

Agenda
Faculty Senate Meeting
September 27, 2011

I. Chair Best called the meeting to order at 3:48 p.m.

Senators Present: Bauer, Bausmith, Brodgon, Carpenter, Dittman, Eargle, Engelhardt, Flannagan, Fry, Gourley, Gualdi, Kelley, Kiely, McWayne, Meetze, Nagata, Ramey, Shannon, Singleton, Smolen-Morton, Wartners, Zahnd

Also Present: Best (chair), Kennedy (parliamentarian)

Senators Absent: Hill-Chapman, Sacash

II. The minutes from the April 19, 2011 meeting were approved as posted.

III. Report from Executive Committee

Chair Best announced and held discussion concerning the following items/issues: Strategic Planning committee, Advisory Group for online or distance Education, and the General Education Ad hoc Committee.

IV. Report from Academic Affairs Committee

A. History

1. Item A concerning the creation of a new course, HIST 487, The History Internship. – passed as amended (the attachment to these minutes reflect the amendment).

B. Honors Program

1. Item A concerning changes to the description of what might constitute substitute course work for HNRS 491. - passed

C. Nursing

1. Item A concerning the creation of a new course, NURS 311, Human Nutrition Elective. - passed
2. Item B concerning changes to the Department of Nursing Mission Statement. - passed
3. Item C concerning changes to the Program Description for the Department of Nursing. - passed
4. Item D concerning changes to the Bachelor of Science in Nursing catalog description. - passed
5. Item E concerning changes to the Nursing Plan of Study, Lower Division. - passed
6. Item F concerning changing catalog copy related to hours required for study to match current curricular requirements. - passed
7. Item G concerning allowing RN to BSN learners to take prerequisites simultaneously with nursing courses. - passed
8. Item H concerning changing the list of required courses to match recent changes in curriculum. - passed
9. Item I concerning changes NURS 402, Population Focused Nursing. - passed
10. Item J concerning changes to the RN-BSN Degree Track. - passed
11. Item K concerning changes in terminology related to RN-BSN Track. - passed
12. Item L concerning changes to the catalog description for NRN 320, Geriatric Nursing Elective. - passed
13. Item M concerning changes to the catalog description for NRN 333, Health Assessment and Promotion in Nursing Practice. - passed
14. Item N concerning changes to the catalog description for NRN 334, Nursing Research in Practice. - passed

15. Item O concerning changes to the catalog description for NRN 445, Population Focused Nursing Care. - passed
 16. Item P concerning catalog changes for NRN 446, Cultural Care in Nursing Practice Elective. - passed
 17. Item Q concerning catalog changes for NRN 447, Leadership and Management in Nursing. - passed
 18. Item R concerning catalog changes for NRN 448 Nursing's Role in Policy Development. - passed
- C. Statement from the Academic Affairs Final Statement on General Education Report 2010 – 2011. (Please see page 17 of the Attachment to the Agenda.) – acknowledged by Chair Best.

V. Report from the Graduate Council

A. Proposals from the Department of Nursing

1. **ADD** on page 194 second column above Department of Psychology

Department of Nursing

Family Nurse Practitioner (Master of Science in Nursing [M.S.N.]

Rationale: To add the Department of Nursing program to the Graduate Degrees list.

2. **ADD** on page 213 before GRADUATE PSYCHOLOGY PROGRAM the proposed Degree Program for the Family Nurse Practitioner (Description of Proposed New Courses attached):

VI. Old Business - none

VI. New Business - none

VIII. Announcements – various events were announced and discussed about upcoming campus events.

IX.. Adjournment – the meeting adjourned at 4:10 p.m.

Attachment to the Senate Minutes – September 27, 2011

IV. Academic Affairs

A. Proposal from the Department of History

1. Item A. **Add**, on page 115 of the current catalog, the following:

487 The History Internship (3) provides the opportunity for advanced history students to acquire practical work experience in the field for which they are preparing. Students will work for a public agency, a non-profit organization, or a company to do historical research, to prepare public exhibits, to participate in historical preservation, and/or to do other work of an historical nature. Completion of 18 hours in history and departmental approval at least two weeks prior to the beginning of the semester in which credit is to be received. The History Internship cannot be repeated.

Rationale: Internships are intended to give students practical experience in job-related situations. This course will serve as a bridge between the university classroom and post-graduate employment. It will also be valuable experience for students intending to graduate study in public history, archival work, or museum studies.

B. Proposal from the Honors Program:

1. Item A. **Change**, on page 191 of the current catalog in the course description for HNRS 491-499, the following

From:

An acceptable substitute for HNRS 491 is the successful completion of a semester in one of our official Exchange Programs.”

To:

An acceptable substitute for HNRS 397 is the successful completion of a semester in one of our official Exchange Programs, earning a GPA of B or higher for that semester’s work.”

Rationale: In 2007, the Honors Program proposed that students should be allowed to substitute a semester abroad for the completion of an Honors Independent Study project (491). We had already established the precedent of allowing students who successfully completed the Washington Semester Program to count 3 of the 15 Honors hours earned there as an acceptable substitute for 491. We wanted to encourage a larger number of motivated students to take advantage of the study abroad opportunities and still be able to graduate With University Honors. Indeed, several students have done so.

However, after constructive discussions, the Honors Committee has come to the conclusion that the analogy between the semester abroad and the Washington Semester Program as acceptable substitutes for 491 is flawed. Students in the Washington Semester Program are required to complete a substantial semester-long research project, culminating in a major paper, on a public issue of current concern in DC. The nature of the course work during an exchange semester varies considerably from student to student and institution to institution, and may not involve any advanced research.

