6700
Adopting current best practice(s) in field:	
Meeting mandates of State/Federal/Outside Accrediting Agencies:	The American Association of Colleges of Nursing (AACN) and CCNE recommend scaffolding competency development across the curriculum.
Other:	
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Other:

Improved scores on assignments that include concepts introduced in NURS 6700

Attach a copy of the current course outline and the proposed course outline:

*NURS 6730 syllabus current and revised.pdf

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Accept* ☒

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Michelle Dykes
Faculty Member:

02/18/2025

Date:

Unit Head Signature:

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

Georgia Southwestern State University
School of Nursing
NURS 6730
Course Syllabus
Original

Title: Process Improvement for Healthcare

Credit: (3-0-3)

FACULTY:

WEBSITES: University: GSW Student Radar Account (Official Method)

School: www.gsw.edu Class: <https://go.view.usg.edu/>

Course Description: This "hands-on", project-based course provides a discussion of recent developments in the management of quality and process improvement in the healthcare industry. Topics include an overview of healthcare quality leadership requirements, team building, and project management; quality management; quality and process improvement initiatives; methodologies for continuous process improvement; and emerging trends in healthcare quality management.

Prerequisites: Admission to the Graduate Nursing Program or to the Graduate Certificate Program.

COURSE OBJECTIVES: By the completion of the course, the student should be able to:

1. Use analytical tools and software to help simplify and streamline decision processes (PO 1, 4, 8)(MSN 1, 4, 5, 7, 8)
 - COMPETENCY – Case studies, discussions, project parts 1, 2, 3
2. Apply tools of operations management and data analysis to improve Efficiency, Quality, and Safety in healthcare delivery (PO 1, 4, 8) (MSN 1, 4, 5, 7, 8)
 - COMPETENCY – Case studies, discussions, project parts 1, 2, 3
3. Manage and re-engineer healthcare process flows (PO 1, 8)(MSN 1, 5, 7, 8)
 - COMPETENCY – Case studies, discussions, project parts 1, 2, 3
4. Distinguish existing commercial applications and tools that improve Efficiency, Quality, and Safety in healthcare delivery (PO 1, 8)(MSN 1, 5, 7, 8)
 - COMPETENCY – Case studies, discussions, project parts 1, 2, 3
5. Design and evaluate studies to improve Efficiency, Quality, and Safety in healthcare delivery (1, 4, 8)(MSN 1, 4, 5, 7, 8)
 - COMPETENCY – Case studies, discussions, project parts 1, 2, 3

Georgia Southwestern State University
School of Nursing
NURS 6730
Course Syllabus
Revised

Title: Process Improvement for Healthcare

Credit: (3-0-3)

FACULTY:

WEBSITES: University: GSW Student Radar Account (Official Method)

School: www.gsw.edu Class: <https://go.view.usg.edu/>

Course Description: This "hands-on", project-based course provides a discussion of recent developments in the management of quality and process improvement in the healthcare industry. Topics include an overview of healthcare quality leadership requirements, team building, and project management; quality management; quality and process improvement initiatives; methodologies for continuous process improvement; and emerging trends in healthcare quality management.

Prerequisites: NURS 6700

COURSE OBJECTIVES: By the completion of the course, the student should be able to:

1. Use analytical tools and software to help simplify and streamline decision processes (PO 1, 4, 8)(MSN 1, 4, 5, 7, 8)
 - COMPETENCY – Case studies, discussions, project parts 1, 2, 3
2. Apply tools of operations management and data analysis to improve Efficiency, Quality, and Safety in healthcare delivery (PO 1, 4, 8) (MSN 1, 4, 5, 7, 8)
 - COMPETENCY – Case studies, discussions, project parts 1, 2, 3
3. Manage and re-engineer healthcare process flows (PO 1, 8)(MSN 1, 5, 7, 8)
 - COMPETENCY – Case studies, discussions, project parts 1, 2, 3
4. Distinguish existing commercial applications and tools that improve Efficiency, Quality, and Safety in healthcare delivery (PO 1, 8)(MSN 1, 5, 7, 8)
 - COMPETENCY – Case studies, discussions, project parts 1, 2, 3
5. Design and evaluate studies to improve Efficiency, Quality, and Safety in healthcare delivery (1, 4, 8)(MSN 1, 4, 5, 7, 8)
 - COMPETENCY – Case studies, discussions, project parts 1, 2, 3

Proposal for Course Revision

Course Revision Information

Department Initiating Revision:	*SONHS	Faculty Member Requesting Revision:	*Michelle Dykes
Faculty Member Submitting Proposal:	*Michelle Dykes		
Department Chair/Unit Head email address for approval:	*Nursing Graduate - Laura Gosa <input type="checkbox"/>		
Undergraduate or Graduate Program?:	*Graduate Course <input type="checkbox"/>		
Current Course Prefix, Title, & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	*NURS 6750		

List Current and Requested Revisions (only fill in items needing to be changed)

Current:	Requested:
Course Prefix & Number:	Course Prefix & Number:
*NURS 6570	*NURS 6750
Credit Hours:	Credit Hours:
*3	*3
Course Title:	Course Title:
*Health Systems Project Management	*Health Systems Project Management
Prerequisites:	Prerequisites:
Admission to the Graduate Nursing Program or the Gra	NURS 6700
Co-requisites:	Co-requisites:
Course Description:	Course Description:

Additional Revision Information

Semester to be Effective:	*Fall <input type="checkbox"/>
Year to be Effective:	*2025
Estimated Frequency of Course Offering:	*once a year
Indicate if course will be:	*Major Requirement <input type="checkbox"/>

Justification

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

Improving student learning outcomes:	NURS 6750 builds upon content presented in NURS 6700
Adopting current best practice(s) in field:	
Meeting mandates of State/Federal/Outside Accrediting Agencies:	
Other:	The American Association of Colleges of Nursing (AACN) and CCNE recommend scaffolding competency development across the curriculum.
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

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Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

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Other:

Improved scores on assignments that include concepts introduced in NURS 6700

Attach a copy of the current course outline and the proposed course outline:

*NURS 6750 Syllabus current and revised.pdf

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Accept* ☒

...3631303930

Michelle Dykes

Faculty Member:

02/18/2025

Date:

Unit Head Signature:

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

**Georgia Southwestern State
University School of Nursing
MSN Program NURS 6750
Course Syllabus
Original**

Title: Health Systems Project Management

Credit: (3-0-3)

Course Description: This project-based course is designed to help students develop skills in facilitating strategic planning and management of complex projects in healthcare organizations. Learning activities will focus on managing the successful implementation of EHRs, including action planning, strategy implementation, evaluation of the planning process, budgeting, change management, assessment of organizational culture and behavior, scope creep, managing expectations, balancing competing priorities, and compliance reporting. Fundamental principles of project management such as planning, scheduling, resource allocation, and tracking are applied to a healthcare information system project.

Prerequisites: Admission to the Graduate Nursing Program or the Graduate Certificate Program.

