

**Graduate Curriculum Committee
Meeting Minutes
March 13, 2019**
Tomlinson Library, Meeting Room 331

Members Present: Cynthia Chovich, Philip Gustafson, Eli Hall, Kristin Heumann, Bridget Marshall, Jason Reddoch, Kyle Stone, Jeremy Tost, and Jun Watabe.

Members Absent: Amanda Benzin, Scott Bevill, Paul Hampton, and Tamera Minnick.

Ex-officio members present: Maggie Bodyfelt, Barbara Borst, Janel Davis, and Tim Pinnow.

Guests: Lucy Graham and Bette Schans.

Recording Secretary: Emily Dodson

Chair Heumann called the meeting to order at 4:00.

I. Curriculum Proposals

Summary of committee actions on curriculum proposals begins on page 2.
Further details of proposals begin on page 6.

II. Information Items

A. KINE 502 Prefix Change to ATRN

Chair Heumann informed the committee that the prefix for KINE 502, which was approved as a new course on 9.12.18, has been change to ATRN. It was found that KINE 502 was not an available course number, and the department felt that a change to ATRN is appropriate as the course will be used for Athletic Training students. This change was approved by the department, Registrar's Office, and Academic Affairs.

Adjournment:

With no objections from the committee, Chair Heumann adjourned the meeting at 5:45.

Respectfully submitted by Emily Dodson, March 15, 2019.

Summary of GCC Actions on Curriculum Proposals

3/13/2019

Proposal	Committee Action	Members (motion/second)	Effective Date
33 Program Addition: MSN Nursing: Family Nurse Practitioner (FNP) The abbreviated title was changed to "Nursing: FNP." Typos were corrected.	Approved contingent upon corrections	Hall, Chovich	Fall 2019
1 Course Addition: NURS 605 Mental and Behavioral Health The committee requested that a note about discussions with Kinesiology regarding potential overlaps with PA courses. Marshall provided this content. This was added to the proposal.	Approved contingent upon corrections	Chovich, Stone	Fall 2019
2 Course Addition: NURS 615 Clinical Practicum: Mental and Behavioral Health The committee requested that a note about discussions with Kinesiology regarding potential overlaps with PA courses. Marshall provided this content. This was added to the proposal.	Approved contingent upon corrections	Reddoch, Chovich	Fall 2019
3 Course Addition: NURS 627 Health Information Systems in Advanced Nursing Practice No discussion.	Approved	Hall, Chovich	Fall 2019
4 Course Addition: NURS 725 Doctor of Nursing Practice Scholarly Project: Development The committee inquired as to why the term "Scholarly" is included in the title. Marshall provided two reasons. First, this differentiates from the BSN-level project. Second, this aligns with terminology used in literature about this degree-level within this discipline.	Approved	Chovich, Gustafson	Fall 2019
5 Course Modification: NURS 500 Theoretical Foundations The credit hours were corrected from being presented as 03 to 3. Numbering in the topical course outline was corrected.	Approved contingent upon corrections	Stone, Hall	Fall 2019
6 Course Modification: NURS 501 Nursing Research Methods No discussion.	Approved	Gustafson, Reddoch	Fall 2019
7 Course Modification: NURS 502 Health Information Systems SLO #2 was modified to read "Evaluate technology to advance health education for quality learning."	Approved	Hall, Chovich	Fall 2019
8 Course Modification: NURS 504 Health Policy No discussion.	Approved	Stone, Reddoch	Fall 2019

Proposal	Committee Action	Members (motion/second)	Effective Date
9 Course Modification: NURS 505 Quality Assessment and Improvement in Health Care Settings No discussion.	Approved	Chovich, Stone	Fall 2019
10 Course Modification: NURS 525 Pathophysiologic Concepts A note was added to the final question about Biological Sciences approval of this course addition.	Approved	Stone, Hall	Fall 2019
11 Course Modification: NURS 526 Pharmacology for Advanced Nurse Practitioners The committee requested that a note about discussions with Kinesiology regarding potential overlaps with PA courses. Marshall provided this content. Marshall also provided a justification for the change in prerequisites. These were added the proposal.	Approved contingent upon corrections	Stone, Chovich	Fall 2019
12 Course Modification: NURS 527 Advanced Health Assessment Marshall provided a justification for the change in prerequisites, and this was added to the proposal.	Approved contingent upon corrections	Gustafson, Stone	Fall 2019
13 Course Modification: NURS 535 Health Promotion and Disease Prevention No discussion.	Approved	Stone, Chovich	Fall 2019
14 Course Modification: NURS 540 Teaching Strategies for the Nurse Educator No discussion.	Approved	Stone, Gustafson	Fall 2019
15 Course Modification: NURS 545 Curriculum Design/Evaluation No discussion.	Approved	Stone, Reddoch	Fall 2019
16 Course Modification: NURS 560 Nurse Educator No discussion.	Approved	Chovich, Stone	Fall 2019
17 Course Modification: NURS 601 Primary Care of the Child/Adolescent No discussion.	Approved	Stone, Hall	Fall 2019
18 Course Modification: NURS 602 Primary Care of the Adult No discussion.	Approved	Stone, Hall	Fall 2019
19 Course Modification: NURS 603 Primary Care of the Older Person No discussion.	Approved contingent upon corrections	Chovich, Stone	Fall 2019

Proposal	Committee Action	Members (motion/second)	Effective Date
<p>20 Course Modification: NURS 604 Primary Care of Rural Populations</p> <p>The committee inquired as to why "Capstone" can be included in this title when it is not allowed for the DNP final project. Marshall clarified that this term may be used in final project courses at the Master's level or that are simply included at the doctorate level, but may not be used for final project courses at the doctorate level. A typo was corrected.</p>	Approved	Gustafson, Reddoch	Fall 2019
<p>21 Course Modification: NURS 610 Clinical Practicum: Child/Adolescent</p> <p>No discussion.</p>	Approved	Hall, Stone	Fall 2019
<p>22 Course Modification: NURS 620 Clinical Practicum: Adult</p> <p>No discussion.</p>	Approved contingent upon corrections	Gustafson, Chovich	Fall 2019
<p>23 Course Modification: NURS 625 Statistics for Health Sciences</p> <p>Additional text was added regarding the discussion with CSMS about this modification. Typos were corrected.</p>	Approved contingent upon corrections	Gustafson, Stone	Fall 2019
<p>24 Course Modification: NURS 626 Epidemiology</p> <p>The topical course outline disappeared between the committees last review and this iteration. This was added back.</p>	Approved contingent upon corrections	Stone, Gustafson	Fall 2019
<p>25 Course Modification: NURS 630 Clinical Practicum: Older Person</p> <p>The table of affected programs was corrected.</p>	Approved contingent upon corrections	Stone, Chovich	Fall 2019
<p>26 Course Modification: NURS 640 Clinical Practicum: Rural Health Care</p> <p>The title was corrected to "Clinical Practicum Capstone: Primary Care of Rural and Underserved Populations." The topical course outline, SLOs, and course description were modified to specify that this experience can be completed with rural "and/or" underserved populations (as opposed to rural and underserved). Marshall provided a justification for the change in credit hours. This text was added to the proposal.</p>	Approved contingent upon corrections	Stone, Gustafson	Fall 2019
<p>27 Course Modification: NURS 650 Family Nurse Practitioner Preceptorship I</p> <p>No discussion.</p>	Approved	Stone, Chovich	Fall 2019
<p>28 Course Modification: NURS 652 Family Nurse Practitioner Preceptorship II</p> <p>No discussion.</p>	Approved	Stone, Hall	Fall 2019

Proposal	Committee Action	Members (motion/second)	Effective Date
29 Course Modification: NURS 660 Transition to Doctor of Nursing Practice The table of affected programs was corrected.	Approved contingent upon corrections	Stone, Gustafson	Fall 2019
30 Course Modification: NURS 700 Evidence-Based Practice No discussion.	Approved	Stone, Gustafson	Fall 2019
31 Course Modification: NURS 750 Doctor of Nursing Practice Project: Evidence-Based Practice I Marshall provided a justification for the change in prerequisites. This was added to the proposal.	Approved contingent upon corrections	Reddoch, Stone	Fall 2019
32 Course Modification: NURS 760 Doctor of Nursing Practice Project: Evidence-Based Practice II Typos were corrected.	Approved contingent upon corrections	Stone, Hall	Fall 2019
36 Program Modification: DNP Family Nurse Practitioner: 9611 The committee noted that the title correction to NURS 640 needs to be reflected anywhere this course is listed in the proposal and program sheet. Typos were corrected.	Approved contingent upon corrections	Stone, Hall	Fall 2019
37 Program Modification: MSN Nursing-Nursing Education: 8612 The committee questioned the deletion of the Oral Comprehensive Exam from the program sheet. Marshall confirmed that this was a mistake, and this has been added back to the requirements.	Approved contingent upon corrections	Stone, Reddoch	Fall 2019
35 Program Deletion: Grad Cert Health Information Technology Systems: 7603 Deletion No discussion.	Approved	Stone, Gustafson	Fall 2019
34 Program Deletion: MSN Nursing-Nursing Leadership and Administration: 8613 Deletion No discussion.	Approved	Stone, Chovich	Fall 2019

Curriculum Committee Proposal Summary

3/13/2019

Course Additions

NURS 605

Credit Hours 02

Course Title: Mental and Behavioral Health

Abbreviated Title: Mental and Behavioral Health

Contact hours per week: Lecture 2 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 1500 Student preparation minutes: 6000

Intended semesters for offering this course: Fall J-Term Spring Summer

Intended semester to offer course 1st time: Fall 2020

Number of times course may be taken for credit: 1

Essential Learning Course: Yes No

Prerequisites: Yes No

Admission to the Master of Science or Doctor of Nursing Practice program

Prerequisite for other course(s): Yes No

Co-requisites: Yes No

NURS 615

Requirement or listed choice for any program of study: Yes No

Health Sciences DNP, Family Nurse Practitioner: 9611

Course is a requirement for a new program:

MSN FNP

Overlapping content with present courses offered on campus: Yes No

Additional faculty FTE required: Yes No

Additional equipment required: Yes No

Additional lab facilities required: Yes No

Course description for catalog:

Exploration of mental and behavioral health disorders seen and managed in the primary care setting. Review of clinical presentations, diagnostic reasoning, and therapeutic management options for individuals with mental and behavioral health conditions seen in primary care settings.

Justification:

The curriculum guidelines from the accrediting agency mandate dedicated mental and behavioral health content be incorporated into the curriculum for family nurse practitioners. This content was previously integrated in other courses. With the new national outcomes emphasis on mental and behavioral health, content for this course was isolated to emphasize the relevance in the curriculum.

Topical course outline:

1. Stress and Post-traumatic Stress Disorders
2. Depressive Disorders
3. Anxiety Disorders
4. Personality Disorders
5. Disordered Eating
6. Psychotic Disorders
7. Substance Abuse Disorders
8. Somatic Symptom and Related Disorders
9. Gender Disorders

Course Additions

10. Disruptive, Impulse-Control, and Conduct Disorders

Student Learning Outcomes:

1. Justify the role of family nurse practitioners in the clinical assessment, diagnostic reasoning, and therapeutic management of mental and behavioral disorders seen in primary care.
2. Compare and contrast the various clinical presentations of common mental and behavioral conditions seen in primary care, including variations in incidence and prevalence across age, socioeconomic, and cultural groups.
3. Recommend therapeutic treatment plans, with consideration of patient preference, evidence-based clinical guidelines, cost, and ethics for patients with mental and behavioral health disorders.
4. Discuss the state of the science of selected mental or behavioral health disorders.

Discussions with affected departments:

Health science faculty are aware of this change and are in agreement with it.

Department of Health Science faculty met with Department of Kinesiology Department Head and Physician Assistant Program Director on 2/19/19 to discuss their concerns with competing clinical sites. As their program is designed to be on the ground in the community, they were relieved to understand the clinical hours required for the MSN - FNP program are not necessarily in the community. The intent of the group is to continue meeting bimonthly to foster collaboration between the two programs with our next meeting scheduled for 4/5/19.

Proposed by: Kathleen Hall

Expected Implementation: Fall 2019

Course Additions

NURS 615

Credit Hours 1

Course Title: Clinical Practicum: Mental and Behavioral Health

Abbreviated Title: Clin Pract: Mntl & Behav Hlth

Contact hours per week: Lecture Lab 2 Field Studio Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 1500 Student preparation minutes: 1500

Intended semesters for offering this course: Fall J-Term Spring Summer

Intended semester to offer course 1st time: Fall 2020

Number of times course may be taken for credit: 1

Essential Learning Course: Yes No

Prerequisites: Yes No

Acceptance to the Master of Science in Nursing or Doctor of Nursing Practice program

Prerequisite for other course(s): Yes No

Co-requisites: Yes No

NURS 605

Requirement or listed choice for any program of study: Yes No

Health Sciences DNP, Family Nurse Practitioner: 9611

Course is a requirement for a new program:

MSN FNP

Overlapping content with present courses offered on campus: Yes No

Additional faculty FTE required: Yes No

Additional equipment required: Yes No

Additional lab facilities required: Yes No

Course description for catalog:

Application of clinical assessment, diagnostic reasoning, and therapeutic management of mental and behavioral health disorders seen and managed in the primary care setting.

Justification:

The clinical practicum is an opportunity to solidify the course didactic content for the family nurse practitioner student in mental and behavioral health.

Topical course outline:

1. Diagnostic and Screening Tools for Stress and Post-traumatic Stress Disorders
2. Diagnostic and Screening Tools for Depressive/Anxiety/Personality Disorders
3. Diagnostic Tools for Disordered Eating
4. Evaluation of Psychotic Disorders
5. Diagnostic and Screening Tools for Substance Abuse Disorders
6. Diagnostic and Screening Tools for Somatic Symptom and Related Disorders
7. Diagnostic and Screening Tools for Gender Disorders
8. Diagnostic and Screening Tools for Disruptive, Impulse-Control, and Conduct Disorders

Student Learning Outcomes:

1. Assess and evaluate the clinical presentations of mental and behavioral health disorders appropriate for treatment in a primary care clinic.

Course Additions

2. Compare and contrast criteria for diagnosis of mental and behavioral health disorders.
3. Distinguish appropriate pharmacologic and behavioral strategies for treatment and maintenance therapy of mental and behavioral health disorders.
4. Analyze the risks and benefits of prescribing medications used to treat mental and behavioral health disorders.

Discussions with affected departments:

Health sciences faculty are aware of these changes and agree with them.

Department of Health Science faculty met with Department of Kinesiology Department Head and Physician Assistant Program Director on 2/19/19 to discuss their concerns with competing clinical sites. As their program is designed to be on the ground in the community, they were relieved to understand the clinical hours required for the MSN - FNP program are not necessarily in the community. The intent of the group is to continue meeting bimonthly to foster collaboration between the two programs with our next meeting scheduled for 4/5/19.

Proposed by: Kathleen Hall

Expected Implementation: Fall 2019

Course Additions

NURS 627

Credit Hours 2

Course Title: Health Information Systems in Advanced Nursing Practice

Abbreviated Title: HIS: Advanced Nursing Practice

Contact hours per week: Lecture 2 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 1500 Student preparation minutes: 6000

Intended semesters for offering this course: Fall J-Term Spring Summer

Intended semester to offer course 1st time: Summer 2021

Number of times course may be taken for credit: 1

Essential Learning Course: Yes No

Prerequisites: Yes No

Admission to the Doctor of Nursing Practice Program

Prerequisite for other course(s): Yes No

Co-requisites: Yes No

Requirement or listed choice for any program of study: Yes No

Health Sciences DNP, Family Nurse Practitioner: 9611

Overlapping content with present courses offered on campus: Yes No

Additional faculty FTE required: Yes No

Additional equipment required: Yes No

Additional lab facilities required: Yes No

Course description for catalog:

Exploration of information systems in health care and advanced nursing practice. Trends and issues in using, designing, implementing, and managing health care information systems as a disciplinary science for advanced nursing practice will be examined.

Justification:

New student learning outcomes for the Doctor of Nursing Practice (DNP) program were developed and approved. A gap analysis was completed on the graduate nursing curriculum. Health Information Systems (HIS) content was needed at an advanced level for the DNP student. Advanced skills in HIS are necessary for evaluation of systems and aggregate data used in the health care setting. This content is a component of the DNP Essentials. Specifically, DNP Essential number four states this expectation clearly in the title: Information Systems/Technology and Patient Care Technology for the Improvement and Transformation of Health Care. In order to meet this DNP Essential, a dedicated advanced course in information technology content is required. This course would meet that expectation.

Topical course outline:

- I. Informatics, information science, information systems as a foundation for knowledge acquisition
- II. Models and theories relating to informatics
- III. Ethical and legal issues when using informatics
- IV. Information systems and their life cycle
- V. Human-technology interface - implementation
- VI. Electronic security
- VII. Work flow and meaningful use
- VIII. Electronic health record
- IX. Safety, quality outcomes, and interdisciplinary collaboration

Course Additions

X. Using information systems for teaching and learning

XI. Technology tools and delivery modalities

XII. Analytics, data mining as business/clinical intelligence in evidence-based practice

Student Learning Outcomes:

1. Evaluate health informatics as a disciplinary science.
2. Analyze the use of information technology in healthcare management and delivery.
3. Survey the applications of information systems used in healthcare organizations.
4. Examine tools that support health information systems for advancing nursing practice.

Discussions with affected departments:

Discussed with faculty who teach in the DNP program and all are in agreement.

Proposed by: Janice Holvoet

Expected Implementation: Fall 2019

Course Additions

NURS 725

Credit Hours 2

Course Title: Doctor of Nursing Practice Scholarly Project: Development

Abbreviated Title: DNP Scholarly Project: Dvlpmnt

Contact hours per week: Lecture 2 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 1500 Student preparation minutes: 6000

Intended semesters for offering this course: Fall J-Term Spring Summer

Intended semester to offer course 1st time: Fall 2020

Number of times course may be taken for credit: 1

Essential Learning Course: Yes No

Prerequisites: Yes No

NURS 660

Prerequisite for other course(s): Yes No

Co-requisites: Yes No

Requirement or listed choice for any program of study: Yes No

Health Sciences DNP, Family Nurse Practitioner: 9611

Overlapping content with present courses offered on campus: Yes No

Additional faculty FTE required: Yes No

Additional equipment required: Yes No

Additional lab facilities required: Yes No

Course description for catalog:

Synthesis of available knowledge and literature in development and refinement of the scholarly project purpose. Nature and significance of the problem are constructed in a logical sequence to support the purpose.

Justification:

The course is consistent with expected outcomes of the Scholarly Project (SP) at the national level. The curriculum guidelines from the American Association of the Colleges of Nursing DNP Toolkit (2018), the AACN White Paper (2015) and the National Organization of Nurse Practitioner Faculty (NONPF) have consensus on the Doctor of Nursing Practice Scholarly Project (SP). Recommendations include starting the SP earlier in the curriculum, aligning it with distinct language from the language of the research doctorate. In addition, with new DNP program SLO's, alignment of courses was reevaluated to incorporate curriculum changes to foster student success.

Topical course outline:

1. Conduct and articulate an integrated literature review
2. Formulate a problem statement
3. Refine the scope of the project goal

Student Learning Outcomes:

1. Formulate a logical statement, supported with evidence, that articulates the nature and significance of the gap in clinical practice
2. Assess and critically appraise existing knowledge about the problem to formulate a SP purpose
3. Construct a comprehensive integrated literature review with supporting evidence to discuss the gap in clinical systems, practice, or policy

Course Additions

Discussions with affected departments:

Health science faculty working with graduate nursing students have reviewed the course information and are in agreement.

Proposed by: K. Bridget Marshall

Expected Implementation: Fall 2019

Course Modifications

NURS 500

Intended semester to offer modified course for the 1st time: Fall 2019

	Current	Proposed
Course Prefix:	NURS	
Course No.:	500	
Credit Hours:	3	
Course Title:	Theoretical Foundations	
Times for Credit:	1	1

Description for catalog:

Current: Focuses on the critical components of contemporary nursing knowledge, including concepts, statements, metaparadigms, philosophies, conceptual models, and theories. Evaluates the variety of ways to organize nursing knowledge and explore the implications of their application. Through the clinical application of the course content, students examine the use of theory and nursing knowledge in professional environments.

Proposed: Exploration of the critical components of nursing knowledge, including concepts, philosophies, theories and conceptual models. Evaluates the variety of ways to organize nursing knowledge. Explores the application of nursing theory and nursing knowledge in the healthcare environment.

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

Health Sciences MSN, Nursing-Nursing Education: 8612

Health Sciences DNP, Family Nurse Practitioner: 9611

Course is a requirement for a new program:

MSN FNP

Justification:

New student learning outcomes were developed for the MSN and DNP programs of study. Course descriptions were evaluated for succinctness and clarity. Course descriptions were modified when descriptions were lengthy. Course student learning outcomes were modified to align with the new program student learning outcomes. Theory development and concept analysis were removed. Theory development and concept analysis are applicable for the PhD terminal degree and not consistent with the clinical masters or doctorate.

Topical course outline, current:

1. Nursing as science
2. Concept analysis in theory development
3. Structure and use of nursing knowledge
4. Model and theory development
5. Analysis of conceptual models and theories used in nursing
 - a. Grand theories
 - b. Mid-range theories
6. Application of theory to practice, research, and education

Topical course outline, proposed:

1. Nursing as science
2. Structure and use of nursing knowledge
3. Model and theory development
4. Analysis of conceptual models and theories used in nursing
 - a. Grand theories

Course Modifications

b. Mid-range theories

5. Application of theory to practice, research, and education

Student Learning Outcomes, current:

1. Explain the relationship of the development of nursing science to the profession.
2. Explore nursing resources that demonstrate the relationship between science and professional practice.
3. Analyze concepts relevant to nursing and nursing research.
4. Distinguish concepts related to model and theory development.
5. Analyze the critical components of contemporary nursing knowledge, including concept triangulation, metaparadigm, philosophies, conceptual models, and nursing theories.
6. Examine critical elements of selected conceptual nursing models and theories used in nursing.
7. Analyze the congruence of concepts and theoretical statements in selected nursing models.
8. Evaluate the impact of using different theories of nursing in a professional environment.
9. Explore current influences on theory and research utilization in practice.

Student Learning Outcomes, proposed:

1. Relate the relationship of the development of nursing science to the profession.
2. Analyze the critical components of contemporary nursing knowledge, including concept triangulation, metaparadigm, philosophies, conceptual models, and nursing theories.
3. Examine critical elements of selected conceptual nursing models and theories used in nursing.
4. Analyze the congruence of concepts and theoretical statements in selected nursing models.
5. Evaluate the impact of using different theories of nursing in a professional environment.
6. Explore current influences on theory utilization in practice.

Essential Learning SLOs, proposed:

N/A

Proposed by: K. Bridget Marshall

Expected Implementation: Fall 2019

Course Modifications

NURS 501

Intended semester to offer modified course for the 1st time: Fall 2019

	Current	Proposed
Course Prefix:	NURS	
Course No.:	501	
Credit Hours:	3	
Course Title:	Nursing Research Methods	Evidence-Based Practice
Abbreviated Title:	Nursing Research Methods	Evidence-Based Practice
Times for Credit:	1	1

Prerequisites:

Current: Bachelor of Science in Nursing Degree

Proposed: Admission to the Master of Science in Nursing or the Doctor of Nursing Practice degree programs

Description for catalog:

Current: Provides an introduction to advanced research concepts and methodologies. It will explore the application of research to evidence-based practice as well as a broader scope of application to a variety of nursing research projects. Application of statistical concepts in data analysis and use of PASW computerized data analysis will assist the student to evaluate research findings and application to nursing practice.

Proposed: Introduction to advanced research concepts and their relationship to evidence-based practice. Explores application of research, ethics, designs, and methods. Incorporates integration of clinical practice standards and guidelines for the purpose of promoting healthcare quality and safety.

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

Health Sciences MSN, Nursing-Nursing Education: 8612

Health Sciences DNP, Family Nurse Practitioner: 9611

Course is a requirement for a new program:

MSN Family Nurse Practitioner

Justification:

This course is being modified to focus more on the impact of nursing research on advanced nursing practice (evidence-based practice). Students in both the MSN and DNP tracks will take this introductory course which combines research, application of clinical guidelines and standards, and the ethics of patient preference. An additional more advanced course will be required for the DNP students.

Topical course outline, current:

1. Overview of research process: review of steps in the research process; problem selection and hypothesis; clinical significance for evidence-based practice; introduction to PASW software.
2. Research design and methods: quantitative and qualitative designs, internal and external validity, sampling, PASW parametric and non-parametric testing.
3. Data collection: ethical considerations, HIPPA safety, and protection of human subjects, descriptive and inferential statistics, PASW data sets
4. Data analysis: use of PASW data sets for commonly used statistics, analysis of findings from data sets, Type I and II errors
5. Interpretation and communication of findings: strengths and limitations, implications for nursing practice, communicating findings.

Course Modifications

Topical course outline, proposed:

1. Evidence-based practice
2. Levels of evidence
3. Research design and methods
4. Sources and types of data
5. Clinical practice guidelines and standards
6. Ethics of nursing research and evidence-based practice including the protection of human subjects

Student Learning Outcomes, current:

1. Explain basic and advanced concepts of research and its application to evidence-based practice.
2. Evaluate potential research questions and identify appropriate use of methodology and designs to answer them.
3. Apply research concepts, methodologies, and designs to develop a research proposal applicable to the nursing profession.
4. Demonstrate familiarity with PASW software to analyze data and explain the statistical and clinical significance of findings.
5. Demonstrate awareness of safety and ethical issues related to the subject of human protection.
6. Demonstrate scientific rigor through an integration of theory, research methods, research design, and advanced statistical analysis appropriate to the master's level research proposal and research critique.

