

**Graduate Curriculum Committee  
Meeting Minutes  
February 27, 2018  
Tomlinson Library, Meeting Room 331**

**Members Present:** Scott Bevill, Cynthia Chovich, Kristin Heumann, Bridget Marshall, Richard Ott, Araan Schmidt, Michelle Sunkel, Richard Vail, Jun Watabe, and Steve Werman.

**Members Absent:** David Collins and Jason Reddoch.

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

**Guests:** Jeremy Hawkins and Sandie Nadelson.

**Recording Secretary:** Emily Dodson

Chair Heumann called the meeting to order at 4:03.

## **I. Announcements**

### **A. Departure of Dr. Dietrich, Vice Chair**

Chair Heumann announced that Dr. Dietrich has accepted a position at another institution and that the committee's vice chair seat is subsequently now open.

### **B. Nomination and Election of Vice Chair**

Chair Heumann called for nominations for vice-chair. **Chair Heumann nominated Sunkel.** There were no other nominations. **Chair Heumann motioned to elect Sunkel for the seat and Werman seconded the motion. Sunkel was unanimously elected vice-chair.**

## **II. Proposals**

**Summary of committee actions on curriculum proposals begins on page 2.** The proposal action summary is pulled from a database, and proposals are not necessarily in the exact order as presented on the agenda. The proposal numbers, however, do match those presented on the agenda. **Further details of proposals begin on page 6.**

### **Adjournment:**

With no objections from the committee, Chair Heumann adjourned the meeting at 4:53.

Respectfully submitted by Emily Dodson, February 27, 2018.

# Summary of GCC Actions on Curriculum Proposals

2/27/2018

Proposal	Committee Action	Members (motion/second)	Effective Date
<p>1 Program Modification: MBA Business Administration: 8100</p> <p>Vail informed the committee that we are the only MBA program in the state to have the Comprehensive Exam and this change will keep CMUs MBA program in line with other programs that have AACSB accreditation. Having the exam helped the department strengthen the content and expectations, but the other culminating projects serve adequately as metrics for successful completion of the program.</p>	Approved	Werman, Marshall	Fall 2018
<p>2 Course Addition: NURS 652 Family Nurse Practitioner Preceptorship II</p> <p>No discussion.</p>	Approved	Vail, Sunkel	Fall 2018
<p>3 Course Modification: NURS 500 Theoretical Foundations</p> <p>No discussion.</p>	Approved	Werman, Vail	Fall 2018
<p>4 Course Modification: NURS 503 Organizational Leadership</p> <p>No discussion.</p>	Approved	Werman, Vail	Fall 2018
<p>5 Course Modification: NURS 505 Quality Assessment and Improvement in Health Care Settings</p> <p>No discussion.</p>	Approved	Werman, Vail	Fall 2018
<p>6 Course Modification: NURS 525 Pathophysiologic Concepts</p> <p>No discussion.</p>	Approved	Werman, Vail	Fall 2018
<p>7 Course Modification: NURS 575 Capstone Project</p> <p>No discussion.</p>	Approved	Werman, Vail	Fall 2018
<p>8 Course Modification: NURS 580 Thesis</p> <p>No discussion.</p>	Approved	Werman, Vail	Fall 2018
<p>9 Course Modification: NURS 601 Primary Care of the Child/Adolescent</p> <p>No discussion.</p>	Approved	Werman, Vail	Fall 2018
<p>10 Course Modification: NURS 603 Primary Care of the Elderly</p> <p>No discussion.</p>	Approved	Werman, Vail	Fall 2018

Proposal	Committee Action	Members (motion/second)	Effective Date
11 Course Modification: NURS 604 Primary Care of Rural and Vulnerable Populations No discussion.	Approved	Werman, Vail	Fall 2018
12 Course Modification: NURS 610 Clinical Practicum: Child/Adolescent No discussion.	Approved	Werman, Vail	Fall 2018
13 Course Modification: NURS 625 Statistics for Health Sciences No discussion.	Approved	Werman, Vail	Fall 2018
14 Course Modification: NURS 626 Epidemiology No discussion.	Approved	Werman, Vail	Fall 2018
15 Course Modification: NURS 630 Clinical Practicum Elderly No discussion.	Approved	Werman, Vail	Fall 2018
16 Course Modification: NURS 640 Clinical Practicum: Rural Health Care No discussion.	Approved	Werman, Vail	Fall 2018
17 Course Modification: NURS 650 Family Nurse Practitioner Preceptorship No discussion.	Approved	Werman, Vail	Fall 2018
18 Course Modification: NURS 660 Transition into Advanced Practice Nursing No discussion.	Approved	Werman, Vail	Fall 2018
19 Course Modification: NURS 750 Capstone: Evidence-Based Practice I No discussion.	Approved	Werman, Vail	Fall 2018
20 Course Modification: NURS 760 Capstone: Evidence-Based Practice II No discussion.	Approved	Werman, Vail	Fall 2018
21 Program Modification: DNP Family Nurse Practitioner: 9611 Pinnow asked when cohorts would begin. Marshall answered that typically their students enter as undeclared graduate students and later apply to the program after completing initial courses. At admittance, the department then helps them shape a plan to keep in step with other students and with the program as scaffolded. Heumann asked how long students have to complete the program. Marshall answered that they have the maximum of six years.	Approved	Vail, Werman	Fall 2018

Proposal	Committee Action	Members (motion/second)	Effective Date
29 Program Addition: New Sport Management	Approved	Werman, Marshall	Fall 2018
<p>Werman expressed concern that the students were expected to complete 12 graduate-level credit hours per semester. Hawkins explained that the courses are taken over two mods, with six hours in each mod, keeping the students enrolled full time throughout the semester. Marshall asked how long students have to complete the program. Hawkins and Pinnow answered that they have six years as allowed per the graduate studies handbook. Werman inquired as to why this is an MS as opposed to an MA. Hawkins noted that this is the standard and it builds upon the BS program.</p>			
22 Course Addition: KINE 501 Research Methods	Approved	Werman, Sunkel	Fall 2018
<p>No discussion.</p>			
23 Course Addition: KINE 502 Sport Marketing	Approved	Werman, Sunkel	Fall 2018
<p>No discussion.</p>			
24 Course Addition: KINE 535 Sport in Society	Approved	Werman, Sunkel	Fall 2018
<p>No discussion.</p>			
25 Course Addition: KINE 542 Sport Law and Ethics	Approved	Werman, Sunkel	Fall 2018
<p>No discussion.</p>			
26 Course Addition: KINE 545 Sport Finance	Approved	Werman, Sunkel	Fall 2018
<p>No discussion.</p>			
27 Course Addition: KINE 590 Thesis I	Approved	Werman, Sunkel	Fall 2018
<p>No discussion.</p>			
28 Course Addition: KINE 592 Thesis II	Approved	Werman, Sunkel	Fall 2018
<p>No discussion.</p>			
34 Program Addition: Graduate Cert Initial Teacher Licensure - K-12 Physical Education	Approved	Werman, Ott	Fall 2018
<p>It was clarified that these programs are structured in alignment with other ITL programs at CMU. Students with a non-education licensure resulting baccalaureate degree can complete the certificate (for initial licensure) and then complete the master's degree. This is a path to a master's for baccalaureate-holding students without licensure. Pinnow requested that the statement regarding enrollment counts clarify that no new resources are needed and no new instructional will be incurred as this is an option built into what are essentially already existing ITL programs at CMU.</p>			

Proposal	Committee Action Members (motion/second)	Effective Date
<p>33 Program Addition: MAEd Initial Teacher Licensure - K-12 Physical Education</p> <p>It was clarified that these programs are structured in alignment with other ITL programs at CMU. Students with a non-education licensure resulting baccalaureate degree can complete the certificate (for initial licensure) and then complete the master's degree. This is a path to a master's for baccalaureate-holding students without licensure. Pinnow requested that the statement regarding enrollment counts clarify that no new resources are needed and no new instructional will be incurred as this is an option built into what are essentially already existing ITL programs at CMU.</p>	<p>Approved</p> <p>Werman, Ott</p>	<p>Fall 2018</p>
<p>30 Course Addition: EDUC 580F Secondary Instructional Methods for Physical Education</p> <p>It was noted that these courses are similar to those required by other ITL programs at CMU but with an emphasis on Physical Education.</p>	<p>Approved</p> <p>Werman, Sunkel</p>	<p>Fall 2018</p>
<p>31 Course Addition: EDUC 592C ITL K-12 Physical Education Pre-internship</p> <p>It was noted that these courses are similar to those required by other ITL programs at CMU but with an emphasis on Physical Education.</p>	<p>Approved</p> <p>Werman, Sunkel</p>	<p>Fall 2018</p>
<p>32 Course Addition: EDUC 599C ITL 3: Directed Teaching, Physical Education</p> <p>It was noted that these courses are similar to those required by other ITL programs at CMU but with an emphasis on Physical Education.</p>	<p>Approved</p> <p>Werman, Sunkel</p>	<p>Fall 2018</p>

# Curriculum Committee Proposal Summary

2/27/2018

Department: Business

## Program Modification

Business Administration: 8100

Degree Type: MBA

Revision to program sheet: Yes  No

Description of modification:

Delete the Written Comprehensive Examination requirement.

Justification:

The Comprehensive Examination was added to the MBA in 2007 in an effort to improve rigor. It has had that effect, and has led to some improvements in the program. Most of these improvements were incorporated in to the program in 2010 and 2011.

However, the Written Comprehensive Examination preparation distracts students from focusing on their Practicum project and any courses they are taking in their final semester. (Student feedback supports this.)

A Written Comprehensive Examination is an unusual requirement for the Master of Business Administration degree. Base on a recent review of the websites, MBA programs at the following institutions do not require a comprehensive examination: CU Boulder, CU Colorado Springs, CU Denver, CSU, CSU Pueblo, Adams State University, Regis University, Colorado Christian University, University of Denver, Colorado Technical University, University of Phoenix, and University of Northern Colorado. The underlined institutions are accredited by AACSB International.

In addition is anecdotal evidence that a Written Comprehensive Examination discourages potential applicants to the MBA program. (For example, one student who had been accepted dropped the program as soon as he heard of the requirement.)

Revision to SLOs: Yes  No

Other changes: Yes  No

Discussions with affected departments:

NA

Proposed by: Richard Vail

Director of Teacher Education Signature:

Expected Implementation: Fall 2018

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## 2018-2019 PROGRAM REQUIREMENTS Degree: Master of Business Administration

### About This Program . . .

The Colorado Mesa University Master of Business Administration degree is a challenging program designed to prepare graduates for the changing business world. The degree is awarded after successful completion of 36-45 semester hours of rigorous study. The program is designed to provide the student with a broad background in business while allowing the student to focus on a specified area of study, if desired. To this end, students acquire knowledge of management operations; an appreciation of the interrelationships involved in business; an understanding of the economic, political and social environment in which businesses function; and behavioral skills that are essential in the manager's role in the implementation of business decisions. The MBA program endeavors to provide an atmosphere conducive to the development of each student's ability to think in a creative manner and to effectively problem solve. The program makes extensive use of lectures, seminars, group projects, case studies and independent research.

An MBA student can pursue any one of several tracks. Each track has three basic components: a 24 hour core, a 6 hour research component, and 6-15 hours of additional masters level coursework consistent with a chosen track. Electives include such courses as managerial economics, entrepreneurship, management information systems. A student in the BS Concentration in Public Accounting program, the BBA Concentration in Finance program, or the BS in Construction Management program may qualify to pursue the MBA as part of a 3+2 program.

