DEPARTMENT OF HEALTH SCIENCES

GRAND JUNCTION, CO

ASSOCIATE OF APPLIED SCIENCE IN NURSING PROGRAM

SELF -STUDY REPORT

Date of Visit: Oct 6-9, 2020
Purpose: Initial Accreditation
Program Type: Associate of Applied Science Nursing Program (AAS)

Name and address of the governing organization:
Colorado Mesa University
1100 North Avenue
Grand Junction, CO 81501

Chief Executive Officer:
Timothy Foster JD, President
1100 North Avenue
Grand Junction, CO 81501

Name of governing organization's accrediting body and accreditation status:
The Higher Learning Commission of North Central Association of Colleges and Schools Full Accreditation
Last Review 2013-2014, Next Review 2023-2024
Report can be found at

https://www.hlcommission.org/component/directory/?Action=ShowBasic&Itemid=&instid=1055

Name and address of nursing education unit/program:
Department of Health Sciences
Moss School of Nursing
1100 North Avenue
Grand Junction, CO 81501

Name, credentials, title of the administrator of the nursing education unit:
Lucy Graham PhD, MPH, RN
Director of Nursing Education Programs
1100 North Ave Grand
Junction, CO 81501
lgraham@coloradomesa.edu
970-248-1783

Name of State Regulatory Agency:
Department of Regulatory Agencies (DORA)
Colorado State Board of Nursing

Interim approval
AAS last review April 2019 (Official Colorado State Board Review Oct 2019)

ACEN Accreditation History:
Initial Visit, Oct 2020

Full-time Faculty:
3- Full-time faculty
0- Part-time faculty

Number of Current Students:
Full-Time- 30 students
Part-Time- 0 students

Number of Students in Cohort-1:
Full-Time- 16 students started; 1 left program after year 1 of AAS program leaving 15 Part-Time- 0 students

Length of the Program in credits and terms inclusive of essential learning and foundational courses:
> AAS Program: 79 credits
> Six semesters

Number of essential learning credits:
> 17 credits

Number of foundational credits:
> 12 credits

Nursing Credits:
> 50 Nursing Credits

2017 ACEN Accreditation Standard and Criteria

Introduction

Colorado and Mesa County

Colorado is the nation's eighth largest state with a land mass of over 103,000 square miles. The U.S. Census Bureau between 2010 and 2018 projected the population to increase to 5,607,154 (ranking 21st in the nation for population), with an average population of 54 people per square mile (national average of 92 people per square mile). Much of the population resides in the eastern counties, primarily metro Denver. Mesa County is in the western portion of the state and is the fourth most extensive and the eleventh most populous of Colorado's 64 counties. Approximately 148,225 people reside in a 3,341 square mile area.

https://www.gjep.org/resource-center/demographics/

Colorado Mesa University (CMU)

CMU is a comprehensive public university whose purpose is to promote the acquisition of skills as well as the discovery and application of knowledge. Students are encouraged to develop the intellectual, ethical, and aesthetic sensibilities enabling individuals to pursue rewarding careers and assume responsible and productive roles in society. CMU has been designated as a regional education provider with the responsibility of meeting the educational needs for 14 Western Slope counties (CMU Progress Report August 2015, p. 1-3; https://www.coloradomesa.edu/strategicplan/documents/2015StrategicPlanProgressReport_Final.pdf). The role and mission of the institution was reenacted in 2010 by the Colorado General Assembly (CO Revised Statutes 2353-101) and amended in 2011 when Mesa State College was renamed Colorado Mesa University. Currently CMU offers 83 majors, onsite and online programs, and a student-tofaculty ratio of 22:1.

The institution has a performance contract with the Colorado Commission on Higher Education (CCHE) articulating a commitment to the state's four strategic goals for higher education as documented in the commission's master plan available in the virtual resource room.

1. Ensure widespread access to public colleges and universities with particular focus on   the participation and success of underserved students.

2. Improve academic competencies and provide essential learning experiences.

3. Provide for the efficient and effective stewardship of resources.

4. Be a primary partner in educating a workforce that contributes to the economic development and growth of Colorado.

CMU vision & mission located in the 2020 - 2021 catalog at:

https://catalog.coloradomesa.edu/about-colorado-mesa-University/overview-cmu/. CMU celebrates exceptional teaching, academic excellence, and scholarly and creative activities that foster diversity, critical thinking, and social responsibility advancing the common good of Colorado and beyond.

Campuses

Main: CMU's main campus is physically located in Grand Junction (GJ) and encompasses 90 acres. A city of over 61,000, GJ serves as the cultural, educational, and commercial center for the region that extends to a population of over 150,000. Nestled between mountains and highdesert canyons, the area is home to some of the best outdoor recreation in the country and enjoys approximately 300 days of sunshine a year. CMU offers programs of value in the areas of civic and cultural life, research, and recreation. The institution plays an active and constructive role in improving the quality of human life and the environment. Educational services are extended to anyone regardless of age, race, color, national origin, religion, gender, disability,

veteran status, or sexual orientation. Currently CMU offers programs leading to awards in four levels: technical certificates, associate degrees, baccalaureate degrees, and at the graduate level, the master's, and doctoral degree.

Western Colorado Community College (WCCC)-Tilman M. Bishop Campus: The Tilman M. Bishop campus is the result of a partnership with CMU, Mesa County Valley School District 51, and area businesses and is the main site of CMU's two-year division. Western Colorado Community College programs serve the technical education needs of both college and area high school students.

Montrose: CMU's Montrose Campus, located at the base of the San Juan Mountains, provides access to a variety of associate and bachelor degree programs in a scenic, smaller community campus setting. The Montrose campus offers courses leading to the completion of selected Associate of Art (AA), Bachelor of Art (BA), and Associate of Applied Science (AAS) degree completion tracks, general education classes, and selected upper-division and graduate-level classes.

Distance Education and Online: CMU understands the constant challenge of balancing the pursuit of education with other life commitments. CMU offers quality online courses across the region and nation that includes graduate nursing education. Online education provides learning opportunities that enable students to create their own learning experiences through collaboration and engagement with faculty and other students in a vibrant learning community.

Organizational Structure

CMU is comprised of 13 academic departments. Health Sciences is one of those departments. A campus-wide organizational chart is provided in appendix 1.2 and the

Department of Health Sciences organization chart is provided in appendix 1.2a.

Enrollment: CMU has an academic year enrollment of more than 10,000 students; 14.8% are characterized as out-of-state; and 0.95% are international. The student population is 54% female and 46% male. Of the students served, 18.8% are classified as non-traditional students and enrolled in full-time study. Many students attend classes while working and caring for families. CMU is proud to offer evening, online, and distance educational classes allowing non-traditional and working students the opportunity to further their education and advance in their professions.

Accreditation Status/Carnegie Classification: CMU has been continually accredited by the Higher Learning Commission (HLC) since 1957, with the latest reaffirmation of accreditation occurring in 2017 and extending to 2024. The HLC Assurance Review 2017 documents are available in the Virtual resource room. Carnegie classifications are:

Undergraduate Instructional Program: Bal/SGC: Balanced arts & sciences/professions, some graduate coexistence

Graduate Instructional Program: Postbac-Prof/Ed: Post baccalaureate professional (education dominant)

Moss School of Nursing & Career Ladder

In September 2012, CMU received funding from a philanthropic couple, John, and Angie Moss, who have long supported the institution; the Moss School of Nursing was established in their honor.

CMU offers a unique opportunity for students that are interested in progressing through various levels of nursing licensure. CMU encourages the student to obtain an entry level license, enter the work field, and then return for further education. Completion of the Associate of Applied Science in Nursing (AAS) degree allows students to progress to the online Bachelor of Science in Nursing (RN- BSN) program.

History of the AAS nursing program

Western Colorado is experiencing a health care workforce shortage exceeding the national average and is experiencing population growth (with persons aged 65 and older exceeding the national average). The Colorado Center for Nursing Education was commissioned to study the nursing workforce shortage. Concurrently, a health care coalition was started in Mesa County to develop training opportunities to address the health care worker shortage. This coalition has broad based membership including a regional health care system and other stakeholders. The coalition focused on Mesa County and developed the first rung of the Health Care Career Ladder by receiving funding to establish the Certified Nurse Assistant program. Then, in partnership with Mesa State College (now CMU), funding was secured to offer the AAS program from the Delta/Montrose Vocational School (now Technical College of the Rockies) to residents of Mesa County via teleconferencing and on-site lab time. As additional funding became available and community support grew, the AAS program moved to Grand Junction. The previous year the LPN-AAS nursing program was developed on the Grand Junction campus and expanded to the Montrose campus a year later allowing up to 15 applicants with an active LPN license to progress to an AAS registered nurse through the career ladder. In 2016 the LPN-AAS program became inactive because the program changed to a LPN-BSN which eliminated an AAS nursing program on the Montrose campus. In 2017 Montrose community members expressed a need to have an associate nursing program in the community. Interim approval for the AAS nursing program was obtained by the Colorado State Board of Nursing (CBON) April 18, 2018. The first AAS cohort began in the fall of 2018 on the Montrose Campus.

In fall 2018, Memorial Regional Health (MRH) approached CMU requesting a one-time addition of 10 nursing students for one cohort to the AAS Nursing Program. Memorial Regional

Health is located in Craig, which is a small, rural community in Northwest Colorado. Recruitment and retention of qualified nurses is a challenge for the community. The leadership team at MRH developed a plan to partner with CMU to offer a blended learning experience for potential nursing students that are employed at the organization and contracted to remain at the hospital after graduation. This was not initially possible because the first cohort was underway, and the prospective students still had essential learning requirements to complete. The CBON tentatively approved the one-time addition of the 10 remote nursing students for one cohort in spring 2020 pending assurance of appropriate clinical sites. Clinical sites for all courses have been secured and we expect official approval of the addition of 10 students in Craig as a onetime cohort at any time.

Associate Nurse

The AAS program prepares the student to be a direct caregiver in hospitals, long-term care facilities, and ambulatory care settings. It is the student's responsibility to obtain the current admission requirements. After completion of the AAS program students may apply for admission to the online RN-BSN program.

Summary of Standards and Criteria

Standard 1: Mission and Administrative Capacity

The mission and philosophy of the AAS program and CMU are congruent. A Board of Trustees (BOT) governs CMU. Trustees are appointed by the governor and work closely with administrators and faculty to implement the mission of the University. Faculty, administrators, students, staff, and the public have access to the BOT through email. One faculty and one student trustee are elected by the University to serve as non-voting members who represent the entire faculty and students.

The Interim Director of Health Sciences (IDD), the Director of Nursing Education Programs (DNEP), the AAS Coordinator, and faculty have authority to implement the AAS program. The organizational structure at CMU allows for the IDD, the DNEP, the AAS Coordinator (tenure-positional), faculty, and students to participate in the governance process. The coordinator of the AAS program is involved in standing committees on the University campus. The other faculty is full-time, non-tenure tract. Faculty participate and are active in the AAS program and departmental meetings. Students have adequate opportunities to participate in student activities and committees at the University. Students are given information via University email and through student representatives.

Communities of interest participate through a Nurse Advisory Council (NAC). Advice from the NAC is valued and utilized for evaluation of the program. Valued community partnerships provide and promote student access to a variety of educational experiences. The IDD and DNEP are qualified and authorized to administer the health sciences programs. Bette Schans PhD, RT(R), FASRT was appointed as the Interim Director of Health Sciences in May of 2018. In compliance with the Colorado State Board of Nursing, Lucy Graham PhD, MPH, RN, was appointed as the DNEP in May 2018. Dr. Graham has 12 credits of release per semester for this position.

CMU policies are applicable to all faculty and are published in the CMU faculty handbook. Differences in policy are published in the AAS student handbook. These differences are related to clinical agency requirements and State Board of Nursing requirements.

Standard 2: Faculty & Staff

Faculty in the AAS program meet the University and CBON requirements. Full-time faculty members are Registered Nurses in the state of Colorado and hold a minimum of a

baccalaureate in nursing degree. The two full-time faculty hold a Master of Science in Nursing (MSN).

There are sufficient faculty members to support and ensure that both expected Student Learning Outcomes (ESLOs) and Program Outcomes (POs) are achieved. The faculty workload supports faculty-teaching responsibilities. Faculty members have expertise in leadership, obstetrics, pediatrics, medical/surgical, critical care, and mental health nursing. Faculty actively participate in endeavors that contribute to institutional teaching and application.

The number of support staff is sufficient to ensure ESLOs and POs are achieved. There is one dedicated administrative assistant for the AAS program.

All faculty members are mentored and oriented. New full-time faculty participate in the new faculty orientation for the University. Full-time and tenure-track faculty have a performance evaluation annually. Evaluation for reappointment, promotion, and/or tenure is completed in accordance with University procedures and departmental promotion and tenure guidelines. There are no online classes in the AAS program. All faculty and staff receive support from the technology department and the D2L learning management system team. Technology support is available for students on campus and off campus.

All faculty have access to extensive support and resources to develop teaching skills and maximize student learning potential. Available resources include access to the Academic Council, tenure and promotion resources, career services, a new faculty resource guide and several resources to assist faculty in supporting students.

https://www.coloradomesa.edu/academic-affairs/faculty/index.html.

Standard 3: Students

Students in the AAS program are governed by CMU, the Department of Health Sciences,

AAS program, and CBON policies. All nursing policies are congruent with the University's policies except where noted. Differing policies are clearly written in the AAS Student Handbook. Policies are readily available to students and the public and are nondiscriminatory and applied consistently. All students are notified in a timely manner of any policy changes via email and in person in the classroom.

Numerous support services are available on campus for students. Qualified staff responsible for direct student services support student success. Trained staff assist with tutoring, advising, admissions, financial aid, etc.

Policies and procedures at CMU for maintenance of student educational and financial records follow state and federal regulations. The University has a written, comprehensive student loan repayment program, and students receiving financial assistance are notified of their financial obligations and ethical responsibilities. A policy is in place to address grievances. Records of grievances are kept in the Office of Academic Affairs.

Standard 4: Curriculum

The nursing curriculum is organized from basic nursing concepts to complex nursing concepts. The program integrates professional standards, competencies, and state and national guidelines. Faculty evaluate and refine the curriculum annually for rigor and currency. Curriculum decisions are based on review of literature, current practice, student, faculty, and communities of interest feedback.

Achievement of ESLOs are measured throughout the curriculum in every course. Every course integrates ethical, diverse, and current practices. The curriculum includes best practice standards and is guided by educational theory, interdisciplinary collaboration, and research. Faculty use a variety of evaluation methods based on ESLOs and POs. ESLOs and POs are

measurable and reflect established professional and practice competencies. Program length is congruent with the attainment of POs. Program length is consistent with University and state guidelines.

ESLOs, POs, and evidence-based practices guide the development of learning activities, instructional methods, and evaluation. Students are exposed to a variety of clinical experiences that prepare students to be proficient practitioners. Clinical facilities are selected for optimal student experiences and their ability to support ESLOs. In July of 2019, a new position in the Department of Health Science was filled for a Clinical Placement Coordinator (CPC). The CPC maintains all affiliation agreements.

Standard 5: Resources

Resources are adequate to ensure the attainment of ESLOs and POs. The majority of the CMU budget comes from the general fund, which is based on full-time equivalent (FTE) students. The Office of Academic Affairs distributes funds to the department heads. The IDD, in consultation with the DNEP, then allocates the funds. Further augmentation of the budget may be initiated by special funds and grant dollars. Physical resources are sufficient to ensure the achievement of the POs and meet the needs of faculty, staff, and students. All program resources are kept current for both faculty and students. Learning resources, such as the library and Learning Resource Center, are current and comprehensive. The library meets the needs of the faculty and staff through online reserve sources, classic and contemporary books, journals and bound periodicals, videos, CD-ROMS, online search engines, and full text electronic journals. Nursing faculty have input into the selection, development, and maintenance of learning resources.

Standard 6: Outcome

The AAS program has a functional and comprehensive systematic plan of evaluation (SPE) to evaluate ESLOs and POs. The SPE is evaluated annually, updated, and revised as necessary. Findings are aggregated, trended, and utilized for program evaluation and decision making. A process is in place to collect data that is aggregated, trended, and utilized for the evaluation of ESLOs.

Section 2:

Standards 1-5

Standard I

Mission and Administrative Capacity

The mission of the nursing education unit reflects the governing organization's core values and is congruent with its mission/goals. The governing organization and program have administrative capacity resulting in effective delivery of the nursing program and achievement of identified program outcomes.

1.1. The mission and philosophy of the nursing education unit are congruent with the core values, mission, and goals of the governing organization.

Colorado Mesa University (CMU) and the AAS program mission and values are evaluated yearly to ensure congruency. Faculty minutes, located in the virtual resource room, indicate discussion and assurance of congruency. Changes made at the University level are communicated to faculty through the IDD during leadership meetings. Leadership meeting minutes are located in the virtual resource room. Any change is brought to the faculty meeting for discussion and to evaluate congruency.

Table 1.1 Mission and Values CMU and practical nursing program.

Colorado Mesa University Institutional Mission and Values	AAS Mission and Philosophy

Mission	**Mission**
Committed to a personal approach, Colorado Mesa University is a dynamic learning environment that offers abundant opportunities for students and the larger community to grow intellectually,	Educate associate degree nurses through engagement, community collaboration, and advancing technology. Engage in life-long learning and education utilizing the career ladder approach. Prepare students as

professionally, and personally. By celebrating exceptional teaching, academic excellence, scholarly and creative activities, and by encouraging diversity, critical thinking, and social responsibility, CMU advances the common good of Colorado and beyond.

Values

High quality education in a student-centered environment;

- Small class sizes and high level of student/faculty interaction;
- A learning environment that develops and promotes the skills of inquiry, reflection, critical thinking, problemsolving, innovation, teamwork, and communication in students;
- Student choice in academic programming that prepares future leaders to function;
- Student choice in academic programming that prepares future leaders to function as productive and

leaders and critical thinkers with a well-rounded education. Graduates incorporate values of cultural respect, accountability, safety, and professionalism.

The **philosophy** of the AAS nursing program is consistent with the general purposes of liberal education at CMU and with professional nursing standards and guidelines. The program integrates general education and nursing knowledge to formulate a basis for nursing practice; nursing faculty ascribe to the core competencies for nursing and nursing education. While firmly based in science and the arts, the essence of nursing is caring and compassionate patient centered care. Ethical standards, respect for individual dignity, and consideration of cultural context are implicit in the practice of patient centered care. The nurse advocates for patients and families in ways that promote self-determination, integrity, and ongoing growth as human beings. Nursing care is provided in

• responsible members of a global society; • Opportunities that engage students in applied learning; A faculty recognized for their professional expertise and quality of • instruction; A staff committed to the highest quality of service to the University • community; An attainable, accessible postsecondary experience for students in and outside of western Colorado that emphasizes continuous improvement; • An attainable, accessible postsecondary experience for students in and outside of western Colorado that emphasizes continuous improvement; A vibrant and varied campus setting that values diversity and diverse activities, and encourages involvement and interaction outside the classroom; •	collaboration with the patient, the family, and members of the health care team. The nurse displays a spirit of inquiry by examining evidence to improve quality of care, promote safety and improve patient outcomes. Nursing judgment is integral to making competent decisions related to the provision of safe and effective nursing care. Information management essential to nursing care is communicated via a variety of technological and human means.

• A culture committed to integrity and academic and intellectual freedom; • A community and region that supports the University in multiple ways; • State-of-the-art facilities and technologies that enhance the learning environment; and • A diversity of students, faculty, staff, that promotes a balanced exchange of ideas.	

1.2 The governing organization and nursing education unit ensure representation of the nurse administrator and nursing faculty in governance activities; opportunities exist for student representation in governance activities.

CMU governance is comprised of a BOT that includes nine voting and two non-voting members. The voting members are appointed by the governor of Colorado, confirmed by the state senate, and serve staggered terms. The University faculty and student body each elect one non-voting member to serve two-year and one-year terms, respectively. CMU AAS faculty have representation within the governing organization and within the Department of Health Sciences. There are numerous committees within the organization and within the Health Sciences Department for involvement of both faculty and students.

Faculty representation at CMU is through governance in the Faculty Senate. The authority of the senate is described in the Faculty Senate Bylaws

https://www.coloradomesa.edu/faculty-senate/index.html. Fourteen voting members are elected for a three-year term. There are three non-voting members and one non-voting student representative. Faculty have an opportunity to be elected for various standing committees within the faculty senate. Faculty Senate standing committees include academic policy, assessment, curriculum, distance learning, distinguished faculty, faculty salary and benefits, faculty success, library advisory, pre-tenure review, and sabbatical. All faculty are encouraged to become involved in university and department activities. University committees are comprised of faculty who are tenured or on a tenure-track per University policies. Faculty are encouraged to keep current by obtaining continuing education units (CEUs.) Table 1.2A represents full-time faculty involvement in university and department activities.

The Associated Student Government represents students' interests for the University. AAS students may participate in ongoing governance activities including campus-wide, Department of Health Sciences, and AAS committees. Students are able to participate in the Student Nurses Association (SNA), NAC, and faculty meetings. SNA meetings are held each month and students are provided information about special events during faculty meetings and on the health science website: (https://www.coloradomesa.edu/health-sciences/student-nursesassociation.html).

Table 1.2A Examples of AAS faculty serving on university, department, and national committees

Faculty	Committees
Vicki Zarlingo	Leadership Committee- 2018-present AAS Faculty meetings 2018-present AAS Program Coordinator 2018-present

	CMU Safety Committee - 2019 – present
	LPN-BSN Nursing Instructor Search Committee – 2020
	Sigma Theta Tau-member

All students are given the opportunity to be a representative at the faculty meetings on a volunteer basis. Those who volunteer attend each faculty meeting, give input, and relay information back to the class. Each semester a student is asked to be the representative for the NAC meetings.

Opportunities for student involvement in governance are announced at faculty meetings. The student representatives report this information to the class. Table 1.2B represents student participation as an AAS class representative. All AAS students have the opportunity to participate in one of these committees. Meeting minutes will be available in the virtual resource room. Students also participate in health fairs, lab draws, and other community activities to enhance skills, communication, and community involvement.

Table 1.2B Examples of students serving as AAS student representatives

Semester	Student Representatives
Semester 1 - Fall 2018	First semester of the program - no representatives
Semester 2 - Spring 2019	Jessica G. Rheann S.
Semester 3 - Fall 2019	Sara C. Natalie A.
Semester 4 - Spring 2020	Jessica G. Rheann S. Sara C. Natalie A.

1.3 The assessment of end-of-program Student Learning Outcomes and Program Outcomes is shared with communities of interest and the communities of interest have input into program process and decision-making.

The AAS program identifies communities of interest as both internal and external, and are identified below:

- Colorado Mesa University administration and faculty

- Colorado Mesa University AAS students

- Nursing Advisory Council (NAC)

- Colorado Mesa University alumni

- Healthcare facilities employing AAS graduate nurses

- Healthcare consumers

Faculty evaluate ESLOs and POs with each AAS class. The outcomes are shared with CMU administration, faculty, and AAS students at faculty meetings and advisory council meetings (see minutes from NAC located in the virtual resource room and faculty meetings). Input from students is discussed during faculty meetings regarding changes within the program, which affect both SLOs and POs.

The NAC meets biannually with all nursing programs and is integrally involved in program guidance. The NAC is comprised of local healthcare professionals from various facilities, all CMU Health Sciences coordinators, the IDD, the DNEP, and the Vice President of Academic Affairs. The AAS Coordinator provides the NAC information on POs and any changes within the program which affect the SLOs. The NAC provides feedback on changes within the facilities, updates regarding new procedures, job opportunities, residency programs, clinical experiences, and satisfaction with graduates. Minutes are found in the virtual resource room.

1.4. Partnerships that exist promote excellence in nursing education, enhance the profession, and benefit the community.

Students are encouraged to continue their education within the CMU career ladder by applying to the online RN-BSN Program. Table 1.4 represents partnerships within the program.

Table 1.4 Partnerships within the Program

Goals	Evaluation
Enhance the profession	The CMU career ladder encourages students to continue th The AAS education. Coordinator discusses the RN -BSN program, tl_{on} process, and requirements for the program.

Year Number of RN Graduates	Number of graduates matriculating directly to the RN-BSN Program	% of graduating RN students continuing to RN-BSN Program
2020 15	3	
		No data yet

Goals	**Evaluation**
Benefit to the community	Faculty and students provide services to the community. - Health fair blood draws - Blood pressure checks - Flu shots
Promote excellence in nursing education for students	- Discuss the nursing education career ladder with students, faculty from the CMU RN-BSN nursing program and local nursing organizations to enhance student knowledge of post-licensure educational opportunities for RNs. - Guest speakers promote excellence in best practices of nursing and real-world experiences. - Excellent breadth and depth of clinical experiences at local nursing facilities where students are exposed to nurse-preceptors in a variety of specialized patient care experiences, which illustrates the importance of continuous nursing education in health care.
Promote excellence in nursing education- faculty	- Faculty maintains professional certifications and memberships in professional organizations. - Professional Development Funds are available for faculty members to continue their education. - Full-time faculty can take up to 12 credits per academic year at CMU at no cost. - Attend professional conferences (NLN and Nurse Educators of the Rockies).

1.5 The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing.

On May 8, 2018, Bette Schans PhD, RT(R), FASRT was appointed Interim Department Director of Health Sciences. Dr. Schans began at CMU in 1994 as an Assistant Professor and Program Director for Radiologic Technology. In her role as Program Director, a role she served for 18 years, she was responsible for accreditation actions for the Joint Review Committee on Education in Radiologic Technology (JRCERT). Dr. Schans has presented, (locally, regionally, nationally, and internationally) published, and served in leadership roles associated with her radiologic technology expertise. She was the Director of Assessment and Accreditation Support for CMU from 2012 to 2018. She was awarded Professor Emeritus status in 2016. Dr. Schans earned a Ph.D. in Education and Human Resource Studies from Colorado State University, an M.S. in Management and Organization from the University of Colorado-Denver, a B.S. in Health Care Management from Metropolitan State College in Denver, and an A.A.S in Radiologic Technology from Community College of Denver.

In compliance with the accreditation standards and the Colorado State Board of Nursing requirements, Dr. Lucy Graham PhD, MPH, RN, was appointed DNEP summer of 2018. Dr. Graham completed her PhD in Nursing in 2016 from the University of Colorado College of Nursing, her MPH from University of Northern Colorado, her BSN from the University of Kansas Medical Center, and her BA from the University of Kansas. Dr. Graham has been a RN since 1991 with clinical experience in emergency department nursing, intensive care nursing, and care for people living with HIV. She gained valuable leadership experience as the Program Director for a federally funded clinic for people living with HIV.

1.6   The nurse administrator is experientially qualified, meets governing organization and state requirements, and is oriented and mentored to the role.

The DNEP is oriented/evaluated by the Interim Department Director of Health Sciences (IDD). Appendix 1.6 contains the evaluation form. This role has been redefined to meet the requirements of the state board, CMU, and the Department of Health Sciences. Dr. Graham is qualified for the role having been an RN since 1991 and receiving her PhD in 2016. The nurse administrator, as per the state board of nursing, must possess a doctoral degree. Dr. Graham's resume, transcripts, and position description are available in the virtual resource room.