Student Learning Outcomes, proposed:

1. Explain the relationship between nursing research, clinical practice guidelines and standards, and patient preferences as they relate to evidence-based practice.
2. Demonstrate understanding of various research designs and methodologies used in advanced nursing practice.
3. Justify the research and evidence-based practice protocols that are in place to protect human subjects.
4. Evaluate the reliability of electronic databases to inform or expand advanced nursing practice.
5. Generate original research based on use of secondary data analysis and clinical practice guidelines to recommend or justify changes to advanced nursing practice.

Discussions with affected departments:

Health science faculty are aware of this change and are in agreement.

Proposed by: Kathleen Hall

Expected Implementation: Fall 2019

Course Modifications

NURS 502

Intended semester to offer modified course for the 1st time: Fall 2019

	Current	Proposed
Course Prefix:	NURS	
Course No.:	502	
Credit Hours:	3	
Course Title:	Health Information Systems	Technology for the Nurse Educator
Abbreviated Title:	Health Information Systems	Tech for the Nurse Educator
Times for Credit:	1	1

Prerequisites:

Current: Bachelor of Science in Nursing

Proposed: Admission to the Master of Science in Nursing program

Description for catalog:

Current: Explores the use of information systems in health care and nursing practice. Examines current trends and issues in using, designing, and implementing health care information systems, healthcare information management, decision support and knowledge management applications in the context of challenges facing healthcare organizations today. Explores legal and ethical issues as related to the protection of the privacy, confidentiality, and security of information in health care environments, utility of a wide array of personal health information management and social networking tools in communicating health-related information.

Proposed: Exploration of educational technologies used to advance health education to build safe, quality learning communities. Legal and ethical issues related to challenges and opportunity for technology use, computer- literacy, information-literacy and informatics will be examined for teaching in a variety of health care organizations.

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

Health Sciences MSN, Nursing-Nursing Education: 8612

Justification:

New student learning outcomes for the Master of Science Nurse Educator track program were developed and approved. Alignment of the course description with program expected student learning outcomes and course student learning outcomes was necessary. In addition, making the course description more streamlined is consistent with the expectation for catalog descriptions.

Nurse educators in a Master of Science program are required by our accreditation organization to have dedicated technology content . There was no prior dedicated information technology content specifically for the educator track. Content in this course will address technologies dedicated to enhancing learning. This is open to all MSN students who may wish to enhance their educator technology skills.

Topical course outline, current:

- I. The evolution of health information systems and technology
- II. Regional and national health information networks
- III. Hospital information systems
- IV. Electronic health records
- V. Challenges in implementing health information systems
- VI. Use of information technology in improving client care delivery, quality and safety
- VII. Use of information technology in strategic and financial management
- VIII. Use of information technology in clinical outcomes and public health/population management
- IX. Legal and ethical issues in health information technology

Course Modifications

- X. The protection of privacy, confidentiality and security of health records
- XI. Emerging technologies in health information management
- XII. Emerging technologies in health informatics

Topical course outline, proposed:

1. The evolution of educational technology in health systems
2. Emerging technologies in educational environments
3. Regional and national technology networks
4. Application of various electronic media
5. Challenges and opportunities in implementing educational technologies
 - a. Computer literacy
 - b. Information literacy
 - c. Informatics
6. Legal and ethical issues in educational technology use
 - a. Protection of privacy
 - b. Confidentiality and security of educational records

Student Learning Outcomes, current:

1. Understand the evolution of information technology and its uses in healthcare management and delivery.
2. Identify the major types of information system applications used in healthcare organizations.
3. Discuss current and future trends in information technology and their application within the health care industry (e.g. National Health Information Network).
4. Evaluate effect of electronic health records on health care organizations
5. Identify information needs of an organization (in particular assess need for various components of electronic health records).
6. Describe various types of information system applications common in health care organization and integrated delivery systems.
7. Explore project management for implementation of electronic health records.
8. Understand the use of data information technologies in client care delivery, quality and safety, strategic management, financial management, clinical outcomes management and public health/population management.
9. Discuss the legal and ethical issues related to health information management and the use of information technology in healthcare management and clinical practice.
10. Discuss the privacy, confidentiality and security issues related to health information systems.
11. Explore emerging technologies and use of technologies in healthcare.

Student Learning Outcomes, proposed:

1. Analyze educational technologies for teaching to build safe learning communities.
2. Evaluate technology needs to advance health education for quality learning.
3. Examine legal and ethical issues related to technology use in teaching and learning environments.
4. Plan the utilization of educational technology as a teaching strategy in a variety of settings.
5. Discover challenges and opportunities related to computer-, information-literacy, and informatics.

Discussions with affected departments:

Only health sciences will be affected by this change. This has approval internally from graduate faculty.

Proposed by: Erin Donovan

Expected Implementation: Fall 2019

Course Modifications

NURS 504

Intended semester to offer modified course for the 1st time: Spring 2020

	Current	Proposed
Course Prefix:	NURS	
Course No.:	504	
Credit Hours:	3	2
Course Title:	Health Policy	Advanced Health Policy and Ethics
Abbreviated Title:	Health Policy	Adv Health Policy & Ethics
Contact hours:	Lecture 3 Lab Field Studio Other	Lecture 2 Lab Field Studio Other
Engage Min.:	2250	1500
Prep Min.:	9000	6000
Times for Credit:	1	1

Prerequisites:

Current: Bachelor of Science in Nursing Degree

Proposed: Admission to the Master of Science in Nursing or Doctor of Nursing Practice program

Description for catalog:

Current: Prepares students to analyze policy issues, enhance their political knowledge and skills, and prepare for leadership roles in health policy-making. Cultivates understanding of political and economic forces related to nursing and health care delivery. Develops skills in influencing policy decisions related to health care, strategic partnerships, lobbying, the use of media, and working with communities for change in today's changing health care environment.

Proposed: Analysis of health policies to prepare for advanced nursing leadership roles. Health care policy, cultural, sociopolitical, and legal statutes will be explored on the local, national, and/or global level. Policy influences on ethical health care dilemmas will be evaluated.

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

Health Sciences DNP, Family Nurse Practitioner: 9611

Justification:

New expected student learning outcomes for the Doctor of Nursing Practice program were developed and approved in the fall of 2018. Alignment of the course description with program expected student learning outcomes and course student learning outcomes was necessary. In addition, making the course description more streamlined and basic is the expectation of catalog descriptions.

Advanced topics in health policy and ethical case scenarios will be addressed. In- depth analysis of health care system policies will be explored and evaluated especially as it relates to health care systems, reimbursement and discrimination. Societal values related to health care will be explored. Systems level evaluation of policies will be evaluated for ethical congruency.

Topical course outline, current:

- I. Policy & Politics: A Framework for Action
- II. Historical Perspective on Policy, Politics and Nursing
- III. Policy Development and Analysis: Understanding the Process
- IV. Health Care Delivery and Financing

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- V. Health Care Economics
- VI. Health Care Reform Initiatives
- VII. Policy and Politics in the Workplace
- VIII. Contemporary Policy Issues
- IX. Policy and Politics in the Government
- X. Policy and Politics in Organizations
- XI. Policy and Politics in the Community

Topical course outline, proposed:

1. Historical and contemporary policy and politics.
2. Policy development processes and analysis.
3. Health care economics, delivery, and financing.
4. Principles of codes of ethics.
5. Ethical and legal influences used for political strategies to shape public policy.
6. Evidence-based practice as a basis for developing health policy.
7. Planning effective action for change.

Student Learning Outcomes, current:

1. Analyze how health care policy originates and progresses to completion.
2. Explore issues inherent in development of health care policy.
3. Analyze how various healthcare delivery systems are organized.
4. Explore the economic, sociopolitical, ethical, and governmental factors impacting health care delivery, financing, and availability.
5. Analyze common ethical issues in healthcare policy that affect clients, communities, society and the advanced role of nurses.
6. Analyze current legal statutes affecting healthcare delivery.
7. Explore the role of media on public policy initiatives in health care
8. Formulate strategies for professional nurses to provide policy leadership in the healthcare delivery system.
9. Assess the impact of partnerships with nursing organizations in policy making in the healthcare system and professional nursing practice.
10. Critique nursing's contributions to the health care policy development process at the local, national, and global level.
11. Analyze the utilization of research and evidence-based nursing practice in shaping the health policy agenda.
12. Design a plan to effect a change in health policy affecting an identified population.

Student Learning Outcomes, proposed:

1. Analyze historical and current issues for the development of health care policy.
2. Evaluate factors impacting health care delivery.
3. Appraise common ethical issues in health care policy.
4. Examine nursing's impact to policy development at the local, national, and/or global level.
5. Formulate plans for effective change related to ethics and/or health policy for an identified population.

Essential Learning SLOs, proposed:

N/A

Proposed by: Erin Donovan, Ed.D., MSN, RN

Expected Implementation: Fall 2019

Course Modifications

NURS 505

Intended semester to offer modified course for the 1st time: Fall 2019

	Current	Proposed
Course Prefix:	NURS	
Course No.:	505	
Credit Hours:	3	
Course Title:	Quality Assessment and Improvement in Health Care Settings	Advanced Quality Improvement and Leadership
Abbreviated Title:	Quality Assess and Improvement	Adv Qual Improv/Leadership
Times for Credit:	1	1

Description for catalog:

Current: Review of outcomes-based quality assessment and improvement methods. Focuses on techniques of measuring quality of care, customer satisfaction, and safety. Implementation of quality management programs, and creating a culture of supporting adherence to best practices and standards.

Proposed: Approaches to outcomes-based quality assessment and improvement. Focuses on leading techniques of measuring quality of care, customer satisfaction, and safety. Implementation of quality management programs, and creating a culture of supporting adherence to best practices and standards.

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

Health Sciences DNP, Family Nurse Practitioner: 9611

Course is a requirement for a new program:

MSN Family Nurse Practitioner

Justification:

New expected student learning outcomes for the Doctor of Nursing Practice program were developed and approved in the fall of 2018. Alignment of the course description and title with program expected student learning outcomes and course student learning outcomes was necessary. This course fulfills the requirements for an advanced level quality improvement course for the Doctor of Nursing Practice. The new survey course NURS 536 Leading through Quality, Policy and Ethics will expect understanding of foundational concepts in quality improvement and leadership. This course builds on the foundation with the expectation that advanced applications of concepts will be demonstrated in both quality improvement and leadership.

Topical course outline, current:

1. Exploration of concept of quality in patient care (define quality, explore methods of measuring quality in patient care, explore relationship between quality data and information relative to patient care, explore quality improvement process, examine common improvement models).
2. Examination of common quality indicators (national health indicators, organizational indicators, indicators specific to nursing care delivery, indicators based on error rates).
3. Examination of quality improvement strategies (data base management, transformation of outcome measurements into information, communication strategies quality improvement, leadership skills and decision making related to quality improvement in patient care organizations).
4. The impact of significant quality initiatives (improvements in cardiac care, improvements in chronic illness models of care-asthma, diabetes, congestive heart failure, impact of smoking cessation initiatives on health care quality, quality of life indicators, 100,000 lives campaign).

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5. Analysis of evidence-based practices, best practices, and root cause analysis (evidence based practice, analysis of best practices and benchmarking strategies, organizational potential of root cause analysis).
6. The relationship between safety, satisfaction, and quality of care (safety, patient and customer satisfaction measurement and improvement).
7. Characteristics of effective quality improvement professionals (leadership characteristics, organizational development skills).

Topical course outline, proposed:

1. Comparison of common quality indicators (national health indicators, organizational indicators, indicators specific to healthcare delivery, indicators based on error rates).
2. Examination of quality improvement strategies (database management, transformation of outcome measurements into information, communication strategies for quality improvement, leadership skills and decision making related to quality improvement in patient care organizations).
3. Evaluation of the impact of significant quality initiatives (improvements in cardiac care, improvements in chronic illness models of care-asthma, diabetes, congestive heart failure, impact of smoking cessation initiatives on health care quality, quality of life indicators, 100,000 lives campaign).
4. Analysis of evidence-based practices, best practices, and root cause analysis (evidence based practice, analysis of best practices and benchmarking strategies, organizational potential of root cause analysis).
5. Evaluation of the relationship between safety, satisfaction, and quality of care (safety, patient and customer satisfaction measurement and improvement).

Student Learning Outcomes, current:

1. Use quality improvement science to evaluate clinical care and ensure patient safety.
2. Apply leadership skills and decision making in the provision of high quality nursing care, healthcare team coordination, and the oversight and accountability for care delivery at the micro-systems level.
3. Assume a leadership role in effectively implementing patient safety and quality improvement initiatives within the context of the interprofessional team using effective communication skills.
4. Develop an understanding of how healthcare delivery systems are organized and financed and the effect on client care. Identify the economic, legal, and political factors that influence health care.
5. Actively seeks information about quality initiatives recognizing the value of what individuals and healthcare teams can do to improve patient care.
6. Employ quality measurement strategies to assess performance and identify gaps between local and best practices utilizing evidence-based practices when appropriate.
7. Analyze errors and design system improvements using high reliability principles.
8. Describe common quality improvement models and distinguish between structure, process, and outcome performance measures. Understand the difference between data and information.
9. Role model the use of evidence-based practice and root-cause analysis/just culture when analyzing possible or actual events.
10. Demonstrate professional and high level communication skills when involved in peer review, advocacy for patients and families, reporting of errors, and professional writing.
11. Articulate to the healthcare team the process for how nursing and related healthcare quality and safety measures are developed, validated, and endorsed.

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12. Describe common quality indicators specifically related to nursing and the nursing report care initiatives.

Student Learning Outcomes, proposed:

1. Analyze quality improvement science for evaluation of clinical care and patient outcomes.
2. Adapt leadership skills and decision making in the provision of high quality healthcare, healthcare team coordination, and the oversight and accountability for care delivery at the micro-systems level.
3. Assume a leadership role in effectively implementing patient safety and quality improvement initiatives within the context of the interprofessional team using effective communication skills.
4. Develop an understanding of how healthcare delivery systems are organized and financed and the effect on client care.
5. Employ quality measurement strategies to assess performance and identify gaps between local and best practices utilizing evidence-based practices when appropriate.
6. Describe common quality improvement models and distinguish between structure, process, and outcome performance measures. Understand the difference between data and information.
7. Role model the use of evidence-based practice and root-cause analysis/just culture when analyzing possible or actual events.

Discussions with affected departments:

No external departments are affected. All graduate nursing faculty are in agreement with these curriculum changes.

Proposed by: Kathleen Hall

Expected Implementation: Fall 2019

Course Modifications

NURS 525

Intended semester to offer modified course for the 1st time: Fall 2019

	Current	Proposed
Course Prefix:	NURS	
Course No.:	525	
Credit Hours:	3	
Course Title:	Pathophysiologic Concepts	Advanced Pathophysiology
Abbreviated Title:	Pathophysiologic Concepts	Advanced Pathophysiology
Times for Credit:	1	1

Description for catalog:

Current: Content focuses on advanced concepts in pathophysiological processes and disease/disorder management.

Proposed: Exploration of physiologic and pathophysiologic processes underlying health and disease across the lifespan. Includes cellular, genetic, and environmental factors that impact human health and illness.

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

Health Sciences DNP, Family Nurse Practitioner: 9611

Health Sciences MSN, Nursing-Nursing Education: 8612

Course is a requirement for a new program:

MSN FNP

Justification:

a. The course title needed to be changed to distinguish this course from the undergraduate pathophysiology course offered through the university. This advanced course delves more deeply into the underlying causes of disease so that graduate students could later understand disease processes and current and emerging treatments for these diseases in their later coursework. Identifying this course as "advanced" also is required by the national certifying bodies for nurse practitioners (American Nurses' Credentialing Center, American Association of Nurse Practitioners) who require proof that students took a pathophysiology course at the graduate (advanced) level beyond that which was required by their undergraduate nursing program.

b. The course description had to be changed because the prior course description implied that this course included diagnostics and treatment of diseases. Now, this course will focus solely on the pathophysiological processes that underlie diseases so that prevention, diagnosis, and treatment for these diseases can be understood in courses offered later in the program (e.g. NURS 526 Advanced Pharmacology; NURS 601 Primary Care of Infants/Children/Adolescents; NURS 602 Primary Care of the Adult; NURS 603 Primary Care of the Older Person).

c. The course outline changed because the course will now cover specific processes occurring at the cellular, tissue, and organism levels across body systems rather than just covering each system in isolation. The new course will still cover disease processes that fall under different body systems, but the focus will be on processes that transcend each system.

d. The student learning outcomes were modified to align with the new program outcomes, and the new course title, course description, and course outline. The student learning outcomes were also modified to reflect the amount of work required for a 3 credit hour graduate course.

Topical course outline, current:

Unit I: The Cell: cellular biology, altered cellular and tissue biology, the cellular environment (fluid and electrolytes, acids and bases)

Unit II: Genes and gene-environment interaction, genes and genetic diseases, genes environment, lifestyle,

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and common diseases

Unit III: Mechanisms of self-defense: innate immunity (inflammation), adaptive immunity, alterations in immunity and inflammation, infection, stress and disease

Unit IV: Cellular proliferation: cancer: biology, clinical manifestations, and the treatment of cancer, cancer epidemiology, cancer in children

Unit V: The neurologic system: structure and function of the neurologic system, pain temperature regulation, sleep, and sensory function; alterations in cognitive systems, cerebral hemodynamics, and motor function; disorders of the central and peripheral nervous systems and the neuromuscular junction, neurobiology of schizophrenia, mood disorders, and anxiety disorders, alterations of neurologic function in children

Unit VI: The endocrine system: mechanisms of hormonal regulation, alterations of hormonal regulation

Unit VII: The reproductive systems: Structure and function of the reproductive systems; alterations of the reproductive systems, sexually transmitted infections

Unit VIII: The hematologic system: structure and function of the hematologic system, alterations of erythrocyte function, alterations of leukocyte, lymphoid, and hemostatic function, alterations of hematologic function in children

Unit IX: The cardiovascular and lymphatic systems: structure and function of the cardiovascular and lymphatic systems, alterations of cardiovascular function, alterations of cardiovascular function in children

Unit X: The pulmonary system: structure and function of the pulmonary system, alterations of pulmonary function, alterations of pulmonary function in children

Unit XI: The renal and urologic system: structure and function of the renal and urologic systems, alterations of renal and urinary tract function, alterations of renal and urinary tract function in children

Unit XII: The digestive system: Structure and function of the digestive system, alterations of digestive function, alterations of digestive function in children

Unit XIII: The musculoskeletal system: structure and function of the musculoskeletal system, alterations of musculoskeletal function, alterations of musculoskeletal function in children

Unit XIV: The integumentary system: structure, function, and disorders of the integument, alterations of the integument in children

Unit XV: Multiple interacting systems: shock, multiple organ dysfunction syndrome and burns in adults; shock, multiple organ dysfunction syndrome and burns in children

Topical course outline, proposed:

1. Cell and tissue function
2. Physiologic processes among organs and organ systems
3. Mechanisms of injury and self-defense
4. Pathophysiologic alterations in organs and body systems underlying disease in children and adults

Student Learning Outcomes, current:

1. Demonstrate understanding of normal physiologic and pathologic mechanisms of disease that serves as one primary component of the foundation for clinical assessment, decision making, and management.
2. Utilize knowledge of pathophysiology to interpret changes in normal function that result in symptoms indicative of illness and in assessing an individual's response to pharmacologic management of illnesses.
3. Compare and contrast physiologic changes over the lifespan.
4. Analyze the relationship between normal physiology and pathological phenomena produced by altered states across the lifespan.
5. Synthesize and apply current research-based knowledge regarding pathological changes in selected disease states.
6. Describe the developmental physiology, normal etiology, pathogenesis, and clinical manifestations of commonly found/seen altered health states.
7. Analyze physiologic responses to illness and treatment modalities.
8. Conduct a comprehensive and systematic assessment of health and illness parameters in complex situations, incorporating diverse and culturally

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sensitive approaches.

9. Design, implement, and evaluate therapeutic interventions based on nursing science and other sciences.
10. Develop and sustain therapeutic relationships and partnerships with patients (individual, family, group) and other professionals to facilitate optimal care and patient outcomes.
11. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes.
12. Guide, mentor, and support other nurses to achieve excellence in nursing practice.
13. Educate and guide individuals and groups through complex health and situational transitions.
14. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues.

Student Learning Outcomes, proposed:

1. Describe cellular components in terms of structure and function.
2. Explain the physiologic processes that underlie human growth and development across the lifespan.
3. Differentiate between physiologic and pathophysiologic processes that contribute to various disease states.
4. Summarize the influences of genetics, lifestyle factors, and environmental factors that affect human health at the cellular, tissue, organ, and organism levels.
5. Analyze the state of the science related to the pathophysiologic process of acute or chronic conditions.

Essential Learning SLOs, proposed:

NA

Discussions with affected departments:

December 2018: Health Sciences: the department director and the interim director of nursing education are aware of this change.

The addition of this course was discussed with Biological Sciences (Carrie McVean, Steve Serman, Paul Hampton), and there was no concern of conflicts - 2/20/2019.

Proposed by: Kathleen Hall

Expected Implementation: Fall 2019

Course Modifications

NURS 526

Intended semester to offer modified course for the 1st time: Spring 2020

	Current	Proposed
Course Prefix:	NURS	
Course No.:	526	
Credit Hours:	3	
Course Title:	Pharmacology for Advanced Nurse Practitioners	Advanced Pharmacology for Nursing
Abbreviated Title:	Pharmacology for AdvNPs	Adv Phrm for Nsg
Times for Credit:	1	1
Prerequisites:		
	Current: Bachelor of Science in Nursing Degree	
	Proposed: NURS 525	

Description for catalog:

Current: Highlights the major drug classifications and the nursing management required for drug therapy. Core drug knowledge (pharmacotherapeutics, pharmacokinetics, pharmacodynamics, contraindications and precautions, adverse effects, and drug interactions) are presented. Patient variables (health status, lifespan and gender, lifestyle, diet, and habits, environment, and culture) and their use in accurate patient assessment in drug therapy are also presented. Emphasis is given to the importance of nursing management in drug therapy (maximizing therapeutic effect, minimizing adverse effects, and patient and family education). Course content provides the foundation of basic pharmacology necessary for advanced prescriptive authority in the State of Colorado.

Proposed: Pharmacology decision making and advanced management required for medication therapeutics. Assessment of advanced and in-depth evaluation of pharmacotherapeutics, pharmacokinetics, pharmacodynamics, contraindications and precautions, adverse effects, and drug interactions. Emphasis is on nurses' pharmacologic management of maximizing therapeutic effect, minimizing adverse effects, and patient and family education.

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

Health Sciences MSN, Nursing-Nursing Education: 8612

Health Sciences DNP, Family Nurse Practitioner: 9611

Course is a requirement for a new program:

MSN FNP

Justification:

- The course name was changed to denote that this course is a graduate-level course and covers content beyond that which was covered in undergraduate nursing pharmacology courses. This denotation of "advanced" is also required by the certifying body for nurse practitioners (American Nurses' Credentialing Center, American Association of Nurse Practitioners). The words "for nursing" were added to make it clear that this course reflected the role preparation of nurses working in advanced roles (e.g. nurse educators, nurse practitioners) rather than limiting it to just nurse practitioners.
- The catalog description was modified to explain course content more succinctly.
- The course outline was changed to align with the new catalog description and to reflect a 3 credit hour graduate level nursing course.
- New student learning outcomes were developed to align with the new catalog description and the new course outline.
- The prerequisite change from Bachelor of Science degree to NURS 525 ensures the didactic content of pathophysiology is met by the student prior to taking the pharmacology content. Pathophysiology is

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foundational content for NURS 526.

Topical course outline, current:

1. Overview of Pharmacology
2. General Principles
 - A. Pharmacokinetics
 - B. Absorption
 - C. Distribution
 - D. Metabolism
 - E. Excretion
3. Pharmacodynamic
 - A. Plasma Drug Concentration
 - B. Drug Receptor Theory
4. Pharmacotherapeutics
 - A. Drug-Drug Interactions
 - B. Drug-Food and Drug-Nutrient Interactions
 - C. Medication Misadventures
5. Drug Calculation Review Module/ Medication Errors and Medication Administration peripheral nervous system
6. Neuropharmacology / Anti-seizure/Antiepileptic Medications
7. Endocrine Medications for Diabetes Mellitus / /Hypothyroidism /Oral Anti-diabetic Medications
8. Essentials of Antibacterial Therapy/ Infection and Antibiotics Anti virals/ TB/ INH/ Malaria
9. Antidepressants/ Pain Medications
10. Cardiac/ Hypertensive/ Diuretics Antiangina Medications and Coronary Heart Disease/ Atrial Fibrillation
11. Respiratory Drugs Asthma. COPD
12. Oral Contraception/ Estrogens/ Menopause/ Osteoporosis Therapy
13. The Elderly and Polypharmacy/ The young and renal clearance
14. Gastric drugs, gastric bypass PUD; GERD/ Laxatives
15. Immunization/ Herbal Therapy

Topical course outline, proposed:

1. Pharmacotherapeutics and pharmacologic decision-making in nursing
2. Advanced medication management
3. Pharmacodynamics
4. Pharmacokinetics
5. Contraindications, precautions, and adverse effects for selected drug therapies
6. Patient and family education related to pharmacologic therapies

Student Learning Outcomes, current:

1. Demonstrate well-grounded understanding of application to all drugs used in the prevention and treatment of diseases.
2. Apply pharmacological mechanisms of drugs in disease processes and patterns of pharmacokinetics in the clinical assessment, decision making, and management of individuals with a variety of disease and physiological issues.
3. Compare and contrast physiologic changes over the life span that effect pharmacodynamics.
4. Describe the relationship between drug concentration and biological effect in the human body throughout the life span.
5. Synthesize and apply current research-based knowledge regarding pathological changes in physiology and pharmacokinetics in selected disease states;
6. Describe the temporal relationship between plasma concentrations and ultimate drug effects including interactions, bioavailability, half life and steady state.
7. Discuss issues related to use of multiple drugs, patient variability and allergic reactions to therapeutic

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agents.