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 Business Administration graduate will be able to:

1. Demonstrate an advanced level of analytical thinking in the functions of business to include management, marketing, finance, accounting, business law, organizational behavior, business strategy, and operations management via [comprehensive-course](#) examinations and by completing individual and team projects. (Specialized Knowledge/Applied Learning)
2. Demonstrate an advanced level of analytical thinking in the functions of business. (Quantitative Fluency)
3. Demonstrate advanced written communication skills through presentation of literature review and original research. Demonstrate advanced oral communication skills through presentation of literature review and original research to fellow MBA students and the business community. (Communication Fluency)
4. Demonstrate an advanced level of critical thinking in the functions of business. (Critical Thinking)
5. Demonstrate individual skills to contribute to scholarly advancement of business as a discipline. (Information Literacy)
6. Demonstrate an advanced level of ethical thinking in the functions of business. (Ethical Reasoning)

### Advising Process and DegreeWorks

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.

### Graduation Process

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.

### **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.
- 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**

- An applicant must:
  - Possess an undergraduate degree from a regionally accredited college or university;
  - Demonstrate evidence of a strong academic background and the ability to pursue advanced study;
  - Demonstrate evidence of appropriate English, reading, and writing skills;
  - Demonstrate critical thinking skills;
  - Have earned a GPA of 3.0 or better from the most recent 60 credit hours of course work earned toward a bachelor’s degree, including required leveling courses;
  - Have a cumulative 3.0 GPA or better in prior graduate work;
  - Take the GRE or GMAT and have results sent to the MBA Office.
  - Write a 750-word essay in APA style on an assigned, important global business current topic, demonstrating potential for MBA-level writing ability. The essay is written in a controlled setting. See MBA Office to schedule.
  - Provide a current resume containing a detailed work history;
  - Provide two professional and/or academic recommendations;
  - Interview, if required, with members of MBA Committee;
  - Meet other program admission requirements as determined by the MBA Director/Committee;
- An international student must take the TOEFL and achieve a score of 550 or higher, and meet other requirements as specified under International Student Admission criteria.
- An applicant must demonstrate—through academic transcripts, CLEP, or a formal test-out process—an appropriate background in Financial Accounting, Business Information Technology, Managerial Finance, Principles of Management, Principles of Marketing, and Business Statistics. An applicant without this background will be required to score at a sufficient level on an entrance qualifying examination administered by the CMU MBA Office. The exam will cover the topics listed above. A student can prepare for the exam through independent study based on a program-supplied study guide. CMU courses that provide that background are: ACCT 201 - Financial Accounting, CISB 101 - Business Info Technology, FINA 301 - Managerial Finance, MANG 201 - Principles of Management, MARK 231 - Principles of Marketing, and CISB 241 or STAT 241 - Intro to Business Analysis. This requirement must be met prior to acceptance to the MBA.
- 36-45 Semester Hours are required for the MBA Degree.
- No class grade lower than “B” will be counted in the degree.
- It is the student’s responsibility to read, understand, and follow all policies and procedures in the MBA Handbook.
- Prior to completing his/her first semester or first six hours of the program a student must file a Degree Planning Sheet with the MBA office to delineate that student’s specific degree requirements.
- Admission to the program also follows all general admissions policies & procedures for graduate programs outlined in the university catalog.



**MASTER OF BUSINESS ADMINISTRATION REQUIREMENTS** (36-45 semester hours, must pass all courses with a grade of “B” or higher.)

**Required MBA Core Courses** (24 semester hours)

- ACCT 500 - Managerial Accounting (3)
- BUGB 500 - Advanced Business Law and Ethics (3)
- ECON 530 - Managerial Economics (3)
- FINA 500 - Financial Strategy (3)
- MANG 501 - Operations Management (3)
- MANG 510 - Leading Organizations (3)
- MANG 590 - Business Strategy (3)
- MARK 500 - Marketing Strategy (3)

**MBA Research Component** (6-9 semester hours) Complete one of the following options:

Option 1

- BUGB 530 - Research Design (3)
- BUGB 595 - Research Practicum (3)

Option 2

- Research Design Course Approved by the MBA Director \_\_\_\_\_ (3)
- BUGB 590 – MBA Thesis I (3)
- BUGB 592 – MBA Thesis II (3)

**Track** (6-15 semester hours) Select at least one of the following tracks:

Professional Track (6 semester hours)

Select 6 semester hours of 500-level electives from the list below or from 500-level courses in Department of Business as approved by MBA Director.

- ACCT 505 - Advanced Fraud & Forensic Accounting (3)
- BUGB 510 - Global Business (3)
- BUGB 520 - Seminar in Current Business Topics (3)
- CISB 500 - Management of Information Systems (3)
- CISB 505 - Advanced Project Management (3)
- CISB 560 - Electronic Commerce Systems (3)
- ECON 505 - Advanced Econometrics (3)
- HRMA 520 - Human Resource Management (3)
- ENTR 550 - Entrepreneurship (3)
- MANG 500 - Advanced Management Theory (3)
- MANG 540 - Advanced Quantitative Methods (3)

- \_\_\_\_\_
- \_\_\_\_\_

Thesis Track (3 semester hours)

This track is available only to those students who are approved to do the 9-hr Thesis Research Component.

Select 3 semester hours of 500-level electives from the Professional Track electives listed above.

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Management Information Systems Track (6 semester hours)

- CISB 500 - Management of Information Systems (3)
- CISB 505 - Advanced Project Management (3)

Sports Management Track (6 semester hours)

- KINE 500 - Facility and Equipment Management in Sport (3)
- KINE 510 - Event and Program Management in Sport (3)

Corporate Trainer Track (9 semester hours)

- EDUC 591 - Foundations of Curriculum, Instruction, and Assessment (9)

Medical Informatics Track (15 semester hours)

- HSCI 501 - Health Informatics I: Data Analysis (1)
- HCSI 506 - Health Informatics II: Project Design & Implementation (2)
- NURS 502 - Health Information Systems (3)
- NURS 505 - Quality Assessment and Improvement in Health Care Setting (3)
- CISB 500 - Management of Information Systems (3)
- CISB 505 - Advanced Project Management (3)

**Other Requirements**

The following **two** items must be passed in the last spring semester:

- ~~Written Comprehensive Exam~~
- Written Research Report
- Oral Research Presentation

## **Bachelor Degree/MBA 3+2 Concurrent Enrollment Program**

Admission into in the Bachelor Degree/MBA 3+2 Concurrent Enrollment Program is an application process, which must be approved by the MBA Program.

Admission is restricted to those students who meet the following criteria in addition to all the criteria for the MBA program.

1. Must be accepted into one of the following four-year bachelor degree programs:
  - BS in Accounting, Public Accounting Concentration
  - BBA, Finance Concentration
  - BS in Construction Management
2. Must be classified as a senior (i.e., at least 90 credit hours including hours in which student is currently enrolled and for which the student is registered for a future semester.).
3. Must have completed the number of additional hours in the bachelor degree major as specified by that program's faculty
4. Must have completed or be enrolled in specific courses in the bachelor degree major as specified by that program's faculty.
5. Must have at least a 3.00 overall GPA.
6. Must have at least a 3.00 GPA in courses in the student's declared major.
7. Must submit a 3+2 Concurrent Enrollment application form to the MBA Office.
8. Must submit to the bachelor degree department representative and to the MBA Office, a program completion plan demonstrating how all remaining bachelor degree requirements and all MBA requirements will be met in two years.
9. Must provide to the MBA Office a letter of recommendation from a faculty member in the bachelor degree department.
10. Must complete the MBA program admission process.
11. Must have met with MBA Office and have been approved for study in the 3+2 concurrent enrollment program.

After admission into the Bachelor Degree/MBA Concurrent Enrollment Program, the student:

1. Must follow the two year recommended course sequence (see below) for the MBA course component.
2. Must notify the MBA Office immediately if justifiable life circumstances do not allow the student to complete both undergraduate and graduate programs within two years of admission into the program.
3. Must complete ALL bachelor degree graduation requirements in the same semester or prior to completing all MBA graduation requirements.
4. Must submit the necessary paperwork to graduate with the bachelor degree to the Business Department with a copy to the MBA Office AND must submit the necessary paperwork to graduate with the MBA to the MBA Office. This requirement must be met before the published deadline in the semester prior to intended graduation.

**SUGGESTED COURSE SEQUENCING: OPTION ONE**  
**TWO YEAR GRADUATION PATH, REQUIRED OF 3+2 CONCURRENT PROGRAM STUDENTS**

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**Year One, Fall Semester**

- ACCT 500 - Managerial Accounting (3)
- ECON 530 – Managerial Economics (3)
- Course from Track (3)

**Year One, Spring Semester**

- FINA 500 - Financial Strategy (3)
  - MANG 510 Leading Organizations (3)
  - MARK 500 Marketing Strategy (3)
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**Year Two, Fall Semester**

- BUGB 500 - Advanced Business Law and Ethics (3)
- BUGB 530 - Research Design (3)
- MANG 501 Operations Management (3)

**Year Two, Spring Semester**

- BUGB 595 - Research Practicum (3)
- MANG 590 Business Strategy (3)
- Course from Track (3)

**SUGGESTED COURSE SEQUENCING: OPTION TWO**  
**THREE YEAR GRADUATION PATH, NOT AVAILABLE TO 3+2 CONCURRENT PROGRAM STUDENTS**

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**Year One, Fall Semester**

- ACCT 500 - Managerial Accounting (3)
- ECON 530 – Managerial Economics (3)

**Year One, Spring Semester**

- FINA 500 - Financial Strategy (3)
  - MARK 500 Marketing Strategy (3)
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**Year Two, Fall Semester**

- BUGB 500 - Advanced Business Law and Ethics (3)
- MANG 501 Operations Management (3)

**Year Two, Spring Semester**

- MANG 510 Leading Organizations (3)
  - Course from Track (3)
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**Year Three, Fall Semester**

- BUGB 530 - Research Design (3)
- Course from Track (3)

**Year Three, Spring Semester**

- BUGB 595 - Research Practicum (3)
  - MANG 590 Business Strategy (3)
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## Department: Health Sciences

### Course Additions

NURS 652

Credit Hours 03

Course Title: Family Nurse Practitioner Preceptorship II

Abbreviated Title: FNP Preceptorship II

Contact hours per week: Lecture                      Lab 6                      Field                      Studio                      Other

Type of Instructional Activity: Laboratory: Academic/Clinical

Academic engagement minutes: 4500                      Student preparation minutes: 4500

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

Intended semester to offer course 1st time: Fall 2018

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

NURS 650

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:

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".

### Justification:

Separating NURS 650 Family Nurse Practitioner Preceptorship, a six credit course, to two courses of three credits provides a graduated opportunity to meet course objectives in clinic. The goal would be for students to progress from "High skill level" in NURS 650 FNP Preceptorship I to an "Independent skill level" in NURS 652 Family Nurse Practitioner Preceptorship II. "Independent skill level" expects the student to be safe to function as a primary care provider in a setting with only consultation available. "Independent skill level" is not assumed in all areas of expertise but is included as a point of reference for the faculty / preceptor / student as defined in the Clinical Evaluation Tool (CET). The CET is an evaluation tool that measures student progression in the clinical setting over the course of their program. The "Independent skill level" is the final level of clinical skill attainment for a family nurse practitioner student.

### Topical course outline:

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.

## Course Additions

6. Written assignments: patient case studies including appropriate comprehensive evaluation, assessments and education and/or treatment plans premised on evidenced based practice guidelines.
7. Clinical preceptor and student evaluation meeting expectations of the "Independent Skill Level" per the clinical evaluation tool.
8. Presentation of the service learning or DNP project.