1.7   When present, nursing programs coordinators and or faculty who assist with program administration are academically and experientially qualified.

The DNEP and the IDD delegate management functions to the program coordinator. The coordinator is responsible for the development and administration of the AAS program and is given release time of 3-credits to fulfill this responsibility. The coordinator works closely with the DNEP and the IDD.

The coordinator for the AAS program, Vicki Zarlingo MSN, is experientially qualified to lead the AAS program. Vicki received her Practical Nursing certificate from the Delta-Montrose Vocational Technical Program in 1991, her Associate of Applied Science in Nursing (AAS) from then Mesa State College in 1995, Bachelor of Science in Nursing (BSN) from Colorado Mesa University in 2015, and Master of Science in Nursing (MSN) with an emphasis in Nursing Education from Walden University in 2017. Vicki has worked in many nursing roles since 1991 with a primary focus in Adult and Geriatric care in both acute and chronic care environments. Vicki served as a nurse manager at Mesa Manor Rehab from 1996-2007 with leadership roles

that included Assistant Director of Nursing and Director of Nursing Services. After a transition to St Mary's Hospital in Grand Junction, Vicki continued to serve in leadership roles that include charge nurse and unit supervisor.

Vicki started at CMU in 2015 as a clinical instructor in the LPN-AAS program. She became the coordinator of the AAS program in 2018. She has served in this role since that time. She has served on committees both in the department and for the university.

1.8 The nurse administrator has authority and responsibility for development and administration of the program and has sufficient time and resources to fulfill the role responsibilities.

The DNEP has a 12-credit hour release each semester, which allows her enough time for each of the nursing program, and development of programs for the Health Sciences Department. She reports directly to the IDD. Each month the Program Coordinator meets with the IDD and DNEP. These leadership meetings serve as a resource, source of support, and a means for decision-making within the department. Leadership meeting minutes are available in the virtual resource room.

1.9 The nurse administrator has the authority to prepare and administer the program budget with faculty input.

The DNEP works with the IDD on the budget for each of the programs. Meeting minutes from budget meetings are available in the virtual resource room. Faculty have input into the budget process at faculty and leadership meetings. Meeting minutes from leadership and faculty meetings are available in the virtual resource room.   The Program Coordinator discusses the need for resources with the DNEP and the IDD. Furthermore, the AAS program can make

requests for items needed for the enhancement of student learning through Perkins funding (see table 1.9 AAS Lab Equipment Purchases). The process allows the program faculty to purchase items and/or attend nursing education conferences.

Table 1.9 AAS Lab Equipment purchases

Year	Item
2020	Received Storage Cart for Nursing Lab
2019	Requested 2019 – approved for delivery fall of 2020 Sound Card for sound simulator (5) Stethoscope sounders (2) Heart Rhythm simulator (1) Nihon Kohden BSM (1) Interchangeable Newborn simulator Interchangeable Pediatric simulator Edema Trainer (2) pitting & non-pitting Ear Exam Trainer (1) Loaded Crash Cart (1)
2018	Requested 2018 – Received 2019 IV Arms (2) Interchangeable catherization model (2) Trach/NG model (2) Heart & Lung sound simulator (1) Sound Card for sound simulator (2) Ostomy teaching model (2) Pressure Ulcer teaching model (1) Pressure Ulcer foot model (1) Stage 1-4 pressure ulcer & burn

1.10 Policies for nursing faculty and staff are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization; differences are justified by the purpose and outcomes of the nursing program.

Faculty have a contractual agreement between the BOT of CMU and Colorado Mesa

University. The contractual agreement covers faculty as listed below:

Faculty - Faculty include only professional personnel whose primary responsibility is to provide academic instruction to students and who may hold academic rank. Faculty do not include professional personnel who are counselors, librarians, student service personnel, or other administrative personnel.

Nursing – The faculty and nurse leadership collaborate to ensure policies are established. The nursing faculty follow the same governing organization policies and guidelines as the rest of the university. Workload/assignment guidelines are based upon the CMU appointment for faculty. Policies of the nursing education unit are comprehensive, provide for the welfare of faculty and staff, and are justified by the goals and outcomes of the nursing education unit. The Professional Personnel Employee Handbook is located on the CMU website at:

https://www.coloradomesa.edu/human-resources/ppeh_final-approved-042418_completehandbook.pdf . Nursing faculty adhere to additional policies as required by clinical affiliations; for example, current CPR certification, up-to-date immunizations, and maintenance of an unencumbered state license, etc. University-wide student policies are located in *CMU Maverick*

Guide at https://www.coloradomesa.edu/student-services/documents/MaverickGuide.pdf .

Program policies are consistent with the governing organization's policies, yet follow more stringent program specifics where applicable. Student-related policies specific to nursing are reflected in the program's handbook at

https://www.coloradomesa.edu/healthsciences/degrees/career-ladder.html and are available in the virtual resource room. Faculty review the AAS handbook annually.

The normal teaching load for academic faculty is 24 semester credit hours per academic year. This load is usually distributed as 12 semester credit hours per semester. For classroom instruction, faculty receive one credit for a 50-minute period. One credit in the classroom equals 15 contact hours. In a clinical setting, 1-credit hour equals 45 contact hours. Policies of the AAS program are comprehensive, provide for the welfare of faculty and staff, and are consistent with those of the governing organization. The contractual agreement stipulates workload, tenure promotion, grievance and harassment procedures, and other relevant workplace concerns.

1.11 Distance education, when utilized, is congruent with the mission of the governing organization and the mission/philosophy of the nursing education unit.

The format of the class includes the use of D2L as a learning management system for all students and faculty, even when courses are 100% face-to-face. CMU requires all grades and syllabi to be available online for student access. The faculty in the AAS program also place all student learning materials online. Other features including quizzes, exams and assignment drop boxes for grading are utilized by all program faculty for a consistent student experience. Distance Education is utilized for one-third of the students in the program. Ten remote students will be geographically located in Craig Colorado starting fall 2020, which is 210 miles from the Montrose Campus where the face-to-face classroom is located. All didactic courses are presented in a synchronous learning format via Zoom, a video conferencing system. Faculty present lectures, engage the students in discussion, and present class activities with the blended cohort of in-person and remote students.

STANDARD 2 FACULTY AND STAFF

Qualified and credentialed faculty are sufficient in number to ensure the achievement of the student learning outcomes and program outcomes. Sufficient qualified staff are available to support the nursing education unit.

2.1 Full-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

There are three full-time faculty in the program. The coordinator (Vicki Zarlingo) holds a Master of Science in Nursing (MSN) degree in Nursing Education. Kate Wogan is a Nursing Instructor and holds a Master of Science in Nursing (MSN) degree with an emphasis on Family Nurse Practitioner (FNP), Board Certified in 2019. Michele Lewis is a Nursing Instructor and holds a Master of Science in Nursing (MSN) degree with an emphasis on Nursing Leadership and Management. Ms. Lewis was added to the program at the beginning of the second cohort to support one-time cohort of 10 additional remote students in Craig Colorado over the next 2years. Ms. Lewis is in a full-time, temporary nursing instructor position. Thirty students were admitted into the second cohort in the fall of 2020. Three full-time faculty are sufficient to meet the needs of the current cohort of 30 as the Colorado State Board of Nursing rules dictate no more than 10 students to one instructor in clinical settings. Please see appendix 2.1 for Ms. Zarlingo's, Ms. Wogan's, and Ms. Lewis' CVs, which demonstrate areas of expertise and experience. Ms. Wogan's FNP training has augmented her depth of expertise in that she now has had training in care of patients across the lifespan, including mental health. Ms. Wogan currently practices part-time in a clinical setting as an FNP.

At Colorado Mesa University (CMU), all faculty are required to have a faculty qualification form and curriculum vita (CV) upon hire. The Vice President of Academic Affairs (VPAA), Dr. Kurt Haas, uses these forms to vet faculty and approve appointments to positions based off required qualifications for the University and Higher Learning Commission. See appendix 2.1 for the faculty qualification and CV forms. CMU's definition of faculty appointments can be found in the Professional Personnel Employment Handbook on pages III-2 – III-6 and VIII (https://www.coloradomesa.edu/human-resources/ppeh_final-approved042418_complete-handbook.pdf). The Colorado State Board of Nursing Chapter 2 rules govern the qualifications for faculty teaching in nursing programs. The link below establishes these qualifications on page 13 -3.11.

https://drive.google.com/file/d/0Bxf8Kvf7FrBtdXhoMk54V3pPcWc/view

All of the full-time AAS faculty meet the qualifications outlined by the Colorado State Board of Nursing as the program coordinator has an MSN and Ms. Wogan graduated in December 2019 with a MSN-FNP. Ms. Lewis has an MSN with an emphasis in Nursing Leadership & Management. All full-time faculty are exclusive to the AAS program.

2.2 Part-time nursing faculty hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

There are no part-time faculty for the AAS program.

2.3 Non-nurse faculty teaching nursing courses hold educational qualifications and experience as required by the governing organization, the state, and the governing organization's accrediting agency, and are qualified to teach the assigned nursing courses.

There are no non-nursing faculty teaching in the AAS program.

2.4 Preceptors when utilized, are academically and experientially qualified, oriented, mentored, and monitored, and have clearly documented roles and responsibilities.

The AAS program utilizes preceptors during the capstone rotation in the final semester of the program. The roles of the preceptor include functioning as a teacher and mentor in guiding, directing, and supervising activities of the Student Nurse Preceptee during the final capstone assignment in the clinical site. The preceptor – preceptee relationship is a working relationship between an experienced professional and a novice provider of care, in this case, a Student Nurse.

The Preceptor helps to bridge the gap between theory and practice for the Preceptee. Responsibilities of the preceptor include:

1. Mutually negotiate Student Contract for Learning with Student Nurse Preceptee prior to the actual preceptorship.

2. Assess Student Nurse's prior experiences and learning style to determine learning needs and strategies.

3. Develop shared goals and objectives in collaboration with the Student Nurse.

4. Orientation

   a. Communicate general guidelines to be used for Preceptor-Preceptee interactions and for review and feedback of Student Nurse performance

   b. Review policies, procedures, and protocols specific to the setting and role of an RN

   c. Review expectations for documentation
   d. Discuss overall plan for progression of Student Nurse assignments

e. Review clinical site educational and licensure documentation, parking, dress code, etc.

5. Supervision and Teaching

   a. Ensure the Student Nurse's performance is consistent with standards

   b. Share a patient assignment by progressively delegating responsibilities to the Student Nurse

   c. Choose the Student Nurse's patient assignment based on Student Learning Contract goals and objectives

   d. Act as a model for the Student Nurse by adhering to policies and procedures when delivering patient care

   e. Provide ongoing feedback to Student Nurse throughout clinical experience

6. Evaluation

   a. Assess Student Nurse's progress through a formal, written evaluation at the completion of the clinical preceptorship

   b. Inform the CMU AAS Program Faculty of concerns related to

      i.   Unsafe clinical practice by the Student Nurse

      ii. Student difficulties in meeting the requirements of the preceptorship experience

c. Consult with Faculty regarding any concerns about the student Nurse's ability or clinical performance, prior to the end of the clinical experience

Preceptor qualifications include a review of preceptor credentials and pertinent experience within the clinical setting. Preceptors for AAS nursing students are required to have a minimum of an associate RN nursing degree and an active unencumbered license to practice as a registered nurse in Colorado. The preceptor must also be employed by the clinical site hosting the student nurse preceptee. An affiliate agreement must be in place between the clinical site and CMU.

Chapter 2 Rules and Regulations for approval of Nursing Education Programs from the Department of Regulatory Agencies, Division of Professions and Occupations, Section 3 CCR 716-1, defines preceptors as: a professional or practical nurse who assumes joint teaching responsibility with a Faculty member and should have a minimum of one (1) year of clinical experience relevant to the area(s) of responsibility. A licensed professional nurse may precept a professional or practical nursing student. A licensed practical nurse may precept a practical nursing student. It is expected that the licensed nurse should be at or above the degree level of the Nursing Education Program (Section 1.12 C).

https://www.colorado.gov/pacific/dora/Nursing_Laws

Final Clinical Precepted Experience: Faculty planned, guided, and Preceptor-supervised learning activities occurring at the end of the nursing education program after a student has received the theory and clinical experience that is necessary to provide safe care. (Section 1.13)

https://www.colorado.gov/pacific/dora/Nursing_Laws

Preceptors are identified by the clinical manager or designee of each clinical site. Once selected a preceptor agreement and preceptor qualifications form is completed and reviewed by

the AAS program coordinator and capstone course instructor. Preceptor credentials and experience is reviewed and verified by the AAS program coordinator. Preceptors are provided with a preceptor packet which contains orientation material, guidelines, tips, and forms to be used throughout the capstone rotation. A copy of the preceptor packet is available in the virtual resource room.

Faculty meet with each preceptor over the course of the capstone rotation to provide additional guidance, mentoring and problem-solving if needed. Faculty work in cooperation with the clinical site liaison to monitor the capstone experience for each student nurse preceptee through meetings, student interviews, and journaling assignments.

2.5 The number of full-time faculty is sufficient to ensure that the student learning outcomes and program outcomes are achieved.

CMU has defined faculty appointments as listed in the Professional Personnel Employment Handbook pages III-2 – III-6 (https://www.coloradomesa.edu/humanresources/ppeh_final-approved-042418_complete-handbook.pdf). The three full-time faculty are sufficient to achieve the student learning outcomes (SLOs). Each of the faculty teach between 12 and 16 credit hours a semester to ensure all courses are covered. The faculty overload policy is found within the academic affairs policy at: https://www.coloradomesa.edu/academicaffairs/documents/policies/FacultyOverload.pdf. At CMU, a full-time teaching load is 24 credits per academic year. Faculty credit information can be found in appendix 2.5. The DNEP is responsible for approving teaching overloads as evidenced by the inclusion of this discussion on the August AAS program meeting agenda (see appendix 2.5a.).

The AAS program admitted its first cohort in fall 2018. Faculty work together to ensure content is covered in each of the courses throughout the program. Faculty teaching assignments are determined by the needs of the program, faculty expertise, and faculty goals. Faculty are involved in the decisions regarding courses they feel are the best fit for their expertise. Faculty meeting minutes from August 29, 2018 illustrate classes each faculty plan to teach each semester (see appendix 2.5b). At the end of every course, students have the opportunity to evaluate whether courses met ESLOs. Course data may be found in the SPE in appendix 1. The first cohort will graduate in spring 2020. Program outcomes will be evaluated 6-9 months following graduation.

The faculty to student ratio is as follows:

- Didactic- 1:20

- Clinical- 1:10

- Lab/ Simulation- 1:10/ 1:5

2.6 Faculty (full-and part-time) maintain expertise in their areas of responsibility, and their performance reflects scholarship and evidence-based teaching and clinical practices.

Full-time faculty have a broad range of nursing specialization as well as various professional activities as represented in Table 2.6. Full-time faculty are required to teach 24 credits each academic year. Faculty may teach overloads to ensure POs and SLOs are being met. The policy for workloads and overloads is located in the Professional Personnel Employment Handbook pages VIII-3 to VIII-4 (https://www.coloradomesa.edu/human-resources/ppeh_finalapproved-042418_complete-handbook.pdf). Overloads by faculty are on an as-needed basis. Faculty who teach an overload are financially compensated. CMU allows overloads with certain requirements. Faculty overload information is available in the virtual

resource room. The DNEP and IDD are responsible for determining if the faculty member is eligible to teach overload credits. See faculty minutes for discussion of approved faculty overloads in virtual resource room.

Faculty for the AAS program are clinically competent, provide excellent instruction, and serve as role models for students. Program faculty meet the CMU and CBON requirements with a minimum of an MSN. The CBON and CMU also require a minimum of at least two years of full-time clinical experience. Evidence of instructor competencies is demonstrated through student evaluations, clinical evaluations, and certifications in specialty areas. The IDD and the DNEP review evaluations of faculty by students each semester.

Table 2.6 Evidence of Scholarship/Clinical Practice Requirements

Full Time Faculty Name	Evidence of Scholarship/Clinical Practice
Vicki Zarlingo Tenure-track faculty	- Registered Nurse since 1995 - Registered Nurse at St Mary's Hospital since 2007 Clinical Resource Specialist – St Mary's Hospital - PRN Staff Nurse – St Mary's Hospital - ACLS, BLS, NIHSS - Stroke Certified Registered Nurse - Membership – AANN, AACN, ANA, and STTI - Guest lectures with community partners
Kate Wogan Nursing Instructor	- Registered Nurse since 2008 - Family Nurse Practitioner- Pavilion Family Medicine, Primary Care -Montrose, CO - Extensive clinical experience Fall 2016-Fall 2019, 650 hours in various clinical settings across the lifespan including: Adult health – acute & chronic, Pediatric Health, Family Health, and Health Assessment. - Active Colorado NPI & DEA numbers

	• Active APN License with RXN – Colorado
	• Membership - AANP
	• BLS, ACLS, & PALS
Michele Lewis Nursing Instructor	• Registered Nurse since 2008 BSN 2016
	• MSN with a focus in Leadership & Management 2017
	• CPHQ Certification
	• Clinical Nurse Manager
	• Developed Yampa Valley Diabetes Management Program 2019
	• Public Health Nursing – Routt County COVID Response 2020
	• Part-Time RN at Steamboat Surgical Center
	• Membership - NAHQ
	• BLS
Part Time Faculty Name	**Evidence of Scholarship/Clinical Practice**
NA	• The AAS program has no part-time faculty

2.7 The number and qualifications of staff within the nursing education unit are sufficient to support the nursing program.

Two full-time Professional Staff Assistants within the Department of Health Sciences are available for students and faculty. One assistant works with the AAS program, as well as the PN, LPN-BSN, RN to BSN, Medical Laboratory Technician, and Surgical Technology programs. Administrative staff assure that personnel, budget, and curriculum items are submitted to the appropriate campus departments. Additionally, they are responsible for professional correspondence, support of department administration, faculty-related departmental issues, completion of the clerical portion of the admission processes for the students each semester, and

maintenance of student records related to clinical requirements (e.g. immunizations, CPR certification). See Appendix 2.7 for the Professional Staff Assistant position description.

The Clinical Placement Coordinator (CPC) began his responsibilities July 1, 2019. The CPC is responsible for clinical placements of students, coordinating records for faculty at each clinical site and obtaining and up-dating clinical contracts. See Appendix 2.7a for the position description of the CPC. There are no Lab Personnel that are used in the AAS program to manage the Montrose nursing labs.

Memorial Regional Health has provided an onsite student support person for the one-time addition of 10 remote students, for one-cohort, that is in addition to the support staff provided by CMU. The support staff is a registered nurse.

2.8 Faculty (full and part-time) are oriented and mentored in their areas of responsibility.

Every August, university orientation is offered to new full-time faculty. Full-time faculty are provided campus and academic resources. Full-time faculty meet other key individuals, learn communication strategies relevant to the university, and become familiar with the physical layout of the campus.

Health Sciences has a mentorship program within the department. Recently, the department up-dated the mentor checklist for tenure-track faculty, which can be found in Appendix 2.8. New faculty, whether full or part-time, are paired with a seasoned faculty member as a mentor. They meet and discuss the role, expectations, and CMU culture. Faculty meet with new full-time faculty on a monthly basis. A formalized process for orientation of part-time faculty has not been established at this time, however, faculty meet with each part-time faculty and discuss expectation, syllabi, and CMU policies. New part-time faculty are encouraged to

meet by phone, email, or in person every month for the first year. There are no part-time faculty currently.

2.9 Faculty (full-and part-time) performance is regularly evaluated in accordance with the governing organization's policy/procedures and demonstrates effectiveness in assigned areas of responsibility.

All CMU faculty complete an annual evaluation for reappointment, tenure, promotion, and/or post-tenure review. The primary purpose of the process is to assist faculty in individual growth and to improve their contributions to the University. Annual performance reviews and comprehensive evaluations are the two types of formal evaluation used at CMU. Individuals develop a performance plan for the next year in the spring semester. The plan is reviewed and approved by the IDD and the VPAA. Performance ratings for the 2019-20 school year were; Exceptional, Above Expectation, Successful, Below Expectation, and Unsatisfactory. An example can be found in Appendix 2.9, Performance Evaluation and Plan.

In the AAS program there is one tenure-track faculty and one Instructor of Nursing at the Montrose Campus. An additional Instructor of Nursing was added to the Memorial Regional Health cohort for the next two years.

This section only applies to tenure/tenure-track faculty:

The Professional Personnel Employment Handbook highlights the evaluation process. It is located on the CMU website at. https://www.coloradomesa.edu/human-resources/ppeh_finalapproved-042418_complete-handbook.pdf on pages V1-V27. The general evaluation criteria and their relative weights used in the evaluation process are as follows for tenured or tenure-track faculty:

- Teaching - range of 50-65%

- Advising - minimum of 5%

- Scholarly Activity - minimum of 10%

- Service - minimum of 10%

The total of the four weights shall equal 100%. Each faculty member, with the approval of the DNEP and the IDD, establishes an individual percentage distribution as part of the annual development plan. Full-time, non-tenured instructors are required to evaluate themselves under the teaching section only. However, some non-tenure track faculty do advise, scholarly activities, and service. See appendix 2.9a for an example of Vicki Zarlingo's faculty evaluation and 2.9b for an example of Kate Wogan's Nursing Instructor evaluation.

This section applies to both tenure/tenure-track faculty an Instructor of Nursing:

Students evaluate faculty in each course at the end of the semester on a voluntary basis. This feedback is used in the formal evaluation process. Feedback from students helps instructors to adjust within their course.

2.10 Faculty (full and part-time) engage in ongoing development and receive support for instructional and distance technologies.

CMU utilizes D2L Daylight platform as a way to share syllabi, course announcements, course materia,l and grades. Distance education provides for assistance with online courses. The online website through MAVZone offers numerous resources for faculty including:

- Desire2Learn (D2L)

- EPortfolio

- Online course design

- Quality Matters

- Voicethread

- Panopto

- Turnitin feedback studio

- Policies and procedures

Information for faculty resources can be found at

https://www.coloradomesa.edu/distanceeducation/online-teaching-and-learning-resources.html

on the MAVZone website. Technology support is available through the help desk, phone, or

online for both faculty and students

Faculty can participate in several on campus development opportunities. Some of these

include; Faculty Professional Development, Faculty Colloquia, and Teacher2Teacher.

Teacher2Teacher provides regular trainings for all faculty on pedagogical practices. Professional

development opportunities are offered to all faculty at the beginning of each semester. Different

faculty across campus present at Faculty Colloquia each month. Tenured and tenure-track faculty

may receive $600.00 in travel monies annually for faculty development. Tenured and

tenuretrack faculty may also apply for the Faculty Professional Development Funds each fall for

additional funds to use to present or attend relevant conferences.

Standard 3: Students

**Student policies and services support the achievement of the end-of-program Student
Learning Outcomes and Program Outcomes of the nursing programs.**

**3.1 Policies for nursing students are congruent with those of the governing organization as
well as the state, when applicable, and are publicly accessible, non-discriminatory, and**

consistently applied; differences are justified by the end-of-program Student Learning Outcomes and Program Outcomes.

Policies for CMU and the AAS program are generally congruent. Differences between CMU and the AAS program, particularly with requirements of clinical agencies, are justified by the Department of Health Sciences and the AAS program. Policies for CMU can be found in the 2020 - 2021 catalog: https://catalog.coloradomesa.edu/, which provides information such as course descriptions, tuition, fees, academic integrity, academic calendar, master course schedule, FERPA information, and programs of study. The Maverick Guide (CMU student handbook) at: https://www.coloradomesa.edu/student-services/documents/MaverickGuide.pdf also contains policies. Polices that are the same include:

- University admissions: https://www.coloradomesa.edu/admissions/index.html

- Academic integrity:

  https://www.coloradomesa.edu/studentservices/documents/MaverickGuide.pdf

- Academic probation or suspension:

  https://catalog.coloradomesa.edu/generalundergraduate-academic-policies/

- Graduation process: https://www.coloradomesa.edu/registrar/graduation.html

- Grievance/complaints and appeal process:

  https://www.coloradomesa.edu/studentservices/documents/MaverickGuide.pdf

- FERPA: https://www.coloradomesa.edu/registrar/ferpa.html

- Tuition and fees: https://www.coloradomesa.edu/student-accounts/expenses.html

- Disability: https://www.coloradomesa.edu/rec-center/facilities/disability-services.html

  and https://www.coloradomesa.edu/educational-access/links.html

- Harassment: https://www.coloradomesa.edu/student-services/title-ix/compliancestatement.html

- Student load: https://catalog.coloradomesa.edu/general-undergraduate-academicpolicies/

Policies of the AAS program https://www.coloradomesa.edu/health-sciences/degrees/careerladder.html, which are different from CMU, include: Table 3.1 located in the appendix.

- Admission to program

- Application process

- Attendance policy

- CPR certification

- Criminal background check

- Drug screening

- Grading/testing

- Immunizations/health policies

- Liability insurance

- Health insurance

- Mental and physical capacity requirement

- Withdrawal/probation/dismissal/program progression

- Dress code

All CMU students have the same admission process for entry into CMU. University admission is a separate admission from the AAS program. Students apply for admission to the AAS program after completing their foundational and essential learning requirements.

Admission to program: Students admitted to CMU have a separate admission to the AAS program. Applicants must meet the minimum criteria by April 15th once every two years in order to be considered for the AAS program. They must compete for available seats.

Application process: Applicants must be in the process of finishing the essential learning and foundations courses to be eligible for consideration into the AAS program. Applicants must have their application turned in by April 15th at 12pm. Requirements include application, request of grades for in-progress foundation sciences courses, Kaplan entrance exam scores, and transcript request form. Information on application to the AAS program is located at

https://www.coloradomesa.edu/health-sciences/degrees/career-ladder.html

This is a new process for the 2nd cohort of applicants to the AAS program that applied Spring 2020 for Fall 2020 start. Selection to the AAS program is a two-step process. Step One: All applicants with a 3.0 GPA or higher are invited to interview with a panel of three faculty members. Interview scores are averaged for the final point value. The final interview points are combined with the AAS Admission Selection Tool (available in the virtual resource room), which creates a score based on overall GPA, Kaplan test score, and GPA in the required science courses as well as other criteria. The interview score is weighted heavier than the Admission Selection Tool score. Students with the highest combined score receive an email of acceptance to attend the AAS program. We accept 20 students every other year on the Montrose Campus. A one-time, one-cohort addition of 10 remote students from Memorial Regional Health in Craig also entered the program with the second cohort. Due to the COVID pandemic the April 15th application date was delayed until June 1st because of testing center closures at CMU. The Kaplan test requirement was later removed from the spring 2020 application process because testing centers did not reopen to applicants.

Attendance policy: Attendance in the classroom is required for successful completion of the AAS program. Students are given 10 points for each class attended. Students that are absent for any reason receive zero points. These general policies may be reconsidered for fall 2020 due to COVID-19 and the need to allow for students to isolate as needed. In the case of absence or tardiness, students are required to notify the instructor prior to the time scheduled for class. Students who are tardy for class or leave class early, regardless of reason, will lose five of the 10 points awarded each day.

