



Curricular Action Workflow



Missouri State > Computer Services - MIS > Curric
Workflow > CAW - New Course Prop

New Course Proposal Form

Submitted on 01/19/2018 by Scott Zimmerman (Scottzimmerman@missouristate.edu).

***All fields require input**

- ☒ New COURSE
- ☐ New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

BMS

Course Number: ([Check Availability](#))

573

Course Title:

Endocrine Physiology

Will this course become part of a program? ☐ No ☐ Yes (A corresponding program change form must be submitted)

Will this proposal need to be reviewed by CGEIP? ☐ No ☐ Yes

Will this proposal need to be reviewed by EPPC? ☒ No ☐ Yes

Prerequisite/Co-requisite or enter 'None':

C or better in either BMS 308 or BMS 442 and either BMS 321 or CHM 352

Catalog Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

A detailed examination of the physiological, cellular and molecular aspects of the human endocrine system. Taught concurrently with BMS 673.

Credit Hours:

2

Lecture Contact Hours:

2

Lab Contact Hours:

0

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- | | | |
|---------------------------------|--|---|
| <input type="checkbox"/> Fall | <input type="checkbox"/> Fall (even-numbered years only) | <input type="checkbox"/> Fall (odd-numbered years only) |
| <input type="checkbox"/> Spring | <input type="checkbox"/> Spring (even-numbered years only) | <input type="checkbox"/> Spring (odd-numbered years only) |
| <input type="checkbox"/> Summer | <input checked="" type="checkbox"/> On Demand only | |

Complete Catalog Description:

BMS 573 Endocrine Physiology

Prerequisite: C or better in either BMS 308 or BMS 442 and either BMS 321 or CHM 352

A detailed examination of the physiological, cellular and molecular aspects of the human endocrine system. Taught concurrently with BMS 673.

Credit hours: 2 Lecture contact hours: 2 Lab contact hours: 0

Typically offered: On Demand only

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

Attached

Purpose of Course

The department currently list BMS 664 Molecular Endocrinology and Reproductive Physiology as a single 3 credit course. We are dividing these topics into two separate courses, Endocrine Physiology and Reproductive Physiology to increase the focus on each area and create flexibility in scheduling for students and faculty (full semester, block, intersession, etc.).

Relationship to Other Departments

None, though students in other life sciences programs would be welcome if they completed the prerequisites.

Is there a graduate/undergraduate parallel course to this one? ☐ No ☒ Yes

Enter parallel course number

BMS673 Endocrine Physiology

How do these classes differ?

Graduate students will take oral exams and have higher expectations for writing quality and content on assignments as stated in the syllabus provided.

New Course Resource Information

Anticipated Average Enrollment per section:

12

Maximum Enrollment Limit per section:

24

Anticipated Average Enrollment per semester:

12

Maximum Enrollment Limit per semester:

24

Anticipated Average Enrollment per year:

12

Maximum Enrollment Limit per year:

24

Faculty Load Assignment (equated hours):

2

Is another course being deleted? ☐ No ☒ Yes

Select course number and title being deleted.

BMS564 Molecular Endocrinology and Reproductive Physiology

What will this course require in the way of:

Additional library Holdings

None

Additional computer resources

None

Additional or remodeled facilities

None

Additional equipment or supplies

None

Additional travel funds

None

Additional faculty; general vs specialized

None, expertise exists in the department to teach this course

Additional faculty; regular vs per-course

None

Other additional expenses

None

If additional faculty are not required, how will faculty be made available to teach this course?

The two new courses intended to replace the 3 credit BMS 564 course will be 2 credits each. Teaching loads will not be increased since separating the course topics will allow the BMS department to offer these two new courses on a rotating schedule and better manage faculty teaching loads. Rotating these offerings may actually decrease loads each semester.

List names of current faculty qualified and available to teach this course

Scott Zimmerman
Amanda Brodeur
Benjamin Timson

What is the anticipated source of students for this course?

Cell and Molecular Biology program

If from within the department, will students be taking this course in addition to or in place of other courses?

Will be an elective within the CMB program.

If from outside the department, which courses in other departments would most likely be affected?)

None

Other comments:

None

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

01/19/2018

Current Status:

College Council Review

Proposal Progress:

02/06/2018 - Submitted by Department Head (Colette Witkowski)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal

MAKE YOUR COMMENT

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Sample Syllabus
BMS 573/673, Endocrine Physiology
2 credits

Instructor: Dr. Scott Zimmerman
Professional Building Room 353
Phone: 6-6123
E-mail: scottzimmerman@missouristate.edu
Office hours: Mondays, Wednesdays, and Fridays 8-9am, Tuesdays 3-4pm

Required Materials

Endocrine Physiology 4th ed., P.E. Molina, McGraw-Hill Medical, ISBN 978-0-07-179677-4

Course prerequisites

C or better in either BMS 308 or BMS 442 and either BMS 321 or CHM 352

Catalog Description

A detailed examination of the physiological, cellular and molecular aspects of the human endocrine system.

Course Objectives

By the end of the course, students will have grown in their ability to:

1. Differentiate between the effects of the various hormones and predict effects based on their presence or absence
2. Integrate the actions of various hormones toward a common effect (e.g. plasma glucose or blood pressure)
3. Communicate the role of the hypothalamic-pituitary axis in the regulation of most endocrine function

Expectations

Learning can take place in a variety of ways, including discussion of assigned readings, researching information in print and electronic resources, and through faculty-directed teaching. Students in this course will be expected to actively participate in class discussion; demonstrating that the student has read the assigned reading, has formulated ideas and questions about the reading, and is ready to discuss the content.

Students can expect an instructor who is dedicated to providing accurate information, a guide for understanding endocrinology, and an enthusiastic model for thinking like a scientist.

Grading

The grading scale for this course is:

90-100% A	80-81% B-	70-71% C-
88-89% B+	78-79% C+	60-69% D
82-88% B	72-79% C	< 60% F

Final grades will be based on the total points accumulated during the semester. Attendance is not a factor in calculating a grade other than for exams and in-class activities. All final percentages will be rounded up to the next highest integer value. Grades will be based on exam and assignment scores; 85% Exams, 15% Assignments

Graduate Students Taking BMS 673

Graduate students will take all exams orally allowing for an exploration of the depth of knowledge. In addition, graduate students will be expected to communicate more effectively through writing and will be held to a higher spelling, grammatical, and organizational standard than undergraduates.

Exams

- Format
 - Multiple choice, short answer, and essay questions will all be part of each exam
 - All exams are cumulative
 - Students are responsible for all material included in the lectures and reading assignments, whether it was specifically discussed or not
- Missed Exams
 - Students who miss exams must provide written documentation supporting the extraordinary reason for the absence.
 - The University expects accommodations for:

- participation in University-sanctioned activities and programs
 - personal illness (must have a physician's note)
 - temporary military orders or Veterans Administration medical appointments
 - family and/or other compelling circumstances
- If a student knows they will be missing an exam they must discuss, with the instructor, taking the exam during the 24 hours prior to the scheduled exam date. This includes absences due to University sponsored events (e.g. athletic competition, conferences, etc.).
 - If an absence is excused, the student may be required to take the make-up exam on Study Day.
 - Any student who misses an exam and fails to take the make-up exam will earn a score of 0.
 - Should a student miss more than one lecture exam due to the extraordinary circumstances listed above, the student will receive an incomplete grade and arrangements will be made to complete the course at a later time.

Tentative Course Topics

Week	Topic
1	Endocrine System Overview/Review
2	Hypothalamus-Pituitary Axis
3	Adrenal Function
4	Thyroid Function
5	The Endocrine Pancreas
6	Endocrine Adipose Tissue
7	Endocrine Adipose Tissue
8	The Endocrine GI Tract
9	The Androgens
10	The Stress Response
11	Endocrine Regulation of Blood Pressure
12	Endocrine Regulation of Blood Glucose
13	Endocrine Regulation of Blood Glucose
14	Endocrine Regulation of Metabolism and Body Weight
15	Endocrine Regulation of Metabolism and Body Weight

COURSE POLICIES

Attendance will not be taken. However, students must be present to earn credit for activities completed in class.

Academic Integrity: Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the University's academic integrity policy plus additional more-specific policies for each class. The University policy, formally known as the "Student Academic Integrity Policies and Procedures" is available online at http://www.missouristate.edu/policy/Op3_01_AcademicIntegrityStudents.htm and also at the Reserves Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Statement of Nondiscrimination: Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, 417-836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OED website at www.missouristate.edu/equity/.

Disability Accommodation: If you are a student with a disability and anticipate barriers related to this course, it is important to request accommodations and establish an accommodation plan with the University. Please contact the Disability Resource Center (DRC) (<https://www.missouristate.edu/disability/>), Meyer Library, Suite 111, 417-836-4192, to initiate the process to establish your accommodation plan. The DRC will work with you to establish your accommodation plan, or it may refer you to other appropriate resources based on the nature of your disability. In order to prepare an accommodation plan, the University usually requires that students provide documentation relating to their disability. Please be prepared to provide such documentation if requested. Once a University accommodation plan is established, you may notify the class instructor of approved accommodations. If you wish to utilize your accommodation plan, it is suggested that you do so in a timely manner, preferably within the first two weeks of class. Early notification to the instructor allows for full benefit of the accommodations identified in the plan. Instructors will not receive the accommodation plan until you provide that plan, and are not required to apply accommodations retroactively.

Cell Phone Policy: As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

Missouri State.**Curricular Action Workflow**Missouri State > Computer Services - MIS > Curricular Action
Workflow > CAW - New Course Proposal Form**New Course Proposal Form****Submitted on 01/19/2018 by Scott Zimmerman (Scottzimmerman@missouristate.edu).*****All fields require input**

- ☒ New COURSE
- ☐ New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

BMS

Course Number: ([Check Availability](#))

673

Course Title:

Endocrine Physiology

Will this course become part of a program? ☐ No ☐ Yes (A corresponding program change form must be submitted)Will this proposal need to be reviewed by CGEIP? ☐ No ☐ YesWill this proposal need to be reviewed by EPPC? ☒ No ☐ Yes

Prerequisite/Co-requisite or enter 'None':

Admission into the Cell and Molecular Biology graduate program or permission of the instructor

Catalog Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

A detailed examination of the physiological, cellular and molecular aspects of the human endocrine system. Taught concurrently with BMS 573.

Credit Hours:

2

Lecture Contact Hours:

2

Lab Contact Hours:

0

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- ☐ Fall ☐ Fall (even-numbered years only) ☐ Fall (odd-numbered years only)

☐ Spring ☐ Spring (even-numbered years only) ☐ Spring (odd-numbered years only)

☐ Summer ☒ On Demand only

Complete Catalog Description:

BMS 673 Endocrine Physiology

Prerequisite: Admission into the Cell and Molecular Biology graduate program or permission of the instructor

A detailed examination of the physiological, cellular and molecular aspects of the human endocrine system. Taught concurrently with BMS 573.

Credit hours: 2 Lecture contact hours: 2 Lab contact hours: 0

Typically offered: On Demand only

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

Attached

Purpose of Course

The department currently list BMS 564 Molecular Endocrinology and Reproductive Physiology as a single 3 credit course. We are dividing these topics into two separate courses, Endocrine Physiology and Reproductive Physiology to increase the focus on each area and create flexibility in scheduling for students and faculty (full semester, block, intersession, etc.).

Relationship to Other Departments

None

Is there a graduate/undergraduate parallel course to this one? ☐ No ☒ Yes

Enter parallel course number

BMS573 Endocrine Physiology

How do these classes differ?

Graduate students will take oral exams and have higher expectations for writing quality and content on assignments

New Course Resource Information

Anticipated Average Enrollment per section:

2

Maximum Enrollment Limit per section:

5

Anticipated Average Enrollment per semester:

2

Maximum Enrollment Limit per semester:

5

Anticipated Average Enrollment per year:

2

Maximum Enrollment Limit per year:

5

Faculty Load Assignment (equated hours):

2

Is another course being deleted? ☐ No ☒ Yes

Select course number and title being deleted.

BMS664 Molecular Endocrinology and Reproductive Physiology

What will this course require in the way of:

Additional library Holdings

None

Additional computer resources

None

Additional or remodeled facilities

None

Additional equipment or supplies

None

Additional travel funds

None

Additional faculty; general vs specialized

None, the expertise exists in the department to teach this course and, with a rotation of elective course offerings, to offer it in-load.

Additional faculty; regular vs per-course

None, the expertise exists in the department to teach this course and, with a rotation of elective course offerings, to offer it in-load.

Other additional expenses

None

If additional faculty are not required, how will faculty be made available to teach this course?

The two new courses intended to replace the 3 credit BMS 564 course will be 2 credits each. Teaching loads will not be increased since separating the course topics will allow the BMS department to offer these two new courses on a rotating schedule and better manage faculty teaching loads. Rotating these offerings may actually decrease loads each semester.

List names of current faculty qualified and available to teach this course

Scott Zimmerman
Benjamin Timson
Amanda Brodeur

What is the anticipated source of students for this course?

Cell and Molecular Biology Master's program

If from within the department, will students be taking this course in addition to or in place of other courses?

As an elective

If from outside the department, which courses in other departments would most likely be affected?)

None

Other comments:

None

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

01/19/2018

Current Status:

Grad Council Review

Proposal Progress:

02/06/2018 - Submitted by Department Head (Colette Witkowski)

02/20/2018 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal

MAKE YOUR **MENT**

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Sample Syllabus
BMS 573/673, Endocrine Physiology
2 credits

Instructor: Dr. Scott Zimmerman
Professional Building Room 353
Phone: 6-6123
E-mail: scottzimmerman@missouristate.edu
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Students can expect an instructor who is dedicated to providing accurate information, a guide for understanding endocrinology, and an enthusiastic model for thinking like a scientist.

Grading

The grading scale for this course is:

90-100% A	80-81% B-	70-71% C-
88-89% B+	78-79% C+	60-69% D
82-88% B	72-79% C	< 60% F

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Exams

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9	The Androgens
10	The Stress Response
11	Endocrine Regulation of Blood Pressure
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13	Endocrine Regulation of Blood Glucose
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Change Course Proposal Form

Submitted on 01/25/2018 by Hillary Roberts (Hroberts@missouristate.edu).***All fields require input**

This proposal applies to:

- ☒ An existing COURSE
- ☐ An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

DTN743 Food Service Management Practicum

Will this proposal need to be reviewed by CGEIP? ☒ No ☐ YesWill this proposal need to be reviewed by EPPC? ☒ No ☐ Yes

Current online catalog description:

DTN 743 Food Service Management Practicum

Prerequisite: admission to the graduate Dietetic Internship Certificate Program. This course provides a five week field experience (37 hours per week) practicing a systems approach to nutrition services management, including the human dimensions of management, management tools and techniques for assessing accountability, cost containment, productivity and marketing plans. Projects include development of a personnel and operational budget for nutrition services. 3 D

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)



DTN 743 Food Service Management Practicum

Prerequisite: admission to the **Master of Science in Nutrition and Dietetics program** or graduate Dietetic Internship Certificate Program. This course provides a five week field experience (37 hours per week) practicing a systems approach to nutrition services management, including the human dimensions of management, management tools and techniques for assessing accountability, cost containment, productivity and marketing plans. Projects include development of a personnel and operational budget for nutrition services. 3 D

What is changing? Check all boxes that apply.

- | | | | |
|---|---|--------------------------------------|--|
| <input type="checkbox"/> Course Code | <input type="checkbox"/> Course Number (Check Availability) | <input type="checkbox"/> Title | <input checked="" type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Credit Hours/Contact Hours | <input type="checkbox"/> Periodicity | <input type="checkbox"/> Description | |

Reason for proposed change

To enable students in the Master of Science in Nutrition and Dietetics program the ability to meet course prerequisites and register for the course. The Master of Science in Nutrition and Dietetic is a new program proposal.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? ☒ No ☐ Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- | | | |
|--|--|--|
| <input type="checkbox"/> Routine or annual review/assessment of curriculum | <input type="checkbox"/> Faculty Input | <input type="checkbox"/> Student Input |
| <input type="checkbox"/> Accreditation/certification compliance | <input type="checkbox"/> Review of catalog information | |
| <input checked="" type="checkbox"/> Other (be specific): | | |

Feedback from the Graduate Council Curriculum Screening Committee

- ☒
- Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

01/25/2018

Current Status:

Grad Council Review

Proposal Progress:

01/25/2018 - Submitted by Department Head (Colette Witkowski)

01/29/2018 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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Curricular Action Workflow



Missouri State > Computer Services - MIS > Curricular Action Workflow > CAW - Change Course Proposal Form

Change Course Proposal Form

Submitted on 02/21/2018 by Lisa Hall (LSHall@MissouriState.edu).

*All fields require input

This proposal applies to:

- ☒ An existing COURSE
- ☐ An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

GER363 Death and Human Behavior

Will this proposal need to be reviewed by CGEIP? ☒ No ☐ Yes

Will this proposal need to be reviewed by EPPC? ☒ No ☐ Yes

Current online catalog description:

GER 363 Death and Human Behavior

Prerequisite: PSY 121 or SOC 150. An introduction to the varied aspects of death and dying. The course will focus on attitudes toward death, fears of death and dying, special needs of those who have a life threatening illness, means of helping the survivors and techniques for prolonging life. 3(3-0) F,S

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please revise to submission.)

← → | **B** *I* ~~S~~

GER 363 Death and Human Behavior

Prerequisite: PSY 121 or SOC 150. An introduction to the varied aspects of death and dying. The course will focus on attitudes toward death, fears of death : dying, special needs of those who have a life threatening illness, means of helping the survivors and techniques for prolonging life. **Identical with PSY 363 Cannot receive credit for both GER 363 and PSY 363.** 3(3-0) F,S

What is changing? Check all boxes that apply.

- | | | | |
|---|---|---|---------------------------------------|
| <input type="checkbox"/> Course Code | <input type="checkbox"/> Course Number (Check Availability) | <input type="checkbox"/> Title | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Credit Hours/Contact Hours | <input type="checkbox"/> Periodicity | <input checked="" type="checkbox"/> Description | |

Reason for proposed change

"Identical with PSY 363. Cannot receive credit for both GER 363 and PSY 363." was missing. This is critical information that must be included in the catalog when courses are cross listed.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? ☒ No ☐ Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Routine or annual review/assessment of curriculum | <input type="checkbox"/> Faculty Input | <input type="checkbox"/> Student Input |
| <input type="checkbox"/> Accreditation/certification compliance | <input type="checkbox"/> Review of catalog information | |
| <input type="checkbox"/> Other (be specific): | | |

☒ Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

02/21/2018

Current Status:

College Council Review

Proposal Progress:

02/21/2018 - Submitted by Department Head (William Deal)

Review Comments:

No comments have been added to this proposal.