8. Describe functions of the cardiovascular, endocrine, and neurological systems and the effects drugs have on these systems.

9. Discuss pharmacological intervention on diseased systems of the body.

10. Discuss the advancement of pharmacological interventions for gene therapy, immunizations, prevention and treatment of new disease process.

Student Learning Outcomes, proposed:

1. Analyze pharmacotherapeutics and pharmacologic decision-making for selected patient populations.

2. Justify medication therapies for selected acute and chronic conditions and the prevention of pregnancy.

3. Examine the pharmacokinetics and pharmacodynamics of drug therapies used across the lifespan.

4. Recommend patient and family education related to drug therapies.

5. Compare and contrast contraindications, precautions, and adverse effects for drug therapies used across the lifespan.

Discussions with affected departments:

December 2018: Graduate nursing faculty and the HS Dept Head concur with this change. No other departments affected.

Department of Health Science faculty met with Department of Kinesiology Department Head and Physician Assistant Program Director on 2/19/19 to discuss their concerns regarding competing programs. The accreditation agency for the Physician Assistant program does not accept online delivery formats. Because the MSN - FNP program is an online delivery format, the two programs will not be able to share their courses.

Proposed by: K. Bridget Marshall DNP

Expected Implementation: Fall 2019

Course Modifications

NURS 527

Intended semester to offer modified course for the 1st time: Spring 2020

	Current	Proposed
Course Prefix:	NURS	
Course No.:	527	
Credit Hours:	3	2
Course Title:	Advanced Health Assessment	
Contact hours:	Lecture 3 Lab Field Studio Other	Lecture 2 Lab Field Studio Other
Engage Min.:	2250	1500
Prep Min.:	9000	6000
Times for Credit:	1	1

Prerequisites:

Current: Bachelor of Science in Nursing Degree

Proposed: NURS 525

Co-requisites:

Current: N/A

Proposed: NURS 577

Description for catalog:

Current: Focused and comprehensive health assessment of clients across the lifespan. Includes diverse populations, biological, psychological, sociological, spiritual, and cultural aspects. Diagnostic reasoning emphasized as the primary means of collecting and analyzing data from client history, physical examination, and diagnostic procedures.

Proposed: Demonstration of a focused and comprehensive health assessment of clients across the lifespan. Includes diverse populations, biological, psychological, sociological, spiritual, and cultural aspects.

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

Health Sciences MSN, Nursing-Nursing Education: 8612

Health Sciences DNP, Family Nurse Practitioner: 9611

Course is a requirement for a new program:

MSN FNP

Justification:

The changes align with the most current guidelines expected from our certifying agency. The clinical hours are expected to be distinct from the didactic hours. The didactic content will stay the same. One credit will be pulled for the 50 hours of clinical associated with the course. The course description was modified to align with expectations of being succinct.

The prerequisite change from Bachelor of Science degree to NURS 525 ensures the didactic content of pathophysiology is met by the student prior to taking health assessment content. Pathophysiology is foundational content for NURS 527.

Topical course outline, current:

1. Diagnostic Reasoning in Advance Nursing Practice
2. Interviewing and the Health History

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3. Clinical Assessment related to:

- a. Skin, Hair, and Nails
- b. Head and Neck
- c. Thorax and Lungs
- d. Cardiovascular System
- e. Abdomen
- f. Breasts and Axillae
- g. Musculoskeletal System
- h. Neurological System
- i. Male Genitourinary
- j. Female Genitourinary System

Topical course outline, proposed:

1. Comprehensive Health History Taking
2. Comprehensive Physical Assessment related to:
 - a. Integument: skin, hair, nails
 - b. Head and neck
 - c. Thorax and lungs
 - d. Cardiovascular and lymphatic systems
 - e. Abdomen
 - f. Breasts and axillae
 - g. Musculoskeletal system
 - h. Neurological system
 - i. Male genitourinary system
 - j. Female genitourinary system
3. Genetic screening and genomic concepts

Student Learning Outcomes, current:

1. Utilize advanced health assessment in making nursing diagnoses and decisions about educational and therapeutic interventions.
2. Synthesize knowledge from information sciences, health communication, and literacy to provide nursing care to culturally diverse population.
3. Conduct a holistic assessment of individuals across the lifespan, including genetic, social, environmental, functional, cultural, spiritual, psychological, and comprehensive physical examination.
4. Appraise actual and anticipated risks to patients across the lifespan and in diverse populations
5. Obtain a pertinent, relevant, and problem-specific health history utilizing interview skills that are appropriate to the developmental, educational, and cultural characteristics of the client.
6. Demonstrate knowledge of advanced physical assessment techniques and diagnostic procedures indicated for common problems encountered in primary care.
7. Analyze data from the history, physical examination, and diagnostic procedures to differentiate normal from abnormal findings.
8. Interpret underlying pathophysiology for selected abnormal findings
9. Synthesize the findings from the health history, physical examination, and diagnostic procedures, and differential diagnoses to formulate a problem list.
10. Conduct a focused and comprehensive physical examination for the purpose of health promotion, physical diagnosis, and treatment utilizing advanced health assessment techniques.
11. Present the findings of the history and physical examination in a clear, concise, and organized manner using the problem oriented (SOAP) recording method.

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Student Learning Outcomes, proposed:

1. Summarize a holistic assessment of individuals across the lifespan including: genetic, social, environmental, functional, cultural, spiritual, psychological, and comprehensive physical examination.
2. Illustrate a pertinent, relevant, and problem-specific health history utilizing interview skills that are appropriate to the developmental, educational, and cultural characteristics of the client.
3. Explain advanced physical assessment techniques encountered in primary care.
4. Analyze data from the health history and physical examination to differentiate normal from abnormal findings.
5. Interpret underlying pathophysiology for selected abnormal findings.

Essential Learning SLOs, proposed:

N/A

Discussions with affected departments:

Health sciences faculty are aware of the changes and are in agreement.

Proposed by: Kathleen Hall

Expected Implementation: Fall 2019

Course Modifications

NURS 535

Intended semester to offer modified course for the 1st time: Summer 2020

	Current	Proposed
Course Prefix:	NURS	
Course No.:	535	
Credit Hours:	3	2
Course Title:	Health Promotion and Disease Prevention	
Contact hours:	Lecture 3	Lecture 2
	Lab	Lab
	Field	Field
	Studio	Studio
	Other	Other
Engage Min.:	2250	1500
Prep Min.:	9000	6000
Times for Credit:	1	1

Prerequisites:

Current: Bachelor of Science in Nursing

Proposed: Admission to the MSN or DNP program

Description for catalog:

Current: Concentrates on the theories and principles involved in the planning and implementation of nursing interventions appropriate for health promotion and disease prevention with diverse populations across the life span. Focus is on wellness in children, adults and elderly emphasizing family-centered care that incorporates screening, teaching, and health counseling with strong health promotion focus across settings. Health promotion and disease prevention strategies to reduce health disparities with an emphasis on national health goals will be addressed.

Proposed: Theories and principles involved in planning, implementing, and evaluating interventions for health promotion and disease prevention across the lifespan. Focus is on behavior change at the individual and aggregate levels, while considering cultural variations of patient populations and ethical decision-making for nursing professionals. Factors underlying development of chronic illnesses are explored.

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

Health Sciences MSN, Nursing-Nursing Education: 8612

Health Sciences DNP, Family Nurse Practitioner: 9611

Course is a requirement for a new program:

MSN FNP

Justification:

- Credit and contact hours were reduced because the amended content can be taught in a 2 credit hour graduate level course. Content from other courses was duplicated in NURS 535. Duplicate content was removed from NURS 535, thereby facilitating the decrease in credit hours from 3 to 2 credits.
- Prerequisites were changed to needing to be admitted into the graduate nursing program. This was necessary because this is one of the first courses where behavior change theories will be introduced. This content is the basis upon which later coursework is scaffolded.
- The catalog description was modified to accurately reflect substantive content included in the course and to align with new program outcomes. Duplicate content being taught in NURS 530 (Chronic Illness) and NURS 535 (Health Promotion and Disease Prevention) was condensed into NURS 535.
- Course outline was modified to reflect the new course description, with the addition of chronic disease

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management principles.

e. New student learning outcomes were developed to align with the new course description and the new course outline.

Topical course outline, current:

1. Determinants of health
2. Demographic, environmental and cultural considerations in health promotion and disease prevention across the lifespan
3. Population-based health promotion and disease prevention strategies
4. Health promotion models for behavioral change
5. Health promotion and disease prevention policy
6. Theories of health, wellness, resiliency, and self-care
7. Strategies for health promotion
8. Relapse prevention models
9. Resiliency models
10. Levels of Prevention
11. The art of patient teaching
12. Development of plan for health promotion for patients/clients within students' specialty
13. Development of strategies for behavior modification for self and clients
14. Evaluation of health promotion and disease prevention strategies

Topical course outline, proposed:

1. Theories and principles of health promotion and disease prevention
2. Health behavior change at the individual and aggregate level and across culturally-diverse populations
3. Planning, implementing, and evaluating health promotion and disease prevention programs
4. Ethical decision-making in the context of primary, secondary, and tertiary prevention
5. Chronic disease self-management and care management

Student Learning Outcomes, current:

1. Demonstrate an understanding of broad determinants of health, principles of genetics and genomics, and descriptive, statistical, scientific, and other data sources as a foundation for evidence-based practice in the planning, delivery, management, and evaluation of care to individuals, families, and aggregates/identified populations.
2. Formulate client-centered and culturally appropriate strategies in the planning, delivery, management and evaluation of clinical prevention and health promotion interventions and/or services to individuals, families, and aggregates/identified populations.
3. Apply concepts, including organization of clinical and public health systems, health economics, genetics and genomics, health information management, interprofessional collaboration, workforce development, and ethical frameworks to advance equitable and efficient prevention services, and promote effective population health policy.
4. Integrate clinical prevention and population health concepts in the development of culturally and linguistically appropriate health education and communication strategies and interventions for individuals, families, and aggregate populations.
5. Engage in partnerships to assure the effective coordination, delivery, and evaluation of clinical prevention and health promotion interventions and/or services to individuals, families, and aggregates/ identified populations across care

Course Modifications

environments and the health system.

6. Synthesize knowledge from information sciences, health communication, and literacy to provide health promotion and disease prevention to culturally diverse populations.

Student Learning Outcomes, proposed:

1. Compare and contrast theories and principles of health promotion and disease prevention.
2. Recommend health behavior change interventions for diverse patient populations at the individual and aggregate levels.
3. Explain the planning, implementing, and evaluating of health promotion and disease prevention programs for individuals and groups.
4. Defend ethical decision-making in the context of health promotion and disease prevention.
5. Apply self-management and care management to selected chronic illnesses at the individual and aggregate level.

Essential Learning SLOs, proposed:

N/A

Discussions with affected departments:

Health science faculty are aware of the changes and are in agreement.

Proposed by: K. Bridget Marshall

Expected Implementation: Fall 2019

Course Modifications

NURS 540

Intended semester to offer modified course for the 1st time: Spring 2020

	Current	Proposed
Course Prefix:	NURS	
Course No.:	540	
Credit Hours:	3	
Course Title:	Teaching Strategies for the Nurse Educator	
Times for Credit:	1	1
Prerequisites:		

Current: Bachelor of Science in Nursing

Proposed: Admission to the Masters of Science in Nursing Program

Description for catalog:

Current: Theories, principles, and application of evidence-based teaching strategies that promote proficiency in teaching and learning. Learning environment development that supports nursing student success across a variety of settings from clinical to classroom. Integration of didactic learning with an educational practicum.

Proposed: Exploration of strategies to promote proficiency in teaching and learning. Teaching and learning theories, principles, and the application of teaching strategies that promote a positive learning environment will be explored for a variety of settings.

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

Health Sciences MSN, Nursing-Nursing Leadership and Administration: 8613

Justification:

New expected student learning outcomes for the Master of Science in Nursing program were developed and approved by faculty in the fall of 2018. Alignment of the course description with program expected student learning outcomes and course student learning outcomes was necessary. In addition, making the course description more streamlined and basic is the expectation of catalog descriptions.

Topical course outline, current:

Unit 1. Theories and Philosophies of Teaching and Learning

- a. Theories of education
- b. Theory of adult education
- c. The learning environment

Unit 2. Teaching and Learning Styles

- a. Determining learning style
- b. Applying learning style theory
- c. Teaching styles related to learning

Unit 3. Assessing Learning Needs

- a. Assessment techniques
- b. Planning needs assessment

Unit 4. Planning and Developing a Teaching Project

- a. Determining and planning content
- b. Evaluating time frames and course materials
- c. Overview of teaching strategies

Course Modifications

Unit 5. Developing Learning Outcomes and Objectives

- a. Cognitive, affective, and psychomotor domains
- b. Levels of complexity and depth
- c. Using objectives to plan strategies

Unit 6. Critical Thinking in Teaching and Learning

- a. Discuss various theorists fundamental to critical thinking
- b. Explore development of critical thinking theories
- c. Describe strategies that foster critical thinking

Topical course outline, proposed:

1. Teaching and learning theories
2. Teaching and learning strategies
3. Teacher-learner relationships
4. Assessment and evaluation of teaching strategies and student learning
5. Teaching plans
6. Developing learning outcomes and objectives

Student Learning Outcomes, current:

1. Discuss theoretical frameworks of knowledge acquisition for nursing students and patients across culturally diverse environments and clinical settings.
2. Analyze and evaluate teaching methods and practices in nursing education across health care settings including classroom, seminar, simulation, and electronic formats.
3. Discuss ethical issues related to classroom and clinical teaching.
4. Utilize teaching strategies that promote critical thinking.
5. Develop one's own philosophy of education as it relates to the role of teacher and learner.

Student Learning Outcomes, proposed:

1. Analyze nursing educational theories to facilitate teaching-learning strategies in a variety of settings.
2. Evaluate positive teacher-learner relationships to promote an effective learning environment.
3. Employ methods to evaluate teaching strategies and student learning.
4. Compare and contrast teaching strategies for diverse learning styles.
5. Design evidence-based teaching plans and strategies in an academic and/or direct care setting.
6. Compile one's own personal teaching philosophy.

Discussions with affected departments:

Discussed within the faculty who teach at the graduate nursing level and all are in agreement.

Proposed by: Erin Donovan EdD

Expected Implementation: Fall 2019

Course Modifications

NURS 545

Intended semester to offer modified course for the 1st time: Fall 2019

	Current	Proposed
Course Prefix:	NURS	
Course No.:	545	
Credit Hours:	3	
Course Title:	Curriculum Design/Evaluation	
Times for Credit:	1	1

Prerequisites:

Current: Bachelor of Science in Nursing

Proposed: Acceptance into the Master of Science of Nursing Nurse Educator program

Co-requisites:

Current: N/A

Proposed: NURS 545L

Description for catalog:

Current: Functional approaches to curriculum design and educational programs in nursing. Philosophical foundations of nursing education and curriculum development. Models for curriculum design and development of educational program models with the context of organizational mission and philosophy, philosophical or theoretical frameworks, and desired learning outcomes and competencies.

Proposed: Approaches to curricular design and evaluation within nursing education. Program and course development for online, hybrid, and face-to-face courses, assessment and evaluation concepts, and basic legal and ethical issues for nursing education will be explored.

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

Health Sciences MSN, Nursing-Nursing Education: 8612

Justification:

New expected student learning outcomes for the Master of Science in Nursing program were developed and approved by faculty in the fall of 2018. Alignment of the course description with program expected student learning outcomes and course student learning outcomes was necessary. The didactic content was separated from the clinical content. This is because practicum hours are required to be distinct by the accreditation agency. The clinical lab component will be a co-requisite. The description was made more succinct in alignment with expectations for course descriptions.

Topical course outline, current:

- I. Introduction to Curriculum Development in Nursing Education
 - A. Historical perspective of curriculum & instruction
 - B. Philosophical foundations for excellence in nursing curriculum
 - C. Accreditation processes
- II. Faculty and Students
 - A. Faculty role in curriculum development processes
 - B. Impact of student characteristics on curriculum design
 - C. Legal/ethical issues related to curriculum design and academic performance
- III. Curriculum Development
 - A. Purpose: Design and revision
 - B. Organizing curriculum development
 - C. Faculty development/role in curriculum development
 - D. Contextual factors influencing curriculum development

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- E. Integrating data analysis for curriculum evaluation
- IV. Teaching and Learning within the Context of Curricular Development: Evaluating Student Outcome
 - A. Course Sequencing Patterns
 - B. Course Components
 - C. Course Design
 - D. Master Planning for Program and Curriculum Evaluation

Topical course outline, proposed:

1. Processes of curriculum development
 - a. Program and course development
 - b. Identification of different modalities of teaching as well as their similarities and differences.
2. Theoretical and philosophical foundations for curriculum
3. Curriculum assessment and evaluation techniques
 - a. Program and course assessment and evaluation
4. Ethical and legal issues in nursing education

Student Learning Outcomes, current:

1. Examine the process of curriculum development in nursing education.
2. Discuss the impact of social and technological forces upon nursing curriculum design.
3. Synthesize teaching-learning theories in a nursing curriculum design.
4. Analyze elements of curriculum design, goals, educational objectives, learning outcomes, and evaluation in relation to curricular development.
5. Critique strategies to evaluate nursing educational outcomes.
6. Design a model curriculum demonstrating inclusion of critical elements.
7. Apply curriculum design and evaluation in alternative learning environments in nursing.

Student Learning Outcomes, proposed:

1. Evaluate the process of curriculum development in nursing education.
2. Design a program and course curriculum based on specific learner outcomes.
3. Examine course and program assessment and evaluation methods.
4. Discover ethical and legal issues related to curriculum development and evaluation.
5. Compare and contrast curriculum development for online, hybrid, and/or face-to-face courses and programs.

Essential Learning SLOs, proposed:

N/A

Discussions with affected departments:

Health Sciences faculty reviewed this material and are in agreement.

Proposed by: Erin Donovan

Expected Implementation: Fall 2019

Course Modifications

NURS 560

Intended semester to offer modified course for the 1st time: Spring 2020

	Current	Proposed
Course Prefix:	NURS	
Course No.:	560	
Credit Hours:	3	
Course Title:	Nurse Educator Practicum	
Contact hours:	Lecture 3 Lab Field Studio Other	Lecture Lab 3 Field Studio Other
Instr. Activity:	Lecture	Laboratory: Academic/Clinical
Engage Min.:	2250	4500
Prep Min.:	9000	4500
Times for Credit:	1	1

Prerequisites:

Current: Satisfactory completion of Required Core Courses (15 hours); Nursing Education Cognate (15 hours).

Proposed: NURS 502, NURS 540, NURS 545 and NURS 545L

Co-requisites:

Current: N/A

Proposed: NURS 565

Description for catalog:

Current: Education of the nurse educator through the practicum experience that integrates knowledge from previous courses. Students will integrate theory in a reality context of the teaching role.

Opportunities to participate in all aspects of the educator role, including academic settings, and direct care environments are provided.

Proposed: Application of nursing teaching theory in a variety of teaching settings. Integrates knowledge from previous courses and includes opportunities to participate in all aspects of the educator role.

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

Health Sciences MSN, Nursing-Nursing Education: 8612

Justification:

The accreditation body requires dedicated hours for teaching in a healthcare or academic setting. This course was titled practicum but no teaching hours were associated with that title. Our accrediting body gave us an admonishment for this discrepancy. This course modification is designed to align the course with expectations of our accreditation organization. Pre-requisites of technology for nursing educators as well as curriculum design are necessary for success in this course. The co-requisite is necessary to isolate the clinical hours from the didactic per our accreditation body.

Topical course outline, current:

Unable to locate old outline from R drive files.

Topical course outline, proposed:

1. Nurse educator in academia - didactic and clinical
2. Nurse educator in clinical practice

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3. Nurse educator in an online setting
4. Teaching strategies
5. Evaluation methods
6. Educator activities

Student Learning Outcomes, current:

1. Apply principles of educational pedagogy to classroom, laboratory, and direct care settings.
2. Integrate teaching/learning strategies that foster learner engagement.
3. Implement the role of the nurse educator in teaching/learning experiences in diverse settings.
4. Evaluate the use of innovative teaching/learning strategies within academic and direct care settings.
5. Critique performance as an educator through self-evaluation and reflection.
6. Develop a personal philosophy of teaching/learning. Essential I: Background for Practice from Sciences and Humanities Essential III: Quality Improvement and Safety Essential IV: Translating and Integrating Scholarship into Practice Essential V: Informatics and Health Care Technologies Essential VII: Interprofessional Collaboration for Improving Patient and Population Health Outcomes Essential VIII: Clinical Prevention and Population Health for Improving Health Core Competency I: Facilitate Learning Core Competency II: Facilitate Learner Development and Socialization Core Competency III: Use Assessment and Evaluation Strategies Core Competency IV: Participate in Curriculum Design and Evaluation of Program Outcomes Core Competency VI: Pursue Continuous Quality Improvements in the Nurse Educator Role Core Competency VII: Engage in Scholarship Core Competency VIII: Function Within the Educational Environment
7. Promote collegial relationships with students, faculty, colleagues, and agency personnel. Core Competency V: Function as a Change Agent Essential IX: Master's-Level Nursing Practice

Student Learning Outcomes, proposed:

1. Integrate teaching and learning strategies in multiple healthcare settings.
2. Critique performance as an educator.
3. Evaluate teaching and learning strategies within academic and direct care settings.
4. Function in educator activities in academic and direct care settings.
5. Develop evaluation methods for teaching and learning strategies for a variety of settings.

Discussions with affected departments:

12/18: Health Sciences faculty and Department Head are aware of these changes and in agreement.

Proposed by: Erin Donovan

Expected Implementation: Fall 2019

Course Modifications

NURS 601

Intended semester to offer modified course for the 1st time: Spring 2020

	Current	Proposed
Course Prefix:	NURS	
Course No.:	601	
Credit Hours:	3	
Course Title:	Primary Care of the Child/Adolescent	Primary Care of the Infant, Child and Adolescent
Abbreviated Title:	Primary Care of the Child/Adol	Prmry Care Infnt/Chld/Adol
Times for Credit:	1	1

Co-requisites:

Current: NURS 610 Clinical Practicum: Child/Adolescent

Proposed: NURS 610 Clinical Practicum: Infant, Child and Adolescent

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

Health Sciences DNP, Family Nurse Practitioner: 9611

Course is a requirement for a new program:

MSN FNP

Justification:

Pediatric content across all developmental stages are addressed in the course but it was not reflected in the title. The goal of these changes is to create consistency within the didactic content infrastructure. Keeping the outcomes similar, but specific to each population group, creates opportunities for students to focus on the content specific to that population group.

Topical course outline, current:

1. Growth and development, assessment, theory and specific issues
2. Cultural and ethnic considerations
3. Evaluation and health promotion care for the well child/adolescent
4. Nutrition
5. Psychosocial dimensions and problems
6. Difficult decisions, legal and ethical considerations
7. Infectious and communicable diseases
8. Immunity, allergy, and related diseases
9. Eye, ear, nose and throat conditions
10. Common dermatological conditions
11. Respiratory conditions
12. Cardiovascular and hematologic conditions
13. Gastrointestinal and genitourinary conditions
14. Neurological conditions
15. Cognitive and mental health conditions
16. Musculoskeletal conditions
17. Endocrine conditions
18. Sexual development and considerations
19. Substance abuse
20. The child/adolescent with disabilities
21. Life threatening conditions and end of life care

Topical course outline, proposed:

Course Modifications

1. The role of the primary care nurse practitioner as a member of an inter-disciplinary team
2. Health promotion and disease prevention in infants, children and adolescent patients
3. Care of the infant, child or adolescent experiencing acute health problems
4. Care of the infant, child and adolescent experiencing chronic health problems

Student Learning Outcomes, current:

1. Integrate knowledge of assessment, pathophysiology and pharmacotherapeutics in care and management plan for selected acute and chronic conditions of the child and adolescent.
2. Apply current evidenced based practice and research findings to evaluation and care of children and adolescents.
3. Develop differential diagnosis and plan of care for common acute and chronic conditions of the child and adolescent.
4. Apply theories, concepts, and cultural dimensions of development in the care of children and adolescents.
5. Incorporate knowledge of role, scope of practice, legal and ethical considerations, and community resources in the care of children and adolescents.
6. Apply concepts in health promotion, anticipatory guidance, interdisciplinary collaboration and client advocacy in the care of children and adolescents.
7. Apply concepts of psychosocial and family issues to plan of care of children, adolescents and families.