In the clinical setting, attendance is as follows: Percentage points are subtracted off of the final clinical grade for each of the following:

- Tardy more than twice. – 5%

- Being unprepared for a clinical assignment (e.g., inappropriate dress, incomplete preparation). The student will also be sent home by the clinical instructor. – 5%

- A no-call/no-show to clinical. – 10%

The policy is located in all clinical syllabi and in the AAS handbook.

CPR: Once admitted to the AAS program students must submit a copy of appropriate CPR certification, which must be through the American Heart Association healthcare provider course. Students must maintain CPR certification throughout the AAS program. Information is located in the AAS handbook

https://www.coloradomesa.edu/health-sciences/degrees/career-ladder.html

Criminal Background check: To maintain a safe and productive educational and clinical environment, potential students who have been accepted into the AAS program will undergo a

criminal background investigation. Students must pass the background check and drug screen to register for classes.

Drug Screen: Potential students who have been accepted into the AAS program must pass a 10panel drug screen. Students are unable to register for classes until the drug screen and criminal background check have been passed. Clinical agencies require all students to have a drug screen on record.

Grading/Testing: Students are held to a rigorous grading standard in order to produce the highest quality nurses. The grading scale for all nursing courses is:

Students must pass each course with a 76% and must have a cumulative test grade of 76% to pass each course. A cumulative grade of 75.5% is rounded up to 76%.

Nursing grading scale:

92.5-100% = A .... 4 quality points

84.5-92.49% = B .... 3 quality points

75.5-84.49% = C .... .2 quality points

70-75.49% = D………………………..1 quality point

69% and below = F…………………......0 quality points

University grading scale:

90-100% = A .... 4 quality points

80-89% = B .... 3 quality points

70-79% = C .... 2 quality points

60-69% = D…………………….……1 quality point

59 and below = F .... 0 quality points

Immunizations/Health policies: Clinical agencies have specific health requirements that students must comply with to attend clinical. An annual health examination is mandatory for all

students verifying that they are able to meet physical, mental, emotional, and environmental requirements. This exam is the financial responsibility of the student. Students admitted to the AAS program are required to have proof of several immunizations or immunity to the following: Hepatitis B, TB, Tdap, MMR, and Varicella as well as an annual flu vaccine. All records for immunizations are maintained in My Clinical Exchange, a database used by the majority clinical partners to manage student a faculty documentation.

Liability Insurance and Health Insurance: Students are required to have professional liability insurance for AAS Student throughout the entire program. The policy must be comprehensive general liability insurance for the AAS student covering bodily injury and property damage liability with minimum coverage limits of $1 million each claim/$6 million aggregate coverage limits. Students must show proof that they have health insurance or other suitable coverage. Records for liability and health insurance are maintained in My Clinical Exchange.

Mental and Physical Capacity Requirements: Under the supervision of a licensed nurse the student nurse has direct responsibility of patient care for those assigned individuals during a scheduled shift. A shift varies in duration from 4-12 hours and may be during the day, night, weekday, or weekend. Students are responsible for written, verbal, and electronic communication with families, caregivers, and other staff in relation to their assignment. Duties may require sitting, standing, walking, lifting, and bending, twisting, squatting, carrying, pushing, pulling, typing, pinching, gripping, and bimanual dexterity. Students must obtain verification from a health care provider that they are mentally and physically capable of meeting these requirements.

Withdrawal/Probation/Dismissal/Program Progression: Nursing courses must be retaken if a student wishes to withdraw from the AAS program and/or a class. As in other courses on campus, the student is able to retake the course the next semester it is offered. In the nursing

program, the student must progress through classes in a sequential order. Clinical spaces are limited, and withdrawal may prevent a student from progressing the next year as spaces may be filled. A student who fails two classes is dismissed from the nursing program

https://www.coloradomesa.edu/health-sciences/degrees/career-ladder.html

Dress Code: Dress code policies are in place to meet the requirements of clinical sites, as well as to meet professional standards for nursing. Requirements include clean and wrinkle-free white uniform, personal grooming, and nametags worn at all times. All uniforms must include the AAS patch. The Dress Code policy is located in the AAS handbook on pages 32-33.

AAS Student Handbook: The Student Handbook is located online for all students to access. The handbook is a guideline for the AAS program. Students are required to sign they have read the handbook at the beginning of the AAS program. Information and location of the handbook is part of the orientation process. The handbook is located at

https://www.coloradomesa.edu/healthsciences/undergraduate/nursing/associate.html

3.2 Public information is accurate, clear, consistent, and accessible, including the program's accreditation status and the ACEN contact information.

Information regarding the AAS program can be found on the CMU website under the Department of Health Sciences https://www.coloradomesa.edu/health-sciences/degrees/careerladder.html. The website has the most-up-to date, accurate, and clear information. The website is updated on a yearly basis or as changes occur. A separate web page was created for the AAS program at that time. The website lists the web page and address for information related to ACEN: https://www.acenursing.org/. Administrative assistants work closely with the AAS Coordinator and CMU to ensure accuracy of information. The academic

calendar list important dates for student by semester.

https://catalog.coloradomesa.edu/academic-calendar/

3.3 Changes in policies, procedures, and program information are clearly and consistently communicated to students in a timely manner.

Changes to AAS program policies, procedures, and program information are communicated to students in the classroom, through email, and are reflected on the website. If a class or clinical needs to be altered from originally scheduled times, advanced notice (when possible) is provided in class and/or via student University e-mail. The faculty and the AAS program Coordinator update the AAS program handbook and policies yearly. If a change is made during the year, the student must sign an affidavit acknowledging the change. The affidavit is scanned and placed in the student's file. In addition to the AAS Student Handbook, information is disseminated to students via weekly D2L and/or announcements in class and student e-mail. During faculty meetings, if a change in policy is decided upon, it is announced in the meeting allowing the student representatives to inform the class.

Students are encouraged to sign up for the CMU Emergency Notification System during registration. In case of an emergency, students, faculty, and staff will be notified through one or more of the following channels: text, voicemail, CMU e-mail, and MAVZone.

3.4 Student services are commensurate with the needs of nursing students, including those receiving instruction using alternative methods of delivery.

Academic support services are available and are sufficient to meet the needs of the AAS students. Services available to students are found in the CMU catalog online at: https://catalog.coloradomesa.edu/ Support services include:

Academic Advising and Career Services: Available resources include testing support, tutoring, writing support, educational access, career assessment, career advising, employment preparedness workshops, internship information, and academic advising.

https://www.coloradomesa.edu/iris/index.html

- Admissions Office: The Admissions Office is the initial point of contact for prospective students and their families. Their function is recruitment of students, processing of admission applications, and petitions for changes to residency classification for tuition purposes. https://www.coloradomesa.edu/admissions/

- Banking Services: CMU collaborates with US Bank to provide students, faculty, and staff the option to add banking functionality to the campus ID card. https://www.usbank.com/student-banking/colorado-mesa-University/index.html

- Campus Recreation Services: The Hamilton Recreation Center (HRC) houses an indoor track, fitness area equipped with top-of-the-line strength and cardio equipment, an Olympic-caliber pool, basketball & racquetball courts, and a climbing wall. A practiced health and wellness staff offer customized personal training, wellness assessments, nutrition services, group exercise classes, and massage therapy. https://www.coloradomesa.edu/rec-center/index.html

- Campus Safety: It is the policy of CMU to provide for the safety and security of all members of its campus community. The University believes that academic freedom can only flourish in an environment that is free of criminal or other disruptive activity and unsafe conditions. CMU is committed to maintaining the campus community as a place of study, work, and residence that is free from abuse, intimidation, and harassment where

everyone is treated with respect and courtesy. The university will not tolerate criminal activity and will actively pursue internal discipline, criminal prosecution, or both for all offenders. https://www.coloradomesa.edu/safety/index.html. Faculty and students can file an incident or a safety concern at:

https://cm.maxient.com/reportingform.php?ColoradoMesaUniv&layout_id=4

- Degree Works: Degree Works is a web-based degree audit tool available to students through the MAVZone portal. Students and advisors can view the students' course progression per their declared major, review degree progress, see remaining requirements, and run "what-if" scenarios to explore other majors/minors.

- Desire2Learn (D2L): D2L is the course management system, which allows faculty and students to better communicate and enhance course work and to more efficiently deal with the structural necessities of enrollment and grading. Faculty can communicate with students, provide online assignments, facilitate learning through discussion and chat rooms, make use of various resources available on the web, and provide ongoing student feedback.

- Educational Access Services (EAS): EAS collaborates with students, faculty, staff, and community members to create an accessible higher education community, provide academic accommodations, and promote universal design principles enabling students with disabilities the opportunity to participate in all aspects of the educational environment as successful and independent learners.

https://www.coloradomesa.edu/educational-access/index.html

- Financial Aid and Planning: Financial aid is available in the form of scholarships and grants that do not need to be repaid. Additionally, students can apply for loans as well as work-study employment. https://www.coloradomesa.edu/financial-aid/index.html

- Information Technology (IT): The IT department supports faculty, staff, and students including administrative computing systems, academic systems, and software. https://www.coloradomesa.edu/information-technology/index.html

- Little Mavericks Learning Center: A service to CMU students, faculty, and staff that provides quality childcare through a balanced curriculum geared to the age and developmental level of the children while providing a practicum lab opportunity for students at CMU. https://www.coloradomesa.edu/little-mavs/index.html

- MAVZone: MAVZone is the computerized communication system and is the gateway to CMU's online information services for students, faculty, and staff. Students, faculty, and staff log-in to the secured site and access campus announcements, campus web services, registration, email, library, and group activities. The MAVZone provides an array of entry points. The MAVZone is the initial portal to D2L, campus community, IT, faculty, and student services, and more. Prospective students may use the online search system to assess course availability.

- Registrar's Office: Services provided include registering students into classes, maintaining academic records, and certifying degree requirements for graduation. The office is responsible for processing applications for re-admission to the University, as well as forms to add/drop a class, holds on registration, changes of address, non-release of directory information protected by federal law, enrollment verification for loans or

insurance purposes, and/or preparation of transcripts and evaluation of transcripts from other institutions to determine transferability.

https://www.coloradomesa.edu/registrar/index.html

- Student Nurses Association (SNA): Any student on campus that has declared nursing as a major may participate in the SNA. The SNA sponsors many community services and educational events. Meetings are held once a month and are recorded for those who are unable to attend to view on a private Facebook page.

https://www.coloradomesa.edu/health-sciences/student-nurses-association.html

- Student Wellness Center: The center's services are available on an outpatient basis including: first aid, dispensing of simple medications, assessment and referral to specialty physicians and dentists, providing counsel for personal health problems, simple physical examinations, and limited laboratory testing.

https://www.coloradomesa.edu/studentservices/diversity-and-health/health-center.html

- Testing Center: The testing center provides examinations required for admission to graduate and professional schools, examinations for proficiency and certification in nursing and teaching, and the Credit by Examination program. Assessment of academic skills in English and mathematics are provided for current and potential students.

https://www.coloradomesa.edu/testing/index.html

- Tomlinson Library: The Tomlinson Library supports the information, instructional, and research needs of the University. Approximately 161 online databases are available for faculty and student use through the library's website. The Interlibrary Loan Department and Prospector Program is used to obtain requested materials from other libraries.

Additionally, faculty can request materials for the library to purchase resources to enhance student learning. A Department of Health Sciences faculty member serves on the Library Committee who over-sees and evaluates the inventory of available resources. https://www.coloradomesa.edu/library/index.html.

- TRIO Student Support Services (TRIO-SSS): TRIO assists students in achieving their academic, personal, financial, and professional goals. CMU and the U.S. Department of Education sponsor TRIO. https://www.coloradomesa.edu/trio/index.html

- Tutorial Services: Tutorial Services offers free tutoring services for a variety of courses and subjects, including basic writing assistance. Qualified peer tutors, recommended by faculty, are trained to help students with their academic endeavors. https://www.coloradomesa.edu/tutoring/index.html

- Veteran Services: Veteran Services provides support for students of the military and their eligible dependents. https://www.coloradomesa.edu/veterans/index.html

- Writing Center: The Writing Center serves students across all disciplines and various stages of the writing process. We provide support for students to assimilate into the writing conventions of the university and into their specific academic disciplines. https://www.coloradomesa.edu/tutoring/writing-center.html

Students using a campus-wide process evaluate academic support services each semester. Evaluations are completed anonymously.

One such change made by the University was the creation of Integrated Resources for Information and Solutions (IRIS). IRIS has made it easier for students to get timely, consistent information from one location about registration, admission, financial aid, and advising. This

service is also available on the Montrose campus with the Administrative Assistants who are available Monday through Friday from 8 am to 5pm.

All services offered at CMU contribute to the successful completion of the AAS student's education and training and achieve success. Student success can be attributed to not only the faculty but also the support of the University to help students in various aspects.

3.5   Student educational records follow the policies of the governing organization and state and federal guidelines.

The Family Education Rights and Privacy Act (FERPA) provides students enrolled at CMU the right to inspect, review, and challenge their educational records. CMU is responsible for maintaining and protecting the confidentiality of student records. The policy for FERPA can be found online at: https://www.coloradomesa.edu/registrar/ferpa.html. The accounting and financial services office must operate in accordance with FERPA regulations. A release of information or an authorization for access in ePAY must be completed before the accounting and financial services office may discuss the details of student accounts with anyone other than the student. Office of Student Accounts at

https://www.coloradomesa.edu/studentaccounts/index.html identifies authorized users and maintains release of information procedures.

Robert Cackler, Associate Registrar, reported that records are never disposed of and are kept electronically in a secure location. Information regarding FERPA can be found in the AAS Student Handbook. All current AAS student records are scanned into Extender, an online repository of student information. The Professional Staff Assistant can access the files. Faculty must keep all tests and assignments for one year following graduation. Grades must be kept for five years and are located in the course shell on D2L.

Title IV regulations are maintained by Financial Aid Office. Financial Aid Services complies with University, state, and Title IV regulations. Federal Title IV funds include Federal Direct subsidized/unsubsidized loans, Federal Direct Grad PLUS loans, and Pell grants. Links for financial aid including student loans and grant can be found at https://www.coloradomesa.edu/financial-aid/links.html.

3.6 Compliance with the Higher Education Reauthorization Act Title IV eligibility and certification requirements is maintained, including default rates and the results of financial or compliance audits.

For the past 16 years, there have been no findings in the Federal Title IV and state financial aid audits. CMU has no limitations, suspensions, or terminations to report. Due to these clean audits, there have been no fines, letters of credit, or heightened monitoring from the Department of Education. The latest PPA/ECAR filed with the Federal Department of Education, as well as the latest audit are available in the virtual resource room.

3.6.1 A written, comprehensive student loan repayment program addressing student loan information, counseling, monitoring, and cooperation with lenders is available.

CMU requires each student to undergo either online or in-person counseling prior to receiving student loans (https://www.coloradomesa.edu/financial-aid/index.html). The most current three-year cohort default rate is 10.3% (2016). This is the third consecutive year of a decline in the rate. Strategies to reduce default rates are as follows: education about degree selection and reasonable salary expectation, life skills education (budgeting, credit, etc.), enhanced communication with students, regular notification to students of loan limits and expected re-payment amounts, outreach to students before default, and better information to

students about the consequences of default. Contact lists have been developed to communicate with graduates. Efficacy of these techniques are measured by tracking lending statistics, student indebtedness, and use of alternative funds in order to compare data to previous years. Financial literacy classes for CMU students are conducted on a voluntary basis as well as by reaching out to students with high loan rates. Borrowers are monitored each semester on aggregate borrowing amounts and letters are sent to students reminding them of amount borrowed and repayment obligations.

3.6.2 Students are informed of their ethical responsibilities regarding financial assistance.

All CMU financial records are maintained in the financial aid office. CMU student records are maintained to protect the privacy of students and provide eligible students access to the information. Compliance with Title IV was confirmed. Students may find information regarding financial aid at this website: http://www.coloradomesa.edu/studentaccounts/index.html. Students may receive assistance completing the Free Application for Federal Student Aid (FAFSA). Submission of this form is the first step to receiving financial aid. Students may file the application online at https://fafsa.ed.gov/ which includes discussion of ethical responsibilities.

Financial aid counseling is offered before and after assistance has been awarded. Students may receive a variety of financial aid awards. Students can receive information regarding financial aid and their ethical responsibilities at http://www.coloradomesa.edu/finaid/finaidfaqs.html.

- Student Entrance Counseling for Stafford Loan: First-time borrowers or transfer students are required by the federal government to complete a student loan entrance

counseling session before obtaining a Federal Stafford student loan. The purpose of the session is to help students understand their rights and obligations as a loan borrower.

- Exit Loan Counseling for Stafford Loans: Students who cease to be enrolled in at least six credit hours at CMU must complete a student loan exit counseling session. The purpose of this session is to inform the student of various forbearances, deferments, and repayment options, as well as their rights and responsibilities for the Federal Stafford loan.

- Perkins Student Loan: Information regarding the Perkins loan, including the promissory note and counseling, may be found at:

  http://www.coloradomesa.edu/studentaccounts/perkinsloans.html.

Students have a variety of methods in which to pay for their university education. Methods of payment include financial aid, online payment through ePay, check by mail, by phone with a credit card, and in person by credit card, cash, or check. Students who have questions regarding delinquent accounts may contact a financial aid counselor and/or access frequent questions about delinquent accounts at this site:

http://www.coloradomesa.edu/studentaccounts/delinquentacct.html.

Students are required to sign a Terms and Conditions Agreement upon receiving financial aid:

https://www.coloradomesa.edu/financial-aid/resources/links.html .

3.6.3 Financial aid records follow the policies of the governing organization, state, and federal guidelines.

In December 2018, CMU was re-approved be the federal government to administer Federal Title IV Aid. The approval from HLC as well as the Federal Department of Education are available in the virtual resource room.

3.7 Records reflect that program complaints and grievance receive due process and include evidence of resolution.

The grievance policy for both CMU and the AAS program is congruent. Students are made aware of the process at the beginning of each semester and as needed. Students must read and sign that they have read the student handbook in which the grievance policy is clearly written. The AAS Student Handbook can be found at:

https://www.coloradomesa.edu/healthsciences/undergraduate/nursing/associate.html. The grievance policy for CMU can be found in the Maverick guide:

https://www.coloradomesa.edu/studentservices/documents/MaverickGuide.pdf. The AAS Handbook and the Maverick Guide were updated in 2020. The process for student complaints can also be found in the Maverick Guide. The policy has specific guidelines to address the appeal of a grade, academic dishonesty, campus student conduct, and program policy grievances.

To encourage responsibility, conflict management, and conflict resolution skills, any student with a grievance is encouraged to communicate with parties directly involved prior to escalating their resolution efforts. Students first meet with the person directly involved to try to settle the complaint or grievance. Students may then talk with the AAS program Coordinator if a resolution was unsuccessful. Students may continue to grieve the issue to the IDD and then to Vice President of Student Affairs or the Vice President of Academic Affairs (VPAA). There have been no formal grievances filed. There have been no complaints or grievances to date.

3.8   Orientation to technology is provided and technological support is available to students.

Students who are taking a class online are required to pass a quiz in D2L, the online learning management program, before they are able to view the course in D2L. Courses will be dropped if a student does not pass the quiz by the second week of the start of the course. The course orients students to D2L and how to navigate the online classroom. Faculty at the beginning of each semester orient students to each of the courses utilizing D2L as the guide. Beginning in summer of 2018, CMU set up all course shells to be congruent across the campus. The hope was to make it easier for students to navigate across all courses at CMU. The website https://www.coloradomesa.edu/information-technology/index.html links students and faculty to the technology help desk to support the needs of students, faculty, and staff by offering numerous resources for success using D2L. The webpage features the most common areas for learning about technology resources on campus. There are several links, such as how to get started, get connected, and other "how-to" documents. The IT help desk allows students to submit a help desk ticket to report an issue. Students can also call the help desk or visit the technology help desk in the Tomlinson Library.

Students utilize Kaplan as a testing program to prepare them for taking the NCLEX- RN examination. Students receive an email from Kaplan allowing them to set up a username and password. At the beginning of the year, faculty orient students on how to access Kaplan, best use of Kaplan, remediation, and the features within the system. Kaplan is utilized in every course throughout the AAS program. For the 2nd cohort of the AAS program, the Kaplan representative will include an orientation to all Kaplan resources available through the program. At the end of the program students attend a 3-day NCLEX review.

Each of the clinical facilities utilizes a different Electronic Medical Records (EMR) system. During clinical orientation to each facility, students receive information for that specific EMR. Clinical faculty and staff nurses are available as a resource at each facility. Issues with any of the systems are discussed and dealt with at the time of the occurrence. Students have been utilizing an Excel document was developed to simulate an EMR which links directly to D2L for submission of lab and assessment assignments related to patient documentation. Students are oriented to the spreadsheets during clinical orientation.

3.9   Information related to technology requirements and policies specific to distance education are accurate, clear, consistent, and accessible.

AAS students utilize D2L to receive grades, syllabi, PowerPoint slides, study guides, information on assignments, submission of assignments, and to take quizzes. Students in the Montrose classroom receive face-to-face instruction and students in the Craig classroom are in a synchronous learning environment that is supported with zoom conferencing. Students in both learning modalities are provided with concise information regarding technology recommendations https://www.coloradomesa.edu/distance-education/new.html and distance education resources https://www.coloradomesa.edu/distance-education/resources.html to optimize online learning.

Standard 4: Curriculum

The curriculum supports the achievement of the end-of-program student learning outcomes and program outcomes and to consistent with safe practice in contemporary healthcare environments.

4.1 Consistent with contemporary practice, the curriculum incorporates established professional nursing standards, guidelines, and competencies and has clearly articulated end-of program student learning outcomes.

The AAS program utilizes standards, guidelines, and competencies throughout the program to enhance student learning with the most current nursing practice. Current ESLOs align with the University's ESLOs.

Guiding Standards

Faculty use current, professional standards and guidelines as a basis for curriculum development and program evaluation. These guidelines are comprehensive and widely used in the United States. Additional standards and guidelines are integrated into specific courses as needed. These are identified in the course syllabi. The following nursing standards and guidelines are incorporated into all courses:

American Nurses Association. (2010). *Nursing's social policy statement.* Retrieved from

https://www.nursingworld.org/ana/

Department of Health and Human Services. (2020). *Healthy People 2020*. Retrieved from

http://www.healthypeople.gov/2020/topicsobjectives2020/default.aspx

Fowler, M. (2015). *Guide to the code of ethics for nurses with interpretive statements:*

Development, interpretation, and application. Retrieved from

https://www.nursingworld.org/nurses-books/guide-to-the-code-of-ethics-for-nurses-withinterpretive-statements-develo/

Kelly, P., Vottero, B.A., & Christie-McAuliffe, C. A. (2018). *Introduction to Quality and Safety*

Education for Nurses Core Competencies. New York, NY: Springer Publishing Company.

State of Colorado. (2019). *Colorado Nurse Practice Act: Title 12 professions and occupations,*

article 38 nurses. Retrieved from http://cdn.colorado.gov/cs/Satellite/DORA-Reg/CBON/DORA/1251631690394

Accreditation Commission for Education in Nursing (2020). https://www.acenursing.org/

Table 4.1 EPSLO Compared to Guiding Standards AAS POs

	AAS Guiding Standards
1. Cultural Awareness- Exhibit professional nursing care to diverse patients across the life span	Kelly, P., Vottero, B.A., & Christie-McAuliffe, C. A. (2018). *Introduction to Quality and Safety Education for Nurses Core Competencies*. New York, NY: Springer Publishing Company. State of Colorado. (2019). *Colorado Nurse Practice Act: Title 12 professions and occupations, article 38 nurses.* Retrieved from http://cdn.colorado.gov/cs/Satellite/DORAReg/CBON/DORA/1251631690394 Accreditation Commission for Education in Nursing (2020). https://www.acenursing.org/
2. Information Management- Utilize health information systems to provide safe patient care throughout the health care environment	Department of Health and Human Services. (2020). Healthy People 2020. Retrieved from http://www.healthypeople.gov/2020/topicsobjectives2020/default.as px Kelly, P., Vottero, B.A., & Christie-McAuliffe, C. A. (2018). *Introduction to Quality and Safety Education for Nurses Core Competencies*. New York, NY: Springer Publishing Company. State of Colorado. (2019). *Colorado Nurse Practice Act: Title 12 professions and occupations, article 38 nurses.* Retrieved from http://cdn.colorado.gov/cs/Satellite/DORAReg/CBON/DORA/1251631690394 Accreditation Commission for Education in Nursing (2020). https://www.acenursing.org/

3. Communication- Incorporate therapeutic communication into all interactions	Kelly, P., Vottero, B.A., & Christie-McAuliffe, C. A. (2018). *Introduction to Quality and Safety Education for Nurses Core Competencies*. New York, NY: Springer Publishing Company. State of Colorado. (2019). *Colorado Nurse Practice Act: Title 12 professions and occupations, article 38 nurses.* Retrieved from http://cdn.colorado.gov/cs/Satellite/DORAReg/CBON/DORA/1251631690394 Accreditation Commission for Education in Nursing (2020). https://www.acenursing.org/
4. Logical Reasoning- Incorporate evidencebased practice in the application of care to provide safe quality outcomes	Kelly, P., Vottero, B.A., & Christie-McAuliffe, C. A. (2018). *Introduction to Quality and Safety Education for Nurses Core Competencies*. New York, NY: Springer Publishing Company. State of Colorado. (2019). *Colorado Nurse Practice Act: Title 12 professions and occupations, article 38 nurses.* Retrieved from http://cdn.colorado.gov/cs/Satellite/DORAReg/CBON/DORA/1251631690394 Accreditation Commission for Education in Nursing (2020). https://www.acenursing.org/
5. Leadership in health care- Utilize principles of leadership and management skills in caring for patients throughout the lifespan	Fowler, M. (2015). *Guide to the code of ethics for nurses with interpretive statements: Development, interpretation, and application*. Retrieved from https://www.nursingworld.org/nurses-books/guide-to-the-code-of-ethicsfor-nurses-with-interpretive-statements-develo/ Kelly, P., Vottero, B.A., & Christie-McAuliffe, C. A. (2018). *Introduction to Quality and Safety Education for Nurses Core Competencies*. New York, NY: Springer Publishing Company. State of Colorado. (2019). *Colorado Nurse Practice Act: Title 12 professions and occupations, article 38 nurses.* Retrieved from http://cdn.colorado.gov/cs/Satellite/DORAReg/CBON/DORA/1251631690394 Accreditation Commission for Education in Nursing (2020). https://www.acenursing.org/

6. Professionalism/Caring - Display accountability utilizing ethical reasoning. Incorporate compassionate and empathetic behaviors while providing care.	American Nurses Association. (2015). *Nursing's social policy statement.* Retrieved from https://www.nursingworld.org/ana/ Fowler, M. (2015). *Guide to the code of ethics for nurses with interpretive statements: Development, interpretation, and application.* Retrieved from https://www.nursingworld.org/nurses-books/guide-to-the-code-of-ethicsfor-nurses-with-interpretive-statements-develo/ State of Colorado. (2019). *Colorado Nurse Practice Act: Title 12 professions and occupations, article 38 nurses.* Retrieved from http://cdn.colorado.gov/cs/Satellite/DORAReg/CBON/DORA/1251631690394 Accreditation Commission for Education in Nursing (2020). https://www.acenursing.org/

4.2 The end-of-program student learning outcomes are used to organize the curriculum, guide the delivery of instruction, and direct learning activities.

