

Agenda
Academic Senate
Agenda for the Meeting of
April 5, 2016, UCB 202A, 10:00 - 11:50 a.m.

1. Call to Order and Roll Call
2. Approval of Minutes
 - A. March 1, 2016
3. Open Forum
4. Reports
 - A. Senate President – Khagendra Thapa
 - B. Senate Vice President – Charles Bacon
 - C. Senate Secretary – Melinda Isler
5. Committee Reports
 - A. University Curriculum Committee – Kemi Fadayomi
 - B. Student Government – Wayne Bersano
 - C. General Education – Clifton Franklund
 - D. Senate Election Results – Jim Rumpf
6. Old Business
 - A. APRC Task Force Establishment – Isler
 - B. Graduate Probation Dismissal Policy – Wancour
 - C. Graduate Admission Policy - Wancour
7. New Business
 - A. Charter Revision Language – Isler
 - B. New Degree – Associate in Arts in Psychology – Fadayomi
 - C. Redirection of a Current Offering – BSN Pre-Licensure Program - Fadayomi
8. Announcements
 - A. FSU President - David Eisler
 - B. Provost – Paul Blake
 - C. Senate President – Khagendra Thapa
9. Open Forum
10. Adjournment

**Minutes
Ferris State University
Academic Senate Meeting**

March 1, 2016

Members in Attendance: Alspach, Bacon, C., Bacon, M., Bajor, Balanda, Baran, Berghoef, Brecken, Briggs, Bright, Cronk, Daubert, Dinardo, Drake, Epps, Fadayomi, Fagerman, Foulk, Fox, Hancock, Hanna, Isler, Klatt, Maike, Mattis, Peircey, Richmond, Rumpf, Thapa, Todd, Wagenheim, Wancour, Zimmer, Zyla

Members absent with cause: Jenerou, Lewis

Members absent: Gray

Ex Officio and Guests: Adeyanju, Damari, Durst, Eisler, Franklund, Garrison, Karfa, Nicol, Reifert, Schult, Owens, Cluchey, Bishop, Soles, Colley, Neimyer, Johnson, Schmidt, Dawson

1.	President Thapa called the meeting to order at 10:06 a.m.
2.	Approval of Minutes. Senator Berghoef moved to approve the minutes. Senator Baran seconded. There were some editorial written corrections submitted which need to be added The motion passed.
3.	Open Forum. Senator Alspach noted that the International Sports Communication will be meeting in Grand Rapids, Michigan on March 14 th , sponsored by Ferris State University.
4.	Officer Reports/Provost Report. President Thapa reported that the faculty reception has been cancelled for the spring and he appreciated the President's office sponsoring a reception during the fall. He also thanked those who encourage greater faculty participation in the committees. He also thanked the administration for the creation of an emeriti office space for the College of Engineering Technology and the capacity to retain their Ferris email address. Vice-President Bacon had no report. Secretary Isler reminded senators of the upcoming nominations form due date of March 4, 2016. She also previewed a charter change which would be brought to the Senate at the next meeting. Because of changes in the charter language, EIO no longer has a seat on the Senate. It has also increased the number of members in the Non-Tenure Track classification. The intent is to add a seat to the Non-Tenure Track group which an EIO member can run for.\
5.	Committee Reports UCC Chair Kemi Fadayomi said that the committee was working on several items, including the alignments of checksheets and the approval of dropping FSUS from a curriculum or deciding on a process for General Education courses. Their meeting did not have a quorum and no programs have been forwarded to the senate for this meeting. She also included a procedures sheet to clarify some questions which came up in the last meeting. Vice-President Bacon asked why some forms are incomplete and why some courses do not go through the approved processes. Fadayomi noted that -90 courses are experimental and may be run twice before going through the process. Senator Hanna asked about the ability to drop FSUS and expressed strong concerns about during the Form B's into an information-only form. Chair Fadayomi said these were suggestions that had not been supported by the group in their most recent meeting on February 29 th after the report was written. No Student Government representatives were at the meeting to give a report. General Education coordinator Cliff Franklund said he is working to add a possible student to the committee and to work with the competencies of problem solving and collaboration which are based in the majors courses. Senator Alspach expressed support for having a student on the committee as a different perspective. Senator Maike asked how many courses per major should try for this designation and should it include 100 level courses?

	<p>Franklund said not 100 level courses since majors do accept transfers and that 2 courses would be a good starting point Senator Fagerman asked if a course could apply for both designations and if they had to be an elective in the program. Franklund said yes, they could apply for both and it is up to the program where they count a course in their curriculum map.</p>
6A	<p>Old Business. Doctorate of Nursing Practice Proposal. Secretary Isler moved to remove the proposal from the table. Senator Alspach seconded. Motion passed. Senator Alspach thanked the nursing program and College of Health Professions for their written response to the questions raised at the previous meeting. Senator Bajor thanked them for the information provided but said according to the numbers in the table it will require an additional \$675,000 in costs by the end of the first five years and into the multi-million dollar range by the end of 30 years. The costs from students do not appear to cover the cost of the program. He noted that since these programs benefit hospitals had any fundraising attempts been made to get donations from them. Coordinator Owens noted that the funding they provide is through tuition payments for employees in the program. She also said she had received the promised support for additional faculty from Academic Affairs and had to make projections based on that. Bajor also noted that of the five medical professionals in his family, none thought this degree would be considered a good investment. Senator Fagerman noted that sometimes faculty have been overpromised support from academic affairs which does not happen and comes up in academic program review. Senator Wagenheim/APRC chair agreed but noted this was an Academic Affairs issues and not specific to this program proposal. Senator Epps said it was unfair to blame the Nursing Program and Coordinator Owens for using the data that they had provided (that support for faculty would come from Academic Affairs). Nursing faculty Sharon Colley noted that this was not a research based doctorate but rather an application of leadership in being able to apply the research in a clinical setting. Nursing faculty Kathryn Neimeyer agreed and noted that currently it can take 17 years for successful research to reach the hospital setting and this would provide a level for nurses to manage implementation of it sooner. Senator Fagerman noted she had hoped for answers to these issues not from the faculty but the administrators which we did not receive. Senator Hancock asked if we were judging the curriculum or the feasibility. President Thapa said it was a curriculum proposal. Senator Bacon asked for the costs to create the online component and that a policy if created would need to match the collective bargaining agreement. Senator Mary Bacon noted that the comments were not meant to destroy the proposal but the delay might provide time to work the workload and other issues out. Senator Dinardo asked about the workload policy and the exchange of a 4 for 3 load to a 1/4 release time and if the new faculty knew what they were getting into. Nursing faculty Rachel Soles said that she viewed this as a valuable opportunity to get some time for research, and supervising graduate project as a separate policy. The motion passed with 57 in favor, 37 against and 7 abstentions.</p>
7A	<p>Creation of Task Force to Revitalize Academic Program Review. Secretary Isler moved to create a task force to revitalize Academic Program Review. Seconded by Senator Piercey. Secretary Isler noted this motion came out of the executive board because of some questions which had come up at various points this year about how to increase the vitality of the process. APR Chair/Senator Matt Wagenheim expressed concern about task forces coming out of an email from another faculty member and a meeting that did not include him. Senator Todd supported this. Senator Piercey noted there was no meeting, and the email in question was only a series of questions, which the e-board was not well enough informed to make specific suggestions to improve things. Wagenheim noted this appeared duplicative of the work of the committee which includes process improvement recommendations which the senate votes on every year. There was also request for more exact wording of the motion. Senator Alspach made a motion to table. Motion to table passed.</p>
9.	<p>Announcements. President Eisler reported on the legislative budget in which Ferris State University would receive increases in part because of performance funding. He is scheduled to testify on Wednesday. He also noted that he finds the Ferris curriculum process, despite some issues to be more productive than other state universities and he has mentioned that to the state. 24 programs have been approved the past few years. He also thanked Vice-President Pilgrim and the task force for their work on the strategic plan for diversity and inclusion.</p> <p>No Academic Affairs representatives were available to give a report.</p>
10.	<p>Open Forum.</p>

	<p>Senator Gray made a statement in support of Tot's Place. He noted he has been the wait list since the previous spring. And if one really wanted to support students who may have children they should provide resources to Tot's Place to allow for needed additional staffing and funding.</p> <p>Senator Wancour noted the graduate polices have been moved together because the Academic Standards and Policy Committee will be meeting with Liza Ing, Graduate and Professional Council Chair to review the policies and discuss.</p> <p>Senator Piercey complimented Senator Foulk for an issue in her class in which a student was being stalked and was afraid to walk to class. Two students have now offered a ride and company. Senator Foulk thanked Senator Piercey but noted it was really the students who stepped up to handle the issue.</p>
11.	The meeting was adjourned at 11:30 a.m.

Academic Senate Report

University Curriculum Committee
Chair Kemi Fadayomi

April 5, 2016
CSS 302 – 12:00 Noon

Proposal Number	Title	Action/Votes	Senate Action / Concerns/Reasons/Updates
16-051 MCC BUS	MBA Minor Curriculum Clean-up	Approved 8 Support No other votes	
16-062 Nd AS	Associate in Arts in Psychology	Approved 7 Support 0 Support with Concerns 1 Not Support	
16-063 MCC, NC	ISIN Course Updates November 2015	Approved 8 Support No other votes	
16-064 NC HP	New Molecular Diagnostics courses DMOL 101 and DMOL 236, with updated DMOL 410/411	Approved 9 Support No other votes	
16-065 NC HP	Develop New Course, MRIS 220 Legal and Ethical Aspects in HIM	Hold	Form A – #2 – check “new” not degree, course title – #3A and E, wrong college code -#7, Form B missing response, Incomplete current checksheets, Form E - redo course description and correct title, Form F - redo course description
16-066 MCC HP	Respiratory Care AAS Program Admission Requirement Revision	Hold	Incomplete current checksheet - only page one with the Gen Ed requirements is attached, missing program outcomes. UCC would like an explanation for requiring Math 114 for AAS and Math 115 for BSRT. If a student with AAS decides to continue to BSRT, would you accept Math 114 or require that they take Math 115?

16-067 NC HP	Two new BSPH course electives: Maternal and Child Health, and Chronic Disease Epidemiology	Hold	Proposed checksheet errors – scientific understanding requirement is 7 credit hours
16-068 MCC CET	Changing Contact Hours for CENG 240	Hold	Wrong Form A. Needs the most current forms downloadable from UCC website Revise proposed checksheet and clarify which courses are Gen Ed or Majors specific
16-069 MCC COEHS	Checksheet alignment for PCRJ, CJCR, CRJU, FSCI, MSCJ HSDS, HSCJ 2015-2016	Consent agenda:	
16-070 MCC COEHS	Checksheet alignment for PCRJ, CJCR, CRJU, FSCI, MSCJ HSDS, HSCJ 2014-2015	Approved 8 Support No other votes	
16-071 MCC COEHS	Checksheet alignment for PCRJ, CJCR, CRJU, FSCI, MSCJ HSDS, HSCJ 2013-2014		
16-072 MCC COEHS	Checksheet alignment for PCRJ, CJCR, CRJU, FSCI, MSCJ HSDS, HSCJ 2012-2013		
16-073 MCC COEHS	Checksheet alignment for TDMP, DMSE, PDGM, DAGD 2015-2016		
16-074 MCC COEHS	Checksheet alignment for TDMP, DMSE, PDGM, DAGD 2014-2015		
16-075 MCC COEHS	Checksheet alignment for TDMP, DMSE, PDGM, DAGD 2013-2014		
16-076 MCC COEHS	Checksheet alignment for TDMP, DMSE, PDGM, DAGD 2012-2013		
16-077 MCC COEHS	Checksheet Alignment School of Education 2015-2016		
16-078 MCC COEHS	Checksheet Alignment School of Education 2014-2015		
16-079 MCC COEHS	Checksheet Alignment School of Education 2013-2014		

16-080 MCC COEHS	Checksheet Alignment School of Education 2012-2013		
16-082 MCC COB	Add MATH 114 and MATH 109 to all COB programs, modify prereqs for others	Approved 9 Support No other votes	
16-083 MCC COB	Modify Homeland Security Digital Forensics Certificate and HSCJ 310 prereq	Hold	Missing Form B from School of Criminal Justice. Needs explanation for adding ISIN 429 to the certificate offering

<p>16-084 HP Redirection</p>	<p>BSN Pre-Licensure Program Curriculum Revision</p>	<p>Hold</p>	<ul style="list-style-type: none"> • Inconsistent course titles on Forms A, E and F on <u>all</u> courses <ul style="list-style-type: none"> ○ For example; NURS 373 is Practicum 2 on Forms A and F and Practice Immersion 2 on Form E • Form D <ul style="list-style-type: none"> ○ Gen Ed categories listed is not in the catalog ○ Incorrect total credit hour ○ Total credit hour is inconsistent with PCAF • Form F <ul style="list-style-type: none"> ○ Incorrect college code on many Form Fs ○ Effective date on <u>all</u> Form F-D is inconsistent with Form A ○ Missing Form F-D for NURS 300 • Form E <ul style="list-style-type: none"> ○ Prereqs of Form E and F must match – NURS 360 ○ Incorrect contact hours on some Form Es ○ Inconsistent contact hours on Form E and F – NURS 372 ○ Inconsistent credit hours on Form E and F – NURS 475 ○ Inconsistent course classification on Forms E and F - NURS 372 – is this lecture or seminar?
<p>16-084 HP Redirection</p>	<p>BSN Pre-Licensure Program Curriculum Revision</p>	<p>Approved 7 Support 1 Support with Concerns No other votes</p>	
<p>16-085 MCC BUS</p>	<p>Checksheets Alignment, SEHM, BUS 2012-2013</p>	<p>Consent agenda:</p>	

16-086 MCC BUS	Checksheet Alignment, SEHM, BUS 2014-2015	Approved 6 Support No other votes	
16-087 MCC BUS	Checksheet Alignment, SEHM, BUS 2013-2014		
16-088 MCC BUS	Checksheet Alignment, SEHM, BUS 2015-2016		
16-089 MCC HP	Checksheet Alignment, HP, Nursing		
16-090 MCC HP	BSN Pre-Licensure Program Minor Curriculum Clean-up		

III. **Other Business** February 29, 2016

Proposal process revision

Citing the frustrations faced by proposal initiators when consulting with other departments , a committee member suggested (recommended) that UCC seriously considers a previous suggestion of adding “for information only” box to Form B and check the box when no response is needed from the receiving department or program. The member further explained that consultation is time consuming when they have to attend various department meetings to explain the proposed changes on Form B.

Several members opposed the suggestion of using Form B for anything other than consultation citing the following reasons:

- Logistically, it will be difficult if not impossible to decide when Form B should be used for consultation or information only. Proposal initiators will more likely check the information only box.
- Consultation with stakeholders when changes that may affect their curriculum is been proposed regardless of whether it is a general education or program specific course is essential for curriculum revision and student advising.
- Consultation through physical visit to various departments is optional. Form B is designed to be mailed electronically or through campus mail.
- Receiving department has 10 business days to respond, otherwise their lack of response is taken as a sign of support for the proposed changes, and therefore they cannot hold a proposal indefinitely by not responding.

It was then suggested that the committee finds other option to address the revision or update of general education courses that are used by virtually all of the departments at the institution.

In response, the following suggestions were made:

- Adding an information only form to the list of UCC forms
- Creating a work flow for general education courses different from program specific courses.

The new suggestions will be discussed further at the upcoming meetings as time permits.

A committee member asked about the status of the proposed combined Forms E and F. The chair requested that the discussion be tabled until next meeting when she will physically be present at the meeting to update

The committee discussed the BSN Pre-Licensure Program Curriculum Revision and members were encouraged to read the PCAF before our next round of discussions, as some of the questions are centered on issues that were covered in the PCAF

Conversation with BSN Team of Dr. Sue Owen, Dr. Rhonda Bishop, Professor Stephanie Gustman, Florence Dood and Wendy Lenon.

Q: You currently have ACEN accreditation and plan to seek CCNE accreditation. What is the difference between the 2 and will you be accredited by both?

A: Dr. Owen responded that the ACEN is accrediting body for Associate degree and the CCNE accreditation is the gold standard for Baccalaureate degrees. They plan to seek CCNE accreditation in 2020.

Q: The FSU PSN-Pre-Licensure program is one of the four not accredited by CCNE. What impact does this lack of accreditation have on employability and pay for graduates?

A: The team responded that currently, 80% of their graduates are employed 4 – 6 months after graduation. The remaining 20% lack of employment is due to their not passing or taking the board exam. The only time the lack of accreditation has any effect is when students apply to certain graduate schools. For example, U of M will not admit students from non-accredited programs.

Q: It was stated in the PCAF that the revised curriculum will maintain the current program level outcomes. How do you develop 21 new courses, delete 24 courses without changing program level outcomes?

A: Dr. Bishop responded that the current program outcomes were adopted in 2010 and the proposed courses are developed to align with the outcomes, while adding some critical course content that were missing in the current curriculum.

Q: You mentioned a “2nd degree track suspension” Would you explain what this means?

A: This is a 3 semester accelerated degree program for people with a non-nursing BS degree. No new students are been admitted into this track because of its rigor and pace.

Q: You plan to enroll 64 students first year (96 even years beginning 2016) with no additional

resources. How many tenure or tenure track faculty do you have at the moment? Is this enough faculty to meet students' needs? Is the number of faculty adequate for accreditation?

A: 9 full time tenure track and 3 tenured.

They currently have 6 positions open and hope to hire at least 3 by fall. They will use adjuncts as well if needed.

Accrediting body does not set a faculty: student ratio.

UCC applauded the efforts of the BSN faculty for updating their curriculum in response to students' and industry's needs.

Academic program review is an integral process for programs at Ferris State University. A task force consisting of the APRC chair, members **of APRC** and other faculty will be charged with suggesting ways to promote and communicate the value of program review to the University for the Office of the Provost/Vice-President for Academic Affairs. Specific issues include:

1. Recruitment of members for the committee
2. Enforcement and compliance with APRC guidelines.

FERRIS STATE UNIVERSITY GRADUATE PROGRAM ADMISSIONS POLICY

Following are the admissions requirements for graduate level programs. These are the minimum guidelines, and individual programs may have additional requirements. It should be noted that these guidelines do not apply to the professional doctorate programs (Optometry and Pharmacy) as they have their own policy.

1. Regular Admission Requirements:

- a. Baccalaureate degree with a 3.0 grade point average or higher (Master's degree)
Master degree with a 3.0 grade point average or higher (Doctorate degree)
- b. Minimum TOEFL of 550/70* or IELTS 6.5 for international students
- c. Any combination of the following (program specific):
 - 1) Entrance exam (GRE, MAT, GMAT, etc.)
 - 2) References
 - 3) Writing sample
 - 4) Interviews
 - 5) Resume

2. Provisional Admission Requirements: In addition to the above requirements, students with a GPA of less than 3.0, undergraduate deficiencies, or TOEFL scores between 500-549, or below 70 or IELTS below 6.5 must:

- a. Successfully complete nine (9) semester hours of graduate work with a 3.0 GPA or higher to qualify for regular admission.
- b. Clear any deficiencies in his/her undergraduate education before nine (9) semester hours of graduate work have been completed.
- c. Enroll in and successfully complete recommended ESL courses and/or retake and receive a passing score on TOEFL or IELTS exam.
- d. Other program specific requirements.

3. Special Enrollment Requirements:

Special enrollment is intended for students who are not planning to become candidates for a graduate degree at Ferris State University. Special enrollment will be permitted only on a semester-by-semester basis, subject to program approval.

*Note- TOEFL can be taken by paper or computer. A different scoring process is used for each method.

GRADUATE ACADEMIC PROBATION/ACADEMIC DISMISSAL WARNING

ACADEMIC PROBATION:

A graduate student is placed on probation if his or her graduate level GPA falls below a 3.0. This status is determined once grade calculations are processed after exam week. The student will remain on probation until the graduate level GPA increases to a 3.0 GPA or above. If after taking an additional 9 credits of coursework, the student is unable to make satisfactory progress toward the required 3.0 GPA or above, the student may be academically dismissed.

Any graduate student who is on academic probation cannot enroll in more than 6 credit hours without receiving permission from his or her advisor.

Temporary grades of "I" will not prevent a student from being placed on probation. Grades of "I" are not figured into the GPA.

ACADEMIC DISMISSAL:

A graduate student may be academically dismissed whenever any one of the following conditions is met:

- 1) The student receives a grade of less than a C in 2 or more courses in the program. The student can only retake one course in which a C or lower was earned to earn a higher grade.
- 2) The student submits work in the program that is confirmed to be plagiarized.
- 3) The student's graduate level GPA falls below 3.0 and the student is not able to make satisfactory progress toward the required GPA after 9 additional credits of coursework.

Select graduate programs may have standards that exceed these requirements.

APPEAL:

Graduate students who are dismissed from the program or University for academic reasons, but believe there are extenuating circumstances that warrant consideration, may appeal the dismissal in writing to their Dean's office. The Dean's decision is final.

READMISSION:

Graduate students dismissed for academic reasons may not be eligible for readmission to that program. They may be eligible to apply for admission to another program within the University. Select programs may allow readmission to the same program after a set time, if the student meets certain requirements as defined by the program.

DISMISSAL FOR REASONS OTHER THAN ACADEMIC:

Graduate students are held to the Ferris State University *Code of Student Community Standards* available at <http://www.ferris.edu/HTMLS/administration/studentaffairs/judicial/student-code.pdf> Individual graduate programs may have additional policies in place to address behavioral misconduct.

Cross Reference:

Board Policy, Subpart 3-7, *Academic Probation, Dismissal, and Readmission After Academic Dismissal*

Prototype Language for Dealing with HLC

Faculty Input on Credentials:

In every academic department at the Ferris State University, an Academic Credentials Committee shall be formed to determine the academic credentials necessary for hiring and retention in the department. The committee will be responsible for determining equivalent experience that will be counted toward qualification for teaching classes in the department. The committee shall be constituted with one member elected from each academic area in the department. The term of office of each member shall be two years, with an election taking place every two years, prior to the end of the Spring semester. Should a member of the committee resign, an election for replacement shall be held within 30 days.

This committee shall be charged with developing an initial document setting out academic credentials necessary for hiring, and retention of full-time and contingent faculty for each academic area within the department. The committee will also be charged with determining when equivalent experience may be used for meeting the necessary credentials. The committee will have the on-going charge of reviewing and issuing a decision on any disputes that arise relative to faculty credentials.

Faculty members of the ACC will be recognized as the content experts within each academic area and the decisions of the committee shall be final and binding on the respective departments, colleges, and university.

Documenting Credentials:

The Academic Credentials Committee in each academic department at the Ferris State University, with the assistance of faculty in their department, shall develop and maintain a document setting forth the following academic credentials for each academic area in the department:

- Credentials necessary for hire in each academic area;
- Credentials/degree necessary for teaching classes in each academic area;
- Any equivalent experience that will be counted toward qualification for teaching classes in each academic area

Once this document is created, the Academic Credentials Committee shall be charged with enforcing the credentialing decisions and with resolving any questions/concerns regarding equivalent experience.

Should the Committee determine that a current faculty member (full or part-time) becomes ineligible to teach a particular classes, or several classes within an academic program, the committee will develop a document (Credentialing Update Plan) setting forth how the faculty member can meet the criteria for proper credentials. The Credentialing Update Plan document must contain a specific plan for meeting the credentialing criteria, and must contain a timeline for meeting such criteria. The plan may include any of the following actions:

- Further coursework
- Experience in the field
- Research or scholarly work in the field
- Other equivalent experiences

The plan must be reasonable, and the faculty member must be given adequate time to accomplish the plan. In addition to setting forth the plan, the committee must provide recommendations to the faculty member for how this plan can be implemented. Should the faculty member face unforeseeable circumstances while following the plan, he/she shall be granted a reasonable extension to complete the plan.

Implementing a Plan for Credentialing Update:

When a faculty member is placed on a Plan for Credentialing Update, he/she must be given adequate time and resources to accomplish the plan. When the departmental Academic Credentialing Committee develops a plan, they may use any of the following resources to assure that the faculty member's success:

- A sabbatical or research fellowship
- Tuition remission at an appropriate College/University
- A paid leave of absence
- Resources to perform scholarly activities
- An alternative assignment to accumulate equivalent experience or to allow the faculty member time to fulfill his/her plan
- Professional development activities

Retention of Faculty Members:

The lack of appropriate credentials of current faculty members (full or part-time) to teach in current programs shall not be cause for termination or non-renewal of a contract. Ferris State University must provide the faculty member with an appropriate opportunity to correct the issue, including an established plan, as set forth in the contract, and appropriate time and resources to implement the plan. Should the faculty member face unforeseeable circumstances during the implementation of the plan, a reasonable extension shall be granted.

Ability to carry-out program requirements within a Department:

Should an outside credentialing agency (department specific, College/University) determine that there are insufficient numbers of faculty members to carry out both the classroom and outside the classroom activities necessary to adequately serve students, Ferris State University will immediately take action to correct the situation including, but not limited to:

- Hiring more full-time faculty members
- Providing released time or equivalencies for specific tasks:

- Oversight of curriculum
- Determining expectations of student performance
- Establishment and review of academic credentials
- Involvement of assessment

#16-062



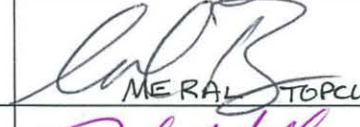
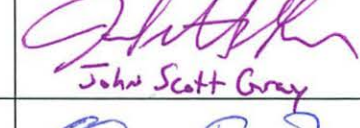
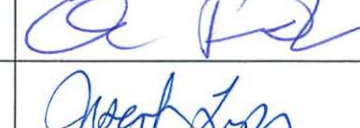
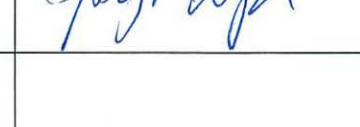
PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: Associate in Arts in Psychology

Initiating Individual: Meral Topcu Initiating Department or Unit: Social Sciences

Contact Person's Name: Meral Topcu Email: topcum@ferris.edu Phone: x2751

- Group I-A – New Degree, major, concentration, minor, or redirection of a current offering
- Group I-B – Deletion of a degree, major, concentration, or minor
- Group II-A – New Course, modification of a course, deletion of a course
- Group II-B – Minor Curriculum Clean-up
- Group III – Certificate (College Credit Non-credit New Certificate)
- Group IV – Other site location (College Credit Non-credit)

	PLEASE PRINT AND SIGN YOUR NAME	DATE	VOTE/ACTION * Number Count
Program Representative ** Meral Topcu	 MERAL TOPCU	4/21/15	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Department/School/Faculty Representative Vote ** Meral Topcu	 MERAL TOPCU	4/21/15	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Department/School Administrator Meral Topcu	 MERAL TOPCU	4/21/15	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
College Curriculum Committee/Faculty John Scott Gray	 John Scott Gray	1-12-16	<input checked="" type="checkbox"/> Support <input checked="" type="checkbox"/> Support with Concerns <input checked="" type="checkbox"/> Not Support <input checked="" type="checkbox"/> Abstain
UCC Representative Olukemi Fadayomi Dean	 Olukemi Fadayomi	2-11-16	<input type="checkbox"/> Support <input type="checkbox"/> Hold <input type="checkbox"/> Not Support
Joseph Lipar	 Joseph Lipar	2/11/16	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
University Curriculum Committee **			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Senate **			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Academic Affairs			<input type="checkbox"/> Support <input type="checkbox"/> Hold <input type="checkbox"/> Not Support

* Support with Concerns or Not Support must include identification of specific concern with appropriate rationale.