Course Learning Outcomes:

Upon completion of the course, the student should be able to:

1. Identify the fundamental management skills required for successful project management and implementation. (PO # 4 & 8; AACN Domain 8)
Competency: Guided discussions, Quizzes, Project Management Project
2. Plan, initiate, execute, and evaluate an innovative project to influence health care organizational goals, best practices, and/or mission. (PO #7 & 8; AACN Domain 7,8,9)
Competency: Guided discussions, Quizzes, Project Management Project
3. Assess roadblocks and solutions to successful management of time, costs, risks, resources, and quality of care during project management.
(PO #8; AACN Domain 8,9)
Competency: Guided discussions, Project Management Project
4. Discuss the importance of communications, change management, stakeholders, roles, and responsibilities in project management. (PO # 1, 2, & 8; AACN Domain 6,8,9)
Competency: Guided discussions, Quizzes, Project Management Project

**Georgia Southwestern State
University School of Nursing
MSN Program NURS 6750
Course Syllabus
Revised**

Title: Health Systems Project Management

Credit: (3-0-3)

Course Description: This project-based course is designed to help students develop skills in facilitating strategic planning and management of complex projects in healthcare organizations. Learning activities will focus on managing the successful implementation of EHRs, including action planning, strategy implementation, evaluation of the planning process, budgeting, change management, assessment of organizational culture and behavior, scope creep, managing expectations, balancing competing priorities, and compliance reporting. Fundamental principles of project management such as planning, scheduling, resource allocation, and tracking are applied to a healthcare information system project.

Prerequisites: NURS 6700

Course Learning Outcomes:

Upon completion of the course, the student should be able to:

1. Identify the fundamental management skills required for successful project management and implementation. (PO # 4 & 8; AACN Domain 8)
Competency: Guided discussions, Quizzes, Project Management Project
2. Plan, initiate, execute, and evaluate an innovative project to influence health care organizational goals, best practices, and/or mission. (PO #7 & 8; AACN Domain 7,8,9)
Competency: Guided discussions, Quizzes, Project Management Project
3. Assess roadblocks and solutions to successful management of time, costs, risks, resources, and quality of care during project management.
(PO #8; AACN Domain 8,9)
Competency: Guided discussions, Project Management Project
4. Discuss the importance of communications, change management, stakeholders, roles, and responsibilities in project management. (PO # 1, 2, & 8; AACN Domain 6,8,9)
Competency: Guided discussions, Quizzes, Project Management Project



Proposal for Course Revision

Course Revision Information

Department Initiating Revision:	*SONHS	Faculty Member Requesting Revision:	*Michelle Dykes
Faculty Member Submitting Proposal:	*Michelle Dykes		
Department Chair/Unit Head email address for approval:	*Nursing Graduate - Laura Gosa		
Undergraduate or Graduate Program?:	*Graduate Course		
Current Course Prefix, Title, & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	*NURS 6910 Practicum I		

List Current and Requested Revisions (only fill in items needing to be changed)

Current:	Requested:
Course Prefix & Number:	Course Prefix & Number:
Credit Hours:	Credit Hours:
Course Title:	Course Title:
Prerequisites:	Prerequisites:
Co-requisites:	Co-requisites:
Course Description:	Course Description:

Additional Revision Information

Semester to be Effective:	*Fall
Year to be Effective:	*2025
Estimated Frequency of Course Offering:	*twice a year
Indicate if course will be:	*Major Requirement

Justification

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

Improving student learning outcomes:	The first practicum course requires a substantial amount of content from the major requirement courses. In addition, the project portion of the course requires knowledge or the research process.
Adopting current best practice(s) in field:	
Meeting mandates of State/Federal/Outside Accrediting Agencies:	
Other:	The American Association of Colleges of Nursing (AACN) and CCNE recommend scaffolding competency development across the curriculum.
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):	

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

⬆

⬇

⬆

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

This course will be implemented for the first time in Fall 2025. Measures planned will include outcomes on clinical evaluation tool and MSN project.

Other:

⬆

⬇

⬆

Attach a copy of the current course outline and the proposed course outline:

*NURS 6910 Syllabus current and revised.pdf

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Accept* ☒

...3233373635

Michelle Dykes
Faculty Member:

02/18/2025

Date:

Unit Head Signature:

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

NURS 6910 Course Syllabus Original

COURSE TITLE: Practicum I

COURSE NUMBER: NURS 6910

CREDIT: 0-15-5

Pre or Co-Requisites: For students in leadership track: NURS 6100, NURS 6104, NURS 6105, and 1 of the following NURS 6230, NURS 6210, NURS 6240; for students in education track: NURS 6110, NURS 6104, NURS 6105, and 1 of the following NURS 6220, NURS 6330, NURS 6440; for students in informatics track: NURS 6700, NURS 6104, NURS 6105, NURS 6710

FACULTY: TBA

WEBSITES: University: GSW Student Radar Account (Official Method)

School: www.gsw.edu

Class: <https://go.view.usg.edu/>

COURSE DESCRIPTION: This clinically based course operationalizes the theoretical principles and norms studied in previous graduate nursing courses. Students will have the opportunity to assume the role of nursing educator, leader, or informatics and apply concepts within the selected program track. Students will also work on a faculty-guided project that addresses a significant problem or issue within the nursing profession. Students will choose a problem that is of concern for their declared track. The project is a research-based project that synthesizes knowledge and information from previous courses to develop, implement, and evaluate the project.

COURSE OUTCOMES:

By the completion of the course, the student should be able to:

- Synthesize knowledge obtained in prior courses and apply theoretical concepts and evidence-based principles, related to selected roles, to a practice setting.
 - **Competency:** Clinical Evaluation, Professional Portfolio
- Evaluate the impact of regulatory, legal, and ethical guidelines that guide specific graduate nurse (educator, leader, or informaticist) role development and performance within a selected healthcare setting.
 - **Competency:** Clinical Evaluation, Professional Portfolio
- Develop an enhanced self-awareness of personal strengths, weaknesses, and competencies related to selected nursing roles.
 - **Competency:** Clinical Evaluation, Professional Portfolio, Clinical Journals
- Develop strategies to support continued role development and competencies as a nurse leader/manager, educator, or informaticist.
 - **Competency:** Clinical Journals, Professional Portfolio, Professional development plan
- Utilize nursing research for the promotion of quality nursing education, safe client-centered, health care, and evidence-based practice.
 - **Competency:** Final Written Project
- Employ critical thinking in the application of nursing and multidisciplinary

theoretical frameworks to foster optimal client health outcomes.

- **Competency:** Final Written Project
- Analyze the significance of a problem to the discipline and practice of nursing.
 - **Competency:** Final Written Project
- Apply a systematic process that includes the development and implementation of a project.
 - **Competency:** Final Written Project

NURS 6910 Course Syllabus

Revised

COURSE TITLE: Practicum I

COURSE NUMBER: NURS 6910

CREDIT: 0-15-5

Pre or Co-Requisites:

Leadership track: Pre-Reqs: NURS 6230; NURS 6240 Co-Req: NURS 6105

Education track: Pre-Reqs: NURS 6220; NURS 6440 Co-Req: NURS 6105

Informatics track: Pre-Reqs: NURS 6710; NURS 6730 or NURS 6750 Co-Req: NURS 6105

FACULTY: TBA

WEBSITES: University: GSW Student Radar Account (Official Method)

School: www.gsw.edu

Class: <https://go.view.usg.edu/>

COURSE DESCRIPTION: This clinically based course operationalizes the theoretical principles and norms studied in previous graduate nursing courses. Students will have the opportunity to assume the role of nursing educator, leader, or informatics and apply concepts within the selected program track. Students will also work on a faculty-guided project that addresses a significant problem or issue within the nursing profession. Students will choose a problem that is of concern for their declared track. The project is a research-based project that synthesizes knowledge and information from previous courses to develop, implement, and evaluate the project.

