

MINUTES
Faculty Senate Meeting
November 16, 2004 – UC 218 -- 3:45pm

- I. Chair Autrey called the meeting to order at 3:48pm. Senators present included Allen, Anderson, Best, Clabo, Cowles, de Montluzin, Flannagan, Holsenback, Hunter, Jokisch, Long, McCuaig, Price, Ramey, Rooks, Smith, White, and Whitmire. Lisa Eargle was present as parliamentarian. Senators Coker, Gourley, Pawloski, and Sacash were absent. Senators Myers and Renneker are on sabbatical.

- II. The minutes of the meeting of October 26, 2004, were approved

- III. Reports from Committees
 - A. Executive Committee
 1. Chair Autrey reported that the University was petitioning to move up to NCAA Division I status.
 2. The Teacher Cadet program is being reinstated.
 3. A campus-wide strategic planning task force will be reviewing and consolidating those plans that have already been approved.
 4. The Faculty Life Committee is fine-tuning the process for selection of faculty award recipients.
 5. The Faculty Life Committee was also reviewing several handbook changes for consistency with current policy.
 6. The Faculty Life Committee would be considering a proposal for the William C. Moran Annual Lecture.
 - B. Academic Affairs Committee (*See Attachment*)
 1. Item I, from the Department of English, Modern Languages, and Philosophy, containing program title changes and the addition of grade requirements in several areas, was approved.
 2. Item II, from the Department of Chemistry, concerns changes to the courses required for the basic major, changes to suggested minors for Chemistry majors, and the addition of CHEM 408, Biochemistry II.
 - a. A typo under the “TO:” under II., A.: “CHEM 202-202, 203,” was corrected to read “CHEM 201-202, 203.”
 - b. Items II. B. and II. E, immediately after “TO:” were amended to add the word “preferably” to the phrase, “an 18-hour minor approved by the faculty advisor from...” so that the phrase reads “an 18-hour minor approved by the faculty advisor preferably from...” in both cases.
 - c. Item II was approved with the changes noted above.
 3. Item III, from the Department of Nursing, is concerned with the transition of the Nursing Program from MUSC to Francis Marion University.
 - a. A friendly amendment was made and accepted to alter the phrase “or by permission of instructor” to “or by permission of department” wherever the phrase appeared in the proposal.
 - b. Item III was approved as amended.
 4. Item IV is a proposal concerning the calculation of a student’s major GPA.
 - a. An amendment was made and approved to change the statement, “This applies to students entering in Spring 2003 or later,” to “This applies to 87-hour checks beginning in Fall 2005.

- b. Item IV was approved as amended.
- 5. Item V, from the Admissions, Advising, and Retention committee, containing a change in CAP Admission Standards, was approved.

IV. There was no old business.

V. There was no new business.

VI. Announcements

A. Basketball season had started and there was a tournament the following week.

B. There would be a Jazz Concert in McNair on Thursday.

VII. The meeting was adjourned at 4:21pm.

Respectfully submitted,

D. Keith Best

Faculty Senate Secretary

REPORT FROM ACADEMIC AFFAIRS

Note: All supporting materials (rationale, course proposal forms, syllabi) for the following proposals can be found in the appendix.

I. Proposal from the Department of English, Modern Languages, and Philosophy:

- A. CHANGE** the title of the Professional Writing Option on page 79 of the current catalog in column 1 under the ENGLISH heading and in column 2 (in two places), under the MAJOR heading **FROM:**

Professional Writing Option

TO:

Professional Writing Program

- B. CHANGE** the title of the Liberal Arts Option on page 82 of the current catalog in the table heading **FROM:**

Liberal Arts Option

TO:

Liberal Arts Program

- C. CHANGE** the title of the Professional Writing Option on page 83 of the current catalog in the table heading **FROM:**

Professional Writing Option

TO:

Professional Writing Program

- D. ADD** on page 79 of the current catalog, below the list of requirements for the major (just beneath ENG 498, English Internship), the following:

To be eligible for ENG 498, majors must earn an overall GPA of at least 2.33 and a major GPA of 3.0, plus at least a B in 305 and 318.