** Number Count must be given for all members present and/or voting.

To be completed by Academic Affairs

Date of Implementation: Click here to enter text.

President (Date Approved
Approved)

Board of Trustees (Date Approved)

Academic Officers of MI (Date

1. Proposal Summary: (Summary is generally less than one page. Briefly state what is proposed with a summary of rationale and highlights) In the psychology program several students receive federal TIP (Tuition Incentive Program) funding in their financial aid package. In order to protect the TIP funding, these students had been placed in a "Pre-Psychology" designation for the first 90 credits of their program (depending upon the type of TIP funding), and then were transferred to the Psychology Program. In response to the request that all programs at Ferris change the "pre" category in their programs, the Psychology Program proposes an Associates in Arts in Psychology. There are no changes to course or curriculum for this degree.

2. Summary of Curricular Action (Check all that apply to this proposal)

Degree Major Minor Concentration Certificate Course
 New Modification Deletion

Name of Degree, Major, etc.: **Associate in Arts in Psychology**

3. Summary of All Course Action Required:

- A. Newly Created Courses to be Added to the Catalog

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

- B. Courses to be Deleted from FSU Catalog

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

- C. Existing Courses to be Modified

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

- D. Addition of existing FSU courses to program

Prefix	Number	Title
Click here to enter text.		

PSYC	150	Introduction to Psychology
PSYC	210	Statistics for Psychological Science

PSYC 241	Exceptional Child (F)
PSYC 280	Psychological Research Methods (F/Sp)
PSYC 226	Lifespan Human Development (F)
PSYC 310	Educational Psychology (F/Sp)
PSYC 320	Psychology of Interpersonal Relationships (variable)
PSYC 325	Social Psychology (F/Sp)
PSYC 326	Industrial/Organizational Psychology (variable)
PSYC 331	Psychology of Personality (F)
PSYC 341	Child Psychology (F/Sp)
PSYC 342	Adolescent Psychology (F/Sp)
PSYC 345	Psychology of Death and Dying (F/Sp)
PSYC 350	Introduction to Forensic Psychology (F)

PSYC 370 Principles of Learning (Sp)

Cultural Enrichment Electives: 9 credits
Scientific Understanding Electives: 7 credits
Social Awareness Electives: 9 credits

Electives or Program Requirements to a minimum of 60 credits for Associates in Arts in Psychology

PLEASE NOTE: THERE ARE NO NEW COURSES BEING ADDED OR NO COURSES DELETED FOR THIS MAJOR.

E. Removal of existing FSU courses from program

Prefix	Number	Title
Click here to enter text.	Click here to enter text.	Click here to enter text.

No courses will be removed

4. Summary of All Consultations

Form Sent (B or C)	Date Sent	Responding Department	Date Received & By Whom
Click here to enter text.	Click here to enter text.	Click here to enter text.	Click here to enter text.
Form B	4/15/15	Languages and Literature – Dr. Debra Courtwright-	
Nash			
Form B	4/15/15	Math – Dr. Andy Karafa	
Form B	4/15/15	Communication – Dr. Sandy Alspach	
Form B	4/15/15	Biology – Dr. Joe Lipar	
Form B	4/15/15	Humanities – Dr. Trinity Williams	
Form C	4/15/15	Library Liaison – Gary Maixner	

5. Will External Accreditation be sought? (For new programs or certificates only)

Yes No

If yes, name the organization involved with accreditation for this program. [Click here to enter text.](#)

6. Is a PCAF required? Yes No Is the PCAF approved? Yes No (If yes, supply link on Academic Affairs website where PCAF is posted.)

7. Program Checksheets affected by this proposal (Check all that apply to this proposal)

Add Course Delete Course Modify Course Change Prerequisite Move from required to elective
 Move from elective to required Change Outcomes and Assessment Plan Change Credit hours

No program checksheets will be affected.

8. List all Checksheets affected by this proposal:

College	Department	Program
---------	------------	---------

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.
2. The department must respond within 10 business days of receipt of this form to insure inclusion in the final proposal. The completed original is returned to the Academic Senate Office to be inserted into the proposal and a copy is returned to the initiator.

The department must acknowledge receipt of this form and the proposal in writing to the initiator.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title **Associate in Arts in Psychology**

Initiator(s): **Meral Topcu**

Proposal Contact: Meral Topcu Date Sent: **4/15/2015**

Department: **Social Sciences** Campus Address: **ASC2108**
(Please type)

Responding Department: **Languages and Literature**

Administrator: **Dr. Debra Courtwright Nash** Date Received: [Click here to enter text.](#) Date Returned: [Click here to enter text.](#)

Based upon department faculty review on [Click here to enter text.](#) (Date) we:

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary. [Click here to enter text.](#)

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.
2. The department must respond within 10 business days of receipt of this form to insure inclusion in the final proposal. The completed original is returned to the Academic Senate Office to be inserted into the proposal and a copy is returned to the initiator.

The department must acknowledge receipt of this form and the proposal in writing to the initiator.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.



RE: Proposal Title Associate in Arts in Psychology

Initiator(s): Meral Topcu

Proposal Contact: Meral Topcu Date Sent: 4/15/2015

Department: Social Sciences Campus Address: ASC2108
(Please type)

Responding Department: Math Click here to enter text.

Administrator:  Date Received: (2/18/16) ter text. Date Returned: 2/18/16 

Based upon department faculty review on Click here to enter text. (Date) we:

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary. Click here to enter text.

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

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3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title Associate in Arts in Psychology

Initiator(s): Meral Topcu

Proposal Contact: Meral Topcu Date Sent: 4/15/2015

Department: Social Sciences Campus Address: ASC2108
(Please type)

Responding Department: Communication Click here to enter text.

Administrator: Dr. Sandy Aispach Date Received: Click here to enter text. Date Returned: Click here to enter text.

Based upon department faculty review on Click here to enter text. (Date) we:

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary. Click here to enter text.

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

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3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title Associate in Arts in Psychology

Initiator(s): Meral Topcu

Proposal Contact: Meral Topcu Date Sent: 4/15/2015

Department: Social Sciences Campus Address: ASC2108
(Please type)

Responding Department: Biology- Scott Herron

Administrator: Dr. Joe Lipar Date Received: 04/16/2015 Date Returned: 04/22/2015

Based upon department faculty review on [Click here to enter text.](#) (Date) we:

- Support the above proposal.
 Support the above proposal with the modifications and concerns listed below.
 Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary. Vote 15 support, 3 abstain

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.
2. The department must respond within 10 business days of receipt of this form to insure inclusion in the final proposal. The completed original is returned to the Academic Senate Office to be inserted into the proposal and a copy is returned to the initiator.

The department must acknowledge receipt of this form and the proposal in writing to the initiator.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title Associate in Arts in Psychology

Initiator(s): Meral Topcu

Proposal Contact: Meral Topcu Date Sent: 4/15/2015

Department: Social Sciences Campus Address: ASC2108
(Please type)

Responding Department: Humanities Click here to enter text.

Administrator: Dr. Trinity Williams Date Received: Click here to enter text. Date Returned: Click here to enter text.

Based upon department faculty review on Click here to enter text. (Date) we:

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary. Click here to enter text.

FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. FLITE must return the original form to the Academic Senate office to be inserted in the proposal and a copy to the initiator. FLITE must respond within 10 business days of receipt of this form to insure that the form is included in the final proposal.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

RE: Proposal Title: Associates in Arts in Psychology

Projected number of students per year affected by proposed change: 40

Initiator(s): Meral Topcu
Proposal Contact: 231-591-2751 Date Sent: 4/15/15
Department: Social Sciences Campus Address: ASC 2018
(Please type)

Liaison Librarian Signature:  Date: 02.18.2016
Received: Click here to enter text.
Dean of FLITE Signature:  Date Returned: Click here to enter text.

Based upon our review on 2/18/16 (date), FLITE concludes that:

- Library resources to support the proposed curriculum change are currently available.
- Additional Library resources are needed but can be obtained from current funds.
- Support, but significant additional Library funds/resources are required in the amount of \$. Click here to enter text..
- Does not support the proposal for reasons listed below.

Comment regarding the impact this proposal will have on library resources, collection development, or other FLITE programs. Use additional pages if necessary. Click here to enter text.

ASSOCIATE IN ARTS IN PSYCHOLOGY

FERRIS STATE UNIVERSITY

Major Advisor: Dr. Christopher Redker

PHONE: (231) 591-2576 OFFICE: ASC 2088 E-MAIL: ChristopherRedker@ferris.edu

Admission requirements: First year student admission is open to high school graduates (or equivalent) who demonstrate appropriate academic preparedness, maturity and seriousness of purpose. High school courses and grade point average, ACT composite score, and ACT Mathematics and Reading sub scores will be considered in the admission and course placement process. Transfer students must have at least 12 credits at the time of application with a minimum 2.0 overall GPA including an English and mathematics course or they will be considered as first year students.

Graduation requirements:

1. Minimum 2.0 cumulative grade point average in all course work
2. Minimum 60 credits including general education requirements
3. Residency requirement: 15 minimum FSU semester credits
4. Minimum 50 credits must be College of Arts and Sciences credits

Program outcomes:

1. Students will critically and scientifically examine human behavior, social issues, and psychological research.
2. Students will exhibit a broad knowledge of the field of psychology, including major empirical findings, theories, schools of thought (e.g., historical trends), and research methods (including basic statistics).
3. Student will apply psychological principles to their everyday lives.
4. Students will effectively communicate psychological concepts, theories, and principles.

Program Requirements: Effective for students entering Fall Semester 2015

COURSE		COURSE TITLE – FOR PREREQUISITES NOT INDICATED, SEE FSU CATALOG COURSE DESCRIPTIONS	FSU S.H.	GRADE
MAJOR: required courses (6 credits)				
PSYC	150	Introduction to Psychology	3	
PSYC	210	Statistics for Psychological Science	3	
ELECTIVES: minimum 17 credits Select five courses				
			Prerequisite	
PSYC	241	Exceptional Child	(PSYC 150)	3
PSYC	280	Psychological Research Methods	(PSYC 150)	3
PSYC	226	Lifespan Human Developments	(PSYC 150)	3
PSYC	310	Educational Psychology	(PSYC 150)	3
PSYC	320	Psychology of Interpersonal Relationships	(PSYC 150)	3
PSYC	325	Social Psychology	(PSYC 150)	3
PSYC	326	Industrial/Organizational Psychology	(PSYC 150)	3
PSYC	331	Psychology of Personality	(PSYC 150)	3
PSYC	341	Child Psychology	(PSYC 150)	3
PSYC	342	Adolescent Psychology	(PSYC 150)	3
PSYC	345	Psychology of Death and Dying	(PSYC 150)	3
PSYC	350	Introduction to Forensic Psychology	(PSYC 150)	3
PSYC	370	Principles of Learning	(PSYC 150)	3
			3	

GENERAL EDUCATION REQUIREMENTS

Courses which qualify in the Scientific Understanding (Z), Cultural Enrichment (C) and Social Awareness (S) categories are delineated in the General Education section of the FSU electronic catalog:

<http://www.ferris.edu/htmls/academics/gened/courses.html>

I. GENERAL EDUCATION REQUIREMENTS (37 minimum)			
A. COMMUNICATION COMPETENCE 9 Sem Credits			
Course	Grade	Credits	
ENGL 150		3	
ENGL 250 or ENG 211		3	
COMM 105 or 121 or 221 or 251		3	
TOTAL			
B. SCIENTIFIC UNDERSTANDING 7 Sem Credits			
Only approved "Z" courses may count toward this category (one must be a lab course).			
Course	Grade	Credits	
TOTAL			
C. QUANTITATIVE SKILLS			
This requirement can be fulfilled by ONE of the following options:			
CHECK	Course	Grade	Credits
	MATH 115 or higher <i>or</i>		3
	MATH 115 or higher proficiency <i>or</i>		
	MATH ACT subtest score \geq 24		

TOTAL		
D. CULTURAL ENRICHMENT 9 Sem Credits		
Only approved "C" courses may count toward this category. Requirements: 1) One course must be 200+ level. 2) Maximum 3 credit hours of music and/or theater activities may apply.		
Course	Grade	Credits
200+ Level		
TOTAL		
E. SOCIAL AWARENESS 9 Sem Credits		
Course	Grade	Credits
Foundations		
Second subject area		
300+ course		
TOTAL		

SAMPLE COURSE SEQUENCE: The following chart depicts one strategy to complete the program requirements. In order to complete this program in two years, students must average 15 credits hours per semester. Students **MUST** consult their faculty advisor to develop a course sequence appropriate to their academic development and educational plans.

First Year

Second Year

<p>Fall Semester (100-level courses only)</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>ENGL 150 English 1 or COMM 105, or COMM 121</td><td style="text-align: right;">3</td></tr> <tr><td>Social Awareness Foundations elective</td><td style="text-align: right;">3</td></tr> <tr><td>Cultural Enrichment elective</td><td style="text-align: right;">3</td></tr> <tr><td>FSUS 100 FSU Seminar</td><td style="text-align: right;">1</td></tr> <tr><td>MATH by placement</td><td style="text-align: right;">3-4</td></tr> <tr><td colspan="2" style="text-align: right;"><hr style="width: 100%;"/></td></tr> <tr><td colspan="2" style="text-align: right;">13-14</td></tr> </table> <p>Spring Semester</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>COMM 105 or COMM 121 or ENGL 150</td><td style="text-align: right;">3</td></tr> <tr><td>Social Awareness elective</td><td style="text-align: right;">3</td></tr> <tr><td>Cultural Enrichment elective</td><td style="text-align: right;">3</td></tr> <tr><td>Scientific Understanding elective</td><td style="text-align: right;">3-4</td></tr> <tr><td>MATH (if needed) or elective</td><td style="text-align: right;">3</td></tr> <tr><td colspan="2" style="text-align: right;"><hr style="width: 100%;"/></td></tr> <tr><td colspan="2" style="text-align: right;">15-16</td></tr> </table>	ENGL 150 English 1 or COMM 105, or COMM 121	3	Social Awareness Foundations elective	3	Cultural Enrichment elective	3	FSUS 100 FSU Seminar	1	MATH by placement	3-4	<hr style="width: 100%;"/>		13-14		COMM 105 or COMM 121 or ENGL 150	3	Social Awareness elective	3	Cultural Enrichment elective	3	Scientific Understanding elective	3-4	MATH (if needed) or elective	3	<hr style="width: 100%;"/>		15-16		<p>Fall Semester</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>ENGL 250 English 2</td><td style="text-align: right;">3</td></tr> <tr><td>Social Awareness elective</td><td style="text-align: right;">3</td></tr> <tr><td>Cultural Enrichment elective</td><td style="text-align: right;">3</td></tr> <tr><td>Scientific Understanding elective</td><td style="text-align: right;">3-5</td></tr> <tr><td>Arts & Sciences elective</td><td style="text-align: right;">2-3</td></tr> <tr><td colspan="2" style="text-align: right;"><hr style="width: 100%;"/></td></tr> <tr><td colspan="2" style="text-align: right;">14-19</td></tr> </table> <p>Spring Semester</p> <table style="width: 100%; border-collapse: collapse;"> <tr><td>Cultural Enrichment elective</td><td style="text-align: right;">3</td></tr> <tr><td>Arts & Sciences electives</td><td style="text-align: right;">12</td></tr> <tr><td colspan="2" style="text-align: right;"><hr style="width: 100%;"/></td></tr> <tr><td colspan="2" style="text-align: right;">15</td></tr> </table>	ENGL 250 English 2	3	Social Awareness elective	3	Cultural Enrichment elective	3	Scientific Understanding elective	3-5	Arts & Sciences elective	2-3	<hr style="width: 100%;"/>		14-19		Cultural Enrichment elective	3	Arts & Sciences electives	12	<hr style="width: 100%;"/>		15	
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NOTICE REGARDING WITHDRAWAL, RE-ADMISSION AND INTERRUPTION OF STUDIES

Students who return to the university after an interrupted enrollment (not including summer semester) must normally meet the requirements of the curriculum that are in effect at the time of their return, not the requirements which were in effect when they were originally admitted.

Meral Topcu

From: Meral Topcu
Sent: Wednesday, November 11, 2015 2:57 PM
To: Connie Meinholdt
Subject: RE: AA in Psychology

Connie,

Curriculum committee wanted me to respond each of your concerns. I hope this helps

Meral

From: Connie Meinholdt
Sent: Thursday, September 24, 2015 11:59 AM
To: Meral Topcu
Cc: Jim C Van Treese; Janice E Weaver; Christopher M Redker; Felix Smith
Subject: RE: AA in Psychology

Dear Meral & members of the CAS Curriculum Committee;

I have multiple reasons for not supporting an Associate Arts degree in psychology:

- *Creating another degree program further increases the workload for an already over-stretched faculty group.* Since the bachelor of science degree in psychology was created, the number of students in our program has increased while the number of tenure-track faculty has decreased. Tenure track positions are filled with "temporary, part-time" non-tenure track faculty which results in an increased workload of advising, committee work, intern or research supervision, etc., for fewer tenured and tenure track faculty. Promises have been made to hire additional tenure track psychology faculty yet we have fewer tenured faculty now than before the B.S. program was created in 2000.

Psychology faculty has been over-stretched for a while now. This year, we will have a search for a tenure-track faculty in Developmental Psychology. We requested another tenure-track position. We are waiting to hear a decision about that.

- *It seems unfair to psychology students to be in an advising pool with 30 – 40* other students while students in other majors (e.g. history and speech communication) are in an advising pool of 5 – 7 students.* The 2014-2015 FSU fact book reported 126 students in the B.S. psychology program and 35 students in the pre-psychology program. Not included in these numbers are psychology minors and double majors who happened to choose psychology as their second area of study. Based on my advisee lists that include psychology minors and secondary majors, I estimate that there are 200 – 225 students in psychology programs seeking guidance from 5 faculty advisors. In contrast, the 2014-2015 FSU fact book reported 20 history majors in a program with 5 tenured faculty. Similarly, applied speech communications reported 49 A.A. and B.A students with 7 tenured faculty.

**an adjunct faculty member from Speech Communications was hired in January 2015 to be a half-time advisor for social science students; now teaching 2 sections of FSUS 100, I believe his current advising duties have been reduced to one-quarter time.*

Having another tenure-track faculty will help with advising load. We hope that we will get another position soon.

- I understand that the primary purpose of an Associate Arts degree is to allow psychology students continued access to scholarship funds. While I support increasing public and private funds for higher education, I oppose the general notion that “money decides” academic programming. A.A. degrees in professions do not usually have the same “market value” as A.A. degrees in industrial trades and I oppose programs that blur this distinction. Looking at professional psychological organizations and psychological licensing websites, it seems an associate’s degree in psychology offers the following:
 - Psychology associate degrees generally acknowledge that students are ready to pursue further education in psychology;
 - The APA notes that an associate degree is comparable to a psychology minor (we already have a minor);
 - Schools that offer associate degrees guide students to job/career choices such as psychiatric orderly, human service assistant or home care aide. However, the U.S. Bureau of Labor Statistics indicates that such jobs do not require any degree.

I understand that AA in Psychology is not really a “degree”. It is another example of “money decides” academic programming. But, it is a federal rule that we have to follow, so that students can get financial aid.

In sum, I believe an Associate Arts degree in psychology is an inefficient and wasteful use of academic resources. Transferring existing information from an academic transcript or minor declaration form onto a terminal degree audit sheet because someone who controls higher education funding thinks this is better proof of one’s education . . . well, I will do it if necessary to help students but I’m not going to say this is a good idea. Thank you for your interest in my viewpoint.

Respectfully,

Connie Meinholdt, Ph.D.
Professor of Psychology
Social Behavioral Sciences - 2108 ASC
820 Campus Drive
Ferris State University
Big Rapids, MI 49307

Office: 2072 ASC
Phone: 231-591-2759

From: Meral Topcu
Sent: Wednesday, September 23, 2015 1:39 PM
To: Connie Meinholdt <ConnieMeinholdt@ferris.edu>
Subject: AA in Psychology

Connie,

CAS curriculum committee needs an explanation from you as to why you oppose it. Or if you changed your mind. I need to send your email to them.

Meral Topcu

From: Connie Meinholdt
Sent: Wednesday, April 22, 2015 6:51 PM
To: Meral Topcu
Subject: RE: Department Meeting April 21

Hi Meral,

There are various reasons why I object to creating an associate arts degree in psychology.

- First, it's essentially a meaningless degree in terms of jobs. Psychology is not a 'trade' like automotive mechanics for example, where 2 years of training/education qualifies one to work as a mechanic. An AA degree in psychology qualifies one to finish a bachelor's degree in psychology.
- Second, I understand that this change is being done for a scholarship program to assist with the first couple of years in university. Designing academic programs to comply with guidelines of a scholarship program seems backwards – the money / scholarship people who are not psychologists are setting guidelines for what psychology education should be. If the scholarship does fit the professional education programs develop by practitioners in the profession, then the scholarship rules need to change.
- I fear that an "AA" degree will offer false promises or promote the false illusion that education and job training are the same thing. This is a marketing concept that will likely create more work for the program while not actually allocating any additional resources for this work.

I get that "going with the flow" or taking the path of least resistance is often a good course of action. But if the river is flowing over Niagara Falls, resistance may be a better course of action. So these are my reasons to object to an Associate of Arts degree as a good addition to our bachelors of **SCIENCE** program.

Connie

C. Meinholdt, Ph.D.
Professor of Psychology
Social Sciences Dept. - 2108 ASC
820 Campus Drive
Ferris State University
Big Rapids, MI 49307

Office: 2072 ASC
Phone: 231-591-2759

From: Meral Topcu
Sent: Wednesday, April 15, 2015 3:14 PM
To: Adam K Lueke; Angela K Guy-Lee; Bonnie S Wright; Bunnita M Ouwinga; Carole R McKenna; Carrie M Thompson; Christine Bailey; Christopher M Redker; Connie Meinholdt; Daisy D Henderson; Dan Boyll; Daniel Underwood; Danielle P Marek; Dave B Schrock; Dawn M Fox; Elizabeth K Post; Elizabeth R Robison; Felix Smith; Gary D Bennett; Gerald E Matthews; Janet L Vizina Roubal; Janice E Weaver; Jennifer J Johnson; Jessica L Gladden; Jim C Van Treese; Joanie E Hazelton; Jody A Thompson; Jonathan E Wessell; Kasey R Magnuson; Kenneth J Homa; Laura L Mumby; Luther D Lovell; Melissa A Derosia; Meral Topcu; Nicole L Ball; Pam J Bogucki; Patti A Meyer; Penney Nichols-Whitehead; Peter E Hector; Renato L Cerdena; Richard W Griffin; Rita R Walters; Robert V Brady; Thomas T Behler; Thuy B Karafa; Tony D Baker;

Yvonne M Olson

From: John Scott S Gray
Sent: Thursday, September 24, 2015 2:27 PM
To: Yvonne M Olson
Cc: Meral Topcu
Subject: Fw: AA in Psychology

Yvonne,
Please place these concerns with this proposal.
Regards,
JSG

From: Meral Topcu
Sent: Thursday, September 24, 2015 1:09 PM
To: John Scott S Gray
Subject: FW: AA in Psychology

Here is Connie's comment.

Regards,

Meral

From: Connie Meinholdt
Sent: Thursday, September 24, 2015 12:00 PM
To: Meral Topcu
Cc: Jim C Van Treese; Janice E Weaver; Christopher M Redker; Felix Smith
Subject: RE: AA in Psychology

Dear Meral & members of the CAS Curriculum Committee;

I have multiple reasons for not supporting an Associate Arts degree in psychology:

- Creating another degree program further increases the workload for an already over-stretched faculty group. Since the bachelor of science degree in psychology was created, the number of students in our program has increased while the number of tenure-track faculty has decreased. Tenure track positions are filled with "temporary, part-time" non-tenure track faculty which results in an increased workload of advising, committee work, intern or research supervision, etc., for fewer tenured and tenure track faculty. Promises have been made to hire additional tenure track psychology faculty yet we have fewer tenured faculty now than before the B.S. program was created in 2000.
- It seems unfair to psychology students to be in an advising pool with 30 – 40* other students while students in other majors (e.g. history and speech communication) are in an advising pool of 5 – 7 students. The 2014-2015 FSU fact book reported 126 students in the B.S. psychology program and 35 students in the pre-psychology program. Not included in these numbers are psychology minors and double majors who happened to choose psychology as their second area of study. Based on my advisee lists that include psychology minors and secondary majors, I estimate that there are 200 – 225 students in psychology programs seeking guidance from 5

faculty advisors. In contrast, the 2014-2015 FSU fact book reported 20 history majors in a program with 5 tenured faculty. Similarly, applied speech communications reported 49 A.A. and B.A students with 7 tenured faculty.

**an adjunct faculty member from Speech Communications was hired in January 2015 to be a half-time advisor for social science students; now teaching 2 sections of FSUS 100, I believe his current advising duties have been reduced to one-quarter time.*

- I understand that the primary purpose of an Associate Arts degree is to allow psychology students continued access to scholarship funds. While I support increasing public and private funds for higher education, I oppose the general notion that “money decides” academic programming. A.A. degrees in professions do not usually have the same “market value” as A.A. degrees in industrial trades and I oppose programs that blur this distinction. Looking at professional psychological organizations and psychological licensing websites, it seems an associate’s degree in psychology offers the following:
 - Psychology associate degrees generally acknowledge that students are ready to pursue further education in psychology;
 - The APA notes that an associate degree is comparable to a psychology minor (we already have a minor);
 - Schools that offer associate degrees guide students to job/career choices such as psychiatric orderly, human service assistant or home care aide. However, the U.S. Bureau of Labor Statistics indicates that such jobs do not require any degree.

In sum, I believe an Associate Arts degree in psychology is an inefficient and wasteful use of academic resources. Transferring existing information from an academic transcript or minor declaration form onto a terminal degree audit sheet because someone who controls higher education funding thinks this is better proof of one’s education well, I will do it if necessary to help students but I’m not going to say this is a good idea. Thank you for your interest in my viewpoint.

Respectfully,

Connie Meinholdt, Ph.D.
Professor of Psychology
Social Behavioral Sciences - 2108 ASC
820 Campus Drive
Ferris State University
Big Rapids, MI 49307

Office: 2072 ASC
Phone: 231-591-2759

From: Meral Topcu
Sent: Wednesday, September 23, 2015 1:39 PM
To: Connie Meinholdt <ConnieMeinholdt@ferris.edu>
Subject: AA in Psychology

Connie,

CAS curriculum committee needs an explanation from you as to why you oppose it. Or if you changed your mind. I need to send your email to them.

Thanks

FINANCIAL AID FORM

FORM FIN

To be completed by the Director of Financial Aid (DFA). The DFA must return the original form to the Academic Senate Office to be inserted into the original proposal and a copy to the initiator (proposer). The DFA must respond within 10 business days of receipt of this form to insure that the form is included in the final proposal.

Failure to respond by 10 business days of receipt of this form is interpreted as support for this proposal.

Proposal Title: Associate in Arts in Psychology

Initiators: Meral Topcu

Proposal Contact: Meral Topcu

Date Sent: 2/18/2016

Department: Social Sciences

Campus Address: Click here to enter text.