COURSE OUTCOMES:

By the completion of the course, the student should be able to:

- Synthesize knowledge obtained in prior courses and apply theoretical concepts and evidence-based principles, related to selected roles, to a practice setting.
 - **Competency:** Clinical Evaluation, Professional Portfolio
- Evaluate the impact of regulatory, legal, and ethical guidelines that guide specific graduate nurse (educator, leader, or informaticist) role development and performance within a selected healthcare setting.
 - **Competency:** Clinical Evaluation, Professional Portfolio
- Develop an enhanced self-awareness of personal strengths, weaknesses, and competencies related to selected nursing roles.
 - **Competency:** Clinical Evaluation, Professional Portfolio, Clinical Journals
- Develop strategies to support continued role development and competencies as a nurse leader/manager, educator, or informaticist.
 - **Competency:** Clinical Journals, Professional Portfolio, Professional development plan
- Utilize nursing research for the promotion of quality nursing education, safe client-centered, health care, and evidence-based practice.
 - **Competency:** Final Written Project
- Employ critical thinking in the application of nursing and multidisciplinary theoretical frameworks to foster optimal client health outcomes.

- **Competency:** Final Written Project
- Analyze the significance of a problem to the discipline and practice of nursing.
 - **Competency:** Final Written Project
- Apply a systematic process that includes the development and implementation of a project.
 - **Competency:** Final Written Project



Proposal for Course Revision

Course Revision Information

Department Initiating Revision:	*SONHS	Faculty Member Requesting Revision:	*Michelle Dykes
Faculty Member Submitting Proposal:	*Michelle Dykes		
Department Chair/Unit Head email address for approval:	*Nursing Graduate - Laura Gosa		
Undergraduate or Graduate Program?:	*Graduate Course		
Current Course Prefix, Title, & Number: (See USG Academic Affairs Manual for Common Course prefixes and numbers)	*NURS 6920 Practicum II		

List Current and Requested Revisions (only fill in items needing to be changed)

Current:	Requested:
Course Prefix & Number:	Course Prefix & Number:
Credit Hours:	Credit Hours:
Course Title:	Course Title:
Prerequisites:	Prerequisites:
Co-requisites:	Co-requisites:
Course Description:	Course Description:

Additional Revision Information

Semester to be Effective:	*Fall
Year to be Effective:	*2025
Estimated Frequency of Course Offering:	*twice a year
Indicate if course will be:	*Major Requirement

Justification

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

Improving student learning outcomes:	NURS 6920 Practicum II is a continuation of NURS 6910 Practicum I. All major courses should be completed prior to or at the time NURS 6920 Practicum II is completed.
Adopting current best practice(s) in field:	
Meeting mandates of State/Federal/Outside Accrediting Agencies:	The American Association of Colleges of Nursing (AACN) and CCNE recommend scaffolding competency development across the curriculum.
Other:	
Supporting Data:	

Source of Data to Support Suggested Change

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:	
Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.)	

Source(s) of Data:

Plans for assessing the effectiveness of the course in meeting the program's learning outcomes

(i.e., how does this course fit within the current program assessment plan and what sorts of data will be collected and evaluated to determine if the course is meeting stated program or course outcomes?)

Indirect measures: Student opinionnaires; student, employers, or alumni surveys, etc.:

Direct Measures: Materials collected and evaluated for program assessments purposes: (tests, portfolios, assignments, etc.):

Other:

Attach a copy of the current course outline and the proposed course outline:

*NURS 6920 Syllabus current and revised.pdf

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Accept * ☒

...3135323439

Michelle Dykes

Faculty Member:

02/18/2025

Date:

Unit Head Signature:

Date:

Committee on Academic Affairs
Signature:

Date:

Committee on Graduate Affairs Chair:

Date:

Secretary of the Faculty Senate
Signature:

Date:

Dean of the Faculty Signature:

Date:

NURS 6920 Course Syllabus Original

COURSE TITLE: Practicum II

COURSE NUMBER: NURS 6920

CREDIT: 0-18-6

Pre or Co-Requisites: NURS 6910

WEBSITES: University: GSW Student Radar Account (Official Method)

School: www.gsw.edu

Class: <https://go.view.usg.edu/>

COURSE DESCRIPTION: This clinically based course operationalizes the theoretical principles and norms studied in previous graduate nursing courses. Students will have the opportunity to assume the role of nursing educator, leader, or informatics and apply concepts within the selected program track. Students will also continue work on a faculty-guided project initiated in NURS 6910. The project is a research-based project that synthesizes knowledge and information from previous courses to develop, implement, and evaluate the project.

COURSE OUTCOMES:

By the completion of the course, the student should be able to:

- Synthesize knowledge obtained in prior courses and apply theoretical concepts and evidence-based principles, related to selected roles, to a practice setting.
 - **Competency:** Clinical Evaluation, Professional Portfolio
- Evaluate the impact of regulatory, legal, and ethical guidelines that guide specific graduate nurse (educator, leader, or informaticist) role development and performance within a selected healthcare setting.
 - **Competency:** Clinical Evaluation, Professional Portfolio
- Develop an enhanced self-awareness of personal strengths, weaknesses, and competencies related to selected nursing roles.
 - **Competency:** Clinical Evaluation, Professional Portfolio, Clinical Journals
- Develop strategies to support continued role development and competencies as a nurse leader/manager, educator, or informaticist.
 - **Competency:** Clinical Journals, Professional Portfolio
- Utilize nursing research for the promotion of quality nursing education, safe client-centered, health care, and evidence-based practice.
 - **Competency:** Final Written Project
- Employ critical thinking in the application of nursing and multidisciplinary theoretical frameworks to foster optimal client health outcomes.
 - **Competency:** Final Written Project
- Analyze the significance of a problem to the discipline and practice of nursing.
 - **Competency:** Final Written Project
- Apply a systematic process that includes the development and implementation of a project.
 - **Competency:** Final Written Project

NURS 6920 Course Syllabus

Revised

COURSE TITLE: Practicum II

COURSE NUMBER: NURS 6920

CREDIT: 0-18-6

Pre or Co-Requisites: **Pre-Req:** NURS 6910

Co-Req: Education track: NURS 6330

Leadership track: NURS 6210

Informatics Track: NURS 6711; NURS 6730 or NURS 6750

WEBSITES: University: GSW Student Radar Account (Official Method)

School: www.gsw.edu

Class: <https://go.view.usg.edu/>

COURSE DESCRIPTION: This clinically based course operationalizes the theoretical principles and norms studied in previous graduate nursing courses. Students will have the opportunity to assume the role of nursing educator, leader, or informatics and apply concepts within the selected program track. Students will also continue work on a faculty-guided project initiated in NURS 6910. The project is a research-based project that synthesizes knowledge and information from previous courses to develop, implement, and evaluate the project.