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Change Program Proposal Form

Submitted on 01/29/2018 by Melinda Novik (MelindaNovik@MissouriState.edu).

Department:

Kinesiology

Type of Program**Choose One:**

- | | | |
|---|-----------------------------------|--------------------------------------|
| <input type="radio"/> Non-Comprehensive Undergraduate Major | <input type="radio"/> Option | <input type="radio"/> Certification |
| <input type="radio"/> Comprehensive Undergraduate Major | <input type="radio"/> Minor | <input type="radio"/> Academic Rules |
| <input checked="" type="radio"/> Graduate Program | <input type="radio"/> Certificate | <input type="radio"/> Other |

Does this program include any new courses?

- ☐ No ☐ Yes (A corresponding new course form must be submitted to create each new course.)

Title of Program Affected:

Health Promotion and Wellness Management-MS

Current Catalog Description: (Either cut and paste present description from online catalog **OR** provide as an attachment below)

Attached

Complete New Catalog Description: (Either provide the revised description in the text area below [strikethrough all deletions and insert/bold new information - ar
content that is copied and pasted will lose existing formatting; please review prior to submission] **OR** provide as an attachment below)

← → | **B** *I* 

Attached

What is changing? Check all boxes that apply:

- | | | |
|---|---|---|
| <input type="checkbox"/> Title change | <input type="checkbox"/> From option to program (major) | <input checked="" type="checkbox"/> Other |
| <input type="checkbox"/> Course changes of under 18 hours | <input type="checkbox"/> From program (major) to option | |
| <input type="checkbox"/> Course changes of 18 hours or more | | |

Admission requirements.

Reason for Proposed Change:

These changes better reflect current practices and places more weight on the GRE scores only if the student's GPA is low. We believe this will better predict the student's success and more accurately assesses readiness for the program. By requiring a statement from the prospective student, we will be able to more accurately assign advisees and place students with faculty with similar research interests to balance the research load.

What is the date that this new program was approved by departmental or program faculty? (MM/DD/YYYY)

01/24/2018

Current Status:

Grad Council Review

Proposal Progress:

01/30/2018 - Submitted by Department Head (Sarah McCallister)

01/31/2018 - Reviewed by Dean (Helen Reid)

Review Comments:

01/30/2018 - Department Head Review - Sarah McCallister - approved

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Master of Science, Health Promotion and Wellness Management

Melinda Novik, Program Coordinator

Phone 836-3168;

MelindaNovik@missouristate.edu

Program description

The Master of Science in Health Promotion and Wellness Management is a 36-37 hour interdisciplinary program. It is designed to provide preparation for students from diverse backgrounds in health, human services, and business.

The curriculum integrates managerial skills with scientific and clinical knowledge of preventive medicine, behavioral psychology, health care economics, public health, contemporary health issues, and organizational theory. The result is a competency-based, multi-disciplinary academic preparation for professionals dedicated to assuming leadership and managerial positions within the health and wellness industry. Students are prepared for careers as managers and program development specialists/educators of health and wellness programs in hospital or corporate-based wellness settings, health maintenance organizations, governmental agencies, educational institutions, private fitness clubs, sports medicine facilities, and volunteer agencies.

Curricular activities are complemented by research opportunities in the well-equipped exercise science laboratory. Diverse practical experience opportunities are provided in conjunction with the campus wellness initiative directed by the Health Education Coordinator in Taylor Health Center and with the expanding clinical and community facilities in the Springfield metropolitan area.

The Public Affairs mission (and the three pillars of Ethical Leadership, Cultural Competence, and Community Engagement) are exemplified throughout the program coursework but put into practice for each student during the 6-credit/420 contact hour internship experience.

Entrance requirements

1. Completion of a baccalaureate degree from a regionally accredited college or university.
2. Cumulative GPA of 2.80 on a 4.00 scale in undergraduate work.
3. Submission of Graduate Record Examination (GRE) scores from the General Examination.
4. Prerequisite courses: 12 hours. Students entering the program should have an undergraduate course in statistics, exercise physiology, introductory psychology, and business management. A student who does not meet these criteria, but who demonstrates outstanding potential, may be considered on the basis of individual merit and accepted on a probationary status.

Accelerated Master's Degree option

Students enrolled in programs housed in the Kinesiology Department may be accepted into the Master of Science in Health Promotion and Wellness Management program after admission requirements for the accelerated master's option are met. Once accepted, up to 12 credit hours of approved 600 and 700-level coursework may be counted toward both the Bachelor of Science/Bachelor of Science in Education and the Master of Science degree programs.

The accelerated option allows majors in the Department of Kinesiology who are interested in health promotion and wellness management to complete the requirements for the Master of Science degree in three semesters and a summer rather than the typical four semesters and a summer. For more information and guidelines, contact the Health Promotion and Wellness Management program director in the Kinesiology Department.

Before enrolling in each course to be counted as both undergraduate and graduate credit, an undergraduate student must be accepted into the accelerated program and complete a Mixed Credit Form. Acceptance into the program and all approvals must be completed prior to the end of the Change of Schedule Period for the course(s). See the Graduate College for further information.

Admission Requirements for the Accelerated Master's Option

1. Senior standing and an overall GPA of 3.2 or better.
2. Completion of an undergraduate course in statistics or measurement and evaluation, exercise physiology, biomechanics, introductory psychology, and business management. A student who does not meet these criteria, but who demonstrates outstanding potential, may be considered on the basis of individual merit.

Degree requirements (minimum of 36 hours)

1. Required Core - 15 hours

Course Code	Course Title	Credit Hours
<u>HLH 700</u>	Research Methods in Kinesiology	3 hrs
<u>HLH 710</u>	Introduction to Health Promotion and Wellness Management	3 hrs

<u>HLH 750</u>	Programming Approaches in Wellness/Health Promotion	3 hrs
<u>HLH 752</u>	Health Risk Identification and Management	3 hrs
<u>HLH 760</u>	Health Promotion Planning	3 hrs

2. Choose from the following electives (9-10 hours)

Course Code	Course Title	Credit Hours
<u>KIN 650</u>	Organization and Administration for Kinesiology Professionals	3 hrs
<u>KIN 667</u>	Physical and Leisure Activities for the Aging Adult	3 hrs
<u>KIN 669</u>	Health Appraisal and Exercise Testing Techniques	4 hrs
<u>KIN 682</u>	Motivational Interviewing for Health Professionals	3 hrs
<u>KIN 705</u>	Applied Statistics in Kinesiology	3 hrs
<u>KIN 737</u>	Curriculum Designs in Physical Education	3 hrs
<u>KIN 755</u>	Fitness as Preventive Medicine	3 hrs
<u>KIN 759</u>	Contemporary Health Problems	3 hrs

<u>KIN 760</u>	Applied Biomechanics of Human Movement	3 hrs
<u>KIN 762</u>	Applied Exercise Physiology	3 hrs
<u>KIN 797</u>	Graduate Seminar	1-3 hrs
<u>KIN 781</u>	Contemporary Issues in Physical Education	3 hrs
<u>MGT 600</u>	Administrative, Organizational, and Operations Concepts for Managers	3 hrs
<u>PLS 651</u>	Administrative Law	3 hrs
<u>ECO 604/</u> <u>HCM 604</u>	Health Care Economics OR	
<u>COM 736</u>	Concepts and Analysis of Communication in Organizations OR	
<u>MGT 764</u>	Organizational Behavior OR	
<u>PSY 718</u>	Organizational Psychology	3 hrs

3. Internship

HLH 791 Wellness Internship **1-6 hrs**

Supervised work in an approved health promotion/ health care setting. As a culminating

experience, the internship is crucial to the Program. Students must complete a minimum of 400-600 clinical hours.

The intern experience (HLH 791) is an integral part of this major and should be planned (in consultation with the advisor) in advance of the semester in which the student desires to register for the experience.

Application deadlines for HLH 791 are as follows: Fall - March 1; Spring - September 1; Summer - January 1. Applications are available from, and are to be returned to, the graduate coordinator.

4. Research

<u>KIN 799</u> Thesis OR semesters)	6 hrs (hours may be divided over 2
<u>KIN 795</u> Research Project	3 hrs
PLUS Completion of 700-level 3 hr course selected with Advisor	3 hrs

5. Comprehensive Examination. A written comprehensive examination must be passed by the candidate before a degree will be granted.

Change Program Proposal Form

Submitted on 02/16/2018 by Hillary Mayes (HillaryMayes@MissouriState.edu).

Department:

Biomedical Sciences

Type of Program**Choose One:**

- | | | |
|--|-----------------------------------|--------------------------------------|
| <input type="radio"/> Non-Comprehensive Undergraduate Major | <input type="radio"/> Option | <input type="radio"/> Certification |
| <input checked="" type="radio"/> Comprehensive Undergraduate Major | <input type="radio"/> Minor | <input type="radio"/> Academic Rules |
| <input type="radio"/> Graduate Program | <input type="radio"/> Certificate | <input type="radio"/> Other |

Does this program include any new courses?

- ☐ No ☐ Yes (A corresponding new course form must be submitted to create each new course.)

Title of Program Affected:

Health Services/Health Services-BS

Current Catalog Description: (Either cut and paste present description from online catalog **OR** provide as an attachment below)

Health Services**Major(s)**

Health Services (Comprehensive)

Bachelor of Science

The comprehensive major in Health Services is an interdisciplinary program designed to:

Provide allied health professionals with associate degrees or certificates opportunities for professional growth, preparation for leadership positions, and career advancement;

Provide a foundation for those who plan to enter the workforce as a non-clinical healthcare professional; or

Provide a foundation for those who wish to progress into non-clinical graduate programs

Admission Requirements

Formal admission to the Health Services major requires completion of at least 30 hours of coursework, completion of IPE 375(3) with a grade of "C" or better, and a combined (Missouri State and transfer) GPA of 2.75 or higher. Students who fail to meet GPA requirements when a minimum of 75 credit hours have been earned will not be permitted to continue in the major.

Program Requirements**General Education Program and Requirements**

Specific General Education requirements: CHM 116(4), PSY 121(3)

Major Requirements (57-83 hours)

Interprofessional Leadership Core (30 hours): IPE 375(3), IPE 470(3), IPE 475(3), IPE 575(3); BMS 599(3) or SWK 599(3); COM 521(3); HCM 301(3) or HCM 303(3); MGT 340(3); NUR 515(3); SWK 595(3)

Public Affairs Capstone Experience will be fulfilled by completion of IPE 575(3).

Required Option: Select one of the following:

Clinical Services Option (30-53 hours): Completion of an accredited allied health associate degree/certificate program. Professional/clinical coursework must have been completed through an accredited institution in order to be applied to the degree requirements. Professional/clinical coursework will be evaluated for transfer credit on an individual basis. A maximum of 53 hours can be applied toward this degree.

Health Services Option (27 hours): BMS 110(3), 111(1), 230(3); 130(3) or 240(3); 307(4), 345(3), 460(1); IPE 376(3), 377(3), 378(3).

Additional electives, as needed, to bring total to at least 120 hours. Recommended electives include the following: ACC 109(1), ACC 201(3); BIO 210(3); BMS 240(3)*, BMS 308(4), BMS 345(3)*, BMS 400(3); COM 507(3), COM 511(3), COM 512(3); ECO 165(3); ENG 570(3); HCM 504(3); MGT 345(3); MKT 350(3); PSY 304(3); PSY 363(3); PSY 365(3); PSY 508(3); REL 347(3); SOC 341(3); SWK 502(3); or others in consultation with an advisor.

*May only be counted as electives in the Clinical Services option.

General Baccalaureate Degree Requirements*Not Attached*

Complete New Catalog Description: (Either provide the revised description in the text area below [strikethrough all deletions and insert/bold new information - any content that is copied and pasted will lose existing formatting; please review prior to submission] **OR** provide as an attachment below)

← →

B I S

See attachment

Attached

What is changing? Check all boxes that apply:

- ☐ Title change
- ☐ From option to program (major)
- ☒ Course changes of under 18 hours
- ☐ From program (major) to option
- ☐ Course changes of 18 hours or more

☒ Other

Course changes (12 hours of new courses); option restructuring (Health Services option); capstone designation change

Reason for Proposed Change:

Updates are being made to better accommodate students' needs. Feedback from students has indicated a need to include more structure for the existing/current electives (rationale for the newly created emphasis areas within the Health Services option), inclusion of the areas of study represented by the new courses (a health insurance/managed care course, option for a practicum, etc.), and the ability to complete the Health Services option online. Please note, changes in the Interprofessional Leadership Core will apply to both options. The online submission system only allowed one option to be selected per program change proposal.

What is the date that this new program was approved by departmental or program faculty? (MM/DD/YYYY)

02/16/2018

Current Status:

College Council Review

Proposal Progress:

02/27/2018 - Submitted by Department Head (Colette Witkowski)

Review Comments:

No comments have been added to this proposal.

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Health Services

Major(s)

Health Services (Comprehensive)

Bachelor of Science

The comprehensive major in Health Services is an interdisciplinary program designed to:

- Provide allied health professionals with associate degrees or certificates opportunities for professional growth, preparation for leadership positions, and career advancement;
- Provide a foundation for those who plan to enter the workforce as a non-clinical healthcare professional; or
- Provide a foundation for those who wish to progress into non-clinical graduate programs

Admission Requirements

Formal admission to the Health Services major requires completion of at least 30 hours of coursework, completion of IPE 375(3) with a grade of "C" or better, and a combined (Missouri State and transfer) GPA of 2.75 or higher. Students who fail to meet GPA requirements when a minimum of 75 credit hours have been earned will not be permitted to continue in the major.

Program Requirements

A. General Education Program and Requirements

Specific General Education requirements: CHM 116(4), PSY 121(3)

B. Major Requirements (~~57-83~~ **65 – 83** hours)

1. Interprofessional Leadership Core (30 hours): IPE 375(3), IPE 381(3), IPE 382(3), IPE 470(3), IPE 475(3), IPE 575(3); IPE 576(3), BMS 599(3) or SWK 599(3); COM 521(3); HCM 301(3) or HCM 303(3); MGT 340(3); NUR 515(3); SWK 595(3)
2. Public Affairs Capstone Experience will be fulfilled by completion of IPE 575(3). **IPE 375(3)**
3. Required Option: Select one of the following:
 - a. Clinical Services Option (30-53 hours): Completion of an accredited allied health associate degree/certificate program. Professional/clinical coursework must have been completed through an accredited institution in order to be applied to the degree requirements. Professional/clinical coursework will be evaluated for transfer credit on an individual basis. A maximum of 53 hours can be applied toward this degree.
 - b. Health Services Option (27 **35 – 36** hours): BMS 110(3), 111(1), 230(3); 130(3) or 240(3); 307(4), 345(3), 460(1); IPE 376(3); or 377(3), 378(3); IPE 379(3), SWK 595(3), BMS 599(3) or SWK 599(3); complete courses from one of the following emphasis areas:
 - i. Science Reasoning emphasis: **BMS 110(3)** and **BMS 111(1)**, **BMS 230(3)**, **BMS 307(4)**, **BMS 308(4)**, **BMS 240(3)**, **LLT 102(2)**

- ii. **Administrative Services emphasis:** ACC 201(3), ECO 155(3), ECO 165(3), CIS 200(3), HCM 301(3) or HCM 303(3), HCM 504(3), MKT 350(3) or LAW 531(3)
- iii. **Human Services emphasis:** COM 521(3), NUR 502(3) or SWK 502(3), PSY 304(3) or SOC 341(3), REL 368(3) or REL 378(3), SOC 152(3), SWK 219(3), SWK 543(3) or SOC 430(3) or ENG 570(3)

B. Additional electives, as needed, to bring total to at least 120 hours. ~~Recommended electives include the following:~~ ACC 109(1), ACC 201(3), BIO 210(3), BMS 240(3)*, BMS 308(4), BMS 345(3)*, BMS 400(3), COM 507(3), COM 511(3), COM 512(3), ECO 165(3), ENG 570(3), HCM 504(3), MGT 345(3), MKT 350(3), PSY 304(3), PSY 363(3), PSY 365(3), PSY 508(3), REL 347(3), SOC 341(3), SWK 502(3); or others in consultation with an advisor.

~~*May only be counted as electives in the Clinical Services option.~~

C. General Baccalaureate Degree Requirements

Change Course Proposal Form

Submitted on 02/16/2018 by Hillary Mayes (HillaryMayes@MissouriState.edu).***All fields require input**

This proposal applies to:

- ☒ An existing COURSE
- ☐ An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

IPE375 Introduction to Interprofessional Health Care

Will this proposal need to be reviewed by CGEIP? ☒ No ☐ YesWill this proposal need to be reviewed by EPPC? ☒ No ☐ Yes

Current online catalog description:

IPE 375 Introduction to Interprofessional Health Care

This course provides an introduction to interprofessional health care education and collaborative practice for students in health professions programs. Topics include the history of interprofessional health care education in the U.S. and internationally, philosophical and theoretical foundations, and competencies required for effective collaboration to improve health care outcomes. Students explore the roles of various health professions in collaborative patient/client, family, and community health care. 3(3-0) F,S

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

**IPE 375 Introduction to Interprofessional Health Care**

Pre-requisite: Completion of 30 credit hours. This course provides an introduction to interprofessional health care education and collaborative practice for students in health professions programs. Topics include the history of interprofessional health care education in the U.S. and internationally, philosophical and theoretical foundations, and competencies required for effective collaboration to improve health care outcomes. Students explore the roles of various health professions in collaborative patient/client, family, and community health care. **Public Affairs Capstone Experience course.** 3(3-0) F,S

What is changing? Check all boxes that apply.

- | | | | |
|---|---|---|--|
| <input type="checkbox"/> Course Code | <input type="checkbox"/> Course Number (Check Availability) | <input type="checkbox"/> Title | <input checked="" type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Credit Hours/Contact Hours | <input type="checkbox"/> Periodicity | <input checked="" type="checkbox"/> Description | |

Reason for proposed change

As a 300-level online course, students are benefited by having college experience before taking this course. Course content more broadly covers the pillars of Public Affairs Mission and includes related substantive assignments. The course currently designated as the capstone (IPE 575) focuses primarily on ethical leadership, which is too narrow in scope.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? ☒ No ☐ Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Routine or annual review/assessment of curriculum | <input checked="" type="checkbox"/> Faculty Input | <input checked="" type="checkbox"/> Student Input |
| <input type="checkbox"/> Accreditation/certification compliance | <input type="checkbox"/> Review of catalog information | |
| <input type="checkbox"/> Other (be specific): | | |

☐ Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

02/16/2018

Current Status:

College Council Review

Proposal Progress:

02/27/2018 - Submitted by Department Head (Colette Witkowski)

Review Comments:

No comments have been added to this proposal.

