

**DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET**

See Course and Program Development Policy and Procedures for Instructions

<b>SCHOOL:</b> LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	<b>Contact Name:</b> Margaret Gillingham	<b>Phone:</b> 4108376090
<b>DEPARTMENT / DIVISION:</b> <i>HOMER SCHOOL OF PUBLIC AFFAIRS; HEALTH SYSTEMS MGMT</i>		
<b>SHORT DESCRIPTION OF PROPOSAL</b> (state name of action item 1-20 and course name, code & number / program affected):		
HSMG300 Health Indicators to fulfill the <del>literacy</del> <i>literacy</i> requirement		
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2008		

<b>Box 1: TYPE OF ACTION</b>	ADD(NEW) <input type="checkbox"/>	DEACTIVATE <input type="checkbox"/>	MODIFY <input type="checkbox"/>	OTHER <input checked="" type="checkbox"/>
<b>Box 2: LEVEL OF ACTION</b>	Non-Credit <input type="checkbox"/>	Undergraduate <input checked="" type="checkbox"/>	Graduate <input type="checkbox"/>	OTHER <input type="checkbox"/>

<b>Box 3: ACTION ITEM</b> (check appropriate boxes)		DOCUMENTS REQUIRED (see box 4 below)	IMPACT REVIEWS (see box 5 on back)	APPROVAL SEQUENCE (see box 6 on back)
<input type="checkbox"/>	1. Experimental Course <sup>1</sup>	NOP	a, c, e	AC
<input type="checkbox"/>	2. Course Title	NO		ABCD
<input type="checkbox"/>	3. Course Credits	NO		ABCD
<input type="checkbox"/>	4. Course Number	NO		ABCD
<input type="checkbox"/>	5. Course Level	NO		ABCD
<input type="checkbox"/>	6. Pre & Co-Requisite	NO		ABCD
<input type="checkbox"/>	7. Course Description	NOP		ABCDEF
<input type="checkbox"/>	8. New Course	NOP		ABCDEF
<input type="checkbox"/>	9. Deactivate a Course	NO		ABCDEF
<input type="checkbox"/>	10. Program Requirements	NO	b, c, d, e	ABCDEF
<input type="checkbox"/>	11a. UG Specialization (24 credits or less)	NO	a, b, c, d, e	ABCDEF
<input type="checkbox"/>	11b. Masters Specialization (12 credits or less)	NO	a, b, c, d, e	ABCDEF
<input type="checkbox"/>	11c. Doctoral Specialization (18 credits or less)	NO	a, b, e	ABCDEF
<input type="checkbox"/>	12. Closed Site Program	NOT	e	ABCDHIK
<input type="checkbox"/>	13. Program Suspension <sup>9</sup>	NO,5	a, e	ABCDEGIK
<input type="checkbox"/>	14a. Certificate Program (ug/g) exclusively within existing degree program	NO	a, c, e	ABCDEFHIK
<input type="checkbox"/>	14b. Certificate Program (ug/g) where degree programs do not exist or where courses are selected across degree programs (12 or more credits)	NOQR, 6	a, c, e	ABCDEFHJL
<input type="checkbox"/>	15. Off-Campus Delivery of Existing Program	NO, 4	a, b, c, e	ABCDHIL
<input type="checkbox"/>	16a. UG Concentration (exceeds 24 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
<input type="checkbox"/>	16b. Masters Concentration (exceeds 12 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
<input type="checkbox"/>	16c. Doctoral Concentration (exceeds 18 credit hours)	NO, 5	a, c, d, e	ABCDEFHJL
<input type="checkbox"/>	17. Program Title Change	NO, 5	a, c, d, e	ABCDEFHJL
<input type="checkbox"/>	18. Program Termination	NO, 10	d, e	ABCDEFHIK
<input type="checkbox"/>	19. New Degree Program	NOQR, 3,8	a, c, d, e	ABCDEFHJL
<input checked="" type="checkbox"/>	20. Other	Varies	Varies	Varies

<b>Box 4: DOCUMENTATION (check boxes of documents included)</b>					
<input checked="" type="checkbox"/>	N. This Cover Sheet	<input type="checkbox"/>	Q. Full 5-page MHEC Proposal	<input type="checkbox"/>	T. Other
<input checked="" type="checkbox"/>	O. Summary Proposal	<input type="checkbox"/>	R. Financial Tables (MHEC)	<input type="checkbox"/>	
<input type="checkbox"/>	P. Course Definition Document	<input type="checkbox"/>	S. Contract	<input type="checkbox"/>	