It is our judgment that a student should not graduate With University Honors without undertaking and successfully completing a project of the scope and scale expected for HNRS 491. Therefore, we would like to reinstate that as a requirement. There seems a closer correlation between studying abroad and the interdisciplinary focus of 397, the Honors Colloquium. Also, since 397 is offered only in the spring semester, waiving that requirement would make it easier for students to study abroad that semester. Of course, a student who wants to study abroad and take 397 can do so, counting 397 as 3 of their 18 Honors hours.

C. Proposal from the Department of Nursing:

1. Item A. Add, on page 131, the following:

NURS 311 Human Nutrition Elective (3) This is an introductory course for students on the principles of human nutrition. This course includes the study of nutrients, including carbohydrates, protein, lipids, vitamins, minerals, and water and their role in health maintenance. Nutrient requirements of the body throughout the lifespan will be studied. Nutrition for clients with chronic diseases, including gastrointestinal disorders, cardiovascular disorders, diabetes mellitus, renal disorders, cancer, and HIV/AIDS will also be studied.

2. Item B. Change, on page 126 of the current catalog,

FROM:

MISSION STATEMENT

FMU Department of Nursing prepares graduates to function competently as caring professional nurses in a variety of healthcare settings. The program endeavors to inculcate in students the value of lifelong learning. The program prepares students to apply for graduate study.

TO:

MISSION STATEMENT

FMU Department of Nursing prepares graduates to function competently as caring, professional nurses in a variety of healthcare settings. The program endeavors to **instill** in students the value of lifelong learning.

Rationale:

1. The old mission statement speaks about preparing for graduate programs but we are having a graduate program and would like the mission statement to include both graduate and undergraduate;
2. The change in the word “inculcate” to instill increases readability; and
3. The change in the mission statement was voted on by the nursing faculty on 8-18-11.

3. Item C. Change, on page 126 of the current catalog

FROM:

PROGRAM DESCRIPTION

The Department of Nursing offers an upper division pre-licensure baccalaureate degree in nursing and the RN to BSN program. These programs prepare graduates to function competently as beginning practitioners in a variety of healthcare settings. The department places high value on knowledge, skills and caring in nursing practice. Clinical experiences are designed to afford students opportunities to apply knowledge gained in the classroom as well as in the skills laboratory. Life-long learning as a basis for personal and professional growth is emphasized. Graduates of the program are prepared to enter a number of career paths in nursing as well as to enter graduate study. The program is accredited by the National League for Nursing Accrediting Commission Inc.

TO:

PROGRAM DESCRIPTION

The Department of Nursing offers an upper division pre-licensure baccalaureate degree in nursing and the RN to BSN **track**. **This program** prepares graduates to function competently as skilled practitioners in a variety of healthcare settings. The department places high value on knowledge, skills, and caring in nursing practice. Clinical experiences are designed to afford students opportunities to apply knowledge gained in the classroom as well as in the skills laboratory. **The program emphasizes** life-long learning as a basis for personal and professional growth. Graduates of the program are prepared to enter a number

of career paths in nursing as well as to enter graduate study. The program is accredited by the National League for Nursing Accrediting Commission Inc.

Rationale:

1. We were accredited as one program with two tracks; to be accredited as two programs costs more money and requires two separate self-studies; and
2. Remove “beginning practitioner” from the description and change to skilled practitioner in order to include the RN to BSN learners in the description.

4. Item D. Change, on page 126 of the current catalog

FROM:

BACHELOR OF SCIENCE IN NURSING (BSN)

The Department of Nursing offers a Bachelor of Science in Nursing degree. This type of program is often called a 2 + 2 program because applicants must complete 62 semester hours of lower division coursework which includes general education and prerequisites prior to enrollment in the nursing curriculum. These 62 semester hours include general education requirements and other required courses specific to the BSN degree.

A grade of C or better must be achieved in all of the courses making up these 62 hours. The student must also maintain an overall 3.0 grade point average or better on a 4 point scale for this same list of courses. The student must also demonstrate strong academic performance in the core science courses as shown by maintaining a 2.6 grade point average or better on a 4 point scale. The science courses considered core are Human Anatomy, Physiology, and Microbiology. The qualified student must then apply and be accepted by the Department of Nursing in order to enroll in nursing courses.

TO:

BACHELOR OF SCIENCE IN NURSING (BSN)

The Department of Nursing offers a Bachelor of Science in Nursing degree. This type of program is often called a 2 + 2 program because applicants must complete **59** semester hours of lower division coursework which includes general education and prerequisites prior to enrollment in the nursing curriculum. These 59 semester hours include general education requirements and other required courses specific to the BSN degree.

A grade of C or better must be achieved in all of the courses making up these **59** hours. The student must also maintain an overall 3.0 grade point average or better on a 4 point scale for this same list of courses making up the **59** hours. The student must also demonstrate strong academic performance in the core science courses as shown by maintaining a 2.6 grade point average or better on a 4 point scale. The science courses considered core are human anatomy, physiology, and microbiology. The qualified student must then apply and be accepted by the Department of Nursing in order to enroll in nursing courses.

Rationale: There are only 59 credits in the pre-requisite courses now without computer science.