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Change Course Proposal Form

Submitted on 02/16/2018 by Hillary Mayes (HillaryMayes@MissouriState.edu).***All fields require input**

This proposal applies to:

- ☒ An existing COURSE
- ☐ An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

IPE376 Cultural Competence in Health Care

Will this proposal need to be reviewed by CGEIP? ☒ No ☐ YesWill this proposal need to be reviewed by EPPC? ☒ No ☐ Yes

Current online catalog description:

IPE 376 Cultural Competence in Health Care

Prerequisite: Health Services major or permission. This course is designed to assist the Health Services major explore, understand, and appreciate issues and challenges that can be encountered in the healthcare setting working with cultural and ethnically diverse patient populations. 3(3-0) D

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)



IPE 376 Cultural Competence in Health Care

Prerequisite: Health Services major or permission. This course is ~~designed to assist the Health Services major explores, understand, and appreciate~~ issues and challenges that can be encountered in the health care setting working with cultural and ethnically diverse patient populations. 3(3-0) **DS**

What is changing? Check all boxes that apply.

☐ Course Code ☐ Course Number ([Check Availability](#)) ☐ Title ☐ Prerequisite

☐ Credit Hours/Contact Hours ☒ Periodicity ☒ Description

Reason for proposed change

Course has routinely been offered in a spring semester only. Minor editorial changes have been made to the course description to better reflect content.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? ☒ No ☐ Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

☒ Routine or annual review/assessment of curriculum ☐ Faculty Input ☐ Student Input

☐ Accreditation/certification compliance ☐ Review of catalog information

☐ Other (be specific):

☐ Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

02/16/2018

Current Status:

College Council Review

Proposal Progress:

02/27/2018 - Submitted by Department Head (Colette Witkowski)

Review Comments:

No comments have been added to this proposal.

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Curricular Action Workflow



Missouri State > Computer Services - MIS > Curricular Action
Workflow > CAW - Change Course Proposal Form

Change Course Proposal Form

Submitted on 02/16/2018 by Hillary Mayes (HillaryMayes@MissouriState.edu).

*All fields require input

This proposal applies to:

- ☒ An existing COURSE
- ☐ An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

IPE377 Global Issues in Health Services

Will this proposal need to be reviewed by CGEIP? ☒ No ☐ Yes

Will this proposal need to be reviewed by EPPC? ☒ No ☐ Yes

Current online catalog description:

IPE 377 Global Issues in Health Services

Prerequisite: Health Services major; PLS 101 or Missouri Constitution Study requirement met or permission. This course is designed to introduce students in the Health Services major to the principal health systems of the world's populations, and major challenges to improving health globally. Students will explore interdisciplinary factors accounting for health patterns that impact global health, health care delivery systems worldwide, and the governmental, economic, social and political forces that influence them. 3(3-0) D

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)

← → B I S

IPE 377 Global Issues in Health Services

Prerequisite: Health Services major; ~~PLS 101 or Missouri Constitution Study requirement met or permission.~~ This course is designed to introduces students in the ~~Health Services major~~ to the principal health systems of the world's populations, and major challenges to improving health globally. Students will explore interdisciplinary factors accounting for health patterns that impact global health, health care delivery systems worldwide, and the governmental, economic, social and political forces that influence them. 3(3-0) **DF**

What is changing? Check all boxes that apply.

☐ Course Code ☐ Course Number ([Check Availability](#)) ☐ Title ☒ Prerequisite

☐ Credit Hours/Contact Hours ☒ Periodicity ☒ Description

Reason for proposed change

The current PLS 101 prerequisite is not essential for understanding course content and should be removed. Course has routinely been offered in a fall semester only.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? ☒ No ☐ Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

☒ Routine or annual review/assessment of curriculum ☐ Faculty Input ☒ Student Input
☐ Accreditation/certification compliance ☐ Review of catalog information
☐ Other (be specific):

☐ Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

02/16/2018

Current Status:

College Council Review

Proposal Progress:

02/27/2018 - Submitted by Department Head (Colette Witkowski)

Review Comments:

No comments have been added to this proposal.

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Missouri State.**Curricular Action Workflow**Missouri State > Computer Services - MIS > Curricular Action
Workflow > CAW - New Course Proposal Form**New Course Proposal Form****Submitted on 02/16/2018 by Hillary Mayes (HillaryMayes@MissouriState.edu).*****All fields require input**

- ☒ New COURSE
- ☐ New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

IPE

Course Number: ([Check Availability](#))

379

Course Title:

Interprofessional Perspectives on Population Health

Will this course become part of a program? ☐ No ☐ Yes (A corresponding program change form must be submitted)Will this proposal need to be reviewed by CGEIP? ☐ No ☐ YesWill this proposal need to be reviewed by EPPC? ☒ No ☐ Yes

Prerequisite/Co-requisite or enter 'None':

Completion of 30 credit hours

Catalog Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

This course examines the impact of health care access, quality of health services, individual behaviors, social environments, physical environments, biological factors, and policies and programs on population health outcomes. Emphasis will be placed on the role the interprofessional health care team in improving the health of the public.

Credit Hours:

3

Lecture Contact Hours:

3

Lab Contact Hours:

0

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- ☒ Fall ☐ Fall (even-numbered years only) ☐ Fall (odd-numbered years only)

☒ Spring ☐ Spring (even-numbered years only) ☐ Spring (odd-numbered years only)
☐ Summer ☐ On Demand only

Complete Catalog Description:

IPE 379 Interprofessional Perspectives on Population Health

Prerequisite: Completion of 30 credit hours

This course examines the impact of health care access, quality of health services, individual behaviors, social environments, physical environments, biological factors, and policies and programs on population health outcomes. Emphasis will be placed on the role the interprofessional health care team in improving the health of the public.

Credit hours: 3 Lecture contact hours: 3 Lab contact hours: 0

Typically offered: Fall, Spring

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

*Attached***Purpose of Course**

Course has regularly been taught as a topics course and has been a positive addition to the program content, according to student feedback. Has improved career options for graduates.

Relationship to Other Departments

None

Is there a graduate/undergraduate parallel course to this one? ☒ No ☐ Yes**New Course Resource Information**

Anticipated Average Enrollment per section:

25

Maximum Enrollment Limit per section:

25

Anticipated Average Enrollment per semester:

25

Maximum Enrollment Limit per semester:

25

Anticipated Average Enrollment per year:

50

Maximum Enrollment Limit per year:

50

Faculty Load Assignment (equated hours):

3

Is another course being deleted? ☒ No ☐ Yes**What will this course require in the way of:**

Additional library Holdings

None

Additional computer resources

None

Additional or remodeled facilities

None

Additional equipment or supplies

None

Additional travel funds

None

Additional faculty; general vs specialized

None - will be incorporated as part of load

Additional faculty; regular vs per-course

None - will be incorporated as part of load

Other additional expenses

None

If additional faculty are not required, how will faculty be made available to teach this course?

Will utilize full-time faculty resources devoted to the Health Services program

List names of current faculty qualified and available to teach this course

Tara Stulce, Kristin Paloncy

What is the anticipated source of students for this course?

Health Services majors

If from within the department, will students be taking this course in addition to or in place of other courses?

Course replaces BMS 345 in Health Services option (which is being restructured in addition to this change). BMS 345 is designed for Dietetics majors (it serves as major capstone).

If from outside the department, which courses in other departments would most likely be affected?)

None

Other comments:

None

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

02/16/2018

Current Status:

College Council Review

Proposal Progress:

02/27/2018 - Submitted by Department Head (Colette Witkowski)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal

MAKE YOUR COMMENT.

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Missouri State University
Department of Biomedical Sciences
Course Syllabus

COURSE: Interprofessional Perspectives on Population Health
CREDIT HOURS: 3 semester hours
CLASS SCHEDULE: Online
FACULTY: XXXX
Office: XXX
Telephone: XXX
E-mail: XXX
Course website: <https://www.blackboard.missouristate.edu>

OFFICE HOURS: Office hours:

COURSE DESCRIPTION:

This course examines the impact of health care access, quality of health services, individual behaviors, social environments, physical environments, biological factors, and policies and programs on population health outcomes. Emphasis will be placed on the role the interprofessional health care team in improving the health of the public.

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

1. Understand the basic principles of population health.
2. Analyze data and communicate key messages to the public.
3. Demonstrate a basic understanding of health law, policy and ethics.
4. Demonstrate a basic understanding of disease prevention.
5. Describe the current health care system, including professionals, institutions, and insurance.
6. Describe the role of public health institutions and the government in population health.
7. Develop critical thinking skills to improve current population health concerns.

REQUIRED TEXT:

Population Health: Management, Policy and Technology. 1st Edition (2014). Convurgent Publishing, LLC. Author: Estherhay, R., Nesbitt, L., Taylor, J., Bohn, J. ISBN: 978-0-9834824-9-9

COURSE REQUIREMENTS:

Complete course readings
Participate in course discussions and weekly assignments
Journal/Article Citations on current population health topics
Professional presentation on a current population health concern including suggestions for improvement
3 Exams (including final)

COURSE OUTLINE:

Introduction to Population Health	
Leadership	Mental and Behavioral Health
Assessment and Policy Development	The Aging Population
Demographics	Health Information Exchange
Expanding the Current Model	Standard Terminology
Improvement through Systems and Policy Change	Personal Health Data
Chronic Disease	Analytics

COURSE EVALUATION:

Weekly Assignments – 10 @ 10 points each	100 points
Article Citations and Presentation	50 points
Professional presentation - oral	100 points
Professional presentation – written	100 points
Exam 1	100 points
Exam 2	100 points
Exam 3 (final)	100 points
Participation	50 points

Total Possible Points	700 points
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Grading Scale:

Grading is based on the total points earned:

- A = 627-700 points
- B = 557- 626 points
- C = 487- 556 points
- D = 347- 486 points

PLEASE NOTE: You will need to earn the minimum number of points listed above in each category to earn the letter grade listed. The instructor will not “round up”. No extra credit is available for this course. Please be sure to complete all assignments. Clear instructions and expectations will be provided for assignments in the form of text or rubric guidelines.

Guidelines for Weekly discussions and Assignments:

Weekly requirements will be further outlined on the course schedule and Blackboard.

Guidelines for Article Citations and Presentation:

Each student will identify an article on a current population health topic of their choice. Articles should be from a peer-reviewed journal and be current within 5 years. Students will provide a written summary of the article. They will present this article to the class, posing 3-5 questions for discussion. * This assignment may be adapted in relation to class size.

Guidelines for Professional Presentation:

Each student will research a current population health care topic/concern of their choice and will create a power point covering the subject matter. Suggestions for improving or solving this concern should be included. In addition to an oral presentation, a written paper is also required. Further instructions and grading guidelines will be provided via text format and a grading rubric. The instructor reserves the right to determine if this project is better suited as an individual or group assignment.

* The instructor reserves the right to change this syllabus

University Policies**Academic Dishonesty**

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the University's academic integrity policy plus additional more-specific policies for each class. The University policy, formally known as the “Student Academic Integrity Policies and Procedures” is available online at http://www.missouristate.edu/policy/Op3_01_AcademicIntegrityStudents.htm and also at the Reserves Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy. The Academic Integrity policy specific to this course will be provided. Students are required to read, sign, and return this document to the instructor at the beginning of the semester and with course work throughout the semester.

Attendance and Tardiness Policy

You are expected to attend each class period. You are responsible for all assignments and notes even if you are absent. You must be present in class to earn participation points.

Make-up Work

If you are ill on the day of an exam, you must contact me as soon as possible, and present documentation of the illness to receive permission to make up the exam.

Cell Phones (and other technology)

Electronic devices are not to be used in the classroom unless the professor authorizes their usage for a class-related purpose. Faculty reserve the right to authorize usage with restrictions. Any student using an unauthorized electronic device during a test, such as smart watches or texting calculators, will be considered to have committed an act of academic dishonesty. The student will be asked to leave the testing session and will receive a grade of 0 for the test and retesting will not be permitted. The student may also face institutional penalties for academic dishonesty, as outlined in the Student Handbook.

The increase in the use of personal electronics in instructional settings makes it necessary to address the acceptable use of these devices during class sessions and examinations. Use of electronic device for activities unrelated to the learning experience coordinated by the course instructor distracts the student using the device, his/her neighbors, and the professor. Additionally, this usage is viewed as disrespectful of all others (students and instructor) engaged in the teaching/learning process. The quality of the learning experience suffers when these discourteous distractions occur. Electronic devices include but is not necessarily limited to the following: Laptops, cell phones, blackberries, pagers, tablet PCs, mobile presenters, wireless tablets, digital recorders, beepers, palms, iPods, iPads, MP3 players, texting calculators, camera phones, digital cameras, smart watches, or anything else that the instructor deems an electronic device.

Disability Accommodation

To request academic accommodations for a disability, contact the Director of the Disability Resource Center, Meyer Library, Suite 111, 417-836-4192 or 417-836-6792 (TTY), www.missouristate.edu/disability/contact.htm. Students are required to provide documentation of disability to the Disability Resource Center prior to receiving accommodations. The Disability Resource Center refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, 417-836-4787, <http://psychology.missouristate.edu/ldc>.

Nondiscrimination

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, 417-836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OED website at www.missouristate.edu/equity/.

Dropping a Class

It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520 or view Academic Calendars (www.missouristate.edu/registrar/acad_cal.html) for deadlines.

Family Educational Rights and Privacy Act

<http://www.missouristate.edu/registrar/FERPA.html>

Additional Assistance

Tutoring assistance is provided at the Bear Claw: <http://bearclaw.missouristate.edu/>.



Curricular Action Workflow



Missouri State > Computer Services - MIS > Curricular Action Workflow > CAW - New Course Proposal Form

New Course Proposal Form

Submitted on 02/16/2018 by Hillary Mayes (HillaryMayes@MissouriState.edu).

*All fields require input

- ☒ New COURSE
- ☐ New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

IPE

Course Number: ([Check Availability](#))

381

Course Title:

Statistics for the Health Professions

Will this course become part of a program? ☐ No ☐ Yes (A corresponding program change form must be submitted)

Will this proposal need to be reviewed by CGEIP? ☐ No ☐ Yes

Will this proposal need to be reviewed by EPPC? ☒ No ☐ Yes

Prerequisite/Co-requisite or enter 'None':

Completion of 30 credit hours and the General Education Quantitative Literacy requirement; Health Services major or permission

Catalog Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

This course provides an introduction to statistical data analysis and interpretation, with an emphasis on techniques used in the health professions. Descriptive statistics including measures of central tendency and variability, probability, estimation, and graphing will be discussed. Students will use computer-based statistical software for hypothesis testing, including independent and repeated measures t tests, analysis of variance, correlation, regression, and non-parametric testing. Emphasis is given to interpretation using effect size, confidence intervals, power analysis, and presentation of findings using APA style. This course cannot be credited toward a degree if the student has taken any of the following: AGR 330, MTH 340, PSY 200, QBA 237, REC 328, or SOC 302.

Credit Hours:

3

Lecture Contact Hours:

3

Lab Contact Hours:

0

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Fall | <input type="checkbox"/> Fall (even-numbered years only) | <input type="checkbox"/> Fall (odd-numbered years only) |
| <input type="checkbox"/> Spring | <input type="checkbox"/> Spring (even-numbered years only) | <input type="checkbox"/> Spring (odd-numbered years only) |
| <input type="checkbox"/> Summer | <input type="checkbox"/> On Demand only | |

Complete Catalog Description:

IPE 381 Statistics for the Health Professions

Prerequisite: Completion of 30 credit hours and the General Education Quantitative Literacy requirement; Health Services major or permission

This course provides an introduction to statistical data analysis and interpretation, with an emphasis on techniques used in the health professions. Descriptive statistics including measures of central tendency and variability, probability, estimation, and graphing will be discussed. Students will use computer-based statistical software for hypothesis testing, including independent and repeated measures t tests, analysis of variance, correlation, regression, and non-parametric testing. Emphasis is given to interpretation using effect size, confidence intervals, power analysis, and presentation of findings using APA style. This course cannot be credited toward a degree if the student has taken any of the following: AGR 330, MTH 340, PSY 200, QBA 237, REC 328, or SOC 302.

Credit hours: 3 Lecture contact hours: 3 Lab contact hours: 0

Typically offered: Fall

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

Attached

Purpose of Course

Developed as a result of curriculum review and student/employer/graduate program feedback. The expectation is that graduates understand basic statistics as a part of their curriculum. A course that exposed students to various commercially available statistical software packages was necessary. Use of Excel as a statistical program was essential (this is the program used primarily by employers).

Relationship to Other Departments

Designed for the needs of the Health Services major

Is there a graduate/undergraduate parallel course to this one? ☒ No ☐ Yes

New Course Resource Information

Anticipated Average Enrollment per section:

25

Maximum Enrollment Limit per section:

40

Anticipated Average Enrollment per semester:

25

Maximum Enrollment Limit per semester:

40

Anticipated Average Enrollment per year:

25

Maximum Enrollment Limit per year:

40

Faculty Load Assignment (equated hours):

3

Is another course being deleted? ☒ No ☐ Yes**What will this course require in the way of:**

Additional library Holdings

None

Additional computer resources

None (using open-source statistical applications and Microsoft Excel)

Additional or remodeled facilities

None - online course

Additional equipment or supplies

None

Additional travel funds

None

Additional faculty; general vs specialized

None

Additional faculty; regular vs per-course

None immediately, but per-course may be needed if high-demand

Other additional expenses

None

If additional faculty are not required, how will faculty be made available to teach this course?

Course instruction will be incorporated into the regular teaching load for current faculty

List names of current faculty qualified and available to teach this course

Dr. Todd Daniel

What is the anticipated source of students for this course?

Health Services majors

If from within the department, will students be taking this course in addition to or in place of other courses?

Course is new addition to Interprofessional Leadership Core. Three current courses were moved from the core to the Health Services option only, which may result in a slight reduction in the number of students taking those three courses (i.e. Clinical Services option students would no longer be required to take the three courses that were removed).

If from outside the department, which courses in other departments would most likely be affected?)

Course could be taken by non-majors with permission from instructor. This could result in students taking this course in lieu of another stats course offered on campus (if allowed by the students' majors). This is unexpected, so the impact would be minimal.

Other comments:

None

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

02/16/2018

Current Status:

College Council Review

Proposal Progress:

02/27/2018 - Submitted by Department Head (Colette Witkowski)

Review Comments:

No comments have been added to this proposal.