- E. ADD** on page 81 of the current catalog, below the list of requirements for the Professional Writing minor (just beneath ENG 498, English Internship), the following:

To be eligible for ENG 498, minors must earn an overall GPA of at least 2.33 and a minor GPA of 3.0, plus at least a B in 305 and 318.

- F. ADD** on page 85 of the current catalog in the course description of English 305, Business Writing:

To be eligible for ENG 498, majors and minors in Professional Writing must earn at least a B in this course.

- G. **ADD** on page 85 of the current catalog in the course description of English 318, Technical Communication

To be eligible for ENG 498, majors and minors in Professional Writing must earn at least a B in this course.

- H. **MODIFY** on page 85 of the current catalog the course description of English 498, English Internship **FROM:**

498 English Internship (3) (Prerequisite: permission of department and internship agency and GPA of at least 2.3) F, S, SU. Directed internship in communication work for business, public service, agency, or industry.

TO:

498 English Internship (3) (Prerequisites: permission of department and internship agency; overall GPA of at least 2.33; GPA in the major or minor of at least 3.0; plus at least a B in 305 and 318) F, S, SU. Directed internship in communication work for business, public service agency, or industry.

II. **Proposal from the Department of Chemistry:**

CHANGE, on page 76 of current catalog, the following :

- A. The course requirements under **BASIC MAJOR**, (1.b) **FROM:**

a minimum of 25 hours beyond the 100 level, including CHEM 201-202, 203, 301-302, 303, and 499

TO:

a minimum of 28 hours beyond the 100 level, including CHEM 201-202, 203, 301-302, 303, 402, and 499

- B. The wording under the **BASIC MAJOR**, (2.b) **FROM:**

an 18-hour minor approved by the faculty advisor (physics, mathematics, or computer science should be considered. Pre-medical or pre-dental students should also consider biology)

TO:

an 18-hour minor approved by the faculty advisor preferably from either:

- i.* physics, recommended for students who plan to attend graduate school
- ii.* biology, recommended for pre-medical or pre-dental students
- iii.* mathematics or computer science

- C. The course requirements under the **ACS-CERTIFIED MAJOR**, (1.a) **FROM:**

Thirty-two hours of core courses: CHEM 101-102, 201-202, 203, 301-302, and 303

TO:

Thirty-eight hours of core courses: CHEM 101-102, 201-202, 203, 301-302, 303, 402, and 404

D. The course requirements under the **ACS-CERTIFIED MAJOR**, (1.b) **FROM:**

a minimum of 10 hours of advance courses: CHEM 402, 405, 497, and 499

TO:

a minimum of 10 hours of advanced courses: CHEM 405, 408, 497, and 499

E. The wording under the **ACS-CERTIFIED MAJOR**, (2.b) **FROM:**

an 18-hour minor approved by the faculty adviser (physics, mathematics, or computer science should be considered. Pre-medical or pre-dental students should also consider biology)

TO:

an 18-hour minor approved by the faculty adviser preferably from either:

- i.* physics, recommended for students who plan to attend graduate school
- ii.* biology, recommended for pre-medical and pre-dental students
- iii.* mathematics or computer science

F. The course requirements under the **ACS-CERTIFIED MAJOR**, (3.) **FROM:**

Other requirements for an ACS-certified major in chemistry include Mathematics 201, 202, 203, 301, and 306 and Physics 200, 201, 202 and 314 and English 318

TO:

Other requirements for an ACS-certified major in chemistry include Mathematics 201, 202, 203, 301, and 306; Physics 200, 201, and 202; and English 318

G. **ADD**, on page 78, of the current catalog CHEM 408

408 Biochemistry II (3) (Prerequisite: 301 and 404 or permission of department; Corequisite: 302) AS

Biochemistry II: Advanced principles of the structure, function, and analysis of biological molecules; chemical reactions of biomolecules including kinetics, mechanisms, and thermodynamics; regulation of chemical reactions and response to external signals by cells. Also includes advanced studies of select topics in biochemistry including bioinorganic chemistry, photochemistry, and molecular virology.