5. Item E. Change, on page 127 of the current catalog,

FROM:

NURSING PLAN OF STUDY LOWER DIVISION

**Year 1
Freshman**

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 112	3	English 200	3
Math 111 (or 132 or 180 or higher)	3	Math 134	3
Biology 105	4	Computer Science	3
Chemistry 101*	4	Chemistry 102	4
Humanities Elective	3	Social Science (Elective)	3
Total Credits	16	Total Credits	16

**Year 2
Sophomore**

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Speech Communication 101	3	Physiology	4
Microbiology	4	Psychology 334	3
Anatomy	4	History	3
Literature	3	Political science 101 or 103	3
Total Credits	14	Total Credits	16

TOTAL - 62 Semester Hours

*Students who do not have the math skills to take Chemistry in the fall of their freshman year should consider attending summer school to improve their math skills before enrolling in Chemistry 101.

TO:

NURSING PLAN OF STUDY LOWER DIVISION

**Year 1
Freshman**

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
English 112	3	English 200	3
Math 111 (or higher)	3	Math 134	3
Biology 105	3		
Chemistry 101*	4	Chemistry 102	4
Humanities Elective	3	Social Science (Elective)	3
Total Credits	16	Total Credits	13

**Year 2
Sophomore**

Course	Fall Sem. Hrs.	Course	Spring Sem. Hrs.
Speech Communication 101	3	Biology 236	4
Biology 311	4	Psychology 334	3
		History	3
Biology 205	4	Art, Music, or Theatre 101	3
Literature	3	Political Science 101 or 103	3
Total Credits	14	Total Credits	16

TOTAL - 59 Semester Hours

*Students who do not have the math skills to take Chemistry in the fall of their freshman year should consider attending summer school to improve their math skills before enrolling in Chemistry 101.

Rationale:

1. Biology 105 is really 3 credits;
2. Computer science has been deleted;
3. Total semester hours has been fixed; and
4. Math 132 or 137 are not the only courses that can be included in prerequisites.

6. Item F. CHANGE, on page 129 of the current catalog (at the bottom of the box)

FROM:

The applicant must have completed 60 hours of undergraduate course work which includes general education requirements in addition to the nursing courses.

A total of 124 semester hours of undergraduate course work is required for graduation.

TO:

The applicant must have completed **59** hours of undergraduate course work which includes general education requirements in addition to the nursing courses.

A total of **120** semester hours of undergraduate course work is required for graduation.

Rationale: Make the SH should be 59 due to changes of BIO 105 from 4 to 3 hours.

7. Item G. CHANGE ON PAGE 130 OF CURRENT CATALOG (top of column one)

FROM:

Prerequisite courses taken at approved schools may be accepted for transfer if the course meets the content requirements and a grade of C or better is earned. Prerequisite course work is listed under the Nursing Plan of Study and again at the end of this section, following the listing of courses. All prerequisite work must be completed before entering the BSN program.

TO:

Prerequisite courses taken at approved schools may be accepted for transfer if the course meets the content requirements and a grade of C or better is earned. Prerequisite course work is listed under the Nursing Plan of Study and again at the end of this section, following the listing of courses. All prerequisite work must be completed before entering **the pre-licensure BSN track.**

Rationale: The RN to BSN track learners can take pre-requisites simultaneously with nursing courses.

8. Item H. CHANGE ON PAGE 130 OF CURRENT CATALOG

FROM:

The following is the list of required courses for students applying to the pre-licensure program who do not have a bachelor's degree:

English 112	3
English 200	3
Speech Communication 101	3
Political Science 101 or 103	3
Social Science Elective.....	3
**Psychology 334.....	3
Literature (any language).....	3
History 3	
Art 101, Music 101 or Theatre 101.....	3
Humanities Elective.....	3

Mathematics 111 or higher.....	3
Mathematics 134.....	3
**RN to BSN students may take a social science elective in place of Psy 334	
* Biology 105.....	3
Biology 205.....	4
Biology 311.....	4
Biology 406 or 410	4
Chemistry 101.....	4
*Chemistry 102.....	4
TOTAL 62 hours *Not required for RN to BSN students	

TO:

The following is the list of required courses for students applying to the pre-licensure **track** who do not have a bachelor's degree:

English 112	3
English 200	3
Speech Communication 101	3
Political Science 101 or 103	3
Social Science Elective.....	3
**Psychology 334.....	3
Literature (any language).....	3
History	3
Art 101, Music 101 or Theatre 101.....	3
Humanities Elective.....	3
Mathematics 111 or higher.....	3
Mathematics 134.....	3
* Biology 105.....	3
Biology 205.....	4
Biology 311.....	4
Biology 236.....	4
Chemistry 101.....	4
*Chemistry 102.....	4
TOTAL 59 hours	

*Not required for RN to BSN students

**RN to BSN students may take a social science elective in place of Psy 334

Rationale:

1. **Course title has changed from BIO 406 or 410 to BIO 236 last year;**
2. **The history line needs to be fixed; and**
3. **Changes in BIO 105 and Computer science have brought the credit hours to 59.**

9. Item I. CHANGE ON PAGE 131 OF CURRENT CATALOG

FROM:

NURS 402 Population Focused Nursing (5:3-6) (Prerequisites: Completion of all 300-level courses; 401, 403, and 407; requisite: None). This course is designed to develop students' knowledge and skills in applying health promotion and disease prevention frameworks, nursing

and public health concepts, epidemiology, and environmental health issues in working with populations in the community. Emphasis is placed on community assessment strategies, community partnerships, the design, implementation, and evaluation of interventions for health promotion and/or disease prevention, and health policy implications. Content and practicum experiences are based on Healthy People 2010, ANA Scope and Standards of Public Health Nursing, and ACHNE Essentials of Baccalaureate Education for Community Health Nursing. Clinical experiences will include the application of theory in the development of a community population health project with a specific population in a community setting, as well as a variety of experiences in clinics and home health agencies.