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Statistics for the Health Professions IPE 381

 Missouri State <small>UNIVERSITY</small>	<p><i>Missouri State University educates students to be global citizen scholars committed to public affairs.</i></p> <hr/> <div> <div> Statistics for the Health Professions IPE 381-001, Fall 2018 Online modality; 3 credit hours Email: ToddDaniel@MissouriState.edu </div> <div> Instructor: Todd Daniel, PhD Cell: (417) 631-8506 Office: PCOB 001; (417) 836-4631 Office Hours: 10:00-12:00 MWF or appt. </div> </div>																
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	C2 14 List, describe, and explain statistical tests that provide information about relationships among variables.																																																
	C2 15 Explain and define correlations in statistical terms.																																																
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	C3 relationship between effect size, sample size, alpha level and beta level. Calculate sample size given effect sizes, alpha and beta levels.																																																
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	C3, 20 Model professional behavior consistent with the generic abilities during																																																
	A4 class and laboratory sessions. These include interacting with peers constructively, using appropriate listening skills, and communicating effectively.																																																
Course Software	Please note – we use Microsoft PowerPoint and Word as well as Adobe PDF documents in this class. If you do not have Microsoft Office, you can download it for free as a Missouri State University student. Here is a link - https://helpdesk.missouristate.edu/microsoft-student-advantage-program.htm . If you need to download Adobe Reader, here is a link - https://www.missouristate.edu/plugins/acrobatreader.htm .																																																
Special Note	<p>This course is entirely online with course materials, assignments, discussions, and exams conducted through the Blackboard course management system. Students must be comfortable with a course that requires them to take responsibility for their own learning, and must have access to a computer with reliable Internet access. If this is not the case, please select a face-to-face course that will better meet your learning needs.</p> <p>This course requires the use of <i>Respondus Monitor</i> for quizzes and exams. Please see the statement regarding use of this program under the heading “Respondus Monitor” below. You will be required to have access to a webcam in order to take your quizzes and exams securely.</p>																																																
Grading Scale	<table><tr><th>Assignment</th><th>Total Points</th><th>A</th><th>95 – 100%</th></tr><tr><td>Tests (3)</td><td>230</td><td>A-</td><td>90 – 94%</td></tr><tr><td>Homework/Assignments</td><td>70</td><td>B+</td><td>87 – 89%</td></tr><tr><td>Comprehensive Final</td><td>100</td><td>B</td><td>84 – 86%</td></tr><tr><td>Final Project</td><td>100</td><td>B-</td><td>80 – 83%</td></tr><tr><td>Total</td><td>500</td><td>C+</td><td>77 – 79%</td></tr><tr><td colspan="2"><i>Note: actual points may vary slightly</i></td><td>C</td><td>74 - 76%</td></tr><tr><td></td><td></td><td>C-</td><td>70 - 73%</td></tr><tr><td></td><td></td><td>D+</td><td>67 – 69%</td></tr><tr><td></td><td></td><td>D</td><td>64 - 66%</td></tr><tr><td></td><td></td><td>D-</td><td>60 - 63%</td></tr><tr><td></td><td></td><td>F</td><td>Less than 60%</td></tr></table>	Assignment	Total Points	A	95 – 100%	Tests (3)	230	A-	90 – 94%	Homework/Assignments	70	B+	87 – 89%	Comprehensive Final	100	B	84 – 86%	Final Project	100	B-	80 – 83%	Total	500	C+	77 – 79%	<i>Note: actual points may vary slightly</i>		C	74 - 76%			C-	70 - 73%			D+	67 – 69%			D	64 - 66%			D-	60 - 63%			F	Less than 60%
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Respondus Monitor Testing System	<p>This course requires the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer or can be the type that plugs in with a USB cable. Watch this short video to get a basic understanding of LockDown Browser and the webcam</p>																																																

	<p>feature. A student Quick Start Guide (PDF) is also available. Respondus Monitor is a feature present in Blackboard that students may use free of charge. It will require you to download the Lockdown Browser software. Please follow the instructions for doing so below:</p> <p>Please follow the instructions for download and install posted on the following website:</p> <p>https://experts.missouristate.edu/display/KB/How+to+Install+Respondus+Lockdown+Browser. MSU has a specific Lockdown Browser URL. It is as follows - http://www.respondus.com/lockdown/download.php?id=365439415.</p> <p>AFTER you have installed the software, you should consider performing a quick check prior to having to use the program. To ensure proper setup, do the following:</p> <ul style="list-style-type: none"> • Start LockDown Browser, log into the system and select this course. • Locate and select the Help Center button on the LockDown Browser toolbar. • Run the Webcam Check and, if necessary, resolve any issues. • Run the System & Network Check. If a problem is indicated, see if a solution is provided in the Knowledge Base. Troubleshooting information can also be emailed to our institution's help desk. • Exit the Help Center and locate the practice quiz named “Respondus Practice Quiz” in the Quizzes folder. Upon completing and submitting the practice quiz, exit LockDown Browser. <p>When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:</p> <ul style="list-style-type: none"> • Ensure you're in a location where you won't be interrupted • Turn off all other devices (e.g. tablets, phones, second computers) • Clear your desk of all external materials not permitted — books, papers, other devices • Remain at your computer for the duration of the test • If the computer or networking environment is different than what was tested above, repeat the Webcam and System checks prior to starting the test • To produce a good webcam video, do the following: <ul style="list-style-type: none"> ○ Avoid wearing baseball caps or hats with brims ○ Ensure your computer or tablet is on a firm surface (a desk or table) — not on your lap, a bed, or other surface that might move ○ If using a built-in webcam, avoid tilting the screen after the webcam setup is complete ○ Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window • Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.
Professional Behavior	<p>The process of becoming an effective physical therapist involves attaining competency in cognitive knowledge, psychomotor skills and professional behavior. Each aspect of this triad is equally important for the student to develop as he/she progresses through the DPT program at Missouri State University.</p>

	<p>The physical therapy-specific “generic abilities” (UW-Madison) define the professional behavior expected of program graduates.</p> <p>To facilitate development of competency in the ten generic abilities, the instructor will provide opportunities to practice, and give formal and informal feedback to the student throughout the semester. The student will be responsible for ongoing self-assessment and for seeking feedback from faculty and fellow students.</p>
Dropping a Class	<p>It is your responsibility to understand the University’s procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520.</p>
Program Retention	<p>The physical Therapy Program holds high academic and clinical standards. A student must attain a grade point average of at least 3.0 on all graduate work. A grade of “C” or above (or pass for course grade pass/not pass) represents acceptable professional work for the program; however, a student earning more than 12 semester hours of “C” or lower will be dismissed from the program. If you receive a “D” or an “F” in any course, you will be dismissed from the program.</p>
Audio and Video Recording	<p>Video recordings of the lectures in this class are freely available on YouTube and linked through BlackBoard. Course notes and copies of lecture slides are freely provided to students for their use in this course and for their personal study. Course materials may not be distributed or sold without the written permission of the instructor. Students who wish to record lectures or class activities for study purposes should inform the faculty member first. Distribution or sale of recordings or other course materials is prohibited without the written permission of the instructor and other students who are recorded. Distribution without permission is a violation of copyright law and the Code of Student Rights and Responsibilities (Sections 4.6, 4.8, 4.9).</p>
Cell Phones	<p>As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University’s emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other specific exceptions to this policy may be granted at the discretion of the instructor.</p>
Emergency Response	<p>Students who require assistance during an emergency evacuation must discuss their needs with their professors and Disability Services. If you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please make an appointment with me to discuss this as soon as possible. For additional information students should contact the Disability Resource Center, 836-4192 (PSU 405), or the Assistant Director of Public Safety and</p>

	<p>Transportation at 836-6576. For further information on Missouri State University's Emergency Response Plan, please refer to the following web site: http://www.missouristate.edu/safetran/erp.htm</p>
Inclement Weather	<p>It is the responsibility of the student to be aware of University procedures for notification if classes will not be in session. These procedures may include phone or text notifications, radio announcements, or an announcement on the University website. In the event that a class is canceled due to inclement weather (snow, ice, flooding, anthropogenic climate change, fracking earthquake, apocalypse, etc.), the professor will also confirm the cancelation with students via an email delivered through Blackboard.</p>
Tobacco	<p>Missouri State University strives to ensure a healthy learning and working environment by promoting a culture of health and wellness. Smoking and the use of tobacco products by students, faculty, staff and visitors are prohibited in all interior spaces on the Missouri State University campus. "Smoking and the use of tobacco products" is defined as the smoking of tobacco via cigarettes, cigars, or pipes, or the use of devices or products that may be used to smoke or mimic smoking (including bongos, hookahs, vaporizers, e-cigarettes, etc.). The use of smokeless tobacco is prohibited at all locations on campus.</p>
Disability Accommodation	<p>To request academic accommodations for a disability, contact Kathy Staeger-Wilson, Director, Disability Services, Plaster Student Union, Suite 405, (417) 836-4192 or (417) 836-6792 (TTY), http://www.missouristate.edu/disability. Students are required to provide documentation of disability to Disability Services prior to receiving accommodations. Disability Services refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact Dr. Steve Capps, Director, Learning Diagnostic Clinic, (417) 836-4787, http://www.missouristate.edu/contrib/ldc.</p>
Non-Discrimination	<p>MSU is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to J. Wes. Pratt, Equal Opportunity Officer, Sicheluff Hall 296, (417) 836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head.</p>
Academic Integrity Policy	<p>Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity.</p> <p>Any student detected participating in any form of academic dishonesty in this course will be subject to the following sanctions at the instructor's discretion:</p> <p>Receiving a failing course grade of XF, which indicates the failing grade was due to academic dishonesty. This grade will remain on the transcript for at least one year.</p> <p>In addition to this sanction, the instructor of this course may request that the Academic Integrity Council impose more severe sanctions, up to and including expulsion from the University.</p> <p>If I believe that a student or students are cheating during an exam, I reserve the right to use surveillance techniques to collect evidence to pursue the case. These methods may include, but are not limited to: hidden observers, recording equipment, and requesting valid picture ID's. This will not be a</p>

standard course of action for exams, unless cheating is suspected. However, I may or may not inform the class if the techniques are being used.

You are responsible for knowing and following the university's student honor code, *Student Academic Integrity Policies and Procedures*, available at www.missouristate.edu/policy/academicintegritystudents.htm. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy. If you are accused of violating this policy and are in the appeals process, you should continue participating in the class.

COPYRIGHT NOTICE: The Copyright Act (17 U.S.C. Â§ 10) governs the rights attributed to owners of copyrighted work. Under certain circumstances, educational institutions may provide copies of copyrighted works to students. The copies may not be copied nor used for any other purpose besides private study, scholarship, or research. Users should not provide electronic copies of any materials provided on this course's Blackboard site to unauthorized users. If a user fails to comply with Fair Use restrictions, he/she may be held liable for copyright infringement. No further transmission or electronic distribution is permitted.

Note: For more information on most of the policies above: Refer to University website – <http://www.missouristate.edu/policy/>



Curricular Action Workflow



Missouri State > Computer Services - MIS > Curricular Action Workflow > CAW - New Course Proposal Form

New Course Proposal Form

Submitted on 02/16/2018 by Hillary Mayes (HillaryMayes@MissouriState.edu).

***All fields require input**

- ☒ New COURSE
- ☐ New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

IPE

Course Number: ([Check Availability](#))

382

Course Title:

Introduction to Health Insurance and Managed Care

Will this course become part of a program? ☐ No ☐ Yes (A corresponding program change form must be submitted)

Will this proposal need to be reviewed by CGEIP? ☐ No ☐ Yes

Will this proposal need to be reviewed by EPPC? ☒ No ☐ Yes

Prerequisite/Co-requisite or enter 'None':

Completion of 30 credit hours; Health Services major or permission

Catalog Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

This course focuses on the development of health insurance and managed care practices in the United States. Topics include the impact of managed care on health care delivery systems and reimbursement; public and private sector health insurance and benefit plans; key regulations and laws governing health care and health insurance; and current topics in health care reform. Emphasis will be placed on the impact of managed care practices on the interprofessional health care team.

Credit Hours:

3

Lecture Contact Hours:

3

Lab Contact Hours:

0

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Fall | <input type="checkbox"/> Fall (even-numbered years only) | <input type="checkbox"/> Fall (odd-numbered years only) |
| <input checked="" type="checkbox"/> Spring | <input type="checkbox"/> Spring (even-numbered years only) | <input type="checkbox"/> Spring (odd-numbered years only) |
| <input type="checkbox"/> Summer | <input type="checkbox"/> On Demand only | |

Complete Catalog Description:

IPE 382 Introduction to Health Insurance and Managed Care

Prerequisite: Completion of 30 credit hours; Health Services major or permission

This course focuses on the development of health insurance and managed care practices in the United States. Topics include the impact of managed care on health care delivery systems and reimbursement; public and private sector health insurance and benefit plans; key regulations and laws governing health care and health insurance; and current topics in health care reform. Emphasis will be placed on the impact of managed care practices on the interprofessional health care team.

Credit hours: 3 Lecture contact hours: 3 Lab contact hours: 0

Typically offered: Fall, Spring

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

Attached

Purpose of Course

Course is being created in response to student feedback. Course would improve the strength and quality of the program by better preparing students for employment opportunities and graduate study.

Relationship to Other Departments

No direct relationship to other departments or programs. This course is restricted to Health Services majors generally, although other students may be granted instructor permission to take the course.

Is there a graduate/undergraduate parallel course to this one? ☒ No ☐ Yes

New Course Resource Information

Anticipated Average Enrollment per section:

25

Maximum Enrollment Limit per section:

40

Anticipated Average Enrollment per semester:

25

Maximum Enrollment Limit per semester:

40

Anticipated Average Enrollment per year:

50

Maximum Enrollment Limit per year:

80

Faculty Load Assignment (equated hours):

3

Is another course being deleted? ☒ No ☐ Yes

What will this course require in the way of:

Additional library Holdings

None

Additional computer resources

None

Additional or remodeled facilities

None

Additional equipment or supplies

None

Additional travel funds

None

Additional faculty; general vs specialized

Specialized - advanced knowledge of and experience with insurance issues (patient and corporate perspective) in the health care setting

Additional faculty; regular vs per-course

Per course faculty - several qualified individuals who have previously taught/are teaching for CHHS

Other additional expenses

None

If additional faculty are not required, how will faculty be made available to teach this course?

Per course faculty will be used; plan to explore collaboration with COB

List names of current faculty qualified and available to teach this course

Hillary Mayes; Kristin Paloncy

What is the anticipated source of students for this course?

Health Services majors

If from within the department, will students be taking this course in addition to or in place of other courses?

Course is new addition to Interprofessional Leadership Core. Three current courses were moved from the core to the Health Services option only, which may result in a slight reduction in the number of students taking those three courses.

If from outside the department, which courses in other departments would most likely be affected?)

None

Other comments:

None

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

02/16/2018

Current Status:

College Council Review

Proposal Progress:

02/27/2018 - Submitted by Department Head (Colette Witkowski)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal

MAKE YOUR CURRICULUM STATEMENT.

Last Modified: 07/17/2015 • [Disclaimer](#) • [Accessibility](#) • [EO/AA/M/F/Veterans/Disability](#)

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BIOMEDICAL SCIENCES DEPARTMENT

Course Syllabus

FALL XXXX

COURSE: IPE 382: Managed Care, Health Insurance, and Healthcare Reform in the United States
CREDIT HOURS: 3 credit hours
CLASS SCHEDULE: Course is delivered online via Blackboard
FACULTY: TBD
Office:
Telephone:
E-mail:
Course website:

OFFICE HOURS:

COURSE DESCRIPTION:

Development of health insurance and managed care practices in the United States, including the impact of managed care on health care delivery systems and reimbursement; public and private sector health insurance and benefit plans; key regulations and laws governing health care and health insurance; and current topics in health care reform. Particular emphasis will be placed on the impact of managed care practices on the interprofessional health care team.

REQUIRED TEXT:

Kongstvedt, P. (2016). *Health Insurance and Managed Care - What They Are and How They Work* (4th ed.). Burlington, MA: Jones & Bartlett Learning. ISBN: 978-1-284-04325-9.

Askin, E., Moore, N. & Shankar, V. (2014). *The Health Care Handbook* (2nd ed.). St. Louis, MO: Washington University. ISBN: 0692244735.

Bradley, E.H. & Taylor, L.A. (2013). *The American Health Care Paradox: Why Spending More is Getting Us Less*. New York, NY: Public Affairs Books. ISBN 10987654321

RECOMMENDED TEXT:

American Psychological Association. (2010). *Publication Manual of the American Psychological Association* (6th ed.). Washington, D.C. ISBN-13: 978-1-4228-0561-5.

COURSE COMMUNICATION:

Announcements will be posted on the Blackboard Announcements page. Information will also be sent to your **official university e-mail address only**. It is your responsibility to check this e-mail address regularly.

For general questions about the course or assignments, you are encouraged to use the discussion board set up specifically for this purpose. By using this format, an answer to one student's question will be available to the rest of the class.

If you have questions that are specific to your situation, you can e-mail the instructor. You can expect responses within 48 hours M-F; e-mail sent during the weekend will be read on Monday. Every attempt will be made to post exam grades and assignment feedback within one week of the due date.

COURSE OUTCOMES:

By the end of the course, students should be able to:

1. Identify key historical influences and obstacles that have impacted the development of health insurance and managed care in the United States
2. Define key terms and acronyms related to health insurance and the multidisciplinary health care team.
3. Describe the role of state and federal government in managed care
4. Identify the different types of health benefits coverage and health plans available in the United States
5. Compare and contrast federal health care plans/programs (Medicare, Medicaid) and commercially available health care plans
6. Identify the basic elements of payer organizations

COURSE REQUIREMENTS:

Because students have varying learning styles, there are a variety of learning resources, activities, assignments and examination formats to diversify the learning opportunities and evaluation methods.

- Assigned readings, PowerPoints, websites and activities
- Online class participation through discussions
- Individual assignments
- Collaborative assignments
- Quizzes
- Written exams

****ALL WRITING ASSIGNMENTS WILL BE COMPLETED USING APA FORMAT****

Please note that for quizzes and exams students are NOT permitted to use any resources (they are to be completed independently just as if they would be in a seated course). Make sure you review your notes, readings, and projects to prepare adequately for these assessments. For all projects, references must be appropriately and correctly cited to prevent plagiarism. Students who violate the academic integrity policies on this campus will be penalized in accordance with those policies. Students will be reported to the Office of Academic Integrity and may receive zero points, an F grade, or an XF grade (please see the Academic Integrity Policy for more information).