III. Proposal from the Department of Nursing

- A. DELETE section addressing MUSC College of Nursing, Pages 167-169.
 B. ADD Pre-Nursing Curriculum under “Other Academic Programs”, page 167,
 as follows:

[Special Proviso: The Department of Nursing seeks provisional acceptance for the Pre-Nursing curriculum presented below. If approved, this set of requirements will appear in the FMU Catalog for academic years 2005-06 and 2006-07. Faculty will use this two year period of transition to align the Pre-Nursing curriculum with FMU general education requirements. A revised Pre-Nursing curriculum, approved by the faculty, must be in place by the start of the 2007-08 academic year.]

Pre-Nursing Curriculum Coordinator: Dr. Gerald W. Long

Year 1

Fall

Course	Hrs.
English 112 (Composition II)	3
Math 111 (College Algebra w/Analytical Geometry II) or 112 or 180 or higher	3
Biology 105 (Introduction to Life Sciences)	4
*Chemistry 101 (General Chemistry I)	4
University Life for pre-nursing	1
Total	15

Spring

Course	Hrs.
English 200 (Writing for Disciplines)	3
Math 114 (Probability and Statistics)	3
Biology 106 (Organismal Biology)	4
*Chemistry 102 (General Chemistry II)	4
Total	14

Year 2

Fall

Course	Hrs.
Biology 205 (Human Anatomy)	4
Biology 311 (Microbiology)	4
Psychology 206 (Introductory Psychology)	3
**Electives	6
Total	17

Spring

Course	Hrs.
Biology 406 (Human Physiology) or Biology 410 (Vertebrate Physiology)	4
Psychology 334 (LifeSpan Development)	3
**Electives	7
Total	14

Total.....60 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 the Chemistry 101.

**Recommended: Sociology, Political Science, Speech Communication, Computer Science and other social sciences and humanities. Students should write to the Admissions Office of their chosen nursing school to find out its particular requirements.

C. ADD a new section on Department of Nursing under College of Liberal Arts (about Page 115) as follows:

DEPARTMENT OF NURSING

Chair: Dr. Sylvia R. Lufkin
 Faculty: Hucks, Santiago, Thompson
 Student Services: Polston

Mission Statement

The Francis Marion University Department of Nursing prepares graduates to function competently as beginning professional practitioners in a variety of healthcare settings.

Program Description

The Department of Nursing offers an upper division generic 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. Lifelong 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.

*Note: Francis Marion University and the Medical University of South Carolina have signed an agreement to transfer the nursing program to Francis Marion University. Approvals by the South Carolina Board of Nursing and the South Carolina Commission on Higher Education are pending.

UPPER DIVISION BSN DEGREE PROGRAM

The Department of Nursing offers a Bachelor of Science in Nursing degree. This type of program is often called the 2 + 2 program because applicants must complete 60 semester hours of lower division, prerequisite coursework prior to enrollment in the nursing curriculum. **Admission to the upper division nursing program is competitive and cannot be guaranteed.** The number of students accepted is determined by availability of clinical placements and faculty for clinical supervision.

Prerequisite courses taken at approved schools will be accepted for transfer if the student meets the minimum course content requirements and a grade of C or better is earned. Pre-requisite coursework is listed under the Pre-Nursing section of this catalog. Students must apply to and be accepted by the nursing program.

Admission to BSN UPPER DIVISION DEGREE PROGRAM

Applications to the Department of Nursing for admission to the BSN program may be made during the Sophomore year. To be eligible to apply for admission a student must:

1. Complete 60 hours of prerequisite courses. (See Pre-Nursing Curriculum.)
2. Have a cumulative grade point average of 3.0, with a minimum of a C in all courses taken.
3. Have positive recommendations from three references.
4. Have an SAT of 1000 or higher; at least 500 math and at least 500 verbal.
5. Be interviewed by a faculty member of the Department of Nursing faculty or Student Services staff.

For Fall admission, application deadline is February 1.
 Applications may be obtained by contacting the Department of Nursing.
 Online applications are accessible at www.admissions.fmarion.edu.

