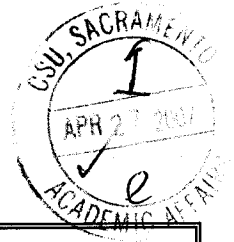


FORM B

**CALIFORNIA STATE UNIVERSITY, SACRAMENTO
PROGRAM PROPOSAL**



Academic Unit: Division of Nursing	Date of Submission to School Dean: April 12, 2007
Requested Effective: Fall <input checked="" type="checkbox"/> , Spring __, 2007.	
Name of Contact Person, if not Department Chair: Dr. Ann Stoltz, Department Chair Dr. Brenda Hanson-Smith, Graduate Program Coordinator	
Title of the Program: Master of Science in Nursing with a Higher Education focus	
Type of Program Proposal: <input checked="" type="checkbox"/> Modification in Existing Program: <input checked="" type="checkbox"/> Substantive Change ___ Non-Substantive Change ___ Deletion of Existing Program ___ New Programs ___ Initiation (Projection) of New Program on to Master Plan ___ New Degree Programs ___ Regular Process ___ Fast Track Process ___ Pilot Process ___ New Minor, Concentration, Option, Specialization, Emphasis ___ New Certificate Program	
PLEASE NOTE: Form B is to be used only as a Cover Form. Additional information is requested for each of the above as noted in the corresponding procedure in the Policies and Procedures for Initiation, Modification, Review and Approval of Courses and Academic Programs found at http://www.csus.edu/acaf/univmanual/index.htm	

Briefly describe the program proposal (new or change) and provide a justification.

The education track in the Masters in Nursing Program is being revised to include Educational Technology courses offered through the School of Education. Specifically we are requesting to add EDTE 282 Strategies for Application & Presentation and EDTE 284 Problem Solving & Project Development to an Education Track. In the past, the education focus was considered a functional area with emphasis on the clinical area (see attached). As we have eliminated the term functional from the graduate program, we essentially lost education as a separate focus. The Education Track is an important course of study due to the increased need for nursing faculty, and the increased demand for the Education Track by students.

The justification for the addition of the technology courses is due to the changing environment associated with higher education. The need for graduates to be both technologically competent and creative is apparent. Clearly, our graduates must have educational technology knowledge and skills that enable them to teach on the web and utilize technology to enhance the global learning environment. The addition of these two courses will enable our graduate students to develop the needed abilities to be highly functional nurse educators in both nursing education in the clinical setting and the college and university setting.

In the current program the focus was on the clinical skills and in the Education Track the focus is on the skills related to the teaching of nursing. The students are experienced registered nurses and it is felt that they do not need the practicum (Nurs 293A or B) or the associated physical assessment skills (Nurs 232A or B). It also brings into alignment the number of practicum courses required (the other graduate tracks in nursing have one required practicum and this one had two).

There will be little to no impact on the other tracks in the Master's program and no economic impact to the College. The following courses listed in the current program will continue to be offered for the Clinical Expert Track (Nurs 213 A, Nurs 213 B, Nurs 293A, Nurs 293B, Nurs 232A, and Nurs 232B) This articulation with the Teacher Education Department is supported by faculty and the Chair, Robert Pritchard.

Approvals:

Department Chair: Ann D. Stoltz Date: 4-24-07

School Dean: Marilyn Hopkins Date: 4/24/07

University Committee: _____ Date: _____

Associate Vice President and Dean
for Academic Affairs: _____ Date: _____

Current Program	Proposed Program
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Core Courses

Nurs 210A Research Methods I (2 units)
Nurs 210 B Research Methods II (2 units)
Nurs 211 Ethics and Issues in Nursing & Healthcare (3 units)
Nurs 212 Theory Development in Nursing (3 units)
Nurs 214B Educational Development in Nursing I (3 units)
Nurs 215 Community & Health (2 units)
Nurs 268 Policy & Health(3 units)

Total 18 units

Functional Area

Nurs 214C Educational Development in Nursing II (3 units)
Nurs 294C Practicum in Educational Development in Nursing (3 units)

Total 6 units

Clinical Area

Nurs 213A Family, Community, & Mental Health Nursing (3 units)
N293A Practicum in Family, Community, & Mental Health Nursing (3 units)

OR

Nurs 213B Adult Nursing (3 units)
Nurs 293B Practicum in Adult Nursing (3 units)

AND

Nurs 232A Pediatric Advanced Physical Assessment (3 units)

OR

Nurs 232B Adult Advanced Physical Assessment (3 units)

Total 9 units

Nurs 500 Master's Thesis or Project (3 units)

Total 36 units

Core Courses

Nurs 210A Research Methods I (2 units)
Nurs 210B Research Methods II (2 units)
Nurs 211 Ethics and Issues in Nursing & Healthcare (3 units)
Nurs 212 Theory Development in Nursing (3 units)
Nurs 214B Educational Development in Nursing I (3 units)
Nurs 215 Community & Health (2 units)
Nurs 268 Policy & Health(3 units)

Total 18 units

Education Track

Nurs 214C Educational Development in Nursing II (3 units)
Nurs 294C Practicum in Educational Development in Nursing (3 units)
EDTE 282 Strategies for Application & Presentation Problem Solving & Project Development (3 units)
EDTE 284 Problem Solving & Project Development (3 units)

Nurs 213A Family, Community, & Mental Health Nursing (3 units)

OR

Nurs 213B Adult Nursing (3 units)

Total 15 units

Nurs 500 Master's Thesis or Project (3 units)

Total 36 units