TO:

NURS 402 Population Focused Nursing (5:3-6) (Prerequisites: Completion of all 300-level courses; 401, 403, and 407). This course is designed to develop students' knowledge and skills in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health issues in working with populations in the community. Emphasis is placed on community assessment strategies, community partnerships, the design, implementation, and evaluation of interventions for health promotion and/or disease prevention, and health policy implications. Content and practicum experiences are based on **Healthy People**, ANA Scope and Standards of Public Health Nursing, and ACHNE Essentials of Baccalaureate Education for Community Health Nursing. Clinical experiences will include the application of theory in the development of a community population health project with a specific population in a community setting, as well as a variety of experiences in clinics and home health agencies.

Rationale: Remove 2010 from Healthy People to update the description of NURS 402.

10. Item J. CHANGE ON PAGE 132 OF CURRENT CATALOG

FROM:

RN-BSN DEGREE PROGRAM

The RN-BSN program is for registered nurses with an associate degree or diploma in nursing seeking a Bachelor of Science in Nursing degree. This option is available based on enrollment of sufficient numbers of students to fill a class.

The RN-BSN program assists registered nurses to gain new knowledge regarding roles and responsibilities of the professional nurse in a rapidly changing health care environment, and to build on their previous education. Graduates are prepared to apply for advanced degree programs. Learning focuses on enhancement of critical thinking, scientific bases for decision making, and development of leadership qualities and skills. Faculty members strive to maximize each student's potential for professional development. The program may be completed on a part-time basis, but all upper division work must be completed within five years.

Admission Requirements for RN-BSN Degree Program

The primary factor considered for admission to the Department of Nursing is the applicant's previous overall academic success. The Department of Nursing seeks to assure diversity among its applicants and student body. Prior nursing experience and a commitment to health care are also valued. To be considered for admission, applicants should have a minimum grade point average of 3.0 (on a 4.0 scale) with a minimum of a C in all courses taken. A completed application file includes: 1) acceptance to the University, 2) three professional references (preferably instructors and employers), 3) a copy of the current RN license.

TO:**RN to BSN DEGREE TRACK**

The **RN to BSN track** is for registered nurses seeking a Bachelor of Science in Nursing degree. This option is available based on enrollment of sufficient numbers of students to fill a class. The nursing courses in this track are offered **in an online format only** and include:

1. NURS 302 Principles of Pathophysiology (3)
2. NRN 332 Professional Nursing and Nursing Practice (3)
3. **NRN 333 Health Assessment and Promotion in Nursing Practice (4:3-3)**
4. **NRN 334 Nursing Research in Practice (3)**
5. **NRN 445 Population Focused Nursing Care (6:4-6).**
6. **NRN 447 Leadership and Management in Nursing (6:4-6)**
7. **NRN 448 Nursing's Role in Policy Development (3)**
8. Nursing Elective (3)

The **RN to BSN track** assists registered nurses in gaining new knowledge regarding roles and responsibilities of the professional nurse in a rapidly changing health care environment, and in building on their previous education. Graduates will be prepared to apply for advanced degree programs. Learning focuses on enhancing critical thinking, understanding scientific bases for decision making and developing leadership qualities and skills. Faculty members strive to maximize each student's potential for professional development. The track may be completed on a part-time basis, but all upper division work must be completed within five years.

Admission Requirements for RN to BSN Degree Track

Applicant's previous overall academic success is the primary factor considered for admission to the Department of Nursing. In addition, the Department of Nursing seeks to assure diversity among its applicants and student body. Prior nursing experience and a commitment to health care are also valued. To be considered for admission, applicants must have a completed application file including the following: 1) copy of the student's acceptance to the University, 2) three confidential professional references (preferably instructors and employers), 3) a copy of the applicant's current RN license.

Rationale:

1. Use a consistent title for the track (RN to BSN);

2. State that it is a track and not a program (NLNAC accreditation we applied as one program with 2 tracks);
3. State that it is online without promising the pre-requisites on line; and
4. Remove the grade point average clause since it is looked at but not strictly held as an admission criteria.

11. Item K. CHANGE ON PAGE 132 OF CURRENT CATALOG (second column near bottom of page)

FROM:

**NURSING COURSES (NRN)
RN-BSN Track**

TO:

RN to BSN Track

RATIONALE: Consistency in labeling.

12. Item L. CHANGE ON PAGE 132 OF CURRENT CATALOG (second column near bottom of page)

FROM:

NRN 320 Geriatric Nursing (3). Designed to develop the RN's knowledge and skills in applying concepts of aging which include physical, psychological, socio-cultural and spiritual variables. The impact of the aging population on the health care system will be applied to nursing practice with the older adult client.

TO:

NRN 320 Geriatric Nursing Elective (3). Designed to develop **the student's** knowledge and skills in applying concepts of aging which include physical, psychological, socio-cultural and spiritual variables. The impact of the aging population on the health care system will be applied to nursing practice with the older adult client.

Rationale:

1. Remove RN because this course is often taken as an elective by pre-licensure students; and ;
2. Designate it as an elective for easier identification of its contribution to the curriculum.

13. Item M. CHANGE ON PAGE 133 OF CURRENT CATALOG

FROM:

NRN 333 Health Assessment and Promotion in Nursing Practice (4:3-2) (Prerequisites or corequisites: NURS 302, NRN 332). Provides the RN the opportunity to refine and validate therapeutic nursing skills and interventions necessary to provide culturally sensitive physical assessment, health promotion and health protection services to clients across the lifespan. Additionally, the RN will learn to develop client focused nursing care plans and teaching plans based on appropriate nursing diagnosis and using evidence based interventions. Emphasis is placed on communication, teaching-learning, critical thinking, diagnostic skills in relation to clinical decision-making, and the delivery of evidence-based nursing care.