Director of Financial Aid Signature: Sara Dew

Date Returned: 2/18/2016

Please check all that apply:

- The new program is remedial as it prepares students for study at the postsecondary level. This program is not an eligible program per Federal requirements; therefore students in this program are not eligible to receive financial aid.
- The new program is considered a preparatory program as it prepares a student for a given program, i.e., they do not meet the academic criteria to be admitted into the program. Student is only eligible for Federal Direct Loans for one year.
- The new program is a certificate program. Certificate programs are not eligible programs per Federal requirements; therefore students in this program are not eligible to receive financial aid.
- The new program is a teacher certification program where it provides coursework required for a professional State credential necessary for employment as an elementary or secondary school teacher, but for which the institution awards no academic credential. Students are eligible for Federal Direct Loans only at an undergraduate level.
- The new program is a teacher certification program that will award a certificate credential. Certificate programs are not eligible program per Federal requirements; therefore students in this program are not eligible to receive financial aid.
- The new program is a Bachelor Completion program; a two-year degree completion program that requires an associate degree or the successful completion of at least two years of college coursework as a prerequisite for admission. These are aid eligible programs and students may receive financial aid.
- The new program is a Master's, Professional, or Doctoral Degree/Major program that allows students to take some undergraduate courses where some deficiency exists. Please note, students are eligible to receive Federal loans for the program, but undergraduate courses will not be included in the total credit count to determine loan eligibility. Students must be half time (Graduate/Professional = 5 credits, Doctoral = 3 credits) in graduate level courses to receive Federal aid.
- The new program is an Associate's, Bachelor's, Master's, Professional, or Doctoral Degree/Major and is conferred upon graduation. Per Federal requirements, these are aid eligible programs and students may receive financial aid.

Please include the number of credit hours to earn the degree or credential being sought. This is required as it must be reported to the Department of Education as well as the National Student Loan Clearinghouse, regardless if students are receiving federal aid.

Credits Required to Earn Degree: 60

Revised June 2015 ph

Paula L Hadley-Kennedy

From: Sara W Dew
Sent: Thursday, February 18, 2016 3:14 PM
To: Paula L Hadley-Kennedy
Subject: RE: Fin Form, New Associates Degree
Attachments: finformaapsychology2016.docx

Hi, Paula.

Attached is the completed form.

Thanks, sara

Sara Dew

Director of Financial Aid

Ferris State University | Office of Scholarships & Financial Aid
1201 S. State Street, CSS 101 | Big Rapids, MI 49307
(231) 591-2110 office - (231) 591-2950 Fax

Like Us! www.facebook.com/FerrisStateFinancialAid

This confidential message is sent through an unsecure internet environment intended for the person/entity to which it was originally addressed. There is no guarantee of confidentiality with information being transmitted via email.

From: Paula L Hadley-Kennedy
Sent: Thursday, February 18, 2016 1:29 PM
To: Sara W Dew <SaraDew@ferris.edu>
Subject: Fin Form, New Associates Degree

Hi Sara:

Can you complete and return to me a FIN Form for this proposal? It is on the agenda for Monday, Feb. 21, but it does have some other issues and a missing FIN Form.

Here is the link to the proposal:

<http://www.ferris.edu/HTMLS/administration/academicaffairs/vpoffice/senate/univcurrcomm/2015-2016/assocartsinpsychology20152016.pdf>

Thanks very much!
Paula
FSU Academic Senate

Paula L Hadley-Kennedy

From: Olukemi O Fadayomi
Sent: Tuesday, February 23, 2016 12:55 PM
To: Meral Topcu
Cc: Brian Holton; David M Marion; Don L Brecken; Elise M Gramza; Joe J Pole; Kirk E Weller; Kristy L Motz; Mark A Hutchinson; Michelle L Johnson; Paula L Hadley-Kennedy; Paul Blake; Tracey D Boncher; Victor I Piercey
Subject: Proposal #16-062

Hi Meral,

UCC reviewed your proposal to create Associate in Arts in Psychology, Proposal #16-062 on Monday, February 22, 2015 and we are holding it pending the receipt of a completed Form D. Your proposal is missing the program outcomes, which is a requirement on Form D. Please forwarding the requested material directly to Paula Hadley in the Senate Office so that we can move your proposal forward.

Kemi

Olukemi Fadayomi, Ph. D
Professor of Biology
Faculty-in-Residence, Faculty Center for Teaching & Learning
Chair, University Curriculum Committee
Ferris State University
ASC 2009, 820 Campus Drive
Big Rapids, MI 49307-2225

fadayok@ferris.edu

Phone: (231) 591-5628

Fax: (231) 591-2540

#16-084

PROPOSAL SUMMARY AND ROUTING FORM

Proposal Title: BSN Pre-Licensure Program Curriculum Revision

Initiating Individual: Rhonda Bishop, Program Coordinator Initiating Department or Unit: School of Nursing

Contact Person's Name: Rhonda Bishop Email: rhondabishop@ferris.edu Phone: 5033

Group I-A – New Degree, major, concentration, minor, or redirection of a current offering

Group I-B – Deletion of a degree, major, concentration, or minor

Group II-A – New Course, modification of a course, deletion of a course

Group II-B – Minor Curriculum Clean-up

Group III – Certificate (College Credit Non-credit New Certificate)

Group IV – Other site location (College Credit Non-credit)

	PLEASE PRINT AND SIGN YOUR NAME	DATE	VOTE/ACTION * Number Count
Program Representative **	Rhonda Bishop <i>Rhonda Bishop</i>	1/29/16	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Department/School/Faculty Representative Vote **	Rhonda Bishop <i>Rhonda Bishop</i>	1/29/16	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Department/School Administrator	Susan Owens <i>Susan Owens</i>	1/29/16	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
College Curriculum Committee/Faculty	<i>Mark Huta</i> <i>Mark Hutchinson</i>	2/22/16	<input checked="" type="checkbox"/> Support 4 <input checked="" type="checkbox"/> Support with Concerns 1 <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
UCC Representative	Mark Huta <i>Mark Huta</i> <i>mark Hutchinson</i>	2/25/16	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Hold <input type="checkbox"/> Not Support
Dean	Matthew Adeyanju <i>Matthew Adeyanju</i>	3/1/16	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
University Curriculum Committee **	<i>FD</i>	3/28/16	<input checked="" type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Senate **			<input type="checkbox"/> Support <input type="checkbox"/> Support with Concerns <input type="checkbox"/> Not Support <input type="checkbox"/> Abstain
Academic Affairs			<input type="checkbox"/> Support <input type="checkbox"/> Hold <input type="checkbox"/> Not Support

College vote
2/23/16
22 Support
1 Support w/ con

* Support with Concerns or Not Support must include identification of specific concern with appropriate rationale.

** Number Count must be given for all members present and/or voting.

To be completed by Academic Affairs

Date of Implementation: Click here to enter text.

President (Date Approved)

Board of Trustees (Date Approved)

Academic Officers of MI (Date Approved)

Pre-Licensure BSN Curriculum Revision Proposal

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1. Proposal Summary: (Summary is generally less than one page. Briefly state what is proposed with a summary of rationale and highlights)
 - This proposal reflects a revision of the BSN pre-licensure curriculum resulting from a curriculum review and the need to align with the Commission on Collegiate Nursing Education (CCNE) standards for accreditation of baccalaureate nursing programs. The BSN pre-licensure curriculum currently aligns with the American Colleges of Nursing (AACN) Essentials of Baccalaureate Nursing Education (2008) and is fully accredited by the Accreditation Commission for Education in Nursing (ACEN) through 2020. The goal of the pre-licensure program is to seek CCNE accreditation in 2020, which is the gold standard for ensuring quality and integrity of baccalaureate nursing programs. The proposed revision will allow creation and evaluation of a new curriculum well in advance of seeking accreditation in 2020. The curriculum revision will replace previous courses with 21 new courses and the pre-licensure program credits. These changes will reduce the total program credits from 125-126 to 123-124, reducing program length from six semesters to five semesters and time to degree.
 - The nursing faculty have spent considerable time reviewing the current curriculum and seeking feedback from stakeholders to determine context relevancy of the curriculum. This process has revealed a content gap in current offerings and the need to reduce clinical contact hours. Content areas including nutrition, end-of-life, geriatrics (aging), and ethics are currently insufficiently covered. In addition, the SON will need to offer nursing electives for CCNE accreditation.
 - The proposed revision will require the addition of the currently established ethics course, which also meets a general education cultural enrichment elective without adding to the credits required to graduate.
 - The nutrition, geriatrics (aging), and end-of-life content will be introduced in a newly developed nursing course and then integrated in the remaining applicable courses.
 - Currently the content areas of Pediatrics and Obstetrics are delivered in a combined 4 credit course. This combination allows student to be successful in only part of the full course content and still pass the full semester course. In the revised curriculum these courses are separated into two 2 credit courses.
 - Pathophysiology and Pharmacology will be earlier in the program. Currently, these two courses are offered concurrently during the second semester and cause considerable difficulty for students. The courses are rigorous and tend to have an attrition of 4-5 students a semester. Student success will be promoted by offering these courses earlier in the program and in different semesters. Currently, when students are not successful they may only be readmitted into the program on a space availability basis, which is not guaranteed. If this situation were to happen earlier in the program before clinical placements begin, readmission could be more easily accommodated.
 - The program is required for CCNE accreditation to allocate for students to take one (1) nursing elective. The proposed curriculum allocates time in the 3rd, 4th, and 5th semesters for student to choose a newly or to be developed elective or to enroll in a currently offered nursing elective from the RN-BSN program. One newly developed nursing elective in complementary/alternative methodologies (NURS 475: Integrative Health Nursing) is included in this proposal. The development of additional nursing electives, specifically for the prelicensure student, are still under advisement.
 - A considerable change to the structure of the curriculum is the weaving of technical skills, simulation, and service learning throughout the program in dedicated nursing methods courses. Based on recommendations from stakeholders, basic skills and concepts will be introduced in the first semester and then reinforced in the following semesters where more advanced skills are introduced. The intent of this design is to introduce skills that are relevant to the concepts taught in the concurrent theory courses and then to reinforce skills each semester. The final semester methods course will be dedicated to students demonstrating program outcomes and intentional preparation for the NCLEX exam.
 - Pre-nursing students are already completing all COHP courses prior to being seated in the program. The current curriculum includes two COHP courses (COHP 350 and COHP 450) in the professional sequence. Since pre-nursing students are already taking these courses ahead of the professional sequence, they have been moved to the pre-program plan and should not require additional course sections.
 - As indicated above, the curriculum review identified a need to reduce current pre-licensure BSN program clinical hours. Currently the pre-licensure program includes 990 clinical contact hours, which far exceeds local, state, and national trends in baccalaureate nursing programs. While this does set the program apart from other local BSN programs, it does create a challenge in securing clinical placement for students in the greater Grand Rapids area where ten schools of nursing are competing for the same sites. Clinical placement constraints are a national phenomenon that many schools of nursing are addressing with alternative learning strategies (AACN, 2013). Reducing the program's clinical contact hours provides the opportunity to increase the use of simulation and other creative learning strategies in a controlled environment. Aligning with Bandura's Theory of Self-Efficacy, the incorporation of realistic but safe learning opportunities increases student confidence in applying psychomotor and cognitive skills in the actual care delivery environment. Of significance to this proposal is the recent National Council of State Boards of Nursing (NCSBN; Hayden, Smiley, Alexander, Kardong-Edgren, & Jeffries, 2014) study which suggests substituting simulation for up to 50% of clinical hours produces equivalent student outcomes. Under this advisement, the proposed curriculum revision will reduce the undergraduate program clinical requirement by 270 clinical hours, which represents a cost savings of approximately \$47,000 per cohort. With additional resources, increasing the use of simulation in the proposed curriculum has the potential to increase enrollment to qualified students each academic year, thus decreasing the wait time to enter the program.

2. Summary of Curricular Action (Check all that apply to this proposal)

- Degree
 Major
 Minor
 Concentration
 Certificate
 Course
 New
 Modification
 Deletion

Name of Degree, Major, etc.: Bachelor of Science in Nursing, Pre-Licensure

3. Summary of All Course Action Required: This curriculum proposal includes the addition of 20 new courses for the new undergraduate BSN program.

A. Newly Created Courses to be Added to the Catalog

Prefix	Number	Title
NURS	260	Nursing Role Development
NURS	261	Health-Related Quality of Life
NURS	262	Nursing Methods 1
NURS	264	Pathophysiology Foundations
NURS	360	Pharmacology in Nursing
NURS	361	Psychosocial Nursing
NURS	362	Nursing Methods 2
NURS	363	Practice Immersion 1
NURS	370	Adult Health 1
NURS	371	Maternal Health & Childbearing
NURS	372	Nursing Methods 3
NURS	373	Practice Immersion 2
NURS	460	Adult Health 2
NURS	461	Pediatric Health
NURS	462	Nursing Methods 4
NURS	463	Practice Immersion 3
NURS	470	Community Health Leadership
NURS	471	Nursing Capstone
NURS	472	Nursing Methods 5
NURS	473	Practice Immersion 4
NURS	475	Integrative Health Nursing

B. Courses to be Deleted from FSU Catalog

No courses will be deleted until the final cohort has completed the existing curriculum in 2018.

Prefix	Number	Title
--------	--------	-------

C. Existing Courses to be Modified

Prefix	Number	Title
--------	--------	-------

D. Addition of existing FSU courses to program

Prefix	Number	Title
--------	--------	-------

E. Removal of existing FSU courses from program

No courses will be removed until the final cohort has completed the existing curriculum in 2018.

Prefix	Number	Title
NURS	240	Concepts of Professional Nursing
NURS	241	Technical Skills Lab
NURS	242	Health Assessment Lab
NURS	243	Clinical Foundations 1
NURS	250	Health Promotion in Nursing
NURS	251	Pharmacology in Nursing
NURS	252	Clinical Foundations 2
NURS	253	Clinical Integration Foundation
NURS	341	Nursing Theory 1
NURS	342	Clinical Nursing 1

NURS	343	Clinical Integration 1
NURS	351	Nursing Theory 2
NURS	352	Clinical Nursing 2
NURS	353	Clinical Integration 2
NURS	441	Nursing Theory 3
NURS	442	Clinical Nursing 3
NURS	443	Clinical Integration 3
NURS	451	Nursing Theory 4
NURS	452	Clinical Nursing 4
NURS	453	Clinical Integration 4

4. Summary of All Consultations: The new curriculum will require PHIL 220 or 320. Multiple sections of PHIL 220 & 320 are currently offered fully online during fall, spring, and summer semesters. The Humanities department anticipates requiring PHIL 220 & 320 for nursing students may need to be accommodated with the addition of course sections. However, at this time, the number of additional sections is uncertain. PHIL 220 is offered on demand and face-to-face. The Humanities faculty suggest students take either course as a sophomore or later in their academic career. FLITE library resources are adequate for the proposed curriculum. Many resources are available to support the revised curriculum and annual library funds allotted for the SON should be adequate to further build the collection as needed to enhance holdings for the proposed curriculum revision.

Form Sent (B or C)	Date Sent	Responding Department	Date Received & By Whom
B	1/10/16	Humanities	1/25/16 Trinity Williams
C	1/10/16	FLITE	1/14/16 Alison Konieczny/Scott Garrison

5. Will External Accreditation be sought? (For new programs or certificates only)
 Yes No

If yes, name the organization involved with accreditation for this program.

6. Is a PCAF required? Yes No Is the PCAF approved? Yes No (If yes, supply link on Academic Affairs website where PCAF is posted. http://www.ferris.edu/HTMLS/administration/academicaffairs/PCAF_PDFs/2016_BSN_Revision.pdf)

7. Program Checksheets affected by this proposal (Check all that apply to this proposal)
 Add Course Delete Course Modify Course Change Prerequisite Move from required to elective
 Move from elective to required Change Outcomes and Assessment Plan Change Credit hours (**total program hours**)

8. List all Checksheets affected by this proposal:

College	Department	Program
College of Health Professions	Nursing	Pre-licensure BSN

Mark A Hutchinson

From: Rhonda L Bishop
Sent: Monday, February 22, 2016 2:56 PM
To: Mark A Hutchinson
Subject: RE: Vote on Nursing proposals

Hi Mark.

Thank you for communicating the College Curriculum Committee vote on the BSN curriculum clean up and revision proposals. I would like to address the questions/concerns that you mentioned.

First, the difference between the two proposals is that the clean-up applies to the current curriculum. The faculty realigned the prerequisites for semesters 3, 4, & 5, and a couple of courses had overlapping outcomes that were deleted/revised. I also included all Form E's for the current curriculum because we were informed that we needed to make sure these were housed at the university level for when the Higher Learning Commission visits to evaluate the DNP proposal.

Second, I will address the concerns about "soft" prerequisites and "soft" entry. After careful consideration of the university philosophy, it was deemed the BSN philosophy aligns with the current direction of offering a professional education to the common student. The BSN curriculum is also constrained by the required general education credits needed for graduating with a bachelor's degree, thus limiting the in-program credits. Until such time that the general education requirements offer professional programs flexibility with science, cultural enrichment, and social awareness, the BSN program will not be able to require heavier sciences without increasing the number of credits for graduation. We do plan on evaluating the proposed curriculum when general education requirements are changed. At which time, we can increase the rigor of the required science course work.

Let me know if the committee needs any further clarification.
Rhonda

Rhonda Bishop, EdD, MSN, RN
Assistant Professor
School of Nursing, BSN Program Coordinator
Ferris State University
200 Ferris Drive, VFS 303
Big Rapids, MI 49307
Phone: 231-591-5033
Email: rhondabishop@ferris.edu

From: Mark A Hutchinson
Sent: Thursday, February 18, 2016 12:02 PM
To: Rhonda L Bishop <RhondaBishop@ferris.edu>
Subject: FW: Vote on Nursing proposals

I have a vote of support with concerns and the concerns are listed below. Another member asked me for clarification between the two nursing proposals you submitted because they were a little confused. Thanks
Mark

From: Kathryn J Niemeyer

Sent: Thursday, February 18, 2016 11:37 AM

To: Mark A Hutchinson <MarkHutchinson@ferris.edu>; Gary Moore II <GaryMooreII@ferris.edu>; Kimberly S Beistle <KimberlyBeistle@ferris.edu>; Cindy L Seel <CindySeel@ferris.edu>; Julie A Coon <JulieCoon@ferris.edu>; Tami L Wolverton <TamiWolverton@ferris.edu>; Richelle L Williams <RichelleWilliams@ferris.edu>

Subject: Re: Vote on Nursing proposals

Hi Mark,

My vote is to support these proposals but I would like to register my concerns that the nursing curriculum builds on a very soft pre-science pre-requisite curriculum and along with this has a soft entry. This combination may not be supportive of additional future program development in the nursing department at FSU. I would encourage a re-evaluation in 2 years.

Thank you

Kathryn

Kathryn Niemeyer PhD, Msc, MSN, FNP-BC

School of Nursing VFS 319

Ferris State University

Big Rapids, MI 49307-2740

From: Mark A Hutchinson <MarkHutchinson@ferris.edu>

Date: Tuesday, February 16, 2016 at 12:49 PM

To: Gary Moore II <GaryMooreII@ferris.edu>, Kimberly S Beistle <KimberlyBeistle@ferris.edu>, Kathryn J Niemeyer <KathrynNiemeyer@ferris.edu>, Cindy L Seel <CindySeel@ferris.edu>, Julie A Coon <JulieCoon@ferris.edu>, Tami L Wolverton <TamiWolverton@ferris.edu>, Richelle L Williams <RichelleWilliams@ferris.edu>

Subject: Vote on Nursing proposals

Greetings,

I apologize for not getting in contact with you earlier than this. My computer had the black screen last week and took a while to get it fixed. With that said I am emailing you to get your votes on the Nursing proposal that you all have reviewed and have made comments on. At our meeting we thought it would be good to take some extra time and then vote on it. I am also attaching another nursing proposal which is some cleanup for the BSN PreLicensure. If you could take a look at this one too. I would like to have a vote on these by Friday at noon. Sorry for the delay and thanks for all your help.

Mark

To be completed by each department affected by the proposed change, addition, or deletion. Potential duplication of coursework is reason for consultation.

1. This completed form must be forwarded with the proposal to the administrator of the department to be consulted.
2. The department must respond within 10 business days of receipt of this form to insure inclusion in the final proposal. The completed original is returned to the Academic Senate Office to be inserted into the proposal and a copy is returned to the initiator.

The department must acknowledge receipt of this form and the proposal in writing to the initiator.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

3. The Proposing Department must address any concerns raised by the consulted department. This response must be in writing and will be included in the proposal following the original consultation form.

RE: Proposal Title Undergraduate BSN Curriculum Revision

Initiator(s): Rhonda Bishop

Proposal Contact: Rhonda Bishop **Date Sent:** 1/7/16

Department: Nursing **Campus Address:** rhondabishop@ferris.edu
(Please type)

Responding Department: Humanities

Administrator: Trinity Williams **Date Received:** 1/11/16 **Date Returned:** 1/25/16

Based upon department faculty review on 1/12/16 - 1/22/16 Date) we:

- Support the above proposal.
- Support the above proposal with the modifications and concerns listed below.
- Do not support the proposal for the reasons listed below.

Comment regarding the impact this proposal has on current curriculum including prerequisites, scheduling, room assignments, and/or faculty load for your department. Use additional pages, if necessary. 34T

We anticipate the need for additional sections of both courses to meet the need. However, at this time, the number of additional sections is uncertain. The majority of PHIL 320 sections are offered on line during fall, spring & summer. PHIL 220 is offered on demand & face-to-face. The Humanities faculty suggest students take either course as a sophomore or later in their academic career.

FLITE SERVICES CONSULTATION FORM

To be completed by the liaison librarian and approved by the Dean of FLITE. FLITE must return the original form to the Academic Senate office to be inserted in the proposal and a copy to the initiator. FLITE must respond within 10 business days of receipt of this form to insure that the form is included in the final proposal.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

RE: Proposal Title: Undergraduate BSN Curriculum Revision

Projected number of students per year affected by proposed change: 64 - 80

Initiator(s): Rhonda Bishop
Proposal Contact: Rhonda Bishop Date Sent: 1/7/16
Department: Nursing Campus Address: rhondabishop@ferris.edu
(Please type)

Liaison Librarian Signature: *Alison Korievny* Date Received: 1/10/2016
Dean of FLITE Signature: *[Signature]* Date Returned: *1/14/16*

Based upon our review on 1/18/2016, FLITE concludes that:

- Library resources to support the proposed curriculum change are currently available.
- Additional Library resources are needed but can be obtained from current funds.
- Support, but significant additional Library funds/resources are required in the amount of \$
- Does not support the proposal for reasons listed below

Comment regarding the impact this proposal will have on library resources, collection development, or other FLITE programs. Use additional pages if necessary.

Many resources are currently available to support the revised curriculum and annual library funds allotted for the School of Nursing should be adequate to further build the collection as needed to enhance holdings for the proposed Curriculum Revision.

Ferris State University
College of Health Professions
NURSING – Bachelor of Science (BS) Degree - Traditional Track

REQUIRED COURSES	COURSE TITLE (Pre-requisites)	CREDITS
GENERAL EDUCATION REQUIREMENTS http://www.ferris.edu/HTMLS/academics/gened/courses/GenEd-bachelor.pdf		
Communication Competence: 12 Credits Required		
COMM 105 or 121 or 221	Communications Foundation Course (none) Select one: COMM 105: Interpersonal Communication or COMM 121: Fundamentals of Public Speaking or COMM 221: Small Group Decision Making	3
ENGL 150	English 1 (ENGL 074 or minimum ACT sub-score of 14 or 370 on SAT)	3
ENGL 250	English 2 (ENGL 150)	3
ENGL 321	Advanced Composition (ENGL 250)	3
Scientific Understanding: 7 Credits Required; 12 Credits Required for Nursing Program		
CHEM 114	Intro to General Chemistry (HS Chemistry or CHEM 103)	4
BIOL 108	Medical Microbiology (None)	3
BIOL 205	Anatomy and Physiology (CHEM 114)	5
Quantitative Skills: 3-4 Credits or Proficiency Required		
<ul style="list-style-type: none"> See all proficiency options: http://www.ferris.edu/HTMLS/academics/gened/courses/GenEd-bachelor.pdf 		
MATH 115 or MATH 117 or ACT Math sub-score of 24	MATH 115 Intermediate Algebra (MATH 110 with a grade of C- or better, or 19 on ACT or 460 on SAT) OR MATH 117 Contemporary Mathematics (MATH 110 with a grade of C- or better, or 19 on ACT or 460 on SAT)	3-4
*Social Awareness: 9 Credits Required		
<ul style="list-style-type: none"> Choose three Social Awareness courses, in at least <u>two different</u> subject areas One of the Social Awareness courses must be a Foundations course One of the Social Awareness courses must be at the 200-level or higher 		
		3
		3
		3
*Cultural Enrichment: 9 Credits Required		
<ul style="list-style-type: none"> Choose three cultural enrichment courses At least ONE course at the 200-level or higher No more than 5 credit hours in cultural enrichment activities courses may apply to this requirement 		
		3
		3
		3
*Race-Ethnicity-Gender: one course Please note that many Race/Ethnicity/Gender courses also meet Social Awareness or Cultural Enrichment requirements.		
*Global Consciousness: one course Please note that many Global Consciousness courses also meet Social Awareness or Cultural Enrichment requirements.		

NURSING PROGRAM MAJOR REQUIREMENTS

Core Curriculum for Health Professions: 11 Credits Required

COHP 100	Orientation to Medical Vocabulary (none)	1
COHP 101	The U.S. Health Care Systems (none)	3
COHP 102	Safety Issues in Health Care (none)	1
COHP 350	Statistics in Health Care (MATH 110)	3
COHP 450	Evidence-based Health Practice (COHP 350)	3

Nursing Courses: 69 Credits Required

NURS 240	Concepts of Professional Nursing (Pre: NURS Status)	4
NURS 241	Technical Skills Lab (Pre: NURS Status)	2
NURS 242	Health Assessment Lab (Pre: NURS status)	1
NURS 243	Clinical Foundations 1 (Pre: NURS status)	2
NURS 250	Health Promotion in Nursing (Pre: NURS 240, 241, 242, 243)	4
NURS 251	Pharmacology in Nursing (Pre: NURS 240, 241, 242, 243)	3
NURS 252	Clinical Foundations 2 (Pre: NURS 240, 241, 242, 243)	2
NURS 253	Clinical Integration Foundation (Pre: NURS 240, 241, 242, 243)	1
NURS 300	Pathophysiology for Nursing (Pre: NURS 240, 241, 242, 243)	3
NURS 340	Community Nursing (Pre: NURS 250, 251, 252, 253, 300, COHP 450)	3
NURS 341	Nursing Theory 1 (Pre: NURS 250, 251, 252, 253, 300, COHP 450)	4
NURS 342	Clinical Nursing 1 (Pre: NURS 250, 251, 252, 253, 300, COHP 450)	4
NURS 343	Clinical Integration 1 (Pre: NURS 250, 251, 252, 253, 300, COHP 450)	1
NURS 351	Nursing Theory 2 (Pre: NURS 340, 341, 342, 343)	4
NURS 352	Clinical Nursing 2 (Pre: NURS 340, 341, 342, 343)	4
NURS 353	Clinical Integration 2 (Pre: NURS 340, 341, 342, 343)	1
NURS 440	Leadership in Nursing (Pre: NURS 351, 352, 353)	3
NURS 441	Nursing Theory 3 (Pre: NURS 351, 352, 353)	4
NURS 442	Clinical Nursing 3 (Pre: NURS 351, 352, 353)	5
NURS 443	Clinical Integration 3 (Pre: NURS 351, 352, 353)	1
NURS 450	Nursing Capstone (Pre: NURS 440, 441, 442, 443)	3
NURS 451	Nursing Theory 4 (Pre: NURS 440, 441, 442, 443)	4
NURS 452	Clinical Nursing 4 (Pre: NURS 440, 441, 442, 443)	5
NURS 453	Clinical Integration 4 (Pre: NURS 440, 441, 442, 443)	1
Total Program Credits		125-126

OTHER PROGRAM INFORMATION

Program Grade Requirements:

- A grade of 2.0 or "C" is required for all CHP Core Curriculum Courses: ENGL 150 (C-), 250 & 321, COMM foundation course and COHP 100,101,102,350 and 450
- A grade of 2.7 or "B-" is required for all MATH, BIOL & CHEM courses.
- A grade of 2.0 or "C" is required for all NURS courses

Policy on Repeated Courses:

- Students may only repeat one of the science or math courses to become qualified for the professional sequence and that course can only be repeated once.
- A grade of "W" is considered an unsuccessful attempt.