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 - **Competency:** Clinical Evaluation, Professional Portfolio
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 - **Competency:** Final Written Project

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 - **Competency:** Final Written Project



APPLICATION FOR GRADUATE FACULTY MEMBERSHIP

Name: Rhonda Slocumb

Department: School of Nursing

Campus phone: 229 931 2603 Campus email: rhonda.slocumb@gsw.edu

Highest degree held: Doctorate, PhD Nursing

Is this a terminal degree in your teaching discipline? Yes X No

If not, please indicate other justification for graduate faculty membership. See faculty handbook, Section II, B, 1. N/A

How have you demonstrated exemplary competence in teaching and mentoring of students?

I have taught students in undergraduate BSN program since 2010. My performance evaluations have been positive and improving over time. I was an advisor to students before a dedicated advisor was employed for the BSN students. I also mentored a student in her research project by reviewing her data collection tool and discussing the research process. Please see attached CV.

How have you demonstrated exemplary competence in scholarship and professional activities? See faculty handbook, Section II, B, 3.

I completed my doctoral degree with a research project, "Factors Associated with Transition to Student-Centered Pedagogy in Nursing Educators: Cross-sectional, Correlational Study." I also participated in 2 publications for recruitment and proof-reading. I peer reviewed an article for Journal of the Academy of Forensic Nursing. I collaborated with undergraduate faculty to review and align the undergraduate curriculum with the new ACCN Essentials. Dr. Drake noted in her letter to the faculty that nursing students participate in disaster training with FEMA. I identified this as an opportunity and developed this experience as a clinical component of NURS 4410, Community Health Nursing. Please see the attached letter and CV for more documentation related to Section II, B, 3 of the Faculty Handbook.

Attach a current CV. _____

Based upon the evidence presented, we recommend this candidate for Graduate Faculty Membership.

Dean Courtney B. Ren Date 4/8/25

Provost _____ Date _____

Nominated by Graduate Council on _____.

Chair, Graduate Council

Elected by General Faculty on _____.



2/26/2025

Dr. Laura Gosa
Associate Dean of Graduate Nursing
College of Nursing and Health Sciences
Georgia Southwestern State University

Dear Dr. Gosa:

I am respectfully submitting my letter of interest and the link to my eportfolio which includes my curriculum vitae, faculty evaluations, peer evaluations, and student evaluations as outlined in the provisional graduate faculty announcement.

Addressing the additional criteria outlined in the provisional graduate faculty announcement:

I hold a Doctor of Philosophy in Nursing from Mercer University. My final dissertation defense was in 2021. The title of my dissertation research is "Factors Associated with Transition to Student-Centered Pedagogy in Nursing Educators: Cross-Sectional, Correlational Study." I explored correlations related to nursing faculty and the transition to use of student-centered pedagogies.

My eportfolio includes supporting documentation of exemplary competence in teaching, including faculty evaluations, student evaluations, and peer reviews. My experience includes work in the undergraduate nursing program at Georgia Southwestern State University. My competence in teaching includes experience teaching online courses in GeorgiaVIEW and GoVIEW. I earned an online teaching certificate from Quality Matters in 2018. Online teaching experiences include teaching Community Health Nursing lab and Health Assessment course and lab in the RN to BSN program. I also teach Medical Terminology online for any students needing this course credit. I have served as an advisor to Georgia Southwestern Associate of Nursing Students during which time students served on the state nursing association board and participated in nursing student conventions. I have served as a conference planner and abstract committee chair for the Georgia Association for Nursing Education.

Evidence of research productivity is evidenced by being listed as an author for 2 articles,

The title of my dissertation research is "Factors Associated with Transition to Student-Centered Pedagogy in Nursing Educators: Cross-Sectional, Correlational Study." I explored correlations related to nursing faculty and the transition to use of student-centered pedagogies.

Slocumb, R.H., Heo, S., & Troyan, P. (2023). Factors associated with utilization of student-centered pedagogy by nurse educators. *Journal of Professional Nursing*, 48(2023), 47-53.

College of Nursing and Health Sciences

ADDRESS 800 Georgia Southwestern State University Drive | Americus, Georgia 31709

PHONE (229) 931-2275 | FAX (229) 931-2288



Heo, S., Kang, J., Barbé, T., Kim, J., Slocumb, R., Haley, B., & Wright, N. (2024). Relationships of psychosocial factors to diabetes self-efficacy: A cross-sectional, correlational study. *Journal of Cardiovascular Nursing*, DOI: 10.1097/JCN.0000000000001118

My scholarship is also evidenced by peer review of an article submitted for publication:
Peer-reviewer for an article submitted to the *Journal of the Academy of Forensic Nursing*, "The Forensic Nurse's Response to Military Sexual Trauma among LGBTQIA+ Survivors."

My contribution to course development and revision is creating a simulation experience for pre-licensure students. I developed a simulation experience for NURS 3130L, Mental Health Nursing Lab which includes searching a room, a patient, and patient belongings for dangerous items. I also collaborated with other undergraduate faculty members to align the undergraduate curriculum with the new AACN Essentials.

I also identified and secured disaster training with the Center for Domestic Preparedness for NURS 4410, Community Health Nursing. This training is at no expense to students or CONHS. All transportation, housing, and meals are provided by FEMA. Each semester, I oversee the registration, preparation of students, and participation in the 3-day training. Provost Dr. Jill Drake listed the participation of nursing students in disaster training with FEMA in a summary letter of accomplishments on campus. The email from Dr. Drake "2023-2024 University Highlights" can be found in Chapter 3 "Accomplishments in Teaching" in my eportfolio.

In summary, I hope that you find my experience satisfactory for inclusion as a provisional graduate faculty member. I look forward to discussing this opportunity with you.

Sincerely,

Rhonda Slocumb, PhD, RN, MPH, CNE, AFN-C

Assistant Professor

College of Nursing and Health Sciences

College of Nursing and Health Sciences

ADDRESS 800 Georgia Southwestern State University Drive | Americus, Georgia 31709

PHONE (229) 931-2275 | FAX (229) 931-2288

CURRICULUM VITAE

Rhonda H. Slocumb, PhD, RN, MPH, CNE, AFN-C

Faculty
 Georgia Southwestern State University
 School of Nursing
 800 Georgia Southwestern State University Drive
 Americus, GA 31709
 Telephone: 229-931-2603
 FAX: 229-931-2288
 Email: rhonda.slocumb@gsu.edu

EDUCATION

<u>Dates</u>	<u>Degree</u>	<u>Institution</u>	<u>Major</u>
2021	PhD	Mercer University Atlanta, GA	Doctorate in Nursing Philosophy
2018	Certificate	Quality Matters	Online Teaching Certificate
2012	MSN	Clayton State University Morrow, GA	Nursing Education
2008	BSN	Georgia Southwestern State University, Americus, GA	Nursing
2005	MPH	Mercer University Macon, GA	Public Health
1991	BS	Georgia Southwestern State University, Americus, GA	Chemistry

LICENSES and CERTIFICATIONS

2009 – Present	Professional Registered Nurse, GA Single State License number: RN201762
2023 - Present	Professional Registered Nurse, eNCL Multi-State License number: RN201762
2024	Advanced Forensic Nurse-Certified (AFN-C)
2023	Certified Nurse Educator (CNE), National League for Nursing # 506996
2022	Mental Health First Aid Trainer, National Council for Behavioral Health

PROFESSIONAL EXPERIENCES

2009 – 2017	PRN Nurse Medical-Surgical	Phoebe Sumter Medical Center Americus, Georgia
2009 – 2020	Relief Supervisory RN Long-Term Care	Lillian Carter Health and Rehabilitation Center Plains, Georgia

ANCILLARY POSITIONS HELD CONCURRENTLY

2010 – Present	Faculty	Georgia Southwestern State University Americus, Georgia
2012- Present	Staff Link Nurse Psychiatric In-Patient	Phoebe Putney Memorial Hospital Albany, Georgia
2015- Present	Sexual Assault Nurse Examiner	Southwest Georgia Judicial Circuit

As a faculty member at the College of Nursing and Health Sciences, Georgia Southwestern State University, I teach courses as assigned each semester. My teaching responsibilities are listed below, by semester. I work as needed as a registered nurse on the in-patient behavioral health floor. I provide nursing care for patients receiving short-term behavioral health treatment. As a sexual assault nurse examiner, I collect forensic evidence in adult and pediatric cases of suspected abuse. In past concurrent positions, I worked as needed on a medical-surgical unit, urology surgical unit, and as a weekend supervisor in long-term care.