The AAS program utilizes ESLOs throughout the curriculum to guide all aspects of the program. Faculty created clear, concise, and measurable ESLOs, which are the cornerstone for the program outcomes. The six ESLOs focus on cultural awareness, information management, communication, logical reasoning, leadership in health care, and professionalism and caring. ESLOs are listed in the handbook and syllabi and evaluated through tests, end of course evaluations, and graduate and employer surveys. Each clinical faculty member utilizes the ESLOs as the core measure for student understanding through evaluation of clinical skills, competencies, and learning concepts. ESLOs are measurable to allow students to demonstrate the acquisition of desired knowledge, skills, abilities, capacities, attitudes, or dispositions that are consistent with standards of professional practice. The University has adopted Bloom's taxonomy to explain how to move from simple to complex learning outcomes to enable student achievement. Students move from simple concepts in the first semester to increasingly more

complex concepts throughout the program. Assignments are specifically designed to help meet

the ESLOs throughout each course. See abbreviated syllabi in appendix 4.2.

Table 4.2 ELSO, Bloom's and AAS Course comparison

ESLO	Semester	Course Objectives	Cultural Awareness	Information Management	Communication	Logical Reasoning	Leadership in Health Care	Professionalism & Caring
Course								
NURS 244 Intro to Adult Health Concepts	Semester-1 Fall	Describe Understand Identify	Remember Understand Apply	Remember Understand	Remember Understand	Remember Understand	Remember Understand	Remember Understand
NURS 244L Intro to Adult Health Concepts Lab	Semester-1 Fall	Describe Understand Identify Demonstrate	Remember Understand	Remember Understand Apply	Remember Understand Apply	Remember Understand	Remember Understand	Remember Understand
NURS 246 Pharmacology 1	Semester-1 Fall	Describe Identify Discuss Utilize	Remember Understand	Remember Understand	Remember Understand	Remember Understand Apply	Remember Understand	Remember Understand
NURS 247 Fundamentals of Nursing	Semester-1 Fall	Examine Identify Describe Utilize	Remember Understand	Remember Understand	Remember Understand	Remember Understand	Remember Understand	Remember Understand Apply
NURS 247L	Semester-1	Identify	Remember	Remember	Remember	Remember	Remember	Remember

ESLO	Semester	Course Objectives	Cultural Awareness	Information Management	Communication	Logical Reasoning	Leadership in Health Care	Professionalism & Caring
Course								
Fundamentals of Nursing Lab	Fall	Examine Differentiate Demonstrate	Understand	Understand	Understand	Understand	Understand Apply	Understand
NURS 248 Adult Health Concepts 1	Semester-2 Spring	Integrate Explain Discuss Compare	Understand Apply	Understand Apply	Understand Apply Analyze	Understand Apply	Understand Apply Analyze	Understand Apply
NURS 248L Adult Health Concepts 1 Lab	Semester-2 Spring	Integrate Examine Demonstrate	Understand Apply Analyze	Understand Apply	Understand Apply	Understand Apply	Understand Apply	Understand Apply
NURS 249 Pharmacology 2	Semester-2 Spring	Explain Examine Demonstrate Utilize	Understand Apply	Understand Apply Analyze	Understand Apply	Understand Apply Analyze	Understand Apply	Understand Apply
NURS 250 Nursing Assessment	Semester-2 Spring	Integrate Discuss Describe	Understand Apply Analyze	Understand Apply	Understand Apply	Understand Apply	Understand Apply	Understand Apply

ESLO	Semester	Course Objectives	Cultural Awareness	Information Management	Communication	Logical Reasoning	Leadership in Health Care	Professionalism & Caring
Course								
NURS 250L Nursing Assessment Lab	Semester-2 Spring	Develop Integrate Demonstrate	Understand Apply	Understand Apply Analyze	Understand Apply	Understand Apply	Understand Apply	Understand Apply Analyze
NURS 251 Adult Health Concepts 2	Semester - 3 Fall	Investigate Generate Analyze	Analyze Evaluate Create	Analyze Evaluate	Analyze Evaluate	Analyze Evaluate	Analyze Evaluate	Analyze Evaluate
NURS 251L Adult Health Concepts 2 Lab	Semester-3 Fall	Evaluate Formulate Synthesize	Analyze Evaluate	Analyze Evaluate	Analyze Evaluate	Analyze Evaluate Create	Analyze Evaluate	Analyze Evaluate
NURS 253 OB/Peds	Semester-3 Fall	Examine Evaluate Formulate	Analyze Evaluate	Analyze Evaluate	Analyze Evaluate	Understand Analyze Evaluate	Analyze Evaluate	Analyze Evaluate
NURS 253 L OB/Peds Lab	Semester-3 Fall	Demonstrate Synthesize Appraise	Analyze Evaluate	Analyze Evaluate	Analyze Evaluate	Apply Analyze Evaluate	Analyze Evaluate	Analyze Evaluate
NURS 252	Semester-4	Evaluate	Evaluate	Evaluate	Evaluate	Analyze	Evaluate	Evaluate

ESLO	Semester	Course Objectives	Cultural Awareness	Information Management	Communication	Logical Reasoning	Leadership in Health Care	Professionalism & Caring
Course								
Mental Health	Spring	Create Formulate Utilize	Create	Create	Create	Evaluate Create	Create	Create
NURS 252L Mental Health Lab	Semester-4 Spring	Evaluate Demonstrate Create Apply	Evaluate Create	Evaluate Create	Evaluate Create	Apply Evaluate Create	Evaluate Create	Evaluate Create
NURs 254 Leadership	Semester-4 Spring	Examine Compare Develop	Evaluate Create	Evaluate Create	Evaluate Create	Analyze Evaluate Create	Evaluate Create	Evaluate Create
NURS 254L Leadership Lab	Semester-4 Spring	Develop Demonstrate Utilize	Evaluate Create	Evaluate Create	Evaluate Create	Evaluate Create	Analyze Evaluate Create	Evaluate Create
NURS 255 Adult Concepts of Health 3	Semester - 4 Spring	Explain Integrate Utilize	Evaluate Create	Evaluate Create	Evaluate Create	Analyze Evaluate Create	Evaluate Create	Evaluate Create

ESLO	Semester	Course Objectives	Cultural Awareness	Information Management	Communication	Logical Reasoning	Leadership in Health Care	Professionalism & Caring
Course								
Adult Concepts of Health 3 Lab	Semester-4 Spring	Demonstrate Integrate Compare Evaluate	Evaluate Create	Evaluate Create	Evaluate Create	Apply Evaluate Create	Evaluate Create	Evaluate Create
Capstone	Semester-4 Spring	Combine Synthesize Generate Evaluate	Evaluate Create	Evaluate Create	Evaluate Create	Evaluate Create	Evaluate Create	Evaluate Create
Capstone Lab	Semester-4 Spring	Formulate Examine Construct Develop	Evaluate Create	Evaluate Create	Evaluate Create	Evaluate Create	Evaluate Create	Evaluate Create

4.3 The curriculum is developed by the faculty and regularly reviewed to ensure integrity, rigor, and currency.

The curriculum was developed by the faculty. Minutes demonstrating regular review of the curriculum are in the virtual resource room. Faculty are responsible for the course, selecting the books, the course materials, and layout of the course. The faculty have autonomy to design, implement and deliver course material in a way that best aligns with the SLOs, standards, and guidelines.

Sources used to evaluate the effectiveness of the curriculum include Kaplan testing, NCLEX-RN pass rates, course evaluations done by students, and alumni and employer surveys. Changes or modifications to the program must be submitted to the CMU Curriculum Committee for review and approval. Each department has a representative on the Curriculum Committee. The Curriculum Committee meets monthly to review curriculum changes at CMU. Discussion from faculty and input from the students was the driving force behind changing the curriculum at the end of the first cohort. The following changes begin fall 2020 and include adding Introduction to Adult Concepts of Health (NURS 244) and Introduction to Adult Concepts of Health Lab (NURS 244L) to the first semester and adding Adult Concepts of Health III (NURS 255) and Adult Concepts of Health III Lab (NURS 255L) to the final semester. This change introduces the students to adult medical-surgical concepts earlier and more consistently throughout the program through the fourth semester. Family Nursing Obstetrics and Pediatrics (NURS 253) and Family Nursing Obstetrics Lab (NURS 253 L) was moved from the fourth semester to the third semester to allow students the opportunity to participate in obstetric and pediatric clinical areas during their final capstone rotations if desired. This was not possible with the family nursing and capstone coursework both in the fourth semester. This change required

Mental Health Concepts in Nursing (NURS 252) and Mental Health Concepts in Nursing Lab (252) to move to the fourth semester. Finally, Leadership (NURS 254), Leadership Lab (254L) and Capstone (256), Capstone Lab (256L) were separated into two distinctly separate courses with a lab component. Originally, these courses were combined into one Leadership/Capstone course. These changes were submitted to and approved by the Curriculum Committee. Minutes for both the faculty and curriculum meetings are located in the virtual resource room.

The Program Coordinator, IDD, and DNEP meet bi-annually with members of the Nursing Advisory Council (NAC). Board members are alerted to any anticipated program changes and, in turn, provide feedback. All undergraduate nursing programs at CMU share one Advisory Council.

Maintaining integrity, currency, and rigor of the program curriculum is a high priority for the AAS faculty. Evaluation data, from both formative and summative sources, is utilized when decisions are made to maintain or revise curricular components. Formative evaluation tools including course evaluation tools, clinical site evaluations, and student feedback are utilized throughout the program to ensure the curriculum is applicable and current. Summative evaluation tools are utilized by the AAS program to include student satisfaction, Kaplan RN Predictor results, NCLEX-RN pass rates, job placement, and employer satisfaction. Cohort-1 NCLEX-RN pass rates, job placement, and employer satisfaction are not yet available because the cohort just graduated in May of 2020. All of these evaluation tools identify areas of strength or concern for the program and may indicate a need for curriculum modification.

4.4 The curriculum includes general education courses that enhance professional nursing knowledge and practice.

CMU utilizes the term "essential learning" for general education courses. Foundational courses are the courses required specifically by the program. Essential learning and foundational courses enhance the professional nursing knowledge in the AAS program. These courses build reading and writing skills. They teach mathematical concepts and an understanding of growth and development through the life span. The foundational requirements provide a strong knowledge and understanding of the human body and how it functions. These courses are the building blocks to success in the AAS program.

Essential learning at CMU provides students with a foundation in the arts and sciences that complements the academic emphasis. The broad exposure to diverse fields of study enables students to make intelligent, ethical decisions that reflect a knowledge of respect for diverse people, ideas, and cultures. The courses help students acquire skills critical to student success in academic, personal, professional, and community endeavors both within and outside of CMU. Table 4.4 represents the essential learning and foundational requirements and explains how each course enhances students' success in completing the AAS program.

Table 4.4 Examples of how foundation courses support enhanced learning

General Education Class	Class Description	Enhances Completion of Program
Math 110 or higher College Mathematics 3 credits	Essential mathematical concepts for A.A.S. students. Topics include logic, set theory, solving equations, basic inequalities, combinatorics, probability, descriptive statistics, geometry, consumer mathematics, and the appropriate use of calculators	Math is utilized in dosage calculations throughout the entire program.
English 111 English Composition 3 credits	Introduction to writing as a process with an emphasis on achieving rhetorical purpose.	Writing is utilized throughout nursing in the writing of papers, charting, and written assignments.
English 112 English Composition 3 credits	The practice of academic writing that extends one's own thinking in response to the ideas of others.	Increases writing skills to help students with papers, ideas, and creativity.

Biology 209 **Human Anatomy &** **Physiology I** **3 credits**	**Study of the form and function of several** **major systems of the human body.**	**Increases understanding of the human** **body anatomy and physiology to** **understand disease processes.**
Biology 209L **Human Anatomy &** **Physiology I Lab** **1 credit**	**Study of the form and function of several** **major systems of the human body.**	**Increases understanding of the human** **body anatomy and physiology to** **understand disease processes.**
Biology 210 **Human Anatomy &** **Physiology II** **3 credits**	**Continuation of Human Anatomy and** **Physiology, which covers additional body** **systems and disease processes.**	**Increases understanding of the human** **body anatomy and physiology to** **understand disease processes.**
Biology 210L **Human Anatomy &** **Physiology II Lab** **1 credit**	**Continuation of Human Anatomy and** **Physiology, which covers additional body** **systems and disease processes.**	**Increases understanding of the human** **body anatomy and physiology to** **understand disease processes.**

General Education Class	Class Description	Enhances Completion of Program
Psychology 233 Human Growth and Development 3 credits	Developmental principles, ages and stages of the life span, and adjustment techniques.	Teaches the developmental stages over the life span. Students take care of clients of all ages. This class helps them to understand each of the stages.
Biology 241 Pathophysiology	Function of the human body with emphasis on interpretation of those functions in relation to disease processes.	Increases understanding of the human body anatomy and physiology and the effects of certain diseases on the body, which is critical knowledge to successfully care for people experiencing disease processes throughout the life span.
KINE Wellness Requirement 2 credits	Includes a 1-credit health & wellness didactic course and a 1-credit activity course that is based on student preference.	Presents information concerning the positive benefits and effects of a healthy lifestyle and physical activity.

4.5 The curriculum includes cultural, ethnic, and socially diverse concepts and may also include experiences from regional, national, or global perspectives.

AAS students at CMU are exposed to culturally and ethnically diverse concepts. Faculty create didactic and clinical experiences for students to actively engage in discussions with diverse populations within the regional medical community. Faculty promote cultural awareness within student learning experiences in order to promote integration of cultural sensitivity into nursing practice.

Students learn that diversity includes not only culture, gender, or ethnic groups but also those who are homeless, of varying ages, or hold different viewpoints. Faculty expect all students to work with and respect individuals regardless of race, ethnicity, or gender. Socioeconomic issues are discussed throughout the curriculum. Students learn to recognize the effect these influences have on patients' abilities to access care. Students care for populations who are medically underserved for socioeconomic reasons.

During clinical, students care for patients with different physical, emotional, and mental needs. Culture, diversity, and ethnicity are incorporated into each course increasing students' knowledge and understanding of diverse populations. Table 4.5 demonstrates culture and diversity concepts that are integrated into the program.

Table 4.5 Culture and Diversity Concepts Integrated into the AAS Program

Course	Student Objectives	Assignments	Clinical Settings
NURS 244 & NURS 244L Introduction to Adult Concepts of Health with lab component	Discuss principles of cultural awareness in the plan of care for patients with commonly occurring health conditions focusing on chronic care population. Build on concepts introduced in Fundamentals. Incorporate cultural considerations into care at the clinical site with diverse populations.	Individual patient care assignments in chronic care setting & hospital setting. Table-Top Exercise focusing on diverse settings. Ethics paper with presentation. Group care map project. Group discussions PrepU Quizzes & Tests	Acute & Chronic Healthcare settings, patient homes, chronic care clinics, community health clinics (flu shots)
NURS 246 Pharmacology Concepts 1	Learn about differences with medication administration within various age groups. Acknowledge and support patient-centered care for all individuals. Identify the cultural considerations of administering medications to patients.	Discussion regarding diverse patient needs in medication administration including geriatrics and pediatrics. Quizzes & Tests PrepU Assignments	Classroom
NURS 247 & NURS 247L Fundamentals of Nursing with Lab component	Differentiate common variations in assessment data for pediatric and geriatric patients. Examine the concept of holistic health care and its relationship to the wellness-illness continuum. Identify physical, psychological, lifestyle, and socio-cultural considerations that influence alterations in health and physical assessment data.	Care planning activities, group discussions, Fundamentals paper with presentation, lab practice of fundamental	Nursing Lab

		skills with a focus on diversity in health care. Simulation exercises. PrepU Assignments. Quizzes & Tests	
Incorporate cultural considerations that influence alterations in care. Evaluate bioethical dilemmas including beginning/end of life and quality of life issues.			
NURS 248 & NURS 248L Adult Concepts of Health 1 with lab component	Build on knowledge of medical-surgical nursing concepts integrating knowledge from foundational nursing, the sciences, pharmacology, and nutrition, and cultural concepts. Build on concepts from knowledge Intro to Adult Health, incorporating care of ethical and diverse populations in the acute clinical setting.	Individual Patient care assignments, Case Studies, Care Maps, Simulation exercises, Group discussions, Managing Multiple Patient exercises with culturally diverse patients. Chronic Care Paper w/ presentation. PrepU assignments Quizzes & Tests	Acute hospital settings, Preop, OR, PACU settings, Wound care clinics, Acute clinics
NURS 249 Pharmacology Concepts 2	Expand on principles learned in Pharm 1 including concepts	Discussion regarding diverse patient needs in medication administration including geriatrics and pediatrics. Quizzes & Tests PrepU Assignments	Classroom
NURS 250 & NURS 250L Health Assessment for Nurses with lab component	Introduction to in depth assessment of body system and analysis of conditions across the life span. Focus on cultural differences related to physical assessment of a diverse population.	Assessment Practice assignments with charting. V Sim exercises with culturally diverse patients	Nursing Lab

	Practice in the lab with a variety of assessment techniques uses to obtain accurate data regarding client health status in diverse populations.	PrepU Assignments Quizzes & Tests	
NURS 251 & NURS 251L Adult Health Concepts 2 with lab component	Build on knowledge of medical-surgical nursing concepts from Adult Concepts of Health 1. Introduction to more complex patient populations Build on concepts from knowledge Intro to Adult Health 1, incorporating care of ethical and diverse populations in the acute clinical setting and interacting with culturally diverse patients and families.	Individual Patient care assignments, Case Studies, Care Maps, Simulation exercises, Group discussions, Managing Multiple Patient exercises with culturally diverse patients. Acute Care Paper w/ presentation. PrepU Assignments Quizzes & Tests	Acute hospital settings, Preop, OR, PACU settings, Acute clinics.
NURS 252 & NURS 252L Mental Health Concepts in Nursing with lab component	Discuss cultural issues that influence family dynamics with psychiatric disorders. Provide an opportunity to practice the mental health nursing skills required to meet the needs of clients in a variety of mental health settings with different ethnicities, diversity, and cultures.	Journaling assignments, group activities and discussions focusing on diverse situations with psychiatric patients. Group presentations. PrepU Assignments Quizzes & Tests	Inpatient MH Hospital & Outpatient MH clinics. Homeless Shelters Detention Facilities

NURS 253 & NURS 253L Family Nursing Obstetrics and Pediatrics with lab component	Demonstrate an understanding of the impact that individual psychosocial and cultural values and practices have in caring for the child and family with complications. Delivery compassionate and culturally sensitive care to diverse populations within the pediatric and childbearing family.	Journaling assignments that include cultural awareness. Simulation activities across the life span (woman & children) PrepU Assignments Quizzes & Tests	Hospital OB/Peds units. Woman & Children's health clinics, Birthing Center
NURS 254 & NURS 254L Leadership with lab component	Explore leadership concepts in nursing Practice cultural competence in the clinical setting and adding supervision of nursing staff to clinical practice.	Leadership discussions and paper that includes cultural diversity. Weekly Maxwell review – classroom discussion group. Group Assignment – Reverse case study Video Assignments Quizzes & Tests	A variety of health care settings based on student preference.
NURS 255 & NURS 255L Adult Concepts of Health 3 with lab component	Build on knowledge of medical-surgical nursing concepts from Adult Concepts of Health 2. Introduction Critical care & Emergency Care of patients of all age groups. Build on concepts from knowledge Intro to Adult Health 2, incorporating care of ethical and diverse populations in the critical care clinical setting and interacting with culturally diverse patients and families	Individual Patient care assignments, Case Studies, Care Maps, Simulation exercises, Diversity Assignment PrepU Assignments	Care settings; Critical Care, Emergency Care, Advanced MedSurg Areas of the hospital.

	that are experiencing complex health issues in acute environments.	Quizzes & Tests	
NURS 256 & NURS 256L Capstone with lab component	Review of prioritization and delegation of cares within a culturally diverse population in all care settings. Guided practice of independence in the clinical setting providing care at any age-group, clinical setting or diverse population.	Journaling assignments and final reflections that include cultural competence and diversity review Quizzes & Tests	A variety of health care settings is utilized based on student preference

4.6 The curriculum and instructional processes reflect educational theory,

Inter-professional collaboration, research, and current standards of practice

CMU utilizes innovative and creative teaching strategies to engage the adult learner. Faculty believe that students are self-directed learners and the instructors are there to guide students. The role of faculty is that of teacher, facilitator, evaluator, advisor, mentor, and resource person. Faculty are responsible for assisting individual students to become knowledgeable, demonstrate competencies, and meet the POs. Faculty engage student learning experiences by utilizing evidence-based practice to meet the growing health care demands for entry into practice.

Faculty emphasize a caring environment that fosters student growth and promotes learning. Faculty respect the knowledge and experience students bring to the educational environment. Adult learning theory empowers learners with mentoring and guidance, allowing both autonomy and self-responsibility in the learning experience.

Faculty remain current in educational theory by attending professional development workshops and conferences. Faculty CVs are in the virtual resource room. All faculty members maintain career and technical education certificates (CTEs). CTEs are located in the virtual resource room. Faculty attend annual conferences to increase knowledge in teaching and learning.

It is important that students are provided learning opportunities that reflect current standards of practice. The majority of the faculty maintain a clinical practice outside of CMU that allows up-to-date information to be accessed in changing healthcare trends. Faculty make deliberate choices about concepts, content, and experiences essential to professional nursing

education. Decisions on content are based on the program's mission, philosophy, educational outcomes, guiding standards, and local and national trends. Because students cannot memorize the entire body of nursing knowledge, faculty focus teaching on the basic core concepts, allowing an infrastructure for future learning. Faculty assist students to obtain critical thinking, sound reasoning, and decision-making skills.

Students interact with other members of the profession in clinical through collaboration with physical therapy, occupational therapy, pharmacy, physicians, advanced practice nurses, respiratory therapy, and discharge planners. These interactions allow students to have a deeper understanding of holistic care for their patient. Collaboration is emphasized in all theory courses.

Current standards of practice are taught during the first semester in NURS 247 Foundations of Nursing. Standards of practice information is carried over to other courses as students advance to increasingly complex concepts. National patient safety goals are taught in NURS 247 and NURS 244 and are reiterated within the other nursing courses. In addition, faculty review course content annually. Minutes from faculty meetings are located in the virtual resource room. Faculty participate in educational opportunities to remain current. Faculty also keep current with their certifications and hospital requirements. Some faculty subscribe to professional nursing journals to keep up-to-date with the latest evidence-based practices. Faculty can also utilize the library databases to maintain currency with evidence-based practice.

4.7 Evaluation methodologies are varied, reflect established professional and practice competencies, and measure the achievement of the end-of-program student learning outcomes.

The SLOs are utilized throughout the program for evaluation of all courses, classroom activities, performance in clinical, and in employer and graduate surveys. Each syllabus lists the SLOs and the course objectives used to meet them. The AAS Student Handbook is discussed during orientation and students are introduced to the SLOs at that time. Course syllabi demonstrate the various evaluation methods. Abbreviated syllabi can be found in Appendix 4.6. Full syllabi are located in the virtual resource room.

The AAS program utilizes Kaplan testing. Kaplan is an outside testing tool that aids students in test preparation to achieve success with NCLEX-style questions. Kaplan formulates different styles of questions to improve test-taking strategies on the NCLEX- RN exam. Each course has a Kaplan testing component as part of the final grade. Students are required to take the Focused Review tests before taking the Integrated examination. Students must work towards a 93% on each of the Focused Review tests. Each proctored Integrated test has a separate benchmark for students, indicating proficiency in that subject. Students who do not meet the benchmark for specific Integrated tests are encouraged to remediate. Kaplan also helps faculty to ensure instruction in the classroom reflects current NCLEX- RN theoretical practices. The final test in Kaplan is the Readiness test, which predicts the probability that a student will pass the NCLEX- RN. The Readiness test is linked to the SLOs and is found in the resource room.

The clinical performance tool reflects program core concepts and course objectives. The tool evaluates students on the six specific SLOs, which are Professional Behavior, Planning,

Communication, Caring Intervention, Assessment, and Management of Care. Specific behaviors are identified for each area utilizing the QSEN competencies. Students are given an average score for each behavior based on the clinical performance rating scale. Scores are converted to a percentage and a letter grade at the end of each clinical rotation. The evaluation tool shows clinical progress throughout the curriculum. All performance evaluation tools are in the resource room.

4.8 The total number of credit/quarter hours required to complete the defined nursing program of study is congruent with the attainment of the identified end-of-program student learning outcomes and program outcomes, and is consistent with the policies of the governing organization, the state, and the governing, organization's accrediting agency.

CMU is part of the Higher Learning Commission. In addition, the Department of Regulatory Agencies Colorado State Board of Nursing, the CMU BOT, and the ACEN govern the AAS program. The AAS program was developed to be consistent with all of the requirements.

The Higher Learning Commission and CBON do not dictate the number of credit hours for the AAS program. The University and the Department of Health Sciences determine the length of the program. The CBON does determine the number of clock hours for theory and clinical courses for a professional nursing program. The CBON requires professional nursing education programs to have, at a minimum, 750 clinical hours and 450 theory hours. The Chapter 2 rules and regulations for approval of nursing education programs pages 11-28 can be found at https://drive.google.com/file/d/0Bxf8Kvf7FrBtdXhoMk54V3pPcWc/view. The CMU Undergraduate Curriculum Committee and the BOT approve all program additions, modifications, and deletions.

AAS students must complete all essential learning courses before they are eligible to be accepted into the AAS program. For the first cohort, we allowed students to take pathophysiology (BIOL 241) during the first semester of the nursing courses. However, we now feel this should be taken prior to starting the core nursing courses. For the second cohort of students who will start fall 2020, pathophysiology will be required prior to starting the core nursing courses. The AAS program consists of 17 credits of essential learning, 12 credits of foundation courses, and 50 credits of nursing courses. The AAS program is 79 credits and is completed in six semesters.