### Student Learning Outcomes:

At the completion of this course, the student will be able to:

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.

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Proposed by: K. Bridget Marshall

Expected Implementation: Fall 2018

## Course Modifications

### NURS 500

Intended semester to offer modified course for the 1st time: Fall 2018

	<b>Current</b>	<b>Proposed</b>
Course Prefix:	NURS	
Course No.:	500	
Credit Hours:	03	
Course Title:	Theoretical Foundations	
Times for Credit:	1	1
Prerequisites:		
Current:	Nothing	
Proposed:	Admission to the MSN or DNP program	
Requirement or listed choice for any program of study:	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Change affects program sheet or grad requirements:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

#### Justification:

The only change made was the admission to the MSN or DNP program as the listed prerequisite. This is typically one of the first courses students take when they enter the program.

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Proposed by: K. Bridget Marshall

Expected Implementation: Fall 2018

## Course Modifications

### NURS 503

Intended semester to offer modified course for the 1st time: Fall 2018

	<b>Current</b>	<b>Proposed</b>
Course Prefix:	NURS	
Course No.:	503	
Credit Hours:	03	
Course Title:	Organizational Leadership	
Times for Credit:	1	1
Prerequisites:		
	Current: Nothing listed	
	Proposed: Admission to the MSN or DNP program	
Requirement or listed choice for any program of study:	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Change affects program sheet or grad requirements:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

#### Justification:

Admission to the graduate nursing program indicates completion of required coursework in lower degrees that should allow for success in the course.

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Proposed by: K. Bridget Marshall

Expected Implementation: Fall 2018



## Course Modifications

### NURS 505

Intended semester to offer modified course for the 1st time: Fall 2018

	<b>Current</b>	<b>Proposed</b>
Course Prefix:	NURS	
Course No.:	505	
Credit Hours:	03	
Course Title:	Quality Assessment and Improvement in Health Care Settings	
Times for Credit:	1	1
Prerequisites:		
	Current: Nothing Listed	
	Proposed: Admission to the MSN or DNP program	
Requirement or listed choice for any program of study:	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>	
Change affects program sheet or grad requirements:	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

#### Justification:

Admission to the graduate nursing program indicates completion of required coursework in lower degrees that should allow for success in the course.

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Proposed by: K. Bridget Marshall

Expected Implementation: Fall 2018

## Course Modifications

### NURS 525

Intended semester to offer modified course for the 1st time: Fall 2018

	<b>Current</b>	<b>Proposed</b>
Course Prefix:	NURS	
Course No.:	525	
Credit Hours:	03	
Course Title:	Pathophysiologic Concepts	
Times for Credit:	1	1
Prerequisites:		
	Current: Nothing is listed	
	Proposed: Admission to the MSN or DNP program	

#### Description for catalog:

Current: Advanced concepts in pathophysiological processes and disease/disorder management. For the advanced practice nurse. Includes evidence-based practice in assessment, disease management, diagnostic testing and treatment of selected body systems and disease processes across the lifespan.

Proposed: Focus on advanced concepts in pathophysiological processes and disease/disorder management.

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

#### Justification:

The course description is misleading. The purpose of this class is to lay foundational concepts about the deviation from normal physiologic function and the underlying basis for the development of disease. Aligning the description guides the content to focus on alterations in cell signaling pathways associated with cell deregulation and specific/nonspecific responses that facilitate normal cell-tissue-organ function. For example, this would include the cascading interactions with the CP450 enzymes. This concept is a necessary foundation for understanding pharmacological concepts in NURS 527 Pharmacology. Alignment of the course description with pathophysiology concepts at the cellular level lays clear expectations for students' learning in these foundational concepts and the scaffolding of later program content.

#### 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 life span
4. Analyze the relationship between normal physiology and pathological phenomena produced by altered states across the life span
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 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 or group) and other professionals to facilitate optimal care and patient outcomes
11. Demonstrate advanced levels of clinical judgment, systems thinking, and accountability in designing,

## Course Modifications

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. Explain the mechanisms that underlie human health and illness at the cellular and tissue levels.

2. Discriminate between variations in physiological functioning based on human growth and development across the lifespan.

3. Describe the genetic, environmental, and behavioral factors that contribute to healthy functioning and the development of disease.

4. Differentiate between various self-defense mechanisms including innate immunity, adaptive immunity, inflammation, and infectious processes.

5. Synthesize and apply current evidence-based knowledge regarding pathophysiological changes in each body system.

6. Explore specific disease states in children, adults, and older adults for identifying future areas of education, research, and practice.

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Proposed by: Kathleen Hall

Expected Implementation: Fall 2018

## Course Modifications

### NURS 575

Intended semester to offer modified course for the 1st time: Fall 2018

	<b>Current</b>	<b>Proposed</b>
Course Prefix:	NURS	
Course No.:	575	
Credit Hours:	03	
Course Title:	Capstone Project	
Times for Credit:	1	1

#### Prerequisites:

Current: Bachelor of Science in Nursing

Proposed: NURS 500, NURS 501, NURS 502, NURS 503, NURS 504, NURS 505, NURS 525, NURS 526 and NURS 527

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

Change affects program sheet or grad requirements: Yes  No

#### Justification:

The course work from the master's curriculum is necessary to successfully complete and defend a Master's Capstone Project

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Proposed by: K. Bridget Marshall

Expected Implementation: Fall 2018

## Course Modifications

### NURS 580

Intended semester to offer modified course for the 1st time: Fall 2018

	<b>Current</b>	<b>Proposed</b>
Course Prefix:	NURS	
Course No.:	580	
Credit Hours:	03	
Course Title:	Thesis	
Times for Credit:	1	1

#### Prerequisites:

Current: Bachelor of Science in Nursing

Proposed: NURS 500, NURS 501, NURS 502, NURS 503, NURS 504, NURS 505, NURS 525, NURS 526, NURS 527

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

Change affects program sheet or grad requirements: Yes  No

#### Justification:

The course work from the master's curriculum is necessary to successfully complete and defend a Master's Thesis.

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Proposed by: K. Bridget Marshall

Expected Implementation: Fall 2018

## Course Modifications

### NURS 601

Intended semester to offer modified course for the 1st time: Fall 2018

	<b>Current</b>	<b>Proposed</b>
Course Prefix:	NURS	
Course No.:	601	
Credit Hours:	03	
Course Title:	Primary Care of the Child/Adolescent	
Times for Credit:	1	1
Prerequisites:		

Current: Bachelor of Science in Nursing, MSN or completion of 500 level coursework.

Proposed: NURS 602 and NURS 620; or NURS 603 and NURS 630

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

Change affects program sheet or grad requirements: Yes  No

#### Justification:

Content from working with either the adult or the older person population in primary care creates a foundation for the population of children and adolescents. Depending on when the graduate nursing student enters the 600 level coursework, will determine which clinical course will lay the foundation for the primary care and clind corresponding clinical practicum. For example, if a student is ready to enter the 600 level course work in the fall, they will start with the adult primary care clinical and didactic course work (NURS 602 and NURS 620). If a student enters into their first clinical and corresponding didactic coursework in the spring, they would start with the clinical and corresponding didactic course work of the older person (NURS 603 and NURS 630). Working with a select population that is not highly mobile in clinic (for example toddlers) facillitates skill development on the stationary patient prior to advancing to the non- stationary patient. This is consistent with our course progression plan - at the graduate and undergraduate leve -for the student. This is also consistent with course scaffolding in other courses at other universities: typically students learn about adults or the older person prior to pediatric clinical or didactic coursework. Content scaffolds on previous content taught prior to NURS 601.

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Proposed by: K. Bridget Marshall

Expected Implementation: Fall 2018

## Course Modifications

### NURS 603

Intended semester to offer modified course for the 1st time: Fall 2018

	<b>Current</b>	<b>Proposed</b>
Course Prefix:	NURS	
Course No.:	603	
Credit Hours:	03	
Course Title:	Primary Care of the Elderly	Primary Care of the Older Person
Abbreviated Title:	Primary Care of the Elde	Primary Care/Older Perso
Times for Credit:	1	1

Description for catalog:

Current: Bachelor of Science in Nursing, Master of Science, and 500-level coursework.

Proposed: Admission to the MSN or DNP program.

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 term "elderly" can be perceived as a derogatory labeling of a population group in society. The term "older person" encompasses aspects of wellness that may not be implicit in the term "elderly". The United Nations Committee on Economic, Social and Cultural Rights (CESCR) has recommended adoption of the term "older person" (United Nations, 1995). The language is consistent with the titles of courses in the didactic content of the Doctor of Nursing Practice program.

United Nations (1995). The economic, social and cultural rights of older persons, General comment no. 6, United Nations, retrieved from: <http://www.refworld.org/docid/4538838f11.html> [accessed 1 October 2017]

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Proposed by: Kathleen Hall

Expected Implementation: Fall 2018

## Course Modifications

### NURS 604

Intended semester to offer modified course for the 1st time: Fall 2018

	<b>Current</b>	<b>Proposed</b>
Course Prefix:	NURS	
Course No.:	604	
Credit Hours:	01	
Course Title:	Primary Care of Rural and Vulnerable Populations	Primary Care of Rural Populations
Times for Credit:	1	1

**Prerequisites:**

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

Proposed: NURS 602 and NURS 620; or NURS 603 and NURS 630

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 course progression plan requires that the student have at least one didactic primary care course with co-requisite clinical experience be completed prior to their rural health care didactic course and clinical experience. This can be accomplished by taking either content from the didactic course NURS 602 Primary Care of the Adult and NURS 620 Clinical Practicum: Adult or NURS 603 Primary Care of the Older Person and co-requisite clinical NURS 630 Clinical Practicum: Older Person. Which course a student takes first is dependent on if they are entering their first clinical and corresponding didactic course in the fall or the spring. If it is in the fall, it will be NURS 602/NURS 620. If it is in the spring then the first didactic/clinical combination would be NURS 603 / NURS 630 Primary Care of the Elderly (proposed name change to "older person") with the corresponding clinical.

The concept of vulnerability is independent of rurality. The course objectives address rurality but not vulnerability. Therefore the name change is consistent with course objectives and with the title of the clinical practicum: "NURS 640 Clinical Practicum: Rural Health Care".

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Proposed by: K. Bridget Marshall

Expected Implementation: Fall 2018



## Course Modifications

### NURS 610

Intended semester to offer modified course for the 1st time: Fall 2018

	<b>Current</b>	<b>Proposed</b>
Course Prefix:	NURS	
Course No.:	610	
Credit Hours:	03	
Course Title:	Clinical Practicum: Child/Adolescent	
Times for Credit:	1	1
Prerequisites:		
	Current: Bachelor of Science in Nursing, Master of Science in Nursing or completion of 500-level coursework.	
	Proposed: NURS 602 and NURS 620; or NURS 603 and NURS 630	
Requirement or listed choice for any program of study:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Change affects program sheet or grad requirements:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

#### Justification:

Didactic and clinical content and clinical content with the adult population or older person population lays foundational concepts necessary prior to working with children or adolescents. Clinical experience from working with either the adult or older person population in primary care creates a foundation for the clinical skills working with the population of children and adolescents. Typically, nurse practitioner students work with patients in the adult or older person population prior to working with children. If a student starts clinical rotations in the spring, they start with NURS 630 Clinical Practicum of the Elderly [Older Person]. If a student starts with clinical practicums in the fall, they will start with NURS 620 Clinical Practicum of the Adult. Thus, the prerequisite will be working with the older person or the adult population prior to working with children and adolescents. This is consistent with our course progression plan for the student. Content scaffolds on previous content taught prior to NURS 610.