Progression Policy:	
<ul style="list-style-type: none"> • Pre-Nursing Status: Two (2) Unsuccessful attempts (less than B-) in any one of the science or math courses will result in disqualification for the professional sequence of the nursing program. • Nursing Professional Sequence: Two unsuccessful (less than C) attempts in any NURS course(s) will result in dismissal from the nursing program. 	
Policy on FSU Credit Requirement:	
<ul style="list-style-type: none"> • A minimum of 40 credits must be earned at the upper division (300 or 400) level for the BS degree. • Students must earn a minimum of 30 of the total BS degree credits from FSU. 	
FSU Sunset Policy:	
<ul style="list-style-type: none"> • If a student returns to the university after an interrupted enrollment (not including summer semester), the requirements of the curriculum (including General Education) which are in force at the time of return must be met, not the requirements in effect at the time of original admission. In special circumstances, the academic department head/chair may permit the student to finish under the program requirements in force at the time of original admission to the program. 	
Program Accreditation:	
<ul style="list-style-type: none"> • The BSN programs are accredited by the Accreditation Commission for Education in Nursing (ACEN.) • The Accreditation Commission for Education in Nursing may be contacted at: Accreditation Commission for Education in Nursing 3343 Peachtree Road NE, Suite 850 Atlanta, GA 30326 Phone: 404-975-5000 FAX: 404-975-5020 www.acenursing.org 	
PROGRAM LEARNING OUTCOMES	ASSESSMENT METHODS
Graduates will perform collaborative leadership roles in the provision, delegation and supervision of nursing care while retaining accountability for patient safety and the quality of that care.	<ul style="list-style-type: none"> • Professional portfolio – Collaborative Leadership section • Clinical Evaluations by Clinical Faculty - Cumulative mean scores in this competency
Graduates will integrate theories and knowledge from the arts, humanities, sciences, and nursing to develop a foundation for nursing practice.	<ul style="list-style-type: none"> • Professional Portfolio – Theoretical Base for Practice section
Graduates will organize the interdisciplinary health care needs of diverse populations across the lifespan toward achieving the goal of healthy individuals, families, groups and communities.	<ul style="list-style-type: none"> • Professional Portfolio – Generalist Nursing Practice section • Clinical Evaluations by Clinical Faculty - Cumulative mean scores in this competency
Graduates will assimilate current evidence into the practice of nursing.	<ul style="list-style-type: none"> • Professional Portfolio – Scholarship for Practice section
Graduates will advocate for healthcare across the continuum of health care environments.	<ul style="list-style-type: none"> • Professional Portfolio – Health Care Environment section • Clinical Evaluations by Clinical Faculty - Cumulative mean scores in this competency • Standardized Testing – Comprehensive Exit Predictor Exam
Graduates will demonstrate a level of professionalism that is congruent with the inherent values, ethics and behaviors of the discipline of nursing.	<ul style="list-style-type: none"> • Service Learning Project / Presentation • Professional Portfolio – Professionalism section
The BSN program will meet established program outcomes as defined by the Accreditation Commission of Nursing Education (ACNE).	<ul style="list-style-type: none"> • Program Data Analysis in the areas of: <ul style="list-style-type: none"> ◦ Diversity of student cohorts ◦ Program Completion Rates • Student Exit survey: Student Satisfaction Rates • National Licensure Exam (NCLEX-RN) Pass rates • Alumni Surveys: Employment Rates / Satisfaction / Professional Development • Employer Surveys

Updated: 2014

Ferris State University
College of Health Professions
NURSING – Bachelor of Science (BS) Degree – Prelicensure Track

REQUIRED COURSES	COURSE TITLE (Pre-requisites)	CREDITS
GENERAL EDUCATION REQUIREMENTS http://www.ferris.edu/HTMLS/academics/gened/courses/GenEd-bachelor.pdf		
Communication Competence: 12 Credits Required		
COMM 105 or 121 or 221	Communications Foundation Course (none) Select one: COMM 105: Interpersonal Communication or COMM 121: Fundamentals of Public Speaking or COMM 221: Small Group Decision Making	3
ENGL 150	English 1 (ENGL 074 or minimum ACT sub-score of 14 or 370 on SAT)	3
ENGL 250	English 2 (ENGL 150)	3
ENGL 321	Advanced Composition (ENGL 250)	3
Scientific Understanding: 7 Credits Required; 12 Credits Required for Nursing Program		
CHEM 114	Intro to General Chemistry (HS Chemistry or CHEM 103)	4
BIOL 108	Medical Microbiology (None)	3
BIOL 205	Anatomy and Physiology (CHEM 114)	5
Quantitative Skills: 3-4 Credits or Proficiency Required		
<ul style="list-style-type: none"> See all proficiency options: http://www.ferris.edu/HTMLS/academics/gened/courses/GenEd-bachelor.pdf 		
MATH 115 or MATH 117 or ACT Math sub-score of 24	MATH 115 Intermediate Algebra (MATH 110 with a grade of C- or better, or 19 on ACT or 460 on SAT) OR MATH 117 Contemporary Mathematics (MATH 110 with a grade of C- or better, or 19 on ACT or 460 on SAT)	3-4
*Social Awareness: 9 Credits Required		
<ul style="list-style-type: none"> Choose three Social Awareness courses, in at least <u>two different</u> subject areas One of the Social Awareness courses must be a Foundations course One of the Social Awareness courses must be at the 200-level or higher 		
		3
		3
		3
*Cultural Enrichment: 9 Credits Required		
<ul style="list-style-type: none"> Choose three cultural enrichment courses At least ONE course at the 200-level or higher No more than 5 credit hours in cultural enrichment activities courses may apply to this requirement 		
PHIL 220 or PHIL 320	PHIL 220 Ethics in Health Care or PHIL 320 Biomedical Ethics	3
		3
		3
*Race-Ethnicity-Gender: one course		
Please note that many Race/Ethnicity/Gender courses also meet Social Awareness or Cultural Enrichment requirements.		
*Global Consciousness: one course		
Please note that many Global Consciousness courses also meet Social Awareness or Cultural Enrichment requirements.		

NURSING PROGRAM MAJOR REQUIREMENTS		
Core Curriculum for Health Professions: 11 Credits Required		
COHP 100	Orientation to Medical Vocabulary (none)	1
COHP 101	The U.S. Health Care Systems (none)	3
COHP 102	Safety Issues in Health Care (none)	1
COHP 350	Statistics in Health Care (MATH 110)	3
COHP 450	Evidence-based Health Practice (COHP 350)	3
Nursing Courses: 67 Credits Required		
NURS 260	Nursing Role Development (Pre: Admission to the program)	3
NURS 261	Health-Related Quality of Life (Pre: Admission to the program)	3
NURS 262	Nursing Methods 1 (Pre: Admission to the program)	4
NURS 264	Pathophysiology Foundations (Pre: Admission to the program)	3
NURS 360	Pharmacology in Nursing (Pre: Admission to the program)	3
NURS 361	Psychosocial Nursing (Pre: NURS 260, 261, 262)	3
NURS 362	Nursing Methods 2 (Pre: NURS 260, 261, 262)	3
NURS 363	Practicum 1 (Pre: NURS 260, 261, 262)	4
NURS 370	Adult Health 1 (Pre: NURS 264, 360, 361, 362, 363)	4
NURS 371	Maternal Health & Childbearing (Pre: NURS 264, 360, 361, 362, 363)	2
NURS 372	Nursing Methods 3 (Pre: NURS 264, 360, 361, 362, 363)	3
NURS 373	Practicum 2 (Pre: NURS 264, 360, 361, 362, 363)	4
NURS 460	Adult Health 2 (Pre: NURS 370, 372, 373)	4
NURS 461	Pediatric Health (Pre: NURS 264, 360, 361, 362, 363)	2
NURS 462	Nursing Methods 4 (Pre: NURS 370, 372, 373)	3
NURS 463	Practicum 3 (Pre: NURS 370, 372, 373)	4
NURS 470	Community Health Leadership (Pre: NURS 371, 460, 461, 462, 463)	4
NURS 471	Nursing Capstone (Pre: NURS 371, 460, 461, 462, 463)	3
NURS 472	Nursing Methods 5 (Pre: NURS 371, 460, 461, 462, 463)	2
NURS 473	Practicum 4 (Pre: NURS 371, 460, 461, 462, 463)	4
NURS 475	Integrative Health Nursing (Department Approval) Elective	2
Total Program Credits		123-124
OTHER PROGRAM INFORMATION		
Program Grade Requirements:		
<ul style="list-style-type: none"> • A grade of 2.0 or "C" is required for all CHP Core Curriculum Courses: ENGL 150 (C-), 250 & 321, COMM foundation course and COHP 100,101,102,350 and 450 • A grade of 2.7 or "B-" is required for all MATH, BIOL & CHEM courses. • A grade of 2.0 or "C" is required for all NURS courses 		
Policy on Repeated Courses:		
<ul style="list-style-type: none"> • Students may only repeat one of the science or math courses to become qualified for the professional sequence and that course can only be repeated once. • A grade of "W" is considered an unsuccessful attempt. 		
Progression Policy:		
<ul style="list-style-type: none"> • Pre-Nursing Status: Two (2) Unsuccessful attempts (less than B-) in any one of the science or math courses will result in disqualification for the professional sequence of the nursing program. • Nursing Professional Sequence: Two unsuccessful (less than C) attempts in any NURS course(s) will result in dismissal from the nursing program. 		

Proposed Checklist

<p>Policy on FSU Credit Requirement:</p> <ul style="list-style-type: none"> • A minimum of 40 credits must be earned at the upper division (300 or 400) level for the BS degree. • Students must earn a minimum of 30 of the total BS degree credits from FSU. 	
<p>FSU Sunset Policy:</p> <ul style="list-style-type: none"> • If a student returns to the university after an interrupted enrollment (not including summer semester), the requirements of the curriculum (including General Education) which are in force at the time of return must be met, not the requirements in effect at the time of original admission. In special circumstances, the academic department head/chair may permit the student to finish under the program requirements in force at the time of original admission to the program. 	
<p>Program Accreditation:</p> <ul style="list-style-type: none"> • The BSN programs are accredited by the Accreditation Commission for Education in Nursing (ACEN.) • The Accreditation Commission for Education in Nursing may be contacted at: Accreditation Commission for Education in Nursing 3343 Peachtree Road NE, Suite 850 Atlanta, GA 30326 Phone: 404-975-5000 FAX: 404-975-5020 www.acenursing.org 	
PROGRAM LEARNING OUTCOMES	ASSESSMENT METHODS
Graduates will perform collaborative leadership roles in the provision, delegation and supervision of nursing care while retaining accountability for patient safety and the quality of that care.	<ul style="list-style-type: none"> • Professional portfolio – Collaborative Leadership section • Clinical Evaluations by Clinical Faculty - Cumulative mean scores in this competency
Graduates will integrate theories and knowledge from the arts, humanities, sciences, and nursing to develop a foundation for nursing practice.	<ul style="list-style-type: none"> • Professional Portfolio – Theoretical Base for Practice section
Graduates will organize the interdisciplinary health care needs of diverse populations across the lifespan toward achieving the goal of healthy individuals, families, groups and communities.	<ul style="list-style-type: none"> • Professional Portfolio – Generalist Nursing Practice section • Clinical Evaluations by Clinical Faculty - Cumulative mean scores in this competency
Graduates will assimilate current evidence into the practice of nursing.	<ul style="list-style-type: none"> • Professional Portfolio – Scholarship for Practice section
Graduates will advocate for healthcare across the continuum of health care environments.	<ul style="list-style-type: none"> • Professional Portfolio – Health Care Environment section • Clinical Evaluations by Clinical Faculty - Cumulative mean scores in this competency • Standardized Testing – Comprehensive Exit Predictor Exam
Graduates will demonstrate a level of professionalism that is congruent with the inherent values, ethics and behaviors of the discipline of nursing.	<ul style="list-style-type: none"> • Service Learning Project / Presentation • Professional Portfolio – Professionalism section
The BSN program will meet established program outcomes as defined by the Accreditation Commission of Education in Nursing (ACEN).	<ul style="list-style-type: none"> • Program Data Analysis in the areas of: <ul style="list-style-type: none"> ○ Diversity of student cohorts ○ Program Completion Rates • Student Exit survey: Student Satisfaction Rates • National Licensure Exam (NCLEX-RN) Pass rates • Alumni Surveys: Employment Rates / Satisfaction / Professional Development • Employer Surveys

Updated: 2016

SON Program Plan for Prelicensure BSN Track

Five Semester Year Round Professional Sequence

Professional Sequence Admissions in Fall and Spring Semesters

Pre-Nursing Qualifying Courses Semester 1	CR	Pre-Nursing Qualifying Courses Semester 2	CR
CHEM 114 Intro to Inorganic Chemistry BIOL 108 Medical Microbiology ENGL 150 English 1 COHP 101 The US Health Care System COHP 102 Safety Issues in Health Care	4 3 3 3 <u>1</u> 14	BIOL 205 Anatomy & Physiology *MATH 115 (3) or 117 (4) ENGL 250 English 2 COMM 105 or 121 or 221 COHP 100 Medical Vocabulary	5 3-4 3 3 <u>1</u> 14-15
Pre-Nursing General Ed Completion Semester 3	CR	Pre-Nursing General Ed Completion Semester 4	CR
Social Awareness Foundation Elective Cultural Enrichment Elective Cultural Enrichment Elective COHP 350 Health Care Statistics ENGL 321 Advanced English Composition	3 3 3 3 <u>3</u> 15	Social Awareness Elective Social Awareness Elective (PHIL 220 or 320) Cultural Enrichment Elective COHP 450 Evidence Based Health Practice	3 3 3 <u>3</u> 12
Professional Sequence Semester 1	CR	Professional Sequence Semester 2	CR
NURS 260 Nursing Role Development (3+0) NURS 261 Health-Related Quality of Life (3+0) NURS 262 Nursing Methods 1 (4+0) NURS 264 Pathophysiology Foundations (3+0)	3 3 4 <u>3</u> 13	NURS 360 Pharmacology in Nursing (3+0) NURS 361 Psychosocial Nursing (3+0) NURS 362 Nursing Methods 2 (3+0) NURS 363 Practice Immersion 1 (0+12)	3 3 3 <u>4</u> 13
Professional Sequence Semester 3	CR	Professional Sequence Semester 4	CR
NURS 370 Adult Health (4+0) NURS 371 Maternal Health & Childbearing (2+0) NURS 372 Nursing Methods 3 (0+3) NURS 373 Practice Immersion 2 (0+12) **NURS Elective (2+0)	4 2 3 4 <u>0-2</u> 13-15	NURS 460 Adult Health 2 (4+0) NURS 461 Pediatric Health (2+0) NURS 462 Nursing Methods 4 (3+0) NURS 463 Practice Immersion 3 (0+12) **NURS Elective (2+0)	4 2 3 4 <u>0-2</u> 13-15
Professional Sequence Semester 5	CR		
NURS 470 Community Health Leadership (4+0) NURS 471 Nursing Capstone (3+0) NURS 472 Nursing Methods 5 (2+0) NURS 473 Practice Immersion 4 (0+12) **NURS Elective (2+0)	4 3 2 4 <u>0-2</u> 13-15		

Total Program Credits = 123-124 (120 minimum) Professional Sequence Credits = 67

* MATH competency may also be demonstrated by ACT Math subscore of 24 or higher

**One (1) nursing elective must be taken either the 3rd, 4th, or 5th semester.

COURSE INFORMATION FORM

FORM E Effective Fall 2015

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

Prefix (current) Number (current) Contact Hours (current):

Lecture Lab Seminar

[Enter contact hours per week in blank above.]

Prefix (proposed) **NURS** Number (proposed) **260** Contact Hours (proposed): **3 credits**

Lecture Lab Seminar

[Enter contact hours per week in blank above.]

Title (current): Click here to enter text.

Title (proposed): **Nursing Role Development**

Credit Hours (current): Prerequisites (current): Co-requisites (current):

Credit Hours (proposed): **3 credits** Prerequisites (proposed): **Admission to the program** Co-requisites (proposed): **NURS 261 & 262**

Course Description (current) 125 words maximum:

Course Description (proposed) 125 words maximum:

This course examines the role of the professional nurse in contemporary nursing practice. The conceptual, theoretical, and scientific basis of nursing practice will be explored. Students will be introduced to concepts related to collaborative practice including roles and responsibilities, values and ethics, communication, and teamwork.

Course Outcomes and Assessment Plan (current):

Course Outcomes and Assessment Plan (proposed):

- 1. Recognizes the role of nursing theory and the liberal arts in planning care for diverse populations (Theoretical Base for Practice).
Assessment Plan: Comprehensive plan of care interdisciplinary collaboration section**
- 2. Summarize the principles of patient-centered care and the factors that influence collaborative partnerships. (Generalist Nursing Practice)
Assessment Plan: Comprehensive plan of care interventions section**
- 3. Discuss the impact of collaborative partnerships on the quality and safety of patient care (Scholarship for Practice)
Assessment Plan: Comprehensive plan of care quality and safety improvement section**
- 4. Discuss the use of the nursing process for decision making across the healthcare continuum. (Health Care Environment): Comprehensive plan of care decision-making analysis section**

**5. Describe the purpose of professional standards and their impact on collaborative practice.(Professionalism)
Comprehensive plan of care ethical considerations section**

Course Outline including Time Allocation (current):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

Course Outline including Time Allocation (proposed): (45 didactic hours)

- Introduction to professional nursing (3 hr)
- Contemporary nursing practice environments (3 hrs)
- Conceptual and theoretical basis for nursing practice (3 hrs)
- The science of nursing (3hrs)
- Decision-making (6 hrs)
 - Critical thinking and clinical reasoning
 - Nursing process
- Concepts of collaborative practice (24)
 - Values and Ethics (7 hrs)
 - Roles and responsibilities (3 hrs)
 - Communication (7 hrs)
 - Teams and teamwork (7 hrs)
- Assessment of learning (3 hrs)

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): 201608 Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

- A. Course Prefix: NURS B. Number: 260
C. Contact Hours: 3 Lecture [x] Lab [] Seminar [] [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
D. Practicum [] Independent Study [] [Check Box as appropriate. See Definitions in Appendix E]
E. Course Title: Nursing Role Development [Limit to 30 characters including punctuation and spaces]
F. College Code: HP G. Department Code: SNUR H. Credit Hours: Variable [] Fixed [x]
I. Minimum Credit Hours: 3 J. Maximum Credit Hours: 3 [Enter number in space.]
K. Hours May be Repeated for Extra Credit: Yes [] No [x] If yes, max times Or max credits awarded.
L. Levels: Undergraduate [x] Graduate [] Professional []
M. Grade Method: Normal Grading [x] Credit/No Credit (Pass/Fail) []
N. Does proposed new course replace an equivalent course? Yes [] No [x]
O. Equivalent Course: Prefix: Number:
P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE.
This course examines the role of the professional nurse in contemporary nursing practice. The conceptual, theoretical, and scientific basis of nursing practice will be explored. Students will be introduced to concepts related to collaborative practice including roles and responsibilities, values and ethics, communication, and teamwork.
Q. Term Offered: Fall, Spring, Summer R. Max Section Enrollment: 32 Lecture: 32 Lab:
S. Prerequisites or Restrictions: If none, leave blank. Admission to the program
T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. NURS 261 & 262

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
Basic Skill (BS) [] General Education [] Occupational Education [] G E Codes:

UCC Chair Signature/Date Academic Affairs Approval Signature/Date
[Signature] 3/28/16

OFFICE OF THE REGISTRAR USE ONLY
Date Rec'd: Date Completed: Entered: SCACRSE [] SCADETL [] SCARRES [] SCAPREQ []

COURSE INFORMATION FORM

FORM E

Effective Fall 2015

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

Prefix (current) Number (current) Contact Hours (current):

Lecture Lab Seminar

[Enter contact hours per week in blank above.]

Prefix (proposed) **NURS** Number (proposed) **261** Contact Hours (proposed): **3 credits**

Lecture Lab Seminar

[Enter contact hours per week in blank above.]

Title (current):

Title (proposed): **Health-Related Quality of Life**

Credit Hours (current): Prerequisites (current): Co-requisites (current):

Credit Hours (proposed): **3** Prerequisites (proposed): **Admission to the program** Co-requisites (proposed): **NURS 261 & 262**

Course Description (current) 125 words maximum:

Course Description (proposed) 125 words maximum:

This course focuses on promoting quality of life across the health continuum. Quality of life is examined using theoretical and ethical models. Students identify health risk behaviors and interventions that affect quality of life during wellness, chronic illness, aging, and at the end-of-life.

Course Outcomes and Assessment Plan (current):

Course Outcomes and Assessment Plan (proposed):

- 1. Discuss theoretical models related to influences on quality of life across the life span.(Theoretical base for practice)
Assessment Method: Quality of life case study paper theory section.**
- 2. Relate decision making to evidence-based research. (Scholarship for Practice)
Assessment Method: Quality of life case study paper rationale for interventions section**
- 3. Distinguish individualized quality of life interventions for select populations using the nursing process. (Health care environment)
Assessment Method: Quality of life case study paper rationale for interventions section**

Course Outline including Time Allocation (current):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

Course Outline including Time Allocation (proposed): 45 lecture hours

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

Wellness (12 hours)

- Health promotion theories**
- Physical, emotional, psychosocial, spiritual**
- Risk behaviors**
- Immunizations**
- Across the Lifespan**

Chronic Health Conditions: (20 hours)

- Legal/Ethical concerns**
- Aging/deconditioning**
- Chronic Conditions of the Cardiovascular, Respiratory, Musculoskeletal, Neurological, Urinary systems, and Pain and Cancer**

EOL (9 hours)

- Physical, social, and spiritual needs**
- Palliative and Hospice Care**

Assessment of learning (4 hours)

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F’s that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): 201608 Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

- A. Course Prefix: NURS B. Number: 261
- C. Contact Hours: 3 Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- D. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- E. Course Title: **Health-Related Quality of Life** [Limit to 30 characters including punctuation and spaces]
- F. College Code: HP G. Department Code: SNUR H. Credit Hours: Variable Fixed
- I. Minimum Credit Hours: 3 J. Maximum Credit Hours: 3 [Enter number in space.]
- K. Hours May be Repeated for Extra Credit: Yes No If yes, max times Or max credits awarded.
- L. Levels: Undergraduate Graduate Professional
- M. Grade Method: Normal Grading Credit/No Credit (Pass/Fail)
- N. Does proposed new course replace an equivalent course? Yes No
- O. Equivalent Course: Prefix: Number:
- P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE.

This course focuses on promoting quality of life across the health continuum. Quality of life is examined using theoretical and ethical models. Students identify health risk behaviors and interventions that affect quality of life during wellness, chronic illness, aging, and at the end-of-life.

- Q. Term Offered: Fall, Spring, Summer R. Max Section Enrollment: 32 Lecture: 32 Lab:
- S. Prerequisites or Restrictions: If none, leave blank. Admission to program
- T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. NURS 260 & 262

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code			
Basic Skill (BS) <input type="checkbox"/>	General Education <input type="checkbox"/>	Occupational Education <input type="checkbox"/>	G E Codes:

UCC Chair Signature/Date
ca [Signature] 3/28/16

Academic Affairs Approval Signature/Date

OFFICE OF THE REGISTRAR USE ONLY			
Date Rec'd:	Date Completed:	Entered: SCACRSE <input type="checkbox"/>	SCADETL <input type="checkbox"/>
		SCARRES <input type="checkbox"/>	SCAPREQ <input type="checkbox"/>

COURSE INFORMATION FORM

FORM E

Effective Fall 2015

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

Prefix (current) Number (current) Contact Hours (current):

Lecture Lab Seminar

[Enter contact hours per week in blank above.]

Prefix (proposed) **NURS** Number (proposed) **262** Contact Hours (proposed): **4 credits x 2 = 8 contact hours**

Lecture Lab Seminar

[Enter contact hours per week in blank above.]

Title (current):

Title (proposed): **Nursing Methods 1**

Credit Hours (current):

Prerequisites (current):

Co-requisites (current):

Credit Hours (proposed): **4 credits** Prerequisites (proposed): **Admission to the program** Co-requisites (proposed): **NURS 260 & 261**

Course Description (current) 125 words maximum:

Course Description (proposed) 125 words maximum:

This laboratory course is an extension of the first semester nursing courses. Students will develop clinical reasoning and skills for nursing practice.

Course Outcomes and Assessment Plan (current):

Course Outcomes and Assessment Plan (proposed):

1. Demonstrate the ability to perform fundamental psychomotor skills using patient care technologies (Collaborative Leadership)

Assessment Plan: Course evaluation tool objective #1

2. Examine nursing theory as a basis for practice (Theoretical Base for Practice)

Assessment Plan: Course evaluation tool objective #2

3. Describe the nursing process as a framework for clinical decision making (Health Care Environment)

Assessment Plan: Course evaluation tool objective #3

4. Identify community service learning opportunity (Professionalism)

Assessment Plan: Course evaluation tool objective #4

Course Outline including Time Allocation (current):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

Course Outline including Time Allocation (proposed): 120 laboratory hours

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

- 1. Introduction to basic skills. (35 hours)**
 - a. Hygiene (bath, oral care,
 - b. Activity and exercise
 - c. Client safety
 - d. Mobility and immobility
 - e. Infection control (clean)
 - f. Vital signs
 - g. Oxygenation
 - h. Hydration (I/O)
 - i. Skin integrity
 - j. Bowel elimination
- 2. Introduction to safe medication administration. (20 hours)**
 - a. Oral medications
 - b. Subcutaneous medications
 - c. Rectal medications (enemas)
- 3. Introduction to basic physical assessment skills. (30 hours)**
 - a. Head-to-toe assessment
- 4. Introduction to simulated patient experiences. (20 hours)**
 - a. Health history
 - b. Medication reconciliation
- 5. Introduction to service learning experience. (15 hours)**
 - a. Develop intentional service learning areas based on need

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): 201608 Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

- A. Course Prefix: NURS B. Number: 262
- C. Contact Hours: 8 Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- D. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- E. Course Title: Nursing Methods 1 [Limit to 30 characters including punctuation and spaces]
- F. College Code: HP G. Department Code: SNUR H. Credit Hours: Variable Fixed
- I. Minimum Credit Hours: 4 J. Maximum Credit Hours: 4 [Enter number in space.]
- K. Hours May be Repeated for Extra Credit: Yes No If yes, max times Or max credits awarded.
- L. Levels: Undergraduate Graduate Professional
- M. Grade Method: Normal Grading Credit/No Credit (Pass/Fail)
- N. Does proposed new course replace an equivalent course? Yes No
- O. Equivalent Course: Prefix: Number:
- P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE.

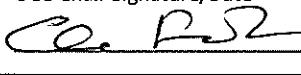
This laboratory course is an extension of the first semester nursing courses. Students will develop clinical reasoning and skills for nursing practice.