TEACHING RESPONSIBILITIES

The following list is a summary of the classes that I have taught at Georgia Southwestern State University. Please see the document *Comprehensive Teaching Responsibilities R Slocumb 2024* for a list of teaching responsibilities by academic year.

UNIV 1000:	The GSW Experience
NURS 1001L:	Fundamentals of Nursing Lab (assisted)
NURS 2004:	Medical Terminology Online
NURS 2700L:	Clinical Therapeutics Lab
NURS 3130:	Mental Health Nursing
NURS 3130 L:	Mental Health Nursing Lab
NURS 3130 H:	Mental Health Nursing Lecture Honors
NURS 3200 RN:	Health Assessment Lecture Online
NURS 3200 L RN:	Health Assessment Lab Online
NURS 3200:	Health Assessment Lecture
NURS 3200 H:	Health Assessment Lecture Honors
NURS 3200 L:	Health Assessment Lab
NURS 3600 S:	Transcultural Healthcare Study Abroad
NUR 4100L:	Nursing of Adults II Simulation Lab
NURS 4410:	Community Health Nursing
NURS 4410L:	Community Health Nursing Lab
NURS 4810:	Evidence-Based Nursing Practice
NURS 4498 RN L:	Community Health Nursing Lab eMajor
NURS 4810 RN:	Evidence-Based Nursing Practice Online
NURS 6105:	Research Evidence Based Nursing

HONORS AND AWARDS

- 2024 Recognized for service to GANE as Abstract Committee Chair
- 2022 Recognition from Southwest Georgia Children's Alliance for service to the children of the SOWEGA Judicial Circuit as a Sexual Assault Nurse Examiner
- 2020 Mable Korsell Award for outstanding service to the Georgia Association for Nursing Education
Spillman-Bischoff Scholarship for doctoral studies awarded at the Georgia Association for Nursing Education annual conference in February
- 2018 Innovation in Clinical Teaching Award from GANE
- 2017 Nominated by my students for the national Leader of Leaders award
- 2015 National Society of Leadership and Success award for excellence in service to Students award
- 2010 Induction, Sigma Theta Tau International Honor Society of Nursing, Mu Pi Chapter

MEMBERSHIP IN PROFESSIONAL ORGANIZATIONS

- 2022 – 2023 Association of Community Health Nursing Educators
- 2018 – Present Academy of Forensic Nursing
- 2014 – Present American Nurses Association
- 2014 – Present Georgia Nurses Association
- 2012 – Present Georgia Association for Nursing Education, Inc.
- 2010 – Present Sigma Theta Tau International, Mu Pi Chapter

PROFESSIONAL AND PUBLIC SERVICE

- 2024 Conference Abstract Committee Chair, GANE, Pine Mountain Valley, GA
- 2023 Developed clinical rotation for ASN and BSN programs for disaster preparedness with simulation with the Center for Domestic Preparedness through the Department of Homeland Security which meets accreditation standards and is grant funded for housing, meals, training, and transportation.
- 2023 Nurse Planner for Children's Advocacy Centers of Georgia
16th Annual Child Advocacy Center One Team Conference: The Multidisciplinary Team Response to Child Abuse and Neglect, May 8-9, 2023, Atlanta, GA
- 2023 Conference Program Planning Chair, GANE, Brasstown Valley, GA
- 2022 Mental Health First Aid Provider Certification, Adult, November 7-9, Virtually
- 2022-2023 Conference Program Planning Co-chair GANE
- 2022 Teach Academy with SOWEGA AHEC
Served as Nurse Planner for 11th Annual Child Abuse Symposium
- 2021-2022 Conference Program Planning Chair, GANE, Jekyll Island, GA
- 2020-2021 Conference Program Planning Chair. GANE, First Virtual Conference
- 2019-2020 Developed and implemented first electronic conference program book for GANE Conference
- 2019 Coordinated a Live Stream Webinar with 5 broadcast points at USG Schools of in Americus, Warner Robins, Savannah, and Statesboro
Title: Learning to Improve Outcomes in Nursing
- 2018 Re-elected as Southwest Regional Director, GANE
- 2016 Re-elected as Southwest Regional Director, GANE
- 2014 Re-elected as Southwest Regional Director, GANE

Professional Service (continued)

2014-present	Counselor for Mu Pi Chapter of Sigma Theta Tau International Honor Society for Nursing
2013-2015	Planning Committee, GANE

Public Service

2024	Building Blitz with Fuller Center for Housing to build a new home in Americus, GA April 12, 2024
2024	Worked in Quiet Room at First Baptist Church for Night to Shine sponsored by the Tim Tebow Foundation, February 9, 2024
2024	Georgia Farmworker Health Program Advisory Board, Voting Board Member
2024	Serving on Region 6 Regional Advisement Committee for Georgia Opioid Settlement
2023, 2024	Wrote a fully funded grant for Harvest of Hope Food Pantry from Mattie Marshall Foundation, \$30,000 in stocks transferred.
2023 - 2024	Georgia Farmworker Health Program Advisory Board, Continuous Quality Improvement Liaison
2023 - present	Chair of the Board for Harvest of Hope Food Pantry, Inc.
2023	Worked in Quiet Room at First Baptist Church for Night to Shine sponsored by the Tim Tebow Foundation, February 10, 2023
2021	Worked at Men's Health Fair at Phoebe Primary Care
2021	Served as inoculator and preceptor for students at COVID 19 vaccination clinic with Phoebe Sumter Medical Center
2018-2020, 2022	Work with planning committee to plan Farmworker Health Fair
2018-present	Work at Harvest of Hope food bank organizing community donations for distribution, collecting statistics for reports
2016-present	Serve on Care Connect (formerly SWGA Healthcare) Board
2016	Teaching community safety classes to small business employees
2013	Coordinated flu shot clinic at community business for employees
2013	Participated in flu shot clinic at Phoebe Sumter Medical Center
2013	Participated in Girl Scout Day to help Girl Scouts earn first aid badges
2012-2013	Women's Health Fair with Phoebe Sumter Medical Center
2012	Health Fair for Sumter Electric Employees with Phoebe Sumter Medical Center
	Health Fair for Schley County Board of Education Employees
2011-2012	Men's Health Fair with Phoebe Sumter Medical Center
2010-2012	Flu Vaccination clinics with nursing students