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Proposed by: K. Bridget Marshall

Expected Implementation: Fall 2018

## Course Modifications

### NURS 625

Intended semester to offer modified course for the 1st time: Fall 2018

	<b>Current</b>	<b>Proposed</b>
Course Prefix:	NURS	
Course No.:	625	
Credit Hours:	03	
Course Title:	Statistics for Health Sciences	
Times for Credit:	1	1
Prerequisites:		
	Current: Bachelor of Science in Nursing, undergraduate statistics	
	Proposed: NURS 500, NURS 501, NURS 502, NURS 503, NURS 504, NURS 505, NURS 525, NURS 526, NURS 527	
Requirement or listed choice for any program of study:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Change affects program sheet or grad requirements:	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

#### Justification:

Requirement of these courses as prerequisites properly scaffolds content in manner that should allow for success in the course.

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Proposed by: K. Bridget Marshall

Expected Implementation: Fall 2018

## Course Modifications

### NURS 626

Intended semester to offer modified course for the 1st time: Fall 2018

	<b>Current</b>	<b>Proposed</b>
Course Prefix:	NURS	
Course No.:	626	
Credit Hours:	03	
Course Title:	Epidemiology	
Times for Credit:	1	1

#### Prerequisites:

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

Proposed: 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

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

Change affects program sheet or grad requirements: Yes  No

#### Justification:

Foundational concepts in evaluation, diagnosis, management and treatment in primary care are necessary for comprehending course concepts of using population information to estimate patient prognosis and risk. Population data is used in evaluation of individual patient risk: absolute risk, relative risk, and likelihood ratios. Calculation of risk, communication of risk to a patient, as well as prognosis, uses fundamental skills from point of care contact with patients. The didactic course NURS 602 Primary Care of the Adult and co-requisite clinical coursework NURS 620 Clinical Practicum: Adult OR NURS 603 Primary Care of the Elderly (proposed change to "Older Person") with the clinical co-requisite NURS 630 Clinical Practicum: Elderly (proposed change to "older Person") lay the foundation for this scaffolding of content.

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Proposed by: K. Bridget Marshall

Expected Implementation: Fall 2018

## Course Modifications

### NURS 630

Intended semester to offer modified course for the 1st time: Fall 2018

	<b>Current</b>	<b>Proposed</b>
Course Prefix:	NURS	
Course No.:	630	
Credit Hours:	03	
Course Title:	Clinical Practicum Elderly	Clinical Practicum: Older Person
Abbreviated Title:	Clinical Practicum of EI	Clinical Pract:Older Per
Times for Credit:	1	1
Prerequisites:		

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

Proposed: Admission to a the MSN or DNP program.

Co-requisites:

Current: Nothing listed

Proposed: NURS 603

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 term "elderly" can be perceived as a derogatory labeling of a population group in society. The term "older person" encompasses aspects of wellness that may not be implicit in the term "elderly". The United Nations Committee on Economic, Social and Cultural Rights (CESCR) has recommended adoption of the term "older person"(United Nations, 1995). The language is consistent with the new title of the didactic course.

The co-requisite was understood to be assumed but not explicitly listed. Listing the co-requisite is an effort to delineate expectations clearly.

United Nations (1995). The economic, social and cultural rights of older persons, General comment no. 6, United Nations, retrieved from: <http://www.refworld.org/docid/4538838f11.html> [accessed 1 October 2017]

Topical course outline, current:

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Proposed by: Kathleen Hall

Expected Implementation: Fall 2018

## Course Modifications

### NURS 640

Intended semester to offer modified course for the 1st time: Fall 2018

	<b>Current</b>	<b>Proposed</b>
Course Prefix:	NURS	
Course No.:	640	
Credit Hours:	02	
Course Title:	Clinical Practicum: Rural Health Care	
Times for Credit:	1	1
Prerequisites:		

Current: Bachelor of Science in Nursing in Nursing, Master of Science in Nursing or completion of 500-level coursework; NURS 601, NURS 602, NURS 603, NURS 610, NURS 620, NURS 630.

Proposed: NURS 602 and NURS 620; or NURS 603 and NURS 630

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

Change affects program sheet or grad requirements: Yes  No

#### Justification:

The course progression plan requires that the student have at least one didactic primary care course with a co-requisite clinical experience that must be completed prior to their rural health care didactic course and clinical experience. This can be accomplished by taking either content from the didactic course NURS 602 Primary Care of the Adult and NURS 620 the co-requisite, Clinical Practicum: Adult or NURS 603 Primary Care of the Older Person and co-requisite clinical NURS 630 Clinical Practicum: Older Person.

The scaffolding of content is adequate if just one didactic course with the required co-requisite clinical course is completed to increase likelihood of success in NURS 604 Primary Care of Rural and Vulnerable Populations. The concept of vulnerability is independent of rurality. The course objectives address rurality but not vulnerability. Therefore the name change for NURS 604, a co-requisite, is being changed to create uniformity among the courses.

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Proposed by: K. Bridget Marshall

Expected Implementation: Fall 2018

## Course Modifications

### NURS 650

Intended semester to offer modified course for the 1st time: Fall 2018

	<b>Current</b>	<b>Proposed</b>
Course Prefix:	NURS	
Course No.:	650	
Credit Hours:	06	03
Course Title:	Family Nurse Practitioner Preceptorship	Family Nurse Practitioner Preceptorship I
Abbreviated Title:	Family Nurse Practitioner	FNP Preceptorship I
Contact hours:	Lecture	Lecture
	Lab 12	Lab 06
	Field	Field
	Studio	Studio
	Other	Other
Engage Min.:	9000	4500
Prep Min.:	9000	4500
Times for Credit:	1	1

#### Prerequisites:

Current: Bachelor of Science in Nursing, Master of Science in Nursing or completion of 500 level coursework; NURS 601, NURS 610, NURS 602, NURS 620, NURS 603, NURS 630, NURS 640

Proposed: NURS 601, NURS 602, NURS 603, NURS 604, NURS 610, NURS 620, NURS 630, NURS 640

#### Description for catalog:

Current: Focuses in-depth on the role of a FNP in the client-care setting with selected populations. Experience designed to integrate and synthesize preceding clinical and didactic course knowledge and skills, development of clinical management, leadership and interdisciplinary collaborative practice skills at an advanced competency level. The role of an advanced practice nurse with an approved preceptor/mentor is practiced.

Proposed: 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.

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:

Separating NURS 650 FNP Preceptorship from one 6 credit course into two 3 credit courses (NURS 650 to NURS 650 and NURS 652) allows for a graduated opportunity to meet course objectives at the clinical level by refining role development expectations as a clinician. Clinical expectations are expected to progress from the "High" skill level in NURS 650 FNP Preceptorship I to the "Independent" skill level assumed by the end of NURS 652 FNP Preceptorship II. The clinical skill level characterized as "High" skill level is defined as requiring minimal help or supervision; where the student performs tasks with proficiency and skill, interprets findings and information with good judgement using very minimal assistance/supervision. Designation of "High" level of clinical proficiency allows for expectations to be clear for the student. Currently, the student is expected to attain the "Independent" level at the end of NURS 650. Despite it being a six credit course, the separation really allows for the student to attain the outcome with more clarity of the expectation. Subsequent development and approval of NURS 652 FNP Preceptorship II will create clarity of the student expectation to advance from the "High" level to the "Independent" clinical level.

## Course Modifications

In addition to clinical expectations being more graduated, this change in NURS 650 has the expectation of the service learning project in the clinical component. Following a "GNOME" format of "Goals, Needs, Objectives, Measurement and Evaluation", the service learning project provides the student an additional opportunity to refine their their skill development in other outcomes expected of the Doctor of Nursing Practice degree. this speaks directly to the DNP Essentials related to competencies such as health policy, information technology, organizational systems as examples. The service learning project is not directly tied to primary care but provides a format for a teaching opportunity at the primary clinical location.

It is because of the reasons listed above: seperation of NURS 650 and NURS 652 with the addition of the service learning project that the course outline and student learning outcomes are modified. The GNOME service learning involves evaluation - including self- evaluation, so the removal of that outline item is justified.

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

### Topical course outline, proposed:

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 premised on evidenced based practice guidelines.
6. Clinical preceptor and student evaluation meeting expectations of the "High Skill Level" per the clinical evaluation tool.
7. Final service learning project/presentation.

### Student Learning Outcomes, current:

At the completion of this course, the student will be able to:

1. Demonstrate advanced 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

## Course Modifications

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:

At the completion of this course, the student will be able to:

1. Demonstrate advanced 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. Integrate health maintenance and health promotion concepts into plan of care for each patient encountered.
6. Collaborate in a service learning project that supports patients, families or staff in delivery of health care.

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Proposed by: K. Bridget Marshall

Expected Implementation: Fall 2018



## Course Modifications

### NURS 660

Intended semester to offer modified course for the 1st time: Fall 2018

	<b>Current</b>	<b>Proposed</b>
Course Prefix:	NURS	
Course No.:	660	
Credit Hours:	02	
Course Title:	Transition into Advanced Practice Nursing	Transition to the Doctor of Nursing Practice
Abbreviated Title:	Transition into APN	Transition to the DNP
Times for Credit:	1	1

#### Prerequisites:

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

Proposed: NURS 600, NURS 602, NURS 604, NURS 620, NURS 625, NURS 626, NURS 640, NURS 700

#### Description for catalog:

Current: Focuses on concepts of scope of practice, professional growth, role development, theory guided and evidenced based practice for the advanced practice nurse. Professional involvement and practice, leadership, teamwork, collaboration, legal, ethical, reimbursement, and role acquisition issues for advanced practice nurses.

Proposed: 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.

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:

Content from clinical and didactic coursework lays the foundation for synthesis of the advanced role development of the Doctor of Nursing Practice (DNP) prepared student. This course is premised on integration of content with the goal of the formation of the DNP project problem statement. This is consistent with other DNP programs nationally that have expanded the project process to encompass a minimum of three semesters. Most programs now introduce the concept of identification of a purpose and problem statement earlier in the curriculum. The focus of this course should be transition to the DNP - with emphasis on the development of a purpose and problem statement that inform clinical practice. The focus of NURS 600 Advanced Practice Nursing Issues is on the nurse practitioner role development. This course should focus on the role development of the Doctor of Nursing Practice prepared nurse practitioner. Since nurse practitioner programs continue to exist with the terminal degree at the master's level, this course distinguishes a doctorally prepared nurse practitioner by addressing ethical, legal, and leadership components of practice in development of project purpose and problem.

Engagement of the key stakeholders for collaboration on the project is an expectation during the course. Identification of the project setting is met during this time. Expectations of an advanced nursing practice prepared DNP leadership role in a clinical practice setting will be explicated.

Removal of "the ANP role, licensure, marketing and employment" is justified because it is duplicating what is taught as a foundation in NURS 600 Advanced Practice Nursing Issues. Feedback from alumnae is that this information is duplicative from NURS 600 and a distraction from the formation of the project problem

## Course Modifications

statement. The focus of this course is to prepare the student for the final project by identification and development of their project purpose and question. Professional support for developing a resume can be obtained at the career center. The ePortfolio is utilized throughout the student's graduate studies as ongoing method to develop a professional portfolio for the graduate program and potential employers. Creating a specific resume in this class is redundant. The ePortfolio is now a requirement of the graduate student beginning with acceptance to the program and at final graduation. It is not confined to a specific course but a culmination of the student's ongoing development in the program.