Course Assignment, Quiz, and Exam Schedule:

NOTE: All assignments/tests/quizzes must be submitted by 11:59 p.m. (CST) on the listed due date

	Readings/Topics	Assignments	Due Dates (by 11:59 p.m. CST)
Week 1 8/21/17 – 8/25/17	<ul style="list-style-type: none">• History of managed care/health insurance (Kongstvedt, Chp 1);• Health Care Handbook Chp. 1	Signed syllabus	8/25/17
		Introduction	8/25/17
Week 2 8/28/17 – 9/1/17	<ul style="list-style-type: none">• History of managed care/health insurance (Kongstvedt Chp 1);• Health Care Handbook Chp. 2• Benefits Coverage and Types of Health Plans (Kongstvedt Chp. 2)	Assignment I	8/30/17
Week 3 9/4/17 – 9/8/17	<ul style="list-style-type: none">• Health Benefits Coverage and Types of Health Plans (Kongstvedt Chp. 2)• Health Care Handbook Chp. 3	Discussion I	9/6/17
Week 4 9/11/17 – 9/15/17	<ul style="list-style-type: none">• Health Benefits Coverage and Types of Health Plans (Kongstvedt Chp. 2);• Health Care Handbook Chp. 3	Article Summary I	9/11/17
		Exam I	9/15/17

Week 5 9/18/17 – 9/22/17	<ul style="list-style-type: none"> • The Provider Network (Kongstvedt, Chp. 3) • Health Care Handbook, Chp. 4 	Assignment II	9/22/17
Week 6 9/25/17 – 9/29/17	<ul style="list-style-type: none"> • The Provider Network (Kongstvedt, Chp. 3) • Provider Payment (Kongstvedt, Chp. 4) • Health Care Handbook, Chp. 4 • Health Care Handbook, Chp. 5 	Discussion II	9/27/17
Week 7 10/2/17 – 10/6/17	<ul style="list-style-type: none"> • The Provider Network (Kongstvedt, Chp. 3) • Health Care Handbook, Chp. 5 	Article Summary II	10/6/17
Week 8 10/9/17 – 10/13/17		Exam II	10/11/17
Week 9 10/16/17 – 10/20/17	<ul style="list-style-type: none"> • Utilization Management, Quality Management, and Accreditation (Kongstvedt, Chp. 4) • Health Care Handbook, Chp. 6 	Discussion III	10/18/17
Week 10 10/23/17 – 10/27/17	<ul style="list-style-type: none"> • Utilization Management, Quality Management, and Accreditation (Kongstvedt, Chp. 4) • Sales, Governance, and Administration (Kongstvedt Chp. 5); • Health Care Handbook, Chp. 6 • American Health Care Paradox, Chp. 1 	Assignment III	10/23/17
Week 11 10/30/17 – 11/3/17	<ul style="list-style-type: none"> • Sales, Governance, and Administration (Kongstvedt Chp. 5); • American Health Care Paradox, Chp. 2 	Article Summary III	11/1/17
Week 12 11/6/17 – 11/10/17	<ul style="list-style-type: none"> • Medicare and Medicaid (Kongstvedt Chp. 7); • American Health Care Paradox, Chp. 3 	Exam III	11/8/17
Week 13 11/13/17 – 11/17/17	<ul style="list-style-type: none"> • Medicare and Medicaid (Kongstvedt Chp. 7); • American Health Care Paradox, Chp. 3 & 4 	Discussion IV	11/15/17
Week 14 11/20/17 – 11/24/17	<ul style="list-style-type: none"> • Medicare and Medicaid (Kongstvedt Chp. 7); • American Health Care Paradox, Chp. 4 	Assignment IV	11/20/17
Week 15 11/27/17 – 12/1/17	<ul style="list-style-type: none"> • Laws & Regulation in Managed Care (Kongstvedt Chp. 8); • American Health Care Paradox, Chp. 6 	None	None
Week 16 12/4/17 – 12/8/17	<ul style="list-style-type: none"> • Laws & Regulation in Managed Care (Kongstvedt Chp. 8); • American Health Care Paradox, Chp. 6 & 7 	Article Summary IV	12/6/17
Week 17 12/11/17 – 12/15/17		Final Exam	12/14/17

Grading Scale:

Grading is plus/minus for this course:

A	93 – 100%	C	73.0 – 76.9%
A-	90 – 92.9 %	C-	70 – 72.9%
B+	87 – 89.9 %	D+	67 – 69.9%
B	83 – 86.9%	D	63 – 66.9%
B-	80 – 82.9%	D -	60 – 62.9%
C+	77.0 – 79.9%	F	0 – 59.9%

COURSE ASSIGNMENTS/ACTIVITIES:

Signed Syllabus and Introduction (10 points)

(1) **Review the syllabus and course schedule.** Type your name in the blank on the last page verifying that you reviewed the syllabus and understand all due dates. Save ONLY the signature page and submit the signed page through Blackboard (5 points).

(2) **Post an introduction on the Discussion Board.** Tell us something about yourself and what you hope to gain from this course (5 points).

Individual Assignments (4 @ 20 points each)

There will be various individual assignments related to the course content. The details of each of these assignments will be posted in the unit folders.

Article Summaries (4 @ 20 points each)

Students will be required to complete four article summaries over the course of the semester. Students will be required to select a single scholarly article from a pre-approved list, read, and summarize the content. Instructions will be posted to the assignment folder on Blackboard.

Online Unit Discussions (4 @ 15 points each)

You will need to make at least one initial **substantive** post that corresponds with the discussion topic (10 points) **and** at least **one post in response** to a classmate's posting (5 points) for each discussion topic within the time periods indicated on the course schedule. Your initial substantive post must be a **minimum of 500 words**; your response to a classmate must be a **minimum of 250 words**. **Proper spelling, grammar, and punctuation are required.** Points will be awarded based upon the quality of the information presented and adherence to the published guidelines. Citations should be used when/where appropriate. Failure to cite may be considered plagiarism and could result in a total loss of points. Postings should demonstrate knowledge of the subject matter and/or your critical thinking skills. **Entries posted after the deadline will not be graded and will receive zero points.**

Exams (3 regular @ 50 points each; 1 comprehensive final @ 75 points)

There will be four total exams - three exams and one comprehensive final over the course of the semester. Each regular exam will be worth 50 points; the final will be comprehensive and worth 75. Exams may consist of a variety of question types, which may include multiple choice/multiple select questions, definitions, matching, short answer, and essay questions. Exams are to be completed independently. Use of references/notes/materials/internet to complete exams **IS PROHIBITED** and is considered a violation of the University Academic Integrity Policy. Students in violation of this policy will be sanctioned at the discretion of the instructors. This can include receiving zero points, being awarded an F grade, or being awarded an XF grade.

All exams are timed. You will be given approximately 60 minutes to complete these assessments. **The final exam is comprehensive, will be available during finals week, and will be open for 75 minutes.**

UNIVERSITY POLICIES:

Academic integrity

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the University's academic integrity policy plus additional more-specific policies for each class. The University policy, formally known as the "Student Academic Integrity Policies and Procedures" is available online at http://www.missouristate.edu/policy/Op3_01_AcademicIntegrityStudents.htm and also at the Reserves Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Statement of nondiscrimination

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, 417-836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OED website at www.missouristate.edu/equity/.

Statement on disability accommodation

To request academic accommodations for a disability, contact the Director of the Disability Resource Center, Meyer Library, Suite 111, 417-836-4192 or 417-836-6792 (TTY), www.missouristate.edu/disability/contact.htm. Students are required to provide documentation of disability to the Disability Resource Center prior to receiving accommodations. The Disability Resource Center refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, 417-836-4787, <http://psychology.missouristate.edu/lcd>.

Cell Phone Policy

As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor. Because this is an online course, the only time you are prohibited from accessing your cell phone or other electronic devices (other than the device being used to access Blackboard) would be when taking exams and quizzes.

Emergency Response Statement

At the first class meeting, students should become familiar with a basic emergency response plan through a dialogue with the instructor that includes a review and awareness of exits specific to the classroom and the location of evacuation centers for the building. All instructors are provided this information specific to their classroom and/or lab assignments in an e-mail prior to the beginning of the fall semester from the Office of the Provost and Safety and Transportation.

Students with disabilities impacting mobility should discuss the approved accommodations for emergency

situations and additional options when applicable with the instructor. For more information go to <http://www.missouristate.edu/safetran/51597.htm> and <http://www.missouristate.edu/safetran/erp.htm>.

Dropping a class

It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520.

THE LAST DATE TO DROP THIS COURSE IS xxxxxxxx. Here is the link to the Academic Calendar: <https://calendar.missouristate.edu/home/academic/sp2018>.

Religious Accommodation:

The University may provide a reasonable accommodation based on a person's sincerely held religious belief. In making this determination, the University reviews a variety of factors, including whether the accommodation would create an undue hardship. The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the University. Students who expect to miss classes, examinations, or other assignments as a consequence of their sincerely held religious belief shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a *Request for Religious Accommodation Form* to the instructor by the end of the third week of a full semester course or the end of the second week of a half semester course.

Mental Health and Stress Management:

As a student, you may experience a range of personal issues that can impede learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. You can learn more about free and confidential Missouri State University Counseling Center services available to assist you at <https://counselingcenter.missouristate.edu/>.

Title IX Policy:

Missouri State University has a Title IX policy that guides our response to instances of sexual violence. Sexual Violence includes: Rape, Sexual Assault, Sexual Misconduct, Sexual Discrimination, Domestic Violence, Dating Violence, Stalking, Sexual Harassment and Pregnancy issues. The Title IX policy can be located on the MSU Title IX website at

www.missouristate.edu/titleix/. This website is also a good resource for any questions or issues involving Title IX and contains contact information for the MSU Title IX Office and staff. Read an [overview of the Title IX office](#).

If an MSU student discloses a Title IX related issue to a MSU faculty or staff member who is deemed to be a "Responsible Employee" under the policy, that faculty or staff member is required to report such disclosure to the Title IX Coordinator. A responsible employee includes any employee who has the authority to take action to redress sexual violence; who has been given the duty of reporting incidents of sexual violence or any other misconduct by students to the Title IX Coordinator or other appropriate school designee; or whom a student could reasonably believe has the authority or duty to take action. Taylor Health employees and MSU Counseling Center Clinicians are not considered to be Responsible Employees under the policy, and therefore, are not required to report Title IX issues to the Title IX Coordinator.

Chosen Name Policy:

A student may choose a name other than their legal name to identify themselves at Missouri State University. A chosen name is different than the student's legal name. Refer to the [Chosen Name policy](#) for more information. Students can provide their chosen first and middle names in the *Profile* tab of [My Missouri State](#).

Statement of Attendance Policy

The University's attendance policy can be found in the *2017 - 2018 Undergraduate Catalog* at <http://www.missouristate.edu/registrar/catalog/attendan.html>. You are required to participate in this course on a regular basis. Instructors have the right to drop students from classes based upon non-participation. Failure to complete assignments by the required due dates will result in TOTAL loss of points for that assignment or examination (all or nothing points policy; no partial points awarded and no late work accepted). **ASSIGNMENTS SUBMITTED AFTER THE PUBLISHED DEADLINE WILL NOT BE GRADED.** Blackboard has been set up to prohibit late submissions.

Statement of Grading Policy

The standard MSU grading +/- grading system applies to this course. Information about that may be found here: <http://www.missouristate.edu/registrar/catalog/grades.html>.

Bear C LAW

You are encouraged to use the Bear CLAW Writing Center at Meyer Library.

TENTATIVE SCHEDULE XXX

WEEK	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Week 1	August 21	August 22	August 23	August 24	August 25
(Change of schedule Week)	History of Managed Care/Health Insurance (Kongstvedt, pp. 1 – 36); Health Care Handbook Chp. 1 (pp. 1 – 26)		History of Managed Care/Health Insurance (Kongstvedt, pp. 1 – 36) Health Care Handbook Chp. 1 (pp. 1 – 26)		History of Managed Care/Health Insurance (Kongstvedt, pp. 1 – 36) Health Care Handbook Chp. 1 (pp. 1 – 26) Signed Syllabus DUE Introduction DUE
Week 2	August 28	August 29	August 30	August 31	September 1
	History of Managed Care/Health Insurance (Kongstvedt, pp. 1 – 36) Health Care Handbook Chp. 2 (pp. 30 – 71)		ASSIGNMENT I DUE		Health Benefits Coverage and Types of Health Plans (pp. 37 – 66) Health Care Handbook Chp. 2 (pp. 30 – 71)
Week 3	September 4	September 5	September 6	September 7	September 8
	LABOR DAY – NO CLASSES		Health Benefits Coverage and Types of Health Plans (pp. 37 – 66) Health Care Handbook Chp. 3 (pp. 76 – 102) DISCUSSION I DUE		Health Benefits Coverage and Types of Health Plans (pp. 37 – 66) Health Care Handbook Chp. 3 (pp. 76 – 102)
Week 4	September 11	September 12	September 13	September 14	September 15
	Health Benefits Coverage and Types of Health Plans (pp. 37 – 66) Health Care Handbook Chp. 3 (pp. 76 – 102) ARTICLE SUMMARY I DUE		EXAM ONE OPENS		EXAM ONE DUE
Week 5	September 18	September 19	September 20	September 21	September 22
	The Provider Network (Kongstvedt, pp. 67 – 112) Health Care Handbook Chp. 4 (pp. 106 – 134)		The Provider Network (Kongstvedt, pp. 67 – 112) Health Care Handbook Chp. 4 (pp. 106 – 134)		The Provider Network (Kongstvedt, pp. 67 – 112) Health Care Handbook Chp. 4 (pp. 106 – 134) ASSIGNMENT II DUE
Week 6	September 25	September 26	September 27	September 28	September 29
	The Provider Network (Kongstvedt, pp. 67 – 112) Health Care Handbook Chp. 4 (pp. 106 – 134)		Provider Payment (Kongstvedt, pp. 113 - 152) Health Care Handbook Chp. 5 (pp. 138 – 184) DISCUSSION II DUE		Provider Payment (Kongstvedt, pp. 113 - 152) Health Care Handbook Chp. 5 (pp. 138 – 184)
Week 7	October 2	October 3	October 4	October 5	October 6
	Provider Payment (Kongstvedt, pp. 113 - 152) Health Care Handbook Chp. 5 (pp. 138 – 184)		Provider Payment (Kongstvedt, pp. 113 - 152) Health Care Handbook Chp. 5 (pp. 138 – 184)		Article Summary II DUE
Week 8	October 9	October 10	October 11	October 12	October 13
	EXAM TWO OPENS		EXAM TWO DUE	FALL HOLIDAY – NO CLASSES	FALL HOLIDAY- NO CLASSES

Week 9	October 16	October 17	October 18	October 19	October 20
	Utilization Management, Quality Management, and Accreditation (Kongstvedt, pp. 153 – 190) Health Care Handbook Chp. 6		Utilization Management, Quality Management, and Accreditation (Kongstvedt, pp. 153 – 190) Health Care Handbook Chp. 6 DISCUSSION III DUE		Utilization Management, Quality Management, and Accreditation (Kongstvedt, pp. 153 – 190) Health Care Handbook Chp. 6
Week 10	October 23	October 24	October 25	October 26	October 27
	Utilization Management, Quality Management, and Accreditation (Kongstvedt, pp. 153 – 190) Health Care Handbook Chp. 6 ASSIGNMENT III DUE		Sales, Governance, and Administration American Health Care Paradox, Chp. 1)		Sales, Governance, and Administration American Health Care Paradox, Chp. 1)
Week 11	October 30	October 31	November 1	November 2	November 3
	Sales, Governance, and Administration American Health Care Paradox, Chp. 2		Sales, Governance, and Administration American Health Care Paradox, Chp. 2 ARTICLE SUMMARY III DUE		American Health Care Paradox, Chp. 2
Week 12	November 6	November 7	November 8	November 9	November 10
	EXAM THREE OPENS		EXAM THREE DUE		Medicare and Medicaid American Health Care Paradox, Chp. 3
Week 13	November 13	November 14	November 15	November 16	November 17
	Medicare and Medicaid American Health Care Paradox, Chp. 3		Medicare and Medicaid American Health Care Paradox, Chp. 3 DISCUSSION IV DUE		Medicare and Medicaid American Health Care Paradox, Chp. 4
Week 14	November 20	November 21	November 22	November 23	November 24
	Medicare and Medicaid American Health Care Paradox, Chp. 4 ASSIGNMENT IV DUE		THANKSGIVING HOLIDAY – NO CLASSES	THANKSGIVING HOLIDAY- NO CLASSES	THANKSGIVING HOLIDAY – NO CLASSES
Week 15	November 27	November 28	November 29	November 30	December 1
	Laws and Regulation in Managed Care American Health Care Paradox, Chp. 5		Laws and Regulation in Managed Care American Health Care Paradox, Chp. 5		Laws and Regulation in Managed Care American Health Care Paradox, Chp. 6
Week 16	December 4	December 5	December 6	December 7	December 8
	Laws and Regulation in Managed Care American Health Care Paradox, Chp. 6 & 7		ARTICLE SUMMARY IV DUE		STUDY DAY – NO CLASSES
Week 17	December 11	December 12	December 13	December 14	December 15
FINALS WEEK	-----	FINAL EXAM OPENS @ 8:00 ---- --	-----	FINAL EXAM DUE by 10:00 P.M.-	-----

SUBMIT THIS SIGNED PAGE UNDER THE ASSIGNMENT TAB TO VERIFY THAT YOU HAVE REVIEWED AND UNDERSTAND THE SYLLABUS FOR IPE 382.
It is recommended that you print the calendar with assignments and due dates and post it in your study area.

Name_____

Date_____

Change Course Proposal Form

Submitted on 02/16/2018 by Hillary Mayes (HillaryMayes@MissouriState.edu).***All fields require input**

This proposal applies to:

- ☒ An existing COURSE
- ☐ An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

IPE575 Collaborative Health Care Leadership

Will this proposal need to be reviewed by CGEIP? ☒ No ☐ YesWill this proposal need to be reviewed by EPPC? ☒ No ☐ Yes

Current online catalog description:

IPE 575 Collaborative Health Care Leadership

Prerequisite: senior standing; and IPE 375. This course explores theories, models and responsibilities of leadership within an interprofessional health care context. Students apply leadership practices that support collaborative practice and synthesize prior learning to plan, implement, and evaluate a health project designed to improve patient/client health outcomes. Students document and communicate results in written report and oral presentation. Public Affairs Capstone Experience course. 3(3-0) F,S

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please review prior to submission.)



IPE 575 Collaborative Health Care Leadership

Prerequisite: ~~senior standing~~ **Completion of 60 credit hours; admitted to the Health Services degree program** and IPE 375. This course explores theories, models and responsibilities of leadership within an interprofessional health care context. Students apply leadership practices that support collaborative practice and synthesize prior learning to plan, implement, and evaluate a health project designed to improve patient/client health outcomes. ~~Students document and communicate results in written report and oral presentation.~~ **Public Affairs Capstone Experience course.** 3(3-0) F,S

What is changing? Check all boxes that apply.