- Q. Term Offered: Fall, Spring, Summer R. Max Section Enrollment: 16 Lecture: Lab: 16
- S. Prerequisites or Restrictions: If none, leave blank. Admission to the program
- T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. NURS 260 & 261

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date

 3/28/16

Academic Affairs Approval Signature/Date

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

COURSE INFORMATION FORM

FORM E

Effective Fall 2015

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

Prefix (current) Number (current) Contact Hours (current):
Lecture Lab Seminar [Enter contact hours per week in blank above.]

Prefix (proposed) NURS Number (proposed) 264 Contact Hours (proposed): 3 Credits
Lecture Lab Seminar [Enter contact hours per week in blank above.]

Title (current):
 Title (proposed): **Pathophysiology Foundations**

Credit Hours (current): Prerequisites (current): Co-requisites (current):
 Credit Hours (proposed): 3 Prerequisites (proposed): **Admission to the program** Co-requisites (proposed):
 Course Description (current) 125 words maximum:

This course examines the pathophysiological alterations that can present in patients across the lifespan including genetic, acute, and rehabilitative conditions. Students will be introduced to variables that impact the etiology and the human response to various disease states as well as optimal levels of wellness, recognizing that these variables will provide the basis for evidence-based nursing care.

Course Description (proposed) 125 words maximum:
 Course Outcomes and Assessment Plan (current):

- Course Outcomes and Assessment Plan (proposed):
1. Explain the human response to disease occurrence from a theoretical perspective. (Theoretical Base for Practice)
Assessment: Evidenced Based Paper: theoretical perspective
 2. Identify the unique etiology, manifestations, and special considerations related to disease occurrence in diverse populations. (General Nursing Practice)
Assessment: Evidenced Based Paper: etiology, disease manifestations and assessment methods
 3. Report on current evidence based articles related to disease pathophysiology, health promotion, and disease prevention. (Scholarship of Practice)
Assessment: Evidenced Based Paper: health promotion and disease prevention

Course Outline including Time Allocation (current):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

☒ Course Outline including Time Allocation (proposed): 45 lecture hours

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

- **Introduction to human disease and mechanisms of disease across the lifespan. (3 hr)**
- **Fluid and Electrolytes (3hr)**
- **Neoplasms. (1.5 hr)**
- **Inflammation and Infection (1.5 hr)**
- **Systems approach to disease etiology including genetics, pathophysiology, human response, diagnosis, health promotion and disease prevention across the lifespan (29 hours)**
- **Assessment of learning (7 hr)**

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): 201608 Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

- A. Course Prefix: NURS B. Number: 264
- C. Contact Hours: 3 Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- D. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- E. Course Title: **Pathophysiology Foundations** [Limit to 30 characters including punctuation and spaces]
- F. College Code: HP G. Department Code: SNUR H. Credit Hours: Variable Fixed
- I. Minimum Credit Hours: 3 J. Maximum Credit Hours: 3 [Enter number in space.]
- K. Hours May be Repeated for Extra Credit: Yes No If yes, max times Or max credits awarded.
- L. Levels: Undergraduate Graduate Professional
- M. Grade Method: Normal Grading Credit/No Credit (Pass/Fail)
- N. Does proposed new course replace an equivalent course? Yes No
- O. Equivalent Course: Prefix: NURS Number: 300
- P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE.

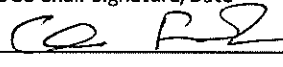
This course examines the pathophysiological alterations that can present in patients across the lifespan including genetic, acute, and rehabilitative conditions. Students will be introduced to variables that impact the etiology and the human response to various disease states as well as optimal levels of wellness, recognizing that these variables will provide the basis for evidence-based nursing care.

- Q. Term Offered: Fall, Spring, Summer R. Max Section Enrollment: 32 Lecture: 32 Lab:
- S. Prerequisites or Restrictions: If none, leave blank. Admission to the program
- T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces.

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date

 3/28/16

Academic Affairs Approval Signature/Date

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

COURSE INFORMATION FORM

FORM E

Effective Fall 2015

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

Prefix (current) Number (current) Contact Hours (current):

Lecture Lab Seminar

[Enter contact hours per week in blank above.]

Prefix (proposed) **NURS** Number (proposed) **360** Contact Hours (proposed): **3 credits**

Lecture Lab Seminar

[Enter contact hours per week in blank above.]

Title (current):

Title (proposed): **Pharmacology in Nursing**

Credit Hours (current):

Prerequisites (current):

Co-requisites (current):

Credit Hours (proposed): **3 credits** Prerequisites (proposed): **NURS Admission to the program** Co-requisites (proposed):

Course Description (current) 125 words maximum:

Course Description (proposed) 125 words maximum:

This course is an introduction to drug and herbal therapies used in the treatment and prevention of illness across diverse populations and the lifespan. Students will be introduced to the major drug classifications and specific medicinal agents in relation to pharmacodynamics, pharmacokinetics, therapeutic uses, adverse reactions, precautions, and related nursing considerations.

Course Outcomes and Assessment Plan (current):

Course Outcomes and Assessment Plan (proposed):

1. Describe nurse's role in the therapeutic use of drug therapy for patients with complex health needs. (Collaborative Leadership)

Assessment Plan: Drug History Assignment identifies nurse's knowledge on client's reason for medication use, how it is absorbed and metabolized as well as associated drug interactions.

2. Identify special considerations for diverse patient populations in relation to drug therapy. (Generalist Nursing Practice)

Assessment Plan: Drug History Assignment explains how client's age, gender, culture, and environment influences his/her pharmacotherapy.

3. Recognize the importance of using most current and evidence-based resources in the determination of nursing interventions related to drug therapy. (Scholarship for Practice)

Assessment Plan: Drug History Assignment discusses key elements for client teaching related to his/her pharmacotherapy based on best practice.

4. Identify the legal/ethical responsibilities of the nurse in providing safe drug therapy. (Professionalism)

Assessment Plan: Drug History Assignment identifies the nurse's role to implement policies and procedures as well as strategies that reduce medication errors and incidents.

5. Demonstrate appropriate level of knowledge to take the NCLEX exam. (NCLEX-RN Readiness)

Assessment Plan: Cumulative exams and proctored standardized testing

Course Outline including Time Allocation (current):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

Course Outline including Time Allocation (proposed): 45 didactic hours

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

- I. **Core Concepts in Pharmacology (3 hours)**
- II. **Pharmacology and the Nurse-Client Relationship (3 hours)**
- III. **Drugs for Anxiety and Insomnia; Drugs for Emotional, Mood Disorders, and Psychoses (3 hours)**
- IV. **Drugs for Neoplasia and Drugs for Infection (3 hours)**
- V. **The Immune System (3 hours)**
- VI. **Drugs for Coagulation Disorders and Drugs for Hematopoietic Disorders (3 hours)**
- VII. **The Cardiovascular System (3 hours)**
- VIII. **The Respiratory System (3 hours)**
- IX. **The Urinary System (3 hours)**
- X. **The Gastrointestinal System (3 hours)**
- XI. **Drugs for Disorders and Conditions of the Female/Male Reproductive Systems (3 hours)**
- XII. **The Endocrine System (3 hours)**
- XIII. **The Nervous System (3 hours)**
- XIV. **Drugs for Bone and Joint Disorders (3 hours)**
- XV. **The Integumentary System and Eyes/Ears (3 hours)**

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): 201608 Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

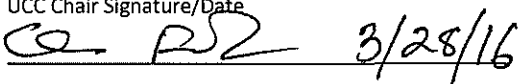
II. NEW COURSE ATTRIBUTES:

- A. Course Prefix: NURS B. Number: 360
- C. Contact Hours: 3 Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- D. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- E. Course Title: Pharmacology in Nursing [Limit to 30 characters including punctuation and spaces]
- F. College Code: HP G. Department Code: SNUR H. Credit Hours: Variable Fixed
- I. Minimum Credit Hours: 3 J. Maximum Credit Hours: 3 [Enter number in space.]
- K. Hours May be Repeated for Extra Credit: Yes No If yes, max times Or max credits awarded.
- L. Levels: Undergraduate Graduate Professional
- M. Grade Method: Normal Grading Credit/No Credit (Pass/Fail)
- N. Does proposed new course replace an equivalent course? Yes No
- O. Equivalent Course: Prefix: NURS Number: 251
- P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE.

This course is an introduction to drug and herbal therapies used in the treatment and prevention of illness across diverse populations and the lifespan. Students will be introduced to the major drug classifications and specific medicinal agents in relation to pharmacodynamics, pharmacokinetics, therapeutic uses, adverse reactions, precautions, and related nursing considerations.

- Q. Term Offered: Fall, Spring, Summer R. Max Section Enrollment: 32 Lecture: 32 Lab:
- S. Prerequisites or Restrictions: If none, leave blank. Admission to the program
- T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces.

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date Academic Affairs Approval Signature/Date
 _____

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

COURSE INFORMATION FORM

FORM E

Effective Fall 2015

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

Prefix (current) Number (current) Contact Hours (current):

Lecture Lab Seminar

[Enter contact hours per week in blank above.]

Prefix (proposed) NURS Number (proposed) 361 Contact Hours (proposed): 3

Lecture Lab Seminar

[Enter contact hours per week in blank above.]

Title (current):

Title (proposed): **Psychosocial Nursing**

Credit Hours (current):

Prerequisites (current):

Co-requisites (current):

Credit Hours (proposed): 3 Prerequisites (proposed): NURS 260, 261, & 262 Co-requisites (proposed): NURS 362, & 363

Course Description (current) 125 words maximum:

Course Description (proposed) 125 words maximum: **This course focuses on care for patients and families experiencing alterations in mental and social well-being. Students examine concepts that contribute to the development of mental illness and nursing interventions that promote optimal functioning. A collaborative approach that incorporates psychosocial assessment, pharmacological considerations, and therapeutic communication techniques is emphasized. Students explore the impact of health care policies on the ethical care of vulnerable populations, and advocate for equitable care and dignity for patients.**

Course Outcomes and Assessment Plan (current):

Course Outcomes and Assessment Plan (proposed):

1. **Employ evidence-based therapeutic communication approaches when caring for selected populations. (Theoretical Base for Practice) Assessment Method: Select Exam Questions**
2. **Uses patient and family centered care approaches for diverse populations experiencing a variety of health states. (Generalist Nursing Practice) Assessment Method: Select Exam Questions**
3. **Analyze the impact of inequities in caring for vulnerable populations. Assessment Method: Reflective Case Study**

Course Outline including Time Allocation (current):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

Course Outline including Time Allocation (proposed): 45 lecture hours

- **Introduction to psychiatric nursing (3 hr)**

- **Therapeutic communication and environment, mental health concepts, and family dynamics (9 hr)**

- **Assessment, diagnosis, collaborative care, coping mechanisms, and behavioral/crisis interventions for client's with the following mental health and psychosocial disorders. Incorporation of spiritual, support systems, sensory/perceptual alterations, and cultural influences, to include: (24 hours)**
 - **Anxiety/stress management**
 - **Somatoform disorders**
 - **Grief and loss/End of Life**
 - **Abuse/Neglect**
 - **Mood disorders**
 - **Suicide**
 - **Schizophrenia**
 - **Personality disorders**
 - **Eating disorders**
 - **Dependencies**
 - **Child/adolescent disorders**
 - **Violence**
 - **Cognitive issues.**

- **Assessment of learning (9 hr)**

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): 201608 Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

- A. Course Prefix: NURS B. Number: 361
- C. Contact Hours: 3 Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- D. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- E. Course Title: Psychosocial Nursing [Limit to 30 characters including punctuation and spaces]
- F. College Code: HP G. Department Code: SNUR H. Credit Hours: Variable Fixed
- I. Minimum Credit Hours: 3 J. Maximum Credit Hours: 3 [Enter number in space.]
- K. Hours May be Repeated for Extra Credit: Yes No If yes, max times Or max credits awarded.
- L. Levels: Undergraduate Graduate Professional
- M. Grade Method: Normal Grading Credit/No Credit (Pass/Fail)
- N. Does proposed new course replace an equivalent course? Yes No
- O. Equivalent Course: Prefix: Number:
- P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE.

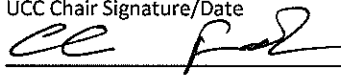
This course focuses on care for patients and families experiencing alterations in mental and social well-being. Students examine concepts that contribute to the development of mental illness and nursing interventions that promote optimal functioning. A collaborative approach that incorporates psychosocial assessment, pharmacological considerations, and therapeutic communication techniques is emphasized. Students explore the impact of health care policies on the ethical care of vulnerable populations, and advocate for equitable care and dignity for patients

- Q. Term Offered: Fall, Spring, Summer R. Max Section Enrollment: 32 Lecture: 32 Lab:
- S. Prerequisites or Restrictions: If none, leave blank. NURS 260, 261 & 262
- T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. NURS 362, & 363

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date

 3/28/16

Academic Affairs Approval Signature/Date

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Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

COURSE INFORMATION FORM

FORM E

Effective Fall 2015

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

Prefix (current) Number (current) Contact Hours (current):

Lecture Lab Seminar

[Enter contact hours per week in blank above.]

Prefix (proposed) NURS Number (proposed) 362 Contact Hours (proposed): 3 credits x 2 = 6 contact hours

Lecture Lab Seminar

[Enter contact hours per week in blank above.]

Title (current):

Title (proposed): Nursing Methods 2

Credit Hours (current): Prerequisites (current): Co-requisites (current):

Credit Hours (proposed):3 Prerequisites (proposed): NURS 260, 261, & 262 Co-requisites (proposed): NURS 361, & 363

Course Description (current) 125 words maximum:

Course Description (proposed) 125 words maximum:

This laboratory course is an extension of the second semester nursing courses. Students will apply clinical reasoning and skills for nursing practice.

Course Outcomes and Assessment Plan (current):

Course Outcomes and Assessment Plan (proposed):

- 1) Choose appropriate collaborative interventions to optimize care outcomes and promote safe quality care. (Collaborative Leadership)
Assessment Method: Course Evaluation Tool Objective #1
- 2) Interpret theory as a basis for practice (Theoretical Base for Practice)
Assessment Method: Course Evaluation Tool Objective #2
- 3) Review nursing research studies to determine application to nursing practice (Scholarship for Practice)
Assessment Method: Course Evaluation Tool Objective #3
- 4) Demonstrate service to the community (Professionalism)
Assessment Method: Course Evaluation Tool Objective #4

Course Outline including Time Allocation (current):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

Course Outline including Time Allocation (proposed): (90 laboratory hours)

Skills: advanced nursing skills = 15 hours

- Post-mortem care
- Sterile technique (clean and sterile wound care, drainage tubes)
- Vital signs (reinforced and demonstrated)
- Telemetry
- Foley insertion/care
- Ostomy care
- PEG/PEJ care

Medication safety: complex safe medication administration: (15 hours)

- IM injections IV/IVP/IV piggy back/enteral feedings

Assessment: Advanced physical assessment /focused system assessment = 15 hours;

- Geri assessment
- EOL assessment
- Labs
- MMSE
- Psych assessment

Simulations: simulated patient experiences = 30 hours

Service learning =15 hour

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): 201608 Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

- A. Course Prefix: NURS B. Number: 362
- C. Contact Hours: 6 Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- D. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- E. Course Title: Nursing Methods 2 [Limit to 30 characters including punctuation and spaces]
- F. College Code: HP G. Department Code: SNUR H. Credit Hours: Variable Fixed
- I. Minimum Credit Hours: 3 J. Maximum Credit Hours: 3 [Enter number in space.]
- K. Hours May be Repeated for Extra Credit: Yes No If yes, max times Or max credits
- L. Levels: Undergraduate Graduate Professional
- M. Grade Method: Normal Grading Credit/No Credit (Pass/Fail)
- N. Does proposed new course replace an equivalent course? Yes No
- O. Equivalent Course: Prefix: Number:
- P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE.

This laboratory course is an extension of the second semester nursing courses. Students will apply clinical reasoning and skills for nursing practice.

- Q. Term Offered: Fall, Spring, Summer R. Max Section Enrollment: 16 Lecture: Lab: 16
- S. Prerequisites or Restrictions: If none, leave blank. NURS 260, 261 & 262
- T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. NURS 361, & 363

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date

ce RSR 3/28/16

Academic Affairs Approval Signature/Date

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

COURSE INFORMATION FORM

FORM E

Effective Fall 2015

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

Prefix (current) Number (current) Contact Hours (current):

Lecture Lab Seminar

[Enter contact hours per week in blank above.]

Prefix (proposed) NURS Number (proposed) 363 Contact Hours (proposed): 4 credit hours x 3 =180 contact hours

Lecture Lab Seminar

Practicum X

[Enter contact hours per week in blank above.]

Title (current):

Title (proposed): **Practice Immersion I**

Credit Hours (current): Prerequisites (current): Co-requisites (current):

Credit Hours (proposed): 4 Prerequisites (proposed): NURS 260, 261, & 262 Co-requisites (proposed): NURS 361, & 362

Course Description (current) 125 words maximum:

Course Description (proposed) 125 words maximum:

This course correlates second semester didactic concepts to address the health care needs of clients. This course provides student the opportunity to comprehensively apply clinical concepts through faculty guided experiences.

Course Outcomes and Assessment Plan (current):

Course Outcomes and Assessment Plan (proposed):

- 1) **Identify coordination in the provision of quality, safe direct patient care. (Collaborative Leadership)**
Assessment Method: Clinical Evaluation Tool Objective 1
- 2) **Identify population focused nursing care to individuals and communities.(Generalist Nursing Practice)**
Assessment Method: Clinical Evaluation Tool Objective 2
- 3) **Identify clinical reasoning and patient advocacy principals across the health care continuum (Health Care Environment)**
Assessment Method: Clinical Evaluation Tool Objective 3
- 4) **Demonstrate professionalism in the healthcare environment (Professionalism)**
Assessment Method: Clinical Evaluation Tool Objective 4

Course Outline including Time Allocation (current):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

Course Outline including Time Allocation (proposed): 180 hours in Mental Health or Long Term Care Clinical Experience

1) Orientation = 6 hrs;

2) Direct patient care = 174 hours (up to 45 hours may be in simulation)

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): 201608 Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.


II. NEW COURSE ATTRIBUTES:

- A. Course Prefix: NURS B. Number: 363
- C. Contact Hours: 12 Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- D. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- E. Course Title: Practice Immersion 1 [Limit to 30 characters including punctuation and spaces]
- F. College Code: HP G. Department Code: SNUR H. Credit Hours: Variable Fixed
- I. Minimum Credit Hours: 4 J. Maximum Credit Hours: 4 [Enter number in space.]
- K. Hours May be Repeated for Extra Credit: Yes No If yes, max times Or max credits
- L. Levels: Undergraduate Graduate Professional
- M. Grade Method: Normal Grading Credit/No Credit (Pass/Fail)
- N. Does proposed new course replace an equivalent course? Yes No
- O. Equivalent Course: Prefix: Number:
- P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE.

This course correlates second semester didactic concepts to address the health care needs of clients. This course provides student the opportunity to comprehensively apply clinical concepts through faculty guided experiences.

- Q. Term Offered: Fall, Spring, Summer R. Max Section Enrollment: 8 Lecture: Lab:
- S. Prerequisites or Restrictions: If none, leave blank. NURS 260, 261, & 262
- T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. NURS 361, & 362

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date
 3/28/16

Academic Affairs Approval Signature/Date

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Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

COURSE INFORMATION FORM

FORM E

Effective Fall 2015

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

Prefix (current) Number (current) Contact Hours (current):

Lecture Lab Seminar

[Enter contact hours per week in blank above.]

Prefix (proposed) **NURS** Number (proposed) **370** Contact Hours (proposed): **4 credits**

Lecture Lab Seminar

[Enter contact hours per week in blank above.]

Title (current):

Title (proposed): **Adult Health 1**

Credit Hours (current):

Prerequisites (current):

Co-requisites (current):

Credit Hours (proposed): **4** Prerequisites (proposed): **NURS 264, 360, 361, 362, & 363** Co-requisites (proposed): **NURS 372, & 373**

Course Description (current) 125 words maximum:

Course Description (proposed) 125 words maximum:

This course focuses on health alterations requiring medical or surgical intervention for the adult population. Students will examine evidence for practice, collaboration among healthcare professionals, promotion of therapeutic relationships, and ethical decision making for safe, quality patient care.

Course Outcomes and Assessment Plan (current):

Course Outcomes and Assessment Plan (proposed):

- 1. Design care interventions and therapeutic health strategies for adults founded on theory and knowledge from nursing and the liberal arts. (Theoretical Base for Practice)**
Assessment Method: Care Plan with theory foundation
- 2. Integrate nursing knowledge needed to care for clients with specific disease states. (GNP)**
Assessment Method: Select Exam Questions
- 3. Assimilate current evidence for practice in nursing management of clients with specific disease states. (Scholarship for Practice)**
Assessment Method: Care Plan with theory foundation

Course Outline including Time Allocation (current):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

☒ Course Outline including Time Allocation (proposed): 60 lecture hours

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

- **Nursing care of clients with problems of ingestion, digestion, absorption, & elimination (15hr)**
 - Nutrition
 - Obesity
 - UGI & LGI problems
 - Liver, Pancreas, Biliary Tract Problems
- **Nursing care of clients with problems related to regulatory mechanisms (9hr)**
 - Diabetes Mellitus
 - Endocrine problems
- **Nursing care of clients with problems related to oxygenation mechanisms (27 hr)**
 - Upper & Lower Respiratory problems
 - Obstructive Pulmonary Disease
 - Hematologic problems
 - Hypertension
 - CAD
 - Heart Failure
 - Dysrhythmias
 - Vascular disorders

- **Assessment of learning (9 hrs)**

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): 201608 Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

- A. Course Prefix: NURS B. Number: 370
- C. Contact Hours: 4 Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- D. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- E. Course Title: **Adult Health 1** [Limit to 30 characters including punctuation and spaces]
- F. College Code: HP G. Department Code: SNUR H. Credit Hours: Variable Fixed
- I. Minimum Credit Hours: 4 J. Maximum Credit Hours: 4 [Enter number in space.]
- K. Hours May be Repeated for Extra Credit: Yes No If yes, max times Or max credits awarded.
- L. Levels: Undergraduate Graduate Professional
- M. Grade Method: Normal Grading Credit/No Credit (Pass/Fail)
- N. Does proposed new course replace an equivalent course? Yes No
- O. Equivalent Course: Prefix: Number:
- P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE.

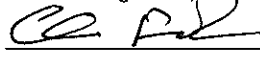
This course focuses on health alterations requiring medical or surgical intervention for the adult population. Students will examine evidence for practice, collaboration among healthcare professionals, promotion of therapeutic relationships, and ethical decision making for safe, quality patient care.

- Q. Term Offered: Fall, Spring, Summer R. Max Section Enrollment: 32 Lecture: 32 Lab:
- S. Prerequisites or Restrictions: If none, leave blank. NURS 264, 360, 361, 362, & 363
- T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. NURS 372 & 373

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date

 3/28/16

Academic Affairs Approval Signature/Date

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Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

COURSE INFORMATION FORM

FORM E

Effective Fall 2015

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

Prefix (current) Number (current) Contact Hours (current):

Lecture Lab Seminar [Enter contact hours per week in blank above.]

Prefix (proposed) **NURS** Number (proposed) **371** Contact Hours (proposed): **2 credits**

Lecture Lab Seminar [Enter contact hours per week in blank above.]

Title (current):

Title (proposed) **Maternal Health & Childbearing**

Credit Hours (current): Prerequisites (current): Co-requisites (current):

Credit Hours (proposed): **2** Prerequisites (proposed): **NURS 264, 360, 361, 362, & 363** Co-requisites (proposed):

Course Description (current) 125 words maximum:

Course Description (proposed) 125 words maximum:

This course explores the physical, psychological, social, cultural, behavioral, ethical, and spiritual domains as they relate to providing safe and holistic care to women and childbearing families. Emphasis is placed on the role of the client(s) as an integral member of the health care team, childbearing as a normal physiologic process, and the anticipation of potential complications requiring specialized intervention.

Course Outcomes and Assessment Plan (current):

Course Outcomes and Assessment Plan (proposed):

1. **Design collaborative care interventions and therapeutic health strategies for women and childbearing families founded on theory and knowledge from nursing and the liberal arts. (Collaborative Leadership)**
Assessment: Focus Paper
2. **Distinguish patient specific alterations, measures of prevention, and health promotion interventions specific to women and childbearing families. (GNP)**
Assessment: Select Test/Exam questions.
3. **Utilize current evidence for practice in the care and health promotion of women and childbearing families in various settings. (Health Care Environment)**
Assessment: Focus Paper

Course Outline including Time Allocation (current):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

Course Outline including Time Allocation (proposed): 30 lecture hours

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

- **Introduction to Women's Health and Care of the Childbearing Family (2hr)**
 - Community care
 - Nursing and Genomics
- **Women's health care in the 21st century (4hr)**
 - Entry into the health care system
 - Health risks to women
 - Health Assessment
 - Anticipatory guidance for Health Promotion and Illness Prevention
- **Childbearing Families (20 hr)**
 - Preconception Care
 - Pregnancy
 - Complications of Pregnancy
 - Childbirth
 - Complications of Childbirth
 - Postpartum
 - Postpartum Complications
 - Newborn
 - Newborn Complications
 - Perinatal Loss, Bereavement and Grief

Assessment of learning (4 hrs)

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): 201608 Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

- A. Course Prefix: NURS B. Number: 371
C. Contact Hours: 2 Lecture [x] Lab [] Seminar [] [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
D. Practicum [] Independent Study [] [Check Box as appropriate. See Definitions in Appendix E]
E. Course Title: Maternal Health & Childbearing [Limit to 30 characters including punctuation and spaces]
F. College Code: HP G. Department Code: SNUR H. Credit Hours: Variable [] Fixed [x]
I. Minimum Credit Hours: 2 J. Maximum Credit Hours: 2 [Enter number in space.]
K. Hours May be Repeated for Extra Credit: Yes [] No [x] If yes, max times Or max credits awarded.
L. Levels: Undergraduate [x] Graduate [] Professional []
M. Grade Method: Normal Grading [x] Credit/No Credit (Pass/Fail) []
N. Does proposed new course replace an equivalent course? Yes [] No [x]
O. Equivalent Course: Prefix: Number:
P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE.

This course explores the physical, psychological, social, cultural, behavioral, ethical, and spiritual domains as they relate to providing safe and holistic care to women and childbearing families. Emphasis is placed on the role of the client(s) as an integral member of the health care team, childbearing as a normal physiologic process, and the anticipation of potential complications requiring specialized intervention.

- Q. Term Offered: Fall, Spring, Summer R. Max Section Enrollment: 32 Lecture: 32 Lab:
S. Prerequisites or Restrictions: If none, leave blank. NURS 264, 360, 361, 362, & 363
T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces.

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
Basic Skill (BS) [] General Education [] Occupational Education [] G E Codes:

UCC Chair Signature/Date Academic Affairs Approval Signature/Date
[Signature] 3/28/16

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Date Rec'd: Date Completed: Entered: SCACRSE [] SCADETL [] SCARRES [] SCAPREQ []

COURSE INFORMATION FORM

FORM E

Effective Fall 2015

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

Prefix (current) Number (current) Contact Hours (current):

Lecture Lab Seminar

[Enter contact hours per week in blank above.]

Prefix (proposed) **NURS** Number (proposed) **372** Contact Hours (proposed): **3 credits x 2 = 6 contact hours**

Lecture Lab Seminar

[Enter contact hours per week in blank above.]

Title (current):

Title (proposed) **Nursing Methods 3**

Credit Hours (current): Prerequisites (current): Co-requisites (current):

Credit Hours (proposed): **3** Prerequisites (proposed): **NURS 264, 360, 361, 362, & 363** Co-requisites (proposed): **NURS 370 & 373**

Course Description (current) 125 words maximum:

Course Description (proposed) 125 words maximum:

This laboratory course is an extension of the third semester nursing courses. Students will apply clinical reasoning and skills for nursing practice.