### Topical course outline, current:

1. APN role, licensure, marketing and employment
2. Portfolio development
3. Risk management and reimbursement
4. Legal and ethical issues in advanced nursing practice
5. Communication with stakeholders
6. Leadership and change in practice: evidenced based projects
7. Evidenced- based projects to inform clinical practice: the proposal question

### Topical course outline, proposed:

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

### 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. Relate evidenced base practice and research to the application of the advanced nursing practice role.
2. Demonstrate effective professional leadership, group process and team building in the advanced nursing practice role.
3. . Evaluate legal, ethical and advocacy issues and decision making related to advanced nursing practice role.
4. Demonstrate effective communication, conflict resolution, and negotiation.
5. Identify a gap in evidence-based practice or policy with the potential to inform clinical practice or health care systems.
6. Formulate and propose an evidence-based problem statement that addresses a gap in health care practice.

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Proposed by: K. Bridget Marshall

Expected Implementation: Fall 2018

## Course Modifications

### NURS 750

Intended semester to offer modified course for the 1st time: Fall 2018

	<b>Current</b>	<b>Proposed</b>
Course Prefix:	NURS	
Course No.:	750	
Credit Hours:	03	
Course Title:	Capstone: Evidenced Based Practice I	Doctor of Nursing Practice Project: Evidence-Based Practice I
Abbreviated Title:	Capstone: EBP I	DNP Project: EBP I
Times for Credit:	1	1
Prerequisites:		
	Current: Bachelor of Science in Nursing, Master of Science in Nursing or completion of 500-level coursework; NURS 650, NURS700	
	Proposed: NURS 600, NURS 601, NURS 602, NURS 603, NURS 604, NURS 610, NURS 620, NURS 630, NURS 640, and NURS 660	
Requirement or listed choice for any program of study:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Change affects program sheet or grad requirements:	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>
Health Sciences	DNP, Family Nurse Practitioner: 9611	

#### Justification:

The change in pre-requisites clarifies the required didactic and clinical content for NURS 750: to successfully propose and defend the DNP Project. The American Association of the Colleges of Nursing (AACN), our accreditation body, have recommended in their AACN 2015 position paper that the DNP Project be called a "Project" and not a Capstone. This name change is in congruence with the governing bodies that direct the curriculum of the Doctor of Nursing Practice The new title of the course will adopt the recommendations by the governing bodies, including the American Association of the Colleges of Nursing, to title the DNP culmination of their scholarly work the "DNP Project".

American Association of the Colleges of Nursing, (2015). The Doctor of Nursing Practice: Current Issues and Clarifying Recommendations, American Association of Colleges of Nursing White Paper. Retrieved from:<http://www.aacnnursing.org/Portals/42/DNP/DNP-Implementation.pdf?ver=2017-08-01-105830-517>

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Proposed by: K. Bridget Marshall

Expected Implementation: Fall 2018

## Course Modifications

### NURS 760

Intended semester to offer modified course for the 1st time: Fall 2018

	<b>Current</b>	<b>Proposed</b>
Course Prefix:	NURS	
Course No.:	760	
Credit Hours:	03	
Course Title:	Capstone: Evidence Based Practice II	Doctor of Nursing Practice Project: Evidence-Based Practice II
Abbreviated Title:	Capstone: EBP II	DNP Project: EBP II
Times for Credit:	1	1

#### Prerequisites:

Current: Bachelor of Science in Nursing, Master of Science in Nursing, or completion of 500-level coursework; NURS 750.

Proposed: NURS 750

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 new title of the course will adopt the recommendations by the governing bodies, including the American Association of the Colleges of Nursing, to title the DNP culmination of their scholarly work the "DNP Project".

American Association of the Colleges of Nursing, (2015). The Doctor of Nursing Practice: Current Issues and Clarifying Recommendations, American Association of Colleges of Nursing White Paper. Retrieved from:<http://www.aacnnursing.org/Portals/42/DNP/DNP-Implementation.pdf?ver=2017-08-01-105830-517>

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Proposed by: K. Bridget Marshall

Expected Implementation: Fall 2018

**Program Modification**

Revision to SLOs:            Yes     No

Other changes:            Yes     No

Discussions with affected departments:

NA

Proposed by:    K. Bridget Marshall

Director of Teacher Education Signature:

Expected Implementation:    Fall 2018

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## Program Modification

### Family Nurse Practitioner: 9611

Degree Type: DNP

Revision to program sheet: Yes  No

Description of modification:

1. There will be a change in the overall credit hours required for the terminal degree from a total of 82 credits to 79 credits by dropping the requirement of an elective.
2. Course sequencing has been delineated by adding specific course pre-requisites.
3. Addition of NURS 652 Family Nurse Practitioner Preceptorship II.
4. NURS 650 Family Nurse Practitioner (FNP) Preceptorship will be offered as a three credit course.
5. Delete the requirement for an elective course in the Doctor of Nursing Practice degree.

Justification:

1. There is not a graduate elective offered in the DNP program. There have been attempts at developing electives. The courses that were developed did not have enough students sign up to actually run them. Students are being asked to sign up for a random course - sometimes at another school to fulfill this requirement. This puts an additional burden on students. Alumnae have provided feedback that this was an additional burden and expense without a major benefit for their learning.
2. Course prerequisites were added to facilitate course sequencing that scaffolds content.
3. Titles for the following courses have been modified:

- a.) NURS 603 & co-requisite NURS 630 were changed to reflect more appropriate language of the term "Elderly" in the title of the courses to the term "Older Person" as recommended by the United Nations. The term "Elderly" in the title can connote derogatory interpretations, including frailty, in addition to age. Frailty is not implied in the terminology "Older Person". The United Nations recommends the terminology "Older Person" to more accurately reflect the population in this course.
- b.) NURS 650 Family Nurse Practitioner Preceptorship title was modified to reflect the splitting of the course into Preceptorship I and II; NURS 652 Family Nurse Practitioner Preceptorship II will allow for discrimination of the student progression from a "High Level Skill" to evaluation of the student at an "Independent Skill Level".

The "Independent skill level" is characterized by students demonstrating safe evaluation, diagnosis, management, treatment and communication with patients with only consultation available for clinical functioning.

- c.) NURS 750 and NURS 760 Capstone: Evidence-Based Practice I and II were changed from the title "Capstone" to the title "Project" based on the recommendation by the national accreditation body, American Association of Colleges of Nursing (AACN). AACN recommends different language from the traditional Master's terminology of the final manuscript to distinguish the Doctor of Nursing Practice from the Master's degree in Nursing. Master's of Nursing final projects are often titled "Capstone" when a thesis is not being completed. The Doctor of Nursing Practice is not a dissertation nor is it a traditional Capstone. The AACN recommends the term "Project" for the final synthesis and manuscript in their 2015 white paper to reflect the applied nature of the course curriculum of a practice doctorate.

2. NURS 650 Family Nurse Practitioner (FNP) Preceptorship is currently offered as a six credit course. Student feedback, as well as congruence with other FNP programs, supports clinical immersion courses that scaffold the intensive experience into two semesters. Allowing FNP Preceptorship to be divided into two 3 credit courses over two semesters will delineate skills progressing from the "High Skill Level" per the clinical evaluation tool (CET) to the "Independent Skill Level" of the CET in the proposed course NURS 652 FNP Preceptorship II.

3. The elective is not a necessary requirement for the DNP Project. If the student is interested in supplementing the course curriculum with additional studies, the independent study course of NURS 795 can be taken by the student in coordination with their faculty advisor.



**2018-2019 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 advance practice nursing 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 policy skills needed to advocate and create changes in healthcare practice at all 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.

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 is a 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 coursework and immersion experiences will be arranged in primary care settings across the region. Students will complete most clinical requirements in their home community, 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. 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)
4. Formulate and evaluate hypotheses as related to research problems, issues, concepts, and various perspectives. (Critical Thinking)
5. Synthesize, evaluate, or refine the information base of various scholarly sources. (Information Literacy)
6. Choose ethical and legal courses of action in research and professional practice. (Ethical Reasoning)

**Advising Process and DegreeWorks**

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.

### **Graduation Process**

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.

### **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.
- 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.
- ~~82-79~~ Semester Hours are required for the Doctor of Nursing Practice Degree.
- No class grade lower than a "B" will be counted toward the degree.
- Applicants must hold a current, unrestricted license to practice as a registered nurse in their State of Practice.
- 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 (7982 semester hours)**

**Required Core Courses (27 semester hours)**

- NURS 500 - Theoretical Foundations (3)
- NURS 501 - Nursing Research Methods (3)
- NURS 502 - Health Information Systems (3)
- NURS 503 - Organizational Leadership (3)
- NURS 504 - Health Policy (3)
- NURS 505 - ~~Quality Assessment and Improvement in Healthcare Settings~~ (3)
- NURS 625 - Statistics for Health Sciences (3)
- NURS 626 - Epidemiology (3)
- NURS 700 - Evidence-Based Practice (3)

**Advanced Nursing Practice Cognate (46 semester hours)**

- NURS 525 - Pathophysiologic Concepts (3)
- NURS 526 - Pharmacology for ~~Advanced NP~~ Nurse Practitioners (3)
- NURS 527 - ~~Advanced Health Assessment for ANP~~ (3)
- NURS 530 - Chronic Illness Management (3)
- NURS 535 - Health Promotion & Disease Prevention (3)
- NURS 600 - ~~Advanced Practice Nursing Family Nurse Practitioner~~ Issues (2)
- NURS 601 - Primary Care of the Child/Adolescent (3)
- NURS 602 - Primary Care of the Adult (3)
- NURS 603 - Primary Care of ~~the Elderly Older Person~~ (3)
- NURS 604 - Primary Care of Rural ~~and Vulnerable~~ Populations (1)
- NURS 610 - Clinical Practicum - Child/Adolescent (3)
- NURS 620 - Clinical Practicum - Adult (3)
- NURS 630 - Clinical Practicum - ~~Elderly Older Person~~ (3)
- NURS 640 - Clinical Practicum - Rural Health Care (2)
- NURS 650 - ~~Family Nurse Practitioner~~ Preceptorship I (6)(3)
- NURS 652 - ~~Family Nurse Practitioner~~ Preceptorship II (3)
- NURS 660 - Transition ~~into the Doctor of Advanced Nursing Practice~~ (2)

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**Elective (2 semester hours)**

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**Capstone DNP Project (6 semester hours)**

- NURS 750 - ~~Capstone DNP Doctor of Nursing Practice Project: Evidence-Based Practice I~~ (3)
- NURS 760 - ~~Capstone Doctor of Nursing Practice DNP Project: Evidence-Based Practice II~~ (3)

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**Other Requirements**

- Completion of Oral Comprehensive Exam

**SUGGESTED COURSE SEQUENCING**

**Year One, Fall Semester: 6 credits**

- ~~NURS 501 - Nursing Research Methods (3)~~
- ~~NURS 500 - Theoretical Foundations (3)~~
- ~~NURS 502 - Health Information Systems (3)~~

• ~~Total 6 credits~~

**Year One, Spring Semester: 9 credits**

- ~~NURS 525 - Pathophysiologic Concepts (3)~~
- ~~NURS 503 - Organizational Leadership (3)~~
- ~~NURS 505 - Quality Improvement (3)~~
- ~~NURS 504 - Health Policy (3)~~

• ~~Total 9 credits~~

**Year One, Summer Semester: 3 credits**

- ~~NURS 527 - Health Assessment for ANP (3)~~
- ~~NURS 501 - Nursing Research Methods (3)~~

• ~~Total 3 credits~~

- ~~NURS 530 - Chronic Illness Management (3)~~

**Year Two, Fall Semester: 6 credits**

- ~~NURS 502 - Health Information Systems (3)~~
- ~~NURS 504 - Health Policy (3)~~
- ~~NURS 525 - Pathophysiologic Concepts (3)~~
- ~~NURS 535 - Health Promotion & Disease Prevention (3)~~