- Approval of experimental course automatically lapses after two offerings unless permanently approved as a new course.
- Codes: a) Library Services (Langsdale or Law) b) Office of Technology Services c) University Relations d) Admissions
- Letter of Intent is required by USM at least 30 days before a full proposal can be submitted. Letter of Intent requires only the approval of the dean and the provost and is forwarded to USM by the Office of the Provost.
- One-page letter to include: Program title & degree/certificate to be awarded; resources requirements; need and demand; similar programs; method of instruction; and oversight and student services (MHEC requirement)
- One-page letter with description and rationale (MHEC requirement)
- One or two-page document that describes: centrality to mission; market demand; curriculum design; adequacy of faculty resources; and assurance program will be supported with existing resources. (MHEC requirement)
- Learning objectives, assessment strategies; fit with UB strategic plan
- Joint Degree Program or Primary Degree Programs require submission of MOU w/ program proposal. (MHEC requirement)
- Temporary suspension of program to examine future direction; time not to exceed two years. No new students admitted during suspension, but currently enrolled students must be given opportunity to satisfy degree requirements.

**DOCUMENT N: COURSE AND PROGRAM DEVELOPMENT COVER SHEET (Page 2 of 2)**

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<b>SHORT DESCRIPTION OF PROPOSAL</b> (state name of action item 1-20 and course name, code & number / program affected):	
HSMG300 Health Indicators to fulfill the <del>media</del> literacy requirement <i>information</i>	

10. Provide:
- a. evidence that the action is consistent with UB mission and can be implemented within the existing program resources of the institution.
  - b. proposed date after which no new students will be admitted into the program;
  - c. accommodation of currently enrolled students in the realization of their degree objectives;
  - d. treatment of all tenured and non-tenured faculty and other staff in the affected program;
  - e. reallocation of funds from the budget of the affected program; and
  - f. existence at other state public institutions of programs to which to redirect students who might have enrolled in the program proposed for abolition.
11. University Council *review* (for a recommendation to the President or back to the Provost) shall be limited to curricular or academic policy issues that may potentially affect the University's mission and strategic planning, or have a significant impact on the generation or allocation of its financial resources.

Box 5: IMPACT REVIEW	SIGNATURES (see procedures for authorized signers)	DATE
a. Library <input checked="" type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
b. OTS <input checked="" type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	CIO or designee:	
c. University Relations <input checked="" type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
d. Admissions <input checked="" type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Director or designee:	
e. Records <input checked="" type="checkbox"/> No impact <input type="checkbox"/> Impact statement attached	Registrar or designee:	

Box 6: APPROVAL SEQUENCE	APPROVAL SIGNATURES	DATE
A. Department / Division	Chair: <i>Laura A. Wilson-Gentry</i>	<i>2/29/08</i>
B. Final faculty review body within each School	Chair: <i>Jonathan Zse</i>	<i>3/13/08</i>
C. College Dean	Dean: <i>Jay W. ...</i>	<i>3/25/08</i>
D. Provost and Senior Vice President for Academic Affairs	Provost: <i>Arden M. Farrell</i>	<i>3/31/08</i>
E. Curriculum Review Committee (UFS subcommittee)	Chair: <i>Betsy ...</i>	<i>4/1/08</i>
F. University Faculty Senate (UFS option)	Chair:	
G. University Council (see # 11 above)	Chair:	
H. President	President:	
I. Board of Regents – notification only		
J. Board of Regents – approval		
K. MHEC – notification only		
L. MHEC – approval		
M. Middle States Association notification	Required only if the mission of the University is changed by the action	

**DOCUMENT O: SUMMARY PROPOSAL**

See Course and Program Development Policy and Procedures for Instructions

<b>SCHOOL:</b> LAW <input type="checkbox"/> MSB <input type="checkbox"/> YGCLA <input checked="" type="checkbox"/>	<b>Contact Name:</b> Margaret Gillingham	<b>Phone:</b> x6090
<b>DEPARTMENT / DIVISION:</b> School of Public Affairs; Health Systems Management		
<b>SHORT DESCRIPTION OF PROPOSAL</b> (state action item 1-23 and course name & number or program affected):		
HSMG 300 Health Indicators to fulfill the information literacy requirement		
<b>PROPOSED SEMESTER OF IMPLEMENTATION:</b> Fall <input checked="" type="checkbox"/> Spring <input type="checkbox"/> Year: 2008		

O-1: Briefly describe what is being requested:

Add information literacy requirement to Health Systems Management program.