Course Outcomes and Assessment Plan (current):

Course Outcomes and Assessment Plan (proposed):

- 1. Prioritize appropriate collaborative interventions to optimize care outcomes and promote safe quality care. (Collaborative Leadership)**
Assessment Method: Course Evaluation Tool Objective #1
- 2. Apply theory as a basis for practice. (Theoretical Base for Practice)**
Assessment Method: Course Evaluation Tool Objective #2
- 3. Translate current health care research for use in nursing practice. (Scholarship for Practice)**
Assessment Method: Course Evaluation Tool Objective #3
- 4. Demonstrate community service learning (Professionalism)**
Assessment Method: Course Evaluation Tool Objective #4

Course Outline including Time Allocation (current):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

Course Outline including Time Allocation (proposed): 90 laboratory hours

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

Advanced Nursing Skills (i.e., Indwelling Catheters care recheck, Trach care, Chest tubes, NG, IV's, etc) (15 hours)

Medication Safety: Complex Safe Medication Administration (IM injections, IV/IVP/ IBPB) (15 hours)

Advanced Physical Assessment Skills: Newborn, Focused system assessments (15 hours)

Simulated Patient Experiences (30 hours)

Service Learning (15 hours)

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): 201608 Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

- A. Course Prefix: NURS B. Number: 372
- C. Contact Hours: 6 Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- D. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- E. Course Title: Nursing Methods 3 [Limit to 30 characters including punctuation and spaces]
- F. College Code: HP G. Department Code: SNUR H. Credit Hours: Variable Fixed
- I. Minimum Credit Hours: 3 J. Maximum Credit Hours: 3 [Enter number in space.]
- K. Hours May be Repeated for Extra Credit: Yes No If yes, max times Or max credits awarded.
- L. Levels: Undergraduate Graduate Professional
- M. Grade Method: Normal Grading Credit/No Credit (Pass/Fail)
- N. Does proposed new course replace an equivalent course? Yes No
- O. Equivalent Course: Prefix: Number:
- P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE.

This laboratory course is an extension of the third semester nursing courses. Students will apply clinical reasoning and skills for nursing practice

- Q. Term Offered: Fall, Spring, Summer R. Max Section Enrollment: 16 Lecture: 16 Lab:
- S. Prerequisites or Restrictions: If none, leave blank. NURS 264, 360, 361, 362, & 363
- T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. NURS 370 & 373

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date

CE ASD 3/28/16

Academic Affairs Approval Signature/Date

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Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

COURSE INFORMATION FORM

FORM E

Effective Fall 2015

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

Prefix (current) Number (current) Contact Hours (current):

Lecture Lab Seminar

[Enter contact hours per week in blank above.]

Prefix (proposed) **NURS** Number (proposed) **373** Contact Hours (proposed): **4 credits x 3 = 180 contact hours**

Lecture Lab Seminar

Practicum X

[Enter contact hours per week in blank above.]

Title (current):

Title (proposed) **Practice Immersion 2**

Credit Hours (current):

Prerequisites (current):

Co-requisites (current):

Credit Hours (proposed): **4** Prerequisites (proposed): **NURS 264, 360, 361, 362, & 363** Co-requisites (proposed): **NURS 370 & 372**

Course Description (current) 125 words maximum:

Course Description (proposed) 125 words maximum:

This course correlates third semester didactic concepts to address the health care needs of clients. This course provides student the opportunity to comprehensively apply clinical concepts through faculty guided experiences.

Course Outcomes and Assessment Plan (current):

Course Outcomes and Assessment Plan (proposed):

- 1. Demonstrate coordination in the provision of quality, safe direct patient care (Collaborative Leadership)
Assessment Method: Clinical Evaluation Tool Objective 1**
- 2. Apply population focused nursing care to individuals and communities (GNP)
Assessment Method: Clinical Evaluation Tool Objective 2**
- 3. Integrate clinical reasoning and patient advocacy principals across the health care continuum (Health Care Environment) Assessment Method: Clinical Evaluation Tool Objective 3**
- 4. Demonstrate professionalism in the healthcare environment (Professionalism)
Assessment Method: Clinical Evaluation Tool Objective 4**

Course Outline including Time Allocation (current):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

Course Outline including Time Allocation (proposed): 180 hours in Medical-Surgical and Childbearing Women Clinical Experience

1) Orientation = 6 hours

2) Direct patient care = 174 hours (up to 45 hours may be in simulation)

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): 201608 Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

- A. Course Prefix: NURS B. Number: 373
- C. Contact Hours: 12 Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- D. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- E. Course Title: Practice Immersion 2 [Limit to 30 characters including punctuation and spaces]
- F. College Code: HP G. Department Code: SNUR H. Credit Hours: Variable Fixed
- I. Minimum Credit Hours: 4 J. Maximum Credit Hours: 4 [Enter number in space.]
- K. Hours May be Repeated for Extra Credit: Yes No If yes, max times Or max credits awarded.
- L. Levels: Undergraduate Graduate Professional
- M. Grade Method: Normal Grading Credit/No Credit (Pass/Fail)
- N. Does proposed new course replace an equivalent course? Yes No
- O. Equivalent Course: Prefix: Number:
- P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE.

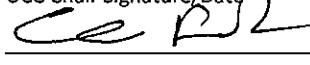
This course correlates third semester didactic concepts to address the health care needs of clients. This course provides student the opportunity to comprehensively apply clinical concepts through faculty guided experiences.

- Q. Term Offered: Fall, Spring, Summer R. Max Section Enrollment: 8 Lecture: Lab:
- S. Prerequisites or Restrictions: If none, leave blank. NURS 264, 360, 361, 362, & 363
- T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. NURS 370 & 372

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date

 3/28/16

Academic Affairs Approval Signature/Date

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Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

COURSE INFORMATION FORM

FORM E

Effective Fall 2015

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

Prefix (current) Number (current) Contact Hours (current):

Lecture Lab Seminar

[Enter contact hours per week in blank above.]

Prefix (proposed) **NURS** Number (proposed) **460** Contact Hours (proposed): **4 credits**

Lecture Lab Seminar

[Enter contact hours per week in blank above.]

Title (current):

Title (proposed): **Adult Health 2**

Credit Hours (current): Prerequisites (current): Co-requisites (current):

Credit Hours (proposed): **4** Prerequisites (proposed): **NURS 370, 372, & 373** Co-requisites (proposed): **NURS 462 & 463**

Course Description (current) 125 words maximum:

Course Description (proposed) 125 words maximum:

This course focuses on health alterations requiring medical or surgical intervention for the adult population. The student explores variations of care and the increased use of healthcare resources inherent in caring for patients with complex healthcare needs. Students will examine evidence for practice, collaboration among healthcare professionals, promotion of therapeutic relationships, and ethical-decision making for quality patient care.

Course Outcomes and Assessment Plan (current):

Course Outcomes and Assessment Plan (proposed):

- 1. Integrate the nursing knowledge needed to collaboratively care for clients with complex disease states. (Collaborative) Assessment: Complex Assimilated Care Plan**
- 2. Design collaborative care interventions and therapeutic health strategies for adults with complex needs founded on theory and knowledge from nursing and the liberal arts. (Theoretical Base for Practice) Assessment: Selected Exam Questions**
- 3. Assimilate current evidence for practice in nursing management of clients with complex disease states. (Scholarship for Practice) Assessment: Complex Assimilated Care Plan**

Course Outline including Time Allocation (current):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

Course Outline including Time Allocation (proposed): 60 lecture hours

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

Nursing care of clients with problems of homeostasis and regulation (15 hours)

Intracranial regulation (e.g. stroke, parkinson's, alzheimer's, neuro)

Renal Elimination

Nursing care of clients with problems of protection and movement (15 hours)

Mobility

Fracture

Pain

Nursing care of clients with Emergency/Critical Care problems (21 hours)

Shock

Respiratory Failure

Burns

HIV

Cancer

Assessment of learning (9 hours)

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): 201608 Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

- A. Course Prefix: NURS B. Number: 460
- C. Contact Hours: 4 Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- D. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- E. Course Title: **Adult Health 2** [Limit to 30 characters including punctuation and spaces]
- F. College Code: HP G. Department Code: SNUR H. Credit Hours: Variable Fixed
- I. Minimum Credit Hours: 4 J. Maximum Credit Hours: 4 [Enter number in space.]
- K. Hours May be Repeated for Extra Credit: Yes No If yes, max times Or max credits awarded.
- L. Levels: Undergraduate Graduate Professional
- M. Grade Method: Normal Grading Credit/No Credit (Pass/Fail)
- N. Does proposed new course replace an equivalent course? Yes No
- O. Equivalent Course: Prefix: Number:
- P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE.

This course focuses on health alterations requiring medical or surgical intervention for the adult population. The student explores variations of care and the increased use of healthcare resources inherent in caring for patients with complex healthcare needs. Students will examine evidence for practice, collaboration among healthcare professionals, promotion of therapeutic relationships, and ethical-decision making for quality patient care.

- Q. Term Offered: Fall, Spring, Summer R. Max Section Enrollment: 32 Lecture: 32 Lab:
- S. Prerequisites or Restrictions: If none, leave blank. NURS 370, 372, & 373
- T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. NURS 462, & 463

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date Academic Affairs Approval Signature/Date

CE RSL 3/28/16 _____

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Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

COURSE INFORMATION FORM

FORM E

Effective Fall 2015

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

Prefix (current) Number (current) Contact Hours (current):

Lecture Lab Seminar

[Enter contact hours per week in blank above.]

Prefix (proposed) **NURS** Number (proposed) **461** Contact Hours (proposed): **2 credits**

Lecture Lab Seminar

[Enter contact hours per week in blank above.]

Title (current):

Title (proposed) **Pediatric Health**

Credit Hours (current):

Prerequisites (current):

Co-requisites (current):

Credit Hours (proposed): **2** Prerequisites (proposed): **NURS 264, 360, 361, 362, & 363** Co-requisites (proposed):

Course Description (current) 125 words maximum:

Course Description (proposed) 125 words maximum:

This course investigates the knowledge base necessary to practice with families and children as patients in the healthcare environment. Students will examine evidence for practice, collaboration among healthcare professionals, promotion of therapeutic relationships, and ethical decision making for safe, quality pediatric care.

Course Outcomes and Assessment Plan (current):

Course Outcomes and Assessment Plan (proposed):

- 1. Appraise theories of development and care for children and families (Theoretical Base for Practice)
Assessment: theory paper**
- 2. Integrate the nursing knowledge base needed to care for children and families. (Generalist Nursing Practice)
Assessment: Exams**
- 3. Examine the role of the nurse as an advocate for children and families (Health Care Environment)
Assessment: Advocacy Reflection**

Course Outline including Time Allocation (current):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

☒ Course Outline including Time Allocation (proposed): 30 lecture hours

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

Introduction to Family (7 hours)

Pediatric Growth and Development (4 hours)

Health promotion and maintenance (2 hours)

Pediatric health alterations (14 hours)

Evaluation (1 hours)

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): 201608 Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

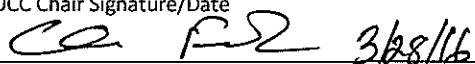
II. NEW COURSE ATTRIBUTES:

- A. Course Prefix: NURS B. Number: 461
- C. Contact Hours: 2 Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- D. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- E. Course Title: Pediatric Health [Limit to 30 characters including punctuation and spaces]
- F. College Code: HP G. Department Code: SNUR H. Credit Hours: Variable Fixed
- I. Minimum Credit Hours: 2 J. Maximum Credit Hours: 2 [Enter number in space.]
- K. Hours May be Repeated for Extra Credit: Yes No If yes, max times Or max credits awarded.
- L. Levels: Undergraduate Graduate Professional
- M. Grade Method: Normal Grading Credit/No Credit (Pass/Fail)
- N. Does proposed new course replace an equivalent course? Yes No
- O. Equivalent Course: Prefix: Number:
- P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE.

This course investigates the knowledge base necessary to practice with families and children as patients in the healthcare environment. Students will examine evidence for practice, collaboration among healthcare professionals, promotion of therapeutic relationships, and ethical decision making for safe, quality pediatric care.

- Q. Term Offered: Fall, Spring, Summer R. Max Section Enrollment: 32 Lecture: 32 Lab:
- S. Prerequisites or Restrictions: If none, leave blank. NURS 264, 360, 361, 362, & 363
- T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces.

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code			
Basic Skill (BS) <input type="checkbox"/>	General Education <input type="checkbox"/>	Occupational Education <input type="checkbox"/>	G E Codes:

UCC Chair Signature/Date
 3/28/16

Academic Affairs Approval Signature/Date

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Date Rec'd:	Date Completed:	Entered:	SCACRSE <input type="checkbox"/> SCADETL <input type="checkbox"/> SCARRES <input type="checkbox"/> SCAPREQ <input type="checkbox"/>

COURSE INFORMATION FORM

FORM E

Effective Fall 2015

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

Prefix (current) Number (current) Contact Hours (current):

Lecture Lab Seminar [Enter contact hours per week in blank above.]

Prefix (proposed) **NURS** Number (proposed) **462** Contact Hours (proposed): **3 credits x 2 = 6 contact hours**

Lecture Lab Seminar [Enter contact hours per week in blank above.]

Title (current):

Title (proposed) **Nursing Methods 4**

Credit Hours (current): Prerequisites (current): Co-requisites (current):

Credit Hours (proposed): **3** Prerequisites (proposed): **NURS 370, 372 & 373** Co-requisites (proposed): **NURS 460 & 463**

Course Description (current) 125 words maximum:

Course Description (proposed) 125 words maximum:

This laboratory course is an extension of the fourth semester nursing courses. Students will apply clinical reasoning and skills for nursing practice.

Course Outcomes and Assessment Plan (current):

Course Outcomes and Assessment Plan (proposed):

1. Organize appropriate collaborative interventions to optimize care outcomes and promote safe quality care. (Collaborative Leadership)
Assessment: Course Evaluation Tool Objective #1
2. Integrate nursing theory as basis for practice (Theoretical Base for Practice)
Assessment: Course Evaluation Tool Objective #2
3. Apply current health care research to nursing practice (Scholarship for Practice)
Assessment: Course Evaluation Tool Objective #3
4. Synthesize service learning experience (Professionalism)
Assessment: Course Evaluation Tool Objective #4 - Disseminate (Poster)

Course Outline including Time Allocation (current):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

Course Outline including Time Allocation (proposed): 90 laboratory hours

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

Advanced Nursing Skills (i.e., VS recheck, Telemetry recheck, sterile field recheck, central line maintenance, invasive monitoring, Code Blue-BCLS) (15 hours)

Medication Safety (pediatric medications, complex IV administration, blood transfusion) 15 hours

Assessment (Pediatric assessment, Pediatric Pain, Advanced assessment of Complex Health Conditions) (15 hours)

Simulated Patient Experiences (30 hours)

Service Learning (15 hours)

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): 201608 Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

- A. Course Prefix: NURS B. Number: 462
- C. Contact Hours: 6 Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- D. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- E. Course Title: **Nursing Methods 4** [Limit to 30 characters including punctuation and spaces]
- F. College Code: HP G. Department Code: SNUR H. Credit Hours: Variable Fixed
- I. Minimum Credit Hours: 3 J. Maximum Credit Hours: 3 [Enter number in space.]
- K. Hours May be Repeated for Extra Credit: Yes No If yes, max times Or max credits awarded.
- L. Levels: Undergraduate Graduate Professional
- M. Grade Method: Normal Grading Credit/No Credit (Pass/Fail)
- N. Does proposed new course replace an equivalent course? Yes No
- O. Equivalent Course: Prefix: Number:
- P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE.

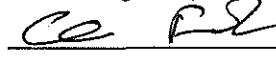
This laboratory course is an extension of the fourth semester nursing courses. Students will apply clinical reasoning and skills for nursing practice.

- Q. Term Offered: Fall, Spring, Summer R. Max Section Enrollment: 16 Lecture: Lab: 16
- S. Prerequisites or Restrictions: If none, leave blank. NURS 370, 372, & 373
- T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. NURS 460 & 463

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) General Education Occupational Education G E Codes:

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Course Outline including Time Allocation (proposed): 180 hours in Medical –Surgical Adult and Pediatric Clinical experience

1) Orientation = 6 hours

2) Direct Patient Care = 174 hours (up to 45 hours may be in simulation)

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): 201608 Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

- A. Course Prefix: NURS B. Number: 463
- C. Contact Hours: 12 Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- D. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- E. Course Title: Practice Immersion 3 [Limit to 30 characters including punctuation and spaces]
- F. College Code: HP G. Department Code: SNUR H. Credit Hours: Variable Fixed
- I. Minimum Credit Hours: 4 J. Maximum Credit Hours: 4 [Enter number in space.]
- K. Hours May be Repeated for Extra Credit: Yes No If yes, max times Or max credits awarded.
- L. Levels: Undergraduate Graduate Professional
- M. Grade Method: Normal Grading Credit/No Credit (Pass/Fail)
- N. Does proposed new course replace an equivalent course? Yes No
- O. Equivalent Course: Prefix: Number:
- P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE.

This course correlates forth semester didactic concepts to address the health care needs of clients. This course provides student the opportunity to comprehensively apply clinical concepts through faculty guided experiences.

- Q. Term Offered: Fall, Spring, Summer R. Max Section Enrollment: 8 Lecture: Lab:
- S. Prerequisites or Restrictions: If none, leave blank. NURS 370, 372, & 373
- T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. NURS 460 & 462

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) General Education Occupational Education G E Codes:

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 3/28/16

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Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

COURSE INFORMATION FORM

FORM E

Effective Fall 2015

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

Prefix (current) Number (current) Contact Hours (current):

Lecture Lab Seminar

[Enter contact hours per week in blank above.]

Prefix (proposed) **NURS** Number (proposed) **470** Contact Hours (proposed): **4 credits**

Lecture Lab Seminar

[Enter contact hours per week in blank above.]

Title (current):

Title (proposed): **Community Health Leadership**

Credit Hours (current): Prerequisites (current): Co-requisites (current):

Credit Hours (proposed): **4 credits** Prerequisites (proposed): **NURS 371, 460, 461, 462, 463** Co-requisites (proposed): **NURS 471, 472, 473**

Course Description (current) 125 words maximum:

Course Description (proposed) 125 words maximum:

This course prepares the student to apply nursing and public health knowledge to population and community based health care under the overarching concepts of leadership, systems management, and healthcare environment. Students will integrate concepts from epidemiology, public health science, health policy, ethics, and social justice in addressing the health status of vulnerable populations.

Course Outcomes and Assessment Plan (current):

Course Outcomes and Assessment Plan (proposed):

- 1. Demonstrate effective leadership strategies to communicate and collaborate with health care professionals, professional nursing organizations, governmental officials, and communities to promote health care initiatives (Collaborative Leadership)**
Assessment Plan: Critical analysis of group process.
- 2. Recommend approaches to nursing care of populations that reflect best theoretical practice. (Theoretical Base for Practice)**
Assessment Plan: At Risk Population Assignment
- 3. Critique approaches to nursing care of populations that are evidence based and fiscally responsible. (Scholarship for Practice)**
Assessment Plan: Community Analysis and Intervention Project (health care delivery in rubric)
- 4. Advocate for improving health care outcomes across the lifespan. (Health Care Environment)**
Assessment Plan: Community Analysis and Intervention Project (health care promotion advocacy in rubric)

Course Outline including Time Allocation (current):

Course Outline including Time Allocation (proposed): (60 hours Didactic)

1. Introduction and overview of community and population health nursing. (12 hours)
2. Basic tools of Population Health Management (4 hours)
3. Core Concepts of Nursing Leadership (4 hours)
4. Leadership in the Healthcare Environment throughout the Continuum (8 hours)
5. Public Health Policy, Social Justice, and Ethics (12 hours)
6. Nursing care of populations throughout the lifespan (12 hours)
7. Leading Change in the Healthcare Environment (8 hours)

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): 201608 Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

- A. Course Prefix: NURS B. Number: 470
- C. Contact Hours: 4 Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- D. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- E. Course Title: **Community Health Leadership** [Limit to 30 characters including punctuation and spaces]
- F. College Code: HP G. Department Code: SNUR H. Credit Hours: Variable Fixed
- I. Minimum Credit Hours: 4 J. Maximum Credit Hours: 4 [Enter number in space.]
- K. Hours May be Repeated for Extra Credit: Yes No If yes, max times Or max credits awarded.
- L. Levels: Undergraduate Graduate Professional
- M. Grade Method: Normal Grading Credit/No Credit (Pass/Fail)
- N. Does proposed new course replace an equivalent course? Yes No
- O. Equivalent Course: Prefix: Number:
- P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE.

This course prepares the student to apply nursing and public health knowledge to population and community based health care under the overarching concepts of leadership, systems management, and healthcare environment. Students will integrate concepts from epidemiology, public health science, health policy, ethics, and social justice in addressing the health status of vulnerable populations.

- Q. Term Offered: Fall, Spring, Summer R. Max Section Enrollment: 32 Lecture: 32 Lab:
- S. Prerequisites or Restrictions: If none, leave blank. NURS 371, 460, 461, 462, & 463
- T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. NURS 471, 472, & 473

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date



Academic Affairs Approval Signature/Date

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COURSE INFORMATION FORM

FORM E

Effective Fall 2015

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

Prefix (current) Number (current) Contact Hours (current):

Lecture Lab Seminar

[Enter contact hours per week in blank above.]

Prefix (proposed) **NURS** Number (proposed) **471** Contact Hours (proposed): **3 credits**

Lecture Lab Seminar

[Enter contact hours per week in blank above.]

Title (current):

Title (proposed): **Nursing Capstone**

Credit Hours (current): Prerequisites (current): Co-requisites (current):

Credit Hours (proposed): **3 credits** Prerequisites (proposed): **NURS 371, 460, 461, 462, 463** Co-requisites (proposed): **NURS 470, 472, 473**

Course Description (current) 125 words maximum:

Course Description (proposed) 125 words maximum:

This course focuses on current healthcare trends and issues related to professional nursing practice, nursing research, and professional development. Students will have the opportunity to synthesize their learning experiences throughout the nursing program to demonstrate personal professional growth and a commitment to professional development.

Course Outcomes and Assessment Plan (current):

Course Outcomes and Assessment Plan (proposed):

1. Synthesize personal professional development throughout the nursing program that includes an understanding of the positive impact of collaboration, professional communication, and a commitment to lifelong learning on high quality, safe patient care. (Collaborative Leadership)
Assessment Method: Portfolio rubric sections on collaborative leadership and professionalism.
2. Integrate theoretical concepts from nursing and other disciplines as related to current health care trends or nursing practice issues in diverse settings. (Theoretical Base for Practice)
Assessment Method: Issue analysis paper and seminar presentation (section B titled Theory Base).
3. Assess the health care environment utilizing a systems framework to consider policy, resources, and quality and safety related to nursing practice settings. (Generalist Nursing Practice)
Assessment Method: Issue analysis paper and seminar presentation (section C titled Assessment of the Health Care Environment).

4. Distinguish research gaps related to health promotion or disease prevention at the individual or population level through review of evidence-based nursing literature. (Scholarship for Practice)
Assessment Method: Research presentation.
5. Propose improvements to nursing practice related to a specific health care trend or professional issue using a critical thinking and clinical reasoning framework. (Health Care Environment)
Assessment Method: Issue analysis paper and seminar presentation (section E titled Recommendations for Quality and Safety Improvements.)
6. Evaluate personal commitment to the values inherent to the nursing profession. (Professionalism)
Assessment Method: Self-assessment paper

Course Outline including Time Allocation (current):

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

Course Outline including Time Allocation (proposed): **45 didactic hours**

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

Exploration of multiple issues within healthcare environments to include considerations of policies, resources, and quality and safety measures. Use of theory from nursing and other disciplines in provision of collaborative care. (23 hours)

Use of nursing standards and professional values to influence healthcare. (7 hours)

Review of literature for use in identifying nursing research needs to improve practice. (9 hours)

Use of communication, collaboration, and lifelong learning as a nursing professional. (7 hours)

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): 201608 Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

- A. Course Prefix: NURS B. Number: 471
- C. Contact Hours: 3 Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- D. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- E. Course Title: Nursing Capstone [Limit to 30 characters including punctuation and spaces]
- F. College Code: HP G. Department Code: SNUR H. Credit Hours: Variable Fixed
- I. Minimum Credit Hours: 3 J. Maximum Credit Hours: 3 [Enter number in space.]
- K. Hours May be Repeated for Extra Credit: Yes No If yes, max times Or max credits awarded.
- L. Levels: Undergraduate Graduate Professional
- M. Grade Method: Normal Grading Credit/No Credit (Pass/Fail)
- N. Does proposed new course replace an equivalent course? Yes No
- O. Equivalent Course: Prefix: NURS Number: 450
- P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE.

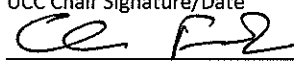
This course focuses on current healthcare trends and issues related to professional nursing practice, nursing research, and professional development. Students will have the opportunity to synthesize their learning experiences throughout the nursing program to demonstrate personal professional growth and a commitment to professional development.

- Q. Term Offered: Fall, Spring, Summer R. Max Section Enrollment: 16 Lecture: 16 Lab:
- S. Prerequisites or Restrictions: If none, leave blank. NURS 371, 460, 461, 462, & 463
- T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. NURS 470, 472, & 473

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date

 3/28/16

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Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

COURSE INFORMATION FORM

FORM E

Effective Fall 2015

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

Prefix (current) Number (current) Contact Hours (current):

Lecture Lab Seminar

[Enter contact hours per week in blank above.]

Prefix (proposed) **NURS** Number (proposed) **472** Contact Hours (proposed): **2** Credit hours x 2 = **4** contact hours

Lecture Lab Seminar

[Enter contact hours per week in blank above.]

Title (current):

Title (proposed): **Nursing Methods 5**

Credit Hours (current): Prerequisites (current): Co-requisites (current):

Credit Hours (proposed): **2 credit hours** Prerequisites (proposed): **NURS 371, 460, 461, 462, 463** Co-requisites (proposed): **NURS 470, 471, 473**

Course Description (current) 125 words maximum:

Course Description (proposed) 125 words maximum:

This course is a synthesis of the knowledge skills and attitudes acquired in previous coursework

Course Outcomes and Assessment Plan (current):

Course Outcomes and Assessment Plan (proposed):

- 1. Synthesize the knowledge, skills and attitudes expected for entry into practice (Generalist)**
Assessment: Portfolio
- 2. Synthesize the knowledge, skills and attitudes in preparation to take the NCLEX (Professionalism)**
Assessment: Portfolio

Course Outline including Time Allocation (current):

Course Outline including Time Allocation (proposed): **60** hours

At varying times throughout the semester students will complete the following activities:

- NCLEX review and preparation incorporating standardized NCLEX review, integration, and simulation (55 hours)**
- Demonstrating program outcomes competency by synthesizing previous course work. (3 hours)**
- Assessment of Learning (2 hours)**

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): 201608 Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

- A. Course Prefix: NURS B. Number: 472
- C. Contact Hours: 4 Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- D. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- E. Course Title: Nursing Methods 5 [Limit to 30 characters including punctuation and spaces]
- F. College Code: HP G. Department Code: SNUR H. Credit Hours: Variable Fixed
- I. Minimum Credit Hours: 2 J. Maximum Credit Hours: 2 [Enter number in space.]
- K. Hours May be Repeated for Extra Credit: Yes No If yes, max times Or max credits awarded.
- L. Levels: Undergraduate Graduate Professional
- M. Grade Method: Normal Grading Credit/No Credit (Pass/Fail)
- N. Does proposed new course replace an equivalent course? Yes No
- O. Equivalent Course: Prefix: Number:
- P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE.