TO:

NRN 333 Health Assessment and Promotion in Nursing Practice (4:3-3) Provides the RN the opportunity to refine and validate therapeutic nursing skills and interventions necessary to provide culturally sensitive physical assessment, health promotion, and health protection services to clients across the lifespan. Additionally, the RN will learn to develop client-focused nursing care plans and teaching plans based on appropriate nursing diagnosis using evidence-based interventions. Emphasis is placed on communication, teaching-learning, critical thinking, diagnostic skills in relation to clinical decision making, and the delivery of evidence-based nursing care. **Three hours per week of clinical learning is completed independently, and the experience is self-recorded and video-taped for evaluation.**

Rationale:

1. Remove the pre and co-requisites, to change this track from a linear track to a more flexible track to adjust to the Institute of Medicine's recommendation of 2010:

“Profound changes in the education of nurses, both before and after they receive their licenses, are required to develop a more highly-educated workforce. Nursing education should serve as a platform for continued lifelong learning and should include opportunities for seamless transition to higher degree programs. The committee recommends that nurses and nursing students and faculty continue their education and engage in lifelong learning. Bridge programs and educational pathways between undergraduate and graduate programs—specifically programs such as LPN-to-BSN, ADN-to-BSN, and ADN-to-MSN—are designed to facilitate academic progression to higher levels of education (The Future of Nursing: Focus on Education, 2010).”

2. The course does not really engage in a preceptor experience, there is not contract drawn for a preceptor or institution, it is really an independent learning project.

14. Item N. CHANGE ON PAGE 133 OF CURRENT CATALOG

FROM:

NRN 334 Nursing Research in Practice (3) (Prerequisites: NURS 302, NRN 332) Examines the steps of the research process, and provides the RN with the basic skills and knowledge to evaluate research. Emphasis is on the review and critique of published nursing research with consideration of the utilization of research findings to develop evidence based nursing practice. Ethical considerations in research are addressed.

TO:

NRN 334 Nursing Research in Practice (3) Examines the steps of the research process, and provides the RN with the basic skills and knowledge to evaluate research. Emphasis is on the review and critique of published nursing research with consideration of the utilization of research findings to develop evidence-based nursing practice. Ethical considerations in research are addressed.

Rationale: Pre-requisites are not needed for RNs to take this course.

15. Item O. CHANGE ON PAGE 133 OF CURRENT CATALOG

FROM:

NRN 445 Population Focused Nursing Care (6:4-6) (Prerequisites: NURS 302, NRN 332, 333; Prerequisite or corequisite: 334). Designed to develop the RN's knowledge and skills in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health issues with populations in the community. Content and clinical experiences are based on Healthy People 2010, ANA Scope and Standards of Public Health Nursing, and ACHNE Essentials of Baccalaureate Education for Community Health Nursing. Precepted clinical experiences, as part of an individualized learning agreement, will include the application of theory in completing a community assessment, and the development of a community care plan and teaching project for a specific population within the community. Emphasis is placed on public health as a health partner, community assessment strategies, community partnerships, the design, implementation and evaluation of interventions for health promotion and /or disease prevention, social justice, and health policy implications.

TO:

NRN 445 Population Focused Nursing Care (6:4-6) Designed to develop the RN's knowledge and skills in applying health promotion and disease prevention frameworks, nursing and public health concepts, epidemiology, and environmental health issues with populations in the community. Content and clinical experiences are based on **Healthy People**, ANA Scope and Standards of Public Health Nursing, and ACHNE Essentials of Baccalaureate Education for Community Health Nursing. **Clinical hours are project-based and part of an individualized learning agreement.** They include the application of theory in completing a community assessment, and the development of a community care plan and teaching project for a specific population within the community. Emphasis is placed on public health as a health partner, community assessment strategies, community partnerships, the design, implementation and evaluation of interventions for health promotion and /or disease prevention, social justice, and health policy implications.

Rationale:

1. Pre or co-requisites are not needed in this course for the RN to be successful;
2. Health People 2010 is outdated; and
3. This is not a "precepted" situation it is an independent project experience.

16. Item P. CHANGE ON PAGE 133 OF CURRENT CATALOG

FROM:

NRN 446 Cultural Care in Nursing Practice Elective (3) (Prerequisites or Corequisites: NURS 302, NRN 332). NRN 446 offers the RN an opportunity to explore the cultures of a variety of populations. The course is designed to provide the practicing nurse with tools to effectively deliver healthcare to people of different cultures. Emphasis is placed on cultural communication, assessment, and evidence based practice related to cultural care.

TO:

NRN 446 Cultural Care in Nursing Practice Elective (3) **This course offers the learner** an opportunity to explore the cultures of a variety of populations. The course is designed to provide the learner with tools to effectively deliver healthcare to people of different cultures. Emphasis is placed on cultural communication, assessment, and evidence based practice related to cultural care.

Rationale:

1. The pre and co-requisites are not needed; and
2. The RN is removed and a complete sentence is made. This course is often taken by pre-licensure students as an elective.

17. Item Q. CHANGE ON PAGE 132 OF CURRENT CATALOG

FROM:

NRN 447 Leadership and Management in Nursing (6:4-2) (Prerequisites: NURS 302, NRN 332, 333, 334, 445). Offers the RN the opportunity to explore the organizational structures, management roles, and leadership behaviors within healthcare systems. Systems theory is utilized, and relevant issues such as employee management, budgeting, communications, inter-professional teamwork, quality improvement, and ethical decision making within institutions are addressed. An increased emphasis is placed on group process and change theory. Precepted clinical experiences will include the application of theory and evidence based practices, and nursing management and leadership roles within healthcare agencies. Emphasis is on organizations as systems, leadership roles, legal responsibilities and implications for professional nursing practice.