• ~~Total 6 credits~~

**Year Two, Spring Semester: 6 credits**

- ~~NURS 505 - Quality Improvement (3)~~
- ~~NURS 526 - Pharmacology for Advanced Nursing Practice, ANP (3)~~
- ~~NURS 530 - Chronic Illness Management (3)~~

• ~~Total 6 credits~~

**Year Two, Summer Semester: 3 credits**

- ~~Elective (3)~~
- ~~NURS 527 - Advanced Health Assessment (3)~~
- ~~NURS 535 - Health Promotion & Disease Prevention (3)~~

• ~~Total 3 credits~~

**Year Three, Fall Semester: 8 credits**

- ~~NURS 601 - Primary Care of the Child/Adolescent (3)~~
- ~~NURS 610 - Clinical Practicum - Child/Adolescent (3)~~
- ~~NURS 600 - Advanced Practice Nursing Issues (2)~~
- ~~NURS 602 - Primary Care of the Adult (3)~~
- ~~NURS 620 - Clinical Practicum - Adult (3)~~

• ~~Total 8 credits~~

**Year Three, Spring Semester: 9 credits**

- ~~NURS 600 - Family Nurse Practitioner Issues (2)~~
- ~~NURS 602 - Primary Care of the Adult (3)~~
- ~~NURS 620 - Clinical Practicum - Adult (3)~~
- ~~NURS 601 - Primary Care of the Child/Adolescent (3)~~
- ~~NURS 610 - Clinical Practicum - Child/Adolescent (3)~~
- ~~NURS 625 - Statistics for Health Sciences (3)~~

• ~~Total 9 credits~~

**Year Three, Summer Semester**

2018-19 Doctor of Nursing Practice, Family Nurse Practitioner (9611). Posted:

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- ~~• NURS 603 - Primary Care of Elderly (3)~~
- ~~• NURS 604 - Primary Care of Rural and Vulnerable Populations (1)~~
- ~~▪ NURS 630 - Clinical Practicum - Elderly (3)~~
- ~~▪ NURS 640 - Clinical Practicum - Rural Health Care (2)~~

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**Year Four, Fall Semester: 9 credits**

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- ~~▪ NURS 626 - Epidemiology (3)~~
- ~~▪ NURS 604 - Primary Care of Rural and Vulnerable Populations (1)~~
- ~~▪ NURS 640 - Clinical Practicum - Rural Health Care (2)~~

- ~~▪ NURS 700 - Evidence-Based Practice (3)~~
- ~~Total 9 credits~~

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**Year Four, Spring Semester: 8 credits**

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- ~~• NURS 625 - Statistics for Health Sciences (3)~~
- ~~• NURS 700 - Evidence-Based Practice (2)~~
- ~~▪ NURS 603 - Primary Care of the Elderly Older Person(3)~~
- ~~▪ NURS 630 - Clinical Practicum - of the Elderly Older Person(3)~~
- ~~▪ NURS 660 - Transition into the ANP, Doctor of Nursing Practice (2)~~

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~~Total 8 credits~~

**Year Four, Summer Semester**

- ~~• NURS 650 - FNP Preceptorship (6)~~
- ~~• NURS 660 - Transition into ANP (2)~~

**Year Five, Fall Semester: 6 credits**

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- ~~▪ NURS 750 - Capstone Doctor of Nursing Practice Project: Evidence-Based Practice I (3)~~
- ~~• NURS 650 - Family Nurse Practitioner Preceptorship I (6) (3)~~

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**Year Five, Spring Semester: 6 credits**

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- ~~▪ NURS 760 - Capstone Doctor of Nursing Practice, Project: Evidence-Based Practice II (3)~~
- ~~▪ NURS 657 - Family Nurse Practitioner Preceptorship II (3)~~

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# Department: Kinesiology

## Course Additions

KINE 501

Credit Hours 3

Course Title: Research Methods

Abbreviated Title: Research Methods

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 9000

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

Intended semester to offer course 1st time: Fall 2018

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

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

Course is a requirement for a new program:

MS, Sport Management

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:

Examination of the methods of research in kinesiology. Topics will include selection of the problem, hypothesis testing, historical research, descriptive research, experimental research, tools of research, and data interpretation.

### Justification:

Course is needed to fulfill the new MS, Sport Management program requirements. Specifically, this course will provide the research background that many of the remaining courses will build off of as students to progress through this master's degree program.

### Topical course outline:

Overview of the research process

1. Introduction to research in kinesiology
2. Developing the problem and using the literature
3. Presenting the problem
4. Formulating the method
5. Ethical issues in research and scholarship

Statistical and measurement concepts in research

1. Becoming acquainted with statistical concepts
2. Relationships among variables
3. Differences among groups
4. Nonparametric techniques

## Course Additions

### 5. Measuring research variables

#### Types of research

1. Historical research in kinesiology
2. Philosophic research in kinesiology
3. Research synthesis (Reviews and meta-analyses)
4. Survey research
5. Other descriptive research
6. Descriptive research in kinesiology
7. Qualitative research

#### Writing the research report

1. Completing the research process
2. Developing a professionally written final report or manuscript

### Student Learning Outcomes:

Upon satisfactory completion of this course, the student should be able to:

1. Demonstrate how to define a research problem and to develop a hypothesis.
2. Compare historical research, descriptive research, and experimental researching.
3. Differentiate the characteristics of quantitative and qualitative research.
4. Examine the components of a literature review process.
5. Critically analyze published research.
6. Demonstrate how to use research tools such as appropriate software and library resources.
7. Demonstrate proficiency in professional, written communication.
5. Interpret data to evaluate and to determine their worth, especially related to hypothesis testing.

### Discussions with affected departments:

Business Department discussion with Dr. Steve Norman on January 22.

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Proposed by: Richard Bell and Steven Ross Murray      Expected Implementation: Fall 2018

## Course Additions

KINE 502

Credit Hours 3

Course Title: Sport Marketing

Abbreviated Title: Sport Marketing

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 9000

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

Intended semester to offer course 1st time: Spring 2019

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

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

Course is a requirement for a new program:

Masters of Science in Sport Management

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:

Overview of marketing in sport. Emphasis on enabling the marketing manager to create strategies that "fit" products and services to an athletic department or sport organization's distinctive competencies and target market. Development of decision-making skills in marketing and overview of the marketing management process. Case studies in sport marketing address and exemplify issues in creating and implementing the marketing strategy.

### Justification:

Course is needed to fulfill the new MS, Sport Management program requirements. Specifically, this course will provide the sport marketing background necessary for graduates to be successful upon entering the workforce.

### Topical course outline:

The Sport Business Industry  
The Global Market for the Sport Industry  
The Sport Marketing Process  
Sport Marketing Research  
Segmentation, Target Marketing, and Positioning  
Marketing Information Systems  
The Marketing Mix and the Sport Industry  
The Product in the Sport Business Industry  
Price: Pricing Strategies for the Sport Business Industry  
Place: Distribution Channels and Decisions in Sport Business  
Promotion in the Sport Industry  
Media Relations in Sport

## Course Additions

Marketing through Endorsements and Sponsorships  
Using Licensing and Logos in the Sport Industry  
Social Media in Sport Marketing

### Student Learning Outcomes:

Upon satisfactory completion of this course, the student should be able to:

1. Select appropriate marketing terminology.
2. Interpret information sources.
3. Construct a marketing plan.
4. Examine the importance of marketing as it is related to profitability of the overall sport organization.
5. Formulate marketing decisions.

### Discussions with affected departments:

Business Department discussion with Dr. Steve Norman on January 22, 2018.

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Proposed by: Richard Bell

Expected Implementation: Fall 2018

## Course Additions

KINE 535

Credit Hours 3

Course Title: Sport in Society

Abbreviated Title: Sport in Society

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 9000

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

Intended semester to offer course 1st time: Fall 2018

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

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

Course is a requirement for a new program:

MS, Sport Management

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 role and impact of sports in our society from a social view. The course will discuss various sociological constructs as they impact all levels of sport participation, including amateur and professional team sports, and the challenges of these constructs in managing sport organizations.

### Justification:

Course is needed to fulfill the new MS, Sport Management program requirements by discussing the role sport plays in society as a whole and why that is important to a sport management graduate's future.

### Topical course outline:

The Sociology of Sport: What Is It and Why Study It?  
What is the Role of Research in Sport in Society  
Sport Socialization: Who Plays and What Happens to Them?  
Deviance in Sport  
Children in Sport  
Violence in Sport  
Gender and Sports  
Race and Ethnicity in Sports  
Social Classes in Sport  
Age and Abilities in Sport  
Sports and the Economy  
Sports and the Media  
Sports and Politics  
Sports in Schools and Education



## Course Additions

Sports and Religions

Sports in the Future

### Student Learning Outcomes:

1. Breakdown the sociology of sports and reasons it should be studied.
2. Relate modern social theories to better management and decision-making in sports.
3. Evaluate the impact sociology of sports has on decision-making in high school and college sports.
4. Examine how organized sports programs affect the socialization of children.
5. Identify principles and concepts of deviance and violence in sports.
6. Assess societal issues that result from gender, race, and ethnic diversity in sports.
7. Analyze commercialization of sports such as the role of money and power.
8. Determine the global impact of sports.

### Discussions with affected departments:

Business Department discussion with Dr. Steve Norman on January 22, 2018.

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Proposed by: Richard Bell

Expected Implementation: Fall 2018

## Course Additions

KINE 542

Credit Hours 3

Course Title: Sport Law and Ethics

Abbreviated Title: Sport Law and Ethics

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 9000

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

Intended semester to offer course 1st time: Fall 2018

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

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

Course is a requirement for a new program:

MS, Sport Management

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:

Focus on legal issues pertaining to amateur and professional sports. Tort law, negligence, contract, antitrust, labor, facility, exculpatory, and licensing law will be analyzed in the context of sports-related cases. This course examines moral and ethical issues within sport environments, including major social criticisms and constructs of sport, analysis of relevant ethical theories, and synthesizing ethical reasoning knowledge and skills.

### Justification:

Course is needed to fulfill the new MS, Sport Management program requirements by providing the theory and content needed to make sure a sport management graduate is practicing according to the law.

### Topical course outline:

Introduction to Sport and Law  
Managerial Strategies to Minimize Liability  
Employment Relations Issues  
The U.S. Legal System and Research  
Employer Liability  
Human Relations Issues  
Harassment and Employee Expression Issues  
Working Conditions  
Labor Relations and Collective Bargaining  
The Law of Agency and Athlete Agents  
Governance Issues in Professional and Olympic Sport 50

## Course Additions

Governance Issues in High School and College Athletics  
Regulation Issues in Private Clubs and Not-For-Profit Organizations  
Participant Liability Issues  
Premises Liability and Sport Facility/Event Issues  
Violence in Sport  
Waivers and Exculpatory Clauses  
Intellectual Property Issues in Sport  
Marketing Issues in Sport

### Student Learning Outcomes:

1. Differentiate the role of the attorney and agent when representing athletes.
2. Examine contracts and terms, including important clauses relating to an endorsement agreement.
3. Examine sports torts in relation to waivers, statutes of limitations, intentional torts, and products liability.
4. Investigate sports crimes as it relates to sports violence, crimes against the person, crimes affecting the public health and welfare, and crimes against the government.
5. Examine Title IX and other women's issues in sports.
6. Analyze the laws around disabilities and sports such as the Rehabilitation Act of 1973, and the ADA.
7. Assess the laws surrounding illegal and performance-enhancing drugs and sports.
8. Assess international sports issues as they relate to sports law.
9. Examine antitrust and labor issues in sports.
10. Identify issues in sports related to intellectual property such as copyright, licensing, and ambush marketing.
11. Examine ADR in sports.
12. Appraise issues related to religion and sport in the United States as they relate to the US Constitution.

