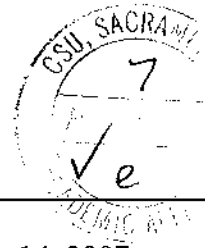




SACRAMENTO
STATE

Course Change Proposal Form A



Academic Group (College): Health & Human Services	Academic Organization (Department): Nursing	Date: March 14, 2007
Type of Course Proposal: New <input checked="" type="checkbox"/> Change <input type="checkbox"/> Deletion <input type="checkbox"/>	Department Chair: Ann Stoltz PhD, RN	Submitted by: Ann Stoltz PhD, RN
Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	For Catalog Copy: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/> CCE: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	Semester Effective: Fall <input type="checkbox"/> Spring <input checked="" type="checkbox"/> , 2008 <input type="checkbox"/>

NURS 178

This course replaces experimental course Subject Area (prefix) and Catalog Number (course number):	
This Catalog Number (course number) is being replaced:	

Change from:

Subject Area (prefix) & Catalog No. (course no.):	Title:	Units:
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Change to:

Subject Area (prefix) & Catalog No. (course no.): NURS 178	Title: Culminating Project	Units: 2
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JUSTIFICATION:

The current RN to BSN program is integrated into the generic BS program. The courses are offered during the day when many of the returning RNs are working. In addition, the courses are such that a nurse must take off at least two days during the regular work week, thus limiting the number of RNs that can obtain the bachelor's degree while working. More importantly, the current coursework are not tailored to address the learning needs of the experienced RNs (with the exceptions of N111A & N111B).

The Division of Nursing was awarded a contract with the Sacramento Employment Training Agency (SETA) to provide financial assistance to 50 RNs in two cohorts. Funding was also awarded to create a program that addresses the specific learning needs of the returning RNS. The goals of the new RN to BSN program are to revise the current program to be completed in one year and to increase accessibility by offering the courses in the evening and via videostreaming for the working RNs. The existing courses for the undergraduate generic nursing program will not change. The intent is for the RN to BSN program to be a separate program within the Division of Nursing.

N178 provides students with the opportunity to demonstrate intellectual and creative skills that have been developed over the course of study in the RN to BSN Program. The project is research based and results in a tangible product to demonstrate synthesis of the student's coursework

Nurs 178: Students will apply leadership and management principles within a community setting or organization to mutually determine a need or issue, identify goals to meet or solve the issue, and complete a culminating project based on theory and knowledge from course work in N174 and N173.

Lecture: two hours

Placement of Course: Second semester RN to BSN program

Prerequisite: NURS 171, 173

Co-requisite: NURS 174

Fall & Spring

Credit/no credit

2 units

Note:

Prerequisite: NURS 171, NURS 173

Corequisite: NURS 174

CAN (California Articulation Number):

Graded: Letter Credit/No Credit

Instructor Approval Required? Yes No

Course Classification (e.g., lecture, lab, seminar, discussion):

Title for SIS+/CMS (not more than 30 characters)

Lecture, Practicum

Cross Listed?

Yes No

If yes, do they meet together and fulfill the same requirement, and what is the other course.

How Many Times Can This Course be Taken for Credit? 1

Can the course be taken for Credit more than once during the same term? Yes No

FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:

Description of the Expected Learning Outcomes: Describe outcomes using the following format: "Students will be able to: 1), 2), etc." See the example at <http://www.csus.edu/aca/example.htm>

Upon completion of the course, the student will be able demonstrate leadership and management principles to:

- 1. Apply critical thinking and problem solving strategies to resolve issues about health and healthcare systems.**
- 2. Examine the historical, legal, social, cultural, political, and economic factors that influence community and world health care delivery systems to identify challenges in those systems and seek resolutions.**
- 3. Synthesize knowledge from theory and research in implementing a healthcare systems/ solution project.**
- 4. Function collaboratively in both small work teams and at the multidisciplinary community-level in solving healthcare issues.**
- 5. Utilize computers and technologies to access, retrieve, and analyze data.**
- 6. Communicate findings and healthcare knowledge both orally and in writing.**

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

Assessment Strategies: A description of the assessment strategies (e.g., portfolios, examinations, performances, pre-and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

Students will present a portfolio of their culminating project that will include:

1. description of the problem and community collaborative,
2. assessments and strategies,
3. epidemiologic and social impact research,
4. review of literature,
5. review of alternative solution pathways,
6. description of project implementation,
7. process, impact, and outcome evaluation,
8. PowerPoint class presentation, and
9. analysis of team work rubric.