After admission to nursing, students complete an additional 61 semester hours of upper division course work.

Upper Division Coursework

Year 3 = Junior

Semester I (Fall)

	<u>Hours</u>
NURS 301 Health Assessment ¹	4
NURS 302 Principles of Pathophysiology	3
NURS 303 Professional Nursing and Nursing Practice	3
NURS 304 Adult Health I and Fundamentals ¹	6

Semester II (Spring)

NURS 305 Nursing Pharmacology	3
NURS 306 Nursing Research in Practice	3
NURS 307 Psychiatric and Mental Health Nursing ¹	5
NURS 308 Adult Health II ¹	6

Year 4 = Senior

Semester III (Fall)

NURS 401 Nursing Care with Children and their Families ¹	5
NURS 402 Population Focused Nursing ¹	5
NURS 403 Women's Health Nursing ¹	5

Semester IV (Spring)

NURS 404 Health Care System and Policy	3
NURS 405 Leadership and Management in Nursing	3
NURS 406 Nursing Knowledge: Synthesis Practicum ¹	7

Total Hours	61
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¹Clinical Component: All students enrolled in clinical courses are required to submit proof of CPR certification which covers the life span – infant to adult. All students are also required to receive the Hepatitis vaccine prior to enrollment in clinical courses.

NURSING COURSES (Upper Division BSN degree program)

NURS-301 Health Assessment (4:3-3) Skills to conduct a comprehensive health assessment of individuals are learned and practiced. The major focus is on assessment of the healthy adult client, with inclusion of common variations. Assessment of children and the elderly is also addressed. Communication skills, physical assessment skills, and use of the functional health pattern assessment tool are emphasized. Students analyze assessment data for common risk factors and identify strategies for health promotion. Beginning professional nursing behaviors are learned and practiced. Strategies for performing health assessment of the family are discussed.

NURS-302 Principles of Pathophysiology (3) (Same as NURN 302) This course examines the physiologic mechanisms underlying selected alterations in health that occur throughout the life cycle. Relationships between physiologic responses and environmental influences are explored as these factors interact adversely on body system functioning. Coping and adaptation, as normal human responses to potential or actual health problems, are emphasized as well as selected diseases, evaluation, and treatment processes.

NURS-303 Professional Nursing and Nursing Practice (3) (Same as NURN 303) This course is designed to cover the past, present, and future of professional nursing. An emphasis is placed on discussion of professional values and philosophies, core competencies and knowledge needed for professional practice, the socialization and role development of the professional nurse, and the legal and ethical aspects of nursing practice. Contemporary nursing and healthcare issues are addressed.

NURS-304 Adult Health I & Fundamentals (6:3-9) (Corequisite: NURS-303) This is the first of two sequential courses to introduce students to the role of critical thinking and the nursing process as a mechanism to synthesize knowledge and master basic nursing skills needed to promote, maintain and restore health in hospitalized clients. This course will integrate nursing process, principles of communication, decision-making, and basic nursing skills necessary for applying health assessment data and pathophysiology content to the experience of health and illness of clients, diverse ethnic, cultural and geographic backgrounds.

NURS-305 Nursing Pharmacology (3) (Prerequisites: 301,302,303,304) This course presents a conceptual approach to basic pharmacology with emphasis on the study of broad groups of drugs and the nursing implications related to each group. Students have the opportunity to apply knowledge of pharmacology to the care of individuals in a variety of clinical situations.

NURS-306 Nursing Research in Practice (3) (Prerequisite: 303 or by permission of department) (Same as NURN 306) The course examines the steps of the research process, and provides the student 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 in clinical practice. Ethical considerations in nursing research are addressed.

NURS-307 Psychiatric & Mental Health Nursing (5:3-6) (Prerequisites: 301,302,303,304) (Corequisite: 305) This course utilizes the nursing process to address the nursing care needs of individuals who have psychiatric and mental health disorders. Predisposing biological, psychological, and sociocultural factors contributing to the development and continuation of these disorders are examined. Precipitating stressors, coping resources and coping mechanisms are evaluated in relation to an individual's pattern of response. Nursing interventions for these disorders based on the crisis, acute, maintenance, and health promotion stages of treatment are analyzed. The impact of psychiatric illness on the family and other social systems is also explored. Foundational elements of the course include the therapeutic use of self, effective communication skills, critical thinking, and evidence-based practice.