TO:

NRN 447 Leadership and Management in Nursing (6:4-6) This course offers the RN the opportunity to explore the organizational structures, management roles, and leadership behaviors within healthcare systems. Systems theory is utilized, and relevant issues such as employee management, budgeting, communications, inter-professional teamwork, quality improvement, and ethical decision making within institutions are addressed. An increased emphasis is placed on group process and change theory.

Clinical hours are project-based and synthesize the application of theory, evidence-based practice, nursing management, and leadership by developing a healthcare system change project. Emphasis is on organizations as systems, leadership roles, and legal responsibilities and implications for professional nursing practice.

Rationale:

1. The pre-requisites are not needed;
2. This is not a precepted situation it is an independent project.

18. Item R. CHANGE ON PAGE 133 OF CURRENT CATALOG**FROM:**

NRN 448 Nursing's Role in Policy Development (3) (Prerequisites: NURS 302, NRN 332, 333, 334, 445. Corequisite NRN 447). NRN 448 offers the RN the opportunity to define health care policy and explore how the political system operates. Disparity in care and social inequity for vulnerable populations such as the uninsured, elderly, medically handicapped and terminally ill are discussed. Current health care issues such as staffing shortages and the impact on quality of care are analyzed. Funding of American health care system, both private and public, is evaluated. Comparisons are made to other industrialized nations' health care systems. Value systems are analyzed as they impact health care reform. Emphasis is placed on nursing's role as a change agent in the political arena.

TO:

NRN 448 Nursing's Role in Policy Development (3) **This course** offers the RN the opportunity to define health care policy, and explore how the political system operates. Disparity in care and social inequity for vulnerable populations such as the uninsured, elderly, medically handicapped, and terminally ill are discussed. Current health care issues such as staffing shortages and the impact on quality of care are analyzed. Funding of American health care system, both private and public, is evaluated. Comparisons are made to other industrialized nations' health care systems. Value systems are analyzed as they impact health care reform. Emphasis is placed on nursing's role as a change agent in the political arena.

Rationale:

- 1.. Pre and co-requisites are not necessary; and
- 2.. Make a complete sentence where needed in the beginning of the course description;

**STATEMENT FROM THE ACADEMIC AFFAIRS COMMITTEE
ON THE 2009-2010 GENERAL EDUCATION REPORT
THURSDAY, April 21, 2011**

Revised and Approved: May 1, 2011

The Francis Marion University Academic Affairs Committee met on Thursday, April 21, 2011 with the charge to review the 2009-2010 General Education Report and to “identify issues of concern regarding the General Education program and propose recommendations for needed changes and improvements.” The 2010-2011 Academic Affairs Committee reports the following:

After a careful study of 2009-2010 assessment data, the Academic Affairs Committee finds that the General Education goals are currently being met, and the Institutional Effectiveness Committee and the Office of Institutional Research should continue with the current model of assessment and prepare the report for the following academic year using the existing system with these recommendations for improvement of the documenting process:

- With the exception of the timing of the delivery of the report, which appears to still be problematic, the report appears to conform to the suggestions made by AAC last year.
- AAC would prefer the document submitted by its March meeting (or earlier) for consideration. Though the AAC has requested earlier dates, we have actually been given the report later each year. While we understand that some of this relates to the change in preparers, we would prefer the report earlier in the spring term.
- Document needs improvement in overall readability including, perhaps, including an executive summary at the beginning of the document.
- Each program could be charged with including an executive summary which provides its own analysis of its data, including conclusions and actions items. Combining reports and creating an overall summary would then be made much easier.
- Need to ensure that individual program reports address “the ability to use computers for acquiring, processing, and analyzing information,” and that this area is monitored.
- Consider choosing peer institutions of 5,000 or less.
- We endorse the recommendation following Table #3 that the “4-neither agree or disagree” be eliminated as an option.
- In light of the recent deletion of computer science from the general education program, AAC should examine the wording of General Education Goal 7 in order to make sure that it reflects the changes in computer usage that have occurred over the last decade.
- Recommends that Institutional Effectiveness evaluate each general education goal for its appropriateness, particularly Goal 7.
- Consider having International Studies program prepare an IE report which would address Goal #4. QEP data could also assist in addressing this goal.

Respectfully,
Dr. Rebecca Flannagan, Chair
2010-2011 Academic Affairs Committee

V. Report from the Graduate Council

A. 2. GRADUATE NURSING PROGRAM

GRADUATE NURSING PROGRAM

MASTER OF SCIENCE IN NURSING

Coordinator of the Family Nurse Practitioner: Name to be Determined

PROGRAM TRACK FOR MASTER OF SCIENCE IN NURSING WITH MAJOR IN FAMILY NURSE PRACTITIONER

The FMU Master of Science in Nursing / Family Nurse Practitioner (MSN/ FNP) program track has been developed in response to the healthcare need for primary care practitioners. This program provides registered nurses (RNs) access to a high quality graduate education in order to serve the healthcare needs locally and beyond. The MSN/ FNP track prepares graduates to be community-oriented primary care practitioners who care for patients across the lifespan. FNPs provide comprehensive health promotion, evaluation of presenting problems, and continuing care of acute and chronic conditions in a primary care setting. In addition to clinical practice, the track emphasizes epidemiological approaches to clinical problems, holistic care, family and community systems approach, use of technology, cost considerations, collaboration, consultation, referral processes, theory utilization, and evidence-based practice. Graduates will be eligible for licensure as Advanced Practice Registered Nurses (APRN), and for certification by the American Nurses Credentialing Centers (ANCC) or the American Academy of Nurse Practitioners (AANP).