- | | | | |
|---|---|---|--|
| <input type="checkbox"/> Course Code | <input type="checkbox"/> Course Number (Check Availability) | <input type="checkbox"/> Title | <input checked="" type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Credit Hours/Contact Hours | <input checked="" type="checkbox"/> Periodicity | <input checked="" type="checkbox"/> Description | |

Reason for proposed change

The current credit hour pre-requisite typically impacts students in the Clinical Services option most often, resulting in the need for a pre-requisite override. Clinical coursework requires manual re-evaluation after matriculation (generally, this is only done after a student is admitted to the program to help ensure the credit applies only to the HS major). Upon initial enrollment, these credits are considered "non-transferrable", which gives an inaccurate picture of the number of credit hours totally completed. For ease of enrollment, the credit hour pre-requisite is being reduced. Admission to the degree program requires completion of IPE 375 with a "C" or better, so this statement will replace the "IPE 375" pre-requisite that currently exists. The change in the course description allows more flexibility for course assignments by the instructor. The course is no longer being recognized as the Public Affairs Capstone. When compared to other courses available in the program, the scope in this course is more limited and focuses primarily upon leadership. IPE 375 covers all three pillars of the Public Affairs Mission thoroughly and is being proposed as the new capstone for that reason.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? ☒ No ☐ Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- | | | |
|---|--|---|
| <input checked="" type="checkbox"/> Routine or annual review/assessment of curriculum | <input checked="" type="checkbox"/> Faculty Input | <input checked="" type="checkbox"/> Student Input |
| <input type="checkbox"/> Accreditation/certification compliance | <input type="checkbox"/> Review of catalog information | |
| <input type="checkbox"/> Other (be specific): | | |

☐ Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

02/16/2018

Current Status:

College Council Review

Proposal Progress:

02/27/2018 - Submitted by Department Head (Colette Witkowski)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal

MAKE YOUR

MENT

.....

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Curricular Action Workflow



Missouri State > Computer Services - MIS > Curricular Action Workflow > CAW - New Course Proposal Form

New Course Proposal Form

Submitted on 02/16/2018 by Hillary Mayes (HillaryMayes@MissouriState.edu).

*All fields require input

- ☒ New COURSE
- ☐ New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

IPE

Course Number: ([Check Availability](#))

576

Course Title:

Professional Issues in Health Services

Will this course become part of a program? ☐ No ☐ Yes (A corresponding program change form must be submitted)

Will this proposal need to be reviewed by CGEIP? ☐ No ☐ Yes

Will this proposal need to be reviewed by EPPC? ☒ No ☐ Yes

Prerequisite/Co-requisite or enter 'None':

Completion of 60 credit hours; admitted to the Health Services degree program

Catalog Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

This course is designed to prepare future health care professionals to identify, critically examine, and address issues that occur in the interprofessional health care environment. Students will utilize professional ethics and evidence-based decision-making to analyze various case studies and propose possible solutions to issues identified.

Credit Hours:

3

Lecture Contact Hours:

3

Lab Contact Hours:

0

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> Fall | <input type="checkbox"/> Fall (even-numbered years only) | <input type="checkbox"/> Fall (odd-numbered years only) |
| <input checked="" type="checkbox"/> Spring | <input type="checkbox"/> Spring (even-numbered years only) | <input type="checkbox"/> Spring (odd-numbered years only) |
| <input type="checkbox"/> Summer | <input type="checkbox"/> On Demand only | |

Complete Catalog Description:

IPE 576 Professional Issues in Health Services

Prerequisite: Completion of 60 credit hours; admitted to the Health Services degree program

This course is designed to prepare future health care professionals to identify, critically examine, and address issues that occur in the interprofessional health care environment.

Students will utilize professional ethics and evidence-based decision-making to analyze various case studies and propose possible solutions to issues identified.

Credit hours: 3 Lecture contact hours: 3 Lab contact hours: 0

Typically offered: Fall, Spring

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

Attached

Purpose of Course

Course is being created in response to student feedback. Course would improve the strength and quality of the program by better preparing students for employment opportunities and graduate study.

Relationship to Other Departments

None; exclusively available to Health Services majors

Is there a graduate/undergraduate parallel course to this one? ☒ No ☐ Yes

New Course Resource Information

Anticipated Average Enrollment per section:

25

Maximum Enrollment Limit per section:

40

Anticipated Average Enrollment per semester:

25

Maximum Enrollment Limit per semester:

40

Anticipated Average Enrollment per year:

50

Maximum Enrollment Limit per year:

80

Faculty Load Assignment (equated hours):

3

Is another course being deleted? ☒ No ☐ Yes

What will this course require in the way of:

Additional library Holdings

None

Additional computer resources

None

Additional or remodeled facilities

None

Additional equipment or supplies

None

Additional travel funds

None

Additional faculty; general vs specialized

No immediate need

Additional faculty; regular vs per-course

If enrollment demands, additional per course could used in the future

Other additional expenses

None

If additional faculty are not required, how will faculty be made available to teach this course?

Part of regular load (loads will be adjusted based upon program changes)

List names of current faculty qualified and available to teach this course

Helen Reid, Hillary Mayes

What is the anticipated source of students for this course?

Health Services majors

If from within the department, will students be taking this course in addition to or in place of other courses?

Course is a new addition to Interprofessional Leadership Core. Three current courses were moved from the core to the Health Services option only, which may result in a slight reduction in the number of students taking those three courses.

If from outside the department, which courses in other departments would most likely be affected?)

None

Other comments:

None

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

02/16/2018

Current Status:

College Council Review

Proposal Progress:

02/27/2018 - Submitted by Department Head (Colette Witkowski)

Review Comments:

No comments have been added to this proposal.

Copy As New Proposal

MAKE YOUR COURSE PROPOSAL

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BIOMEDICAL SCIENCES DEPARTMENT

Course Syllabus

xxxxx 20xx

COURSE: IPE 576: Professional Issues in Health Services
CREDIT HOURS: Three credit hours
CLASS SCHEDULE: Online
FACULTY: TBD
OFFICE HOURS: TBD

COURSE DESCRIPTION:

This course is designed to prepare future health care professionals to identify, critically examine, and address issues that occur in the interprofessional health care environment. Students will utilize professional ethics and evidence-based decision-making to analyze various case studies and propose possible solutions to issues identified.

COURSE OBJECTIVES:

Students will demonstrate:

1. An appreciation of the ethical responsibility of being a health care professional.
2. Knowledge and skills necessary to make ethically responsible decisions, including communication, listening, reflection, and reasoning skills.
3. The ability to work in interprofessional groups to identify and address professional issues.
4. The ability to recognize and respond to ethical issues commonly encountered by health care managers and providers.
5. The ability to access and apply ethics resources available to health care professionals.
6. Respect the unique cultures, values, roles/responsibilities and expertise of other health professions.
7. Appreciation of the cultural diversity and individual difference that characterize patients, populations, and the health care team.

TEXTBOOK:

Forrestal, E.J. & Cellucci, L.W. (2016). *Ethics and Professionalism for Healthcare Managers*. Chicago, IL: Health Administration Press. ISBN 978-1-56793.

COURSE REQUIREMENTS:

Because students have varying learning styles, there are a number of learning resources, activities, assignments and examination formats to diversify the learning opportunities and evaluation methods. Additional details will be provided on Blackboard.

- | | |
|--|-----------------------------|
| • Assigned readings, PowerPoint lectures | |
| • Syllabus review & pre-test | 1 @ 10 points = 10 points |
| • Online class participation through discussions | 7 @ 20 points = 140 points |
| • Individual case study assignments | 3 @ 50 points = 150 points |
| • Collaborative case study assignments | 4 @ 50 points = 200 points |
| • Written exams | 4 @ 100 points = 400 points |
| TOTAL | 900 points possible |

EVALUATION:

Plus/Minus grading system

A = 93.0 - 100%	A- = 90.0 - 92.9%	
B+ = 87.0 - 89.9%	B = 83.0 - 86.9%	B- = 80.0 - 82.9%
C+ = 77.0 - 79.9%	C = 73.0 - 76.9%	C- = 70.0 - 72.9%;
D+ = 67.0 - 69.9%	D = 63.0 - 66.9%	D- = 60.0 - 62.9%
F = 0 - 59.9%		

TENTATIVE SCHEDULE

Week	Topic	Reading Assignment	Activity	Exams
Week 1	Introduction; Professionalization	Chp 1	Syllabus Review	Pre-test
Week 2	Basic concepts and ethical theories	Chp 2	Online discussion	
Week 3	Social responsibility of health care organizations – community benefit	Chp 3	Collaborative Case study	
Week 4	Stewardship	Chp 4	Online discussion	Exam
Week 5	Professional Codes of Ethics; Ethical standards	Chp 5	Individual Case study	
Week 6	Ethical Framework; Model ethical decision-making process	Chp 6 & 7	Online discussion	
Week 7	Ethical issues in human research; IRB Boards	Chp 8	Collaborative Case study	
Week 8	Clinical ethics	Chp 9	Online discussion	Exam
Week 9	Ethical principles in human resources	Chp 10	Individual Case study	
Week 10	Access to healthcare services	Chp 11	Online discussion	
Week 11	Ethical operations management	Chp 12	Collaborative Case study	
Week 12	Ethical conflicts in health informatics	Chp 13	Online discussion	Exam
Week 13	External relations, crisis communication, and social marketing	Chp 14	Individual Case study	
Week 14	Recognizing, managing and preventing conflicts of interest	Chp 15	Online discussion	
Week 15	Ethical leadership in healthcare organizations	Chp 16	Collaborative Case study	
Week 16	Review			Final Exam

COURSE COMMUNICATION:

Announcements will be posted on the Blackboard Announcements page. A copy of this information will also be sent to your **official university e-mail address only**. It is your responsibility to check this e-mail address regularly.

For general questions about the course or assignments, you are encouraged to use the Discussion Board set up specifically for this purpose. By using this format, an answer to one student's question will be available to the rest of the class.

If you have questions that are specific to your situation, you can e-mail the instructor.

Please note that for quizzes and exams students **are NOT permitted to use any resources (they are to be completed independently just as if they would be in a seated course)**. Make sure you review your notes, readings, and projects to prepare adequately for these assessments. For all projects, references must be appropriately and correctly cited to prevent plagiarism. Students who violate the academic integrity policies on this campus will be penalized in accordance with University policies. Students will be reported to the Office of Academic Integrity and may receive zero points, an F grade, or an XF grade (please see the Academic Integrity Policy for more information).

Please note – we use Microsoft PowerPoint and Word as well as Adobe PDF documents in this class. If you do not have Microsoft Office, you can download it for free as a Missouri State University student. Here is a link - <https://helpdesk.missouristate.edu/microsoft-student-advantage-program.htm>. If you need to download Adobe Reader, here is a link - <https://www.missouristate.edu/plugins/acrobatreader.htm>.

RESPONDUS MONITOR TESTING SYSTEM:

This course requires the use of LockDown Browser and a webcam for online exams. The webcam can be built into your computer or can be the type that plugs in with a USB cable. Watch this [short video](#) to get a basic understanding of LockDown Browser and the webcam feature. A student [Quick Start Guide \(PDF\)](#) is also available. Respondus Monitor is a feature present in Blackboard that students may use free of charge. It will require you to download the Lockdown Browser software. Please follow the instructions for doing so below: Please follow the instructions for download and install posted on the following website:

<https://experts.missouristate.edu/display/KB/How+to+Install+Respondus+Lockdown+Browser>. MSU has a specific Lockdown Browser URL. It is as follows - <http://www.respondus.com/lockdown/download.php?id=365439415>.

AFTER you have installed the software, you should consider performing a quick check prior to having to use the program. To ensure proper setup, do the following:

- Start LockDown Browser, log into the system and select this course.
- Locate and select the **Help Center** button on the LockDown Browser toolbar.
- Run the **Webcam Check** and, if necessary, resolve any issues.
- Run the **System & Network Check**. If a problem is indicated, see if a solution is provided in the Knowledge Base. Troubleshooting information can also be emailed to our institution's help desk.
- Exit the Help Center and locate the practice quiz named **“Respondus Practice Quiz” in the Quizzes folder**. Upon completing and submitting the practice quiz, exit LockDown Browser.

When taking an online exam that requires LockDown Browser and a webcam, remember the following guidelines:

- Ensure you're in a location where you won't be interrupted
- Turn off all other devices (e.g. tablets, phones, second computers)
- Clear your desk of all external materials not permitted — books, papers, other devices
- Remain at your computer for the duration of the test
- If the computer or networking environment is different than what was tested above, repeat the Webcam and System checks prior to starting the test
- To produce a good webcam video, do the following:
 - Avoid wearing baseball caps or hats with brims
 - Ensure your computer or tablet is on a firm surface (a desk or table) — not on your lap, a bed, or other surface that might move
 - If using a built-in webcam, avoid tilting the screen after the webcam setup is complete
 - Take the exam in a well-lit room and avoid backlighting, such as sitting with your back to a window
- Remember that LockDown Browser will prevent you from accessing other websites or applications; you will be unable to exit the test until all questions are completed and submitted.

UNIVERSITY POLICIES:

Academic integrity

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the University's academic integrity policy plus additional more-specific policies for each class. The University policy, formally known as the "Student Academic Integrity Policies and Procedures" is available online at http://www.missouristate.edu/policy/Op3_01_AcademicIntegrityStudents.htm and also at the Reserves Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Statement of nondiscrimination

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, 417-836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OED website at www.missouristate.edu/equity/.

Statement on disability accommodation

To request academic accommodations for a disability, contact the Director of the Disability Resource Center, Meyer Library, Suite 111, 417-836-4192 or 417-836-6792 (TTY), www.missouristate.edu/disability/contact.htm. Students are required to provide documentation of disability to the Disability Resource Center prior to receiving accommodations. The Disability Resource Center refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, 417-836-4787, <http://psychology.missouristate.edu/ldc>.

Cell Phone Policy

As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor. Because this is an online course, the only time you are prohibited from accessing your cell phone or other electronic devices (other than the device being used to access Blackboard) would be when taking exams and quizzes.

Emergency Response Statement

At the first class meeting, students should become familiar with a basic emergency response plan through a dialogue with the instructor that includes a review and awareness of exits specific to the classroom and the location of evacuation centers for the building. All instructors are provided this information specific to their classroom and/or lab assignments in an e-mail prior to the beginning of the fall semester from the Office of the Provost and Safety and Transportation. Students with disabilities impacting mobility should discuss the approved accommodations for emergency situations and additional options when applicable with the instructor. For more information go to <http://www.missouristate.edu/safetran/51597.htm> and <http://www.missouristate.edu/safetran/erp.htm>.

Dropping a class

It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520.

THE LAST DATE TO DROP THIS COURSE IS xxxxxxxx. Here is the link to the Academic Calendar:

<https://calendar.missouristate.edu/home/academic/sp2018>.

Religious Accommodation:

The University may provide a reasonable accommodation based on a person's sincerely held religious belief. In making this determination, the University reviews a variety of factors, including whether the accommodation would create an undue hardship. The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the University. Students who expect to miss classes, examinations, or other assignments as a consequence of their sincerely held religious belief shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a *Request for Religious Accommodation Form* to the instructor by the end of the third week of a full semester course or the end of the second week of a half semester course.

Mental Health and Stress Management:

As a student, you may experience a range of personal issues that can impede learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance and may reduce your ability to participate in daily activities. You can learn more about free and confidential Missouri State University Counseling Center services available to assist you at <https://counselingcenter.missouristate.edu/>.

Title IX Policy:

Missouri State University has a Title IX policy that guides our response to instances of sexual violence. Sexual Violence includes: Rape, Sexual Assault, Sexual Misconduct, Sexual Discrimination, Domestic Violence, Dating Violence, Stalking, Sexual Harassment and Pregnancy issues. The Title IX policy can be located on the MSU Title IX website at www.missouristate.edu/titleix/. This website is also a good resource for any questions or issues involving Title IX and contains contact information for the MSU Title IX Office and staff. Read an [overview of the Title IX office](#).

If an MSU student discloses a Title IX related issue to a MSU faculty or staff member who is deemed to be a "Responsible Employee" under the policy, that faculty or staff member is required to report such disclosure to the Title IX Coordinator. A responsible employee includes any employee who has the authority to take action to redress sexual violence; who has been given the duty of reporting incidents of sexual violence or any other misconduct by students to the Title IX Coordinator or other appropriate school designee; or whom a student could reasonably believe has the authority or duty to take action. Taylor Health employees and MSU Counseling Center Clinicians are not considered to be Responsible Employees under the policy, and therefore, are not required to report Title IX issues to the Title IX Coordinator.

Chosen Name Policy:

A student may choose a name other than their legal name to identify themselves at Missouri State University. A chosen name is different than the student's legal name. Refer to the [Chosen Name policy](#) for more information. Students can provide their chosen first and middle names in the *Profile* tab of [My Missouri State](#).

Statement of Attendance Policy

The University's attendance policy can be found in the *2017 - 2018 Undergraduate Catalog* at <http://www.missouristate.edu/registrar/catalog/attendan.html>. You are required to participate in this course on a regular basis. Instructors have the right to drop students from classes based upon non-participation. Failure to complete assignments by the required due dates will result in TOTAL loss of points for that assignment or examination (all or nothing points policy; no partial points awarded and no late work accepted). **ASSIGNMENTS SUBMITTED AFTER THE PUBLISHED DEADLINE WILL NOT BE GRADED.** Blackboard has been set up to prohibit late submissions.

Statement of Grading Policy

The standard MSU grading +/- grading system applies to this course. Information about that may be found here: <http://www.missouristate.edu/registrar/catalog/grades.html>.

Bear C LAW

You are encouraged to use the Bear CLAW Writing Center at Meyer Library.



Curricular Action Workflow



Missouri State > Computer Services - MIS > Curricular Action Workflow > CAW - Change Course Proposal Form

Change Course Proposal Form

Submitted on 02/21/2018 by Lisa Hall (LCHall@MissouriState.edu).

*All fields require input

This proposal applies to:

- ☒ An existing COURSE
- ☐ An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

PSY363 Death and Human Behavior

Will this proposal need to be reviewed by CGEIP? ☒ No ☐ Yes

Will this proposal need to be reviewed by EPPC? ☒ No ☐ Yes

Current online catalog description:

PSY 363 Death and Human Behavior

Prerequisite: PSY 121. An introduction to the varied aspects of death and dying. The course will focus on attitudes toward death, fears of death and dying, special needs of those who have a life threatening illness, means of helping the survivors and techniques for prolonging life. 3(3-0) D

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please revise to submission.)

← → | **B** *I* ~~S~~

PSY 363 Death and Human Behavior

Prerequisite: PSY 121. An introduction to the varied aspects of death and dying. The course will focus on attitudes toward death, fears of death and dying, special needs of those who have a life threatening illness, means of helping the survivors and techniques for prolonging life. **Identical with GER 363. Can receive credit for both PSY 363 and GER 363.** 3(3-0) ~~D~~ **F, S**

What is changing? Check all boxes that apply.