NURS-308 Adult Health II (6:3-9) (Prerequisites: 301,302,303,304) (Corequisite 305) This course builds on basic sciences and content introduced in NURS 304: Adult Health I and Fundamentals. Students will have expanded opportunities to use critical thinking processes to guide care planning decisions for hospitalized clients. Students will also have the opportunity to plan, implement and evaluate medical and surgical interventions to prepare clients for discharge following hospital care. This course will be framed to integrate content from pharmacology, pathophysiology and health assessment applicable to the care of clients from diverse ethnic, cultural and geographic backgrounds.

NURS-401 Nursing Care of Children and their Families (5:3-6) (Prerequisites: 301,302,303,304,305) This course is designed to focus on children as unique individuals with different capacities and vulnerabilities according to developmental level and health status. Children have the potential for a variety of responses in health and illness situations. Children's abilities to respond to changes in health status are examined within the context of their environment with an emphasis on the family. Nursing interventions that promote, maintain, or restore health and optimal functioning are explored in relation to children and their families. Clinical experiences focus on nursing care of children and families in health care settings.

NURS-402 Population Focused Nursing (5:3-6) (Prerequisites: 301,302,303,304,305) (Same as NURN 402) 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.

NURS-403 Women's Health Nursing (5:3-6) (Prerequisite: Completion of all 300 level courses). The course covers the health care needs of the woman from menarche to menopause, with specific focus on pregnancy and childbearing. Nursing's role in promoting health and fostering positive parenting is presented. Clinical experiences focus on care of the childbearing woman and newborn in a variety of settings

NURS-404 Health Care Systems and Policy (3) (Prerequisite: Completion of all 300 level courses) (Same as NURN 404) This course focuses on health policy and issues that affect consumers of health care and nursing practice. The organization of the American health care system and the policy making process are explored and the legal, political, economic, social and environmental influences are analyzed.

NURS-405 Leadership and Management in Nursing (3) (Prerequisite: Completion of all 300 level courses) (Same as NURN 405) This course provides the student with the opportunity to explore the leadership behaviors and organizational structures that enhance the delivery of client care. Management techniques and nursing care decisions are examined by incorporating knowledge of various health care organizations and financing of health care delivery systems. Emphasis is on organizational roles, legal responsibilities and implications for professional nursing practice.

NURS-406 Nursing Knowledge: Synthesis Practicum (7:2-15) (Prerequisites: Completion of all 300 level courses and 401,402,403) (Same as NURN 406) This course is an intensive clinical practicum in which the student is provided opportunities to experience the roles of the nurse as a provider of care for multiple clients in an acute care setting, as well as a leader/manager/coordinator of care in a variety of health care settings. Critical thinking skills are applied, with an emphasis on continuity of care, effective communication with diverse clients and disciplines: coordination of care in a variety of settings, and collaboration with interdisciplinary team members to provide a comprehensive plan of care for optimal client outcomes. Emphasis is also placed on leadership skills and management techniques, during a focused clinical experience with a professional nurse. The leadership role and professional accountability of the baccalaureate-prepared nurse are explored, both in relation to current nursing practice, as well as to ongoing changes in health care delivery. Learning activities are designed to facilitate transition into the roles and responsibilities of the professional nurse.

NURS-445 Guided Nursing Elective (3), (2), or (1) (Same as NURN 445) This course provides students with an opportunity to exercise initiative, independence, and creativity in pursuing an area of interest in nursing. The learning goals, proposed schedule, site and the method of evaluation, as well as the preceptor, are chosen by the student with the approval of the instructor. Students may not use an NCLEX Review as a Guided Nursing Elective.