Table 4.8 Courses by semester

1st Semester Fall 15 credits	2nd Semester Spring 14 credits	3rd Semester Fall 12 credits	4th Semester Spring 13 credits	5rth Semester Fall 12 credits	6th Semester Spring 14 credits
ENGL 111 (3) **MATH 110 (3)** **BIOL 209 & 209L (4)** **ESSL Natural Science, History, Fine Arts, Humanities or Social and Behavioral Science (3)** **KINE (1)** **KINA (1)**	ENGL 112 (3) BIOL 210 & 210L (4) PSYC 233 (3) *BIOL 241 (4)	NURS 244 (2) NURS 244L (2) NURS 246 (3) NURS 247 (3) NURS 247L (2)	NURS 248 (3) NURS 248L (3) NURS 249 (3) NURS 250 (3) NURS 250L (1)	NURS 251 (3) NURS 251L (3) NURS 253 (4) NURS 253L (2)	NURS 252 (2) NURS 252L (2) NURS 254 (1) NURS 254L (1) NURS 255 (2) NURS 255 (2) NURS 256 (1) NURS 256L (2)

Table 4.8a Summary of contact hours

Courses	Credits	Theory contact hours	Skills lab contact hours	Clinical contact hours
NURS 244	2	30		

NURS 244L	2			90
NURS 246	3	45		
NURS 247	3	45		
NURS 247L	2		90	
NURS 248	3	45		
NURS 248L	3			135
NURS 249	3	45		
NURS 250	3	45		
NURS 250L	1		45	
NURS 251	3	45		
NURS 251L	3			135
NURS 252	2	30		
NURS 252L	2			90
NURS 253	4	60		
NURS 253L	2			90
NURS 254	1	15		
NURS 254L	1			45
NURS 255	2	30		
NURS 255L	2			90
NURS 256	1	15		
NURS 256L	2			90
TOTAL	50	450	135	765

TOTAL CONTACT HOURS	DIDACTIC HOURS	CLINICAL HOURS
1350 contact hours	450 didactic hours 1 credit= 15 contact hours 1 to 1 ratio	765 clinical hours 1 credit = 45 contact hours 1 to 3 ratio

As the AAS program was being planned, faculty erroneously counted lab hours as clinical hours resulting in too few clinical hours to satisfy CBON requirements. The CBON differentiates lab from clinical, so more clinical (direct) hours were needed. This error was realized at the start

of the first cohort and was rectified immediately. The CBON requires students to have 750

clinical hours before taking the NCLEX-RN boards. Hours were added to several courses to

obtain the required number of clinical hours. For example, 24 hours were added to NURS 247L,

33 hours were added to NURS 248L, 45 hours were added to NURS 251L, and 20 hours were

added to NURS 252L for a total of 122 hours added. All the syllabi for all courses for cohort 1

include the added hours. Students were made aware of the changes at the beginning of the first

semester. Faculty explained the reasoning and the CBON requirement. Our formal correction to

the CBON was submitted in October 2019 and demonstrated compliance with required hours.

All students in Cohort 1 and going forward will graduate with at least 750 clinical hours as

required by the CBON.

**4.9 Student clinical experiences and practice learning environments are evidence-based;
reflect contemporary practice and nationally established patient health and safety goals;
and support the achievement of the end-of-program student learning outcomes.**

Students gain critical experiences at clinical sites in various community agencies. All

agencies meet The Joint Commission standards of patient health and safety goals, which are

evidence-based and reflect current contemporary practices. Faculty establish positive working

relationships with clinical personnel to provide optimal learning opportunities that meet the

ESLOs. Table 4.9 shows the clinical facilities and their relationship to the ESLOs.

Facility	Cultural Awareness	Information Management	Communication	Logical Reasoning	Leadership in Healthcare	Professionalism /Caring

Volunteers of America 101-bed SNF in Montrose Colorado CMS 4-star rating	X	X	X	X		X
Delta County Memorial Hospital 49-bed Community Hospital in Delta Colorado DNV Accredited	X	X	X	X	X	X
Montrose Memorial Hospital 75-bed Community Medical Center in Montrose Colorado JCAHO Accredited	X	X	X	X	X	X

St. Mary's Hospital 310-bed Level-2 Trauma Center in Grand Junction Colorado JCAHO Accredited Stroke Certification Chest Pain Certification	X	X	X	X	X	X

Memorial Regional Health 25-bed Critical Access Medical Center DNV GL ISO9001 Certified	X	X	X	X	X	X
UC Health Yampa Valley Medical Center 39-bed Acute Care Hospital JCAHO Accredited 5 Star Award Top 20 Rural Hosp Award	X	X	X	X	X	X
Woman's Recovery Center 20-bed inpatient woman's behavioral/substance treatment center – in Grand Junction Colorado	X		X	X		X
West Springs Hospital 64-bed inpatient	X		X	X		X

psychiatric hospital & crisis center in Grand Junction Colorado						

Hope West Hospice Comprehensive, multi-county hospice services			X	X		X
Soup Kitchen Community soup kitchen serves 300 meals/day in Montrose & Grand Junction Colorado	X		X			X
Mesa County Jail 610-bed detention facility with inhouse medical care in Grand Junction Colorado	X	X	X	X		X
Pediatric Associates Primary care in out-patient setting, multiple locations in Delta & Montrose Colorado	X		X	X		X
Western Colorado Pediatrics Primary care out-patient clinic in Grand Junction Colorado	X		X	X		X

Northwest Colorado Health Steamboat Springs Colorado Home Health & Hospice Awards: HHCAHPS HRSA PCMH NCQA	X	X	X	X	X	X
Moffat County Public Health Craig Colorado	X	X	X	X	X	X

Faculty select facilities for the opportunities that will best meet the ESLOs and objectives of the courses. Students gain both hands-on experiences and observational experiences, which fosters critical thinking skills. NURS 256L Capstone Lab is the only course with a preceptor experience. Preceptors are chosen based on work experience and a desire to work with nursing students. In our rural area, it can be a challenge to find facilities that meet CBON requirements, but we are fortunate to have several surrounding communities that provide a wide array of experiences to meet requirements, such as pediatrics, obstetrics, psychiatric, and medical surgical nursing. Students provide evaluations of each of the clinical sites every semester.

Results from student surveys from partner hospitals can be found in Appendix 4.9.

4.10 Written agreements for clinical practice agencies are current, specify expectations for all parties, and ensure the protection of students.

Affiliation Agreements are reviewed with clinical agencies every five years. The agreements renew each year unless either party discontinues the agreements in the interim. The IDD and the Assistant Vice President of Auxiliary Services review and sign all agreements

initially or with any new changes. The CPC generates new contract agreements as needed. The

Assistant Vice President of Auxiliary Service has final approval on all agency agreements. The

process for renewing affiliation agreements is located in the resource room.

Affiliation agreements list responsibilities of the university and the agencies. The

agreement is a binding contract between the university and the agency. Signed agreements are

stored in a secure online folder. The original agreement is filed in the Purchasing Department.

Under no circumstances may a student start a clinical rotation at a facility in which CMU does

not have a contract. The CPC informs faculty when an agreement has been signed. A list of

affiliation agreements is available in the resource room.

4.11 Learning activities, instructional materials, and evaluation methods are appropriate

for all delivery formats and consistent with the end-of-program student learning outcomes.

The AAS nursing program utilizes distance education in a synchronous learning format

with 1/3 of the students in the program. The 10 remote students that reside in Craig, Colorado are

in a blended learning environment with all didactic courses delivered online, via zoom anal all

clinical and lab courses delivered in person. The remaining 20 in-class students also utilize a

learning management systems (LMS) as required by CMU. The AAS program utilizes the LMS,

called D2L, for course materials and communication. The students access the LMS to view

grades and turn in assignments. The teaching strategies utilized in both the face-to-face and

synchronous courses are designed to promote class participation in learning activities to enhance

the learning environment and stimulate the development of critical thinking. Each instructor uses

a variety of teaching tools and methods based on the course content to create an active learning

environment. Some examples of teaching strategies utilized include lecture, group discussions,

case study, journal reviews, and small group assignments. Evaluation methods include quizzes, exams, adaptive quizzing homework, comprehensive paper writing, virtual simulation assignments, and various homework that is designed to stimulate critical thinking. Many assignments include management of multiple patients to develop prioritization and delegation skills. The 10 AAS student that are utilizing distance education for synchronous learning will access zoom through D2L where each student has a subscription to zoom or they can access their course through a link provided by faculty.

Standard 5: Resources

5.1 Fiscal resources are sustainable, sufficient to ensure the achievement of the end-of program student learning outcomes and program outcomes, and commensurate with the resources of the governing organization.

The budget is sustainable and sufficient to assure the ESLOs and POs are achieved. The governing organization supports the budget within the health sciences program to ensure that the AAS program has sufficient funds to prepare nursing students. There is a process for regular review of the adequacy of the AAS program's fiscal resources. The Department Director and the DNEP submit the budget for the AAS program each year. AAS faculty discuss program needs with the Department Director and DNEP. The Director then recommends a budget based off of the needs of each program within the department.

The Colorado Commission on Higher Education (CCHE) provides access to high-quality, affordable education for all Colorado residents. The CCHE is made up of 10 board members who are appointed by Colorado's governor. The main function of the CCHE is to develop the annual combined operating budget for public universities, develop and implement financial statements

for colleges and universities, coordinate budget process, and monitor tuition and fee policies. The CCHE grants full authority and responsibility to the BOT (BOT) for the control and governance of CMU.

The BOT delegates to the President the authority and responsibility to establish, maintain, and manage the financial budget and accounting system, which is subject to approval by the BOT each fiscal year. The BOT manual outlines this policy on page 23: https://www.coloradomesa.edu/trustees/documents/bot-policy-manual.pdf . The BOT has the responsibility and authority to set tuition and fees in accordance with the policies established by the CCHE. The BOT manual (https://www.coloradomesa.edu/trustees/documents/bot-policymanual.pdf) also shows the policy for tuition and fees. The BOT recognizes the Faculty Senate as a formal, direct, two-way communication link between the board and the faculty; the president of the senate, who represents all of CMU's faculty, has an opportunity to address the BOT at each public session. Income for CMU is based on the number of full-time equivalent students.

CMU's budget office is responsible for the management of the University's budget and fiscal planning https://www.coloradomesa.edu/budget/index.html .

Perkins funds are available annually for equipment and faculty professional development for career and technical programs. The CMU AAS program is considered a technical program. Perkins funds are a federal grant awarded to U.S. states and then allocated to various schools based on programs and student population numbers (http://coloradostateplan.com/administrator/perkins/).

Salary ranges are included in the annual budget review and are revaluated every 3 years. In the last review, salaries were not found to be comparable to other institutions of similar size

and status. In summer 2018, CMU's administration recognized the need to increase nursing faculty salaries for tenured and tenure-track faculty to be comparable to other peer institutions and to aid in faculty recruitment and retention. These fiscal resources allow AAS program instructors to focus on ESLOs to ensure achievement of end-of-program outcomes.

5.2 Physical resources are sufficient to ensure the achievement of the end-of-program student learning outcomes and program outcomes, and meet the needs of the faculty, staff, and students.

Physical resources are sufficient for the AAS program. Available physical resources include, but are not limited, to the Tomlinson Library, classrooms, office space for faculty at the Montrose campus, and two labs/SIM labs. Tomlinson Library is available to students for use https://www.coloradomesa.edu/library/index.html. There is a specific librarian assigned to the nursing programs to aid in any classroom or course. Faculty may request the library to purchase new books as needed. Faculty may also request any needed nursing journal from the library. Faculty consider books that will help with student learning, ESLOs, and POs. See appendix 5.2 for library holdings for the AAS program.

The AAS program has two classrooms located on CMU's Montrose campus and one located on the MRH classroom. The Montrose classrooms hold 20-25 people each and the MRH classroom hold 15-20 people. Each of the Montrose classrooms has a projector, projector screen, computer, docucam, and whiteboard. The MRH classroom has a large, centrally located projector screen/computer and 10 laptop computers. Each classroom is equipped to allow blue ray Panopto and Zoom. Due to COVID, the Montrose students have been relocated to a larger classroom that is designed to accommodate 100 people. Twenty-five tables are arranged for social distancing. The MRH classroom has been reduced to 10 tables that have been spaced for social distancing.

The Montrose lab/SIM lab has a total of five beds set up as patient care areas with associated equipment. See appendix 5.2a for the equipment list. There is an exam table in the SIM lab, which is used during the nursing fundamentals and health assessment courses. Students use the table in class and can also schedule time to use the lab with faculty outside of class times. The MRH Nursing Lab and SIM Lab is off-site in rented space provided by Colorado Northwest Community College (CNCC) located next door to the main hospital classroom. Memorial Regional Health and CNCC have a contract in place for CMU student use of the SIM lab throughout the program. There are 25 computers and three printers accessible to students on campus in two computer labs. The main computer lab has 19 computers and one printer on the second floor. The other computer lab is on the first floor and has 6 computers with two printers. There are two additional computers available in the nursing lab for student use. The coordinator reserves the computer lab. There are open times available for students which are posted outside the computer lab. The MRH classroom does not have a computer lab. Students have access to shared desktop computers in the human resources suite and individual laptop computers for work in the classroom and at home, an access code for printing and scanning, and 2 printers available just outside the classroom. See table 5.2 below. Each student has access to a downloadable software package that includes Excel, Word, PowerPoint, and Outlook. Students can download this package on three different devices free of charge. Due to COVID, the Montrose Computer Lab has been reconfigured in order to maintain social distancing. There will be fewer than usual computers available to students during the fall 2020 semester.

The AAS program's two Montrose faculty share an office in the Branscome building on CMU's Montrose campus. The majority of the time faculty are not in the office at the same time. If needed, there are two conference rooms available to faculty for private conferences with

students. The office has two desks and two computers, which are attached to one printer. All

necessary office supplies are available to assist in course preparation. The AAS program's Craig

instructor does not have a dedicated office; however, she has private space available on the MRH

classroom that is near the nursing labs and readily available for private meetings with students

when needed.

The DNEP's main office is at the Grand Junction campus. She does not have a specific

office at the Montrose campus but, a private workspace is available in the Branscome center. The

support staff are both at the Grand Junction and Montrose campus. They each have their own

office.

All faculty, staff, and students have access to technological support both on and off

campus. For more detail, please see

https://www.coloradomesa.edu/informationtechnology/index.html. There are several ways to

contact the IT help desk. Faculty and students may submit a ticket, call, or visit the office located

in the Tomlinson Library on the main campus. Help Desk hours are listed on their website. The

site orients students and faculty to all technology resources.

Table 5.2 shows computer access on the Montrose campus and in Craig for nursing students.

Computer Lab Location	Computers Available	Printers Available	Student Access
First Floor computer lab	6	2	Open access with entry code during campus hours.

Second Floor computer lab / classroom	19	1	Posted morning class time varies by semester – otherwise open access during campus hours. If locked can be accessed by contacting the professional staff at the Branscome Center This computer lab can be reserved by the faculty for a class if desired.
Second Floor Nursing Lab	2	0	Open to nursing students during scheduled class time and when nursing faculty is present on campus. Time and day varies by semester.
MRH Classroom	10	2	10 laptop computers; 1 for each student. 2 printers just outside the classroom

5.3 Learning resources and technology are selected with faculty input and are comprehensive, current, and accessible to faculty and students.

Faculty have input into choosing books and materials for courses that are comprehensive and current. Faculty guide students to the appropriate resources according to their specifics needs.

Resources available to faculty and students at both the main CMU campus in Grand Junction and at the Montrose campus include:

- **Academic Advising and Career Services:** Available resources are testing support, tutoring, writing support, educational access, career assessment, career advising, employment preparedness workshops, internship information, and academic advising. https://www.coloradomesa.edu/iris/index.html

- **Admissions Office:** The admissions is the initial point of contact for prospective students and their families. The function is recruitment of students, processing of admissions applications, and petitions for changes to residency classification for tuition purposes. https://www.coloradomesa.edu/admissions/

- **Campus Recreation Services:** The Hamilton Recreation Center (HRC) houses an indoor track and fitness area equipped with top of the line strength and cardio equipment, an Olympic-caliber pool, basketball & racquetball courts, and a climbing wall. An experienced health and wellness staff offer customized personal training, wellness assessments, nutrition services, group exercise classes, and massage therapy. https://www.coloradomesa.edu/rec-center/index.html

- **Degree Works:** Degree Works is a web-based degree audit tool available to students through the MAVZone portal. Students and advisors can view the student's course progression per their declared major, review degree progress, see remaining requirements, and run what-if scenarios to explore other majors/minors.

- **Desire 2 Learn (D2L):** D2L is the course management system, which allows faculty and students to better communicate and enhance course work and to more efficiently deal with the structural necessities of enrollment and grading. Faculty can communicate with

students, provide online assignments, facilitate learning through discussion and chat rooms, make use of various resources available on the web, and provide ongoing student feedback.

- **Department of Health Science Administrative and Professional Staff:** Two full-time professional staff assistants and several work study student assistants are available to assist students and faculty. One professional staff assistant is responsible for the AAS program, the AAS program, the RN-BSN program, the Medical Lab Technician program, and the Surgical Tech program. The other professional assistant is responsible for the traditional BSN program (the Department's biggest program) and all of the graduate programs. Professional staff work with nursing leadership to ensure personnel, budget, and curriculum/ assessment items are submitted to the appropriate campus department or regulatory agency. Additionally, they are responsible for professional correspondence, support of department administration and faculty related to departmental issues, the clerical portion of the admission process for the students each semester, and the maintenance of student records related to clinical requirements (e.g. immunizations, CPR, and My Clinical Exchange). A clinical placement coordinator was hired on July 1, 2019. This person assists the department's faculty to schedule clinical placements and ensure compliance with agency requirements.

- **Educational Access Services (EAS):** EAS collaborates with students, faculty, staff, and community members to create an accessible higher education community. They provide academic accommodations and promote universal design principles, enabling students with disabilities the opportunity to participate in all aspects of the educational

environment as successful and independent learners.

https://www.coloradomesa.edu/educational-access/index.html

- **Financial Aid and Planning:** Financial aid is available in the form of scholarships and grants that do not need to be repaid. Additionally, students can apply for loans as well as work-study employment. https://www.coloradomesa.edu/financial-aid/index.html

- **Information Technology (IT):** The IT department supports faculty, staff, and students including administrative computing systems, academic systems, and software.

  https://www.coloradomesa.edu/information-technology/index.html

- **MAVZone:** MAVZone is the computerized communication system for CMU. MAVZone is the gateway to CMU's online information services for students and faculty. A secured site, students/faculty and staff login to the site and accesses campus announcements, campus web services, registration, email, library, and group activities. The MAVZone is the initial portal to D2L, campus community, IT, faculty, and students services, and more. Prospective students may use the online search system to assess course availability.

- **Registrar's Office:** Services provided include registering students into classes, maintaining academic records, and certifying degree requirements for graduation. The office is responsible for processing applications for readmission to the university, as well as forms to add/drop a class, holds on registration, change of address, non-release of directory information protected by federal law, enrollment verification for loans or insurance purposes, preparation of transcripts and evaluation of transcripts from other institutions to determine transferability.

  https://www.coloradomesa.edu/registrar/index.html

- **Student Nurses Association (SNA):** Any student on campus that has declared nursing as a major may participate in the SNA. The SNA sponsors many community services and educational events. Meetings are held once a month and are recorded for those who are unable to attend to view in a private Facebook page.

  https://www.coloradomesa.edu/health-sciences/student-nurses-association.html

- **Testing Center:** The testing center provides examinations required for admission to graduate and professional schools, examinations for proficiency and certification in nursing and teaching, and the credit by examination program. Assessment of academic skills in English and mathematics are provided for current and potential students.

  https://www.coloradomesa.edu/testing/index.html

- **Tomlinson Library:** Tomlinson library supports the information, instructional, and research needs of the university. Approximately 161 online databases are available for faculty and student use through the library's website. The Interlibrary Loan Department and Prospector Program is used to obtain requested materials form other libraries. Additionally, faculty can request materials for the library to purchase resources to enhance student learning. A IDDHS faculty member serves on the Library Committee, which oversees and evaluates the inventory of available resources.

  https://www.coloradomesa.edu/library/index.html
- **TRIO Student Support Services (TRIO-SSS):** TRIO assists students in achieving their academic, personal, financial, and professional goals. CMU and the U.S. Department of Education sponsor TRIO. https://www.coloradomesa.edu/trio/index.html

- **Tutorial Services:** Free tutoring services are available for a variety of courses and subjects, including basic writing assistance. Qualified peer tutors, recommended by faculty, are trained to help students with their academic endeavors.

  https://www.coloradomesa.edu/tutoring/index.html

- **Veteran Services:** Veteran services supports those who have served our country and their eligible dependents with current information needed to receive educational benefits through the VA. https://www.coloradomesa.edu/veterans/index.html

- Writing Center: The Writing Center serves students across all disciplines and various stages of the writing process. We provide support for students to assimilate into the writing conventions of the university and into their specific academic disciplines.

  https://www.coloradomesa.edu/tutoring/writing-center.html

CMU Montrose and Montrose Community Services

Both the university and the Montrose community have support services to help students who attend the Montrose campus. Below is a listing of these services organized by academics, finances, career, and physical and emotional health. Nearly all of these services are free or offered at a low cost to students.

Academic Support

The Montrose campus offers tutoring services on campus for students taking math or other subjects. CMU's librarians help students find the right books and articles for any purpose. They will also help students understand assignments and how to cite the articles and images used in papers. There are several ways to receive assistance without driving to Grand Junction.

Students can call the library at (970)248-1860, visit the website at

http://coloradomesa.edu/library/, or send an email to library@coloradomesa.edu.

Borrowing Items from the Tomlinson Library: CMU Montrose students and instructors can

borrow books and other media from the Tomlinson Library without driving to Grand

Junction. Students and faculty can request any available print or media item from the Library's

catalog, and it will be delivered to the Montrose campus. Students can also use CMU's

Prospector and Interlibrary Loan services to request books, articles, and more.

Any student with a documented physical or learning disability who needs an

accommodation for class may contact the Educational Access Services Office at

http://www.coloradomesa.edu/educational-access/index.html, (970)248-1801, at the start of the

semester.

- **Service animals:** Service animals are allowed in public areas of the campus. However,

  Emotional Support Animals (ESAs) are not allowed inside campus buildings. For more

  information, read the CMU Service Animal Policy.

- **Learning how to learn: Power tools to help you master tough subjects.** This is a free,

  self-paced, non-credit online course offered by Coursera. Over 2 million students from

  200 countries have taken this course.
    o https://www.coursera.org/learn/learning-how-to-learn o The course gives you easy

    access to learning techniques used by experts in math, science, and other subjects.

    Memory techniques, ways to overcome procrastination, and study techniques proven

    to be effective in learning tough subjects are available to students.

Financial Support

- **Hardship grants & loans***:* In addition to offering financial aid, CMU offers hardship grants and loans when an unexpected financial burden jeopardizes students' ability to continue their education. For more information, go to

  http://www.coloradomesa.edu/student-services/financial-hardship-assistance.html

- **Student employment**: Each year, the Montrose campus hires students to work at the service counter in the Branscome Center and second-year students to work as student tutors and mentors.

- **Food Bank in Montrose***:* The Sharing Ministries Food Bank runs a supplemental food program for low-income residents in the region. Students who qualify receive a free box of groceries on a monthly basis.

- **Montrose County Health & Human Services***:* Montrose County provides several services for low-income residents and families, such as:

    o Temporary Assistance for Needy Families (TANF)/Colorado Works: This program provides cash assistance to low-income families.

    o Colorado Childcare Assistance Program: This program provides reduced cost childcare for low-income parents enrolled in a training or education program, including CMU Montrose.

- **Supplemental Nutrition Assistance Program (SNAP):** SNAP assists eligible lowincome Colorado residents or families with the cost of purchasing food.

- **WIC (Women, Infants & Children) Program:** WIC provides food assistance for mothers with an infant or child under the age of 5.

- **Montrose Workforce Center**: The workforce center has a free youth services program (under 25 years old) that includes financial assistance for students in certain academic programs.

Career Support

CMU has a Career Services department that assist students with:

- Exploring and deciding on a career,

- Learning how to write a strong resume, interview for a job, and be more employable,

- Gaining access to potential employers.

A Career Services staff member makes regular visits to the Montrose campus to meet individually with students and provide advice. This is a free service.

- **The Montrose Workforce Center**: The workforce center includes free services related to career exploration, job searching, applying for jobs, resume writing, interview practice, and assistance for military veterans. They also provide access to copiers, fax, and printers.

- **The Region-10 Small Business Resource Center**: Region 10 offers non-credit classes on how to start a business and skills needed to run a small business successfully. Region 10 is a non-profit, state-funded organization that supports the economic development of several counties on the Western slope of Colorado.

Physical & Emotional Support

- **CMU Student Health Center***:* CMU runs a Student Health Center in Grand Junction. Students on the Montrose campus and their dependents may use the center. While the health center is 65 miles from Montrose, the fees for services are low enough to make it worth the drive. Services include physical examinations, diagnosis and treatment of illness, injury

treatment and follow-up care, diagnostic laboratory and radiology services, and family

planning education and birth control. The center also offers confidential counseling and

behavioral health services. http://www.coloradomesa.edu/student-services/health-

safety/index.html

- **Montrose Recreational District – Montrose Community Center:** In past years, the CMU

  student government, called Associated Students, has allocated funding to enable as many

  3040 CMU Montrose students to use the Community Recreation Center at no charge.

  Contact the staff in the Branscome Center on the status of this opportunity.

- **Support for student Veterans in Montrose***:* Close to campus, the **Welcome Home**

  Alliance for Veterans provides support services to local veterans, including student

  veterans, see https://www.whafv.org/ .

- **Access to CMU mentors in Montrose:** Balancing life with school and other responsibilities

  can trigger stress, anxiety and even depression.   CMU Mentor, Jesse Scott, is on the

  Montrose campus on a regular basis and students may contact him directly to schedule an

  appointment. For more information about mentoring services visit

  http://www.coloradomesa.edu/student-services/diversity-and-health/mentoring.html

**5.4 Fiscal, physical, technological, and learning resources are sufficient to meet the needs of
the faculty and students engaged in alternative methods of delivery.**

The AAS Nursing Program has 2 sites for learning, the face-to-face learning environment

on the Montrose Campus and the synchronous learning environment on the MRH Classroom in

Craig. The physical environment of the MRH classroom and labs is very similar to the Montrose

classroom in size and availability of instruction, equipment, and supplies. The major difference is

that the Montrose Campus offers all classroom and lab space within walking distance and the MRH classroom and labs are more spread out between the main hospital classroom and HR building which is located in downtown Craig. This would make walking between classes more difficult for students so transportation would be required. There is no significant difference in technology and the remote students have technology support available from both CMU and Memorial Regional Health. Learning resources are the same in both learning environments for faculty and students and sufficient to meet learning needs.

Section Three
Outcomes

Standard 6: Outcomes

6.1 The program demonstrates evidence of students' achievement of each end-of-program student-learning outcome.

>**There is ongoing assessment of the extent to which students attain each end-ofprogram student-learning outcome.**

>**There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' attainment of each end-of-program student-learning outcome.**

The AAS Nursing Program's SPE demonstrates that students have achieved the end-of program SLOs and POs. Faculty regularly review the ACEN standards and criteria at staff meetings throughout the year, ensuring programmatic evaluation on a regular basis. Faculty developed the end-of-program SLOs and determined appropriate expected levels of achievement (ELA) and how each of the end-of program SLOs would be measured. Faculty designed the program curriculum and coursework to support student achievement of each end-of-program SLO. Faculty regularly discuss student progress and comprehension of assignments to ensure coursework maintains rigor and relevance throughout the program. All minutes related to evaluation and the SPE can be found in appendix 6.1. Program data is gathered at the end of each semester and collated every two years to determine need for changes in curriculum or course development. Data for the first year has been collected. Final data analysis will occur spring 2020 after the first cohort completes the entire curriculum.