For whom is this course being developed?

Majors in the Dept Majors of other Depts Minors in the Dept General Education Other
 Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes No
 If yes, identify program(s): Bachelors in Nursing

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes No
 If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). Nursing

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

Approvals: If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

	Date
Department Chair: <i>Ann Holt</i>	3-23-07
College Dean or Associate Dean: <i>Patricia M. [unclear]</i>	3-26-07
CPSP (for school personnel courses ONLY)	
Associate Vice President and Dean for Academic Programs	

Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.

Description of Resources Needed

For the proposed:

BIO 220 Course Revision and BIO 221A/221B New Course Proposals

The Department of Biological Sciences has proposed revising its BIO 220 (Research Methods in the Biological Sciences) by separating the laboratory portion of the course into two separate new courses--BIO 221A (Cell and Molecular Methods and Techniques) and 221B (Methods in Ecology, Evolution and Conservation).

Teaching Resources Required:

BIO 220 currently is a 3 unit course with two hours of lecture and three hours of lab per week. While it is a 3 unit course for the students, it is four teaching units for the faculty teaching the course. This course has been offered every semester recently. The revision of Bio 220 will remove the lab component of the course and so will drop student units to 2 and wtus to 2 as well.

BIO 221A and 221B will each consist of two three hour labs per week and so will be 2 unit courses for the students but will each require four wtus to staff the course. BIO 221A and 221B will be offered in alternating semesters (with BIO 220 each semester) **therefore the net change is 2 WTUs per semester.**

OE and Space Requirements:

The lab component of BIO 220 that is being replaced by BIO 221A and 221B required OE and lab space for three hours per week. We anticipate being able to accommodate the additional three hours of lab in 221A and 221B in the room where BIO 220 was taught--the lecture and lab were taught in the lab room--in the time slot that the lecture was taught. We then can move BIO 220 to an evening time slot when non-lab space is readily available. There will be an increase in OE necessary for these courses. BIO 221B is relatively inexpensive since it is field based and does not rely heavily on the much more expensive cell and molecular techniques that will be used in BIO 221A. One additional potential impact is upon the use of field vehicles by 221B. While BIO 220 has conducted field trips for many years, 221B may result in a slight increase in the total number of field trips. However, all students took BIO 220 and, with the new course structure, fewer students will take BIO 221B, the net vehicle usage will likely remain nearly constant (i.e. the vehicles may be used for more field trips, however, fewer vehicles will be needed for each trip).

Source of Funding:

The total FTES of the Dept. of Biological Sciences is increasing and enrollments in its graduate program continue to be strong. With the recent redefinition of a graduate student FTES, the FTES generated by the graduate program will increase as well. The

increasing FTES should allow the College to increase support for the Department. We currently are supporting some of the cost of BIO 221A through the portion of BIO 220 that currently uses these techniques--so, that portion (about $\frac{1}{4}$) of the cost of BIO 221A is already available. We anticipate being able to fund the remainder, in the long run, out of OE in part based upon the FTES generated by this course. We would hope that the Department's OE would increase along with increasing FTES, however, even without budget increases in proportion to FTES, we would be able to offer this course--perhaps with scaled back lab activities. We also plan to supplement support for the course through lab and field trip fees. Lab and field trip fee proposals will be submitted for approval to offset the cost of supplies for BIO 221A and for the cost of field trips for BIO 221B. Further, in the short term, Drs. Peavy and Landerholm have received funding from CSUPERB to help support the course with equipment and supplies and have recently submitted another proposal to CSUPERB that will continue this funding.