Enrollment in the MSN/ FNP program track is limited. Students must be accepted as graduate degree students. Courses in the MSN/ FNP track are offered one day a week, but practicum hours will generally occur during business hours at the primary care facility where the learner's clinical experience is scheduled. Courses are delivered in hybrid format using both traditional classroom instruction and online components. Practicum hours are extensive, and students should plan to allocate sufficient time to complete them. Advisement for this program track is done on an ongoing basis by the coordinator of the program.

ADMISSION REQUIREMENTS

To be considered for admission as a graduate degree student, an applicant must submit the following materials to the FMU Graduate Office:

1. The graduate application for admission and non-refundable application fee;
2. Official transcripts(s) of all undergraduate and graduate work from accredited institutions;
3. Appropriate scores on the Graduate Record Examination (GRE) from within the last five years;
4. Two letters of confidential recommendations from professional associates or former professors who can attest to the academic potential of the applicant;
5. A written statement of the applicant's career goals, 300 to 500 words in length, including the applicant's interest and reasons for seeking admission to the MSN/FNP track;
6. Current license to practice nursing in South Carolina or other National Council of State Boards of Nursing (NCSBN) Nurse Licensure Compact state;
7. Satisfactory criminal background check and drug screen;
8. Health history-per college requirement (TB, Hepatitis, Immunizations); and
9. American Heart Association (AHA) CPR certification at the healthcare provider level, earned prior to the start of classes.

All of the above materials must be submitted in one packet to:

Graduate Office
Francis Marion University
Post Office Box 100547
Florence, SC 29502-0547

Completed applications are reviewed for merit by the Department of Nursing faculty. Determination of merit is based upon consideration of all components of the application packet. In the admissions decision process, consideration is given to both the merit of each application received and to the number of slots available in the program at the time of application. Favorably reviewed applications are submitted to the FMU Graduate Council for review. Offers for admission are given to those applicants who show the most promise of success in graduate studies.

Admission to the MSN/FNP program track is during the spring semester. To be guaranteed timely consideration for acceptance, all of the above materials should be submitted by October 15 of the fall semester prior to the desired semester of admission.

COURSE REPETITION

Progression policies in the MSN/FNP program track will be in compliance with the FMU catalog for graduate programs. In order for a student to successfully progress through the MSN program, the student must complete his or her degree within a six-year period; achieve course grades of C or better; and maintain a 3.0 cumulative grade point average for all graduate courses. Students will be allowed to retake one course due to academic failure; no retaking of courses will be permitted for clinical failures.

REQUIREMENTS FOR MASTER OF SCIENCE IN NURSING DEGREE/ FAMILY NURSE PRACTITIONER

To receive a Master's Degree in Nursing as a Family Nurse Practitioner from FMU, a student must fulfill the following requirements:

1. Complete 55 graduate credit hours, which include 630 practicum hours.
 - a) Graduate Nursing Core Courses (All MSN programs).....12 Hours
 - APRN 501 Advanced Practice Role: Theory and Knowledge Development
 - APRN 502 Biostatistics
 - APRN 503 Advanced Research and Evidence-based Practice
 - APRN 504 Health Policy and Leadership
 - b) Direct Care Core..... 19 Hours
 - APRN 505 Population Health and Epidemiology
 - APRN 506 Health Systems and Risk Management
 - APRN 507 Patient Education and Advocacy
 - APRN 601 Advanced Pathophysiology
 - APRN 602 Advanced Pharmacology
 - APRN 603 Advanced Physical Assessment and Health Promotion
 - c) Functional Area Content..... 24 Hours
 - APRN 701 Primary Care of Adults
 - APRN 702 Primary Care of Infants, Children, and Adolescents
 - APRN 703 Primary Care of Women
 - APRN 704 Primary Care of Geriatric Patients

APRN 705 Internship I

APRN 706 Internship II

APRN 707 Clinical Decision-making and Ethics

2. Achieve a 3.0 overall grade point average for all graduate courses.
3. Make application for graduation at the beginning of the semester in which the last course will be taken.

GRADUATE COURSES FOR NURSING (APRN)

501 Advanced Practice Role: Theory and Knowledge Development (3) S. This course examines advanced practice nursing concepts, theoretical underpinnings, and current professional issues. Learners will examine how theoretical issues are integrated into practice and how they can be a mechanism to improve patient outcomes related to health promotion and disease prevention. Understanding of the role and scope of the advanced practice registered nurse is an expectation.

502 Biostatistics (3) S. This course applies theoretical foundations and applications of hypothesis testing, simple linear regression, and multiple regression analysis. The learner will use computer software to analyze biophysical data for frequency distributions, clinical significance, and correlation of variables.

503 Advanced Research and Evidence-based Practice (3) (Prerequisite/Corequisite: 502) SU. This course explores quantitative and qualitative approaches to research issues in advanced practice nursing. Theories, methods, designs, measurement, ethical conduct, and skills in critical research appraisal are emphasized, along with the use of research to improve practice and client outcomes.

504 Health Policy and Leadership (3) (Prerequisite/Corequisite: 501) S. This course explores how health policy affects the practice of advanced practice nurses and the healthcare of patients, families, and populations. It assists the learner to assume a leadership role that can affect healthcare policy. The learner will be expected to use analytical skills to promote policy development based on population need and best practice.