Student Learning Outcomes, proposed:

1. Describe the socioecological influences on the health of infants, children and adolescent patients.
2. Explain the role of the nurse practitioner, as a member of an inter-disciplinary team and as a primary care provider, in health promotion and disease prevention for infant, child and adolescent patients and their families.
3. Investigate evidence-based practices for the delivery of high-quality, cost-effective, safe primary care to infants, children and adolescent patients and their families.
4. Apply evidence from physiological, behavioral, and nursing sciences to the diagnosis and management of acute and chronic primary care problems in infants, children and adolescents.

Discussions with affected departments:

December 2018: No other departments affected. Nursing faculty and DHS Department Head agree to this change.

Proposed by: K. Bridget Marshall

Expected Implementation: Fall 2019

Course Modifications

NURS 602

Intended semester to offer modified course for the 1st time: Fall 2019

	Current	Proposed
Course Prefix:	NURS	
Course No.:	602	
Credit Hours:	3	
Course Title:	Primary Care of the Adult	
Times for Credit:	1	1
Prerequisites:		

Current: Bachelor of Science in Nursing Degree, Master of Science in Nursing Degree, or completion of 500-level coursework

Proposed: Admission to the MSN or DNP program

Description for catalog:

Current: Principles and issues relevant to Advanced Practice Nursing in Primary Care. Emphasis on health care management of adult patients with stable chronic and/or multiple complex problems utilizing clinical relevant research and guidelines. Primary health care, including wellness counseling of healthy adults, management of acute and chronic conditions of adults, referral of conditions requiring management by other health professionals, and community implications related to the health of adults explored. Examines evidence-based trends and issues in the health of adults. Explores health promotion research.

Proposed: Exploration of the role of the primary care nurse practitioner in adult health. Emphasis on clinical presentation, physical examination, diagnostic testing, differential diagnosis, and management of acute and chronic conditions affecting adult populations. Application of clinical practice guidelines, inter-disciplinary care, health promotion, and disease prevention in adult patients in the primary care setting.

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

Health Sciences DNP, Family Nurse Practitioner: 9611

Course is a requirement for a new program:

MSN FNP

Justification:

The current prerequisites are largely unenforceable, so we are updating these to make the prerequisites enforceable. The course description, course objectives, and course outline has been modified for congruence with the most current guidelines recommended by national certifying organizations for nurse practitioner programs.

1. The course description was changed to eliminate duplicate statements and make it more succinct based on the catalog requirements.

2. The new student learning outcomes (SLOs) were mapped to the program outcomes. The SLOs were revised to reflect these new outcomes and made more measureable.

3. The new outline reflects the main themes of the course: inter-disciplinary care, health promotion/ disease prevention, and acute/chronic conditions. Clinical

skills/needs assessment is not a component of this course as it is embedded in health promotion and disease prevention. Issues and trends are in duplicative

within health policy. Research is an inherent component of all modules of the course. It is not isolated to one part of the course outline.

Topical course outline, current:

1. Clinical skills/community assessment

Course Modifications

2. Primary health care and nurse practitioners: health promotion
3. Community development and nurse practitioners: advocacy
4. Well adults
5. Adults with acute presentations
6. Adults with chronic presentations
7. Issues, trends, and research in adult health

Topical course outline, proposed:

1. The role of the primary care nurse practitioner as a member of an inter-disciplinary team
2. Health promotion and disease prevention in adult patients
3. Care of the adult experiencing acute health problems
4. Care of the adult experiencing chronic health problems

Student Learning Outcomes, current:

1. Critically analyze the influence of primary health care and principles of health promotion and advocacy on the health of clients and communities.
2. Implement strategies to foster illness-prevention and health promotion to individual clients and communities.
3. Relate the advanced practice nursing role as an advocate with individuals and communities.
4. Provide evidence-based clinical care to well adults and to those presenting with acute and chronic health concerns, at a level appropriate to a beginning practitioner, including: health history and physical examination, clinical decision-making, ordering of laboratory and diagnostic tests, prescription of medications, therapeutic communication, collaborative relationships.
5. Integrate medical and nursing management of health concerns of adults.
6. Analyze issues and trends that affect the health of adults in a community.
7. Appraise electronic/internet based sources of information about health promotion research and evidence-based health care of adults.
8. Examine potential research foci in health care of adult clients.

Student Learning Outcomes, proposed:

1. Describe the socioecological influences on the health of adult patients.
2. Explain the role of the nurse practitioner, as a member of an inter-disciplinary team and as a primary care provider, in health promotion and disease prevention in adult patients and their families.
3. Investigate evidence-based practices for the delivery of high-quality, cost-effective, safe primary care to adult patients and their families.
4. Apply evidence from physiological, behavioral, and nursing sciences to the diagnosis and management of acute and chronic primary care problems in adults.

Discussions with affected departments:

December 2018: Health Sciences: the department director and the interim director of nursing education programs are aware of these changes to this course.

Proposed by: Kathleen Hall

Expected Implementation: Fall 2019

Course Modifications

NURS 603

Intended semester to offer modified course for the 1st time: Spring 2020

	Current	Proposed
Course Prefix:	NURS	
Course No.:	603	
Credit Hours:	3	
Course Title:	Primary Care of the Older Person	
Times for Credit:	1	1

Description for catalog:

Current: Primary care of older adults with complex geriatric conditions and issues impacting care across a variety of settings. Preparations to meet the medical, bio-psychosocial, and functional needs for the aging person with acute and chronic illness through appropriate assessment, diagnostic, and management activities.

Proposed: Focus on the primary care nurse practitioner's role in older adult health. Emphasis on clinical presentation, physical examination, diagnostic testing, differential diagnosis, and management of acute and chronic conditions affecting older adult populations. Explores the application of clinical practice guidelines, inter-disciplinary care, health promotion, and disease prevention in older adults in primary care settings.

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

Health Sciences DNP, Family Nurse Practitioner: 9611

Course is a requirement for a new program:

MSN FNP

Justification:

The proposed changes align with the newest recommendations for our accrediting body.

1. The course description to accurately represent the course content. Geriatric is considered a term that connotes bias and is removed to accurately reflect the title. The description includes all components in the old catalog description but uses language consistent with the nursing discipline.
2. The topical course outline was changed to reflect the systematic review of content. The old outline was focused on specific conditions. The new outline represents a holistic approach to care of older people.
3. The student learning outcomes were changed to align with the new program outcomes. The course outcomes were reworded to be measurable.

Topical course outline, current:

1. Health promotion in the elderly.
2. Health protection for the elderly
3. Physical assessment/functional status in aging
4. Medications and the elderly with poly-pharmacy
5. Immunizations/herbal therapy in the elderly
6. Acute issues in the aging client
7. Chronic disease management
8. Dementia and the elderly
9. Concerns with elderly living in the community
10. Issues with the elderly living within institutions
11. Assessing abuse, substance use, and psycho-social issues of aging
12. Assessing intimacy, roles, and developmental issues of the aging

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13. Caregiver stress, assisted living, end of life issues

Topical course outline, proposed:

1. The role of the primary care nurse practitioner as a member of an inter-disciplinary team
2. Health promotion and disease prevention in older adult patients
3. Care of the older adult experiencing acute health problems
4. Care of the older adult experiencing chronic health problems
5. Care of the older adult across healthcare transitions, including outpatient, long term care, community-based, and family care systems.

Student Learning Outcomes, current:

1. Synthesize theoretical, scientific, and contemporary clinical knowledge for the assessment and management of both health and illness state of the geriatric client incorporating health promotion, health protection, and disease prevention.
2. Relate evidence-based clinical practices guideline to guide the screening activities, identify health promotion needs and provide anticipatory guidance and counseling addressing environmental, lifestyle, and developmental issues for elderly.
3. Analyze the relationship between normal physiology and specific system alterations produced by aging and disease processes.
4. Assess the developmental status regarding maintenance of self-identity through later and final stages of life.
5. Assess the dynamic interaction between acute illness and known chronic health problems in older adults.
6. Assess elders and caregivers for abuse and/or neglect.
7. Assess for addictive behavior.
8. Assess health/fitness by conducting a complete health history in light of physiologic and psychosocial changes of aging.
9. Perform a comprehensive physical exam considering physiologic changes of aging.
10. Perform a comprehensive functional assessment, including mental status, social support, and nutrition.
11. Assess special risks of institutionalized older adults for common patterns of illness and communicable disease.
12. Assess sexual function and sexual well-being in older adults.
13. Assess roles, tasks, and stressors of informal system/family caregivers for older adults, especially the frail.

Student Learning Outcomes, proposed:

1. Describe the socioecological influences on the health of adult patients.
2. Explain the role of the nurse practitioner, as a member of an inter-disciplinary team and as a primary care provider, in health promotion and disease prevention in adult patients and their families.
3. Investigate evidence-based practices for the delivery of high-quality, cost-effective, safe primary care to adult patients and their families.
4. Apply evidence from physiological, behavioral, and nursing sciences to the diagnosis and management of acute and chronic primary care problems in adults.

Discussions with affected departments:

December 2018: Health Sciences: the department director and interim director of nursing education programs are aware of these changes.

Proposed by: Kathleen Hall

Expected Implementation: Fall 2019

Course Modifications

NURS 604

Intended semester to offer modified course for the 1st time: Fall 2020

	Current	Proposed
Course Prefix:	NURS	
Course No.:	604	
Credit Hours:	1	
Course Title:	Primary Care of Rural Populations	Primary Care of Rural and Underserved Populations: Capstone
Abbreviated Title:	Primary Care: Rural	Prmry Care Rrl/Undrsrvd: Cpstn
Times for Credit:	1	1

Description for catalog:

Current: Theoretical concepts of primary care in care of rural population groups. Explores unique aspects of advanced practice nursing role in rural care.

Proposed: Synthesis of primary care in the unique role of an advanced practice nurse. Emphasis on rural populations and nursing's ethical code for care of underserved populations.

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

Health Sciences DNP, Family Nurse Practitioner: 9611

Course is a requirement for a new program:

MSN FNP

Justification:

The new program for the Master of Science as a Family Nurse Practitioner requires a synthesis course (Capstone) per American Association of Colleges of Nursing (AACN). The rural populations course is modified for this purpose as it includes all age groups in underserved populations. This course focuses on the ethical decision making unique to underserved populations, medical provider shortage areas (MPSAs), federally qualified health centers (FQHCs), and inner city or lower socioeconomic class (SEC) populations where advanced practice registered nurses (APRN) are often employed.

Topical course outline, current:

Assessment of health in rural populations
Assessment of illness in rural populations
Identify risks to health in rural populations
Apply risk reduction strategies to areas of increased risk in rural populations
Unique rural health issues
Communication technologies for rural populations

Topical course outline, proposed:

Synthesis of assessment and diagnosis of health and illness across the lifespan in rural and/or underserved populations
Identification of unique risks to health in rural and/or underserved populations
Ethical decision-making related to health systems serving rural and/or underserved populations

Student Learning Outcomes, current:

1. Conduct a comprehensive and systematic assessment of health and illness parameters for rural populations in complex situations, including genetic, social, environmental, functional, cultural, spiritual, psychological, and physical examination.
2. Appraise actual and anticipated risks to rural clients in diverse populations.
3. Apply knowledge of the effects of age, developmental stage, culture, ethnicity, socioeconomics, linguistic,

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religious, and lifestyle variations on health

status and response to health care to the design and implementation of patient care.

4. Design, implement, and evaluate therapeutic interventions for rural populations based on nursing science and other sciences.

5. Demonstrate the use of information and communication technologies to document patient care and evaluate the outcomes of care.

6. Incorporate advanced knowledge and skills in identifying potential and actual ethical issues arising from practice, and assisting clients and other

healthcare providers to address such issues.

Student Learning Outcomes, proposed:

1. Conduct a comprehensive and systematic assessment of health and illness for rural and/or underserved populations.

2. Appraise actual and anticipated risks to rural and/or underserved clients.

3. Apply knowledge of the varying effects of lifestyle variations for implementation of patient care for rural and/or underserved populations.

4. Create interventions for rural and/or underserved populations based on nursing science and other sciences.

5. Incorporate advanced knowledge and skills for ethical decision-making affecting rural and/or underserved populations.

Discussions with affected departments:

No external departments affected. This change was discussed at an internal graduate nursing program strategic planning meeting December 2018 and approved by faculty and DHS department head.

Proposed by: K. Bridget Marshall

Expected Implementation: Fall 2019

Course Modifications

NURS 610

Intended semester to offer modified course for the 1st time: Spring 2020

	Current	Proposed
Course Prefix:	NURS	
Course No.:	610	
Credit Hours:	3	2
Course Title:	Clinical Practicum: Child/Adolescent	Clinical Practicum: Infant, Child, and Adolescent
Abbreviated Title:	Clinical Practicum: Child/Adol	Clin Pract: Infnt/Chld/Adlscnt
Contact hours:	Lecture	Lecture
	Lab 6	Lab 4
	Field	Field
	Studio	Studio
	Other	Other
Engage Min.:	4500	3000
Prep Min.:	4500	3000
Times for Credit:	1	1

Co-requisites:

Current: NURS 601 Primary Care of Children and Adolescents

Proposed: NURS 601 Primary Care of Infants, Children and Adolescents

Description for catalog:

Current: Application of theoretical concepts of primary care in care of children and adolescents. Integration of health assessment, pathophysiology, pharmacology, health promotion and disease prevention, chronic and acute illness management in clinical practice as an advanced practice nurse.

Proposed: Application of theoretical concepts of primary care in care of infants, children and adolescents. Integration of health assessment, pathophysiology, pharmacology, health promotion and disease prevention, chronic and acute illness management in clinical practice as an advanced practice nurse.

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

Health Sciences DNP, Family Nurse Practitioner: 9611

Course is a requirement for a new program:

MSN-FNP

Justification:

There are less clinical hours required for the Master of Science in Nursing (MSN), Family Nurse Practitioner (FNP) program than there are for the Doctor of Nursing Practice (DNP), FNP. Therefore to align clinical hours appropriately for the MSN-FNP, reduction in specialty clinical hours is consistent with programs across the country. The word infants is incorporated into the title to more accurately reflect the span of the pediatric population and populations served by a FNP. The word "infants" was added to the course description and to the course outline. The topical course outline was made consistent with other clinical practicums in the FNP program. The SLOs for this course were aligned with the new program outcomes and were modified to be more measurable.

Topical course outline, current:

1. Clinical orientation to advance practice nursing role with child and adolescent populations
2. Clinical rotations in selected clinical settings with children and adolescent populations (120 clinical hours)
3. Review of practice guidelines for children and adolescents.

Course Modifications

4. Presentation of clinical case studies in child and adolescent populations
5. Strategies for improving patient outcomes for child and adolescent populations
6. Review of practice, organizational, population, fiscal and policy issues for child and adolescent population groups.

Topical course outline, proposed:

1. Growth and development, assessment, theory and specific issues
2. Evaluation and health promotion care for the well checks of infants, children, and adolescents
3. Management of acute and chronic disease in infants, children and adolescents
3. Nurse practitioner as primary care provider and as a member of an inter-disciplinary team
4. Evidence-based practice with individuals, families, and healthcare systems

Student Learning Outcomes, current:

1. Conduct a comprehensive and systematic assessment of health and illness parameters for children and adolescents in complex situations,
including genetic, social, environmental, functional, cultural, spiritual, psychological, and physical examination.
2. Appraise actual and anticipated risks to children and adolescents in diverse populations.
3. Apply knowledge of the effects of age, developmental stage, culture, ethnicity, socioeconomics, linguistic, religious, and lifestyle variations on
health status and response to health care to the design and implementation of patient care.
4. Design, implement, and evaluate therapeutic interventions for children and adolescents based on nursing science and other sciences.
5. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate
optimal care and patient outcomes.
6. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based
care to improve patient outcomes for children and adolescents.
7. Guide, mentor, and support other nurses to achieve excellence in nursing practice.
8. Educate and guide individuals and groups through complex health and situational transitions.
9. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues for children and
adolescent population groups.
10. Apply relevant practice guidelines to improve practice and the practice environment.
11. Use information and communication technologies, resources, and materials to effectively teach patients and other healthcare team members.
12. Demonstrate the use of information and communication technologies to document patient care and evaluate the outcomes of care.
13. Communicate, collaborate, and interact effectively with all members of the inter-professional healthcare team.
14. Incorporate advanced knowledge and skills in identifying potential and actual ethical issues arising from practice, and assisting clients and other
healthcare providers address such issues.

Student Learning Outcomes, proposed:

1. Demonstrate critical thinking, safety, and cost-effectiveness in the primary care of infants, children and adolescents.
2. Justify evidence-based approaches to improving health care outcomes at the individual (patient, family) and aggregate (institutional, community)
levels.
3. Apply professional, legal, and ethical standards to the care of clients and families within the socio-ecological model.
4. Critique healthcare information systems and clinical documentation for evidence of high quality care of patients and their families.

Course Modifications

5. Perform as a member of an inter-disciplinary healthcare team member in the provision of primary care to patients and their families.

Discussions with affected departments:

No external departments affected. This change was discussed at an internal graduate nursing program strategic planning meeting December 2018 and approved by faculty and DHS department head.

Proposed by: K. Bridget Marshall

Expected Implementation: Fall 2019

Course Modifications

NURS 620

Intended semester to offer modified course for the 1st time: Fall 2019

	Current	Proposed
Course Prefix:	NURS	
Course No.:	620	
Credit Hours:	3	
Course Title:	Clinical Practicum: Adult	
Times for Credit:	1	1
Prerequisites:		
	Current: Bachelor of Science in Nursing Degree, Master of Science in Nursing Degree, or completion of 500-level coursework	
	Proposed: Admission to the MSN or DNP Program	

Description for catalog:

Current: Application of theoretical concepts of primary care in the care of adults. Integration of health assessment, pathophysiology, pharmacology, health promotion, and disease prevention, chronic and acute illness management in clinical practice as an advanced practice nurse.

Proposed: Application of theoretical concepts of primary care of families with a concentration on adult patients and the environments where adult primary care is rendered. Students are supervised by community-based clinical preceptors and course faculty in the assessment, diagnostic and laboratory evaluation, and management of families across the continuum of health and illness.

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

Health Sciences DNP, Family Nurse Practitioner: 9611

Course is a requirement for a new program:

MSN FNP

Justification:

The current prerequisites are largely unenforceable, so we are updating these to make the prerequisites enforceable. The course outline and course objectives have been updated to be congruent with current clinical guidelines required by our accrediting agency.

1. The catalog description was changed to accurately describe course content based on the new program outcomes and student learning outcomes for the course.
2. The outline was changed to reflect the delivery of the course content and to incorporate the content from NURS 530 (Chronic Illness) that has been removed.
3. New program outcomes were developed and course SLOs were aligned with the program outcomes and were modified to make them more measurable.

Topical course outline, current:

1. Clinical orientation to advance practice nursing role with adult populations.
2. Clinical rotations in selected clinical settings with adult populations (150 hours).
3. Review of practice guidelines.
4. Presentation of clinical case studies in adult populations.
5. Improving patient outcomes for adult populations.
6. Review of practice, organizational, population, fiscal, and policy issues for adult population groups.

Topical course outline, proposed:

1. Health promotion and disease prevention of adult clients and their families.
2. Management of acute and chronic disease in adult clients.
3. Nurse practitioner as primary care provider and as a member of an inter-disciplinary team.

Course Modifications

4. Evidence-based practice with individuals, families, and healthcare systems.

Student Learning Outcomes, current:

1. Conduct a comprehensive and systematic assessment of health and illness parameters for adults in complex situations, including genetic, social, environmental, functional, cultural, spiritual, psychological, and physical examination.
2. Appraise actual and anticipated risks to adults in diverse populations.
3. Apply knowledge of the effects of age, developmental stage, culture, ethnicity, socioeconomic, linguistic, religious, and lifestyle variations on health status and response to health care to the design and implementation of patient care.
4. Design, implement, and evaluate therapeutic interventions for adults based on nursing science and other sciences.
5. Develop and sustain therapeutic relationships and partnerships with patients (individual, family, or group) and other professionals to facilitate optimal care and patient outcomes.
6. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes for adults.
7. Guide, mentor, and support other nurses to achieve excellence in nursing practice.
8. Educate and guide individuals and groups through complex health and situational transitions.
9. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues for adult population groups.
10. Apply relevant practice guidelines to improve practice and the practice environment.
11. Use information and communication technologies, resources, and materials to effectively teach patients and other healthcare team members.
12. Demonstrate the use of information and communication technologies to document patient care and evaluate the outcomes of care.
13. Communicate, collaborate, and interact effectively with all members of the interprofessional healthcare team.
14. Incorporate advanced knowledge and skills in identifying potential and actual ethical issues arising from practice, and assisting clients and other healthcare providers address such issues.

Student Learning Outcomes, proposed:

1. Demonstrate critical thinking, safety, and cost-effectiveness in the primary care of patients and their families.
2. Justify evidence-based approaches to improving health care outcomes at the individual (patient, family) and aggregate (institutional, community) levels.
3. Apply professional, legal, and ethical standards to the care of clients and families within the socio-ecological model.
4. Critique healthcare information systems and clinical documentation for evidence of high quality care of patients and their families.
5. Perform as a member of an inter-disciplinary healthcare team member in the provision of primary care to patients and their families.

Discussions with affected departments:

No external departments affected. This change was discussed at an internal graduate nursing program strategic planning meeting December 2018 and approved by faculty and DHS department head.

Proposed by: Kathleen Hall

Expected Implementation: Fall 2019

Course Modifications

NURS 625

Intended semester to offer modified course for the 1st time: Spring 2020

	Current	Proposed
Course Prefix:	NURS	
Course No.:	625	
Credit Hours:	3	
Course Title:	Statistics for Health Sciences	
Times for Credit:	1	1

Description for catalog:

Current: Provides students with the basic knowledge and skills to effectively use biostatistics in different research design and data analysis, and to understand articles in related professional journals. Topics include choosing correct statistical methods and study designs in nursing research and practice; descriptive statistics; probability and probability distributions; estimation and hypothesis testing, simple linear regression, introduction to analysis of variance and an introduction to the use of statistical software packages.

Proposed: Exploration of commonly used statistical methods and procedures used for health science research and practice. Students develop data sets and perform a variety of statistical tests using statistical software packages.

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

Health Sciences DNP, Family Nurse Practitioner: 9611

Justification:

The proposed changes to the course description are needed to align the course content to the expectations of a clinical doctorate degree rather than a research-focused doctoral degree. The course outline reflects the statistical analyses and concepts that will be covered in this course. New program outcomes were developed and student learning outcomes for this course were aligned to the program.

Topical course outline, current:

1. Review of statistical concepts
2. Frequency distributions, measures of central tendency
3. Measures of variation
4. The normal curve
5. Measurement theory and scales of measurement
6. Hypothesis testing, type I and II errors, and major types of research designs
7. Correlation: Pearson product-moment correlation coefficient
8. Linear regression
9. Sampling and estimation
10. T tests (Independent and paired samples)
11. ANOVA
12. Chi square and contingency tables

Student Learning Outcomes, current:

1. Identify different types and scales of measurement for health-related variables (i.e., nominal, ordinal, ranked, discrete, and continuous data).
2. Summarize health data using standard descriptive statistical methods including measurement of central tendency and variation (dispersion), and grouped data procedures by using selected software.

Course Modifications

3. Recognize the applications of descriptive statistical methods in nursing research.
4. Identify and apply the measures of disease frequency, commonly used in medicine and nursing, including counts, ratios, proportions, and rates.
5. Apply basic concepts of probability and conditional probability used in hypothesis testing, evaluation of screening and diagnostic procedures, and measures of association used in nursing, medicine, and other health sciences.
6. Identify the concepts of Type I and Type II errors to the application of clinical research.
7. Calculate the confidence intervals for measures of disease frequency and association.
8. Select and apply the statistical tests needed to assess the significance of mean differences when two or more means are compared for paired and independent samples by using selected software.
9. Select and apply the statistical test needed to assess the significance of the difference of two proportions for paired and independent samples by using selected software.
10. Apply the statistical procedures of simple linear regression and correlation to analyze the relationship of two continuous variables by using selected software.
11. Calculate contingency tables and chi-square statistics to determine differences in proportions of responses.

Student Learning Outcomes, proposed:

1. Differentiate between different levels of measurement and appropriate summary statistics appropriate for each level of measurement.
2. Explain how to organize data sets, including the handling of missing data and data entry errors.
3. Assess the distribution of data.
4. Demonstrate analysis of data using descriptive statistics.
5. Demonstrate analysis of data using inferential statistics.
6. Evaluate the presentation, reporting, and dissemination of statistical results in nursing and related health sciences.

Discussions with affected departments:

Health Sciences: the department director and interim director of nursing education are aware of these changes.

The addition of this course was discussed with CSMS (Lori Payne, Richard Ott), and there were no conflicts (2/26/2019). CSMS did, however, recommend that the course be taught by CSMS faculty.

Proposed by: Kathleen Hall

Expected Implementation: Fall 2019

Course Modifications

NURS 626

Intended semester to offer modified course for the 1st time: Fall 2020

	Current	Proposed
Course Prefix:	NURS	
Course No.:	626	
Credit Hours:	3	
Course Title:	Epidemiology	Clinical Epidemiology
Abbreviated Title:		Clinical Epidemiology
Times for Credit:	1	1

Prerequisites:

Current: NURS 500, NURS 501, NURS 502, NURS 503, NURS 504, NURS 505, NURS 525, NURS 526, NURS 527, NURS 530, NURS 535 and NURS 602 and NURS 620 or NURS 603 and NURS 630.