**Statement for Catalog**

Students in the B.S. in the Health Systems Management program will meet the University of Baltimore Information Literacy requirement in one of the following ways:

Successful completion of IDIS 110 *Introduction to Information Literacy*

OR

Successful completion of HSMG300 Health Indicators (a major requirement)

For new courses or changes in existing courses (needed by Registrar)

<b>OLD Title:</b> N/A	<b>Course # / HEGIS Code:</b>	<b>Credits:</b>
<b>NEW Title:</b> N/A	<b>Course # / HEGIS Code:</b>	<b>Credits:</b>

O-2: Set forth the rationale for the proposal:

**Rationale**

HSMG300 satisfies Learning Goals 1-7. Embedded are three heavy research assignments (one being a research paper).

There are a couple mechanisms in the course to teach students to retrieve scholarly articles:

- First, the course instructor requests Langsdale Library to maintain a class web page
- Second, a reference librarian is invited to the class (or the class goes to Langsdale) for a session on how to search databases.
- Third, course time is dedicated to research review
- Fourth, skills are reinforced in an assignment.

1) The course website is available at

[http://langsdale.ubalt.edu/howto/course\\_websites/fa07/hsmg300\\_gillingham.htm](http://langsdale.ubalt.edu/howto/course_websites/fa07/hsmg300_gillingham.htm) and can be accessed by students even using a Google search under the course title. The site allows students to easily reference and search three key health databases: CINAHL, Health Source Plus (nursing edition) and Medline. Students who are off campus do need to use a login code.

2) Each semester, an arrangement is made to have a reference librarian visit the classroom and explain techniques for searching various databases in reference to medical information searches on the effectiveness of health conditions and treatments such as diabetes, asthma, angina, attention

deficit disorder and others. This semester time was allotted for that on week 2 and the librarian was Tami Smith.

3) A portion of each course is designed for research review where an article from a health/research oriented journal is discussed. (see table below).

#### Table 2: Research Review for Health Information Literacy

Week 1s agenda includes 9:30 to 10:00AM Research review - Effect of Hypericum perforatum (St. Johns Wort) in Major Depressive Disorder A Randomized Controlled Trial Jama April 10, 2002 Vol 287, No 14 p 1807 to 1814.

Week 2s agenda includes 9:30 to 10:00 Research review -- Effectiveness and Cost of Olanzapine and Haloperidol in the Treatment of Schizophrenia: A Randomized Controlled Trial JAMA, Nov 2003; 290: 2693 - 2702.

Week 3s agenda includes 9:40 to 10:00 Research review -- Calcium plus Vitamin D Supplementation and the Risk of Fractures Jackson RD ,et al, N Engl J Med 354:669, February 16, 2006

Week 4s agenda includes 9:40 to 10:00 Research review -- Sumatriptan-Naproxen for Acute Treatment of Migraine: A Randomized Trial JAMA, April 4, 2007; 297: 1443 - 1454.

Week 5s agenda includes 10:45 to 11:30 Research Review -- DIET, LIFESTYLE, AND THE RISK OF TYPE 2 DIABETES MELLITUS IN WOMEN N Engl J Med, Vol. 345, No. 11 September 13, 2001 [www.nejm.org](http://www.nejm.org)

4. Finally the skills are reinforced in a written assignment. The student puts these skills into practice in completion of an assignment that requires researching a health condition and treatment using at least four sources and one of those sources has to include a focus research study. The student is required to locate the study, describe the study's design, and explain the key findings. The paper specifications are below.

#### Table 3: Paper Specifications

Prepare a paper that includes

1. A description of the condition and its symptoms.
2. the etiology (cause) of the condition
3. the prognosis (outcome) of the condition.
4. a summary of the scientific evidence of the prescribed or suggested treatment, its side effects and contraindications (conditions under which it should not be used). You do not need to explain the mode action of the treatment.
5. focus on a particular research paper and describe the study's design and the major findings (include at least 2 graphs or charts from the study in your paper).
6. If you do not recommend the prescribed treatment, recommend an alternative and include some evidence that indicates that this might be a better alternative.
7. Use at least four sources for your paper
8. Cite your sources using the authors name and date in a Literature cited section of the paper.