6.2 The program demonstrates evidence of graduates' achievement on the licensure examination.

> **The program's most recent annual licensure examination pass rate will be at least 80% for all first-time test-takers during the same 12-month period. There is ongoing assessment of the extent to which graduates succeed on the licensure examination.**

> **There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates' success on the licensure examination.**

> **There is a minimum of the three (3) most recent years of available licensure examination pass rate data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion.**

> The SPE lists a goal of 80% of students passing the NCLEX on the first attempt. The AAS program's first cohort graduated spring 2020, updated information will be available in October 2020 for the site visit. All minutes regarding the SPE can be found in appendix 6.1.

6.3 The program demonstrates evidence of students' achievement in completing the nursing program.

> **The expected level of achievement for program completion is determined by the faculty and reflects student demographics.**
> **There is ongoing assessment of the extent to which students complete the nursing program.**
> **There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of students' completion of the nursing program.**

There is a minimum of the three (3) most recent years of annual program completion data, and data are aggregated for the nursing program as a whole as well as disaggregated by program option, location, and date of program completion or entering cohort.

Faculty set the ELA for the completion rate for the AAS program at 85%, meaning that the goal is that 85% of students who start the program will complete the program within 4 semesters. The goal of 85% was determined by looking at the completion rates of other nursing programs at CMU. The goal was met as 15 out of 16 students finished the program, which is a 93.75% completion. Data will be collected biannually as the program continues with its second cohort.

6.4 The program demonstrates evidence of graduates' achievement in job placement.

The expected level of achievement for job placement is determined by the faculty and reflects program demographics.

There is ongoing assessment of the extent to which graduates are employed.

There is analysis of assessment data and documentation that the analysis of assessment data is used in program decision-making for the maintenance and improvement of graduates being employed.

There is a minimum of the three (3) most recent years of available job placement data, and data are aggregated for the nursing program as a whole.

Faculty set the ELA for job placement at 90%, meaning 90% of graduates who complete the program will be employed part-time or full-time within 6 to 9 months after graduation. Data will be collected via survey 6 to 9 months post-graduation first data will be available December

2020 – February 2021. Minutes showing how the SPE was developed are found in appendix 6.1.

Section 4

Appendix

Appendix 1: SYSTEMATIC PLAN of EVALUATION

PROGRAM EVALUATION

ACEN Standard or Program Outcomes or Student Learning Outcome

End-of-program Student Learning Outcomes and Program Outcomes					
Plan			**Implementation**		
Component	**Assessment Methods**	**Expected Level of Achievement**	**Frequency of Assessment**	**Results of Data collection and Analysis (Including actual level of achievement**	**Actions for Program Development, Maintenance, or Revision**

ESLO #1 **Cultural Awareness** Exhibit professional nursing care to diverse patients across the life span.	ELA 1. Diversity Project A. Comprehensive Paper B. Interactive Discussion (End of Semester 3)	1. Students will receive an overall score of 85 % or more on their diversity assignment	1. End of semester 3, with each cohort, collect and collate data (every 2 years)	1. The combined average score for the diversity assignment was 96.8% #1 95.3 % #2 98.3 % Met	1. If ELA not met will incorporate additional content specific to Cultural Awareness.
	ELA 2. Each Student's Capstone Study Plan will address 2 Cultural Awareness/Diversity Goals (semester 4)	2. 90% of students will meet or exceed their cultural awareness goals during final capstone assignment as evidenced by selfreflection.	2. End of semester 4, with each cohort, collect and collate data (every 2 years)	2. The class average for this assignment was 99.1% Met	2. If ELA not met will look at trends in similarity of the deficient area and address that area or areas of content in the course material.

		ELA 3. Family Nursing Journaling Series Assignment (8) – OB/PEDS/Woman's Health/Family Nursing (Semester 4)	3. Students will receive a score of 90% or more on the cultural awareness/ diversity section of the journaling assignment.	3. End of semester 4, with each cohort, collect and collate data (every 2 years)	3. The class average for the cultural awareness/diversity section of the journaling assignment was 94.6% Me	3. If ELA not met will incorporate more skill practice into the classroom such as role play and hands-on demonstrations with practice exercises.

ESLO #2 **Information management** Utilize health information systems to provide safe patient care throughout the health care environment.	ELA 1. Clinical Evaluation Tool – Information Management section (End of Semester 3)	1. Students will receive a score of 90% or more on the information management section of the clinical evaluation tool.	1. End of semester 3 and collate every two years.	2.The class average for the information management section of this assignment was 92.5% Met	1. If ELA not met will explore deficits and target content to meet deficits.

	ELA 2. Final Reflection Paper – Information Management section (End of Semester4)	2. Students will receive a score of 90% or more on the information section of the Final Reflection	2. End of semester 4 and collate every two years.	2. The class average for this assignment was 99.1% Met	2. If ELA not met will provide targeted content to address gaps in knowledge.

ESLO #3 Communication Incorporate therapeutic communication into all interactions.	ELA 1. Clinical Evaluation Tool – Communication section (End of Semester 3)	1. Students will receive a score of 90% or more on the communication section of the clinical evaluation tool as evidenced by direct observation.	1. End of semester 3 and collate every two years.	1.The class average for the communication section of this assignment was 93.5% Met	1. If ELA not met will incorporate more practice of therapeutic communication into the curriculum.
	ELA 2. Each student's Capstone Study Plan will address 2 selfdetermined Therapeutic Communication Goals (semester 4)	2. 90% of Students will meet or exceed their therapeutic communication goals during final capstone assignment.	2. End of semester 4 and collate every two years.	2.The Class average for this assignment was 100% Met	2. If ELA not met will incorporate additional content regarding therapeutic communication into the didactic section of each course into the curriculum that includes modeling therapeutic
					communication techniques and in-class practice sessions.

ESLO #4 **Logical Reasoning** Incorporate evidence-based practice in the application of care to provide safe quality outcomes.	ELA 1. Performance on the Predictor A Kaplan NCLEX prep test (End of semester 4)	1. Students will be at or above the national average in critical thinking on the test	1. End of semester 4 and collate every two years.	Class average is 62.4%. There is not a national result at this time to compare.	1. If ELA not met evaluate the diagnostics for the test and ensure that students are remediating for at least 60 minutes and adjust concepts that the diagnostics show are in deficit.
	ELA 2. Comprehensive Leadership Paper (Semester 4)	2. Students will receive a score of 85% or more on the comprehensive leadership paper	2. End of semester 4 and collate every two years.	2.The average score for the comprehensive leadership paper was 85% which included 2 students that failed to turn the paper in and took a zero for the assignment. Met The adjusted score is 98% considering	2. If ELA not met incorporate more EBP content throughout the curriculum with a focus on quality outcomes based on nurse practice

				only students that completed the assignment. No adjustment required.	

| ESLO #5 **Leadership in Health Care** Utilize principles of leadership and management skills in caring for patients throughout the lifespan | ELA 1. Interactive Leadership Discussion Project - 8 sections (Semester 4) | 1.   Students will receive an overall score of 90% or more on their interactive discussion assignment. | 1.   End of semester 4 and collate every two years. | 1.The average cumulative score for the Leadership Discussion Project was 92.6% Met | If ELA not met will create a specific evaluation tool to evaluate why the students did not meet the leadership goals. Then faculty will meet to discuss the evaluation data and review knowledge gaps to address possible additions or changes to the course content.

2. If ELA not met will incorporate more practice |
| | ELA 2. Leadership Journaling – Leadership Capstone (Semester 4) | 2.   ELA Students will receive a 90% or more on their | 2.   End of semester 4 and collate | 2.The average score on this | |

127

		leadership journaling assignment.	every two years	assignment was 92% Met	of leadership skills into the clinical section of each Adult Health course.
	ELA 3. OB/Peds SIM Assignment (Semester 4)	3. Students will receive a 90% or better on the Leadership section of the OB/PEDS simulation assignment	3. End of semester 4 and collate every two years	3. Students received >90% on the leadership section of the leadership section of the OB/PEDS simulation assignment Met	3. If ELA not met Not met will incorporate more practice of leadership skills into the clinical section of OB/PEDS

ESLO #6 **Professionalism/Caring** Display accountability utilizing ethical reasoning. Incorporate compassionate and empathetic behaviors while providing care.	ELA 1. Each Student's Capstone Study Plan will address 2 individualized and self-determined Professionalism/Caring Goals that are specific to the capstone assignment's area of focus (End of semester 4)	1. Students will meet or exceed their professionalism/caring goals during final capstone assignment as evidenced by a grade of 90% or more on the final graded assignment.	1. End of semester 4 and collate every two years	1. The Average score on this section of the assignment was 100% Met	1. If ELA not met will incorporate role-play activity into curriculum.

	ELA 2. Final Reflection Paper – Professionalism / Caring section This is a faculty graded, writing assignment that requires the student to "reflect" on specific questions determined by faculty and specifically related to the capstone assignment. (End of Semester4)	2. Students will receive a score of 90% or more on the professionalism/caring section of the Final Reflection Paper as evidenced by faculty evaluation of the completed assignment.	2. End of semester 4 and collate every two years	2. The average score on this section of the assignment was 98% Met	2. If ELA not met will incorporate more content regarding professionalism into the didactic section of each course throughout the program
	ELA 3. Each students Capstone Journaling (4 assignment will include self-reflection on compassionate and caring behaviors in the care setting (Semester 4)	3. Students will receive a 90% or more on the compassionate & caring behaviors section of the capstone journaling assignment.	3. End of semester 4 and collate every two years	3. The average score on this section of the assignment was 98.3% Met	3.If ELA not met will incorporate more role-play and modeling learning activities related to development of caring behaviors throughout the program.
Licensure Exam Pass Rate	1. NCLEX RN state report	1. 80% of students will pass the NCLEX RN on the first attempt.	Bi-annually	No data yet Pass rates are not yet available	Re-evaluate the curriculum

		Within 12 months of graduation from the program.			
Program Completion Rate	1. Review of records	1. 85% of students who enter the program will complete the program within 4 semesters.	Bi-annually	93.75 % of students that started the program 8/20/18, completed the program 5/14/20. Met One student withdrew between semester 2 & 3 for personal reasons.	Evaluate reasons for leaving and assess for trends.
Job Placement Rate		90% of graduates will be employed Parttime or full-time Within 12 months of graduation from the program.	6- 9 months after graduation.	No data yet Job survey will be mailed fall 2020	Survey facilities and alumni for themes.

Appendices 2.1 Faculty Profile and Qualifications

FACULTY PROFILE TABLE Agency

Information

Name of Institution: **Colorado Mesa University**   **Date Form Completed: May 30, 2019**

Name of Nursing Education Unit: Health Sciences

Agency	Name of Agency	**Full- and Part-Time Faculty Requirements**
		Directions: List the specific academic, licensure, practice/teaching, and/or other requirements (as applicable) for full and part-time faculty by agency and include the reference (link or location) where information can be verified. If requirements are not applicable for an agency, provide a brief explanation why.

The program's state regulatory agency for nursing	Department of Regulatory Agencies (DORA)	Reference: https://drive.google.com/file/d/0Bxf8Kvf7FrBtdXhoMk54V3pPcWc/view
		Requirements: Chapter II rules for nursing programs and faculty https://www.sos.state.co.us/CCR/GenerateRulePdf.do?ruleVersionId=8403&fileName=3%20CCR%20716-1
		Nursing Faculty must possess the following qualifications:
		A. An active Unencumbered license to practice as a registered nurse in Colorado.
		B. Two (2) years of full-time, or equivalent, professional nursing clinical experience.
		C. Faculty in a practical Nursing Education Program must have a minimum of a bachelor's degree in nursing from an accredited school of nursing or a written plan demonstrating ongoing progression in obtaining a bachelor's degree in nursing.
		D. Faculty in a professional Nursing Education Program must have a minimum of a graduate degree in nursing, or demonstrate compliance with the following:
		1. If the individual has a graduate degree in a field other than nursing, he or she must have a bachelor's degree in nursing and demonstrate evidence that the graduate degree is in a field relevant to the area of responsibility.
		2. If the individual has only a bachelor's degree in nursing, he or she must submit to the Board a written plan demonstrating ongoing progression in obtaining a graduate degree in nursing.
Other state agency (e.g., state department of education, state system, etc.)	Colorado Department of Higher Education	Reference: Letter February 21, 2018

Requirements: Not required to obtain approval. |

The program's governing organization	Colorado Mesa University	Reference: https://www.coloradomesa.edu/trustees/index.html Requirements: See requirements BOT Policy Manual
The governing organization's accrediting agency	The Higher Learning Commission of North Central Association of Colleges and Schools	Reference: https://www.hlcommission.org/component/directory/?Action=ShowBasic&Itemid=&instid=1055 Requirements: The responsibility for assuring the quality of an institution rests first with the institution itself. Institutional accreditation assesses the capacity of an institution to assure its own quality and expects it to produce evidence that it does so.

Faculty Profile Table

Qualifications of Full-Time Faculty Exclusive to Associate of Applied Science Nursing Program

1	2	3	4	5

LAST NAME, FIRST NAME	DATE OF INITIAL APPOINTMENT	ACADEMIC DEGREES	LICENSURE/ CERTIFICATION	• TEACHING AND NON-TEACHING AREA(S) OF • RESPONSIBILITY
• *Alphabetical Order by Last Name*	• *Month/Year*	• *Undergraduate Degree(s): name of degree/date of completion* • *Graduate Degree(s): name of degree/specialty/date of completion* • *Waiver/exception (if applicable) for credential/experience requirements: (explain)* • *Currently enrolled: name of degree/projected date of completion*	• *Current licensure: state/license number/expiration date* • *Current certifications: type/date acquired/expiration date*	*Course: Prefix, Number, Role/Responsibilities Committees; Course, Clinical, Laboratory Coordination, etc.*
Lewis, Michele Nursing Instructor	July, 2020	• MSN – 2017 Western Governors University Salt Lake City, UT • BSN – 2016 Colorado Mesa University Grand Junction, CO • ASSN – 2008 Colorado Northwest Community College Craig, CO	• RN Colorado 0186964 Exp: September 30, 2020	• NURS 244L Role/Responsibility Co-Instructor for clinical rotation. Responsible for clinical site supervision and support of student learning experiences throughout the rotation. Support of preceptors. Problem-solving with the students and clinical site staff. Grading and evaluation of assigned student's assignments and performance related to patient care. Facilitation of post-clinical experience. Coordination with primary instructor. Course evaluation. Assisting with clinical site coordination.

				• NURS 247L Role/Responsibilities Co-instructor for clinical rotations. Responsible for clinical site supervision and support of student learning experiences throughout the rotation. Support of preceptors. Problem-solving with the students and clinical site staff. Grading and evaluation of assigned student's assignments and performance related to patient care. Facilitation of post-clinical experience. Coordination with primary instructor. Course evaluation NURS 248L Role/Responsibility Co-instructor for clinical rotation. • Responsible for clinical site supervision and support of student learning experiences throughout the rotation. Support of preceptors. Problem-solving with the students and clinical site staff. Grading and evaluation of assigned student's assignments and performance related to patient care. Facilitation of post-clinical experience. Coordination with primary instructor. Course evaluation. • NURS 256L Role/responsibility Co-instructor for clinical rotation. Responsible for clinical site supervision and support of student learning experiences throughout the rotation. Support of preceptors. Problem-solving with the students and clinical site staff. Grading and evaluation of assigned student's assignments and performance related to patient care. Facilitation of post-clinical experience. Coordination with primary instructor. Course evaluation.

				• NURS 250L Role/Responsibility: Co-instructor. Facilitate lab & practice exercises to promote development of assessment skills. Grade assignments for assigned students.
				Evaluation of student skill development. Course evaluation. • NURS 254/254L Role/Responsibility: Lead instructor. Responsible for syllabus, course content, course preparation, course delivery, course evaluation. Creation of clinical schedule. .
Wogan, Kate **Nursing Instructor**	August 2018	• MSN FNP-C 2019 University of Colorado-Colorado Springs • BS-Nursing 2008 Northern Arizona University • BS-Health Sciences 2004 State University of New York at Cortland	• RN. Colorado 1629006 Exp. September 30, 2020	• NURS 246 Role/Responsibilities Lead instructor. Responsible for syllabus, course content, course preparation, course delivery, course evaluation. • NURS 247L Role/Responsibilities Co-instructor for clinical rotations. Responsible for clinical site supervision and support of student learning experiences throughout the rotation. Support of preceptors. Problem-solving with the students and clinical site staff. Grading and evaluation of assigned student's assignments and performance related to patient care. Facilitation of post-clinical experience. Coordination with primary instructor. Course evaluation.

				• NURS 248L Role/Responsibility Co-instructor for clinical rotation. Responsible for clinical site supervision and support of student learning experiences throughout the rotation. Support of preceptors. Problem-solving with the students and clinical site staff. Grading and evaluation of assigned student's assignments and performance related to patient care. Facilitation of post-clinical experience. Coordination with primary instructor. Course evaluation. • NURS 249 Role/Responsibilities Lead instructor. Responsible for syllabus, course content, course preparation, course delivery, course evaluation. • NURS 250/250L Role/Responsibilities Lead instructor. Responsible for syllabus, course

				content, course preparation, course delivery, course evaluation. • NURS 252/252L Role/Responsibilities Lead instructor. Responsible for syllabus, course content, course preparation, course delivery, course evaluation. • NURS 253/253L Role/Responsibilities Lead instructor. Responsible for syllabus, course content, course preparation, course delivery, course evaluation.

				• NURS 244L (new) Role/Responsibility Co-Instructor for clinical rotation. Responsible for clinical site supervision and support of student learning experiences throughout the rotation. Support of preceptors. Problemsolving with the students and clinical site staff. Grading and evaluation of assigned student's assignments and performance related to patient care. Facilitation of postclinical experience. Coordination with primary instructor. Course evaluation.
				• NURS 255L (new) Role/Responsibility Co-instructor for clinical rotation. Responsible for clinical site supervision and support of student learning experiences throughout the rotation. Support of preceptors. Problem-solving with the students and clinical site staff. Grading and evaluation of assigned student's assignments and performance related to patient care. Facilitation of post-clinical experience. Coordination with primary instructor. Course evaluation.

				• NURS 256L (new) Role/responsibility Coinstructor for clinical rotation. Responsible for clinical site supervision and support of student learning experiences throughout the rotation. Support of preceptors. Problemsolving with the students and clinical site staff. Grading and evaluation of assigned student's assignments and performance related to patient care. Facilitation of postclinical experience. Coordination with primary instructor. Course evaluation.
Zarlingo, Vicki **Assistant Professor of Nursing, AAS Program Coordinator**	August 2018	• Associate in Applied Science Nursing- Formally- (Mesa State College) CMU 1995 • Bachelor of Science Nursing CMU 2015 • Master's Science Nursing Education – Walden University 2017	• RN Colorado 108999 EXP Sept 2020	• AAS Program Coordinator Role/Responsibilities – Program development/coordination, clinical site development and relationship building/problem-solving, curriculum development/review/evaluation, CMU Lab/equipment management, advising, student/applicant support, committee responsibilities. • NURS 247/247L Role/Responsibility: Lead instructor. Responsible for syllabus, course content, course preparation, course delivery, course evaluation. Creation of clinical schedule.. • NURS248/248L Role/Responsibility: Lead instructor. Responsible for syllabus, course content, course preparation, course delivery, creation of clinical schedule..

				• NURS 250L Role/Responsibility: Co-instructor. Facilitate lab & practice exercises to promote development of
				assessment skills. Grade assignments for assigned students. Evaluation of student skill development. Course evaluation. • NURS 251/251L Role/Responsibility: Lead instructor. Responsible for syllabus, course content, course preparation, course delivery, course evaluation. Creation of clinical schedule.. • NURS 254/254L Role/Responsibility: Lead instructor. Responsible for syllabus, course content, course preparation, course delivery, course evaluation. Creation of clinical schedule. . • NURS 244/244L (new) Role Responsibility Lead instructor. Responsible for syllabus, course content, course preparation, course delivery, course evaluation, creation of clinical schedule.. • NURS 255/255L (new) Role Responsibility Lead instructor. Responsible for syllabus, course content, course preparation, course delivery, course evaluation, creation of clinical schedule.. • NURS 256/256L (new) Role Responsibility Lead instructor. Responsible for syllabus, course content, course preparation, course delivery, course evaluation, creation of clinical schedule..

Qualifications and Professional Development Addendum

Faculty Name: Michele Lewis

List Relevant

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics, mental health, OB/Peds)

- Long-Term Care Geriatrics – 2009-2001: Sandrock Ridge Direct patient care, supervision of staff, MDS Coordinator
- Nursing Leadership – 2017-2020 Memorial Regional Health - Practice Administrator/Supervisor

    2001-2020 Yampa Valley Medical Center – Clinical Nurse Manager •

Public Health Nursing - 2020

- **Clinical practice and/or teaching experience:**

- Sandrock Ridge Care Center; Managed patients recovering from medical or surgical procedures, including facilitating wound care, ostomy care, pressure ulcer prevention and pain management, Delivered high level of quality care to diverse populations while overseeing patient admission and triaging based on acuity and appropriate department admission. Participated in education activities, including evidence-based practice project implementation, nursing competency development and nursing simulation activities. Precepting new staff.

- Memorial Regional Health: Provided supervision and management to team of Doctors, nurses, medical assistants and support personnel. Precepted first and second year nursing students. Obtained rural health clinic program re-certification with no corrective suggestions. Assisted with regulatory issues such as compliance. Followed all personal and health data procedures to effectively comply with HIPAA laws and prevent information breaches. Managed multiple nurses and nursing activities by providing comprehensive nursing guidance and maintaining outstanding patient satisfaction and care standard. Trained new nurses in proper techniques, care standards, operational procedures and safety protocols to optimize performance and safety.

- Yampa Valley Medical Center: General Clinic Duties, Direct patient care. Supervision of staff. Precepted first and second year nursing students. Trained new nurses in proper techniques, care standards, operational procedures and safety protocols to optimize performance and safety. Educated family members and caregivers on patient care instructions.

- Routt County Public Health: Followed all personal and health data procedures to effectively comply with HIPAA laws and prevent information breaches. Precepted first and second year nursing students. Managed nurses and nursing activities by providing comprehensive nursing guidance and maintaining outstanding patient satisfaction and care standards. Trained new nurses in proper techniques, care standards, operational procedures and safety protocols to optimize performance and safety. COVID Response. **Faculty Name: Kate Wogan List relevant:**

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics, mental health, OB/Peds)

- Primary Care of Adults as a student NP which required 30 hours of contact with mental health contact hours, Primary Care of Adults, Children, & Geriatrics, Perioperative Nursing, School Nursing/Public Health/Pediatrics

- **Clinical practice and/or teaching experience:**
- Family Nurse Practitioner-Pavilion Family Medicine, 01/2020-present. Evaluate, diagnose, treat, manage care, and promote health and wellbeing among patients and families of all ages in the Family Practice setting.
- Instructor of Nursing-Colorado Mesa University, 08/2018-present. Responsible for syllabi, course content, course preparation, course delivery, course evaluation.
- PACU RN- Black Canyon Surgery Center, 6/2015-12/2018. Direct patient care of post-operative patients, all ages, pain management, stabilization of vital signs, patient education, and discharge.
- School Nurse Coordinator- Montrose County School District, 08/2014-10/2017. Management, supervision, delegation, and evaluation of 12 health techs at different schools. Management/supervision and maintenance of the required school immunizations. Management and prevention of communicable diseases. Development and implementation of student health care plans. Medication administration, nursing procedures, nursing assessment, triage, and first aid to students.
- PACU, preoperative, and preadmission testing RN- Flagstaff Medical Center, 5/2008-7/2014. Optimizing patients for surgery, assessing anesthesia risk, ordering tests, consulting with anesthesiologist. Getting patients ready for surgery, assisting with local anesthesia procedures (epidural, nerve blocks, blood patches), performing conscious sedation, performing tests pertinent to surgical procedure. Direct patient care of post-operative patients, all ages, pain management, stabilization of vital signs, patient education, transfer of care within the hospital, and discharge.