SCHOLARLY PRESENTATIONS

- 2023 *Factors Associated with Utilization of Student-Centered Pedagogy In Nursing Educators*
Rhonda Slocumb, PhD, RN, MPH; Seongkum Heo, PhD, RN, FAHA, FHFA, FAAN; Patricia Troyan, EdD, APRN, CNM, CNE (Georgia Southwestern State University College of Nursing and Health Sciences, Americus, GA)
Abstract accepted for presentation at the 18th Annual Clinical Nursing Research Conference, Cleveland Clinic, Mayfield Village, OH April 24-25, 2023
Simulation Preparation for Mental Health Site Clinicals
Co-Presenter with Natasha Snider, RN, MSN
March 2, 2023, GANE Conference Brasstown Valley, GA
- 2022 Integrating Human Trafficking Education into the Nursing Curriculum 1-hour podium presentation, February 18, 2022 GANE Conference Jekyll Island, GA
- 2020 Teaching Empathy and Compassion Through Simulation and Service-Learning Experiences in a BSN Psychiatric Nursing Course, Co-presenter, GANE 2020 Conference, February 19-22, Jekyll Island Conference Center, Jekyll Island, GA
- 2019 More Than Busy Work: Deliverable Goods, GANE 2019 Conference, February 21-23, Callaway Gardens Resort, Pine Mountain, GA
- 2017 Tension of the Paradox Poster Presentation with Co-Author, GANE 2017 Conference, Jekyll Island, GA, awarded 2nd place
- 2017 Grief: A Concept Analysis, 2017 GANE Conference, Jekyll Island, GA, 3rd place
- 2017 Research Involving BSN Pre-licensure Students, Podium Presentation with Dr. Mary Anne Shepherd
- 2016 Grief: A Concept Analysis Poster, Research Day STTI, Clayton State University
- 2015 Emerging Scholars presentation, Mercer University "Grief, Anxiety, and Depression as Risk Factors to Caregiver Wellbeing"
- 2014 Doodle.com Calendar for Management of Student Advisement" at Georgia Association for Nursing Education, Inc, February 18-21. Lake Lanier Islands, GA
- 2012 Transcultural Nursing", Presentation Speaker, Sigma Theta Tau International Research Day, Americus, GA, 09/07/2012.

SCHOLARSHIP

- 2025 Peer-reviewer for an article submitted to the *Journal of the Academy of Forensic Nursing*, "The Forensic Nurse's Response to Military Sexual Trauma among LGBTQIA+ Survivors.
- 2024 Co-author of article published in *Journal of Cardiovascular Nursing* Heo, S., Kang, J., Barbé, T., Kim, J., Slocumb, R., Haley, B., & Wright, N. (2024). Relationships of psychosocial factors to diabetes self-efficacy: A cross-sectional, correlational study. *Journal of Cardiovascular Nursing*, DOI: 10.1097/JCN.0000000000001118
- 2023 Co-author of article published in *Journal of Professional Nursing* Slocumb, R.H., Heo, S., & Troyan, P. (2023). Factors associated with utilization of student-centered pedagogy by nurse educators. *Journal of Professional Nursing*, 48(2023), 47-53.

SCHOLARSHIP (continued)

- 2022 March 2022 Expert Reviewer of Population Health Content in Pre-licensure Nursing Curriculum Instrument
- Working in a group with other nurses in Georgia to address human trafficking, Katie Morales, PhD, RN, CNE, Associate Professor of Nursing, Tanner Health System School of Nursing, University of West Georgia
- Modupe Adewuyi PhD, RN, PHNA-BC, CHES Assistant Professor, WellStar School of Nursing, Debbie Crumbly, Executive Director, End Slavery Georgia
- April 12, 2022 Participated in Focus Group for Association of Community Health Nursing Educators (ACHNE) to assess the use of clinical debriefing in community/population/public health (CPPH) clinical courses

DISSERTATION

- 2021 Successful Dissertation Final Defense, May 14, 2022, "Factors Associated with Transition to Student-Centered Pedagogy in Nursing Educators: Cross-Sectional, Correlational Study"
- 2020 Data collection for dissertation

PROFESSIONAL DEVELOPMENT

- 2024 Attend "Wednesday Webinars" hosted by the Academy of Forensic Nursing at noon on scheduled Wednesdays.
- Academy of Forensic Nursing Regional Conference
Rochester, MI June 21-22, 2024 Virtual Attendance
- GANE Conference Excellence and Innovation in Nursing Education Lake Lanier Islands, GA February 29 – March 2, 2024
- 2023 Sigma Theta Tau International Biennial Conference
San Antonio, TX November 11-15, 2023
- 2023 Academy of Forensic Nursing Regional Indianapolis
Forensic Nursing Conference July 20-21, 2023, Camp Belzer Boy Scout Camp, Indianapolis, IN
- GANE Conference Excellence and Innovation in Nursing Education Brasstown Valley, GA March 2-4, 2023
- 2022 2022 Academy of Forensic Nursing Regional Indianapolis
Forensic Nursing Conference July 21-22, 202, Camp Belzer Boy Scout Camp, Indianapolis, IN
- 11th Annual Child Abuse Symposium, April 14, 2022 GSWSU, Americus, GA
- GANE Conference Excellence and Innovation in Nursing Education Jekyll Island, GA February 17-19, 2022
- 2021 Excellence and Innovation in Nursing Education February 25-26, 2021, Virtually through Acelevents.
- 2020 Excellence and Innovation in Nursing Education February, 19-22, 2020, Jekyll Island, GA
- 2019 Georgia Department of Public Health Summit Disaster Response: Public Health + Nursing Academia's Collaborative Role February 8, 2019, Middle Georgia State University, Macon, GA
- Mental Health First Aid USA course completion, May 17, 2019, Albany, GA

PROFESSIONAL DEVELOPMENT (continued)

- 2019 GANE Conference Excellence and Innovation in Nursing Education
February 21-23, 2019 Pine Mountain, GA
- Georgia Association of Forensic Nurses Inaugural Conference
March 9, 2019 Well Star East Cobb Health Park, Marietta, GA
- 2018 GANE Conference Excellence and Innovation in Nursing Education
March 1-3, 2018 Jekyll Island, GA
- 2017 Sigma Theta Tau International Biennial Conference, Indianapolis, IN, Delegate
for Mu Pi chapter, October 28- November 1, 2017
GANE Conference Excellence and Innovation in Nursing Education
February 15-18, 2017, Jekyll Island, GA
- 2016 Georgia Nursing Leadership Coalition Doctoral Symposium November 12, 2016,
Atlanta, GA
GANE Conference Excellence and Innovation in Nursing Education
February 18-20, 2016, Jekyll Island, GA
- 2015 Georgia Nursing Leadership Coalition Doctoral Symposium November 14, 2015
University of West Georgia, Carrollton, GA
GANE Conference Excellence and Innovation in Nursing Education
February 18-21, 2015, Lake Lanier Islands, GA
- 2014 GANE Conference Excellence and Innovation in Nursing Education
February 20-22, 2014, Lake Lanier Islands, GA
Faculty Development Seminar for Nursing Faculty Hosted by University System
of Georgia, February 7, 2014 GSWSU, Americus, GA
Student Retention Webinar as part of Complete College Georgia January 24,
2014 GSWSU, Americus, GA
- 2013 DSM-5 In Plain English Seminar, Atlanta, GA August 20, 2013
Concept-based Curriculum Faculty Seminar Dr. Linda Caputi, Speaker, August
26, 2013 GSWSU, Americus, GA
AACN 2013 Faculty Development Conference Transforming Nursing Education:
Addressing Critical Challenges, February 7-9, 2013, Jacksonville, FL
GANE Conference Joining Forces in Nursing Education and Practice February 21-
23, 2013, Peachtree City, GA Contact Hours: 8 hours
- 2012 GANE Conference Reshaping Nursing Education, February 16-18, 2012 Pine
Mountain, GA Contact Hours: 8 hours

