

Curriculum Change Form

Part I

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|---|---|---|
| (Check one) <input type="checkbox"/> New Course (Parts II, IV) <input type="checkbox"/> Course Revision (Parts II, IV) <input type="checkbox"/> Hybrid Course ("S," "W") <input type="checkbox"/> Course Dropped (Part II) <input type="checkbox"/> New Program (Part III) <input checked="" type="checkbox"/> Program Revision (Part III) <input type="checkbox"/> Program Suspended (Part III) | Department Name College *Course Prefix & Number *Course Title (30 characters) *Program Title *Provide only the information relevant to the proposal. | Baccalaureate & Graduate Nursing Health Sciences Nursing (B.S.N.) (Major __, Option __; Minor __; or Certificate __) |
| Proposal Approved by: | | |
| | <u>Date</u> | <u>Date</u> |
| Departmental Committee | 1/22/10 | Graduate Council* N/A |
| Is this a SACS Substantive Change? Yes**** <input type="checkbox"/> No <input checked="" type="checkbox"/> | | |
| College Curriculum Committee | 2/17/10 | Approved x Disapproved 3/18/10 |
| General Education Committee* | N/A | Faculty Senate** |
| Teacher Education Committee* | N/A | Board of Regents** Council on Postsecondary Edu.*** |
| *If Applicable (Type NA if not applicable.) **Approval needed for new, revised, or suspended programs ***Approval/Posting needed for new degree program or certificate program ****If "yes", SACS must be notified before implementation. Please contact EKU's Office of Institutional Effectiveness. | | |

Completion of A, B, and C is required: (Please be specific, but concise.)

- A. 1. Specific action requested:** To update catalog copy to reflect revised mission and outcomes, and also department approval process for three prerequisite nursing courses.
 To specify the time frame as five years for accepting older credits on specific prerequisite/ support courses (BIO 171, BIO 273/CLT 209, BIO 301, CHE 105, NFA 201, NSC 232, NSC 242, and NSC 252).
- A. 2. Effective date:** Fall 2010
- A. 3. Effective date of suspended programs for currently enrolled students:** (if applicable)

B. The justification for this action: The mission and outcomes were revised as part of the self study for reaccreditation process to reflect consistency with documents required for reaccreditation. Also, the department approval process for the three prerequisite nursing courses is slightly revised for increased clarification for students.

The department is working carefully to increase retention and graduation rates for students admitted to the program. This goal is in line with university goals, and is consistent with new mandates by the national accrediting body that all programs maintain a minimum 80% graduation rate. One concern with retention has been the age of some prerequisite and support courses. Although the catalog has a statement regarding transfer courses older than eight years old must be approved, the CARES report and the new Degree Works report has been automatically placing older courses in the support course line as meeting the requirement. We have found some courses 20 to 25 years old and both the advisor and student being led to believe the student was ready to apply for admission. As a result, the department has been carefully considering the issue of age of support courses and student success. The department faculty are concerned about students not having current content on some of the support courses/prerequisite courses, and this deficit has contributed to increased failure rate for a few students early in the program. Requiring the courses to be within the five years prior to admission to the nursing clinical sequence would improve currency of content. Students become frustrated when faculty have expectations that the student will already have a solid foundation in those courses, and faculty do not have time to go back and re-teach content the student has already had. An example is the pathophysiology course where faculty expect students to be current in the content in physiology and other pre courses. Students who do not have a strong background have a fairly high failure rate in this course. Another example includes the assessment courses in which faculty assume students have current content knowledge in anatomy and other pre courses. Again, faculty cannot take time to re-teach that content. Exceptions can be made for individual student situations. In the case where a student has been engaged in an occupation using the content before coming to the program (e.g., paramedic, LPN, biology teacher in a high school, etc), an exception can be given and the time limit waived. Having the time limit clearly published, however, will send a notice to potential students about currency of courses and encourage discussion between students and advisors related to their knowledge base and preparation for entering the nursing clinical sequence. It is not anticipated that a large number of students will be affected, but the small number who are affected will have a better chance of success. The change is requested for Fall 2010, but students who are anticipating entering the program for that semester and have not been advised accordingly will of course be accommodated and an exception granted if they choose.

This time limit will also work in favor of students competing for admission under our current point scale where older previous grades on the course can count against the student for admission. In some cases, the course work is older but the student either has not elected to or is not eligible to bankrupt. The new policy will provide a clean slate for students who have not taken the courses within the previous five years and have to repeat courses.