- Mental Health Nursing Teaching Experience: CMU, Summer semester 2019 and Fall Semester 2019. NURS 252 & NURS 252L Mental Health Nursing. Course development and delivery in a classroom format. Coordination and evaluation of mental health clinical rotations with students and community partners.
- OB/Peds Teaching experience: CMU, Spring semester 2020. NURS 253 & NURS 253L Family Nursing Obstetrics and Pediatrics. Course development and delivery in a blended classroom and online format. Coordination and evaluation of woman's and children's clinical rotations with students and community partners.
- **Professional Organizations:**
- Current member of the American Association of Nurse Practitioners
- **Volunteer Services:**
- Board of Directors Member for FQHC- River Valley Family Health Center, 10/2016-present

Qualifications and Professional Development Addendum

Faculty Name: Vicki Zarlingo

List relevant:

- **Area(s) of expertise and experience** (e.g., medical-surgical, leadership, geriatrics) ○ Long-term / Geriatric Care & Leadership ✦ 1991-2007
    - ✦ 1991-1995; employed full-time as an LAAS in long-term care. Provided direct patient care.
    - ✦ 1995-2007; employed full-time as an RN in long-term care. Provided direct patient care, clinical nurse supervisor, wound care RN, restorative nursing, Infection control RN, Assistant Director of Nursing, Director of Nursing.
    - ✦ 2007-2010; employed part-time as infection control RN in behavioral health/ LTC ○ Acute Care / Med Surg & Leadership
    - ✦ 2007- 2019; employed full-time at St Mary's Hospital in various roles including
- Bedside nursing; med surg, intermediate care & critical care – Direct patient care
- Med Surg Charge nurse
- Clinical supervisor & educator – intermediate care

- Nurse Educator – Neuro Trauma Stroke Unit
- **Clinical practice and/or teaching experience:** (Job title/place of employment/start date/ending date/very brief summary of role responsibilities)

- 1995-2007 Mesa Manor Nursing Home

  Staff Development/ Infection Control RN

  Responsible for all staff training & development

  CNA Training program coordinator and primary instructor

  Also served as DNS at this time; responsible for nurse manager training and development

- 1997-2007 Red Cross Volunteer instructor

  Taught various community & provider & CPR courses

  Lay CPR & Safety

  Provider CPR & Safety

  Trained CRP Instructors

  HIV Prevention Courses

- 2007-2010 Grand Junction Regional Center

  Assisted in psych-tech training courses related to general A&P and infection control

- 2015 – Present Colorado Mesa University
  - Clinical Nursing Instructor – Adult Health courses
  - Lecturer of nursing

    Nursing Research

    Nursing Fundamentals & Lab

    Adult Health & Lab

Assessment Lab

Leadership & Lab

Capstone & Lab

- o 2016 – St Mary's Hospital
    - ✦ Intermediate Care Supervisor & educator

        Responsible for training requirements of subordinate staff

- o 2019- St Mary's Hospital
    - ✦ Clinical Resource Specialist – Part-time Neuro Trauma Stroke (NTS) Unit/ Med Surg

        Responsible for training requirements of NTS Staff

        Development & delivery of pertinent educational materials

        Support of educational needs of the med surg service line

- **Professional development and/or Scholarly work:** (e.g., research, publications, presentations, etc.) for the last three (3) years (date/title/very brief summary)
- **Continuing Faculty Development & Competency**
- **Additional Employment**

    St Mary's Hospital; Part time Clinical Resource Specialist – Neuro Trauma Stroke Unit 20 –hours per week

    St Mary's Hospital; Casual Neuro Trauma Stroke Unit – Bedside Nursing / Charge Nurse >750 hours 2019

- **Professional Certifications**

    Stroke Certified Registered Nurse 2019

    NIHSS Certification 2019

    ACLS Certification 2018

- **Professional Organizations**

  Member, American Nurses Association

  Member, American Association of Neuroscience Nurses

  Member, American Association of Critical Care Nurses

  Member, Sigma Theta Tau

- **CMU Faculty Workshops**   Fall 2019 - Advising

  Spring 2020 – Inclusion

  Spring 2020 – Essentials in Clinical Simulation across the Health Professions

  Summer 2020 – Summer Webinar Series – Social Distancing

- **Professional Conferences**

  Neuroscience 2018

  Stroke Symposium 2019

Appendix 2.5 Faculty Credits

Cohort # 1 (original curriculum)

Semester	Fall 2018	Spring 2019	Fall 2019	Spring 2020
Vicki Zarlingo	NURS 247- 3 credits NURS 247L- 4 credits Release - 3 credits TOTAL---------------------11 credits	NURS 248-4 credits NURS 248L-6 credits NURS 250L- 2 credits Release -3 credits TOTAL----------------- 15 credits	NURS 251- 5 credits NURS 251- 6 credits Release- 3 credits TOTAL----------------- 14 credits	NURS 254- 2 credits NURS 254L-8 credits Release 3 credits TOTAL---------------- 13 Credits
Kate Wogan	NURS 246- 3 credits NURS 247L- 4 credits TOTAL------------------------7 credits	NURS 249-3 credits NURS 248L- 6 credits NURS 250-3 credits NURS 250L-2 credits TOTAL------------------- 14 credits	NURS 251L-6 credits NURS 252- 3 credits NURS 252L- 4 credits TOTAL----------13 credits	NURS 253- 4 credits NURS 253L-8 credits TOTAL------------------12 credits

Cohort #2 (updated curriculum)

Semester	Fall 2020	Spring 2021	Fall 2021	Spring 2022
Vicki Zarlingo	NURS 244 - 2 credits NURS 244L - 4 credits NURS 247- 3 credits NURS 247L- 4 credits Release - 3 credits TOTAL---------------------16 credits	NURS 248-3 credits NURS 248L-6 credits NURS 250L- 2 credits Release -3 credits TOTAL----------------- 15 credits	NURS 251- 3 credits NURS 251- 6 credits Release- 3 credits TOTAL----------------- 12 credits	NURS 254L-2 credits NURS 255- 2- credits NURS 255L – 4 credits NURS 256 – 1 credit NURS 256L – 2 credits Release 3 credits TOTAL---------------- 14 Credits

Kate Wogan	NURS 244L - 4 credits NURS 246- 3 credits NURS 247L- 4 credits TOTAL-------------------------11 credits	NURS 249-3 credits NURS 248L- 6 credits NURS 250-2 credits NURS 250L-2 credits TOTAL------------------13 credits	NURS 251L-6 credits NURS 253- 4 credits NURS 253L- 4 credits TOTAL---------- 14 credits	NURS 252- 2 credits NURS 252L-4 credits NURS 255L – 4 credits NURS 256L – 2 credits TOTAL-------------------12 credits
Michele Lewis	NURS 244l – 4 credits NURS 247L – 4 credits TOTAL : 8 credits	NURS 248L – credits NURS 250L - 2 credits TOTAL: 8 credits	NURS 251L - 6 credits TOTAL :6 credits	NURS 254 - 1 credit NURS 254L - 2 credits NURS 256L – 2 credits TOTAL: 5 credits

Appendices 4.2 Mini Syllabi

Department of Health Sciences: AAS Program

Colorado Mesa University

Fall 2020 NURS 244 Introduction to Adult Concepts of Health

Course Title: NURS 244 - Introduction to Adult Concepts of Health

Credit: 2 credit hours

Pre-requisites: Acceptance into CMU nursing program; AHA CPR certification

Co-requisites: NURS 244L, NURS 246, NURS 247, and NURS 247L **Course**

Description:

Introduction of nursing concepts, skills, and assessment in caring for adult clients in various health care settings.

Course Objectives:

- Describe the nursing process for various medical-surgical disorders.
- Understand the signs, symptoms, treatments, diagnostic testing, and prognosis of certain medicalsurgical conditions.
- Identify measures and conditions for preventive care.
- Identify normal ranges for laboratory test results and diagnostic testing.
- Understand how nutritional values are important to various disorders.
- Identify drug regimens, therapeutic ranges, adverse reactions, and side effects associated with medical-surgical disorders.

Grade calculation:

Attendance = 10%

Homework = 20%

PrepU = 25%

Kaplan = 10%

Exams = 20%

Finals = 15%

TOTAL = 100%

NURS 244 Topical Course Outline:

- Nursing Roles & Responsibilities
- Models of Care
- Legal & Ethical Issues
- Nurse-Client Relationships
- Cultural Competency
- Foundations of Medical-Surgical Nursing ○ Pain Management ○ Infection ○ Intravenious Therapy ○ Perioperative Care of patients
- Nursing Care of Older Adult Patients
- Palliative & Hospice Care at End-of-Life
- Introduction to Respiratory Care of Adult Patients
- Introduction to Cardiovascular Care of Adult Patients
- Introduction to Chronic Neurological Care of Patients
- Nursing Care of Patients with Sensory Disorders
- Introduction to Musculoskelatel Disorders in Adults
- Introduction to Integumentary Disorders ○ Pressure Ulcer Care & Assessment
- Common Pharmocology in Chronic Care

Colorado Mesa University
Fall 2020 NURS 244L Introduction to Adult Concepts of Health

Course Title: NURS 244L- Introduction to Adult Concepts of Health

Credit: 2 credit hours

Pre-requisites: Acceptance into CMU nursing program; AHA CPR certification

Co-requisites: NURS 244, NURS 246, NURS 247, and NURS 247L **Course**

Description:

Introduction of nursing concepts, skills, and assessment in caring for adult clients in various health care settings.

Course Objectives:

- Understand the nursing process for various medical-surgical disorders.
- Understand the signs, symptoms, treatments, diagnostic testing, and prognosis of certain medicalsurgical conditions.
- Describe methods and conditions for preventive care.
- Identify normal ranges for laboratory test results and diagnostic testing.
- Understand how nutritional values are important with various disorders.
- Demonstrate drug regimens, and therapeutic ranges, as well as adverse reactions and side effects associated with medical-surgical disorders.

Grade calculation:

Clinical Performance = 65%

Clinical Paperwork   = 35%

TOTAL   **= 100%**

Clinical Paperwork

Chronic Patient Care Profile (6)

Clinical Review Paper (2)

Pre-Clinical Medication Calculation Test (1)

Pre-Clinical Med Cards

Chronic Patient H&P (1)

Care Map (1)

NURS 244L TOPICAL Course Outline:

- Nursing Roles & Responsibilities

- Models of Care

- Legal & Ethical Issues

- Nurse-Client Relationships

- Cultural Competency

- Foundations of Medical-Surgical Nursing o Pain Management o Infection o Intravenious Therapy o Perioperative Care of patients

- Nursing Care of Older Adult Patients

- Palliative & Hospice Care at End-of-Life

- Introduction to Respiratory Care of Adult Patients

- Introduction to Cardiovascular Care of Adult Patients

- Introduction to Chronic Neurological Care of Patients

- Nursing Care of Patients with Sensory Disorders

- Introduction to Musculoskelatel Disorders in Adults

- Introduction to Integumentary Disorders o   Pressure Ulcer Care & Assessment

- Common Pharmacology in Chronic Care

Course Title:

Fall 2020 NURS 246 Pharmacological Concepts I

NURS 246 - Pharmacological Concepts I

Credit: 3 credit hours

Pre-requisites: Acceptance into CMU nursing program; AHA CPR certification

Co-requisites: NURS 244, NURS 244L, NURS 247 & 247L

Course Description

Introduction to basic pharmacology concepts, which include interactions, classification, adverse effects, drug dosages and math calculations.

Course Objectives:

- Discuss the basic concepts of pharmacology.
- Describe the basic methods used in the administration of drugs.
- Identify common drug classifications.
- Identify common drugs within various drug classifications.
- Describe the uses, contraindications, precautions, interactions, and general adverse reactions of the common drugs within these classifications.
- Discuss ways to promote an optimal response to therapy, how to manage adverse reactions, and important points to keep in mind when educating patients about the use of these drugs.
- Utilize dosage and medication calculations.

Grade Calculation:

In-Class Tests	= 50%
Comprehensive Final Exam	= 15%
Quizzes, Homework	= 10%
Attendance	= 15%
Kaplan	= 10%
(non-proctored)	= (5%)
(Proctored)	= (5%)
TOTAL	= 100

NURS 246 Topical Course Outline

- General Principles of Pharmacology
- Patient Records, Medication Orders and Labels
- Antibacterial Drugs: Sulfonamides, antibacterial Drugs that disrupt the bacterial cell wall
- Antibacterial Drugs That Interfere with Protein Synthesis
- Antibacterial Drugs That with DNA/RNA Synthesis
- Antitubercular Drugs
- Urinary Tract Anti-infective and Other Urinary Drugs
- Dimensional Analysis Method
- Antiviral Drugs
- Antifungal and Antiparasitic Drugs
- Metric Units and Conversions
- Diuretics
- Metric Units and Conversions
- Antihypertensive Drugs
- Adrenergic Drugs
- Adrenergic Blocking Drugs
- Patient Records, Medication Orders and Labels Cardiotonic and Inotropic Drugs
- Patient Records, Medication Orders and Labels
- Anticoagulant and Thrombolytic Drugs
- Antihyperlipidemic Drugs
- Oral Medications
- Nonopioid Analgesics: Salicylates and Non-salicylates
- Nonopioid Analgesics: NSAIDs and Migraine Headache Medications
- Opioid Analgesics
- Opioid Antagonists
- Syringe Measurements Upper Gastrointestinal System Drugs
- Lower Gastrointestinal System Drugs
- Parenteral Medications Injectable Medication Calculations
- Upper Gastrointestinal System Drugs
- Lower Gastrointestinal System Drugs
- Antidiabetic Medications
- Cholinergic Drugs
- Cholinergic Blocking Drugs
- Common High-Alert Medications
- Anticoagulant Medications
- Antiparkinsonian Drugs
- Thyroid and Antithyroid Drugs
- Pediatric Medication Calculations
- Parenteral Medications
- Basic Intravenous Calculations

Course Title:

Fall 2020 NURS 247 Fundamentals of Nursing

NURS 247- Fundamentals of Nursing

Credit: 3 credit hours

Pre-requisites: Acceptance into CMU nursing program; AHA CPR certification

Co-requisites: NURS 244, NURS 244L, NURS 246 & 247L

Course Description

Exploration of nursing concepts and skills utilized in the nursing process to develop critical thinking. Application of essential nursing skills including IV skills for safe practice.

Course Objectives

- Differentiate variations in assessment data for adult and geriatric patients.
- Examine the concept of holistic health care and its relationship to the wellness-illness continuum.
- Identify physical, psychological, lifestyle and socio-cultural considerations that influence alterations in health and physical assessment data.
- Identify care that meets common health problems, health maintenance and disease prevention.
- Demonstrate basic skills required to provide care in various health care environments.
- Describe assessment and interviewing techniques to gather information.
- Distinguish therapeutic communications from other forms of communication.
- Utilize interview and assessment techniques to collect and organize patient information and build a database on which to make nursing care decisions.
- Discuss bioethical dilemmas including beginning/end of life and quality of life issues.

Grade calculation:

Attendance = 10%

Homework = 25%

PrepU = 20%

Kaplan = 10%

Exams = 20%

Final = 15%

TOTAL = 100%

NURS 247 Topical Course Outline

- Asepsis
- Infection Control
- Hygiene
- Medical Terminology
- Vital signs
- Nursing Foundations
- Nursing process
- Physical assessment
- Recording and reporting
- Diagnostic exams and tests
- Pain management
- Comfort, rest, and sleep
- Safety
- Oral medications
- Topical & inhalant medications
- Parenteral medications
- I.V. medications • Body mechanics, positioning, moving
- Fitness and therapeutic exercise.
- Mechanical immobilization
- Ambulatory aids
- Urinary elimination
- Bowel elimination
- Periop care
- Wound care
- Oxygenation
- Laws & ethics
- Health ad illness
- Homeostasis, adaptation, and stress
- Culture & ethnicity
- The nurse client relationship
- Client teaching
- Nutrition
- Fluid & chemical balance
- Airway Management
- Resuscitation
- End of life care

Course Title:

NURS 247L- Fundamentals of Nursing Lab

Credit: 2 credit hours

Pre-requisites: Acceptance into CMU nursing program; AHA CPR certification

Co-requisites: NURS 244, NURS 244L NURS 246 & 247

Course Description

Lab component required for NURS 247. Exploration of nursing concepts and skills utilized in the nursing process to develop critical thinking. Application of essential nursing skills including IV skills for safe practice.

Course Objectives:

- Differentiate variations in assessment data for adult and geriatric patients.
- Examine the concept of holistic health care and its relationship to the wellness-illness continuum.
- Identify cultural differences that affect health.
- Demonstrate basic nursing care skills.
- Demonstrate therapeutic communications from other forms of communication
- Demonstrate assessment techniques to collect and organize patient information and build a data base on which to make nursing care decisions.
- Demonstrate palliative and hospice care across the lifespan.

Grade calculation:

Attendance   = 15%

Case studies   = 10%

Skill Practice = 20%

Skills checkoff   = 30%

Final check off = 25%

Total   = 100%

NURS 247L Topical Course Outline:

- Sepsis
- Infection Control
- Hygiene
- Medical Terminology
- Vital signs
- Nursing Foundations
- Nursing process
- Physical assessment
- Recording and reporting
- Diagnostic exams and tests
- Pain management
- Comfort, rest, and sleep
- Safety
- Oral medications
- Topical & inhalant medications
- Parenteral medications
- I.V. medications • Body mechanics, positioning, moving
- Fitness and therapeutic exercise.
- Mechanical immobilization
- Ambulatory aids
- Urinary elimination
- Bowel elimination
- Periop care
- Wound care
- Oxygenation
- Laws & ethics
- Health ad illness
- Homeostasis, adaptation, and stress
- Culture & ethnicity
- The nurse client relationship
- Client teaching
- Nutrition
- Fluid & chemical balance
- Airway Management
- Resuscitation
- End of life care

Department of Health Sciences: AAS Program

Colorado Mesa University

Spring 2021 NURS 248 Adult Concepts of Health I

NURS 248- Adult Concepts of Health I

Credit: 3 credit hours

Pre-requisites: NURS 244, NURS 244L, NURS 246, NURS 247, and NURS 247L

Co-requisites: NURS 248L, 249, 250 & 250L **Course**

Description:

Exploration of the role of the registered nurse as a care provider, teacher, manager, professional, and advocate. Explores disease processes in adults.

Course Objectives:

- Discriminate between focusing on disease versus optimal functioning when planning nursing care for adult patients.
- Integrate learning concepts about diagnostics, dietetics, and pharmacology into nursing care.
- Integrate critical thinking skills into the nursing process for care of the adult who has health problems.
- Explain in depth and breadth the etiology and pathophysiology related to signs, symptoms, and treatment modalities for adult patients.
- Discuss principles of cultural awareness in the plan of care for patients with commonly occurring health conditions.
- Compare and contrast appropriate teaching/learning strategies to utilize with the adult patient.

Grade calculation:

Attendance   = 10%

Homework   = 20%

PrepU   = 20%

SIM   = 10%

Kaplan   = 10%

Exams   = 15%

Final   = 15%

TOTAL   = **100%**

NURS 248 Topical Course Outline:

- Professional Nursing Practice
- Health Disparities & Cultural Competence
- Patient & Caregiver Teaching
- Palliative Care & End of Life
- Inflammation & Wound Healing
- Diabetes Mellitus
- Genetics & Genomics
- Altered Immune Responses
- Assessment of Upper Airway
- Upper Respiratory Problems
- Lower Respiratory Problems
- Obstructive Pulmonary Disease
- Cardiovascular Assessment
- Hypertension
- Vascular Disorders
- Assessment of Hematologic Systems
- Hematologic Problems
- Acute Intracranial Problems
- Stroke
- Spinal Cord
- Dementia & Delirium
- Peripheral Nerve Problems
- Musculoskeletal Problems
- Arthritis & Connective Tissue Disease
- Assessment of Gastrointestinal Systems
- Upper Gastrointestinal Problems
- Lower Gastrointestinal Problems
- Nutritional Problems
- Obesity
- Liver, Pancreas &Biliary Tract Problems
- Assessment of Endocrine System
- Endocrine Problems
- Urological Assessment
- Renal & Urologic Problems
- Managing Multiple Patient Case Studies **Department of Health Sciences: AAS Program**

Colorado Mesa University

Spring 2021 NURS 248L Adult Concepts of Health I

NURS 248L- Adult Concepts of Health I

Credit: 3 credits

Pre-requisites: NURS 244, NURS 244L, NURS 246, NURS 247, and NURS 247L

Co-requisites: NURS 248, 249, 250, 250L

Course Description

Lab component required for NURS 248L. Exploration of the role of the registered nurse as a care provider, teacher, manager, professional, and advocate. Explores disease processes in adults.

Course Objectives:

- Integrate learning concepts about diagnostics, dietetics, and pharmacology with nursing care.
- Integrate critical thinking skills into the nursing process for care of the adult patient.
- Demonstrate knowledge of pathophysiology related to signs, symptoms, and treatment modalities for adult patients.
- Examine principles of cultural awareness in the plan of care for patients with commonly occurring health conditions.
- Demonstrate critical thinking skills, teaching and learning strategies with adults who have health problems.

Grade Calculation:

Clinical Performance   = 65%

Clinical Paperwork   = 35%

TOTAL   **= 100%**

Clinical Paperwork

Acute Patient Care Profile (8)

Clinical Review Paper (3)

Pre-Clinical Medication Calculation Test (1)

Pre-Clinical Med Cards

Acute Patient H&P (1)

Care Map (1)
Comprehensive Diagnosis Review Paper (1)

NURRS 248L Topical Course Outline
- Professional Nursing Practice
- Health Disparities & Cultural Competence
- Patient & Caregiver Teaching
- Palliative Care & End of Life
- Inflammation & Wound Healing
- Diabetes Mellitus
- Genetics & Genomics
- Altered Immune Responses
- Assessment of Upper Airway
- Upper Respiratory Problems
- Lower Respiratory Problems
- Obstructive Pulmonary Disease
- Cardiovascular Assessment
- Hypertension
- Vascular Disorders
- Assessment of Hematologic Systems
- Hematologic Problems
- Acute Intracranial Problems
- Stroke
- Spinal Cord
- Dementia & Delirium
- Peripheral Nerve Problems
- Musculoskeletal Problems
- Arthritis & Connective Tissue Disease
- Assessment of Gastrointestinal Systems
- Upper Gastrointestinal Problems
- Lower Gastrointestinal Problems
- Nutritional Problems
- Obesity
- Liver, Pancreas &Biliary Tract Problems
- Assessment of Endocrine System
- Endocrine Problems
- Urological Assessment
- Renal & Urologic Problems
- Managing Multiple Patient Case Studies **Department of Health Sciences: AAS Program**

Colorado Mesa University

Spring 2021 NURS 249 Pharmacological Concepts II

NURS 249- Pharmacological Concepts II

Credit: 3 credit hours

Pre-requisites: NURS 244, NURS 244L, NURS 246, NURS 247, and NURS 247L

Co-requisites: NURS 248 & 248L, NURS 250, NURS 250L **Course**

Description:

Integration of concepts in pharmacology with a focus on high risk medications, drug calculations, and teaching.

Course Objectives:

- Explain drug classifications and uses.
- Identify high alert medications.
- Examine uses of drugs in different case scenarios.
- Identify indications for emergency medications.
- Utilize critical thinking related to medications within different scenarios.
- Apply information regarding contraindications.
- Analyze information in regard to medication across the lifespan.
- Demonstrate accurate dosage and calculation of medications across the lifespan.

Grade calculation:

Exams	= 50%
Final exam-Comprehensive	=15%
Attendance	= 15%
PrepU quizzes	= 5%
Med Calculation quizzes	= 5%
Kaplan non-proctored	= 5%
Kaplan proctored	= 5%
Total	**= 100%**

NURS 249 Topical Course Outline

- General Pharmacology Principals
- Anti-inflammatory and Pain Management Agents, Substance Abuse

- Diabetic Agents
- Antibacterial
- Antineoplastic Agents
- Autonomic Nervous System Agents
- Emergency Drugs
- Respiratory Agents, Antituberculosis, Vaccines
- Cardiovascular Agents
- Neurologic and Neuromuscular Agents
- Psychiatric Agents
- Anti Viralagents, HIV Meds, Antifungal, Inmune Suppressing Agents
- Gastrointestinal Agents
- Endocrine Agents
- Eye, Ear, Skin agents, prostate meds

Department of Health Sciences: AAS Program

Colorado Mesa University

Spring 2021 NURS 250 Health Assessment for Nurses

Course Title: NURS 250 Health Assessment for Nurses
Credit: 3 credit hours
Pre-requisites: NURS 244, NURS 244L, NURS 246, NURS 247, and NURS 247L
Co-requisites: NURS 248 & 248L, NURS 249, NURS 250L **Course Description:**
Acquisition of knowledge and skills necessary for completing health assessment across the life span.

Course Objectives

- Use effective interviewing skills with clients of varying ages in order to collect valid assessment data
- Use critical thinking skills to make clinical judgments based on the analysis of a client's condition
- Integrate knowledge of pathophysiology with assessment techniques in order to make appropriate clinical decisions and perform a physical assessment
- Integrate teaching/learning principles into client interviews and physical assessments
- Discuss the expanded assessment role of the nurse in relation to decisionmaking/diagnosing, research, and professional nursing practice
- Describe legal and ethical responsibilities of the nurse in diagnosing and managing care
- Describe appropriate screening programs for the health promotion of specific populations

Grade Calculation:

Attendance	= 15%
Exams	= 45%
PrepU Quizzes	= 30%
Kaplan proctored exam	= 10%
5% non-proctored	
5% proctored	
Total =	**= 100%**

NURS 250 Topical Course Outline:

- The Interview and Health History
- the Physical Examination
- Validating and Documenting Data
- Thinking Critically to Analyze Data and Make Informed Nursing Judgments • Assessing General Status and Vital Signs
- Assessing Pain
- Assessing Breast and Lymphatic System
- Assessing Culture
- Assessing Spirituality and Religious Practice
- Assessing Thorax and Lungs
- Assessing Older Adults
- Assessing Families
- Assessing Heart and Neck Vessels
- Assessing Peripheral Vascular System
- Assessing Neurologic System
- Assessing Mouth, Throat, Nose, and Sinuses
- Assessing Musculoskeletal System
- Assessing Nutritional Status
- Assessing Abdomen
- Assessing Head and Neck
- Assessing Skin, Hair, and Nails
- Assessing Ears

Department of Health Sciences: AAS Program

Colorado Mesa University

Spring 2021 NURS 250 Health Assessment for Nurses

Course Title: NURS 250 Health Assessment for Nurses
Credit: 3 credit hours
Pre-requisites: NURS 244, NURS 244L, NURS 246, NURS 247, and NURS 247L
Co-requisites: NURS 248 & 248L, NURS 249, NURS 250L **Course Description:**
Acquisition of knowledge and skills necessary for completing health assessment across the life span.

Course Objectives

- Use effective interviewing skills with clients of varying ages in order to collect valid assessment data

- Use critical thinking skills to make clinical judgments based on the analysis of a client's condition

- Integrate knowledge of pathophysiology with assessment techniques in order to make appropriate clinical decisions and perform a physical assessment

- Integrate teaching/learning principles into client interviews and physical assessments

- Discuss the expanded assessment role of the nurse in relation to decisionmaking/diagnosing, research, and professional nursing practice

- Describe legal and ethical responsibilities of the nurse in diagnosing and managing care

- Describe appropriate screening programs for the health promotion of specific populations

Grade Calculation:
Attendance	= 15%
Exams	= 45%
PrepU Quizzes	= 30%
Kaplan proctored exam	=10%
5% non-proctored	
5% proctored	

Total   **= 100%**

NURS 250 Topical Course Outline:

- The Interview and Health History
- the Physical Examination
- Validating and Documenting Data
- Thinking Critically to Analyze Data and Make Informed Nursing Judgments
- Assessing General Status and Vital Signs
- Assessing Pain
- Assessing Breast and Lymphatic System
- Assessing Culture
- Assessing Spirituality and Religious Practice
- Assessing Thorax and Lungs
- Assessing Older Adults
- Assessing Families
- Assessing Heart and Neck Vessels
- Assessing Peripheral Vascular System
- Assessing Neurologic System
- Assessing Mouth, Throat, Nose, and Sinuses
- Assessing Musculoskeletal System
- Assessing Nutritional Status
- Assessing Abdomen
- Assessing Head and Neck
- Assessing Skin, Hair, and Nails
- Assessing Ears

Department of Health Sciences: AAS Program

Colorado Mesa University

Spring 2021 NURS 250L Health Assessment for Nurses Lab

Course Title: NURS 250 Health Assessment for Nurses Lab

Credit: 1 credit hour

Pre-requisites: NURS 244, NURS 244L, NURS 246, NURS 247, and NURS 247L

Co-requisites: NURS 248 & 248L, NURS 249, NURS 250 **Course**

Description:

Required lab course for NURS 250: Acquisition of knowledge and skills necessary for completing health assessment across the life span. **Course Objectives**

- Develop effective interviewing skills with clients of varying ages in order to collect valid assessment data.

- Develop critical thinking skills to make clinical judgments based on the analysis of a client's condition.

- Integrate knowledge of pathophysiology with assessment techniques in order to make appropriate clinical decisions and perform a physical assessment.

- Integrate teaching/learning principles into client interviews and physical assessments.

- Employ an expanded assessment role of the nurse in relation to decision-making/diagnosing, research, and professional nursing practice.

- Demonstrate legal and ethical responsibilities of the nurse in managing care.

- Develop appropriate screening programs for the health promotion of specific populations.