Proposed: NURS 525, NURS 526, NURS 527, NURS 602, and NURS 620

Description for catalog:

Current: Explores epidemiological concepts and biostatistics as applied to public health problems. Advanced clinical nursing practice. Emphasizes principles and methods of epidemiologic investigation, appropriate summaries and displays of data. Use of classical statistical approaches in measuring health of the population. Explores understanding the causes of poor health, screening, developing interventions for disease prevention and control. Improving health and reducing health disparities. Translating evidence into practice and evaluating the impact of policies and programs. Includes dynamic behavior of disease, usage of rates, ratios and proportions, epidemiologic study designs for investigating associations between risk factors and disease outcomes. Criteria for causal inferences, legal and ethical issues. Application of epidemiology in health services, screening, genetics, and environment policy presented.

Proposed: Exploration of epidemiological concepts as applied to public health. Translating evidence and evaluating the impact of policies and programs in public health investigation. Includes dynamic behavior of disease, usage of rates, ratios and proportions, study designs for application of epidemiology in health services, screening, genetics, and environmental policy.

Requirement or listed choice for any program of study: Yes No
Change affects program sheet or grad requirements: Yes No

Health Sciences DNP, Family Nurse Practitioner: 9611

Justification:

The pre-requisites were changed to align with the course progression that is reflected in the program modification sheet for the Bachelor of Science in Nursing (BSN) to Doctor of Nursing Practice (DNP). New program outcomes were developed for the DNP. New student learning outcomes were aligned to the new DNP program outcomes. The course outline and outcomes were revised to reflect topics and content with rigor for a 3-credit hour course.

Topical course outline, current:

1. Historical perspectives on epidemiology
2. Role of epidemiology and statistics in advanced nursing practice.
3. Epidemiological concepts and foundations
4. Biostatistical methods and data interpretation
5. Epidemiological study designs and their outcomes
6. Analysis of epidemiological studies
7. Disease outbreak investigation
8. Emerging infectious diseases

Course Modifications

9. Screening and prevention of diseases
10. Epidemiology of chronic diseases
11. Genetic epidemiology
12. Environmental epidemiology
13. Nursing in pandemics and emergency preparedness
14. Role of culture in epidemiology
15. Ethical and legal issues in epidemiology
16. Epidemiological applications in clinical nursing science
17. Role of epidemiology in scientific, ethical, economic and political discussion of health issues

Topical course outline, proposed:

1. Historical perspectives of epidemiology
2. Role of epidemiology and statistics in advanced nursing practice
3. Epidemiological concepts and foundations
4. Occurrence of disease: data interpretation
5. Assessing validity and reliability in diagnosis
5. Epidemiological study designs and their outcomes
7. Expressing prognosis: how to evaluate for risk
8. Disease outbreak investigation
8. Using epidemiology to evaluate health services

Student Learning Outcomes, current:

1. Distinguish the roles and relationships between epidemiology and biostatistics in the prevention of disease and the improvement of health.
2. Describe the elements in the design and conduct of a randomized clinical trial, a cohort study, a case-control study, and a cross-sectional study designs.
3. Evaluate key sources of data for epidemiologic purposes.
4. Compute basic epidemiological measures using biostatistical data analytic methods.
5. Evaluate morbidity and mortality using standard ratios, proportions, and rates.
6. Appraise clinical epidemiological studies to determine factors related to causation, diagnosis, prognosis, treatment, prevention, systematic reviews, and knowledge development.
7. Analyze biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.
8. Conduct disease investigation using epidemiological theory and tools.
9. Critique the principles and limitations of public health screening programs
10. Explore emerging infectious diseases in the global healthcare community.
11. Relate principles of epidemiology to acute and chronic disease prevention and management.
12. Identify the role of the advanced practice nurse in disease outbreak, pandemics, and emergency response.
13. Discuss the role of genetic epidemiology in disease identification and prevention.
14. Relate basic ethical and legal principles pertaining to the collection, maintenance, use and dissemination of epidemiologic data
15. Distinguish the role of culture on epidemiology.
16. Appraise the impact of emerging environmental health issues on epidemiology.
17. Explain the importance of epidemiology for informing scientific, ethical, economic and political discussion of health issues.
18. Synthesize concepts, including psychosocial dimensions and cultural diversity, related to clinical prevention and population health in developing, implementing, and evaluating interventions to address health promotion/disease prevention efforts, improve health status/access patterns, and/or address gaps in care of individuals, aggregates, or populations.
19. Evaluate care delivery models and/or strategies using concepts related to community, environmental and occupational health, and cultural and

Course Modifications

socioeconomic dimensions of health.

Student Learning Outcomes, proposed:

1. Distinguish the roles and relationships between epidemiology and biostatistics in the prevention of disease and the improvement of health.
2. Evaluate key sources of data for epidemiologic purposes.
3. Compute basic epidemiological measures using biostatistical data analytical methods.
4. Evaluate morbidity and mortality using standard ratios, proportions, and rates.
5. Appraise clinical epidemiological studies to determine factors related to causation, diagnosis, prognosis, treatment, and/or prevention.
6. Analyze biostatistical, environmental, and other appropriate scientific data related to individual, aggregate, and population health.
7. Conduct disease investigation using epidemiological theory and tools.

Discussions with affected departments:

Health sciences faculty are aware of the changes and express agreement.

Proposed by: K. Bridget Marshall

Expected Implementation: Fall 2019

Course Modifications

NURS 630

Intended semester to offer modified course for the 1st time: Spring 2020

	Current	Proposed
Course Prefix:	NURS	
Course No.:	630	
Credit Hours:	3	2
Course Title:	Clinical Practicum: Older Person	
Contact hours:	Lecture	Lecture
	Lab 6	Lab 4
	Field	Field
	Studio	Studio
	Other	Other
Engage Min.:	4500	3000
Prep Min.:	4500	3000
Times for Credit:	1	1

Description for catalog:

Current: Application of theoretical concepts of primary care in care of elderly. Integration of health assessment, pathophysiology, pharmacology, health promotion and disease prevention, chronic and acute illness management in clinical practice as an advanced practice nurse.

Proposed: Application of theoretical concepts of primary care for older adults. Integration of health assessment, pathophysiology, pharmacology, health promotion and disease prevention, chronic and acute illness management in the care of older persons as an advanced practice registered nurse.

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

Health Sciences DNP, Family Nurse Practitioner: 9611

Course is a requirement for a new program:

MSN FNP

Justification:

- The credit hours for this course was reduced to 2 credit hours. This was changed due to be offered at the Master's level from the doctoral level, which justifies a reduction in hours due to degree type. Clinical hours are consistent with requirements from accrediting body and national guidelines.
- Contact hours, academic engagement, and student preparation were changed to align with the new credit hours.
- The catalog description was modified to use the correct term "older adults" rather than "elderly." The term "elderly" is considered ageist by those in gerontology and geriatrics.
- Topical outline was modified to align with the new course description and to reflect the change in clinical credit hours.
- Student learning outcomes were modified to align with the new course description and new course outline.

Topical course outline, current:

- Clinical orientation to advance practice nursing role with elderly populations.
- Clinical rotations in selected clinical settings with elderly populations (120 clinical hours).
- Presentation of clinical case studies in elderly populations.
- Improving patient outcomes for elderly populations.

Course Modifications

5. Review of practice, organizational, population, fiscal, and policy issues for elderly population groups.

Topical course outline, proposed:

1. Primary care of older adults across care settings
2. Management of health and illness, include acute and chronic disease, in older adult clients.
3. Nurse practitioner as primary care provider and as a member of a transdisciplinary team.
4. Clinical rotations in selected clinical settings with older adults (100 clinical hours).

Student Learning Outcomes, current:

1. Conduct a comprehensive and systematic assessment of health and illness parameters for elderly in complex situations including genetic, social, environmental, functional, cultural, spiritual, psychological, and physical examination.
2. Appraise actual and anticipated risks to elderly in diverse populations.
3. Apply knowledge of the effects of age, developmental state, culture, ethnicity, socioeconomics, linguistic, religious, and lifestyle variations on health status and response to health care to the design and implementation of patient care.
4. Design, implement, and evaluate therapeutic interventions for elderly based on nursing science and other sciences.
5. Develop and sustain therapeutic relationships and partnerships with patients (individual, family, or group) and other professionals to facilitate optimal care and patient outcomes.
6. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes for elderly.
7. Guide, mentor, and support other nurses to achieve excellence in nursing practice.
8. Educate and guide individuals and groups through complex health and situational transitions.
9. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues for elderly population groups.
10. Apply relevant practice guidelines to improve practice and the practice environment.
11. Use information and communication technologies, resources, and materials to effectively teach patients and other healthcare team members.
12. Demonstrate the use of information and communication technologies to document patient care and evaluate the outcomes of care.
13. Communicate, collaborate, and interact effectively with all members of the inter-professional healthcare team.
14. Incorporate advanced knowledge and skills in identifying potential and actual ethical issues arising from practice, and assisting clients and other healthcare providers address such issues.

Student Learning Outcomes, proposed:

1. Demonstrate critical thinking and ethical decision-making in the delivery of primary care of older adults.
2. Justify evidence-based approaches to improving older adults' outcomes.
3. Function as a member of an transdisciplinary healthcare team member in the provision of primary care to older adults.
4. Evaluate the care of diverse older adult populations across health care settings.
5. Design health system interventions to improve the care of older adults.

Discussions with affected departments:

No external departments affected. This change was discussed at an internal graduate nursing program strategic planning meeting December 2018 and approved by faculty and DHS department head.

Proposed by: Kathleen Hall

Expected Implementation: Fall 2019

Course Modifications

NURS 640

Intended semester to offer modified course for the 1st time: Fall 2020

	Current	Proposed
Course Prefix:	NURS	
Course No.:	640	
Credit Hours:	2	3
Course Title:	Clinical Practicum: Rural Health Care	Clinical Practicum Capstone: Primary Care of Rural and Underserved Populations
Abbreviated Title:	Clinical Practicum: Rural Heal	Clinical Pract: Rrl/Undrsrvd
Contact hours:	Lecture	Lecture
	Lab 4	Lab 6
	Field	Field
	Studio	Studio
	Other	Other
Engage Min.:	3000	4500
Prep Min.:	3000	4500
Times for Credit:	1	1

Description for catalog:

Current: Application of theoretical concepts of primary care in care of rural population groups. Integration of health assessment, pathophysiology, pharmacology, health promotion and disease prevention, chronic and acute illness management in clinical practices. Explores unique aspects of advanced practice nursing role in rural health care.

Proposed: Application of theoretical concepts of primary care across the lifespan with particular emphasis on rural and/or underserved populations. Explores unique aspects of the advanced practice nursing role as a primary care provider in rural and underserved populations in health care.

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

Health Sciences DNP, Family Nurse Practitioner: 9611

Course is a requirement for a new program:

MSN FNP

Justification:

A synthesis practicum (Capstone) is a requirement for the new Master of Science in Nursing Family Nurse Practitioner program per American Association of Colleges of Nursing (AACN). A synthesis of master's content (Capstone) is demonstrated through this clinical practicum. Using the term underserved more clearly reflects nursing's mission and ethical responsibility to serve in areas that are lacking in health care services.

The change from two to three credit hours in the clinical practicum capstone is to ensure adequate opportunities to demonstrate synthesis of all prior clinical components. As this is the final clinical practicum, a service learning project will be required to demonstrate synthesis and integration of prior clinical content. The credit hours needed to be increased to reflect that expectation.

Topical course outline, current:

1. Clinical orientation to advanced practice nursing role with rural populations.
2. Rural health care issues.
3. Support systems for rural health practice settings.
4. Clinical rotations in selected clinical settings with rural populations (45 clinical hours)
5. Presentation of clinical case studies in rural populations ⁶³

Course Modifications

6. Improving patient outcomes for rural populations
7. Review of practice, organizational, population, fiscal and policy issues for rural population groups.

Topical course outline, proposed:

1. Application of assessment and diagnostic skills across the lifespan in rural and/or underserved populations
2. Assessment and evaluation of unique risks to health in rural and/or underserved populations
3. Service learning project (Capstone) addressing ethical decision-making in rural and/or underserved systems

Student Learning Outcomes, current:

1. Conduct a comprehensive and systematic assessment of health and illness parameters for rural populations in complex situations, including
genetic, social, environmental, functional, cultural, spiritual, psychological, and physical examination.
2. Appraise actual and anticipated risks to rural clients in diverse populations.
3. Apply knowledge of the effects of age, developmental stage, culture, ethnicity, socioeconomics, linguistic, religious, and lifestyle variations on
health status and response to health care to the design and implementation of patient care.
4. Design, implement, and evaluate therapeutic interventions for rural populations based on nursing science and other sciences.
5. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate
optimal care and patient outcomes.
6. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based
care to improve patient outcomes for rural populations.
7. Guide, mentor, and support other nurses to achieve excellence in nursing practice.
8. Educate and guide individuals and groups through complex health and situational transitions.
9. Use conceptual and analytical skills in evaluating the links among practice, organizational, population, fiscal, and policy issues for rural
population groups.
10. Apply relevant practice guidelines to improve practice and the practice environment.
11. Use information and communication technologies, resources, and materials to effectively teach patients and other healthcare team members.
12. Demonstrate the use of information and communication technologies to document patient care and evaluate the outcomes of care.
13. Communicate, collaborate, and interact effectively with all members of the inter-professional healthcare team.
14. Incorporate advanced knowledge and skills in identifying potential and actual ethical issues arising from practice, and assisting clients and other
healthcare providers to address such issues.

Student Learning Outcomes, proposed:

1. Function as an advanced practice registered nurse (APRN) in a primary care setting for rural and/or underserved populations.
2. Justify comprehensive and systematic assessments of health and illness for rural and/or underserved populations at the individual and aggregate levels.
3. Examine actual and anticipated risks to rural and/or underserved populations to inform primary care.
4. Adapt socio-ecologic interventions to promote health in rural and/or underserved populations.
5. Demonstrate ethical decision-making in the provision of primary care in rural and/or underserved populations.

Discussions with affected departments:

No external departments affected. This change was discussed at an internal graduate nursing program strategic planning meeting December 2018 and approved by faculty and DHS department head.

Course Modifications

Proposed by: K. Bridget Marshall

Expected Implementation: Fall 2019

Course Modifications

NURS 650

Intended semester to offer modified course for the 1st time: Fall 2019

	Current	Proposed
Course Prefix:	NURS	
Course No.:	650	
Credit Hours:	3	
Course Title:	Family Nurse Practitioner Preceptorship I	Clinical Preceptorship I
Abbreviated Title:		Clinical Preceptorship I
Contact hours:	Lecture 3 Lab Field Studio Other	Lecture Lab 6 Field Studio Other
Instr. Activity:	Lecture	Laboratory: Academic/Clinical
Engage Min.:	2250	4500
Prep Min.:	9000	4500
Times for Credit:	1	1

Prerequisites:

Current: NURS 601, NURS 602, NURS 603, NURS 604, NURS 610, NURS 620, NURS 630 and NURS 640

Proposed: Acceptance to the Doctor of Nursing Practice program and NURS 660

Description for catalog:

Current: Focus on the role of a Family Nurse Practitioner in the client-care setting with selected populations. Experience designed to integrate and synthesize preceding clinical and didactic course knowledge and skills. Experience in the role of an advanced practice nurse with an approved preceptor/mentor.

Proposed: Integration of preceding clinical and didactic course knowledge and skills. Experience in the role of advanced nursing practice with an approved preceptor/mentor.

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

Health Sciences DNP, Family Nurse Practitioner: 9611

Justification:

New student learning outcomes were completed for the Doctor of Nursing Practice (DNP) program so the course outcomes were modified to align with the DNP program outcomes. The course title changed to accurately reflect the clinical doctorate and allow for discrimination from general epidemiologic content. The contact hours, academic engagement hours, and student preparation hours were modified to reflect the clinical component rather than a lecture course. Pre-requisite courses were modified to reflect the course progression plan of the DNP. The course description, topic outline, and student learning outcomes were aligned to encompass the accrediting bodies directive for a clinical practicum to be specific to the DNP scholarly project. The Family Nurse Practitioner (FNP) components of the outline and outcomes were too specific. This allows for a broader scope of opportunities for the preceptorship experience.

Topical course outline, current:

1. Student learning objectives.
2. Self evaluation pre- and post- clinical practicum
3. Preceptor selection and agreement.
4. Clinical contact hours - completion of 240 hours required with approved preceptor.

Course Modifications

5. Clinical experience guidelines and expectations.
6. Written assignments and client assessments.
7. Clinical preceptor and student evaluation.
8. Final project/presentation.

Topical course outline, proposed:

1. Student learning objectives
2. Self evaluation pre- and post- clinical practicum
3. Preceptor selection and agreement
4. Clinical experience guidelines and expectations
5. Assessments of an individual, aggregate, system or policy
7. Clinical preceptor and student evaluation
8. Final project/presentation

Student Learning Outcomes, current:

1. Demonstrate advanced assessment skills of data collection via interview, client chart review, and physical examination.
2. Communicate data collected from the client's history and physical exam in an organized oral presentation to their preceptor, and complete written documentation in the client's health record using the problem oriented medical record format.
3. Apply clinical reasoning skills to the data collected in order to formulate an assessment statement(s), a list of the most likely differential diagnoses, and a comprehensive problem list that includes current, and past medical problems, as well as potential health problems.
4. Develop a comprehensive plan of care for the data collected including the appropriate diagnostic tools, therapeutic interventions, and patient education information for the problem(s) encountered for each patient at each patient encounter.
5. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.
6. Demonstrate skills of collaboration, time management, and cost effective strategies in the primary care setting.
7. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes with selected populations.
8. Integrate health maintenance and health promotion concepts into plan of care for each patient encountered.
9. Educate and guide individuals and groups through complex health and situational transitions.
10. Assume the role of an advance practice nurse in interactions with peers, staff, patients, and families.

Student Learning Outcomes, proposed:

1. Demonstrate advanced assessment skills of data collection at an individual, aggregate or systems level.
2. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.
3. Demonstrate interprofessional skills of collaboration, time management, and cost effective strategies in the health care setting.
4. Demonstrate advanced levels of clinical judgment and systems thinking in designing, delivering, and evaluating evidence-based care to improve patient outcomes with selected populations.
5. Educate and guide individuals and groups through complex health and situational transitions.

Discussions with affected departments:

Course changes were discussed with health science and agreed upon by graduate faculty.

Course Modifications

Proposed by: Bridget Marshall

Expected Implementation: Fall 2019

Course Modifications

NURS 652

Intended semester to offer modified course for the 1st time: Fall 2020

	Current	Proposed
Course Prefix:	NURS	
Course No.:	652	
Credit Hours:	3	
Course Title:	Family Nurse Practitioner Preceptorship II	Clinical Preceptorship II
Abbreviated Title:		Clinical Preceptorship II
Contact hours:	Lecture 3 Lab Field Studio Other	Lecture Lab 6 Field Studio Other
Instr. Activity:	Lecture	Laboratory: Academic/Clinical
Engage Min.:	2250	4500
Prep Min.:	9000	4500
Times for Credit:	1	1

Description for catalog:

Current: Focus on the role of a Family Nurse Practitioner in the patient-care setting. Experience designed to integrate and synthesize preceding clinical and didactic course knowledge and skills at an "independent skill level".

Proposed: Synthesis of preceding clinical and didactic course knowledge and skills. Experience in the role of advanced nursing practice with an approved preceptor/mentor.

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

Health Sciences DNP, Family Nurse Practitioner: 9611

Justification:

New student learning outcomes were completed for the Doctor of Nursing Practice (DNP) program. Content mapping prior to accreditation in fall of 2018 identified course outcomes and a course outline needing revision and refinement. National organizational guidelines were revised and are reflected in the proposed course. This course outline and outcomes encompass not just the individual but aggregate level outcomes expected for the DNP.

Topical course outline, current:

1. Student learning objectives.
2. Preceptor selection and agreement.
3. Clinical contact hours: completion of a minimum of 150 hours required with an approved preceptor.
4. Clinical experience guidelines and expectations.
5. Written assignments: patient case studies including appropriate comprehensive evaluation, assessments and education and/or treatment plans
premiered on evidenced based practice guidelines.
6. Clinical preceptor and student evaluation meeting expectations of the "Independent Skill Level" per the clinical evaluation tool.
7. Presentation of the service learning or DNP project.

Topical course outline, proposed:

1. Student learning objectives

Course Modifications

2. Self evaluation pre- and post- clinical practicum
3. Preceptor selection and agreement
4. Clinical experience guidelines and expectations
5. Assessments of an individual, aggregate, system or policy
6. Clinical preceptor and student evaluation
7. Final project/presentation

Student Learning Outcomes, current:

1. Demonstrate independent assessment skills of data collection via interview, patient chart review, and physical examination.
2. Communicate data collected from the patient's history and physical exam in an organized oral presentation to their preceptor, and complete written documentation in the patient's health record using the problem oriented medical record format.
3. Apply clinical reasoning skills to the data collected in order to formulate an assessment statement(s), a list of the most likely differential diagnoses, and a comprehensive problem list that includes current, and past medical problems, as well as potential health problems.
4. Develop a comprehensive plan of care for the data collected including the appropriate diagnostic tools, therapeutic interventions, and patient education information for the problem(s) encountered for each patient at each patient encounter.
5. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.
6. Demonstrate skills of collaboration, time management, and cost effective strategies in the primary care setting.
7. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes with selected populations.
8. Integrate health maintenance and health promotion concepts into plan of care for each patient encountered.
9. Educate and guide individuals and groups through complex health and situational transitions.
10. Assume the role of an advanced practice nurse in interactions with peers, staff, patients, and families.

Student Learning Outcomes, proposed:

1. Demonstrate advanced assessment skills of data collection at an individual, aggregate or systems level.
2. Develop and sustain therapeutic relationships and partnerships with patients (individual, family or group) and other professionals to facilitate optimal care and patient outcomes.
3. Demonstrate interprofessional skills of collaboration, time management, and cost effective strategies in the health care setting.
4. Demonstrate advanced levels of leadership and accountability in designing, delivering, and evaluating evidence-based care to improve patient outcomes with selected populations.
5. Lead individuals and groups through complex health and situational transitions.

Discussions with affected departments:

Course changes were discussed with health science and agreed upon by graduate faculty.

Proposed by: K. Bridget Marshall

Expected Implementation: Fall 2019

Course Modifications

NURS 660

Intended semester to offer modified course for the 1st time: Spring 2021

	Current	Proposed
Course Prefix:	NURS	NURS
Course No.:	660	
Credit Hours:	2	
Course Title:	Transition to Doctor of Nursing Practice	Doctor of Nursing Practice Scholarly Project: Identification
Abbreviated Title:	Transition to APN	Schlrly Prjct: Identification
Times for Credit:	1	1

Prerequisites:

Current: NURS 600, NURS 602, NURS 604, NURS 620, NURS 625, NURS 626, NURS 640, and NURS 700

Proposed: NURS 600, NURS 602, NURS 604, NURS 620, NURS 625, NURS 626, and NURS 640

Description for catalog:

Current: Concepts of professional growth, role development, and evidence-based practice for the Doctor of Nursing Practice (DNP) in advanced nursing practice. Professional practice, leadership, teamwork, collaboration, communication, legal, ethical, and project problem development for the DNP are formalized.

Proposed: Concepts of leadership and autonomy for the Doctor of Nursing Practice. Needs assessment for identification of a gap in clinical practice and project problem are formalized. Professional practice and collaboration are demonstrated.

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

Health Sciences DNP, Family Nurse Practitioner: 9611

Justification:

The American Association of the Colleges of Nursing (AACN) Doctor of Nursing Practice (DNP) consensus statement in 2015 recommends introducing the DNP scholarly project (SP) earlier in the program. This course will provide an opportunity to begin formulating the student's scholarly project (SP) earlier in the curriculum. With the new doctoral program SLOs, the opportunity to align the curriculum consistent with other national organizations was created. Content no longer in this course related to licensure and professional practice was found to be duplicated in NURS 600 Advanced Practice Nursing Issues. The title of the course was changed to accurately reflect the nationally accepted language by our accreditation body. The course description was modified to focus on the identification of the scholarly project. The student learning outcomes and outline were modified to reflect the changes in expectations of the course content. Pre-requisites were modified to remove NURS 700 to allow for the progression of the Master of Science in Nursing, Family Nurse Practitioner to the DNP.

Topical course outline, current:

1. Portfolio development
2. DNP Essentials: definitions and scope
3. Legal and ethical issues related to change in practice
4. Communication with stakeholders
5. Leadership and change in practice: DNP projects
6. Inform clinical practice: articulate a purpose

Topical course outline, proposed:

1. Leadership and autonomy of professional practice
2. Needs assessment for identification of a clinical problem and gap in clinical practice

Course Modifications

3. Project problem formalization
4. Professional practice and collaboration for scholarly projects
5. DNP Essentials: definitions and scope

Student Learning Outcomes, current:

1. Review current application process and licensure rules and regulations locally and across the nation.
2. Develop a marketing portfolio for employment search and recruitment.
3. Relate evidenced based practice and research and the application to the advanced practice role.
4. Demonstrate effective professional leadership, group process and team building in the advanced practice role.
5. Evaluate legal, ethical and advocacy issues and decision making related to advanced practice role.
6. Demonstrate effective communication, conflict resolution, and negotiation related to advanced practice.
7. Examine risk management and reimbursement issues related the advanced practice role.

Student Learning Outcomes, proposed:

1. Function effectively as a professional leader through collaboration for scholarly projects.
2. Create successful negotiations with stakeholders in the development of the needs assessment.
3. Propose change in practice through the identification of the gap in clinical practice.
4. Compare and contrast DNP Essentials for the practice doctorate.
5. Justify a problem in need of inquiry that has the potential for addressing a gap in practice.