EDUCATIONAL, TRAINING, and PROGRAM GRANTS

- 2024, 2025 Applied and accepted for disaster preparedness course at the Center for
Domestic Preparedness for BSN and ANS cohorts. Travel, housing, meals and
training funded by Center for Domestic Preparedness for 2-day training. 67
students and 5 faculty members attended at no expense to GSW.
- 2015 Chester Chest model to teach central line care and medication
administration in the clinical therapeutics lab
Faculty Instructional Grant Funding Period 2015
- 2013 "Equipment for Health Fairs Conducted by Nursing Students." Faculty
Instructional Grant for Georgia Southwestern State University, Grant Writer
and Manager, 95% Effort, Total Costs: \$3175, Funding Period: 2013

UNIVERSITY, COLLEGE, and COMMUNITY SERVICE**Georgia Southwestern State University**

2024	Assisted Alpha Psi Lambda, a new fraternity, with achieving recognition by facilitating volunteer activities - Volunteering at Harvest of Hope Food Pantry and making mattress covers for the NICU beds at Phoebe Putney Memorial Hospital, Albany, GA. Attended Student Awards Banquet, April 25, 2024 Attended Faculty Awards Banquet, May 1, 2024 Mentored Student Sydney McCord for research project on bed bugs, scabies, and lice as recommended by Dr. Ian Brown, reviewed survey tool to be used to collect data. January 2024
2022-2025	Institutional Effectiveness Committee member
2018-2019	Faculty Development Committee member
2014-2018	Faculty Affairs Committee member
2013-2014	Chair of Committee on Academic Affairs Review Student Complaints for Complete College Georgia
2012-2013	Academic Affairs Committee member
2010-2012	Faculty Affairs Committee member

Georgia Southwestern State University School of Nursing

2024	Hemmed uniform scrub pants for ASN students to prepare for clinical rotations
2024-2025	Assessment Committee
2024	Attended Job Fair for Second Grade Students at Sumter Elementary School, March 12/2024, Handed out fliers about GSW College of Nursing and Health Sciences as well as "goodies" for the students.
2021-present	GeorgiaView Superuser
2018-2024	Curriculum Committee
2017-2018	Testing committee Advisor, Student Nurses' Association (GSWANS)
2012-2018	Admission & Progression Committee
2011-2016	Advisor, Student Nurses' Association (GSWANS)
2010-2013	Pinning Committee, Chair 2013
2010	Preceptor for Clinical Nurse Leader Student



GEORGIA SOUTHWESTERN
STATE UNIVERSITY

APPLICATION FOR GRADUATE FACULTY MEMBERSHIP

Name: Natasha Snider

Department: CONHS

Campus phone: 229-931-4468 Campus email: natasha.snider@gsw.edu

Highest degree held: Masters Nursing Education

Is this a terminal degree in your teaching discipline? Yes _____ No X

If not, please indicate other justification for graduate faculty membership. See faculty handbook, Section II, B, 1.

Graduate faculty Assistance Required for Health Assessment Lab/Clinicals.

How have you demonstrated exemplary competence in teaching and mentoring of students?

Faculty Evaluation, Course Evaluations, and Exemplary Teaching (Mental Health Fair Project)

How have you demonstrated exemplary competence in scholarship and professional activities? See faculty handbook, Section II, B, 3.

GANE Executive Board Member; Program Planning Chairman, 2025-2027.; DNP Current Student

Attach a current CV.

Based upon the evidence presented, we recommend this candidate for Graduate Faculty Membership.

Dean Courtney B Ren Date 4/8/25

Provost _____ Date _____

Nominated by Graduate Council on _____

Chair, Graduate Council

Elected by General Faculty on _____

Natasha M. Snider, MSN-ed, RN
2296 Mt Zion Road
Buena Vista, GA 31803
February 11, 2025

Dr. Laura K. Gosa
Associate Dean of Graduate Nursing
Georgia Southwestern State University
800 Georgia Southwestern State University Drive
Americus, GA 31709

Dear Dr. Laura K. Gosa:

I am writing to express my profound interest in the provisional Graduate Faculty Position at GSW. I consider a graduate faculty position at GSW both a privilege and opportunity that will further enhance my teaching knowledge and expand my expertise in nursing education. In regard to skills and experience, I meet this criterion on the basis of education, teaching experience, clinical experience, and demonstrated exemplary service and professional activities.

My highest level of education is an MSN in Nursing Education from Western Governors University, Salt Lake City, UT. I graduated in 2019 and received the Presidential Writing Award for the Pathopharmacological Foundations Course demonstrating exemplary writing on "The Indications of Asthma." And was invited to join the National Society for Leadership and Success (NSLS). In addition to the Masters in Nursing Education, I also hold a Bachelor of Business Administration in Marketing (BBA-Belmont University, Nashville, TN) and a Bachelor of Science in Nursing (BSN-Georgia Southwestern State University-Americus, GA).

As a registered nurse in practice since June 2009, I have transitioned through a magnitude of changes in healthcare delivery, clinical practice, and nursing education. Since my entry into nursing education in 2017, I still consider witnessing a novice nurse's effective transition from classroom to clinical practice as one of my greatest accomplishments.

Prior to contracting with GSW, I served as a nursing instructor in the Technical College System of Georgia at Columbus Technical College for 5 years teaching both LPN and ADN Nursing Programs. In the Associate Degree Program, an accelerated three semester program, I taught in clinical, simulation, didactic, and online formats. With all formats, and minimal supervision, I led groups of 35-50 students which required ongoing mentoring, co-coordination of community events (Stroke Fair @ St. Francis Hospital, Columbus, GA, Columbus Public Library Mental Health Screening, and Disaster Wide Campus Drill), and served as a preceptor for CSU Nursing Education Master's Program

Dr. Laura K. Gosa
February 11, 2025
Page 2

students. I am the recipient of the Rick Perkins Award Instructor of the Year 2022 for Columbus Technical College and competed in the statewide Rick Perkins competition.

During my tenure at Georgia Southwestern State University, I have demonstrated exemplary service in multiple areas including academics and University service. I have participated in HAIL courses, serve as a member of the Faculty development Committee, a member of the SON Assessment Committee, and founder of the CONHS Souper Bowl Study Away fundraiser. Through fundraising efforts, I have assisted and raised \$6500 toward nursing study away funds with the Souper Bowl Fundraising event and quilt raffles. I designed, implemented, and coordinated the Mental Health Fair Event collaboration to include Associate and Bachelor of Nursing Programs and University 1000 freshman groups. The Mental Health Fair is a campus wide event hosting 100+ students, held in the fall in coordination with The Perry Wellness Center. I designed the student remediation plan utilized in both the ASN and BSN programs for those students who require further remediation and mentoring, scoring less than 75% on exams.