- | | | | |
|---|---|---|---------------------------------------|
| <input type="checkbox"/> Course Code | <input type="checkbox"/> Course Number (Check Availability) | <input type="checkbox"/> Title | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Credit Hours/Contact Hours | <input checked="" type="checkbox"/> Periodicity | <input checked="" type="checkbox"/> Description | |

Reason for proposed change

"Identical with GER 363. Cannot receive credit for both PSY 363 and GER 363." was missing. This is critical information that must be included in the catalog when courses are cross listed. Periodicity was changed from D to F and S to better reflect offerings of the course.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? ☒ No ☐ Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Routine or annual review/assessment of curriculum | <input type="checkbox"/> Faculty Input | <input type="checkbox"/> Student Input |
| <input type="checkbox"/> Accreditation/certification compliance | <input type="checkbox"/> Review of catalog information | |
| <input type="checkbox"/> Other (be specific): | | |

☒ Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

02/21/2018

Current Status:

College Council Review

Proposal Progress:

02/21/2018 - Submitted by Department Head (William Deal)

Review Comments:

No comments have been added to this proposal.

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MAKE YOUR COURSE CHANGES EASY

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Change Course Proposal Form

Submitted on 02/12/2018 by Carol Shoptaugh (Carolshoptaugh@missouristate.edu).

***All fields require input**

This proposal applies to:

- ☒ An existing COURSE
- ☐ An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

PSY771 Organizational Health Psychology

Will this proposal need to be reviewed by CGEIP? ☒ No ☐ Yes

Will this proposal need to be reviewed by EPPC? ☒ No ☐ Yes

Current online catalog description:

PSY 771 Organizational Health Psychology

Prerequisite: PSY 718. An in-depth consideration of the psychological principles, theory, research, applications and problems associated with occupational stress, safety and health. Topics include personal, organizational, work-related and social antecedents to stress, as well as the short-term and long-term responses to stress. 3(3-0) S

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please revise to submission.)

← → | **B** *I* ~~S~~

PSY 771 Occupational Health Psychology

Prerequisite: PSY 718. An in-depth consideration of the psychological principles, theory, research, applications and problems associated with occupational stress, safety and health. Topics include personal, organizational, work-related and social antecedents to stress, as well as the short-term and long-term responses to stress. 3(3-0) S

What is changing? Check all boxes that apply.

- | | | | |
|---|---|---|---------------------------------------|
| <input checked="" type="checkbox"/> Course Code | <input type="checkbox"/> Course Number (Check Availability) | <input checked="" type="checkbox"/> Title | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Credit Hours/Contact Hours | <input type="checkbox"/> Periodicity | <input type="checkbox"/> Description | |

Reason for proposed change

Title better represents the terminology in the field and better fits the course description.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? ☒ No ☐ Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- | | | |
|---|---|--|
| <input checked="" type="checkbox"/> Routine or annual review/assessment of curriculum | <input checked="" type="checkbox"/> Faculty Input | <input type="checkbox"/> Student Input |
| <input type="checkbox"/> Accreditation/certification compliance | <input checked="" type="checkbox"/> Review of catalog information | |
| <input type="checkbox"/> Other (be specific): | | |

☒ Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

02/09/2018

Current Status:

Grad Council Review

Proposal Progress:

02/12/2018 - Submitted by Department Head (William Deal)

02/20/2018 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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Change Course Proposal Form

Submitted on 02/21/2018 by Susan Dollar (Susandollar@missouristate.edu).

***All fields require input**

This proposal applies to:

- ☒ An existing COURSE
- ☐ An existing REGULAR (e.g. permanent) SECTION of a variable content course.

Existing Course:

SWK595 Grant Writing in the Health and Human Services

Will this proposal need to be reviewed by CGEIP? ☒ No ☐ Yes

Will this proposal need to be reviewed by EPPC? ☒ No ☐ Yes

Current online catalog description:

SWK 595 Grant Writing in the Health and Human Services

Prerequisite: junior standing; and permission of instructor. This online course offers an interdisciplinary approach to understanding grant writing and how health and human service professionals can collaborate for successful proposal writing. Course will focus on practical skills needed to develop proposals, budgets, and evaluation plans. Attention will be given to preparing a competitive grant proposal. This course will cover the basics of proposals - purpose statements, background and justification, aims or objectives, personnel, time line, methods, budget, and evaluation, and how to effectively manage grants once they are funded. Grant writing is related to health and human services that stress access to and availability of resources. The needs of culturally diverse groups or communities will be discussed in this course, along with the particulars of proposals that may be most effective in meeting such needs. 3(3-0) S

Revise the current online catalog description as needed: (Strikethrough all deletions and insert/bold new information. Any content that is copied and pasted will lose existing formatting; please revise to submission.)

← → | **B** *I* ~~S~~

SWK 595 Grant Writing in the Health and Human Services

Prerequisite: junior standing; and permission of instructor. This online course offers an interdisciplinary approach to understanding grant writing and how he and human service professionals can collaborate for successful proposal writing. Course will focus on practical skills needed to develop proposals, budgets, a evaluation plans. Attention will be given to preparing a competitive grant proposal. This course will cover the basics of proposals - purpose statements, background and justification, aims or objectives, personnel, time line, methods, budget, and evaluation, and how to effectively manage grants once they are funded. Grant writing is related to health and human services that stress access to and availability of resources. The needs of culturally diverse groups or communities will be discussed in this course, along with the particulars of proposals that may be most effective in meeting such needs. **Cannot receive credit for both SWK 595 and SWK 644.** 3(3-0) S- F

What is changing? Check all boxes that apply.

- | | | | |
|---|---|--------------------------------------|---------------------------------------|
| <input type="checkbox"/> Course Code | <input type="checkbox"/> Course Number (Check Availability) | <input type="checkbox"/> Title | <input type="checkbox"/> Prerequisite |
| <input type="checkbox"/> Credit Hours/Contact Hours | <input checked="" type="checkbox"/> Periodicity | <input type="checkbox"/> Description | |

Reason for proposed change

Changed periodicity from spring to fall to meet undergraduate course sequencing needs. Also, added statement to prevent enrollment in parallel course SWK 644- Granting in the Health & Human Services.

Does this change affect course assessment (e.g. student learning evidence/outcomes)? ☒ No ☐ Yes

How did you determine the need for this change? Check all boxes that apply or specify other.

- | | | |
|---|--|--|
| <input checked="" type="checkbox"/> Routine or annual review/assessment of curriculum | <input type="checkbox"/> Faculty Input | <input type="checkbox"/> Student Input |
| <input type="checkbox"/> Accreditation/certification compliance | <input type="checkbox"/> Review of catalog information | |
| <input type="checkbox"/> Other (be specific): | | |

☒ Check if this is a non-substantive change.

What is the date that this course change was approved by departmental or program faculty? (MM/DD/YYYY)

11/10/17

Current Status:

College Council Review

Proposal Progress:

02/21/2018 - Submitted by Department Head (Michele Day)

Review Comments:

No comments have been added to this proposal.

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Curricular Action Workflow



Missouri State > Computer Services - MIS > Curricular Action Workflow > CAW - New Course Proposal Form

New Course Proposal Form

Submitted on 02/21/2018 by Susan Dollar (Susandollar@missouristate.edu).

*All fields require input

- ☒ New COURSE
- ☐ New REGULAR PERMANENT SECTION of an existing variable content course. If a new regular section of an existing variable topics course, enter the existing course number below

Course Code:

SWK

Course Number: ([Check Availability](#))

644

Course Title:

Grant writing in the Health and Human Services

Will this course become part of a program? ☐ No ☐ Yes (A corresponding program change form must be submitted)

Will this proposal need to be reviewed by CGEIP? ☐ No ☐ Yes

Will this proposal need to be reviewed by EPPC? ☒ No ☐ Yes

Prerequisite/Co-requisite or enter 'None':

none

Catalog Course Description: (Include any Pass/Not Pass grading restrictions, repeatable limits, limitation on course applicability, UG/GR parallel course, etc.)

SWK 644: Grant writing in the Health and Human Services (3(3-0), S, Prerequisite: graduate student, with instructor permission. This online course offers an interdisciplinary approach to understanding grant writing and how human service professionals can collaborate for successful proposal writing. Grant writing in the Health and Human Services will focus on practical skills needed to develop proposals, budgets, and evaluation plans. Attention will be given to preparing a competitive grant proposal. Grant writing is related to human services that stress access to and availability of resources. The needs of culturally diverse groups or communities will be discussed in this course, along with the particulars of proposals that may be most effective in meeting such needs. Cannot receive credit for both SWK 595 and SWK 644.

Credit Hours:

3

Lecture Contact Hours:

0

Lab Contact Hours:

0

Note: If variable credit, enter the highest number and add to end of course description. (e.g. "Variable credit, may be taken 1-3 hours.")

Periodicity. Check all that apply.

- | | | |
|--|--|---|
| <input type="checkbox"/> Fall | <input type="checkbox"/> Fall (even-numbered years only) | <input type="checkbox"/> Fall (odd-numbered years only) |
| <input checked="" type="checkbox"/> Spring | <input type="checkbox"/> Spring (even-numbered years only) | <input type="checkbox"/> Spring (odd-numbered years only) |
| <input type="checkbox"/> Summer | <input type="checkbox"/> On Demand only | |

Complete Catalog Description:

SWK 644 Grant writing in the Health and Human Services

Prerequisite: none

SWK 644: Grant writing in the Health and Human Services (3(3-0), S, Prerequisite: graduate student, with instructor permission. This online course offers an interdisciplinary approach to understanding grant writing and how human service professionals can collaborate for successful proposal writing. Grant writing in the Health and Human Services will focus on practical skills needed to develop proposals, budgets, and evaluation plans. Attention will be given to preparing a competitive grant proposal. Grant writing is related to human services that stress access to and availability of resources. The needs of culturally diverse groups or communities will be discussed in this course, along with the particulars of proposals that may be most effective in meeting such needs. Cannot receive credit for both SWK 595 and SWK 644.

Credit hours: 3 Lecture contact hours: 0 Lab contact hours: 0

Typically offered: Spring

Include sample syllabus (list topics, course goals.) Use text box OR upload only file types of PDF, DOC or DOCX.

see attached.

Attached

Purpose of Course

This online course offers an interdisciplinary approach to understanding grant writing and how human service professionals can collaborate for successful proposal writing. Grant writing in the Health and Human Services will focus on practical skills needed to develop proposals, budgets, and evaluation plans

Relationship to Other Departments

Interdisciplinary with content applicable to other College of Health & Human Services departments. The Dept. Chair in Public Health has expressed an interest in offering the course to its MPH online students.

Is there a graduate/undergraduate parallel course to this one? ☐ No ☒ Yes

Enter parallel course number

SWK595 Grant Writing in the Health and Human Services

How do these classes differ?

SWK 595 is offered in the fall and the proposed course is offered in the spring to accommodate MSW graduate student course sequencing. The proposed SWK 644 course adds two substantive assignments (Sustainability Assignment and Press Release), that are not required in the undergraduate course.

New Course Resource Information

Anticipated Average Enrollment per section:

15

Maximum Enrollment Limit per section:

15

Anticipated Average Enrollment per semester:

15

Maximum Enrollment Limit per semester:

15

Anticipated Average Enrollment per year:

15

Maximum Enrollment Limit per year:

15

Faculty Load Assignment (equated hours):

3.0

Is another course being deleted? ☒ No ☐ Yes**What will this course require in the way of:**

Additional library Holdings

none

Additional computer resources

none

Additional or remodeled facilities

none

Additional equipment or supplies

none

Additional travel funds

none

Additional faculty; general vs specialized

none

Additional faculty; regular vs per-course

none

Other additional expenses

none

If additional faculty are not required, how will faculty be made available to teach this course?

Dr. Dollar will teach in her normal course load for spring semester.

List names of current faculty qualified and available to teach this course

Susan Dollar, Ph.D., LCSW
Professor, School of Social Work

What is the anticipated source of students for this course?

Primarily social work and public health graduate students.

If from within the department, will students be taking this course in addition to or in place of other courses?

This is an elective graduate course which will be taken in place of other elective courses.

If from outside the department, which courses in other departments would most likely be affected?)

ENG 672 Writing Grant Proposals- This course may be affected, but is taught in the fall and the proposed course will be taught in the spring semester, primarily for CHHS graduate students. Studying and applying basic elements of grant-proposal writing, including identifying potential funding sources, aligning projects with goals of funders, writing a compelling statement of need, and establishing a credible method of accomplishing goals as well as a reasonable budget and timeline. Emphasis on tailoring proposals to prospective funders in concise, persuasive writing. May be taught concurrently with ENG 572. Cannot receive credit for both ENG 572 and ENG 672.

Credit hours:3 offered in Fall

Other comments:

Online

What is the date that this new course was approved by departmental or program faculty? (MM/DD/YYYY)

11/10/2017

Current Status:

Grad Council Review

Proposal Progress:

02/22/2018 - Submitted by Department Head (Michele Day)

02/24/2018 - Reviewed by Dean (Helen Reid)

Review Comments:

No comments have been added to this proposal.

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**MISSOURI STATE UNIVERSITY
SCHOOL OF SOCIAL WORK
SWK 644- Grant writing in the Health and Human Services**

TIME & LOCATION: online

INSTRUCTOR: Dr. Susan Dollar, PhD, LCSW

OFFICE & PHONE: Pummill Hall-Room 105D, 417-836-6080

OFFICE HOURS: susandollar@missouristate.edu; by appointment

Course Description

SWK 644: Grant writing in the Health and Human Services (3(3-0), S, Prerequisite: graduate student, with instructor permission. This online course offers an interdisciplinary approach to understanding grant writing and how human service professionals can collaborate for successful proposal writing. Grant writing in the Health and Human Services will focus on practical skills needed to develop proposals, budgets, and evaluation plans. Attention will be given to preparing a competitive grant proposal. Grant writing is related to human services that stress access to and availability of resources. The needs of culturally diverse groups or communities will be discussed in this course, along with the particulars of proposals that may be most effective in meeting such needs. Cannot receive credit for both SWK 595 and SWK 644.

A Community of Learning is an important consideration in this course. Even though you are not in a seated classroom, you should still engage and collaborate with your classmates, by way of the discussion boards and informally through email and outside meetings. Since you know one another, the potential for information sharing and support is easier than in other cases where the online student may be in a distant location and unfamiliar to you. I encourage you to use the technology provided to your through email, Facetime or Skype, and personal contact to improve your learning experience in the course.

Learning Objectives

Upon successful completion of the course, students will be able to demonstrate the ability to:

Course Objectives and Measures

Upon completion of the course, students will:	Measure
Identify potential funding sources for proposals focusing on particular target problems or populations of interest.	Discussion Board Assign.
Engage in a community needs assessment.	Needs assessment, Press Release, sustainability assignment
Describe how grant writing and management relates to the mission and objectives of the health and human services.	Funding Sources Assignment Grant Proposal Project, Press Release

Identify the needs of culturally diverse groups or communities when designing intervention and evaluation strategies in the proposal.	Grant Proposal Project & Discussion Board Assign, sustainability assignment
Develop budgets for grant applications and fundraising activities based upon agency financing needs.	Budget and Timeline
Use the Internet to locate requests for proposals and other announcements about available funding.	Discussion Board Assign.
Write a competitive grant for local, state, or national funds.	Grant Proposal Project
Understand factors that enhance and inhibit successful proposals.	Discussion Board assign, sustainability assignment
Substantiate potential grant and fundraising needs with statistical information.	Needs Assessment
Identify general objectives relating to grant or project accountability and management.	Grant Proposal Project, sustainability assignment

TEXTS

Required:

Dustin, Jill C. (2013). *Grant writing and Fundraising Tool Kit for the Human Services*. Pearson Education: Upper Saddle River, New Jersey.

Optional:

Coley, S., & Scheinberg, C. (2013). *Proposal writing*. (4nd ed) Newbury Park, CA: SAGE Publications (A limited amount of this material is provided online in Blackboard).

PERFORMANCE EVALUATION AND GRADING

Following is the list of the assignments, their maximum point values, and their due dates:

Maximum Points

- | | |
|---|-----|
| 1. Discussion Board assignments (use citations)-
(100 points- 5 entries at 20 points). | 100 |
| 2. Midterm Exam | 50 |
| 3. Final exam | 50 |
| 4. Sustainability Guide | 70 |
| 5. Press Release | 30 |

6. Grant proposal (five sections-group assignment)	300
TOTAL	600

Letter grades will be assigned as follow:

600-540	A
539-480	B
479-420	C
419-360	D
below 360	F

GRADING POLICY

It is very important to manage time well concerning assignments and not leave work until the latest time to complete. In the event of an excused absence for the reasons listed above (serious illness, family emergency, of participation in a University-sanctioned event), you must notify the instructor prior to the scheduled class time via email or cell phone to discuss alternative arrangements for submitting the assignment.

All assignments are to be completed on the dates that they are due and submitted via Blackboard before class begins unless specified by the instructor. Assignments not submitted on the deadline date and time, will be automatically penalized 20% and be considered one day late. Assignments turned in the following day, they will be penalized 50% and considered 2 days late. Zero credit points will be given after two days.

EXTRA CREDIT

There are no extra credit assignments or tasks and no rewrites of previously evaluated material. Assignments are graded within 2 weeks, but are usually graded within one week of submission.

Make-up Policy

All assignments are due the day indicated on the syllabus. If you think you have an acceptable rationale for submitting a late assignment without losing points, a request must be submitted to me in writing via email, preferably before the assignment is due.

Assignments are graded within 2 weeks, but are usually graded within one week of submission.

Assignments:

You should post at least one comment and one question to the entire group for each discussion item. The threads are useful in determining the types of well-considered questions and comments that you present to the group.

(1) Discussion Board Entries- INDIVIDUAL ASSIGNMENT - (100 points- 5 entries at 20 points). Answer the questions provided online and return to me by the Wednesday. Responses to comments should be posted on Friday of due date week. Include at least one citation to support your views in APA format in the initial post and in the response).

Discussion Board One: Ice Breaker- Describe your current job (i.e. its duties, responsibilities, field of practice, location, agency type, challenges, and rewards). How does grant writing apply in your profession? To your current position?

Discussion Board Two: a) Specify to instructor your target population for the needs assessment and grant proposal papers. b) Why did you select this population? c) Give an example of the type(s) of issues facing this population within your community. From the discussion board threads, select one or two co-authors for your grant proposal (if you plan to work as a group on the proposal).

If you already have a group established, each member should discuss a different issue facing the target population (in other words, don't repeat each other's posts or information.

Assign a lead in the group to send the names of group members and the title of your proposal to me by the deadline established in Blackboard, Weekly Units.

Discussion Board Three: a) Identify a Theoretical framework which is appropriate for your selected target population. b) Explain why this theory is a "good fit" for the client population that you will address through your needs assessment and grant proposal. Use at least **3 peer-reviewed** citations to explain your choice of theory. Group members should use the same theory, but need to provide 3 different citations and an individual response to the assignment. In other words, don't repeat the same references, and use different wording to explain your rationale for the theory.