Discussions with affected departments:

Health Science faculty have discussed this change and are in agreement.

Proposed by: K. Bridget Marshall

Expected Implementation: Fall 2019

Course Modifications

NURS 700

Intended semester to offer modified course for the 1st time: Fall 2020

	Current	Proposed
Course Prefix:	NURS	
Course No.:	700	
Credit Hours:	3	2
Course Title:	Evidence-Based Practice	Translational Evidence-Based Practice
Abbreviated Title:	Evidence-Based Practice	Translational EBP
Contact hours:	Lecture 3 Lab Field Studio Other	Lecture 2 Lab Field Studio Other
Engage Min.:	2250	1500
Prep Min.:	9000	6000
Times for Credit:	1	1

Prerequisites:

Current: Bachelor of Science in Nursing degree, Master of Science in Nursing degree, or completion of 500-level coursework; NURS 650

Proposed: Acceptance in the Master of Science or Doctor of Nursing Practice program

Description for catalog:

Current: Preparations to discover, examine, and evaluate knowledge, theories, and creative approaches to health care. Skills to: a) identify research questions in practices; b) critically evaluate existing practice in the light of research findings; and c) develop strategies to incorporate research findings into the clinical setting.

Proposed: Strategies to incorporate research findings into the clinical setting. Critical appraisal of the evidence in guiding patients or systems in improvement or implementation. Translation of evidence-based methods to establish the association between observed outcomes and intervention. Criteria for causal inferences, legal and ethical issues, associations between risk factors and disease outcomes will be explored.

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

Health Sciences DNP, Family Nurse Practitioner: 9611

Justification:

New student learning outcomes were completed for the Doctor of Nursing Practice (DNP) program. Content mapping prior to accreditation in fall of 2018 identified course outcomes and a course outline needing revision and refinement. National organization guidelines were revised and are reflected in the proposed course outcomes and content outline. The title was changed to accurately reflect the need to translate research into evidence-based practice at a higher level as expected with a terminal DNP at an aggregate level. The credit hours was reduced from a 3-credit hour to a 2-credit hour course. The credit hours were reduced due to NURS 501 giving a basic evidence-based practice foundation. This course builds upon NURS 501 for the advanced expectations with a terminal degree. The topical course outline and learning objectives were modified to reflect the advanced expectations and the translation of evidence-based practice into the clinical setting.

Topical course outline, current:

Course Modifications

1. Looking for the evidence
 - a. Defining evidence-based practice
 - b. Types of evidence
 - c. Systematic reviews
 - d. Information sourcing
2. Applying the evidence
 - a. Clinical effectiveness
 - b. Development of practice
 - c. Audit
3. Reflecting upon the evidence
 - a. Personal change
 - b. Organizational change
 - c. Ethical change

Topical course outline, proposed:

1. Types of evidence
 - a. Systematic and integrated literature reviews
 - b. Guidelines
 - c. Improvement science vs. implementation science
2. Applying the evidence
 - a. Clinical effectiveness
 - b. Application of prognosis, risk stratification
 - c. Risk vs. benefit: NNT NNS likelihood ratios
3. Models for EBP
 - a. Personal change
 - b. Organizational change
 - c. Ethical change

Student Learning Outcomes, current:

1. Articulate the relationships among theory, research, and nursing practice.
2. Discuss the role of masters-prepared nurses in promoting evidenced-based nursing practice.
3. Describe the methodologies appropriate for different types of research questions.
4. Critique evidence-based practice models and synthesize the best evidence for use in initiating systematic change to improve health care.
5. Identify a clinical problem and assess the need for change in health care based on data from internal and external resources.
6. Evaluate a study's usefulness for evidenced-based practice.
7. Synthesize the best evidence to support a plan for an evidence-based change in health care.

Student Learning Outcomes, proposed:

1. Evaluate the relationships among theory, research, and evidence-based practice.
2. Critique evidence-based practice models to initiate systematic changes to improve health care.
3. Predict a clinical problem utilizing internal and external resources for decision-making utilizing evidence-based practice.
4. Synthesize the best evidence to support a plan for an evidence-based change at the individual and aggregate level.
5. Explain legal and ethical issues related evidence-based practice recommendations for guiding individuals.

Discussions with affected departments:

Faculty who teach in the graduate nursing program agree to these changes.

Proposed by: K. Bridget Marshall

Expected Implementation: Fall 2019

Course Modifications

NURS 750

Intended semester to offer modified course for the 1st time: Spring 2021

	Current	Proposed
Course Prefix:	NURS	
Course No.:	750	
Credit Hours:	3	
Course Title:	Doctor of Nursing Practice Project: Evidence-Based Practice I	Doctor of Nursing Practice Scholarly Project: Design and Defend
Abbreviated Title:		Schlrly Prjct: Dsgn and Dfnd
Times for Credit:	1	1

Prerequisites:

Current: NURS 600, NURS 601, NURS 602, NURS 603, NURS 604, NURS 610, NURS 620, NURS 620, NURS 630, NURS 640, and NURS 660

Proposed: NURS 725

Description for catalog:

Current: Focuses on initial development of scholarly project proposal that demonstrates synthesis of doctoral work and lays the ground work for future scholarship. Emphasis on use of evidence to improve either practice or patient outcomes. Scholarly project reflects clinical immersion in a practice setting with a selected population group.

Proposed: Final development of scholarly project proposal that demonstrates synthesis of doctoral work. Emphasis on evidence-based practice models and methods, culminating with a proposal defense to improve practice or patient outcomes.

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

Health Sciences DNP, Family Nurse Practitioner: 9611

Justification:

New student learning outcomes were completed for the Doctor of Nursing Practice program. Content mapping prior to accreditation in fall of 2018 identified course outcomes and a course outline needing revision and refinement. National organization guidelines were revised and are reflected in the proposed course demonstrate advanced assessment skills of data collection via interview, client chart review, and physical examination.

The change to the prerequisite for NURS 750 to NURS 725 only is reflective of the successive steps in the DNP Scholarly Project process. The DNP Scholarly Project process follows a progression of scholarly work that builds on prior course content. NURS 725 is dedicated to the literature review and purpose justification. This is necessary content for continuing in NURS 750.

Topical course outline, current:

1. Orientation to clinical setting for immersion experience.
2. Clinical rotations in selected clinical setting with selected populations (360 clinical hours).
3. Application of Iowa model for evidence-based practice to generate focus of scholarly project.
4. Review of evidence including research literature, clinical practice guidelines, national databases, case studies, and interviews with clinical experts.
5. Scholarly project proposal development
6. Development of human subjects proposal
7. Development of plan for scholarly project completion

Topical course outline, proposed:

Course Modifications

1. Clinical immersion to inform scholarly project (SP)
2. Scholarly project proposal development and defense
3. Development of human subjects proposal if appropriate
4. Development of plan for scholarly project completion

Student Learning Outcomes, current:

1. Develop and evaluate care delivery approaches that meet current and future needs of patient populations based on scientific findings in nursing and other clinical sciences, as well as organizational, political, and economic sciences.
2. Articulate the evidence base for practice decisions, including the credibility of sources of information, and the relevance to the practice problem confronted.
3. Use analytic methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.
4. Develop DNP scholarly project proposal for human subjects review.
5. Advocate for the protection of human subjects in the conduct of research.
6. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.

Student Learning Outcomes, proposed:

1. Articulate the evidence-based practice decisions, including the credibility of sources of information, and the relevance to the practice problem confronted.
2. Use analytical methods to critically appraise existing literature and other evidence to determine and implement the best evidence for practice.
3. Defend the DNP scholarly project proposal prior to implementation.
4. Advocate for the protection of human subjects in creating an application for the Institutional Review Board.
5. Design and implement processes to evaluate outcomes of practice, practice patterns, and systems of care within a practice setting, health care organization, or community against national benchmarks to determine variances in practice outcomes and population trends.

Discussions with affected departments:

Health Science faculty reviewed and are in agreement with the proposed changes.

Proposed by: K. Bridget Marshall

Expected Implementation: Fall 2019

Course Modifications

NURS 760

Intended semester to offer modified course for the 1st time: Fall 2020

	Current	Proposed
Course Prefix:	NURS	
Course No.:	760	
Credit Hours:	3	
Course Title:	Doctor of Nursing Practice Project: Evidence-Based Practice II	Doctor of Nursing Practice Scholarly Project: Implementation and Evaluation
Abbreviated Title:		Schlrly Prjct: Implmnt and Evl
Times for Credit:	1	1

Description for catalog:

Current: Culmination of scholarly project includes translation of research into practice and the dissemination and integration of new knowledge into clinical practice as an advanced practice nurse. Evidence is generated through a practice setting to guide improvements in practice and outcomes of care.

Proposed: Culmination of scholarly project, including translation of evidence to address a gap in practice or to inform clinical practice at an individual or aggregate level. Implementation and evaluation of improvements in practice and outcomes of care. Project follows a systematic process and lays the groundwork for future scholarship.

Requirement or listed choice for any program of study: Yes No

Change affects program sheet or grad requirements: Yes No

Health Sciences DNP, Family Nurse Practitioner: 9611

Justification:

New student learning outcomes were completed for the Doctor of Nursing Practice program. Content mapping prior to accreditation in fall of 2018 identified course outcomes and a course outline needing revision and refinement. National organization guidelines were revised and are reflected in the proposed course demonstrate advanced assessment skills of data collection via interview, client chart review, and physical examination.

Topical course outline, current:

1. Clinical rotations in selected clinical settings with selected populations (360 clinical hours)
2. Implementation of scholarly project
3. Collection of data to evaluate outcomes of scholarly project.
4. Evaluation of scholarly project in relation to improvement of practice or patient outcomes.
5. Review of practice, organizational, population, fiscal and policy issues for implementation of project findings.
6. Dissemination of scholarly project findings.

Topical course outline, proposed:

1. Implementation of scholarly project
2. Collection of data to evaluate outcomes of scholarly project
3. Evaluation of scholarly project in relation to improvement of practice or patient outcomes
4. Dissemination of scholarly project findings

Student Learning Outcomes, current:

1. Use information technology and research methods appropriately to:
 - a. collect appropriate and accurate data to generate evidence for nursing practice
 - b. inform and guide the design of databases that generate meaningful evidence for nursing practice
 - c. analyze data from practice
 - d. design evidence-based interventions

Course Modifications

- e. predict and analyze outcomes
 - f. examine patterns of behavior and outcomes
 - g. identify gaps in evidence for practice
2. Apply relevant findings to develop practice guidelines and improve practice and the practice environment.
 3. Integrate evidence, clinical judgment, and interprofessional perspectives in planning, implementing, and evaluating outcomes of care for patient aggregates.
 4. Function as a practice specialist/consultant in collaborative knowledge-generating research.
 5. Disseminate findings from evidence-based practice and research to improve healthcare outcomes

Student Learning Outcomes, proposed:

1. Use information technology and systematic methods appropriately to:
 - a. collect appropriate and accurate data to generate evidence for nursing practice
 - b. inform and guide the design of databases that generate meaningful evidence for nursing practice
 - c. analyze data from practice
 - d. deliver and evaluate evidence-based interventions
 - e. predict and analyze outcomes
 - f. examine patterns of behavior and outcomes
2. Apply relevant findings to improve practice and the practice environment.
3. Integrate evidence, clinical judgment, and interprofessional perspectives in implementing, and evaluating outcomes of care for patient aggregates.
4. Disseminate findings from evidence-based practice and research to improve healthcare outcomes.
5. Lead inter-professional teams in the analysis of complex practice and organizational issues.

Discussions with affected departments:

Health sciences faculty have reviewed and are in agreement with the changes.

Proposed by: Bridget Marshall

Expected Implementation: Fall 2019

Program Additions

Nursing: Family Nurse Practitioner (FNP)

Degree Type: MSN

Abbreviated Name: Nursing: FNP

Proposed by: K. Bridget Marshall

Director of Teacher Education Signature:

Expected Implementation: Fall 2019

Colorado Mesa University

New Programs: Projected Enrollment, Revenue and Expense Estimates

Program Name: Family Nurse Practitioner

Step 1. Enrollment Assumptions

Fiscal /Academic Year	Cohort	Year 1		Year 2		Year 3		Year 4		Year 5	
		2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
		New	Existing	New	Existing	New	Existing	New	Existing	New	Existing
In-state Headcount	Year 1	2	7	3	7	3	10	4	12	8	12
	Year 2			2	7	3	7	3	10	4	12
	Year 3					2	7	3	7	3	10
Out-of-State Headcount	Year 1	2		2		3		3		4	
	Year 2			2	0	2	0	3	0	3	0
	Year 3					2		2	0	3	0
Program Headcount		4	7	9	14	15	24	18	29	25	34
In-state FTE	Total		5.40		12.90		17.27		21.57		26.87
Out-of-State FTE	Total		1.20		2.73		4.33		4.50		5.30
Program FTE	Total		6.60		15.63		21.60		26.07		32.17
Program Graduates	Total		-		-		5		5		5

Step 1a. Anticipated Credit Hours taken based on recommended course sequencing:

Per Student	Year 1	Year 2	Year 3	Year 4	Year 5
	18	23	6		
In-State Total	162	387	518	647	806
Out-of-State Total	36	82	130	135	159
Total	198	469	648	782	965

Revenue Rates - Per Credit Hour

Graduate Tuition	3%	5%	5%	5%
In-State	\$ 600.00	\$ 618.00	\$ 648.90	\$ 681.35
Out-of-State	\$ 1,000.00	\$ 1,030.00	\$ 1,081.50	\$ 1,135.58

Step 2. Program Revenue Projections

Tuition - New	\$ 57,600	\$ 146,260	\$ 208,730	\$ 261,636	\$ 371,299
Tuition - Existing	\$ 75,600	\$ 177,366	\$ 267,996	\$ 332,496	\$ 394,908
Total Tuition	\$ 133,200	\$ 323,626	\$ 476,725	\$ 594,133	\$ 766,207
Academic Fees - Existing					
Academic Fees - New					
State and Federal Grants - New					
Donations - New					
Other - New					
TOTAL PROGRAM REVENUES	\$ 133,200	\$ 323,626	\$ 476,725	\$ 594,133	\$ 766,207

Colorado Mesa University

New Programs: Projected Enrollment, Revenue and Expense Estimates

Program Name: Family Nurse Practitioner

Step 3. Program Expenses

	Year 1	Year 2	Year 3	Year 4	Year 5
<u>Operating Expenses:</u>					
Faculty Full-time	\$ 70,000	\$ 140,000	\$ 175,000	\$ 175,000	\$ 175,000
FTE	2.00	3.00	3.50	3.50	3.50
Benefits	24,500	49,000	61,250	61,250	61,250
Faculty Part-time					
FTE					
Benefits	-	-	-	-	-
Administrative and/or Support Staff	1,125	2,250	2,700	3,150	3,150
FTE	0.03	0.05	0.06	0.07	0.07
Benefits	394	788	945	1,103	1,103
Financial Aid (program specific)					
Supplies					
Equipment					
Travel					
Telecommunications					
Other (copier, postage)					
Total Operating Expenses	\$ 96,019	\$ 192,038	\$ 239,895	\$ 240,503	\$ 240,503
<u>Program Start-Up Expenses:</u>					
Capital Construction					
Equipment					
Library Acquisitions					
Other					
Total Start-Up Expenses	0	0	0	0	0
TOTAL PROGRAM EXPENSES	\$ 96,019	\$ 192,038	\$ 239,895	\$ 240,503	\$ 240,503
<u>Institutional Reallocation</u>					
Existing Funds in Dept's Budget					
Net New Expense Increase	\$ 96,019	\$ 192,038	\$ 239,895	\$ 240,503	\$ 240,503

Program Revenue and Expense Summary*					
Program Revenue and Expense					
Total Revenues	\$ 133,200	\$ 323,626	\$ 476,725	\$ 594,133	\$ 766,207
Total Expenses	\$ 96,019	\$ 192,038	\$ 239,895	\$ 240,503	\$ 240,503
Revenue less Expenses	\$ 37,181	\$ 131,589	\$ 236,830	\$ 353,630	\$ 525,704
New Revenue and Expense Impact					
Tuition	\$ 57,600	\$ 146,260	\$ 208,730	\$ 261,636	\$ 371,299
State and Federal Grants	-				
Donations	-				
Other	-				
Total Revenues	57,600	146,260	208,730	261,636	371,299
New Expenses	\$ 96,019	\$ 192,038	\$ 239,895	\$ 240,503	\$ 240,503

*Excludes other indirect program support services costs.



2019-2020 PROGRAM REQUIREMENTS

Degree: Master of Science in Nursing

Program of Study: Nursing

Cognate: Family Nurse Practitioner

About This Program . . .

The Family Nurse Practitioner program at the Master of Science in Nursing (MSN) level is designed for students wishing to practice as advanced practice nurses in primary care across the lifespan. Graduates of master's degree programs in nursing are prepared with additional knowledge and clinical expertise building on baccalaureate nursing practice. The MSN program at Colorado Mesa University is based on the "Essentials of Masters Education for Advanced Nursing Practice" identified by the American Association of Colleges of Nursing.

MSN graduates will be prepared to advance to higher levels of nursing education including Doctor of Nursing Practice (DNP) or Doctor of Philosophy in Nursing (PhD) programs. The program is an online format, providing flexibility for students to remain in their current work positions and home communities. Opportunities for personal interaction are included with faculty and peers in focused intensive sessions at selected points during the program.

Graduates of the Family Nurse Practitioner cognate are prepared for an advance practice role as a Family Nurse Practitioner will demonstrate practice expertise, specialized knowledge, and expanded responsibility and accountability in the care and management of individuals and families.

All CMU Master of Science graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, specialized knowledge/applied learning, information literacy, and ethical reasoning. In addition to these campus-wide student learning outcomes, a Master of Science in Nursing in Family Nurse Practitioner graduate will be able to:

1. Develop leadership skills and behaviors for interprofessional collaboration. (Master's Essential II - Org & Systems Leadership; Master's Essential VII – Interprofessional collaboration); (CMU 1 & 3; Specialized Knowledge/Applied Learning; Communication Fluency); (Bloom's Analyzing, Level 5); (NONPF– Leadership, Quality, Independent Practice)
2. Analyze quality improvement initiatives to improve the practice environment. (Master's Essential III – Quality Improvement; Master's Essential IV – Scholarship); (CMU – 1, 2, 3, 4, 5; Specialized Knowledge/Applied learning; Quantitative Fluency; Communication Fluency; Critical Thinking; Information Literacy); (Bloom's Analyzing, Level 4); (NONPF – Quality, Policies, Independent Practice)
3. Utilize information technology for interprofessional collaboration, learning, and practice. (Essential V – Informatics & Technology; Essential IX – Master's level nursing practice); (CMU 5, 6 – Information Literacy; Ethical Reasoning); (Bloom's Applying, Level 3); (NONPF – Technology & Information Literacy, Independent Practice)
4. Evaluate legal, ethical, and regulatory processes that impact professional nursing practice. (Master's Essential VI – Health policy & advocacy); (CMU – 6; Ethical reasoning); (Bloom's Analyzing – Level 5); (NONPF – Policies, Ethics, Independent Practice)
5. Create culturally relevant health policy strategies for individual and aggregate populations. (Master's Essential VIII – Clinical Prevention and Population Health); (CMU 4 & 5 – Information Literacy; Ethical Reasoning); (Bloom's Creating – Level 6); (NONPF - Practice Inquiry, Policies, Independent Practice)
6. Synthesize nursing and related sciences for applied learning across diverse populations. (Master's Essential I – Science & Humanities; Master's Essential IX Level Nursing Practice); (CMU 1, 4, 5 – Specialized Knowledge; Critical Thinking; Information Literacy); (Bloom's Creating, Level 6); (NONPF – Scientific Foundation, Practice Inquiry, Health Delivery System, Independent Practice)

Advising Process and DegreeWorks

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a degree. Some courses are critical to complete in specific semesters while others may be moved around. Meeting with an academic advisor is essential in planning courses and discussing the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar's Office to evaluate progress towards a certificate and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar's Office.

Graduation Process

Students must complete the following in the first two months of the semester prior to completing their degree requirements (for one semester certificates complete in the first week of class):

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the “Intent to Graduate” form to the Registrar’s Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at <http://www.coloradomesa.edu/registrar/graduation.html>.

If your petition for graduation is denied, it will be your responsibility to apply for graduation in a subsequent semester. Your “Intent to Graduate” does not automatically move to a later graduation date.

INSTITUTIONAL GRADUATE DEGREE REQUIREMENTS

The following institutional requirements apply to all CMU graduate-level degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- Graduate certificates consist of a minimum of 5 credit hours. Master’s degrees consist of a minimum of 30 credit hours. Doctoral degrees consist of a minimum of 60 credit hours.
- All credits in a graduate program must be minimally at the 500-level.
- At least fifty percent of the credit hours must be taken at CMU.
- Students must achieve a 3.00 cumulative GPA or higher in all CMU coursework.
- Students may not apply coursework with a grade lower than a “B” toward graduation requirements.
- A course may only be used to fulfill one requirement for each degree/certificate.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Requirements.
- The Catalog Year determines which program sheet and certificate requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See “Requirements for Graduate Degrees and Certificates” in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC REQUIREMENTS

- There are 47 credit hours for the MSN in Nursing: Family Nurse Practitioner.
- Admission to the program follows general admission policies and procedures for graduate programs outlined in the university catalog.
- A bachelor’s degree in nursing from a regionally accredited college or university is required, prior to beginning the program. Applicants must have maintained a GPA of 3.0 or better in baccalaureate nursing coursework.
- Applicants must hold a current, unrestricted license to practice as a registered nurse in their state of licensure.
- It is recommended that students work closely with a faculty advisor when selecting courses and scheduling classes prior to registration.

MSN IN NURSING: FAMILY NURSE PRACTITIONER, REQUIREMENTS (47 semester hours)

Required Core Courses (20 semester hours)

- NURS 500 Theoretical Foundations (3)
- NURS 501 Evidence-Based Practice (3)
- NURS 536 Leading through Quality, Policy and Ethics (3)
- NURS 525 Advanced Pathophysiology (3)
- NURS 526 Advanced Pharmacology for Nursing (3)
- NURS 527 Advanced Health Assessment (2)
- NURS 577 Clinical Practicum: Advanced Health Assessment (1)
- NURS 535 Health Promotion and Disease Prevention (2)

Family Nurse Practitioner Cognate (27 semester hours)

- NURS 586 Clinical Procedures (1)
- NURS 588 Diagnostic Testing (1)
- NURS 600 Advanced Practice Nursing Issues (2)
- NURS 601 Primary Care of the Infant, Child and Adolescent (3)
- NURS 602 Primary Care of the Adult (3)
- NURS 603 Primary Care of the Older Person (3)
- NURS 604 Primary Care of Rural and Underserved Populations: Capstone (1)
- NURS 605 Mental and Behavioral Health (2)
- NURS 615 Clinical Practicum: Mental and Behavioral Health (1)
- NURS 610 Clinical Practicum: Infant, Child and Adolescent (2)
- NURS 620 Clinical Practicum: Adult (3)
- NURS 630 Clinical Practicum: Older Person (2)
- NURS 640 Clinical Practicum: Rural and Underserved Populations - Capstone (3)

SUGGESTED COURSE SEQUENCING

Year One, Fall Semester: 9 credits

- NURS 500 Theoretical Foundations (3)
- NURS 501 Evidence-Based Practice (3)
- NURS 525 Advanced Pathophysiology (3)

Year One, Spring Semester: 6 credits

- NURS 526 Advanced Pharmacology for Nursing (3)
- NURS 527 Advanced Health Assessment (2)
- NURS 577 Clinical Practicum: Advanced Health Assessment (1)

Year One, Summer Semester: 3 credits

- NURS 535 Health Promotion Disease Prevention (2)
 - NURS 586 Clinical Procedures (1)
-

Year Two, Fall Semester: 9 credits

- NURS 605 Mental and Behavioral Health (2)
- NURS 615 Clinical Practicum: Mental and Behavioral Health (1)
- NURS 602 Primary Care of the Adult (3)
- NURS 620 Clinical Practicum: Adult (3)

Year Two, Spring Semester: 10 credits

- NURS 601 Primary Care of the Infant, Child and Adolescent (3)
- NURS 603 Primary Care of the Older Person (3)
- NURS 610 Clinical Practicum: Infant, Child and Adolescent (2)

- NURS 630 Clinical Practicum: Older Person (2)

Year Two, Summer Semester: 4 credits

- NURS 536 Leading through Quality, Policy and Ethics (3)
 - NURS 588 Diagnostic Testing (1)
-

Year Three, Fall Semester: 6 credits

- NURS 600 Advanced Practice Nursing Issues (2)
- NURS 604 Primary Care of Rural and Underserved Populations: Capstone (1)
- NURS 640 Clinical Practicum: Primary Care of Rural and Underserved Populations - Capstone (3)

Program Deletion

Department: Health Sciences

Degree Type: MSN

Program: Nursing-Nursing Leadership and Administration: 8613

Justification:

After consulting with Health Sciences Department Head, the Department of Business deleted their coordinating Medical Informatics track under the agreement that the program itself would be deleted. Health Sciences is now completing that portion of the agreement. There is no enrollment in this program. There has been no enrollment since the program was developed. There have been no inquiries into the program.

Teach-out Plan:

There are no students in this program and there have been no inquiries to enter the program.