This course is a synthesis of the knowledge skills and attitudes acquired in previous nursing coursework.

- Q. Term Offered: Fall, Spring, Summer R. Max Section Enrollment: 16 Lecture: Lab: 16
- S. Prerequisites or Restrictions: If none, leave blank. NURS 371, 460, 461, 462, & 463
- T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. NURS 470, 471, & 473

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date  3/28/16 Academic Affairs Approval Signature/Date _____

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COURSE INFORMATION FORM

FORM E

Effective Fall 2015???

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification

Prefix (current) Number (current) Contact Hours (current):

Lecture Lab Seminar

[Enter contact hours per week in blank above.]

Prefix (proposed) **NURS** Number (proposed) **473** Contact Hours (proposed): **4 credits** x 3 = 180 contact hours

Lecture Lab Seminar

X Practicum

[Enter contact hours per week in blank above.]

Title (current):

Title (proposed): **Practice Immersion 4**

Credit Hours (current):

Prerequisites (current):

Co-requisites (current):

Credit Hours (proposed): **4 credits** Prerequisites (proposed): **NURS 371, 460, 461, 462, 463** Co-requisites (proposed): **NURS 470, 471, 472**

Course Description (current) 125 words maximum:

Course Description (proposed) 125 words maximum:

This course correlates fifth semester didactic concepts to address the health care needs of clients. This course provides student the opportunity to comprehensively apply clinical concepts through faculty guided experiences

Course Outcomes and Assessment Plan (current):

Course Outcomes and Assessment Plan (proposed):

1. **Collaborate in the management of quality, safe patient care. (Collaborative Leadership)**
Assessment Method: Clinical Evaluation Tool Objective 1
2. **Manage nursing care of diverse populations across the lifespan (GNP)**
Assessment Method: Clinical Evaluation Tool Objective 2
3. **Integrate quality improvement and advocacy principals across the continuum (Health Care Environment)**
Assessment Method: Clinical Evaluation Tool Objective 3
4. **Demonstrate professionalism in the healthcare environment (Professionalism)**
Assessment Method: Clinical Evaluation Tool Objective 4

Course Outline including Time Allocation (current):

Course Outline including Time Allocation (proposed): **180 hours in Community and Acute Care Settings**

- 1) **Orientation = 6 hours**
- 2) **Direct Patient Care = 174 hours (up to 45 hours may be in simulation)**

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): 201608 Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

- A. Course Prefix: NURS B. Number: 473
- C. Contact Hours: 12 Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- D. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- E. Course Title: Practice Immersion 4 [Limit to 30 characters including punctuation and spaces]
- F. College Code: HP G. Department Code: SNUR H. Credit Hours: Variable Fixed
- I. Minimum Credit Hours: 4 J. Maximum Credit Hours: 4 [Enter number in space.]
- K. Hours May be Repeated for Extra Credit: Yes No If yes, max times Or max credits awarded.
- L. Levels: Undergraduate Graduate Professional
- M. Grade Method: Normal Grading Credit/No Credit (Pass/Fail)
- N. Does proposed new course replace an equivalent course? Yes No
- O. Equivalent Course: Prefix: Number:
- P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE.

This course is a synthesis of the knowledge skills and attitudes acquired in previous coursework.

- Q. Term Offered: Fall, Spring, Summer R. Max Section Enrollment: 8 Lecture: Lab:
- S. Prerequisites or Restrictions: If none, leave blank. NURS 371, 460, 461, 462, & 463
- T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces. NURS 470, 471, & 472

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date  3/28/16 Academic Affairs Approval Signature/Date _____

OFFICE OF THE REGISTRAR USE ONLY
Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

COURSE INFORMATION FORM**FORM E**

Effective Fall 2015

Complete all items below (New or Current)

Check all boxes where modifications are being made.

Course Identification Prefix (current) Number (current) Contact Hours (current):Lecture Lab Seminar

[Enter contact hours per week in blank above.]

 Prefix (proposed) **NURS** Number (proposed) **475** Contact Hours (proposed):Lecture Lab Seminar

[Enter contact hours per week in blank above.]

 Title (current): Title (proposed): **Integrative Health Nursing** Credit Hours (current): Prerequisites (current): Co-requisites (current): Credit Hours (proposed): **2** Prerequisites (proposed): **Nursing Student or permission of the faculty** Co-requisites (proposed): Course Description (current) 125 words maximum:

Course Description (proposed) 125 words maximum: **This blended (online and face-to-face) experiential course is an introduction to complementary and integrative health (CIH) for nursing students. Complementary health modalities such as bodywork, breathe work, meditation, holistic nursing, nutritional supplements, and aromatherapy along with whole systems of health such as energy therapies, Ayurveda, homeopathy, Native American and Western herbal medicine will be introduced. Appropriate practice contexts and applications supported by traditional knowledge and research-based evidence will be explored. Students will investigate both the effects of healing environments and self-care with integrative health and will acquire knowledge in the use and application of basic integrative health measures to optimize wellbeing through the life span with a variety of symptoms.**

 Course Outcomes and Assessment Plan (current): Course Outcomes and Assessment Plan (proposed):

1. **Define appropriate applications and contexts for complementary and integrative health nursing**
Assessment Plan: Progressive Scholarly Paper and Exam
2. **Differentiate between CIH modalities and whole systems of CIH**
Assessment Plan: Exam and Course Participation/Discussion
3. **Develop a person-centered CIH plan using integrative health protocols with rationale supported by research and traditional application for a simulated case.**
Assessment Plan: Evidence-based Practice Case Study Presentation

 Course Outline including Time Allocation (current):

NURS CIHN Form E

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

Course Outline including Time Allocation (proposed): 30 hours

- Introduction to course & review of syllabus, expectations of class, role of participation. (1 hours
- Introduction to CIH with definitions of CIH. The role of the integrative nurse and healing environments. (1.5 hours)
- Differentiating CIH from CAM & from Holistic Nursing. Fit with conventional healthcare. (0.5 hours)
- CIH modalities (7.5 hours)
- Whole systems of CIH (7.5 hours)
- Optimizing Wellbeing with CIH (6 hours)
- Sources of knowledge: Traditional knowing and research-based evidence. The state of the practice and the state of the science. Intervening sources. (3 hours)
- Resources, expertise, and legal requirements of practice (for each modality/system). (1 hours)
- Integrative Nursing: The global perspective (1 hours)
- Conclusion (1 hours)

Express time allocation in one of the following formats for a 3 credit hour course; adjust accordingly: Weeks (15 weeks), Hours (45 hours, assuming 3 contact hours per week, Percentages (100 percent)

CREATE NEW COURSE – Course Data Entry Form

FORM F-C

Effective Fall 2015

COMPLETE ALL SECTIONS BELOW. If this course is to be used as a prerequisite for other university courses, FORM F's that reflect the prerequisite change must be submitted for all those courses as well. See Appendix E for Completing Forms.

I. ACTION TO BE TAKEN: CREATE A NEW COURSE

Desired Term Effective (6 digit code): 201708 Examples: 201601 (Spring), 201605 (Summer) NOTE: The first four digits indicate year, the next two digits indicate month in which term.

II. NEW COURSE ATTRIBUTES:

- A. Course Prefix: NURS B. Number: 475
- C. Contact Hours: Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- D. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- E. Course Title: Integrative Health Nursing [Limit to 30 characters including punctuation and spaces]
- F. College Code: HP G. Department Code: SNUR H. Credit Hours: Variable Fixed
- I. Minimum Credit Hours: 2 J. Maximum Credit Hours: 2
- K. Hours May be Repeated for Extra Credit: Yes No If yes, max times Or max credits awarded.
- L. Levels: Undergraduate Graduate Professional
- M. Grade Method: Normal Grading Credit/No Credit (Pass/Fail)
- N. Does proposed new course replace an equivalent course? Yes No
- O. Equivalent Course: Prefix: Number:
- P. Catalog Description: Limit to 125 words – PLEASE BE CONCISE.

This blended (online and face-to-face) experiential course is an introduction to complementary and integrative health (CIH) for nursing students. Complementary health modalities such as bodywork, breathe work, meditation, holistic nursing, nutritional supplements, and aromatherapy along with whole systems of health such as energy therapies, Ayurveda, homeopathy, Native American and Western herbal medicine will be introduced. Appropriate practice contexts and applications supported by traditional knowledge and research-based evidence will be explored. Students will investigate both the affects of healing environments and self-care with integrative health and will acquire knowledge in the use and application of basic integrative health measures to optimize wellbeing through the life span with a variety of symptoms.

- Q. Term Offered: F R. Max Section Enrollment: 20 Lecture: 20 Lab:
- S. Prerequisites or Restrictions: If none, leave blank. Nursing Student or permission of the faculty
- T. Co-requisites: Courses must be taken concurrently. If none, leave blank. Limit to 100 characters including punctuation and spaces.

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date Academic Affairs Approval Signature/Date
 _____

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

DELETE A COURSE – Course Data Entry Form

FORM F-D

Effective Fall 2015

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG

The course listed below will be removed from the Ferris State University Catalog. (See Appendix E Instruction for Completing Forms)

A. Desired Term Effective: Term: Fall Year: 2018

II. CURRENT COURSE TO BE DELETED FROM CATALOG:

- A. Course Prefix: NURS B. Course Number: 240
- B. Contact Hours: 4 CR Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- C. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- D. Full Course Title: Concepts of Professional Nursing Practice

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date Academic Affairs Approval Signature/Date

CE PD 3/28/16 _____

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

DELETE A COURSE – Course Data Entry Form

FORM F-D

Effective Fall 2015

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG

The course listed below will be removed from the Ferris State University Catalog. (See Appendix E Instruction for Completing Forms)

A. Desired Term Effective: Term: Fall Year: 2018

II. CURRENT COURSE TO BE DELETED FROM CATALOG:

- A. Course Prefix: NURS B. Course Number: 241
- B. Contact Hours: 2 cr Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- C. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- D. Full Course Title: Technical Skills Lab

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date Academic Affairs Approval Signature/Date
CE [Signature] 3/28/16 _____

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

DELETE A COURSE – Course Data Entry Form

FORM F-D

Effective Fall 2015

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG

The course listed below will be removed from the Ferris State University Catalog. (See Appendix E Instruction for Completing Forms)

A. Desired Term Effective: Term: Fall Year: 2018

II. CURRENT COURSE TO BE DELETED FROM CATALOG:

- A. Course Prefix: NURS B. Course Number: 242
- B. Contact Hours: 1 CR Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- C. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- D. Full Course Title: Health Assessment Lab

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code			
Basic Skill (BS) <input type="checkbox"/>	General Education <input type="checkbox"/>	Occupational Education <input type="checkbox"/>	G E Codes: _____

UCC Chair Signature/Date  3/28/16	Academic Affairs Approval Signature/Date _____
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OFFICE OF THE REGISTRAR USE ONLY	
Date Rec'd: _____	Date Completed: _____ Entered: SCACRSE <input type="checkbox"/> SCADETL <input type="checkbox"/> SCARRES <input type="checkbox"/> SCAPREQ <input type="checkbox"/>

DELETE A COURSE – Course Data Entry Form

FORM F-D

Effective Fall 2015

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG

The course listed below will be removed from the Ferris State University Catalog. (See Appendix E Instruction for Completing Forms)

A. Desired Term Effective: Term: Fall Year: 2018

II. CURRENT COURSE TO BE DELETED FROM CATALOG:

- A. Course Prefix: NURS B. Course Number: 243
- B. Contact Hours: 2 cr Lecture Clinical Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- C. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- D. Full Course Title: Clinical Foundations 1

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date: CE, PR 3/28/16 Academic Affairs Approval Signature/Date: _____

OFFICE OF THE REGISTRAR USE ONLY
Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

DELETE A COURSE – Course Data Entry Form

FORM F-D

Effective Fall 2015

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG

The course listed below will be removed from the Ferris State University Catalog. (See Appendix E Instruction for Completing Forms)

A. Desired Term Effective: Term: Fall Year: 2018

II. CURRENT COURSE TO BE DELETED FROM CATALOG:

- A. Course Prefix: NURS B. Course Number: 250
- B. Contact Hours: 4 cr Lecture Clinical Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- C. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- D. Full Course Title: Health Promotion in Nursing

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date

CO RD 3/28/16

Academic Affairs Approval Signature/Date

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

DELETE A COURSE – Course Data Entry Form

FORM F-D

Effective Fall 2015

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG

The course listed below will be removed from the Ferris State University Catalog. (See Appendix E Instruction for Completing Forms)

A. Desired Term Effective: Term: Fall Year: 2018

II. CURRENT COURSE TO BE DELETED FROM CATALOG:

- A. Course Prefix: NURS B. Course Number: 251
- B. Contact Hours: 3 Cr Lecture Clinical Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- C. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- D. Full Course Title: Pharmacology in Nursing

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date: CO FSL 3/28/16 Academic Affairs Approval Signature/Date: _____

OFFICE OF THE REGISTRAR USE ONLY
Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

DELETE A COURSE – Course Data Entry Form

FORM F-D

Effective Fall 2015

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG

The course listed below will be removed from the Ferris State University Catalog. (See Appendix E Instruction for Completing Forms)

A. Desired Term Effective: Term: Fall Year: 2018

II. CURRENT COURSE TO BE DELETED FROM CATALOG:

- A. Course Prefix: NURS B. Course Number: 252
- B. Contact Hours: 2 cr Lecture Clinical Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- C. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- D. Full Course Title: Clinical Foundations 2

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date: CO RZ 3/28/16 Academic Affairs Approval Signature/Date: _____

OFFICE OF THE REGISTRAR USE ONLY
Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

DELETE A COURSE – Course Data Entry Form

FORM F-D

Effective Fall 2015

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG

The course listed below will be removed from the Ferris State University Catalog. (See Appendix E Instruction for Completing Forms)

A. Desired Term Effective: Term: Fall Year: 2018

II. CURRENT COURSE TO BE DELETED FROM CATALOG:

- A. Course Prefix: NURS B. Course Number: 253
- B. Contact Hours: 1 cr Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- C. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- D. Full Course Title: Clinical Integration Foundation

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date: CO [Signature] 3/28/16 Academic Affairs Approval Signature/Date: _____

OFFICE OF THE REGISTRAR USE ONLY
Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

DELETE A COURSE – Course Data Entry Form

FORM F-D

Effective Fall 2015

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG

The course listed below will be removed from the Ferris State University Catalog. (See Appendix E Instruction for Completing Forms)

A. Desired Term Effective: Term: Fall Year: 2018

II. CURRENT COURSE TO BE DELETED FROM CATALOG:

- A. Course Prefix: NURS B. Course Number: 341
- B. Contact Hours: 4 Cr Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- C. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- D. Full Course Title: Nursing Theory 1

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date:  3/28/16
Academic Affairs Approval Signature/Date: _____

OFFICE OF THE REGISTRAR USE ONLY
Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

DELETE A COURSE – Course Data Entry Form

FORM F-D

Effective Fall 2015

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG

The course listed below will be removed from the Ferris State University Catalog. (See Appendix E Instruction for Completing Forms)

A. Desired Term Effective: Term: Fall Year: 2018

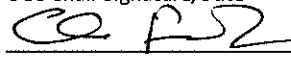
II. CURRENT COURSE TO BE DELETED FROM CATALOG:

- A. Course Prefix: NURS B. Course Number: 342
- B. Contact Hours: 4 CR Lecture Clinical Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- C. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- D. Full Course Title: Clinical Nursing 1

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date

 3/28/16

Academic Affairs Approval Signature/Date

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

DELETE A COURSE – Course Data Entry Form

FORM F-D

Effective Fall 2015

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG

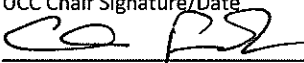
The course listed below will be removed from the Ferris State University Catalog. (See Appendix E Instruction for Completing Forms)

A. Desired Term Effective: Term: Fall Year: 2018

II. CURRENT COURSE TO BE DELETED FROM CATALOG:

- A. Course Prefix: NURS B. Course Number: 343
- B. Contact Hours: 1 CR Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- C. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- D. Full Course Title: Clinical Integration 1

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date
 3/28/16

Academic Affairs Approval Signature/Date

OFFICE OF THE REGISTRAR USE ONLY
Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

DELETE A COURSE – Course Data Entry Form

FORM F-D

Effective Fall 2015

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG

The course listed below will be removed from the Ferris State University Catalog. (See Appendix E Instruction for Completing Forms)

A. Desired Term Effective: Term: Fall Year: 2018

II. CURRENT COURSE TO BE DELETED FROM CATALOG:

- A. Course Prefix: NURS B. Course Number: 351
- B. Contact Hours: 4 cr Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- C. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- D. Full Course Title: Nursing Theory 2

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date
CA [Signature] 3/28/16

Academic Affairs Approval Signature/Date

OFFICE OF THE REGISTRAR USE ONLY
Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

DELETE A COURSE – Course Data Entry Form

FORM F-D

Effective Fall 2015

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG

The course listed below will be removed from the Ferris State University Catalog. (See Appendix E Instruction for Completing Forms)

A. Desired Term Effective: Term: Fall Year: 2018

II. CURRENT COURSE TO BE DELETED FROM CATALOG:

- A. Course Prefix: NURS B. Course Number: 352
- B. Contact Hours: 4 cr Lecture Clinical Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- C. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- D. Full Course Title: Clinical Nursing 2

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code			
Basic Skill (BS) <input type="checkbox"/>	General Education <input type="checkbox"/>	Occupational Education <input type="checkbox"/>	G E Codes:

UCC Chair Signature/Date  3/28/16	Academic Affairs Approval Signature/Date _____
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OFFICE OF THE REGISTRAR USE ONLY	
Date Rec'd:	Date Completed: Entered: SCACRSE <input type="checkbox"/> SCADETL <input type="checkbox"/> SCARRES <input type="checkbox"/> SCAPREQ <input type="checkbox"/>

DELETE A COURSE – Course Data Entry Form

FORM F-D

Effective Fall 2015

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG

The course listed below will be removed from the Ferris State University Catalog. (See Appendix E Instruction for Completing Forms)

A. Desired Term Effective: Term: Fall Year: 2018

II. CURRENT COURSE TO BE DELETED FROM CATALOG:

- A. Course Prefix: NURS B. Course Number: 353
- B. Contact Hours: 1 Cr Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- C. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- D. Full Course Title: Clinical Integration 2

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date CE PJ 3/28/16 Academic Affairs Approval Signature/Date _____

OFFICE OF THE REGISTRAR USE ONLY
Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

DELETE A COURSE – Course Data Entry Form

FORM F-D

Effective Fall 2015

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG

The course listed below will be removed from the Ferris State University Catalog. (See Appendix E Instruction for Completing Forms)

A. Desired Term Effective: Term: Fall Year: 2018

II. CURRENT COURSE TO BE DELETED FROM CATALOG:

- A. Course Prefix: NURS B. Course Number: 441
- B. Contact Hours: 4 cr Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- C. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- D. Full Course Title: Nursing Theory 3

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date

CA P52 3/28/16

Academic Affairs Approval Signature/Date

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

DELETE A COURSE – Course Data Entry Form

FORM F-D

Effective Fall 2015

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG

The course listed below will be removed from the Ferris State University Catalog. (See Appendix E Instruction for Completing Forms)

A. Desired Term Effective: Term: Fall Year: 2018

II. CURRENT COURSE TO BE DELETED FROM CATALOG:

- A. Course Prefix: NURS B. Course Number: 442
- B. Contact Hours: 5 cr Lecture Clinical Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- C. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- D. Full Course Title: Clinical Nursing 3

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) General Education Occupational Education G E Codes: _____

UCC Chair Signature/Date

 3/28/16

Academic Affairs Approval Signature/Date

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE SCADETL SCARRES SCAPREQ

DELETE A COURSE – Course Data Entry Form

FORM F-D

Effective Fall 2015

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG

The course listed below will be removed from the Ferris State University Catalog. (See Appendix E Instruction for Completing Forms)

A. Desired Term Effective: Term: Fall Year: 2018

II. CURRENT COURSE TO BE DELETED FROM CATALOG:

- A. Course Prefix: NURS B. Course Number: 443
- B. Contact Hours: 1 cr Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- C. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- D. Full Course Title: Clinical Integration 3

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date: CO RSR 3/28/16 Academic Affairs Approval Signature/Date: _____

OFFICE OF THE REGISTRAR USE ONLY
Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

DELETE A COURSE – Course Data Entry Form

FORM F-D

Effective Fall 2015

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG

The course listed below will be removed from the Ferris State University Catalog. (See Appendix E Instruction for Completing Forms)

A. Desired Term Effective: Term: Fall Year: 2018

II. CURRENT COURSE TO BE DELETED FROM CATALOG:

- A. Course Prefix: NURS B. Course Number: 451
- B. Contact Hours: 4 Cr Lecture Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- C. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- D. Full Course Title: Nursing Theory 4

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date: CE FJZ 3/28/16 Academic Affairs Approval Signature/Date: _____

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

DELETE A COURSE – Course Data Entry Form

FORM F-D

Effective Fall 2015

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG

The course listed below will be removed from the Ferris State University Catalog. (See Appendix E Instruction for Completing Forms)

A. Desired Term Effective: Term: Fall Year: 2018

II. CURRENT COURSE TO BE DELETED FROM CATALOG:

- A. Course Prefix: NURS B. Course Number: 452
- B. Contact Hours: 5 cr Lecture Clinical Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- C. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- D. Full Course Title: Clinical Nursing 4

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code

Basic Skill (BS) General Education Occupational Education G E Codes: _____

UCC Chair Signature/Date CE RD 3/28/16 Academic Affairs Approval Signature/Date _____

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: _____ Date Completed: _____ Entered: SCACRSE SCADETL SCARRES SCAPREQ

DELETE A COURSE – Course Data Entry Form

FORM F-D

Effective Fall 2015

I. ACTION TO BE TAKEN: DELETE COURSE FROM CATALOG

The course listed below will be removed from the Ferris State University Catalog. (See Appendix E Instruction for Completing Forms)

A. Desired Term Effective: Term: Fall Year: 2018

II. CURRENT COURSE TO BE DELETED FROM CATALOG:

- A. Course Prefix: NURS B. Course Number: 453
- B. Contact Hours: 1 Cr Lecture Clinical Lab Seminar [Enter contact hours per week in blank. See formula for contact hours to credit hours in Appendix E.]
- C. Practicum Independent Study [Check Box as appropriate. See Definitions in Appendix E]
- D. Full Course Title: Clinical Integration 4

To be completed by Academic Affairs Office: Standards & Measures Coding and General Education Code
Basic Skill (BS) General Education Occupational Education G E Codes:

UCC Chair Signature/Date Academic Affairs Approval Signature/Date
 _____

OFFICE OF THE REGISTRAR USE ONLY

Date Rec'd: Date Completed: Entered: SCACRSE SCADETL SCARRES SCAPREQ

FORM FIN

To be completed by the Director of Financial Aid (DFA). The DFA must return the original form to the Academic Senate Office to be inserted in the proposal and a copy to the initiator. The DFA must respond within 10 business days of receipt of this form to insure that the form is included in the final proposal.

Failure to respond by 10 business days of receipt of this form is interpreted as support for the proposal.

RE: Proposal Title: Prelicensure BSN Curriculum Revision Proposal

Initiators: Rhonda Bishop, EdD, MSN, RN, BSN Program Coordinator

Proposal Contact: Sara Dew Date Sent: 2/1/16

Department: Office of Scholarships and Financial Aid Campus Address: CSS101

Director of Financial Aid Signature: Sara Dew Date Returned: 2/2/16

Please check all that apply:

- The new program is remedial as it prepares students for study at the postsecondary level. This program is not an eligible program per Federal requirements; therefore students in this program are not eligible to receive financial aid.
- The new program is considered a preparatory program as it prepares a student for a given program, i.e., they do not meet the academic criteria to be admitted into the program. Student is only eligible for Federal Direct Loans for one year.
- The new program is a certificate program. Certificate programs are not eligible programs per Federal requirements; therefore students in this program are not eligible to receive financial aid.
- The new program is a teacher certification program where it provides coursework required for a professional State credential necessary for employment as an elementary or secondary school teacher, but for which the institution awards no academic credential. Students are eligible for Federal Direct Loans only at an undergraduate level.
- The new program is a teacher certification program that will award a certificate credential. Certificate programs are not eligible program per Federal requirements; therefore students in this program are not eligible to receive financial aid.
- The new program is a Bachelor Completion program; a two-year degree completion program that requires an associate degree or the successful completion of at least two years of college coursework as a prerequisite for admission. These are aid eligible programs and students may receive financial aid.
- The new program is a Master's, Professional, or Doctoral Degree/Major program that allows students to take some undergraduate courses where some deficiency exists. Please note, students are eligible to receive Federal loans for the program, but undergraduate courses will not be included in the total credit count to determine loan eligibility. Students must be half time (Graduate/Professional = 5 credits, Doctoral = 3 credits) in graduate level courses to receive Federal aid.
- The new program is an Associate's, Bachelor's, Master's, Professional, or Doctoral Degree/Major and is conferred upon graduation. Per Federal requirements, these are aid eligible programs and students may receive financial aid.

Please include the number of credit hours to earn the degree or credential being sought. This is required as it must be reported to the Department of Education as well as the National Student Loan Clearinghouse, regardless if students are receiving federal aid.

Credits Required to Earn Degree: 123-124 credits

Revised 4/30/14 sd

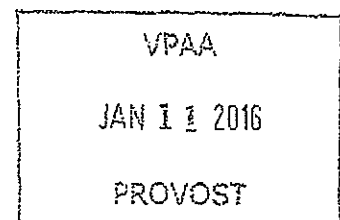
PCAF: BSN Revision

CHP sent a revision of the PCAF submitted during the fall semester.

In the original PCAF, the proposers listed current “content gaps” as one reason for revision. However, the gaps were not specified. In the revision, they are. This discussion appears under Item 3 on page F-1.

Another rationale for revision is a proposed reduction in clinical hours. In the original proposal the benefit of this change was not entirely clear. A better explanation appears in the revision (Item 3 on page F-2).

Wait time for entry into the program is an ongoing problem. The proposers discuss the issue on pages F-3 and F-4 (Items 7 and 8). In addition to use of simulation, which has the potential to reduce time-to-degree through reduction of the clinical requirement, the proposal includes the costs associated with accepting larger cohort (from 32 students to 40-48 students). Moving to larger cohorts might be one way to alleviate (although not eliminate) the wait-time problem. The cost analysis includes the addition of a Simulation Technician, an additional program cost that is independent of cohort size.



Form PCAF - Preliminary Curriculum Approval Form

Effective Fall 2015

Directions: This form should be completed using 11-point font or larger, and should be no longer than six pages (excluding the signature/comment pages and references). For purposes of expediting the preliminary approval process, forms may be forwarded electronically by the initiator and from one administrative level to another.

Name(s) of proposal Initiator(s):	Rhonda Bishop, Susan Owens
Department(s)/College(s):	School of Nursing, College of Health Professions

Type of curriculum change (check one)

<input type="checkbox"/>	New degree/major
<input type="checkbox"/>	New minor requiring new courses/resources
<input type="checkbox"/>	New concentration in existing degree program
<input type="checkbox"/>	Curricular customization of existing program for off-campus cohort group
<input type="checkbox"/>	New certificate requiring 3 or more new courses and/or new resources
<input checked="" type="checkbox"/>	Existing program redirection or shift in emphasis if 3 or more new courses and/or new resources are required

1. Name of degree, major, concentration, certificate, or minor. Briefly describe the curriculum plan/template.
Bachelor of Science in Nursing, Pre-licensure program. This is a major revision of the BSN, Pre-Licensure program to fully align with the Commission of Collegiate Nursing Education (CCNE) standards for accreditation of baccalaureate nursing programs. The revised curriculum will maintain the current program and level outcomes, which align with the American Colleges of Nursing (AACN) Essentials of Baccalaureate Nursing Education (2008). The curriculum revision will revise, rename, and/or renumber courses, and add a nursing elective. These changes will reduce the total program credits from 125-126 to 121-123, reducing program length from six semesters to five semesters, time to degree, and debt for pre-licensure nursing students.