RN-BSN Program – for registered nurses with an associate degree or diploma in nursing seeking a Bachelor of Science in Nursing degree.*

The Francis Marion University Department of Nursing offers undergraduate study leading to the Bachelor of Science in Nursing for students who are licensed as a registered nurse in South Carolina. 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 basises for decisionmaking, and development of leadership qualities and skills. Faculty 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 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 is also valued. To be considered for admission, applicants should have a minimum grade point average of 2.5 (on a 4.0 scale). A completed application file includes 1) official application and fee, 2) official transcripts from all post high school education, 3) three professional references (preferably instructors and employers), 4) an essay 5) a resume and, 6) a copy of the current RN license.

For registered nurses applying to the RN-BSN track, the application deadline is February 1 for Fall admission. A faculty committee reviews completed application files within six to eight weeks after the deadline and sends letters of admission to selected students. Please note that only **completed files** are reviewed by the committee.

Applications are available by calling the Department of Nursing at 843-661-1690, or online at www.admissions.fmarion.edu.

Prerequisite Course Work for Admission

(May be taken at any regionally accredited college or university)

	<u>Hours</u>
English Composition/Literature	6
Lifespan Human Growth and Development	3
Anatomy	4
Physiology	4
Microbiology	4
Statistics	3
Science elective	4
Social Science and Humanities electives	15
Electives	17
TOTAL	60

*This option is available based on enrollment of sufficient numbers of students to fill a class.

RN-BSN Plan of Study

	<u>Hours</u>
Semester I (Fall)	
NURN302 Principles of Pathophysiology ¹	3
NURN303 Professional Nursing and Nursing Practice	3
NURN351 Health Assessment and Promotion in Nursing Practice ²	4
Semester II (Spring)	
NURN402 Population Focused Nursing ²	5
NURN404 Health Care Systems and Policy	3
Semester III (Fall)	
NURN306 Nursing Research in Practice	3
NURN405 Leadership and Management in Nursing	3
Semester IV (Spring)	
NURN406 Nursing Knowledge: Synthesis Practicum ²	7
Total prerequisite course work	60
Total transfer	30
Total upper division course work	31
Total	121 hrs.

1Credit by examination is available; advanced placement examinations may be taken one time.

2Clinical component

Note: Visual display of course credit hour allocations are standardized by lecture/didactic hours, seminar hours, clinical/lab hours in the following format: 4:2-6. Contact hours per credit hour will be a ratio as follows: lecture/didactic 1:1, seminar 2:1, lab/clinical 3:1.

Thirty semester hours will be awarded as transfer credit for previous nursing course work. Three semester hours may be earned through advanced placement credit for NURS302: Principles of Pathophysiology.

Nursing Courses (RN-BSN Track)

NURN-302 Principles of Pathophysiology (3) (Same as NURS 302) This course examines the physiologic mechanisms underlying selected alterations in health that occur throughout the life cycle. Relationships between physiologic responses and environmental influences are explored as these factors interact adversely on body system functioning. Coping and adaptation, as normal human responses to potential or actual health problems, are emphasized as well as selected diseases, evaluation, and treatment processes.

NURN-303 Professional Nursing and Nursing Practice (3) (Same as NURS 303) This course is designed to cover the past, present, and future of professional nursing. An emphasis is placed on discussion of professional values and philosophies, core competencies and knowledge needed for professional practice, the socialization and role development of the professional nurse, and the legal and ethical aspects of nursing practice. Contemporary nursing and healthcare issues are addressed.

NURN-306 Nursing Research in Practice (3) (Prerequisites: 303, or by permission of department) (Same as NURS 306) This course examines the steps of the research process, and provides the student 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 in clinical practice. Ethical considerations in nursing research are addressed.

NURN-351 Health Assessment and Promotion in Nursing Practice (4:3-3) (Corequisite: 302) This course provides the student the opportunity to develop and validate therapeutic nursing interventions necessary for health assessment, promotion and health protection for clients across the lifespan. Concepts considered essential for the practice of professional nursing are studied and core competencies needed to provide this care are validated. Major emphasis is placed on communication, teaching-learning, critical thinking, nutrition and diagnostic skills in relation to clinical decision-making and the delivery of nursing care.