Term and year in which all students will have completed: N/A No students have entered or completed

Year to reexamine program's status: Fall 2018

Proposed by: K. Bridget Marshall

Director of Teacher Education Signature:

Program Deletion

Department: Health Sciences

Degree Type: Grad Cert

Program: Health Information Technology Systems: 7603

Justification:

This was discussed with Dr. Kyle Stone, Dr. Bette Schans and our graduate faculty. We have had no student interest in the program in several years. The decision was made to delete the program due to lack of student interest. This will free faculty time dedicated to teaching these courses.

Teach-out Plan:

No students are currently in this program.

Term and year in which all students will have completed: N/A No students have completed this degree.

Year to reexamine program's status: Fall 2018

Proposed by: K. Bridget Marshall

Director of Teacher Education Signature:

Program Modification

Family Nurse Practitioner: 9611

Degree Type: DNP

Revision to program sheet: Yes No

Description of modification:

The following changes are necessary for the program modifications.

1. Program modifications

- a. Updated DNP program student learning outcomes (SLOs).
- b. Changed required hours for DNP degree from 79 to 78 semester hours.

2. Course modifications

- a. NURS 500: Theoretical Foundations - Catalog description, topical course outline, and student learning outcomes changed
- b. NURS 501: Evidence-Based Practice - Title, prerequisites, catalog description, topical course outline, and student learning outcomes changed.
- c. NURS 504: Advanced Health Policy and Ethics - Title, prerequisite, catalog description, topical course outline, and student learning outcomes changed.
- d. NURS 505: Advanced Quality Improvement and Leadership - Title, catalog description, topical course outline, and student learning outcomes changed.
- e. NURS 525: Advanced Pathophysiology - Title, catalog description, topical course outline, and student learning outcomes changed.
- f. NURS 526: Advanced Pharmacology for Nursing - Title, catalog description, topical course outline, and student learning outcomes changed.
- g. NURS 527: Advanced Health Assessment - Credit hours, contact hours, student preparation minutes, academic engagement minutes changed. Prerequisites changed, co-requisite was added. Catalog description, topical course outline, and student learning outcomes changed.
- h. NURS 535: Health Promotion and Disease Prevention - Credit hours, contact hours, student preparation minutes, and academic engagement minutes changed. Prerequisites changed. Catalog description, topical course outline, and student learning outcomes changed.
- i. NURS 601: Primary Care of the Infant, Child, and Adolescent - Title, topical course outline, and student learning outcomes changed.
- j. NURS 602: Primary Care of the Adult - Catalog description, topical course outline, and student learning outcomes changed.
- k. NURS 603: Primary Care of the Older Person - Catalog description, topical course outline, and student learning outcomes changed.
- l. NURS 604: Primary Care of Rural and Underserved Populations: Capstone - Title, catalog description, topical course outline, and student learning outcomes changed.
- m. NURS 610: Clinical Practicum: Infant, Child, and Adolescent - Title, credit hour, academic engagement, student preparation, catalog description, topical course outline, and student learning outcomes changed.
- n. NURS 620: Clinical Practicum: Adult - Catalog description, topical course outline, and student learning outcomes changed.
- o. NURS 625: Statistics for Health Sciences - Catalog description, topical course outline, and student learning outcomes changed.
- p. NURS 626: Clinical Epidemiology - Title, prerequisite, catalog description, topical course outline, and student learning outcomes changed.
- q. NURS 630: Clinical Practicum: Older Person - Credit hours, contact hours, academic engagement, student preparation, catalog description, topical course outline, and student learning outcomes changed.
- r. NURS 640: Clinical Practicum Capstone: Primary Care of Rural and Underserved Populations - Title, credit hour, contact hour, academic engagement, student preparation, catalog description, topical course outline, and student learning outcomes changed.
- s. NURS 650: Clinical Preceptorship I - Title, contact hours, type of instructional activity (lecture to lab), academic engagement, student preparation minutes, prerequisites, catalog description, topical course

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outline, and student learning outcomes changed.

t. NURS 652: Clinical Preceptorship II - Title, contact hours, type of instructional activity (lecture to lab), academic engagement, student preparation minutes, prerequisites, catalog description, topical course outline, and student learning outcomes changed.

u. NURS 660: Doctor of Nursing Practice Scholarly Project: Identification - Title, prerequisites, catalog description, topical course outline, and student learning outcomes changed.

v. NURS 700: Translational Evidence-Based Practice - Title, contact hours, academic engagement minutes, student preparation minutes, prerequisites, catalog description, topical course outline, and student learning outcomes changed.

w. NURS 750: Doctor of Nursing Practice Scholarly Project: Design and Defend - Title, prerequisites, catalog description, topical course outline, and student learning outcomes changed.

x. NURS 760: Doctor of Nursing Practice Scholarly Project: Implementation and Evaluation - Title, catalog description, topical course outline, and student learning outcomes changed.

3. Course additions

a. NURS 536: Leading through Quality, Policy, and Ethics (3)

b. NURS 577: Clinical Practicum: Advanced Health Assessment (1)

c. NURS 586: Clinical Procedures (1)

d. NURS 588: Diagnostic Testing (1)

e. NURS 605: Mental and Behavioral Health (2)

f. NURS 615: Clinical Practicum: Mental and Behavioral Health (1)

g. NURS 627: Health Information Systems in Advanced Nursing Practice (2)

h. NURS 725: Doctor of Nursing Practice Scholarly Project: Development (2)

Justification:

The following justifications refer to the modifications listed above.

1 a. Program modifications - the DNP program student learning outcomes were updated to align with the new CMU graduate outcomes.

1 b. Required hours were reduced to make the DNP program more competitive with similar programs nationally.

2. Course modifications -

a. Titles, catalog descriptions, topical course outlines, and student learning outcomes were updated to be congruent with institutional graduate program outcomes and expectations of our national accreditation body:

(1) NURS 500: Theoretical Foundations

(2) NURS 501: Evidence-Based Practice

(3) NURS 504: Advanced Health Policy and Ethics

(4) NURS 505: Advanced Quality Improvement and Leadership

(5) NURS 525: Advanced Pathophysiology

(6) NURS 526: Advanced Pharmacology for Nursing

(7) NURS 527: Advanced Health Assessment

(8) NURS 535: Health Promotion and Disease Prevention

(9) NURS 601: Primary Care of the Infant, Child, and Adolescent

(10) NURS 602: Primary Care of the Adult (title unchanged)

(11) NURS 603: Primary Care of the Older Person (title unchanged)

(12) NURS 604: Primary Care of Rural and Underserved Populations: Capstone

(13) NURS 610: Clinical Practicum: Infant, Child, and Adolescent

(14) NURS 620: Clinical Practicum: Adult (title unchanged)

(15) NURS 625: Statistics for Health Sciences (title unchanged)

(16) NURS 626: Clinical Epidemiology

(17) NURS 630: Clinical Practicum: Older Person

(18) NURS 640: Clinical Practicum Capstone: Rural and Underserved Populations

(19) NURS 650: Clinical Preceptorship I

(20) NURS 652: Clinical Preceptorship II

(21) NURS 660: Doctor of Nursing Practice Scholarly Project: Identification (see below for justification for

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course title)

(22) NURS 700: Translational Evidence-Based Practice

(23) NURS 750: Doctor of Nursing Practice Scholarly Project: Design and Defend (see below for justification for course title)

(24) NURS 760: Doctor of Nursing Practice Scholarly Project: Implementation and Evaluation (see below for justification for course title)

Justification for the course title of Doctor of Nursing Practice Scholarly Project:

According to the American Association of Colleges of Nursing (AACN), the white paper titled: The Doctor of Practice: Current Issues and Clarifying Recommendations (2015), the report from the task force on the implementation of the DNP, it is stated clearly the term for the project is the DNP Project (II - 1.).

Specifically the white paper states: "The final project should be called DNP Project to avoid confusion with the term capstone, which is used at varying levels of education (National Organization of Nurse Practitioner Faculties, 2013). The DNP Project is not a research dissertation; therefore, this term should not be used."

We have adopted this terminology by the Graduate Program Faculty as it is in alignment with national standards. Therefore, for NURS 660, NURS 725, NURS 750, and NURS 760 the term "doctor of nursing practice (DNP) scholarly project" will accurately reflect national standard terminology for the cumulative project and process for the clinical doctorate here at CMU. The terminology of DNP Scholarly Project is in alignment with other local and national universities including within our state universities where DNP programs are offered. The DNP Scholarly Project deliverable is a different process than a research-focused PhD. While the PhD focuses on new generalizable knowledge, the DNP project focuses on "Appraisal, Application, and Evaluation of Current Knowledge" (U.S. Department of Health and Human Services Centers for Disease Control and Prevention, 2011; Introduction to Program Evaluation for Public Health Programs: White, et al., 2016; Translation of Evidence into Nursing and Healthcare; and American Association of Colleges of Nursing, 2014; Key Differences Between DNP and PhD/DNS Programs). The DNP Scholarly Project is a scholarly process that is sequentially distinct from the PhD. The DNP Scholarly Project process is the following: identification of a clinical gap in practice, needs assessment (NURS 660, DNP Scholarly Project: Identification), synthesis of an integrated or systematic literature review in support of the DNP Scholarly Project purpose (NURS 725, DNP Scholarly Project: Development), adoption of a theoretical framework to guide the methodology for implementation of evidence-based practice in a healthcare setting, and defense of the proposed implementation (NURS 750, DNP Scholarly Project: Design and Defend), implementation of the proposed project to address the gap in clinical practice and to evaluate the outcomes of the process (NURS 760, DNP Scholarly Project: Implement and Evaluate). The term "scholarly" was adopted by nursing faculty to represent the rigor of the project process and is in alignment with the American Association of Colleges of Nursing (AACN).

b. Prerequisites were changed in order to blend with new Master of Science Family Nurse Practitioner courses and to scaffold content according to the updated course progression plan.

(1) NURS 501: Evidence-Based Practice

(2) NURS 504: Advanced Health Policy and Ethics

(3) NURS 527: Advanced Health Assessment

(4) NURS 535: Health Promotion and Disease Prevention

(5) NURS 626: Clinical Epidemiology

(6) NURS 650: Clinical Preceptorship I

(7) NURS 652: Clinical Preceptorship II

(8) NURS 660: Doctor of Nursing Practice Scholarly Project: Identification

(9) NURS 700: Translational Evidence-Based Practice

(10) NURS 750: Doctor of Nursing Practice Scholarly Project: Design and Defend

c. A co-requisite was added to NURS 527: Advanced Health Assessment because we needed to designate separate courses requiring clinical hours per our accrediting body

d. Credit hours, clinical hours, student preparation minutes, and academic engagement minutes were modified to differentiate between the Master's of Science in Nursing Family Nurse Practitioner degree and the Doctor of Nursing Practice Family Nurse Practitioner degree.

(1) NURS 527: Advanced Health Assessment

(2) NURS 535: Health Promotion and Disease Prevention

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- (3) NURS 610: Clinical Practicum: Infant, Child, and Adolescent
- (4) NURS 630: Clinical Practicum: Older Person
- (5) NURS 640: Clinical Practicum Capstone: Rural and Underserved Populations
- (6) NURS 650: Clinical Preceptorship I
- (7) NURS 652: Clinical Preceptorship II
- (8) NURS 700: Translational Evidence-Based Practice

e. Changes were made in instructional activity, going from lecture to lab to differentiate between clinical and didactic courses

- (1) NURS 650: Clinical Preceptorship I
- (2) NURS 652: Clinical Preceptorship II

3. Course additions

a. New courses were added based on recommendations from our accrediting organization. We were required to separate out clinical content from didactic content so added new clinical courses.

- (1) NURS 577: Clinical Practicum: Advanced Health Assessment (1)
- (2) NURS 586: Clinical Procedures (1)
- (3) NURS 588: Diagnostic Testing (1)
- (4) NURS 615: Clinical Practicum: Mental and Behavioral Health (1)

b. Some prior courses were combined to condense the content. So that required new courses to be developed to include the combined content.

- (1) NURS 536: Leading through Quality, Policy, and Ethics (3)
- (2) NURS 627: Health Information Systems in Advanced Nursing Practice (2)

c. New courses were developed due to the need to add additional substantive content to meet the standards for nurse practitioner programs.

- (1) NURS 605: Mental and Behavioral Health (2)
- (2) NURS 725: Doctor of Nursing Practice Scholarly Project: Development (2)

Revision to SLOs: Yes No

New DNP SLOs

1. Build intra and interprofessional collaboration to improve health-care quality across diverse populations. (CMU 2) (NONPF - Leadership, Quality, Health Delivery System) (DNP Essentials - VI, VII, VIII)- Bloom's (Creating)

Curriculum courses: NURS 500 Theoretical Foundations (3); NURS 501 Evidenced-Based Practice (3); NURS 536 Leading through Quality, Policy and Ethics (3); NURS 600 Advanced Practice Nursing Issues (2); NURS 640 Clinical Practicum: Rural and Underserved Populations - Capstone (3); NURS 660 Doctor of Nursing Practice Scholarly Project: Identification (2); NURS 725 Doctor of Nursing Practice Scholarly Project: Development (2); NURS 750 Doctor of Nursing Practice Scholarly Project: Design and Defend (3); NURS 760 Doctor of Nursing Practice Scholarly Project: Implementation and Evaluation (3)

2. Compile and evaluate health care information systems to strengthen, support, or improve the health delivery system. (CMU 2) (NONPF - Scientific Foundation, Practice Inquiry) (DNP Essentials - III, IV, VIII) - Bloom's (Creating)

Curriculum courses: NURS 501 Evidenced-Based Practice (3) NURS 536 Leading through Quality, Policy and Ethics;(3); NURS 577 Clinical Practicum: Advanced Health Assessment (1); NURS 586 Clinical Procedures (1); NURS 588 Diagnostic Testing (1); NURS 615 Clinical Practicum: Mental and Behavioral Health (1); NURS 610 Clinical Practicum: Infant, Child, and Adolescent; NURS 620 Clinical Practicum: Adult (3); NURS 630 Clinical Practicum: Older Person (2); NURS 627 Health Information Systems in Advanced Nursing Practice (2); NURS 625 Statistics for Health Sciences (3)

3. Interpret social justice, equity, and ethical policies in health care for complex decision making for individuals and populations. (CMU 6) (NONPF - Literacy, Policies, Ethics, Independent Practice) (DNP Essentials - V, VII) - Bloom's (Evaluating)

Curriculum courses: NURS 501 Evidenced Based Practice (3); NURS 535 Health Promotion and Disease Prevention (2); NURS 536 Leading through Quality, Policy and Ethics (3); NURS 600 Advanced Practice Nursing Issues (2); NURS 604 Primary Care of Rural and Underserved Populations: Capstone (1); NURS 504 Advanced Health Policy and Ethics (2); NURS 640 Clinical Practicum Capstone: Rural and Underserved

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Populations (3); NURS 626 Clinical Epidemiology (3)

4. Develop theoretical and scientific practice initiatives and/or policies for quality improvement to promote a culture of safety in diverse organizational cultures and populations. (CMU 1, 6) (NONPF - Leadership, Quality, Policies, Ethics) (DNP Essentials - I, II, V) - Bloom's (Creating)

Curriculum courses: NURS 501 Evidenced Based Practice (3); NURS 535 Health Promotion and Disease Prevention (2); NURS 536 Leading through Quality, Policy and Ethics (3); NURS 600 Advanced Practice Nursing Issues (2); NURS 700 Translational Evidence-Based Practice (2)

5. Modify complex clinical situations and health care systems through the integration and utilization of evidence-based practice to promote optimal outcomes. (CMU 3) (NONPF - Scientific Foundation, Leadership, Policies, Health Delivery System, Independent Practice) (DNP Essentials - I, II, VIII) - Bloom's (Creating)

Curriculum courses: NURS 660 Doctor of Nursing Practice Scholarly Project: Identification (2); NURS 725 Doctor of Nursing Practice Scholarly Project: Development (2); NURS 750 Doctor of Nursing Practice Scholarly Project: Design and Defend (3); NURS 760 Doctor of Nursing Practice Scholarly Project: Implementation and Evaluation (3)

6. Improve the delivery of care to individuals, families, and communities through advanced nursing science. (CMU 1, 4, 5) (NONPF - Scientific Foundation, Independent Practice, Practice Inquiry, Health Delivery System), (DNP Essentials - I, VI, VII, VIII)

Curriculum courses: NURS 501 Evidenced Based Practice (3); NURS 525 Advanced Pathophysiology (3); NURS 526 Advanced Pharmacology for Nursing (3); NURS 527 Advanced Health Assessment (2); NURS 605 Mental and Behavioral Health (2); NURS 601 Primary Care of the Infant, Child and Adolescent (3); NURS 602 Primary Care of the Adult (3); NURS 603 Primary Care of the Older Person (3); NURS 625 Statistics for Health Sciences (3); NURS 650 Clinical Preceptorship I (3); NURS 652 Clinical Preceptorship II (3); NURS 626 Clinical Epidemiology (3) NURS 700 Translational Evidence-Based Practice (2)

Below is the information from the Self Evaluation Plan (SEP) that was revised and restarted in fall of 2018. The decision was made by faculty to review the BSN to DNP ESLOs in the fall and the MSN ESLOs in spring. See the chart below directly from the SEP:

"Standard III: Program Quality: Curriculum and Teaching-Learning Practices

The curriculum is developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that: are congruent with the program's mission and goals; are congruent with the roles for which the program is preparing its graduates; and consider the needs of the program-identified community of interest.

Elaboration: Curricular objectives (e.g., course, unit, and/or level objectives or competencies as identified by the program) provide clear statements of expected learning that relate to student outcomes. Expected outcomes relate to the roles for which students are being prepared.

Program Benchmark: The curriculum will be evaluated annually by graduate nursing faculty and the program's community of interest for congruence between expected student outcomes and the program's mission and goals, and roles of masters- and doctorally-prepared nurses."

Other changes: Yes No

Discussions with affected departments:

Department of Health Sciences faculty teaching in the BSN to DNP program are in agreement with the changes.

Proposed by: K. Bridget Marshall

Program Modification

Director of Teacher Education Signature:

Expected Implementation: Fall 2019



2019-2020 PROGRAM REQUIREMENTS
Degree: Doctor of Nursing Practice
Program of Study: Family Nurse Practitioner (FNP)

About This Program . . .

The Doctor of Nursing Practice (DNP) is designed for those nurses who are interested in assuming an advanced ~~nursing~~ nursing practice role as a Family Nurse Practitioner (FNP). DNP graduates are prepared as clinical experts in the delivery of primary care, with a focus on critical thinking, leadership, and ~~political~~ political policy skills needed to advocate and create changes in healthcare practice at all ~~at~~ at individual (patient and family) and aggregate (organization, community, public policy) levels. The program includes 1000 hours of immersion in clinical practice to build and assimilate knowledge for advanced practice at a high level of complexity. These experiences provide the context within which the final DNP scholarly project is completed.

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The DNP degree is built upon the generalist foundation acquired through a baccalaureate in nursing; advanced placement is also available for students with a prior master's degree in nursing. Graduates prepared for an advance practice role as a Family Nurse Practitioner will demonstrate practice expertise, specialized knowledge, and expanded responsibility and accountability in the care and management of individuals and families.

The program ~~uses an online delivery format~~ is an hybrid online format, providing flexibility for students to remain in their current work positions and home ~~communities, communities in western Colorado using online course delivery methods~~ communities. Opportunities for personal interactions are included with faculty and peers in focused intensive sessions at selected points during ~~each the~~ each the semester. ~~Clinical coursework and immersion experiences will be arranged in primary care settings across the region~~ Clinical coursework and immersion experiences will be arranged in primary care settings across the region. Students will complete most clinical requirements in their home community ies, but may need to travel for specialized clinical experiences including rural health care settings.

All CMU doctoral-level graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, a Doctor of Nursing Practice – Family Nurse Practitioner graduate will be able to:

1. Build intra and interprofessional collaboration to improve health-care quality across diverse populations. (CMU 2) (NONPF – Leadership, Quality, Health Delivery System) (DNP Essentials – VI, VII, VIII)
 2. Compile and evaluate health care information systems to strengthen, support, or improve the health delivery system. (CMU 2) (NONPF – Scientific Foundation, Practice Inquiry) (DNP Essentials – III, IV, VIII)
 3. Interpret social justice, equity, and ethical policies in health care for complex decision making for individuals and populations. (CMU 6) (NONPF – Literacy, Policies, Ethics, Independent Practice) (DNP Essentials – V, VII)
 4. Develop theoretical and scientific practice initiatives and/or policies for quality improvement to promote a culture of safety in diverse organizational cultures and populations. (CMU 1, 6) (NONPF – Leadership, Quality, Policies, Ethics) (DNP Essentials – I, II, V)
 5. Modify complex clinical situations and health care systems through the integration and utilization of evidence-based practice to promote optimal outcomes. (CMU 3) (NONPF – Scientific Foundation, Leadership, Policies, Health Delivery System, Independent Practice) (DNP Essentials – I, II, VIII)
 6. Improve the delivery of care to individuals, families, and communities through advanced nursing science. (CMU 1, 4, 5) (NONPF – Scientific Foundation, Independent Practice, Practice Inquiry, Health Delivery System), (DNP Essentials – I, VI, VII, VIII)
- ~~1. Advance science, education, leadership, practice, or policy within a chosen discipline by completing an original research project approved by a faculty panel. (Specialized Knowledge/Applied Learning)~~
 - ~~2. Employ discipline-specific logical, mathematical, or statistical methods, or other analytical processes to address a topic or issue. (Quantitative Fluency)~~

~~3. Create oral and written arguments or explanations, well-grounded in discipline-specific theories and methods, for specified audiences. (Communication Fluency)~~

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a certificate. Some courses are critical to complete in specific semesters while others may be moved around. Meeting with an academic advisor is essential in planning courses and discussing the suggested course sequencing. It is ultimately the student's responsibility to understand and fulfill the requirements for her/his intended degree.

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- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
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- Students must achieve a 3.00 cumulative GPA or higher in all CMU coursework.
- ~~Students may not apply coursework with a grade lower than a "B" toward graduation requirements.~~
- A course may only be used to fulfill one requirement for each degree/certificate.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Requirements.
- The Catalog Year determines which program sheet and certificate requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See "Requirements for Graduate Degrees and Certificates" in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC REQUIREMENTS

- Admission to the program follows the general admissions policies & procedures for graduate programs outlined in the university catalog.
- A bachelor's degree in nursing from a regionally accredited college or university is required, prior to beginning the program. Applicants must have maintained a GPA of 3.0 or better in baccalaureate nursing coursework.
- ~~79-78 Semester Hours are required for the Doctor of Nursing Practice Degree.~~
- ~~No class grade lower than a "B" will be counted toward the degree.~~
- It is recommended that students work closely with a faculty advisor when selecting courses and scheduling classes prior to registration.