### Discussions with affected departments:

Business Department discussion with Dr. Steve Norman on January 22, 2018.

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Proposed by: Richard Bell

Expected Implementation: Fall 2018

## Course Additions

**KINE 545**

Credit Hours 3

Course Title: Sport Finance

Abbreviated Title: Sport Finance

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 9000

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

Intended semester to offer course 1st time: Fall 2018

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

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

Course is a requirement for a new program:

MS, Sport Management

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:

Study of the basic financial considerations for an effective sports management professional, including the financial challenges facing the profession, sources of funding, budgeting and financial statements, the concept of economic impact analysis, and the pros and cons of using public-sector funds.

### Justification:

Course is needed to fulfill the new MS, Sport Management program requirements by providing the financial considerations that a sport management graduate needs to function effectively.

### Topical course outline:

Financial Issues in Sport  
Basic Financial Concepts  
Budgeting  
Government and Other Influences on Finance  
Principles of Financial Analysis  
Capital Structuring  
Financial Management  
Profits and Losses  
Current Issues in Sport Finance

### Student Learning Outcomes:

Upon satisfactory completion of this course, the student should be able to:

1. Analyze fundamental concepts of management, administration, marketing, finance, and economics to sport organizations.
2. Analyze financial concepts.
3. Analyze budgeting concepts.

## Course Additions

4. Demonstrate an understanding of business structures, income statements and funding options.
5. Examine how various sports entities deal with the effects of recession.

### Discussions with affected departments:

Business Department discussion with Dr. Steve Norman on January 22, 2018.

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Proposed by: Richard Bell

Expected Implementation: Fall 2018

## Course Additions

KINE 590

Credit Hours 3

Course Title: Thesis I

Abbreviated Title: Thesis I

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Thesis/Dissertation

Academic engagement minutes: 2250 Student preparation minutes: 9000

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

Intended semester to offer course 1st time: Spring 2019

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

KINE 501

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

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

Course is a requirement for a new program:

MS, Sport Management

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:

Controlled learning experience supervised by faculty and guided by a contract that specifies student learning outcomes and assignments. Prior to registering, the student must meet with a Sport Management faculty member to approve a topic.

### Justification:

Course is needed to fulfill the new MS, Sport Management program requirements of completing a thesis or project to graduate.

### Topical course outline:

To be determined in consultation between Sport Management faculty and student.

### Student Learning Outcomes:

To be determined in consultation between Sport Management faculty and student.

### Discussions with affected departments:

Business Department discussion with Dr. Steve Norman on January 22, 2018.

Proposed by: Richard Bell

Expected Implementation: Fall 2018

## Course Additions

KINE 592

Credit Hours 3

Course Title: Thesis II

Abbreviated Title: Thesis II

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Thesis/Dissertation

Academic engagement minutes: 2250 Student preparation minutes: 9000

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

Intended semester to offer course 1st time: Summer 2019

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

KINE 590

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

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

Course is a requirement for a new program:

MS, Sport Management

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:

Continuation of controlled learning experience supervised by faculty and guided by a contract that specifies student learning outcomes and assignments. Prior to registering, the student must meet with a Sport Management faculty member to approve a topic.

### Justification:

Course is needed to fulfill the new MS, Sport Management program requirements of completing a thesis or project to graduate.

### Topical course outline:

To be determined in consultation between Sport Management faculty and student.

### Student Learning Outcomes:

To be determined in consultation between Sport Management faculty and student.

### Discussions with affected departments:

Business Department discussion with Dr. Steve Norman on January 22, 2018.

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Proposed by: Richard Bell

Expected Implementation: Fall 2018

Program Additions

**Sport Management**

Degree Type: New

Abbreviated Name:

Proposed by: Dr. Richard Bell

Director of Teacher Education Signature:

Expected Implementation: Fall 2018

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**2018-2019 PROGRAM REQUIREMENTS**  
**Degree: Master of Science**  
**Program of Study: Sport Management**

**About This Program . . .**

The Department of Kinesiology offers the Master of Science degree in Sport Management. The mission of the degree program is to develop students' conceptual skills, theoretical comprehension, and practical knowledge in order that they are prepared to become the next generation of leaders in the sport industry.

The degree leads to a wide variety of career choices. Sport management graduates work in school, university and college settings as athletic administrators, public relations/marketing directors, or in professional or amateur sports areas.

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 Sport Management graduate will be able to:

1. Relate advanced principles of the sport management field.
2. Incorporate a variety of oral and written business and professional communications skills.
3. Practice ethical behavior in the workplace.
4. Incorporate advanced sport management principles and theories.
5. Integrate education in the workplace.

**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 or her 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 the student's petition for graduation is denied, it will be their responsibility to apply for graduation in a subsequent semester. The "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**

- 30 semester hours for the Master of Science in Sport Management
- Completion of a thesis or internship-related project.

## **MASTER OF SCIENCE, SPORT MANAGEMENT REQUIREMENTS (30 semester hours)**

### **Sport Management Core (21 semester hours)**

- KINE 500 - Facility and Equipment Management in Sport and Fitness (3)
- KINE 501 - Research Methods (3)
- KINE 502 - Sport Marketing (3)
- KINE 510 - Event and Program Management in Sport and Fitness (3)
- KINE 535 - Sport in Society (3)
- KINE 542 - Sport Law and Ethics (3)
- KINE 591 - Directed Readings (3)

**Track Options** (9 semester hours) Complete one of the following options:

#### Thesis Option

- KINE 587 - Research (3)
- KINE 590 - Thesis I (3)
- KINE 592 - Thesis II (3)

#### Non-Thesis Option

- KINE 520 - Management Policies and Regulations in Sport and Fitness (3)
- KINE 545 - Sport Finance (3)
- KINE 599 - Internship (3)

### **Final Requirement**

Successful completion of one of the following in the final semester:

- Thesis
- Internship-Related Project

**Thesis Option Suggested Course Sequencing:**

**Year One, Fall Semester: 12 credits**

**First Mod (6 credits)**

- KINE 501 - Research Methods (3)
- KINE 535 - Sport in Society (3)

**Second Mod (6 credits)**

- KINE 542 - Sport Law and Ethics (3)
- KINE 591 - Directed Readings (3)

**Year One, Spring Semester: 12 credits**

**First Mod (6 credits)**

- KINE 500 - Facility and Equipment Management in Sport and Fitness (3)
- KINE 502 - Sport Marketing (3)

**Second Mod (6 credits)**

- KINE 510 - Event and Program Management in Sport and Fitness (3)
- KINE 590 - Thesis I (3)

**Year One, Summer Semester: 6 credits**

- KINE 587 - Research (3)
- KINE 592 - Thesis II (3)

**Non-Thesis Option Suggested Course Sequencing:**

**Year One, Fall Semester: 12 credits**

**First Mod (6 credits)**

- KINE 501 - Research Methods (3)
- KINE 535 - Sport in Society (3)

**Second Mod (6 credits)**

- KINE 542 - Sport Law and Ethics (3)
- KINE 591 - Directed Readings (3)

**Year One, Spring Semester: 12 credits**

**First Mod (6 credits)**

- KINE 500 - Facility and Equipment Management in Sport and Fitness (3)
- KINE 502 - Sport Marketing (3)

**Second Mod (6 credits)**

- KINE 510 - Event and Program Management in Sport and Fitness (3)
- KINE 520 - Management Policies and Regulations in Sport and Fitness (3)

**Year One, Summer Semester: 6 credits**

- KINE 545 - Sport Finance (3)
  - KINE 599 - Internship (3)
-

## Department: Teacher Ed

### Course Additions

EDUC 580F

Credit Hours 3

Course Title: Secondary Instructional Methods for Physical Education

Abbreviated Title: Sec Methods Phys Educ

Contact hours per week: Lecture 3 Lab Field Studio Other

Type of Instructional Activity: Lecture

Academic engagement minutes: 2250 Student preparation minutes: 9000

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

Intended semester to offer course 1st time: Fall 2018

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

EDUC 591 and EDUC 586A

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

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

Course is a requirement for a new program:

Initial Teacher Licensure - K-12 Physical Education

Overlapping content with present courses offered on campus: Yes  No

Dual listing allows for upper-division education course KINE 408 to offer upper-division EDUC 580F having similar course content with a single instructor and a common meeting schedule. Specific requirements and additional/advance requirements for graduate course will be delineated with greater expectation for graduate students.

Additional faculty FTE required: Yes  No

Additional equipment required: Yes  No

Additional lab facilities required: Yes  No

#### Course description for catalog:

Advanced theory and practice of instructional strategies on a practical application level for prospective secondary physical education teachers preparing for entry into student teaching. Current strategies, programs, materials, and media for the development of curriculum in physical education in secondary classrooms. Lesson preparation and presentation required.

#### Justification:

A graduate level methods course of teaching Physical Education is needed for the ITL program. This class will allow students to practice the fundamentals of teaching Physical Education to secondary students in a closed environment with constant feedback. It is important that students have the opportunity to teach in a closed environment before their student teaching internship. Though this course is dual-listed and will utilize the current teaching opportunities of the undergraduate course; the graduate students will cover more topics and complete some larger projects than the undergraduate students.

#### Topical course outline:

Lesson Planning for Physical Education  
Secondary Curriculum Planning\*  
Sequencing and Progression of Lessons within Units  
Assessment in Physical Education

## Course Additions

Grading in Physical Education  
Teaching Skills in Physical Education  
Management and Discipline Strategies  
Directed Reflection of Teaching  
Use of Systematic Observation Tools\*  
Comprehensive Physical Activity Plans for Secondary Schools\*  
Advocating for Physical Education\*

(Topics with \* will only be taught to the graduate students, not the KINE 408 students)

### Student Learning Outcomes:

- o Demonstrate appropriate attitudes and values (dispositions) that are essential to teachers.
- o Demonstrate teaching skills and strategies that improve learning for all student abilities.
- o Plan and teach developmentally appropriate standard based lesson plans.
- o Use a variety of assessments and feedback procedures to foster student learning.

### Discussions with affected departments:

Fall 2017, Dr. Jeremy Hawkins and Dr. Elizabeth Sharp; approval to move forward

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Proposed by: Cynthia Chovich

Expected Implementation: Fall 2018

## Course Additions

EDUC 592C

Credit Hours 4

Course Title: ITL K-12 Physical Education Pre-internship

Abbreviated Title: ITL K-12 PE Pre-internship

Contact hours per week: Lecture      Lab      Field      Studio      Other 24

Type of Instructional Activity: Internship/Practicum

Academic engagement minutes: 9000      Student preparation minutes: 4500

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

Intended semester to offer course 1st time: Fall 2018

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

EDUC 591 and EDUC 586A

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

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

Course is a requirement for a new program:

Education - Initial Teacher Licensure - K-12 Physical Education

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:

Part-time mentored August-December pre-internship placement to develop accuracy, fluency and complexity in the design, implementation and assessment of instruction through observing, assisting, teaming (90%) and lead teaching (10%) in the Physical Education content area.

### Justification:

Initial Teacher Licensure candidates must complete a mentored pre-internship semester.

### Topical course outline:

Mentored pre-internship teaching.

### Student Learning Outcomes:

Facilitate student learning and address individual learning and developmental patterns with an emphasis in Physical Education content area.

Apply Physical Education content knowledge while working with learners to access information in real world settings assuring learner mastery of content.

Integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication in the Physical Education environment.