Grade calculation:

Clinical Performance   =   65%

Clinical Paperwork   =   35%

TOTAL   **= 100%**

NURS 250L Topical Course Outline:

- The Interview and Health History
- The Physical Examination
- Validating and Documenting Data
- Thinking Critically to Analyze Data and Make Informed Nursing Judgments
- Assessing General Status and Vital Signs
- Assessing Pain
- Assessing Breast and Lymphatic System
- Assessing Culture
- Assessing Spirituality and Religious Practice
- Assessing Thorax and Lungs
- Assessing Older Adults
- Assessing Families
- Assessing Heart and Neck Vessels
- Assessing Peripheral Vascular System
- Assessing Neurologic System
- Assessing Mouth, Throat, Nose, and Sinuses
- Assessing Musculoskeletal System
- Assessing Nutritional Status
- Assessing Abdomen
- Assessing Head and Neck
- Assessing Skin, Hair, and Nails
- Assessing Ears

Colorado Mesa University

Fall 2021 NURS 251 Adult Concepts of Health II

Course Title: NURS 251 Adult Concepts of Health II

Credit: 3 credits hours

Pre-requisites: NURS 248 & 248L, NURS 249, NURS 250 &250L

Co-requisites: NURS 251L, NURS 253, and NURS 253L

Course Description: Continuation of study to meet the needs of higher-level acuity patients and evaluating optimal healthcare outcomes. Students incorporate evidence-based care and apply clinical reasoning while developing additional practice and skills in organizing and prioritizing patient care more effectively.

Course Objectives:

- Investigate pathophysiology related to signs, symptoms, and treatment modalities in adults within the healthcare system.

- Generate appropriate teaching and learning needs for the patient.

- Analyze and predict the impact of psychosocial and cultural values and practices in caring for the adult patient.

- Analyze the impact of stressors, which affect client and family systems stability in complex care situations.

- Investigate competence in the delivery of selected nursing skills using the advanced technology equipment in critical care.

Grade Calculation:

Attendance = 10%

Homework   = 20%

EAQ   = 20%

SIM   = 10%

Kaplan   = 10%   Exams

   = 15%

Final   = 15%

TOTAL =   100%

NURS 251 Topical Course Outline

- Professional Nursing Practice
- Health Disparities and Cultural Competence
- Patient and Caregiver Teaching
- Chronic Illness and Older Adults
- Palliative Care and End of Life
- Inflammation and Wound Healing
- Diabetes Mellitus
- Genetics and Genomics
- Altered Immune Responses
- Respiratory Concepts
- Cardiovascular Concepts
- Hematologic Concepts
- Acute Neurologic Concepts
- Chronic Neurologic Problems
- Musculoskeletal Trauma and Orthopedic Surgery
- Arthritis and Connective Tissue Disease
- HIV
- GI and Nutritional Concepts
- Liver, Pancreas, and Biliary Tract Problems
- Assessment of Endocrine System
- Endocrine Problems
- Urological Assessment
- Renal and Urologic Problems
- Managing Multiple Patient Case Studies

Course Title:

Colorado Mesa University

Fall 2021 NURS 251L Adult Concepts of Health II Lab

NURS 251L Adult Concepts of Health II-Lab

Credit: 3 credit hours

Pre-requisites: NURS 248 & 248L, NURS 249, NURS 250 &250L

Co-requisites: NURS 251, NURS 253 & 253L

Course Description

Lab component required for NURS 251L. Continuation of study to meet the needs of higher-level acuity patients and evaluating optimal healthcare outcomes. Students incorporate evidence-based care and apply clinical reasoning while developing additional practice and skills in organizing and prioritizing patient care more effectively.

Course Objectives:

- Evaluate pathophysiology related to signs, symptoms, and treatment modalities for adults within the healthcare system.
- Synthesize appropriate teaching and learning needs for the patient.
- Appraise and predict the impact of psychosocial and cultural values and practices in caring for the adult patient.
- Evaluate the impact of stressors, which affect client and family systems stability in complex care situations.
- Formulate competence in the delivery of selected nursing skills using the advanced technology equipment in critical care.

Grade calculation:

Clinical Performance = 65%

Clinical Paperwork = 35%

TOTAL = 100%

Clinical Paperwork

Acute Patient Care Profile (8)

Clinical Review Paper (3)

Pre-Clinical Medication Calculation Test (1)

Pre-Clinical Med Cards

Case Study (1)

NURS 251L Topical Course Outline:

- Professional Nursing Practice
- Health Disparities and Cultural Competence
- Patient and Caregiver Teaching
- Chronic Illness and Older Adults
- Palliative Care and End of Life
- Inflammation and Wound Healing
- Diabetes Mellitus
- Genetics and Genomics
- Altered Immune Responses
- Respiratory Concepts
- Cardiovascular Concepts
- Hematologic Concepts
- Acute Neurologic Problems
- Chronic Neurologic Problems
- Dementia and Delirium
- Peripheral Nerve Problems
- Musculoskeletal Trauma and Orthopedic Surgery
- Arthritis and Connective Tissue Disease
- HIV
- GI and Nutritional Concepts
- Liver, Pancreas, and Biliary Tract Problems
- Assessment of Endocrine System
- Endocrine Problems
- Urological Assessment
- Renal and Urologic Problems
- Managing Multiple Patient Case Studies

Course Title:

Colorado Mesa University

Fall 2021 NURS 253 Family Nursing Obstetrics and Pediatrics

NURS 253 Family Nursing Obstetrics and Pediatrics

Credit: 4 credits hours

Pre-requisites: NURS 248, NURS 248L, NURS 249, NURS 250, and NURS 250L

Co-requisites: NURS 251, NURS 251L, and NURS 253L **Course**

Description:

Exploration of family health with particular focus on pregnant women and the developmental health of infants, children, and adolescents.

Course Objectives:

- Blend critical thinking skills within the nursing process for care of the obstetric patient, their families, and the pediatric patient experiencing complications.
- Examine teaching/learning strategies and therapeutic communication skills.
- Evaluate appropriate teaching-learning methodologies utilized in caring for children and families based on developmental levels.
- Integrate understanding of caring concept in the care of childbearing and pediatric patients.
- Investigate the direct impact of psychosocial and cultural values and practices in caring for the childbearing family with complications.
- Prioritize psychosocial-cultural values with the plan of care for the child and family.
- Formulate early intervention in the treatment of complications using evidenced-based practice.
- Consolidate learning concepts related to diagnostics, nutrition, and pharmacology when providing care to the family with complications.

Grade Calculation:

Tests	= 40%
Prep U	= 15%
Attendance	= 15%
Kaplan proctored	= 15%
Non proctored	= 3%
Peds Proctored	= 6%

OB proctored   = 6 %

Final Exam   = <u>15%</u>

Total Percentage   = 100%

NURS 253 Topical Course Outline

- Pain Management in Children
- Nursing Care of the Child with a Disorder of the Eyes or Ears
- Caring for the Special Needs Child
- Nursing Care of the Child with a Genitourinary Disorder
- Nursing Care of the Child with a Gastrointestinal Disorder
- Benign Disorders of the Female Reproductive Tract
- Cancers of the Female Reproductive Tract
- Common Reproductive Issues
- Maternal Adaptation During Pregnancy
- Nursing Management During Pregnancy
- Nursing Care of the Child with a Respiratory Disorder
- Nursing Care of the Child with an Endocrine Disorder
- Nursing Care of the Child with a Cardiovascular Disorder
- Nursing Care of the Child with an Immunologic Disorder
- Nursing Management of Pregnancy at Risk: Pregnancy-Related Complications
- Labor and Birth Process
- Nursing Management During Labor and Birth
- Nursing Care of the Child with an Infectious or Communicable Disorder
- Nursing Care of the Child with an Integumentary Disorder
- Nursing Care of the Child with a Neuromuscular Disorder
- Nursing Care of the Child with a Musculoskeletal Disorder
- Postpartum Adaptation
- Nursing Management During the Postpartum Period
- Nursing Management of Postpartum Woman at Risk
- Nursing Management of Pregnancy at Risk Selected Health Conditions and Vulnerable Populations
- Nursing Management of the Newborn
- Nursing care of the Newborn with Special Needs
- Nursing Care of the Child with a Hematologic Disorder
- Nursing Care of the Child with a Neoplastic Disorder
- Nursing Management of Newborns At-Risk Acquired and Congenital Newborn Conditions
- Nursing care of the Child with a Neurologic Disorder
- Nursing Care During a Pediatric Emergency
- Disorders of the Breast

Course Title:

Fall 2021 Family Nursing Obstetrics and Pediatrics Lab NURS 253L

NURS 253 Family Nursing Obstetrics and Pediatrics

Credit: 2 credits hours (90 hours of clinical experience)

Pre-requisites: NURS 248, NURS 248L, NURS 249, NURS 250, and NURS 250L

Co-requisites: NURS 251, NURS 251L, and NURS 253

Course Description. Lab component required for NURS 253. Exploration of family health with particular focus on pregnant women and the developmental health of infants, children, and adolescents.

Course Objectives:

- Demonstrate critical thinking skills for care of the obstetric patient, their families, and the pediatric patient experiencing complications.
- Generate teaching/learning strategies and therapeutic communication skills.
- Demonstrate caring concepts, teaching, and learning strategies in the care of pediatric and childbearing patients.
- Synthesize the direct impact of psychosocial and cultural values and practices in caring for the childbearing family with complications.
- Appraise psychosocial-cultural values with the plan of care for the child and family.

Grade calculation:

Clinical Performance	= 60 %
Clinical Paperwork	= 35 %
Journal Presentation	= 5 %

Total   **= 100%**

NURS 253L Topical Course Outline:

- Pain Management in Children
- Nursing Care of the Child with a Disorder of the Eyes or Ears
- Caring for the Special Needs Child
- Nursing Care of the Child with a Genitourinary Disorder
- Nursing Care of the Child with a Gastrointestinal Disorder
- Benign Disorders of the Female Reproductive Tract
- Cancers of the Female Reproductive Tract
- Common Reproductive Issues
- Maternal Adaptation During Pregnancy

- Nursing Management During Pregnancy
- Nursing Care of the Child with a Respiratory Disorder
- Nursing Care of the Child with an Endocrine Disorder
- Nursing Care of the Child with a Cardiovascular Disorder
- Nursing Care of the Child with an Immunologic Disorder
- Nursing Management of Pregnancy at Risk: Pregnancy-Related Complications
- Labor and Birth Process
- Nursing Management During Labor and Birth
- Nursing Care of the Child with an Infectious or Communicable Disorder
- Nursing Care of the Child with an Integumentary Disorder
- Nursing Care of the Child with a Neuromuscular Disorder
- Nursing Care of the Child with a Musculoskeletal Disorder
- Postpartum Adaptation
- Nursing Management During the Postpartum Period
- Nursing Management of Postpartum Women At-Risk
- Nursing Management of Pregnancy at Risk Selected Health Conditions and Vulnerable Populations
- Nursing Management of the Newborn
- Nursing Care of the Newborn with Special Needs
- Nursing Care of the Child with a Hematologic Disorder
- Nursing Care of the Child with a Neoplastic Disorder
- Nursing Management of Newborns at Risk for Acquired and Congenital Newborn Conditions
- Nursing Care of the Child with a Neurologic Disorder
- Nursing Care During a Pediatric Emergency
- Disorders of the Breast

Department of Health Sciences: AAS Program

Colorado Mesa University
Spring 2022 NURS 252 Mental Health Concepts in Nursing

Course Title: NURS 252 Mental Health Concepts in Nursing

Credit: 2 credits hours

Pre-requisites: NURS 251, NURS 251L, NURS 253, and NURS 253L

Co-requisites: NURS 252L, NURS 254, NURS 254L, NURS 255, NURS 255L, NURS 256, and NURS 256L

Course Description

Exploration of psychosocial concepts with a focus on maintaining mental health of the community, individual, and family.

Course Objectives:

- Utilize diagnostic classifications in treatment planning for the psychiatric patient.
- Formulate nursing process theory to the care of clients with psychiatric disorders.
- Develop critical thinking skills related to concepts of psychiatric health care.
- Create theory/principles of communication important to the nurse-patient relationship in psychiatric nursing care.
- Assess empathetic, compassionate behavior toward the psychiatric patient.
- Evaluate the impact of legal, ethical, and cultural issues in the delivery of psychiatric care.
- Explore the role of the registered nurse and members of the health team caring for clients with psychiatric disorders.

Grade calculation:

Exams	= 35%
Class attendance/participation	= 15%
Projects/group work	= 40%
Kaplan exams	= 10%
TOTAL	**= 100%**

NURS 252 Topical Course Outline

- Current Theories and Practice in Mental Health
- Current Social and Emotional Concerns
- Building the Nurse–Client Relationship
- Work on Communication Scenarios
- Present Communication Scenarios

- Abuse and Violence
- Disorders of Sleep and Wakefulness
- Sexual Dysfunctions and Gender Dysphoria
- Nursing Practice for Psychiatric Disorders
- Mental Health Treatments with Psychopharmacology
- Psychopharmacology

Course Title:

Spring 2022 NURS 252L Mental Health Concepts in Nursing Lab

NURS 252L Mental Health Concepts in Nursing Lab

Credit: 2 credits hours

Pre-requisites: NURS 251, NURS 251L, NURS 253, and NURS 253L

Co-requisites: NURS 252, NURS 254, NURS 254L, NURS 255, NURS 255L, NURS 256, and NURS 256L

Course Description Lab component required for NURS 252. Exploration of psychosocial concepts with a focus on maintaining mental health of the community, individual, and family.

Course Objectives:

- Evaluate diagnostic classifications in treatment planning for the psychiatric patient.
- Apply nursing process theory to the care of clients with psychiatric disorders.
- Generate theory/principles of communication to enhance the nurse-patient relationship when providing psychiatric nursing care.
- Demonstrate empathetic, compassionate behavior toward the psychiatric patient.
- Appraise the impact of legal, ethical, and cultural issues in the delivery of psychiatric care.
- Evaluate internal strengths and weakness that would hinder care of the psychiatric patient and the ability to lead/delegate care.
- Develop the role of the registered nurse and members of the health team caring for clients with psychiatric disorders.

Grade calculation:

Clinical Paperwork   = 35%

Journal summary and presentation   = 20%

Attendance & Performance   = 45%

TOTAL   **= 100%**

NURS 252L Topical Course Outline:

- Current Theories and Practice in Mental Health
- Current Social and Emotional Concerns

- Building the Nurse–Client Relationship
- Work on Communication Scenarios
- Present Communication Scenarios
- Abuse and Violence
- Disorders of Sleep and Wakefulness
- Sexual Dysfunctions and Gender Dysphoria
- Nursing Practice for Psychiatric Disorders
- Mental Health Treatments including Psychopharmacology
- Psychopharmacology

Course Title:

Spring 2022 NURS 254 Leadership

NURS 254 Leadership

Credit: 1 credits hour

Pre-requisites: NURS 251, NURS 251L, NURS 253, and NURS 253L

Co-requisites: NURS 252, NURS 252L, NURS 254L, NURS 255, NURS 255L, NURS 256, and NURS 256L

Course Description: Exploration of management and leadership theory with special emphasis on the role of the Registered Nurse as a change agent within health care.

Course Objectives:

- Examine how the nurse manager competencies have evolved to meet the needs of today's health care delivery system.
- Compare and contrast the difference in leadership roles and management functions with organizational, interpersonal, and group communication.
- Develop the nurse leader's role as a change agent in today's health care organizations.
- Examine common legal and ethical issues that challenge nurse managers.
- Explain how the ideology of quality improvement applies to the role of the nurse manager.
- Relate the nurse leader's role in managing cost and budgets.

Grade calculation:

Attendance	= 10%
Leadership Discussion	= 20%
Group Assignment	= 20%
Nursing Journal Assignment	= 10%
Leadership Paper	= 15%
Exam	= 15%
Non-Proctored Kaplan	= 5%
Proctored Kaplan	= 5%
Total	**= 100%**

NURS 254 Topical Course Outline

- Decision Making, Problem Solving, Critical Thinking, and Clinical Reasoning: Requisites for Successful Leadership
- Classical Views of Leadership and Management
- Twenty-First Century Thinking about Leadership and Management
- Roles and Functions in Planning and Organizational Planning
- Planned Change
- Effective Leadership: Ethics, Law, Advocacy, and Legislative Issues
- Patient, Subordinate, Workplace, and Professional Advocacy
- Roles and Functions in Planning
- Time Management
- Fiscal Planning
- Organizing Patient Care
- Career Planning and Development in Nursing
- Organizational Structure, Political, and Personal Power
- Employee Recruitment, Selection, Placement, and Indoctrination
- Staffing Needs and Scheduling Policies
- Quality Control
- Performance Appraisal
- Problem Employees: Rule Breakers, Marginal Employees, and the Chemically or Psychologically Impaired
- Directing and Delegation
- Effective Conflict Resolution and Negotiation

Course Title:

<div align="center">

Department of Health Sciences: AAS Program

Colorado Mesa University

Spring 2022 NURS 254L Leadership Lab

</div>

NURS 254L Leadership/Capstone Lab

Credit: 1 credit hour

Pre-requisites: NURS 251, NURS 251L, NURS 253, and NURS 253L

Co-requisites: NURS 252, NURS 252L, NURS 254, NURS 255, NURS 255L, NURS 256, and NURS 256L

Course Description. Lab component required for NURS 254. Exploration of management and leadership theory with special emphasis on the role of the Registered Nurse as a change agent within health care.

Course Objectives:

- Develop critical thinking skills by submitting written, visual, and oral presentations.
- Understand how nurse manager competencies have evolved to meet the needs of today's health care delivery system.
- Recognize the difference in leadership roles and management functions with organizational, interpersonal, and group communication.
- Demonstrate an understanding of the concepts utilized in interprofessional communication and collaboration.
- Identify how the ideology of quality improvement applies to the role of the nurse manager.
- Identify the nurse leader's role as a change agent in today's health care organizations.
- Determine how the nurse manager effectively manages conflict.
- Identify the tools the nurse manager utilizes for the decision-making and problem-solving process.
- Summarize the nurse leader's role in managing cost and budgets.
- Identify common legal and ethical issues that challenge nurse managers.
- Describe the nurse leader's role and function associated with staff development and education.

Grade calculation:

Leadership Project   = 20%

Preceptor Agreement   = 5%

Preceptor Evaluation   = 15%

Leadership Journal Assignment   = 50%

Homework	= 10%
Total	**= 100%**

NURS 254L Topical Course Outline

- Decision Making, Problem Solving, Critical Thinking, and Clinical Reasoning: Requisites for Successful Leadership
- Classical Views of Leadership and Management
- Twenty-First Century Thinking about Leadership and Management
- Roles and Functions in Planning and Organizational Planning
- Planned Change
- Effective Leadership: Ethics, Law, Advocacy, and Legislative Issues
- Patient, Subordinate, Workplace, and Professional Advocacy
- Time Management
- Fiscal Planning
- Organizing Patient Care
- Career Planning and Development in Nursing
- Organizational Structure
- Political and Personal Power
- Employee Recruitment, Selection, Placement, and Orientation
- Staffing Needs and Scheduling Policies
- Quality Control
- Performance Appraisal
- Problem Employees: Rule Breakers, Marginal Employees, and the Chemically or Psychologically Impaired
- Directing and Delegating
- Effective Conflict Resolution and Negotiation

Department of Health Sciences: AAS Program

Colorado Mesa University

Spring 2022 NURS 255 Adult Concepts of Health III

Course Title: NURS 255 Adult Concepts of Health III

Credit: 2 credits hours

Pre-requisites: NURS 251, NURS 251L, NURS 253, and NURS 253L

Co-requisites: NURS 252, NURS 252L, NURS 254, NURS 254L, NURS 255L, NURS 256, and NURS 256L

Course Description: Exploration of critical care needs of adult patients. Previous knowledge is integrated throughout to assist with optimal functioning in various complex health care situations.

Course Objectives:

- Explain the etiology and pathophysiology related to signs and symptoms and treatment modalities for critically ill adult patients.
- Integrate learning concepts about diagnostics, dietetics, and pharmacology with nursing care.
- Utilize the nursing process to maximize stability with care of the adult with multiple and/or complex health problems.
- Integrate appropriate teaching-learning needs of patient and family with disease processes.
- Analyze and predict the impact of psychosocial and cultural values and practices in caring for the critically ill adult patient.
- Examine the role of the nurse in relation to professional practice issues in complex care settings.

Grade Calculation:

Exams	= 40%
Final exam	= 15%
EAQ quizzing	= 10%
Managing multiple pts paper	= 10%
Attendance	= 15%
Kaplan & 4 non-proctored	= 10%
TOTAL	**= 100%**

NURS 255 Topical Course Outline

- Introduction to Critical Care Nursing/Advanced Nursing
- Review Stress Response; Apply to the Critical Care Patient and Family
- Review Pain Management
- Fluid and Electrolytes, Acid Base Imbalance: Review Concepts
- Cardiac Concepts; Review of Cardiovascular Function
- Respiratory Concepts; Review of Respiratory Function
- Shock, Multiple Organ Dysfunctions
- Altered Coagulation
- Neurologic Concepts
- Biliary Concepts
- Renal Concepts: Review of Renal function
- Burn Care
- Multiple Trauma: Pathophysiological Principles of Trauma
- Management of Multiple Patients
- Review Common Pharmacology in Critically Ill Adults

Department of Health Sciences: AAS Program

Colorado Mesa University

Spring 2022 NURS 255L Adult Concepts of Health III Lab

Course Title: NURS 255L Adult Concepts of Health III-Lab

Credit: 2 credit hours

Pre-requisites: NURS 251, NURS 251L, NURS 253, and NURS 253L

Co-requisites: NURS 252, NURS 252L, NURS 254, NURS 254L, NURS 255, NURS 256, and NURS 256L

Course Description

Lab component required for NURS 251L. Exploration of critical care needs of adult patients. Previous knowledge is integrated throughout to assist with optimal functioning in various complex health care situations.

Course Objectives:

- Demonstrate understanding of the etiology and pathophysiology related to signs and symptoms and treatment modalities for critically ill adult patients.
- Integrate prior and current learning concepts about diagnostics, dietetics, and pharmacology with nursing care.
- Examine the nursing process to maximize stability with care of the adult with multiple and/or complex health problems.
- Demonstrate appropriate teaching-learning needs of patient and family with disease processes.
- Compare and contrast the impact of psychosocial and cultural values and practices in caring for the critically ill adult patient.
- Evaluate the role of the nurse in relation to professional practice issues in complex care settings.

Grade calculation:

Clinical Performance	= 65%
Clinical Paperwork	= 35%
TOTAL	**= 100%**

NURS 255L Topical Course Outline:

- Review Stress Response and Apply to the Critical Care Patient and Family
- Review Pain Management

- Review Fluid and Electrolytes, Acid Base Imbalance
- Review of Cardiovascular Function
- Review of Respiratory Function
- Shock, Multiple Organ Dysfunctions
- Altered Coagulation
- Neurologic Concepts
- Biliary Concepts
- Review of Renal function
- Burn Care
- Multiple Trauma: Pathophysiological Principles
- Management of Multiple Patients
- Review Common Pharmacology in Critically Ill Adults

Department of Health Sciences: AAS Program

Colorado Mesa University

Spring 2022 NURS 256 Capstone

Course Title: NURS 256 Capstone

Credit: 1 credits hour

Pre-requisites: NURS 251, NURS 251L, NURS 253, and NURS 253L

Co-requisites: NURS 252, NURS 252L, NURS 254, NURS 254L, NURS 255, NURS 255L, and NURS 256L

Course Description: Exploration of the physiological and psychosocial factors that contribute to altered health states and their impact on patients and their families. Emphasis is on the application of the nursing process and refinement of clinical skills. Students gain experience in working with patients in acute care settings as well as working with the families of acutely ill individuals.

Course Objectives:

- Combine knowledge gained in didactic and previous clinical courses to provide quality patient care.
- Synthesize current evidence for decision making and to improve healthcare outcomes. • Survey the use of healthcare technology to improve patient care and nursing   efficiency.
- Examine the use of interdisciplinary teams to develop and implement patient care to   produce positive outcomes.
- Generate effective communication skills to interact with patients, families, and the interdisciplinary healthcare team.
- Evaluate professional standards of care and behavior in delivering,   managing, and coordinating patient care.

Grade calculation:

Attendance	= 10%
Workbook Assignment	= 20%
Review Quiz A	= 5%
Review Quiz B	= 10%
Diagnostic Test	= 15%
RN Trainers	= 10%
Predictor Test	= 20%
Kaplan Class	= 10%
Total	**= 100%**

NURS 254 Topical Course Outline

- Safety and Infection Control
- Visual and Auditory Problems
- Psychiatric and Mental Health Problems
- Organizing Patient Care
- Reproductive Problems
- Pediatric Problems
- Fluid Electrolyte and Acid-Base Balance Problems
- Cardiovascular Problems
- Problems in Pregnancy and Childbearing
- Renal and Urinary Problems
- Respiratory Problems
- Immunologic Problems
- Integumentary Problems
- Diabetes Mellitus Other Endocrine Problems
- Gastrointestinal and Nutritional Problems
- Neurological and Musculoskeletal Problems

Department of Health Sciences: AAS Program

Colorado Mesa University

Spring 2022 NURS 256L Capstone Lab

Course Title: NURS 256L Capstone Lab

Credit: 2 credit hours

Pre-requisites: NURS 251, NURS 251L, NURS 253, and NURS 253L

Co-requisites: NURS 252, NURS 252L, NURS 254, NURS 255, NURS 255L, NURS 256, and NURS 256L

Course Description. Lab component required for NURS 254. Exploration of the physiological and psychosocial factors that contribute to altered health states and their impact on patients and their families. Emphasis is on the application of the nursing process and refinement of clinical skills. Students gain experience in working with patients in acute care settings as well as working with the families of acutely ill individuals.

Course Objectives:

- Demonstrate knowledge gained in didactic and previous clinical courses to provide quality patient care.
- Formulate current evidence for decision making and to improve healthcare outcomes.
- Demonstrate use healthcare technology to improve patient care and nursing   efficiency.
- Examine and participate with interdisciplinary teams to develop and implement patient care to produce positive outcomes.
- Construct and use effective communication skills to interact with patients, families, and the interdisciplinary healthcare team.
- Develop and maintain high professional standards of care and behavior in delivering, managing, and coordinating care.

Grade calculation:

Final Reflection Paper	= 20%
Capstone Study Plan	= 10%
Preceptor Agreement	= 5%
Preceptor Evaluation	= 15%
Capstone Journal Assignment	= 50%
Total	**= 100%**

NURS 256L Topical Course Outline

- Safety and Infection Control

- Visual and Auditory Problems
- Psychiatric and Mental Health Problems
- Organizing Patient Care
- Reproductive Problems
- Pediatric Problems
- Fluid, Electrolyte, and Acid-Base Balance Problems
- Cardiovascular Problems
- Problems in Pregnancy and Childbearing
- Renal and Urinary Problems
- Respiratory Problems
- Immunologic Problems
- Integumentary Problems
- Diabetes Mellitus and Other Endocrine Problems
- Gastrointestinal and Nutritional Problems
- Neurological and Musculoskeletal Problems