C. The projected cost (or savings) of this proposal is as follows:

Personnel Impact: None in the department. It is not anticipated that it will have a large effect on departments teaching these support courses, as most students who take them at ECU already have taken them within the five year time frame.

Operating Expenses Impact: NONE

Equipment/Physical Facility Needs: NONE

Library Resources: NONE

Part III. Recording Data for New, Revised, or Suspended Program

New or Revised* Program Text

Department of Baccalaureate and Graduate Nursing

(Page 133 of the 2009-10 *Undergraduate Catalog*)

The baccalaureate nursing program is based upon the belief that preparation for professional nursing encompasses a broad liberal, general, and professional education. ~~Within the framework of ECU and the College of Health Sciences, the Department of Baccalaureate and Graduate Nursing attempts to provide opportunities for the individual to~~ The threefold mission of the department is congruent with the mission of the college and university; to serve the community of interest by providing high quality, accessible learning opportunities which encourage students to act independently, to think critically, to communicate effectively, and to practice professional or advanced levels of nursing with integrity, enlightenment and creativity- ;to participate in service which enhances the educational mission of the college and the university; and to participate in research and other scholarly efforts supporting the educational mission of the college and university.

Professional Nursing Practice Outcomes

Upon completion of the baccalaureate nursing program the BSN graduate:

1. ~~Treats clients patients as holistic,~~ Treats clients patients as holistic, unique and self-directive with the right to make decisions for themselves concerning health matters.
2. ~~Uses the nursing process to provide and , manage ,and evaluate culturally competent primary, secondary, and tertiary prevention for diverse clients across the life span in a variety of settings.~~
3. ~~Uses evidence-based nursing practice, critical thinking and , research methodologies ,informatics, and healthcare technology to understand relationships,~~ Uses evidence-based nursing practice, critical thinking and , research methodologies ,informatics, and healthcare technology to understand relationships, provide therapeutic interventions, predict outcomes, and influence the delivery of health care.
4. ~~Has the knowledge and ability to assume~~ Assumes a leadership role in health care by communicating and collaborating with ~~clients patients, and other health care professionals, and health care systems.~~
5. ~~Is a consumer and sociopolitical advocate who supports~~ Supports safe, quality, responsible, and economic interdisciplinary health care as a consumer and sociopolitical advocate within multiple health care systems.
6. Promotes the ethical and legal practice of professional nursing.
7. ~~Demonstrates self-care, professionalism, accountability, and competence in nursing practice ,with a commitment to advancing the profession of nursing. _ _ _~~

Admission and Progression Requirements

All students who are accepted by ECU's Admission Office and declare their major as baccalaureate nursing (four-year nursing) are admitted to the University as pre-baccalaureate nursing majors. However, admission to the freshman year does not guarantee admission to the laboratory nursing courses. Students seeking to enter NSC 232, 242, and 252 in the third semester of the curriculum must meet minimum program GPA requirements of 2.5 or and have department chair approval. Spaces in these courses are limited and are reserved for students whose academic record indicates they are more likely to be eligible to be considered for and admitted to the clinical nursing courses. To be eligible to be considered for admission to the clinical nursing courses, students must have completed the first three semesters of college work as outlined in the curriculum plan and have submitted a complete department application. All prerequisite courses must be completed with a grade of "C"/2.0 or better, and a minimum cumulative GPA of 2.5 on a 4.0 scale must be obtained. For the prelicensure nursing program, [Nursing Pre-RN (B.S.N.)], some prerequisite courses (BIO 171, BIO 273/CLT209, BIO 301, CHE 105, NFA 201, NSC 232, NSC 242, and NSC 252) must have been taken within five years prior to the time application is made for admission to the clinical nursing courses unless an exception has been approved by the department. For the prelicensure Nursing (B.S.N.) Second Degree Option, the courses in BIO 171, BIO 272/CLT 209, BIO 301, and NFA 201 must have been taken within five years prior to the time application is made for admission to the option unless an exception has been approved by the department. Completion of eligibility criteria does not guarantee admission to the clinical nursing courses. Admission to the clinical nursing courses is competitive and based on review of the applicants' academic history by the Baccalaureate Nursing Admission/Readmission Committee. Spaces are limited and the most qualified applicants will be selected for admission.