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DOCTOR OF NURSING PRACTICE, FAMILY NURSE PRACTITIONER REQUIREMENTS (79.78 semester hours)

Required Core Courses (23.7 semester hours)

- NURS 500 - Theoretical Foundations (3)
- NURS 501 - ~~Nursing Research Methods- Evidence-Based Practice~~ (3)
- ~~NURS 502 - Health Information Systems (3)~~
- NURS 505 - ~~Advanced Quality Improvement & Leadership~~ (Assessment and Improvement in Healthcare Settings)(3)
- NURS 536 - Leading through Quality, Policy and Ethics (3)
- NURS 625 - Statistics for Health Sciences (3)
- NURS 626 - Clinical Epidemiology (3)
- NURS 700 - ~~Translational~~ Evidence-Based Practice (2)

Advanced Nursing Practice Cognate (44.6 semester hours)

- NURS 525 - ~~Advanced Pathophysiology Concepts~~ (3)
- NURS 526 - ~~Advanced Pharmacology for Advanced Nurse Practitioners Nursing~~ (3)
- ~~NURS 527 - Advanced Health Assessment (3)~~
- ~~NURS 535 - Health Promotion and Disease Prevention (2)~~
- ~~NURS 5XX77 - Clinical Practicum: Advanced Health Assessment (1)~~
- ~~NURS -5XX86 - Clinical Procedures (1)~~
- ~~NURS -5XX88 - Diagnostic Testing (1)~~
- ~~NURS 530 - Chronic Illness Management (3)~~
- NURS 601 - Primary Care of the ~~Infant, Child, and~~ Adolescent (3)
- NURS 602 - Primary Care of the Adult (3)
- NURS 603 - Primary Care of the Older Person(3)
- NURS 604 - Primary Care of Rural ~~and Underserved~~ Populations; ~~Capstone~~ (1)
- ~~NURS -6XX05 - Mental and Behavioral Health (2)~~
- ~~NURS 610 - Clinical Practicum: Infant, Child, and Adolescent (2)~~
- ~~NURS -6XX15 - Clinical Practicum: Mental and Behavioral Health (1)~~
- ~~NURS 610 - Clinical Practicum: Infant, Child, and Adolescent (2)~~
- ~~NURS 627 - Health Information Systems in Advanced Nursing Practice (3)~~
- NURS 630 - ~~Clinical Practicum: Older Person (2)~~
- NURS 640 - ~~Clinical Practicum Capstone: Synthesis Clinical Practicum: Rural & Vulnerable and Underserved Populations- Capstone~~ Health Care (3)
- NURS 650 - ~~Clinical Family Nurse Practitioner Preceptorship I (3)~~
- NURS 652 - ~~Clinical Family Nurse Practitioner Preceptorship II (3)~~
- ~~NURS 660 - Transition to the Doctor of Nursing Practice (2)~~

DNP Scholarly Project (10.6 semester hours)

- ~~NURS 660 - Doctor of Nursing Practice Scholarly Project: Identification (2)~~
- ~~NURS -7XX25 - Doctor of Nursing Practice Scholarly Project: Development (2)~~
- NURS 750 - ~~Doctor of Nursing Practice~~ Doctor of Nursing Practice Scholarly Project: Evidence-Based Practice I Design and/Defend (3)
- NURS 760 - ~~Doctor of Nursing Practice~~ Doctor of Nursing Practice Scholarly -Project: Evidence-Based Practice II Implementation and ~~Evaluation~~ (3)

Other Requirements

- ~~Oral defense of proposal~~ Completion of Oral Comprehensive Exam

SUGGESTED COURSE SEQUENCING

Year One, Fall Semester: 9.6 credits

- NURS 500 - Theoretical Foundations (3)
- ~~NURS 502 - Health Information Systems (3)~~
- ~~NURS 525 - Advanced Pathophysiology (3)~~

Year One, Spring Semester: 6.9 credits

- ~~NURS 503 - Organizational Leadership (3)~~

- ~~NURS -527~~ [Advanced Health Assessment \(2\)](#)
 - ~~NURS 5XX77~~ [Clinical Practicum: Advanced Health Assessment \(1\)](#)
- Year One, Summer Semester: 3 credits**
- ~~NURS 501~~ [Nursing Research Methods \(3\)](#)
 - ~~NURS 5XX86~~ [Clinical Procedures \(1\)](#)
- Year Two, Fall Semester: 96 credits**
- ~~NURS 525~~ [Pathophysiologic Concepts \(3\)](#)
 - ~~NURS 6XX15~~ [Clinical Practicum: Mental and Behavioral Health \(1\)](#)
 - ~~NURS 602~~ [Primary Care of the Adult \(3\)](#)
 - ~~NURS 620~~ [Clinical Practicum: Adult \(3\)](#)
- Year Two, Spring Semester: 10-6 credits**
- ~~NURS 526~~ [Pharmacology for Advanced Nursing Practice \(3\)](#)
 - ~~NURS 603~~ [Primary Care of the Older Person \(3\)](#)
 - ~~NURS 610~~ [Clinical Practicum: Infant, Child, and Adolescent \(2\)](#)
 - ~~NURS -630~~ [Clinical Practicum: Older Person \(2\)](#)
- Year Two, Summer Semester: 34 credits**
- ~~NURS 527~~ [Advanced Health Assessment \(3\)](#)
 - ~~NURS -6XX588~~ [Diagnostic Testing \(1\)](#)
- Year Three, Fall Semester: 68 credits**
- ~~NURS 600~~ [Advanced Practice Nursing Issues \(2\)](#)
 - ~~NURS 602~~ [Primary Care of the Adult \(3\)](#)
 - ~~NURS -640~~ [Synthesis-Clinical Practicum Capstone: Rural and Vulnerable/Underserved Populations—Capstone \(3\)](#)
- Year Three, Spring Semester: 98 credits**
- ~~NURS 601~~ [Primary Care of the Child/Adolescent \(3\)](#)
 - ~~NURS 625~~ [Statistics for Health Sciences \(3\)](#)
 - ~~NURS -660~~ [Doctor of Nursing Practice Scholarly Project: Identification \(2\)](#)
- Year Three, Summer Semester: 2 credits**
- ~~NURS 627~~ [Health Information Systems and Advanced Nursing Practice \(2\)](#)
- Year Four, Fall Semester: 97 credits**
- ~~NURS 626~~ [Clinical Epidemiology \(3\)](#)
 - ~~NURS 604~~ [Primary Care of Rural Populations \(1\)](#)
 - ~~NURS -7XX25~~ [Doctor of Nursing Practice Scholarly Project: Development \(2\)](#)
- Year Four, Spring Semester: 8-6 credits**
- ~~NURS 603~~ [Primary Care of the Older Person \(3\)](#)
 - ~~NURS -750~~ [Doctor of Nursing Practice Scholarly Project: Design and Defend \(3\)](#)
- ~~NURS 504~~ [Advanced Health Policy and Ethics \(2\)](#)
- Year Five, Fall Semester: 6 credits**
- ~~NURS 750~~ [Doctor of Nursing Practice Project: Evidence-Based Practice I \(3\)](#)
 - ~~NURS 760~~ [Doctor of Nursing Practice Scholarly Project: Implementation and Evaluation/Evaluate \(3\)](#)
- Year Five, Spring Semester: 6 credits**

Program Modification

Nursing-Nursing Education: 8612

Degree Type: MSN

Modified Program Name: Nursing: Nurse Educator

Modified Program Name: Nursing: Nurse Educator

Revision to program sheet: Yes No

Description of modification:

1. Changing cognate title from "Nursing Education" to "Nurse Educator"
2. Updating Program Student Learning Outcomes (SLOs)
3. Course Modifications for
 - a. NURS 500 (Theoretical Foundations): Catalog description, topical outline, SLOs changed
 - b. NURS 501 (Evidence-Based Practice): Title, prerequisites, catalog description, topical outline, SLOs changed
 - c. NURS 502 (Technology for the Nurse Educator): Title, prerequisites, catalog description, topical outline, SLOs changed
 - d. NURS 525 (Advanced Pathophysiology): Title, course description, topical outline, SLOs changed.
 - e. NURS 526 (Advanced Pharmacology for Nursing): Title, course description, topical outline, SLOs changed.
 - f. NURS 527 (Advanced Health Assessment): Credit hours, contact hours, academic engagement minutes, student preparation minutes, prerequisites, catalog description, topical outline, and SLOs changed. Co-requisite added.
 - g. NURS 535 (Health Promotion and Disease Prevention): Credit hour, academic engagement, student preparation minutes, catalog description, topical course outline, SLOs changed.
 - h. NURS 540 (Teaching Strategies for the Nurse Educator): Prerequisites, catalog description, topical outline, SLOs changed.
 - i. NURS 545 (Curriculum Design and Evaluation): Prerequisites, catalog description, topical outline, and the SLOs changed. Co-requisites were added.
 - j. NURS 560 (Nurse Educator Practicum): Contact hours, type of instructional activity, academic engagement, prerequisites, catalog description, topical outline, SLOs changed. Co-requisite added.
4. Removal of Courses from Degree Requirements
 - a. NURS 503 (Organizational Leadership)
 - b. NURS 504 (Health Policy)
 - c. NURS 575 (Capstone Project)
5. Course Additions to Degree Requirements
 - a. NURS 535 (Health Promotion and Disease Prevention)
 - b. NURS 536 (Leading Through Quality, Policy and Ethics)
 - c. NURS 545L (Curriculum Design and Evaluation Lab)
 - d. NURS 565 (Role Development: Nurse Educator)
 - e. NURS 577 (Clinical Practicum: Advanced Health Assessment)

Justification:

1. Changing cognate title from "Nursing Education" to "Nurse Educator": Changing the name from the "Nursing Education" to "Nurse Educator" reflects the experiences and education within the program to be utilized in a variety of settings.
2. Updating Program Student Learning Outcomes (SLOs): These were updated to be congruent with CMUs updated graduate SLOs and to be congruent with our accrediting bodies.
3. Course Modifications for
 - a. NURS 500 (Theoretical Foundations): Catalog description, topical outline, SLOs changed to reflect changes in the field of nursing and requirements of accreditation for graduate nursing programs.
 - b. NURS 501 (Evidence-Based Practice): Title, prerequisites, catalog description, topical outline, SLOs changed to reflect changes in the field of nursing and requirements of accreditation for graduate nursing programs.
 - c. NURS 502 (Technology for the Nurse Educator): Title, prerequisites, catalog description, topical outline,

Program Modification

SLOs changed to reflect changes in the field of nursing and requirements of accreditation for graduate nursing programs.

d. NURS 525 (Advanced Pathophysiology): Title, course description, topical outline, SLOs changed to reflect changes in the field of nursing and requirements of accreditation for graduate nursing programs.

e. NURS 526 (Advanced Pharmacology for Nursing): Title, course description, topical outline, SLOs changed to reflect changes in the field of nursing and requirements of accreditation for graduate nursing programs.

f. NURS 527 (Advanced Health Assessment): Prerequisites, catalog description, topical outline, and SLOs changed to reflect changes in the field of nursing and requirements of accreditation for graduate nursing programs. The credit hours, contact hours, academic engagement minutes, and student preparation minutes were changed because we separated out didactic content from clinical content. For this reason, the new co-requisite clinical practicum course was created and the credit hours for this course were reduced.

g. NURS 535 (Health Promotion and Disease Prevention): Credit hour, academic engagement, and student preparation minutes were changed to remove duplicative content covered in other courses. The catalog description, topical course outline, and SLOs changed to reflect changes in the field of nursing and requirements of accreditation for graduate nursing programs.

h. NURS 540 (Teaching Strategies for the Nurse Educator): Prerequisites, catalog description, topical outline, SLOs changed to reflect changes in the field of nursing and requirements of accreditation for graduate nursing programs.

i. NURS 545 (Curriculum Design and Evaluation): Prerequisites, catalog description, topical outline, and the SLOs changed to reflect changes in the field of nursing and requirements of accreditation for graduate nursing programs. Co-requisites were added to separate out clinical from didactic content, per our accreditation site visitors' recommendations.

j. NURS 560 (Nurse Educator Practicum): Contact hours, type of instructional activity, academic engagement, prerequisites, catalog description, topical outline, SLOs changed. Co-requisite added. All changes made per the recommendation to modify content and clinical hours from our accreditation site visitors.

4. Removal of Courses from Degree Requirements due to content being included in new course that combines substantive content of the courses listed below.

a. NURS 503 (Organizational Leadership)

b. NURS 504 (Health Policy)

c. NURS 575 (Capstone Project)

5. Course Additions to Degree Requirements

a. NURS 535 (Health Promotion and Disease Prevention) was added in order for the nurse educator cognate to meet the most current recommendations for graduate nursing programs (AACN, 2011).

b. NURS 536 (Leading Through Quality, Policy and Ethics) was created to cover the content delivered in separate courses in the old curriculum.

c. NURS 545L (Curriculum Design and Evaluation Lab) was created to dedicate a specific course to clinical practica per our accreditation site visitors' recommendations.

d. NURS 565 (Role Development: Nurse Educator) was created to accompany NURS 560 (Nurse Educator Practicum) to provide a synthesis course where student could demonstrate mastery of program content specific to the Nurse Educator role. This course will replace NURS 575 (Capstone) as NURS 575 covers duplicative content not specific to the Nurse Educator role.

e. NURS 577 (Clinical Practicum: Advanced Health Assessment) was created to separate out clinical content from didactic content. This course is the clinical component of NURS 527 (Advanced Health Assessment) which now covers only didactic content.

Revision to SLOs: Yes No

The new MSN program outcomes are listed below with alignment to the institutional outcomes for students graduating with a Master's of Science in Nursing (MSN) from CMU. The MSN Nurse Educator cognate will be reviewed at the next strategic planning meeting in the May of 2019 based on our Standardized Evaluation Plan.

MSN Program SLOs:

1. Develop leadership skills and behaviors for interprofessional collaboration.

Program Modification

(Master's Essential II - Org & Systems Leadership; Master's Essential VII - Interprofessional collaboration); (CMU 1 & 3; Specialized Knowledge/Applied Learning; Communication Fluency); (NONPF- Leadership, Quality, Independent Practice)

Curriculum: NURS 536 Leading through Quality, Policy and Ethics (3); NURS 560 Nurse Educator Practicum (3); NURS 565 Role Development: Nurse Educator (3)

2. Analyze quality improvement initiatives within the practice environment.

(Master's Essential III - Quality Improvement; Master's Essential IV - Scholarship); (CMU - 1, 2, 3, 4, 5; Specialized Knowledge/Applied learning; Quantitative Fluency; Communication Fluency; Critical Thinking; Information Literacy); (NONPF - Quality, Policies, Independent

Curriculum: NURS 501 Evidenced Based Practice (3); NURS 536 Leading through Quality, Policy and Ethics (3)

3. Utilize information technology for interprofessional collaboration, learning, and practice.

(Essential V - Informatics & Technology; Essential IX - Master's level nursing practice); (CMU 5, 6 - Information Literacy; Ethical Reasoning); (NONPF - Technology & Information Literacy, Independent Practice)

Curriculum: NURS 502 Technology for the Nurse Educator (3)

4. Evaluate legal, ethical, and regulatory processes that impact professional nursing practice.

(Master's Essential VI - Health Policy & Advocacy); (CMU - 6; Ethical Reasoning); (NONPF - Policies, Ethics, Independent Practice)

Curriculum: NURS 500 Theoretical Foundations (3); NURS 535 Health Promotion Disease Prevention (2); NURS 540 Teaching Strategies (3); NURS 545 Curriculum Design and Evaluation (3); NURS 545L Curriculum Design and Evaluation Lab (1)

5. Create culturally relevant health policy strategies for individual and aggregate populations.

(Master's Essential VIII - Clinical Prevention and Population Health); (CMU 4 & 5 - Information Literacy; Ethical Reasoning); (NONPF - Practice Inquiry, Policies, Independent Practice)

Curriculum: NURS 536 Leading through Quality, Policy and Ethics (3); NURS 560 Nurse Educator Practicum (3); NURS 565 Role Development: Nurse Educator (3)

6. Synthesize nursing and related sciences for applied learning across diverse populations.

(Master's Essential I - Science & Humanities; Master's Essential IX Level Nursing Practice); (CMU 1, 4, 5 - Specialized Knowledge; Critical Thinking; Information Literacy); (NONPF - Scientific Foundation, Practice Inquiry, Health Delivery System, Independent Practice)

Curriculum: NURS 525 Advanced Pathophysiology (3); NURS 526 Advanced Pharmacology for Nursing (3); NURS 527 Advanced Health Assessment (2); NURS 577 Clinical Practicum: Advanced Health Assessment (1)

Below is a summary of the outline directly from the SEP:

"Standard III: Program Quality: Curriculum and Teaching-Learning Practices

The curriculum is developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

A. The curriculum is developed, implemented, and revised to reflect clear statements of expected student outcomes that: are congruent with the program's mission and goals; are congruent with the roles for which the program is preparing its graduates; and consider the needs of the program-identified community of interest.

Elaboration: Curricular objectives (e.g., course, unit, and/or level objectives or competencies as identified by the program) provide clear statements of expected learning that relate to student outcomes. Expected outcomes relate to the roles for which students are being prepared.

Program Benchmark: The curriculum will be evaluated annually by graduate nursing faculty and the program's community of interest for congruence between expected student outcomes and the program's mission and goals, and roles of masters- and doctorally-prepared nurses."

Program Modification

MSN Outcomes alignment with course outcomes are evaluated annually in spring strategic planning.

DNP Outcomes alignment with course outcomes are evaluated annually in the fall strategic planning.

Other changes: Yes No

In reviewing the CMU's role, mission, goals and objectives as they relate to the current Master of Science in Nursing in Nursing Education, the program modifications and title change to Nurse Educator continue to be in alignment with CMU's role, mission, goals and objectives.

Discussions with affected departments:

Health Sciences department faculty have reviewed and are in agreement with the changes.

Proposed by: K. Bridget Marshall

Director of Teacher Education Signature:

Expected Implementation: Fall 2019



2019-2020 PROGRAM REQUIREMENTS

Degree: Master of Science in Nursing

Program of Study: Nursing

Cognate: ~~Nursing Education~~ Nurse Educator Cognate

About This Program . . .

The Master of Science in Nursing ~~(MSN)~~ degree provides graduates with a foundation for practice as an entry-level educator in health care systems or academic settings. Graduates of ~~master's-the MSN degree programs in nursing~~ are prepared with additional knowledge and clinical expertise building on baccalaureate nursing practice. The MSN program at Colorado Mesa University is based on the "Essentials of Masters Education for Advanced Nursing Practice" identified by the American Association of Colleges of Nursing.

The MSN program is designed for students already possessing a baccalaureate degree in nursing and adds the first graduate step on the nursing career ladder at Colorado Mesa University. MSN graduates ~~will be~~ prepared to advance to higher levels of nursing education including Doctor of Nursing Practice (DNP) or ~~Doctor~~ Doctoral of Philosophy in Nursing (PhD) programs. -The program is ~~offered in an an online hybrid~~ format, providing flexibility for students to remain in their current work positions and home communities. ~~in western Colorado using online course delivery methods.~~ Opportunities for personal interaction are included with faculty and peers in focused intensive sessions at selected points, ~~during each semester. Clinical immersion experiences will be arranged in health care settings across the region.~~

All CMU master-level graduates are expected to demonstrate proficiency in critical thinking, communication fluency, quantitative fluency, and specialized knowledge/applied learning. In addition to these campus-wide student learning outcomes, a ~~Master of Science in Nursing~~MSN (Nursing Education) graduate will be able to:

1. ~~Develop leadership skills and behaviors for interprofessional collaboration.~~ (Master's Essential II - Organizational & Systems Leadership; Master's Essential VII – Interprofessional Collaboration); (CMU 1 & 3; Specialized Knowledge/Applied Learning; Communication Fluency); (NONPF– Leadership, Quality, Independent Practice); Curriculum: ~~536* Leading through Quality, Policy and Ethics (3); 565 Role Development: Nurse Educator (3); 560 Nurse Educator Practicum (3)~~
2. ~~Analyze quality improvement initiatives within the practice environment.~~ (Master's Essential III – Quality Improvement; Master's Essential IV – Scholarship); (CMU – 1, 2, 3, 4, 5; Specialized Knowledge/Applied learning; Quantitative Fluency; Communication Fluency; Critical Thinking; Information Literacy); (NONPF – Quality, Policies, Independent); Curriculum: ~~501* Evidenced Based Practice I (2); 536* Leading through Quality, Policy and Ethics (3)~~
3. ~~Utilize information technology for interprofessional collaboration, learning, and practice.~~ (Essential V – Informatics & Technology; Essential IX – Master's Level Nursing Practice); (CMU 5, 6 – Information Literacy; Ethical Reasoning); (NONPF – Technology & Information Literacy, Independent Practice); Curriculum: ~~550 Technology for the Nurse Educator (3)~~
4. ~~Evaluate legal, ethical, and regulatory processes that impact professional nursing practice.~~ (Master's Essential VI – Health Policy & Advocacy); (CMU – 6; Ethical Reasoning); (NONPF – Policies, Ethics, Independent Practice); Curriculum: ~~500* Theoretical Foundations (3); 535 * Health Promotion Disease Prevention (2); 545 Curriculum Design and Evaluation (3); 555 Curriculum Design and Evaluation Lab (1); 540* Teaching Strategies (3)~~
- ~~Create culturally relevant health policy strategies for individual and aggregate populations.~~ (Master's Essential VIII – Clinical Prevention and Population Health); (CMU 4 & 5 – Information Literacy; Ethical Reasoning); (NONPF - Practice Inquiry, Policies, Independent Practice); Curriculum: ~~536* Leading through Quality, Policy and Ethics (3); 565 Role Development: Nurse Educator (3); 560 Nurse Educator Practicum (3)~~
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— [Synthesize nursing and related sciences for applied learning across diverse populations. \(Master’s Essential I– Science & Humanities; Master’s Essential IX Level Nursing Practice\); \(CMU 1, 4, 5 – Specialized Knowledge; Critical Thinking; Information Literacy\); \(NONPF – Scientific Foundation, Practice Inquiry, Health Delivery System, Independent Practice\); Curriculum: 525 — Advanced Pathophysiology \(3\); 526 — Advanced Pharmacology \(3\)](#)

— [Discover leadership skills and behaviors for interprofessional collaboration.](#)

This document is intended for informational purposes to help determine what courses and associated requirements are needed to earn a certificate. Some courses are critical to complete in specific semesters while others may be moved around. Meeting with an academic advisor is essential in planning courses and discussing the suggested course sequencing. It is ultimately the student’s responsibility to understand and fulfill the requirements for her/his intended degree.

DegreeWorks is an online degree audit tool available in MAVzone. It is the official record used by the Registrar’s Office to evaluate progress towards a certificate and determine eligibility for graduation. Students are responsible for reviewing their DegreeWorks audit on a regular basis and should discuss questions or concerns with their advisor or academic department head. Discrepancies in requirements should be reported to the Registrar’s Office.

Students must complete the following in the first two months of the semester prior to completing their certificate requirements (for one semester certificates complete in the first week of class):

- Review their DegreeWorks audit and create a plan that outlines how unmet requirements will be met in the final semester.
- Meet with their advisor and modify their plan as needed. The advisor must approve the final plan.
- Submit the “Intent to Graduate” form to the Registrar’s Office to officially declare the intended graduation date and commencement ceremony plans.
- Register for all needed courses and complete all requirements for each degree sought.

Submission deadlines and commencement details can be found at

<http://www.coloradomesa.edu/registrar/graduation.html>.

If your petition for graduation is denied, it will be your responsibility to apply for graduation in a subsequent semester. Your “Intent to Graduate” does not automatically move to a later graduation date.

The following institutional requirements apply to all CMU graduate-level degrees. Specific programs may have different requirements that must be met in addition to institutional requirements.

- Graduate certificates consist of a minimum of 5 credit hours. Master’s degrees consist of a minimum of 30 credit hours. Doctoral degrees consist of a minimum of 60 credit hours
- All credits in a graduate program must be minimally at the 500-level.
- At least fifty percent of the credit hours must be taken at CMU.
- Students must achieve a 3.00 cumulative GPA or higher in all CMU coursework.
- Students may not apply coursework with a grade lower than a “B” toward graduation requirements.
- A course may only be used to fulfill one requirement for each degree/certificate.
- Capstone exit assessment/projects (e.g., Major Field Achievement Test) requirements are identified under Program-Specific Requirements.
- The Catalog Year determines which program sheet and certificate requirements a student must fulfill in order to graduate. Visit with your advisor or academic department to determine which catalog year and program requirements you should follow.
- See “Requirements for Graduate Degrees and Certificates” in the catalog for a complete list of graduation requirements.

PROGRAM-SPECIFIC REQUIREMENTS

2019-20 Master of Science in Nursing, [Nursing Education Nurse Educator](#) Cognate (8612). Posted:

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- Admission to the [Master of Science in Nursing/MSN Nurse Educator Cognate](#) program follows the general admissions policies [and](#) procedures for graduate programs outlined in the university catalog.
- A bachelor's degree in nursing from a regionally accredited college or university is required, prior to beginning the program. Applicants must have maintained a GPA of 3.0 or better in baccalaureate nursing coursework.
- 36 semester hours are required for the [Master of Science in Nursing/MSN Nurse Educator - Nursing Education Cognate](#) degree.
- ~~No course grade lower than a "B" will be counted toward the degree.~~
- It is recommended that students work closely with a faculty advisor when selecting courses and scheduling classes prior to registration.

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MASTER OF SCIENCE IN NURSING, NURSING EDUCATION-NURSE EDUCATOR COGNATE REQUIREMENTS (36 semester hours, must earn a grade of "B" or better in each course)

Required Core Courses (15-20 semester hours)

- NURS 500 - Theoretical Foundations (3)
- NURS 501 - Nursing Research Methods (3) Evidenced-Based Practice (3)†
- ~~NURS 502 - Health Information Systems (3)~~
- NURS 525 - ~~Advanced Pathophysiology Concepts~~ (3)
- NURS 526 - ~~Advanced Pharmacology for Nursing for Advanced Nurse Practitioners~~ (3)
- NURS 527 - Advanced Health Assessment (3, 2)
- ~~NURS 577XXX - Clinical Practicum: Advanced Health Assessment (1)~~
- NURS 535 - Health Promotion and Disease Prevention (2)

Nurse Educator Cognate Requirements (16 credits)

- ~~NURS 545 - Curriculum Design and Evaluation (3)~~
- ~~NURSE 545LXXX - Curriculum Design and Evaluation Lab (1)~~
- ~~NURS 502 XXX - Technology for the Nurse Educator (3)~~

Other Requirements

- Completion of Oral Comprehensive Exam

Capstone (6 semester hours)

- ~~NURS 565XXX - Role Development: Nurse Educator (3)~~
- ~~NURS 575 - Capstone Project (3)~~

SUGGESTED COURSE SEQUENCING

Year One, Fall Semester: 6-9 credits

- ~~NURS 500 - Theoretical Foundations (3)~~
- ~~NURS 501 - Nursing Research Methods (3)~~
- ~~NURS 525 - Advanced Pathophysiology Concepts (3)~~

Year One, Spring Semester: 6-9 credits

- ~~NURS 500 - Theoretical Foundations (3)~~
- NURS 527 - Advanced Health Assessment (2)
- ~~NURS 577XXX - Clinical Practicum: Advanced Health Assessment (1)~~
- ~~NURS -540 - Teaching Strategies for the Nurse Educator (3)~~

Year One, Summer Semester: 5 credits

- ~~NURS 536XXX - Leading through Quality, Policy and Ethics (3)~~
- NURS 535 - Health Promotion and Disease Prevention (2)

Year Two, Fall Semester: 9-7 credits

- ~~NURS 502 - Health Information Systems (3)~~
- NURS 545 - Curriculum Design and Evaluation (3)
- ~~NURS 545LXXX - Curriculum Design and Evaluation Lab (1)~~

Year Two, Spring Semester: 6-6 credits

- ~~NURS 526 - Pharmacology for Advanced Nurse Practitioners (3)~~
- ~~NURS 565XXX - Role Development: Nurse Educator (3)~~