### Discussions with affected departments:

Fall 2017, Dr. Jeremy Hawkins and Dr. Elizabeth Sharp; approval to move forward

Proposed by: Cynthia Chovich

Expected Implementation: Fall 2018

## Course Additions

EDUC 599C

Credit Hours 12

Course Title: ITL 3: Directed Teaching, Physical Education

Abbreviated Title: ITL3:Directed Teaching Phys Ed

Contact hours per week: Lecture                      Lab                      Field                      Studio                      Other 37.5

Type of Instructional Activity: Internship/Practicum

Academic engagement minutes: 27000                      Student preparation minutes: 13500

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

Intended semester to offer course 1st time: Spring 2019

Number of times course may be taken for credit: 1

Essential Learning Course: Yes  No

Prerequisites: Yes  No

EDUC 580, EDUC 580F, EDUC 584, EDUC 586A, EDUC 592C, and EDUC 591

Prerequisite for other course(s): Yes  No

Co-requisites: Yes  No

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

Course is a requirement for a new program:

Initial Teacher Licensure - K-12 Physical Education

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:

Continued full-time mentored January-May Physical Education placement to develop independent professional competence in instructional design, implementation and assessment, and document having had a positive effect on student learning, across sixteen weeks of full-time independent teaching consisting of one eight-week elementary placement and one eight-week secondary placement. One colloquium is an integral part of the experience requirement.

### Justification:

Initial Teacher Licensure candidates must complete a mentored internship semester.

### Topical course outline:

Mentored internship

### Student Learning Outcomes:

Facilitate student learning and address individual learning and developmental patterns, with an emphasis in the Physical Education content area.

Apply Physical Education content knowledge while working with learners to access information in real world settings assuring learner mastery of content.

Integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication in the Physical Education environment.

### Discussions with affected departments:

Fall 2017, Dr. Jeremy Hawkins and Dr. Elizabeth Sharp; approval to move forward

Course Additions

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Proposed by: Cynthia Chovich

Expected Implementation: Fall 2018



Program Additions

**Initial Teacher Licensure - K-12 Physical Education**

Degree Type: MAEd

Abbreviated Name: ITL - K-12 Physical Education

Proposed by: Cynthia Chovich

Director of Teacher Education Signature: Blake Bickham

Expected Implementation: Fall 2018

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## ITL K-12 Kinesiology Curriculum Map

- EDUC 500 Culture and Pedagogy (Communication and Fluency)
- EDUC 501 Educational Technology (Information Literacy)
- EDUC 502 Theory, Design, and Assessment of Curriculum (Communication and Fluency, Critical Thinking and Specialized Knowledge)
- EDUC 503 Introduction to Educational Research & Design (Quantitative Fluency, Applied Learning and Specialized Knowledge)
- EDUC 580 – Secondary Instructional Methods Across the Curriculum (Communication and Fluency)
- EDUC 580 F – Methods of Teaching Secondary Physical Education (Critical Thinking and Specialized Knowledge)
- EDUC 584 – Secondary Literacy Across the Curriculum (Information Literacy)
- EDUC 586A - Accommodating Diverse & Exceptional Needs K-6 (Ethical Reasoning)
- EDUC 591 - ITL 1: Foundations of Curriculum Instruction & Assessment (Critical Thinking and Specialized Knowledge, Ethical Reasoning)
- EDUC 592C - ITL K-12 Physical Education Pre-Internship (Information Literacy, Ethical Reasoning)
- EDUC 599C - ITL 3: Directed Teaching (Information Literacy, Ethical Reasoning, Quantitative Fluency, Applied Learning and Specialized Knowledge)

Outcome	500	501	502	503	580	580F	584	586A	591	592C	599C
1. Communication and Fluency			X		X						
2. Critical Thinking and Specialized Knowledge			X			X			X		
3. Information Literacy		X					X			X	X
4. Ethical Reasoning	X							X	X	X	X
5. Quantitative Fluency				X							X
6. Applied Learning and Specialized Knowledge				X							X



## 2018-2019 PROGRAM REQUIREMENTS

Degree: Master of Arts in Education

Program of Study: Initial Teacher Licensure – K-12 Physical Education

### About This Program . . .

The Master of Arts in Education is designed as a dynamic program to meet the needs of education professionals as they gain additional expertise in one or more state endorsement areas or seek initial licensure. The degree is awarded after successful completion of 35 semester hours. The program is designed to provide the student with eleven hours of core knowledge in theory of curriculum design and assessment, educational technology, culture and pedagogy, and research. The additional coursework allows the student to focus on a Post Baccalaureate Licensure Program – K-12 education concentration.

The program is designed using the cohort model with a group of participants completing all requirements in a two-year cycle. New cohorts may begin each year. Admission to the program follows the stated guidelines for graduate admission procedures outlined in the university catalog. Additionally, students must provide three letters of reference, proof of working with youth, and a statement of purpose.

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 Masters in Education in Initial Teacher Licensure – K-12 Physical Education graduate will be able to:

1. Create and deliver oral and written communication based on sound educational theory and research for public education instruction. (Communication Fluency)
2. Evaluate and formulate education plans based on research, current issues, and public education stakeholders. (Critical Thinking and Specialized Knowledge)
3. Synthesize, evaluate, and refine information from an information base of scholarly resources. (Information Literacy)
4. Evaluate and articulate responses to moral, ethical, legal, and professional challenges from the perspective of a K-12 educator. (Ethical Reasoning)
5. Employ statistically valid processes to analyze assessment data to evaluate student learning with respect to district, state, and federal goals. (Quantitative Fluency)
6. Work individually and collaboratively on research-based change and innovation in Education. (Specialized Knowledge and Applied Learning)

### Advising Process and DegreeWorks

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.

### Graduation Process

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.

### **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**

- 48 semester hours for the Master of Arts in Education, Initial Licensure: K-12 Physical Education
- A bachelor’s degree from an accredited college is required prior to beginning the program.
- A fully completed application including official transcripts is required prior to beginning the program.
- Pre-requisite leveling classes may be required prior to admittance to the program.
- It is recommended that students work closely with a faculty advisor when selecting courses and scheduling classes prior to registration.

### **MASTER OF ARTS IN EDUCATION: INITIAL TEACHER LICENSURE—K-12 PHYSICAL EDUCATION REQUIREMENTS (48 semester hours)**

- EDUC 500 - Culture and Pedagogy (3)
- EDUC 501 - Educational Technology (2)
- EDUC 502 - Theory, Design, and Assessment of Curriculum (3)
- EDUC 503 - Introduction to Educational Research and Design (3)
- EDUC 580 – Secondary Instructional Methods Across the Curriculum (3)
- EDUC 580 F – Methods of Teaching Secondary Physical Education (3)
- EDUC 584 - Secondary Literacy Across the Curriculum (3)
- EDUC 586A - Accommodating Diverse & Exceptional Needs K-6 (3)
- EDUC 591 - ITL 1: Foundations of Curriculum Instruction & Assessment (9)
- EDUC 592C - ITL K-12 Physical Education Pre-Internship (4)
- EDUC 599C - ITL 3: Directed Teaching (12)

## SUGGESTED COURSE SEQUENCING

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### **Year One, Summer Semester: 12 credits**

- EDUC 586A - Accommodating Diverse & Exceptional Needs k-6 (3)
- EDUC 591 - ITL 1: Foundations of Curriculum Instruction & Assessment (9)

### **Year One, Fall Semester: 13 credits**

- EDUC 580 – Secondary Instructional Methods Across the Curriculum (3)
- EDUC 580 F – Methods of Teaching Secondary Physical Education (3)
- EDUC 584 - Secondary Literacy Across the Curriculum (3)
- EDUC 592C - ITL K-12 Physical Education Pre-Internship (4)

### **Year One, Spring Semester: 12 credits**

- EDUC 599C - ITL 3: Directed Teaching (12)
- 

### **Year Two, Summer Semester: 9 credits**

- EDUC 500 - Culture and Pedagogy (3)
- EDUC 502 - Theory, Design, and Assessment of Curriculum (3)
- EDUC 503 - Introduction to Educational Research and Design (3)

### **Year Two, Fall Semester: 2 credits**

- EDUC 501 - Educational Technology (2)
-

Program Additions

**Initial Teacher Licensure - K-12 Physical Education**

Degree Type: Graduate Cert

Abbreviated Name: ITL K-12 Physical Education

Proposed by: Cynthia Chovich

Director of Teacher Education Signature: Blake Bickham

Expected Implementation: Fall 2018

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## 2018-2019 PROGRAM REQUIREMENTS

Award: Graduate Certificate

Program of Study: Initial Teacher Licensure – K-12 Physical Education

### About This Major . . .

The Graduate Certificate in Education, ITL – K-12 Physical Education degree is designed as a dynamic program to meet the needs of education professionals as they seek initial state licensure. The degree is awarded after successful completion of 37 semester hours.

The program is designed using the cohort model with a group of participants completing all requirements in a one-year cycle. New cohorts may begin each year.

Admission to the program follows the stated guidelines for graduate admission procedures outlined in the university catalog. Additionally, students must provide three letters of reference, proof of working with youth, and a statement of purpose.

All CMU program completers 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, all recipients of an Initial Teacher Licensure – K-12 Physical Education Graduate Certificate will be able to:

1. Facilitate student learning and address individual learning and developmental patterns in the licensure content area. (Specialized Knowledge)
2. Design a safe and supportive learning environment for K-12 physical education students. (Applied Learning)
3. Apply licensure content knowledge while working with learners to access information in real world settings assuring learner mastery of the content. (Specialized Knowledge)
4. Integrate assessment, planning, and instructional strategies in coordinated and engaging ways through multiple means of communication. (Critical Thinking/Communication Fluency)
5. Engage in meaningful and intensive professional learning and self-renewal by regularly examining practice through ongoing study, self-reflection, and collaboration. (Applied Learning)

### Advising Process and DegreeWorks

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 certificate.

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 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.

## **INSTITUTIONAL GRADUATE CERTIFICATE 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**

- 37 semester hours for the Graduate Certificate in Education, Initial Teacher Licensure – K-12 Physical Education.
- It is recommended that students work closely with a faculty advisor when selecting courses and scheduling classes prior to registration.

## **GRADUATE CERTIFICATE: INITIAL TEACHER LICENSURE – K-12 PHYSICAL EDUCATION (37 semester hours)**

- EDUC 584 – Secondary Literacy Across the Curriculum (3)
- EDUC 580 – Secondary Instructional Methods Across the Curriculum (3)
- EDUC 580 F – Methods of Teaching Secondary Physical Education (3)
- EDUC 586A - Accommodating Diverse & Exceptional Needs K-6 (3)
- EDUC 591 - ITL 1: Foundations of Curriculum Instruction & Assessment (9)
- EDUC 592C - ITL K-12 Physical Education Pre-Internship (4)
- EDUC 599C - ITL 3: Directed Teaching (12)

## **SUGGESTED COURSE SEQUENCING**

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### **Year One, Summer Semester: 12 credits**

- EDUC 586A - Accommodating Diverse & Exceptional Needs K-6 (3)
- EDUC 591 - ITL 1: Foundations of Curriculum Instruction & Assessment (9)

### **Year One, Fall Semester: 13 credits**

- EDUC 580 – Secondary Instructional Methods Across the Curriculum (3)
- EDUC 580 F – Methods of Teaching Secondary Physical Education (3)
- EDUC 584 – Secondary Literacy Across the Curriculum (3)
- EDUC 592C - ITL K-12 Physical Education Pre-Internship (4)

### **Year One, Spring Semester: 12 credits**

- EDUC 599C - ITL 3: Directed Teaching (12)