In addition to teaching, I am very involved in the Georgia Association of Nursing Educators. I was a conference presenter in February 2023 with a project of "Expanding Simulation in Alternative Formats: Search and Seizure and Mental Health Fairs". As the current 2024-2025 co-chairman of Facilities and Site Committee for the Georgia Association of Nurse Educators, I am involved in recruiting sites to house the GANE annual conference in the state of GA, coordinating with the GANE planning committee, attending quarterly meetings, and assigned travel locations.

In summary, as I reflect over the last 17 years as a nurse and 8 years as a nursing educator, I feel through my exemplary service and student mentorship, I am qualified for the provisional position. I am grateful of the opportunity to showcase my educational skills and nursing experience in a provisional application for GSW Graduate Program.

Whatever your decision, please accept my sincere thanks for your time and consideration of my request.

Sincerely,

Natasha M. Snider, MSN-ed, RN

Enclosure

Curriculum Vitae
 Natasha Snider
 Lecture of Nursing
 Georgia Southwestern State University
 School of Nursing
 800 Georgia Southwestern State University Drive
 Americus, GA 31709
 Telephone: 229-931-4468
 FAX: 229-931-2288
 Email: natasha.snider@gsw.edu

EDUCATION

<u>Dates</u>	<u>Degree</u>	<u>Institution</u>	<u>Major</u>
2019	MSN	Western Governors University	Nursing Education
2007	BSN	Georgia Southwestern State University	Nursing
1998	BBA	Belmont University	Marketing

LICENSES

2009-Present	Registered Nurse, Georgia
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PROFESSIONAL EXPERIENCES

<u>Dates</u>	<u>Position</u>	<u>Location</u>
2022-present	Lecture of Nursing	GSW Americus, GA
2017-2022	Nursing Instructor	Columbus Technical College Columbus, GA
2013-2017	Clinic Charge Nurse	DCI Phenix City, AL
2011-2013	Nursing Manager	Hamilton House Rehab
2009-2011	Nurse	GA Department of Labor/ Roosevelt Institute

As a faculty member at the College of Nursing and Health Sciences, Georgia Southwestern State University, I teach courses as assigned each semester. Teaching responsibilities are listed below. In addition, I currently am enrolled in a DNP Educational Leadership Track at Chamberlain University.

TEACHING RESPONSIBILITIES

<u>Dates</u>	<u>Course Name</u>	
Fall 2023-24	NURS 1002	Nursing Across Lifespan I
	NURS 4900	Nursing Practicum RN-BSN
	NURS 1002L	Nursing Across Lifespan I Mental Health
	UNIV 1000	University 1000
Summer 23-24	NURS 1001	Fundamentals of Nursing Care Lab
Spring 24-25	NURS 4100	Nursing of Adults II
	NURS 4900	FEMA Training Anniston Alabama Clinical Nursing Practicum RN-BSN

HONORS AND AWARDS

2019 Western Governor University Presidential Writing Award
 2021 Columbus Technical College Rick Perkins Instructor of the Year Award
 2023 Invitation to National Society of Leadership and Success (NSLS)

PUBLIC SERVICE

MUPI Honor Society 2023 Induction
 IOTA IOTA ASN Honor Society Secretary
 Grateful Threads Charity Quilt Guild

UNIVERSITY SERVICE (Past and Present)

GSW Associate Degree in Nursing Graduate Key Speaker Pinning 2024
 Chaperoned ASN Nursing Students to Anniston Alabama FEMA Training/Certificate 2024
 Member, Bachelor of Science Degree Nursing Assessment Committee Member, 2023 & 2024
 Member, Associate Degree Nursing Curriculum Committee 2025
 Member, Bachelor of Science Degree Nursing Curriculum Committee 2025
 Chaperoned BSN Nursing Students in Study Away Nursing Student Transcultural Community
 Excursion-Spring Break 2023 to Mayfield, KY.
 Collaboration of preparation with Office of Experiential Learning for Study Away trip to Mayfield,
 KY. Spring Break 2023
 Coordinated & Participated in Windows to the World Event for Study Away Nursing Student
 Presentations April 2023
 Developed and Coordinated Event February 2023, 2024, & 2025 called "Souper Bowl" to raise funds
 for Study Away Student participants through Faculty participation luncheon. Event reached
 \$1500.00 goal for student trip fees; Total of \$4950 raised in funds for study away.
 Coordinated Campus Wide Eligible Mental Health Fair Event Fall 2023 & 2024 hosted by ASN/BSN
 students w/National, Local Speakers. Collaborating with GSW Counseling Cares and Office of
 Student Engagement.

Member, GSW Faculty Development Committee beginning Fall 2023-Present
University 1000 Faculty Member
Attended all General Faculty Meetings Spring and Fall 2023
Participated in Preview Day February 18, 2023, for University Prospective Students
Coordinated Storm Night @ Marion County Middle High School for Recruitment
Development of Remediation Plan for BSN/ASN cohorts

Georgia Southwestern State University

2023 Study Away Transcultural Nursing Trip Mayfield Ky Partnership to Fuller
Center of Mayfield KY Activity
Recruitment-Storm Night @ Marion County Middle High School
Souper Bowl Fundraiser for Study Away Scholarship

College of Nursing and Health Sciences

2023 Member, Bachelor of Science Degree Nursing Assessment Committee
MUPI Chapter Member Induction Fall 2022

2024 Member, Bachelor of Science Degree Nursing Assessment Committee

2025 Member, Associate Degree Nursing Curriculum Committee 2025
Member, Bachelor of Science Degree Nursing Curriculum Committee 2025

Professional Organizations

2024 Georgia Association of Nurse Educators Member
IOTA IOTA Associate Degree in Nursing Board Member-Secretary

2025 Georgia Association of Nurse Educators Board Member 2025-2027
Georgia Association of Nurse Educators Program Conference Planning
Chairman

SCHOLARLY PUBLICATIONS

SCHOLARLY REVIEWS FOR PUBLICATIONS

STATE PRESENTATIONS

2023 Specialized Teaching Technique using Role Play Simulation in Mental Health
GANE Conference Presentation 2023

PROFESSIONAL DEVELOPMENT

2023	GSW Southwestern Week-GSW
	Georgia Association of Nurse Educators Annual Conference (16 CEUs)
	Faculty Fall Retreat 2023- Dr. Theresa Teasley
	Lunch and Learn Faculty Development Series- GSW Faculty
	Assessment Day/Linking Essentials Development Dr. Teresa Teasley
	Next GEN Independent Webinar Study NCLEX- Evolve
	QEP H.A.I.L. Meeting Participation-GSW
	GSW School of Nursing Leadership Panel Interview Member
	GSW Southwestern Week GSW]
	GSW School of Nursing Leadership Panel Interview Member
2024	Retention Seminar, FYE, GSW
	QEP HAIL Lunch/Learn
	32 Hours CEUs Renewable License, GA BOARD of Nursing
	Georgia Association of Nurse Educators Annual Conference (16 CEUS)
	GSW School of Nursing 1 st Annual Reunion Volunteer-Assistant
2025	Georgia Association of Nurse Educators Annual Conference
	PLA Workshop Training