Discussion Board Four: a) Identify **three funding sources** with their websites that are appropriate for your grant proposal. b) Provide the mission statement for the funding source and the amount of funding available for each project.

Discussion Board Five: a) Describe **three different fundraising projects** that you would employ to sustain your project following grant completion. b) Include how these two fundraising projects relate to the overall mission and population that you targeted in your grant proposal. Provide one citation for each funding source.

(2) Midterm Exam- INDIVIDUAL ASSIGNMENT- (50 points- **INDIVIDUAL ASSIGNMENT- 10 multiple choice and one short essay question.**

Students will be administered a midterm examination based on the text and additional readings as assigned. The midterm will take place during week 7 and will cover Chapters 1, 2, 3, 8, 9 and

10. There will be no makeup exam without the **prior** approval of the instructor. Prior approval means instructor approval must be given **before** the scheduled exam date (i.e., if the student misses the exam and contacts the instructor following the scheduled exam date and time, a makeup exam will not be approved). The exam will begin at midnight on the scheduled date and be available until 11:59 that evening.

(3) Final Exam (50 points)- INDIVIDUAL ASSIGNMENT- 10 multiple choice and one short essay question. Students will be administered a final examination based on the text and additional readings as assigned. The final will take place during week 17 and will cover Chapters 5, 6, and 11. There will be no makeup exam without the **prior** approval of the instructor. Prior approval means instructor approval must be given **before** the scheduled exam date (i.e., if the student misses the exam and contacts the instructor following the scheduled exam date and time, a makeup exam will not be approved).. The exam will begin at midnight on the scheduled date and be available until 11:59 that evening.

(4) Sustainability Guide (70 pts.) – INDIVIDUAL ASSIGNMENT- CDC’s Health Communities Program-Sustainability Planning Guide

(5) Press Release (30 points)- INDIVIDUAL ASSIGNMENT

(6) Grant Proposal Assignment – GROUP ASSIGNMENT- (300 pts.- 5 sections)

The proposal is written on behalf of a health and human service organization to solicit funding support for a service program plan that addresses an identified need or problem in the community or in the organization. Please be aware that the proposal is a service grant proposal. Therefore, proposals that aim solely to construct facilities, purchase program equipment, or pay salary for existing staff are not appropriate projects. Students may focus on human service organizations of which they are familiar. With agreement from the students, some of these human service organizations may turn these proposals into actual grant proposals and submit them to an appropriate funding source for support.

Students should select up to two co-authors for this assignment. Groups may choose their membership based upon your indicated areas of interest expressed in Discussion Board #2 . Students should consult with the instructor as earlier as possible to decide on the topics and approaches of their proposals

From the Discussion Board #2 threads, select one or two co-authors for your grant proposal. Assign a lead in the group to send the names of group members and the title of your proposal to me by **Week 4**.

Students are encouraged to type the subheadings provided below in order for the proposal to be more easily read and understood.

The grant proposal is for a one year time period, so develop your project summary, goals, objectives, timeline and evaluation plan accordingly. A maximum of twenty (20) pages is allowed for the entire proposal. The proposal consists of five subsections: 1) Executive Summary; 2) Needs Statement; 3 Intervention Strategies, Goals & Objectives; 4) Budget and Budget Justification; and 5) Program Evaluation Plan and Timeline.

Part 1: Executive Summary 2-3 pages- 60 points

A. Cover letter (separate page from B-F below)- Summarize your project and provide a brief description of your strategy for carrying out the project. State your anticipated outcome and impact (what you hope to change in a quantifiable or measurable way). State how much funding you are requesting from the funding source, and how much in-kind support you have generated from your agency, collaborative agencies, or the community.

B. Organizations involved in project- Briefly describe the organizations involved in the project in terms of mission and activities (much have at least 2 collaborative agencies mentioned, in addition to your own). This is a mock exercise.

C. Targeted Geographic Area- Summarize from Needs Statement,

D. Population Served- -Summarize from Needs Statement,

E. Brief Description of Project- Summarize from Needs Statement,

F. Funding/Sustainability Statement- How will the project be continued after grant funding expires?

Part 2: Needs- Problem Statement 6-8 pages, including References (short literature review)- 60 points

A. Key Problem Area(s)

-- Identify from the literature major social-economic, physical-behavioral, and cultural factors that have contributed to the need for your grant proposal.

--Use county, zip code, or other form of catchment area (e.g. medically underserved area) to define target area. Explain major demographic and service characteristics of the area being targeted for the project.

B. Population Being Addressed- Describe the demographic features and major needs and strengths of the population targeted for services. - How many will be served in one year?

C. Effective intervention selected from the literature and theoretical framework(s). Based upon your review of the literature, which theories support your strategies with your selected population? How is this theory(ies) culturally appropriate for your selected population?

Part 3: Intervention Strategies, Goals & Objectives (3-5 pages)- 60 points

A. Provide an Implementation Strategy and explain why you've chosen the theory and methods. You may need to defend your chosen methods, especially if they are new or unorthodox. Why will the strategy lead to the outcomes you anticipate? Explain the key strategies and activities to achieving the project's goals and objectives

B. Define overall plan of action and include at least 3 goals and have at least 2 objectives within each goal that are measurable, time-limited and focused on a particular outcome which serves to meet the respective goal.

Part 4: Budget Page- 2-3 pages in length- 60 points

- A. Develop a line-time budget for a one year time frame.
- A. Develop a line-time budget for a one year time frame. Use an Excel spreadsheet to construct the budget; and .
- B. Provide a line item Budget Justification. By line item, provide a brief explanation of expenses and justification for each line item (enter in column of the Excel budget sheet).

Part 5: Program Evaluation Narrative and Chart : 6-8 pages in length- 60 points

- A. For this assignment, you should address how you will meet the goals/objectives, from an evaluation standpoint. There are two sections- the narrative section must include:
 - a. A description of the overall research design which describes how you will evaluate program and/or behavioral change of clients.
 - b. You must measure every objective in your program as a process or outcome measure.
 - c. Under the column “Measure” provide how you will monitor change over time. If you use a survey, indicate who you will survey, the types of information you are seeking, and how you will analyze the data (i.e. pre/post testing, qualitative interviews).
 - d. The narrative should be in APA format. An example is provided in the Weekly Units.
- B. The second section is an Evaluation Chart. Use the same goals and objectives from the previous assignment, but add the following columns: Product (Output), Measurement(s), Method(s), and Timeline (see example).

Week/Date	Topic	Reading	Assignment Due Dates <i>All due dates fall on a Wednesday</i>
Week 1 Jan. 16 Wednesday	Course Introduction Gearing Up for Fundraising Evaluating Web-based Health Resources	Syllabus Chapter 1- Dustin PDF article	Discussion Board #1: INDIVIDUAL ASSIGNMENT Ice Breaker- Describe your current job (i.e. its duties, responsibilities, field of practice, location, agency type, challenges, and rewards). How does grant writing apply in your profession? To your current position?
Week 2 Jan. 23 Wednesday	Pulling the Team Together and Developing a Marketing Plan	Chapter 2 & 3- Dustin	
Week 3 Jan. 30 Wednesday	Setting the Stage: Grant writing Considerations Program Design and Theoretical Framework Identifying your target population and best practice models -	Chapter 8- Dustin Theoretical Framework PDF Rural Healthy People 2010 PDF file for samples of “best practice models”	Discussion Board #2: INDIVIDUAL ASSIGNMENT: Specify to instructor your target population for needs assessment and grant proposal papers. Why did you select this population? Give an example of the type(s) of issues facing this population within your community. Cite at least one source of information in APA format.
Week 4 Feb. 6 Wednesday	Exploring Grant Possibilities and Searching Funding Databases and Resources	Chapter 9-Dustin and online reading	<u>Group Leader: Send the names of group members and the title of your proposal to me.</u>

Week 5 Feb. 13 Wednesday	Writing, Submitting, and Revising Grant Proposals	Chapter 10- Dustin Review	Discussion Board #3: INDIVIDUAL ASSIGNMENT: Identify a Theoretical framework (from week 5 and other readings), which is appropriate for your selected target population. Explain why this theory is a "good fit" for the client population based upon your review of the literature. Group members need to provide two different citations from your co-authors, and an individual response to the assignment.
Week 6 Feb. 20 Wednesday	Writing the Needs or Problem Statement (in reference to grant proposal) Assessing Current Practices and Social Problems	Needs assessment PowerPoint PDF Problem ID (online reading)	Discussion Board #4: INDIVIDUAL ASSIGNMENT Identify and describe three funding sources with websites that are appropriate for your grant proposal. Group members should each provide three unique funding sources. Cite at your sources using APA formatting.
Week 7 Feb. 27 Wednesday	Cultural Diversity Considerations in Program Design and Administration	Blackboard PDF articles	Midterm exam-INDIVIDUAL
Week 8 March 6 Wednesday	Writing Clear, Time- limited and Measurable Goals and Objectives	Blackboard PDF articles and Chapter 3, Dustin	Needs Problem Statement (short lit. review) due- GROUP see syllabus for specific instructions

		GRADUATE STUDENTS ONLY: CDC's Health Communities Program-Sustainability Planning Guide	
Week 9 March 9- 17 Wednesday	Spring Break!		
Week 10 March 20 Wednesday	Building an Implementation Plan and Timeline	Blackboard PDF articles	Chart of Goals, objectives, and implementation plan due-GROUP
Week 11 March 27 Wednesday	Sustainability- Agency Capability	Chapters 5 & 6-Dustin	Sustainability Plan Due- Group
Week 12 April 3 Wednesday	Budgeting and financial management (grant)	Blackboard PDF articles	Budget and Line Item Justification Due-GROUP
Week 13 April 10 Wednesday	Program Evaluation	Blackboard PDF articles	Program evaluation plan due-GROUP
Week 14 April 17	Implementing, Managing, and Closing a Funded Project	Chapter 11-Dustin	Executive Summary due - GROUP
Week 15 April 24 Wednesday	Finishing Touches: Cover letter, Letters of Support, Executive Summary	Blackboard PDF articles and Chapter 4, Dustin	Press Release Due- INDIVIDUAL (example provided)

Week 16 May 1 Wednesday	Understanding the Institutional Review Board process	Blackboard PDF articles	Discussion Board #5-INDIVIDUAL ASSIGNMENT due Describe <u>three</u> different fundraising projects that you would employ to sustain your project following grant completion. Include how these three fundraising projects relate to the overall mission and population that you targeted in your grant proposal. Cite a source for each funding source using APA formatting.
Week 17 May 15 Wednesday	Finals Week		Final Exam-INDIVIDUAL

**School of Social Work, College of Health and Human Services, and
 Missouri State University Academic Policies and Procedures**
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 State University Academic Policies and Procedures**

(Spring 2019)

Statement of attendance policy

Note to instructors: The University's attendance policy can be found at <http://www.missouristate.edu/registrar/catalog/attendan.html>. As stated in that policy, instructors must provide students with a written statement of the specific attendance policy for that class. The instructor has the responsibility to determine specific attendance policies for each course taught, including the role that attendance plays in the calculation of final grades and the extent to which work missed due to non-attendance can be made up. The University encourages instructors not to make attendance a disproportionately weighted component of the final grade, and also expects instructors to be reasonable in accommodating students whose absence from

class resulted from: 1) participation in University-sanctioned activities and programs; 2) personal illness; or 3) family and/or other compelling circumstances.

Academic dishonesty:

Missouri State University is a community of scholars committed to developing educated persons who accept the responsibility to practice personal and academic integrity. You are responsible for knowing and following the University's academic integrity policy plus additional more-specific policies for each class. The University policy, formally known as the "Student Academic Integrity Policies and Procedures" is available online at http://www.missouristate.edu/policy/Op3_01_AcademicIntegrityStudents.htm and also at the Reserves Desk in Meyer Library. Any student participating in any form of academic dishonesty will be subject to sanctions as described in this policy.

Statement of nondiscrimination:

Missouri State University is an equal opportunity/affirmative action institution, and maintains a grievance procedure available to any person who believes he or she has been discriminated against. At all times, it is your right to address inquiries or concerns about possible discrimination to the Office for Institutional Equity and Compliance, Park Central Office Building, 117 Park Central Square, Suite 111, 417-836-4252. Other types of concerns (i.e., concerns of an academic nature) should be discussed directly with your instructor and can also be brought to the attention of your instructor's Department Head. Please visit the OED website at www.missouristate.edu/equity/.

Statement on disability accommodation:

To request academic accommodations for a disability, contact the Director of the Disability Resource Center, Meyer Library, Suite 111, 417-836-4192 or 417-836-6792 (TTY), www.missouristate.edu/disability/contact.htm. Students are required to provide documentation of disability to the Disability Resource Center prior to receiving accommodations. The Disability Resource Center refers some types of accommodation requests to the Learning Diagnostic Clinic, which also provides diagnostic testing for learning and psychological disabilities. For information about testing, contact the Director of the Learning Diagnostic Clinic, 417-836-4787, <http://psychology.missouristate.edu/ldc>.

Cell phone policy:

As a member of the learning community, each student has a responsibility to other students who are members of the community. When cell phones or pagers ring and students respond in class or leave class to respond, it disrupts the class. Therefore, the Office of the Provost prohibits the use by students of cell phones, pagers, PDAs, or

similar communication devices during scheduled classes. All such devices must be turned off or put in a silent (vibrate) mode and ordinarily should not be taken out during class. Given the fact that these same communication devices are an integral part of the University's emergency notification system, an exception to this policy would occur when numerous devices activate simultaneously. When this occurs, students may consult their devices to determine if a university emergency exists. If that is not the case, the devices should be immediately returned to silent mode and put away. Other exceptions to this policy may be granted at the discretion of the instructor.

Emergency response statement:

At the first class meeting, students should become familiar with a basic emergency response plan through a dialogue with the instructor that includes a review and awareness of exits specific to the classroom and the location of evacuation centers for the building. All instructors are provided this information specific to their classroom and/or lab assignments in an e-mail prior to the beginning of the fall semester from the Office of the Provost and Safety and Transportation. Students with disabilities impacting mobility should discuss the approved accommodations for emergency situations and additional options when applicable with the instructor. For more information go to <http://www.missouristate.edu/safetran/51597.htm> and <http://www.missouristate.edu/safetran/erp.htm>.

Dropping a class:

It is your responsibility to understand the University's procedure for dropping a class. If you stop attending this class but do not follow proper procedure for dropping the class, you will receive a failing grade and will also be financially obligated to pay for the class. For information about dropping a class or withdrawing from the university, contact the Office of the Registrar at 836-5520.

Religious accommodation:

The University may provide a reasonable accommodation based on a person's sincerely held religious belief. In making this determination, the University reviews a variety of factors, including whether the accommodation would create an undue hardship. The accommodation request imposes responsibilities and obligations on both the individual requesting the accommodation and the University. Students who expect to miss classes, examinations, or other assignments as a consequence of their sincerely held religious belief shall be provided with a reasonable alternative opportunity to complete such academic responsibilities. It is the obligation of students to provide faculty with reasonable notice of the dates of religious observances on which they will be absent by submitting a *Request for Religious Accommodation Form* to the instructor by the end of the third week of a full semester course or the end of the second week of

a half semester course.

MAKE-UP POLICY:

The instructor will accommodate students **ONLY** in cases of *documented serious illnesses, family emergencies, and participation in University-sanctioned activities and programs* that preclude students' attendance in class and class activities or affect their ability to submit course assignments. You are studying to be a professional social worker. Your clients will need you to be consistent, dependable, and reliable. The same behaviors are expected of you as a student. Therefore, only serious documented situations will be considered for make-up policies. Professional behavior dictates that you consult with the instructor immediately via email should you encounter situations that affect your attendance, participation, and submission of course assignments. In this email, the student should notify the instructor on when they plan to provide documentation to the professor of their absence and the earliest date that they will be able to make-up the assignment. Additionally, consult with the instructor if you believe that you have a unique, credible exception to this rule.

SCHOOL OF SOCIAL WORK STUDENT COURSE EVALUATIONS:

At semester's end, students are asked to complete an evaluation of this course. The evaluations are anonymous (administrative staff collect and print the results). We highly recommend, but cannot require, the completion of the evaluations because they contribute to our continuous efforts to improve the quality of teaching and the quality of the social work curriculum. If you have any questions about the course evaluation policy, please talk with your instructor, advisor, or BSW program coordinator.

CLASS CONDUCT AND DISRUPTIONS:

In the (online) classroom, social work students are expected to engage in respectful discourse, demonstrating tolerance and understanding of differing perspectives and opinions. The course instructor has original jurisdiction over her/his class and may deny a student who is unduly disruptive the right to attend the class. Students are expected to master the course content in compliance with the syllabus of the course instructor. The student is expected to comply with all reasonable directives of the course instructor. The course instructor may have a student administratively withdrawn from a course upon showing of good cause and with the concurrence of the department head. The appeals process in case of such administrative withdrawal shall be as stated in the academic regulations under "Grade Appeals and Academic Grievances"
<http://www.missouristate.edu/registrar/catalog/graderev.html>

PROCEDURES FOR CONFLICT RESOLUTION:

As a professional program, the Missouri State University School of Social Work operates through understandings developed from the NASW Code of Ethics. If you are experiencing any confusions or concerns regarding any dimension of this course, please speak directly to the instructor about the issues immediately. To initiate any formal grievance or appeal process, it is

expected that you will speak first to the instructor about those issues. If your issues continue after the discussion, please then proceed to discuss your situation with the BSW Program Coordinator.

RETENTION AND DISMISSAL POLICY:

The School of Social Work has a Retention and Dismissal policy which can be found on the MSU School of Social Work website in the BSW and MSW Handbooks. This program regards academic integrity with great seriousness. Social workers abide by a professional code of conduct, the NASW Code of Ethics, in which we identify *integrity* as one of our six core values. Enormous trust and responsibility are placed with social workers as we help hurting, oppressed, and marginalized people. We must learn early in our careers to comport ourselves with professionalism, honesty, and credibility. As such, this program views violations of academic integrity as violations of social work's code of conduct.

GREEN DOT SCHOOL OF SOCIAL WORK PLEDGE:

The School of Social Work at Missouri State University is committed to being a safe, violence-free zone for students. To make sure this happens, all social work students and faculty are strongly encouraged to play a role in combatting violence by being a positive and active bystander. If you, or someone you know, has experienced violence please know you will be supported and heard. Also, know that you are not alone. If you need immediate assistance, please call 911. In all other situations, please contact the following resources for assistance: Harmony House's 24-hour Crisis Hotline (417/864-SAFE 7233), Springfield Police Department (417/864-1810), MSU Safety & Transportation (417/836-5509), Title IX (417/836-8506), MSU Dean of Students (417/836-5527), MSU Counseling (417/836-5116), MSU Health & Wellness (417/836-4000), or the Victim's Center (417/863-7273).