505 Population Health and Epidemiology (3) (Prerequisites: 502 and 503) S. This course focuses on different healthcare needs related to geographic, racial, and cultural differences in societies. The learner will review local, national, and global healthcare needs, with emphasis on a needs assessment of a local region.

506 Health Systems and Risk Management (3) S. This course addresses quality assurance methodology and legal responsibilities of advanced practice nursing care. Reporting systems, issues that affect the advanced practice registered nurse role, financing, coding, and credentialing criteria will be discussed. Best practice protocols, the use of benchmarking, and safe work environments will be emphasized to ensure risk reduction for patients, families, and populations.

507 Patient Education and Advocacy (3) F. This course focuses on developing patient education skills to advocate for patients, families and populations. The learner will incorporate health literacy issues to determine appropriate technological and written tools for enhancing and extending patient learning. Competencies developed in this course will be utilized in other courses in the program, particularly in courses with a practicum component.

601 Advanced Pathophysiology (3) S. This course examines physiologic and pathophysiologic responses to disease and injury, the effects of disease and injury on cell and system function, host defense responses, the maintenance of vital functions, and responses to stress across the life span.

602 Advanced Pharmacology (3) F. This course examines principles of pharmacotherapeutic decision-making with applications to the clinical management of patients with primary care health issues. This course expands the understanding of pharmacological affects, drug-to-drug interactions, patient teaching, adherence to medication regime, and the use of complementary and alternative medicine.

603 Advanced Physical Assessment and Health Promotion (4:3-3) (45 laboratory hours) SU. This course focuses on comprehensive physical assessment of primary care patients throughout the life span. The learning expectations will include knowledge acquisition about screening examinations recommended by the American Medical and Pediatric Associations.

701 Primary Care of Adults (5:2-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603) F. This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in adults. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of the adult. This course will also discuss health promotion and teaching of adult patients, families, and populations.

702 Primary Care of Infants, Children and Adolescents (4:2-6) (90 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 701) S. This course provides the learner with the opportunity for in-depth experience in the management of care for infants, children, and adolescents. The learner expectations include knowledge acquisition about primary care management and decision-making that is developmentally appropriate for the acute and chronic healthcare needs of infants, children, and adolescents. This course will also discuss health promotion and teaching of infants, children, and adolescent patients, families, and populations.

703 Primary Care of Women (2:1-3) (45 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 701) SU. This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in women. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of women. This course will also discuss health promotion and teaching of women, families, and populations.

704 Primary Care of Geriatric Patients (2:1-3) (45 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, & 701) SU. This course provides the learner with the opportunity for in-depth experience in the management of selected health problems in older adult patients. The learner expectations include knowledge acquisition about primary care management and decision-making for acute and chronic healthcare needs of the older adult. This course will also discuss health promotion and teaching of older adults, families, and populations.

705 Internship I (4:1-9) (135 clinical hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 701, 702, 703, & 704) F. This course provides the learner with the opportunity for in-depth experience in the management of chronic health problems in patients across the lifespan. The learner expectations include complete primary care management and decision-making for chronic healthcare needs of patients. This course will also discuss health promotion, teaching, and disease prevention for patients, families, and populations living with chronic healthcare conditions.

706 Internship II (4:1-9) (135 hours) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, 701, 702, 703, 704, & 705) F. This course provides the learner with the opportunity for in-depth experience in the management of acute health problems in patients across the lifespan. The learner expectations include complete primary care management and decision-making for acute healthcare needs of patients. This course will also discuss health promotion, teaching, and disease prevention for patients, families, and populations with acute

healthcare conditions.

707 Clinical Decision-making and Ethics (3) (Prerequisites: 501, 502, 503, 504, 505, 506, 507, 601, 602, 603, & 701) S. This course focuses on care management related to algorithms, protocols, and best-practice. The learners will discuss ethical obligations of a primary provider in caring for patients from a developmental, cultural, and spiritual perspective.

Summary Rationale for the MSN/Family Nurse Practitioner Degree:

The MSN/FNP program track has been fashioned in compliance with the appropriate accrediting and regulating agency criteria. The program meets the criteria of the State Board of Nursing of SC, which regulates advanced practice licenses and prescriptive privileges and includes a criteria for 45 hours of pharmacology to be in compliance with State Board requirements.

The American Academy of Colleges of Nursing (AACN), an accrediting agency, has proposed that after 2015, all advanced practice in nursing should be on the doctoral level. In addition, the National League for Nursing Accreditation Commission (NLNAC) recently produced a white paper that supports advanced practice on the master's level. We will apply for accreditation from the NLNAC and meet the standards for that accrediting body; NLNAC will provide guidance during the accreditation process.

We have incorporated all the criteria needed for a generalist master's outlined by the AACN, so our students will be able to move seamlessly into a doctorate of nursing practice (DNP) program. The American Nurses Credentialing Centers (ANCC) and the American Academy of Nurse Practitioners Certification Program (AANPCP) certify FNPs, which is needed to receive an APRN license in SC. Both certifying agencies include criteria for curriculums to contain advanced pharmacology, pathophysiology, and advanced physical assessment. ANCC also states there needs to be at least 500 hours of precepted clinical, and AANPCP calls for curriculum content in patient education.

The core courses will be standard courses for the other graduate programs that follow. The credit hours of the program are similar to the three other MSN/FNP programs in SC. The program will be provided in a traditional format for outcome evaluation purposes and for licensure security. Candidates are not required to have clinical practice prior to entry in order to uphold the current mandates of seamless education, and because most RNs will work during their graduate education. The courses will be offered one day a week to accommodate the schedules of working RNs.