2. Target date for implementation. Fall, 2016

3. Briefly explain the rationale for this initiative. If the initiative involves customization of an existing program for delivery to an off-campus cohort group, also explain the nature of the proposed curricular customization.

The nursing faculty have spent considerable time reviewing the current curriculum and seeking feedback from stakeholders to determine context relevancy of the curriculum. This process has revealed a content gap in current offerings and the need to reduce clinical contact hours. Content areas including nutrition, end-of-life, geriatrics (aging), and ethics are currently insufficiently covered. In addition, the SON will need to offer nursing electives for CCNE accreditation. The proposed revision would require the addition of the currently established basic nutrition course and an ethics course. The required ethics course would also meet a general education cultural enrichment elective. The geriatrics (aging) and end-of-life content would be introduced in a newly developed nursing course and then integrated in the remaining applicable courses. Currently the content areas of Pediatrics and Obstetrics are delivered in a combined 4 credit course. This combination allows student to be successful in only part of the full course content and still pass the full semester course. In the revised curriculum these courses would be separated into two 2 credit courses. Lastly, Pathophysiology and Pharmacology will be earlier in the program. Currently, these two courses are offered during the second semester and cause considerable difficulty for students. The courses are rigorous and tend to have an attrition of 4-5 students a semester. Student success will be promoted if these courses are offered in the first semester in the program. Additionally, when students are not successful they may only be readmitted into the program on a space

availability basis, which is not guaranteed. If this situation were to happen earlier in the program before clinical placements begin, readmission could be more easily accommodated.

As indicated above, the curriculum review identified a need to address current pre-licensure BSN program clinical hours. Currently the pre-licensure program includes 990 clinical contact hours, which far exceeds local, state, and national trends in baccalaureate nursing programs. While this does set the program apart from other BSN programs, it does create a challenge in securing clinical placement for students in the greater Grand Rapids area where ten schools of nursing are competing for the same sites. Clinical placement constraints are a national phenomenon that many schools of nursing are addressing with alternative learning strategies (AACN, 2013). Reducing the program's clinical contact hours provides the opportunity to increase the use of simulation and other creative learning strategies in a controlled environment. Aligning with Bandura's Theory of Self-Efficacy, the incorporation of realistic but safe learning opportunities increases student confidence in applying psychomotor and cognitive skills in the actual care delivery environment. Of significance to this proposal is the recent National Council of State Boards of Nursing (NCSBN; Hayden, Smiley, Alexander, Kardong-Edgren, & Jeffries, 2014) study which suggests substituting simulation for up to 50% of clinical hours produces equivalent student outcomes. Under this advisement, the proposed curriculum revision would reduce the undergraduate program clinical requirement by 270 – 540 clinical hours, which represents a cost savings of approximately \$47,000. Appendix A (p. 8) presents a table on cost savings from reducing clinical hours from the current curriculum. This proposed revision also has the potential opportunity to increase enrollment to qualified students each academic year with additional resources, thus decreasing the wait time to enter the program. A plan for additional resources needed to accept more students may be found under the bullet point number 12 (p.4).

Of significance to the nursing programs at Ferris is accreditation. The BSN pre-licensure curriculum currently aligns with the American Colleges of Nursing (AACN) Essentials of Baccalaureate Nursing Education (2008) and is fully accredited by the Accreditation Commission for Education in Nursing (ACEN) through 2020. It is the goal of the pre-licensure program to seek CCNE accreditation in 2020, which is the gold standard for ensuring quality and integrity in baccalaureate nursing programs. The proposed revision will allow creation and evaluation of a new curriculum well in advance of seeking accreditation in 2020. This revision will also inform future revisions to the second degree BSN and the RN to BSN programs.

4. Are there similar programs at other Michigan universities? If so, where? What is the enrollment in the other programs? There are 19 CCNE and four ACEN accredited BSN programs in the state of Michigan. Of the 19 CCNE BSN programs, ten are located at public universities throughout Michigan. The FSU BSN Pre-Licensure program is one of the four BSN programs not accredited by the CCNE.

5. Briefly explain any similarities of the proposed initiative (program objectives and/or curriculum) with already established FSU or KCAD programs:

There are no other similar programs in the Ferris system.

6. Briefly describe indicators of the employment market for students completing this initiative, including sources used for employment information/data.

With 55% of the RN workforce being over the age of 50 and one-third of the Registered Nurse (RN) nursing workforce nearing the typical retirement age, there continues to be a projected high demand for BSN prepared nurses. The Bureau of Labor Statistics' Employment Projections 2012-2022 lists

Registered Nursing among the top occupations in terms of job growth. The RN workforce is expected to grow by 19% by 2022 (<http://www.bls.gov/news.release/ecopro.t08.htm>).

Employment after graduation remains strong. The AACN (2013) survey of deans and directors from U.S. nursing schools found that within 4-6 months after graduation 89% of entry-level program graduates secured a job offer compared to the 29% average across all professions. Consistent with these national trends, the FSU undergraduate BSN graduate job placement data reported by alumni on the 2013 and 2014 undergraduate BSN alumni survey averaged 80% within 4-6 months at the time of the survey. BSN graduates are the preferred candidate for job openings across many health care settings. More than 43% of hospitals and other health care settings require new hires to have a bachelor's degree in nursing (AACN, 2013). Feedback from employers and BSN advisory board members indicate health care organizations in Michigan are moving toward preference for BSN graduates.

7. Briefly describe indicators of potential student interest/demand for the new initiative, including sources used for student market information/data.

Demand for the pre-licensure program continues to be high. During the March 2015 application period, the program received 168 applications from qualified students for seating into the program during the academic year 2015-16. Repeat applicants from the 2014 application cycle to the 2015 cycle was 64%. Sixty-four applicants were accepted for admission, while the remaining 104 were denied admission due to lack of space or not yet qualifying for admission. As of fall 2015 there are 197 identified pre-nursing students enrolled at Ferris. Students currently identified as pre-nursing are experiencing a 2-3 year wait to be seated into the program. This data is consistent with the national competition for seats in nursing programs. In 2012 (AACN), over 79,000 qualified applicants in the U.S. were denied admission due to academic pipeline issues. The passage of the Affordable Care Act in 2010 significantly impacted the national demand for BSN prepared nurses to care for the millions of Americans who entered the health care system. Additionally, the Institute of Medicine Initiative on the Future of Nursing recommendation that the proportion of nurses with a BSN be increased to 80% by 2020 is one stimulus for the demand for seats in BSN programs. Market trends for RN employment are also stimulated by improved patient outcomes that result from BSN prepared nurses overseeing and managing patient care delivery.

As indicated in bullet point #6 the demand for the Ferris BSN program is expected to remain high. One factor that sets the FSU undergraduate program apart from other BSN programs is the admission criteria. Once completing the qualifying courses and satisfying the progression policy of repeating only one science course, all students who qualify are seated into the nursing program. The FSU SON undergraduate admission criteria is distinctive when compared to competing BSN programs who admit students solely on a competitive basis. The goal of the SON is to maintain its commitment to the student population who are drawn to FSU, while holding high academic standards.

The proposed revision has not only been fueled by the identification of a content gap, but also from the feedback received from pre-program, current, and past students about frustration with the wait time to be admitted into the program. The curriculum revision will address the content gap and reduce the length of the program, decreasing time to degree for students who have great job placement and earning potential. Additionally, the curriculum revision has the potential to increase enrollment each academic year. Through a recent suspension in the second degree program, 32 additional students will be admitted summer of 2016, which does increase admission to 96 for the AY 15-16. However, there remains a significant number of qualified students still waiting for admission. A plan to increase enrollment may be found under bullet point #12 (p. 4).

8. To what extent will this initiative draw new students to FSU or KCAD? To what extent will it draw students from existing programs?

Demand for the pre-licensure program continues to be high. The distinctive admission criteria attracts potential students who would not be admitted to other more competitive BSN programs. However, when advising potential students who visit the program during a campus visit, the wait time is perceived negatively. The proposed curriculum changes are needed to continue drawing a pool of potential students.

During the March 2015 application period, the program received 168 applications from qualified students for seating into the program during the academic year 2015-16. Sixty-four applicants were accepted for admission to the fall and spring cohorts. Because of the 2nd degree track suspension the SON admitted a one-time cohort of 32 students for summer 2016. Potentially the summer admission may continue if there is a continued need. The remaining 72 were denied admission due to lack of space (n=66) or not yet qualifying (n=6) for admission. Because students currently identified as pre-nursing are experiencing a 2-3 year wait from the time of completing qualifying course work to being seated into the program, it is anticipated the number of applications for seating into the pre-licensure program AY 16-17 will remain high.

The proposed curriculum revision time-to-degree and ultimately the cost to students. The revision also takes into account the philosophy of Ferris which focuses on opportunity. BSN programs in the area offer the same curriculum in four semesters with high credit load, where the Ferris SON pre-licensure program is currently 6 semesters with a lower per semester credit load. The development of inter-professional courses in the CHP has reduced the in-program credit load. With realignment of the curriculum the program will maintain a reasonable per semester credit load that will continue to promote academic success of the student population unique to FSU.

9. Approximately how many students are expected to enroll?
 64 (96 even years beginning 2016) in the first year? 64 per year (96, even years if the 2nd degree program is not revised) after three years?

10. At which FSU campuses/regional centers or other sites will the initiative be offered?

The Pre-Licensure program is offered only at the Big Rapids campus.

11. Will Internet or other distance learning technology be used for course/program delivery? Describe.

The Pre-Licensure program is committed to a blended learning environment, with some course work required face-to-face and some required within the online learning management system.

Complete questions 12, 13, 14 in consultation with department administrator and/or dean.

12. Provide a rough estimate of the resources needed to implement the initiative:

	Start-up	After Three Years
Supply and expense	\$same as current	\$
Equipment	\$same as current	\$
Full-time faculty	\$no additional	\$
Overload/adjunct faculty	\$no additional	\$
Other		

The primary expenses for this program will be associated with delivery of didactic and clinical courses. The current cadre of faculty have diverse clinical expertise and academic preparation, allowing adequate coverage of content and courses to be offered for 32 students a cohort (64 students per AY). However, additional support will be required to maintain laboratory and didactic classroom size that will promote an effective learning environment with increasing the number of students. A plan to reduce the current time to enter the BSN program is below. Increasing cohort size to 40-48 students will require offering 1 -2 sections of didactic courses, three sections of laboratory courses, and 1-2 more clinical groups.

	Start-up	After Three Years
Supply and expense	\$2,000 (sim cases)	\$ 0
Equipment*	\$ 101,600	\$ 25,000
Full-time faculty	\$ 75,000	\$ continued
FT benefits (43%)	\$ 32,250	\$ continued
Simulation Technician	\$ 60,000	\$ continued
ST Benefits (43%)	\$ 25,800	\$ continued
Adjunct (2 credits)/Overload	\$ 2,272	\$ continued
TOTAL	\$ 298,922	

S&E: <http://www.simscenarios.com/>

*Equipment: Laerdal SimMan 3G, Computer, Web Cam, Education for Staff, 3 year warranty

Additional support will be needed to increase the use of on-campus simulation to accommodate more students. An additional faculty member, a simulation technician, and another high-fidelity patient simulator will be necessary to accommodate the increased number of students rotating through the simulation laboratory. Simulation will be used to fulfill clinical hours not accommodated by clinical placement sites. The simulation technician will be implicit to the function of the simulation lab. Appendix B (p. 9) shows a possible job description. The additional simulator will create a fully functional simulation laboratory that will support the learning environment for both pre-licensure and Doctorate of Nursing Practice students, by accommodating more than one group of students as they engage learning activities simultaneously.

The theory sections of courses that are mainly testing may remain at one course for the full cohort (5 courses are in this category). Writing intensive courses will have an additional section (5 courses are in this category). The lab courses will need to be increased to 3 sections from two sections (4 courses in this category). The clinical courses will need an additional group with 40 students or two groups with 48 students. 4-5 credits per semester will be devoted to simulation. The extra sections and clinical groups equals 26 credits, which justifies a FT faculty position and the remaining 2 credits will be covered by an adjunct or may be potential overload for tenured/tenure track faculty. Appendix C (p.11) shows a comparison of student cohort size.

Estimate of Library Resources	Adequate	Some new resources needed	Significant number of resources needed
		Potential Funding Sources: -	Potential Funding Sources: -

The current library resources currently provide adequate support for the Pre-Licensure program –

no additional resources will be required.

13. Project the resources that could come from reallocation within the department or college and the new resources that would be required.

There should be no need for reallocation of resources, as the Pre-Licensure program has an adequate existing budget.

14. Are there new space needs? If so, how much? How would the space be used? Has existing space been identified? If so, where?

Is renovation/remodeling necessary?

There should be no new space needs. The current facilities and plan for classroom use is adequate.

15. Is there professional accreditation for the program? Is it required or voluntary? Will accreditation be sought, and when? What will be the one- time and ongoing costs of accreditation?

The Pre-Licensure program is fully accredited by the ACEN until 2020. Accreditation from the CCNE will be sought in 2020.

16. Has there been preliminary discussion with other departments/colleges that will be involved in course/program delivery? If yes, what was the feedback?

Projected areas of discussion with the College of Arts and Sciences and College of Health Professions – Core Curriculum are expected. The nursing faculty are exploring the recommendation of philosophy and nutrition courses.

Department Faculty's signature: [Signature] Date 1/4/16

Faculty signatories are tenure-track faculty who are involved with initiation of the proposal or who are collaborating with an administrator on the proposal.

Comments:

Department Administrator's signature: [Signature] Date 1/4/16 If this is an interdepartmental initiative, include additional Department Administrator signatures

Comments:

Dean's signature: [Signature] Date 3/3/16

- For cross-college initiatives, include additional signature(s) of Dean(s)
- For existing programs customized for off-campus delivery to a cohort group, include College and EIO Deans' signatures

Comments:

Provost's Signature: [Signature] Date 3/3/16

Approved Approval indicates permission to develop the full proposal. It does not assure final approval. Comments and/or suggestions:

Not approved

Explanation:

c. Initiator(s) Department Faculty Department Administrator(s) Deans' Council University Curriculum Council Academic Senate
VPEIO
Provost
FSU Intranet

Appendix A

Cost Savings of BSN Pre-licensure Clinical with Curriculum Revision

	Current Costs/Cohort	Proposed Costs/Cohort
Total Credits/cohort	22	16
Hours/cohort	1 credit x 45 hours= 45 45x 22= 990 hours	1 credit x 45 hours= 45 45x 16= 720 hours
Total Cost	990x4 groups= 3960 hours/group 3960 x \$43.32= \$171,547	720 x4= 2,880 hours/group 2880 x \$43.32= \$124, 762
Cost savings to SON		\$46,785

Cohort = 32 students

Group = 8 students

Appendix B

Simulation Technician

College of Health Professions

The simulation technician works with the simulation learning lab instructor to facilitate high-fidelity human patient simulated learning for nursing students at all levels of learning.

- Manages simulation lab supplies
- Performs pre-simulation activities
- Assists with simulation scenarios
- Performs post-simulation activities
- Receives minimal direction
- Reports to Clinical Learning lab Coordinator
- Serves as a professional role model for students in dress, communication, deportment, problem solving, care delivery and patient advocacy to facilitate student's socialization into the profession.
- Demonstrates respect for the student as a new learner by communicating constructive feedback in appropriate ways and in private.

Essential Job Duties/Responsibilities:

- Supports daily operations of clinical learning lab
- Orient students and faculty to simulation lab
- Provides technical support to students
- Maintains currency in field
- Assess and communicates supply needs to Clinical Learning lab Coordinator

Pre-Simulation Activities:

- Program patient scenarios and setup control room for simulation activity
- Prepare scenario props and create scenario moulage
- Assemble pre-simulation learning materials
- Assist in creating documentation for scenario

Simulation Activities:

- Pre-brief students, staff, and faculty
- Operate simulation console and software
- Manipulate simulator during scenario
- Record simulation activities in approved format (.mov, .flv, .avi, .mp4, .wmv)
- Assist faculty in managing recording equipment
- Assist faculty in monitoring students' safety
- Provide theatrical support (including moulage and voice over)

Post-Simulation Activities:

- Operate debriefing equipment
- Provide feedback for improving simulation experience
- Return Simulation lab to pre-scenario condition
- Salvage re-usable supplies and repackage
- Provide required recorded scenarios, in approved format, to WGU staff within 24 hours of a simulation assessment

EDUCATION: Bachelor's degree or comparable education in health care field.

LICENSURE/CERTIFICATION/REGISTRATION: Licensure in health care field. Simulation certification preferred.

COMPLEXITY OF WORK: Requires critical thinking skills, decisive judgment and the ability to work with minimal supervision. Must be able to work in a stressful environment and take appropriate action.

REQUIRED EXPERIENCE: A minimum of one year of experience in a healthcare environment. A Bachelor's degree in engineering, computer science, nursing, or related discipline may offset experience requirement. Simulation experience is preferred.

PHYSICAL REQUIREMENTS: Physical demands include the ability to lift up to 85 pounds (with assistance). May occasionally climb 8-foot ladders to work on overhead equipment. Position will occasionally need to work in confined darkened areas. Manual dexterity to use tools and work on mechanical parts.

PERSONAL PROTECTIVE EQUIPMENT: Follows Standard Precautions using personal protective equipment as required for procedures.

Salary Range: 9 month employment \$50,000
12 month \$60,000

|

Appendix C

Comparison of Cohort Size

Students in Cohort	#Clinical Groups/extra credits		Lab Groups/extra credits		Didactic Sections	Fall Extra credits/Additional tuition*		Spring Extra credits/Additional tuition*		Summer Extra credits/Additional tuition*	
48	6	8	3	4	1-2	12	\$75,264	14	\$87,808	8	\$50,176
40	5	4	3	4	1-2	12	\$37,632	14	\$43,904	8	\$25,088
32	4	0	2	0	1	n/a	n/a	n/a	n/a	n/a	n/a

*392/credit

Paula L Hadley-Kennedy

From: Olukemi O Fadayomi
Sent: Sunday, March 20, 2016 9:59 PM
To: Rhonda L Bishop
Cc: Paula L Hadley-Kennedy
Subject: Re: UCC Meeting on Monday

Hi Rhonda,

You will need to reduce the title to 30 characters or less on all forms - A-G.

Kemi

From: Rhonda L Bishop
Sent: Sunday, March 20, 2016 5:08 PM
To: Olukemi O Fadayomi
Cc: Paula L Hadley-Kennedy
Subject: Re: UCC Meeting on Monday

Hi Kemi.

I am trying to correct some of the issues you listed. I have a question (and I'm sorry that I am having to ask you - obviously the CHP curriculum committee does not know they should be looking for these things). You said that all the course names were inconsistent on the Form A, E, & F's. What do you suggest I do with course names that exceed 30 characters? Form F requires that all course names be <30 characters - including spaces, but we have several that are greater than that.

Thank you in advance.
Rhonda

Rhonda L. Bishop, EdD, MSN, RN
Assistant Professor, BSN Program Coordinator
School of Nursing
Ferris State University
200 Ferris Dr., VFS 303
Big Rapids, MI 49307
RhondaBishop@ferris.edu
231-591-5033

From: Olukemi O Fadayomi
Sent: Sunday, March 20, 2016 11:36 AM
To: Rhonda L Bishop

Cc: Paula L Hadley-Kennedy
Subject: Re: UCC Meeting on Monday

Hi Rhonda,

Yes your proposal is on UCC agenda for tomorrow as confirmed in Victor's email. It is #8 on the 8 proposals that are on the agenda. While there are no guarantees that all proposals on the agenda will be reviewed, I expect the committee to have a general discussion on your proposal and generate a list of questions for your team. The committee prefers to discuss proposal first and then invite proposer initiators if necessary. We will not be asking you any question tomorrow at our meeting but will have questions at our March 28 meeting. I will suggest you plan on attending the March 28 meeting and will send an invitation and a list of questions, concerns and/or clarifications from UCC.

Meanwhile, I have included a list of corrections that were identified at the pre-UCC meeting on Thursday. We typically send all the questions together after UCC meeting but I am sending this list as a courtesy to you given the scope of the corrections that were identified. I hope you understand that this is a partial list of the corrections needed and an additional list will be sent after UCC meeting on Monday.

Hope this is helpful.

- Inconsistent course titles on Forms A, E and F on all courses
 - For example; NURS 373 is Practicum 2 on Forms A and F and Practice Immersion 2 on Form E
- Form D
 - Gen Ed categories listed is not in the catalog
 - Incorrect total credit hour
 - Total credit hour is inconsistent with PCAF
- Form F
 - Incorrect college code on many Form Fs
 - Effective date on all Form F-D is inconsistent with Form A
 - Missing Form F-D for NURS 300
- Form E
 - Prereqs of Form E and F must match – NURS 360
 - Incorrect contact hours on some Form Es
 - Inconsistent contact hours on Form E and F – NURS 372
 - Inconsistent credit hours on Form E and F – NURS 475
 - Inconsistent course classification on Forms E and F - NURS 372 – is this lecture or seminar?
 - No course classification on Forms E – NURS 472
 - Inconsistent co-requisite on Forms E and F – NURS 473

Kemi

From: Rhonda L Bishop
Sent: Friday, March 18, 2016 4:01 PM

To: Olukemi O Fadayomi
Subject: UCC Meeting on Monday

Hi Kemi.

I have been informed that the BSN revision proposal is on the agenda for Monday. I have asked the CHP member for information on time and location, but have yet to receive that information. Sue Owens and I would really like to be in attendance. Could you tell me the time and location of next Monday's meeting?

Thank you in advance.
Rhonda

Rhonda Bishop, EdD, MSN, RN
Assistant Professor
School of Nursing, BSN Program Coordinator
Ferris State University
200 Ferris Drive, VFS 303
Big Rapids, MI 49307
Phone: 231-591-5033
Email: rhondabishop@ferris.edu

Paula L Hadley-Kennedy

From: Rhonda L Bishop
Sent: Monday, March 21, 2016 5:37 PM
To: Olukemi O Fadayomi
Cc: Brian Holton; David M Marion; Don L Brecken; Elise M Gramza; Joe J Pole; Kirk E Weller; Kristy L Motz; Mark A Hutchinson; Michelle L Johnson; Paula L Hadley-Kennedy; Paul Blake; Timothy M Eklin; Tracey D Boncher; Victor I Piercey
Subject: Re: Proposal #16-084

Kemi,

I accept the invitation to attend the meeting on Monday, March 28. I will inform the nursing faculty that their attendance is welcomed as well. I will have corrections to you within the next two days.

Thank you for your quick response and feedback to the proposal. We are anxious to move the proposal along to the next level as it is good for our students. The proposed new curriculum will shorten pre-licensure nursing student time to degree and result in a cost savings for them.

Best regards,
Rhonda

Rhonda L. Bishop, EdD, MSN, RN
Assistant Professor, BSN Program Coordinator
School of Nursing
Ferris State University
200 Ferris Dr., VFS 303
Big Rapids, MI 49307
RhondaBishop@ferris.edu
231-591-5033

From: Olukemi O Fadayomi
Sent: Monday, March 21, 2016 5:30 PM
To: Rhonda L Bishop
Cc: Brian Holton; David M Marion; Don L Brecken; Elise M Gramza; Joe J Pole; Kirk E Weller; Kristy L Motz; Mark A Hutchinson; Michelle L Johnson; Paula L Hadley-Kennedy; Paul Blake; Timothy M Eklin; Tracey D Boncher; Victor I Piercey
Subject: Proposal #16-084

Hi Rhonda,

UCC reviewed your proposal to revise BSN Pre-Licensure Program Curriculum, Proposal #16-084 on Monday, March 21, 2016 and we are holding it pending the receipt of the corrections that were previously sent to you.

We invite you and your team to join us for a discussion of your proposal at our next meeting on March 28 at 12:00 noon in CSS 302. Please confirm your plan to accept our invitation and we look forward to discussing your proposal with you further.

Kemi

Olukemi Fadayomi, Ph. D

Professor of Biology

Faculty-in-Residence, Faculty Center for Teaching & Learning

Chair, University Curriculum Committee

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FERRIS STATE UNIVERSITY

School of Nursing *IMAGINE MORE*

Date: March 22, 2016

To: University Curriculum Committee

From: Rhonda Bishop, EdD, MSN, RN
BSN Program Coordinator

Re: Response to UCC proposal #16-084 – BSN Curriculum revision

Dear UCC Committee Members:

Thank you for the timely feedback regarding the BSN Curriculum revision proposal – UCC proposal #16-084. The below list of corrections were requested. The revisions have been made where applicable on each of the forms. There are a couple of items that are addressed separately. Please see below.

- Inconsistent course titles on Forms A, E and F on all courses – **These have been corrected on each form.**
 - For example; NURS 373 is Practicum 2 on Forms A and F and Practice Immersion 2 on Form E
- Form D
 - Gen Ed categories listed is not in the catalog – **The newly identified Gen Ed categories were created at the recommendation of the CHP Associate Dean. These have been removed and the Form D now reflects the current Gen Ed categories.**
 - Incorrect total credit hour – **The total credit hours have been calculated several times and remain unchanged from the original submission.**
- Total credit hour is inconsistent with PCAF – **It was our understanding that the PCAF informs the proposal. Thus, when drafting the PCAF the credit hours of 121 – 123 was our best guess estimate. As the curriculum development process evolved, it became apparent that a more realistic total credit load would end up being 123-124. The resulting total credits was greatly impacted by the number of required Gen Ed and CHP core courses and the need to meet accreditation standards for a BSN program.**
- Form F
 - Incorrect college code on many Form Fs – **This has been corrected**
 - Effective date on all Form F-D is inconsistent with Form A – **This has been corrected**
 - Missing Form F-D for NURS 300 – **NURS 300, 340, 440, and 450 will not be deleted because these courses are still offered in the RN-BSN program.**

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- Form E
 - Pre-reqs of Form E and F must match – NURS 360 – **This has been corrected**
 - Incorrect contact hours on some Form E's – **This has been corrected**
 - Inconsistent contact hours on Form E and F – NURS 372 – **This has been corrected**
 - Inconsistent credit hours on Form E and F – NURS 475 – **This has been corrected**
 - Inconsistent course classification on Forms E and F - NURS 372 – is this **lecture** or seminar? **This has been corrected**
 - No course classification on Forms E – NURS 472 – **This has been corrected**
 - Inconsistent co-requisite on Forms E and F – NURS 473 – **This has been corrected**

Please let me know if you need further information.

Best regards,

Rhonda

Paula L Hadley-Kennedy

From: Tracey D Boncher
Sent: Monday, March 28, 2016 12:51 PM
To: Paula L Hadley-Kennedy; Paula Hadley-Kennedy
Subject: concern

For the nursing concern proposal (#01684) this is my concern.

While I applaud the nursing faculty for striving to move forward for NACE accreditation down the road, I feel that they are currently relying on too few faculty to teach their current program. Most of their faculty are overloaded now and they rely on significant temporary adjunct faculty that affects the integrity of the program.

I feel they need to get the 6 tenure / tenure-track faculty positions filled ASAP so their current faculty are not overloaded and stressed. This will advance the mission and integrity of FSU and their program.

Tracey Boncher