NURN-402 Population Focused Nursing (5:3-6) (Prerequisites: 302,303,and 351) (Same as NURN 402) This course is designed to develop student's 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.

NURN-404 Health Care Systems and Policy (3) (Prerequisite:303) (Same as NURS 404) This course focuses on health policy and issues that affect consumers of health care and nursing practice. The organization of the American health care system and the policy making process are explored and the legal, political, economic, social and environmental influences are analyzed.

NURN-405 Leadership and Management in Nursing (3) (Completion of 302,303,351) (Same as NURS 405) This course provides the student with the opportunity to explore the leadership behaviors and organizational structures that enhance the delivery of client care. Management techniques and nursing care decisions are examined by incorporating knowledge of various health care organizations and financing of health care delivery systems. Emphasis is on organization roles, legal responsibilities and implications for professional nursing practice.

NURN-406 Nursing Knowledge: Synthesis Practicum (7:2-15) (Prerequisites: 302,303,402) (Same as NURS 406) This course is an intensive clinical practicum in which the student is provided opportunities to experience the roles of the nurse as a provider of care for multiple clients in an acute care setting, as well as a leader/manager/coordinator of care in a variety of health care settings. Critical thinking skills are applied, with an emphasis on continuity of care, effective communication with diverse clients and disciplines: coordination of care in a variety of settings, and collaboration with interdisciplinary team members to provide a comprehensive plan of care for optimal client outcomes. Emphasis is also placed on leadership skills and management techniques, during a focused clinical experience with a professional nurse. The leadership role and professional accountability of the baccalaureate-prepared nurse are explored, both in relation to current nursing practice, as well as to ongoing changes in health care delivery. Learning activities are designed to facilitate transition into the roles and responsibilities of the professional nurse.

NURN-445 Guided Nursing Elective (3),(2), or (1) (Prerequisite: enrollment in R.N.-B.S.N. degree program) (Same as NURS 445) This course provides students with an opportunity to exercise initiative, independence, and creativity in pursuing an area of interest in nursing. The learning goals, proposed schedule, site and the method of evaluation, as well as the preceptor, are chosen by the student with approval of the instructor.

IV. **Procedure for Calculating a Student's Major GPA**

That the Office of the Registrar follow the same procedure for calculating a student's major GPA as it follows in calculating the overall GPA. (See page 57 of the University catalog.) This applies to 87-hour checks beginning in Fall 2005. (See Appendix for supporting materials.)

V. **Proposal from the Admissions, Advising, and Retention Committee:**

A. **Change in CAP Admission Standards**

History: Currently there is anywhere from a 20- to 50-point difference in the SAT score requirements between our students admitted regularly to the University and those admitted into the Comprehensive Achievement Program. In an effort to phase out CAP, we looked at many different options and decided on the one presented below because it has the least impact on enrollment but also tightens up the admission requirements for CAP.

Change: For students that apply for Fall 2005 and beyond, we recommend that the admission standards for regular admits remain the same. We also recommend that students whose SAT is up to 30-points less than the regular admitted students be admitted into CAP. This would decrease our CAP acceptances and enrollees. Using this Fall's data, our CAP Admits would drop from 77 to 67; enrollees would drop from 27 to 20.

Rationale: Our regular admission standards are based on a linear regression. When the CAP requirements go to the 30-point SAT score difference, we have CAP admission also based on a linear regression and change would be affected in a linear fashion. We will revisit the phasing out of CAP in accordance with enrollment trends.

B. **ADD**, on page 22 (second column) of the current catalog, under **PROVISIONAL ADMISSION:**

We recommend that the following paragraph be included in the 2005-2006 and the 2006-2007 catalogs and inserted after this sentence: The appeals policy for the Comprehensive Achievement Program (CAP) is on file in the Office of Provisional Programs.

Insert: The Comprehensive Achievement Program is being phased out.

Rationale: A change in Admission standards needs to be recorded in the catalog as soon as it is known to inform all prospective students of changes.

No additional faculty or equipment will be required.