Course Change Proposal
Form A

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health &amp; Human Services</td>
<td>Nursing</td>
<td>October 10, 2007</td>
</tr>
<tr>
<td>Type of Course Proposal:</td>
<td>Department Chair: Ann Stoltz</td>
<td>Submitted by:</td>
</tr>
<tr>
<td>New ___ Change <em>X</em> Deletion ___</td>
<td></td>
<td>Ann Stoltz</td>
</tr>
<tr>
<td>Does this course fulfill a requirement for single-subject or multiple subject credential students? Yes ___ No <em>X</em></td>
<td>For Catalog Copy: Yes x No ___</td>
<td>Semester Effective:</td>
</tr>
<tr>
<td>CCE: Yes ___ No x ___</td>
<td></td>
<td>Fall ___ Spring X___, 2008</td>
</tr>
</tbody>
</table>

This course replaces experimental course Subject Area N/A and Catalog Number N/A

This Catalog Number N/A is being replaced: N/A

Change from:

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog No. (course no.):</th>
<th>Title:</th>
<th>Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 500</td>
<td>Culminating Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

Change to:

<table>
<thead>
<tr>
<th>Subject Area (prefix) &amp; Catalog No. (course no.):</th>
<th>Title:</th>
<th>Units:</th>
</tr>
</thead>
<tbody>
<tr>
<td>No change in title or number</td>
<td>No change</td>
<td>No change</td>
</tr>
</tbody>
</table>

JUSTIFICATION:

The culminating experience for the MS in nursing has been thesis or project and the Division of Nursing is requesting the addition of a comprehensive examination as an option for the Culminating Experience. This addition is appropriate on several levels. The Entry Level Master's students must complete the program in three years (according to the funding guidelines). In order to complete the Master’s in Nursing within the three years, the faculty has developed the criteria for the comprehensive examination that may be completed in a one semester time frame.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/acaf/univmanual/crspsl.htm - Guidelines for Catalog Course Description)

NURS 500. Culminating Experience. Completion of a thesis, project, or comprehensive examination. A thesis requires an original contribution to knowledge in a traditional research format. A project is a significant undertaking of a pursuit appropriate to the profession. It must evidence originality and independent thinking, appropriate form and organization and a rationale. The comprehensive examination is an original scholarly paper that reflects an in-depth assessment of a problem-solving proposal or a business proposal. Credit to be given upon successful completion. Prerequisite: Advanced to candidacy for the Master's degree and permission of the Division. Completion of core, clinical and functional courses. Corequisite: NURS 210B. Graded: Credit/No Credit. Units: 3.0.

Note:

Prerequisite: Advanced to candidacy for the Master's degree and permission of the Division. Completion of core, clinical and functional courses.

Corequisite: Nurs210B

CAN (California Articulation Number):

<p>| Graded: Letter _____ Credit/No Credit <em>X</em> | Instructor Approval Required? Yes X No ___ |
| Course Classification (e.g., lecture, lab, seminar, discussion): not changed | Title for SIS+/CMS (not more than 30 characters) Not changed |</p>
<table>
<thead>
<tr>
<th>Cross Listed?</th>
<th>If yes, do they meet together and fulfill the same requirement, and what is the other course.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ___  No x___                                                                iliation</td>
<td></td>
</tr>
</tbody>
</table>

How Many Times Can This Course be Taken for Credit? no change____

Can the course be taken for Credit more than once during the same term? Yes ___  No _X__
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/acaf/example.htm

See attached

**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:

See attached

For whom is this course being developed?

Majors in the Dept  x  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):

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). none  ________________________________  

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: | 11-7-07 |
| College Dean or Associate Dean: | 11-7-07 |
| CPSP (for school personnel courses ONLY) | |

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.
California State University, Sacramento  
College of Health and Human Services  
Division of Nursing  

Comprehensive Examination Handbook

Introduction
The purpose of the comprehensive examination is to evaluate the student's ability to apply advanced clinical and theoretical knowledge in a selected area of specialization and to critique research as it relates to that area.

Student Guidelines and Procedures

Eligibility for the Comprehensive Examination
The student may take the comprehensive examination only after completion of all course requirements for the Master of Science degree or during the semester within which those requirements will be fulfilled. In addition, the student must advance to candidacy prior to taking the examination.

The student must be registered for at least one semester as a candidate before the degree is conferred, the application for advancement to candidacy must be submitted to the Office of Graduate Studies (OGS) in accordance with the policies and deadlines set by OGS. Information regarding OGS specific policy and deadlines may be accessed via web through the following link: http://www.csus.edu/gradstudies/

Administrative Process
The comprehensive exam must be completed during the semester the student registers for NURS 500. Each semester, a schedule of dates for the comprehensive examination will be posted. This posting will indicate when the student will be issued an assigned identification number, when the examination date is due, when it is sent to the readers, and when the results are available. The student should request from the comprehensive examination coordinator, via email, an identification number. This request must include the student's name, address, telephone number, comprehensive examination option and title, and where the student can be reached during the reading period. The ID number cannot be requested by phone or in person.

The student must submit the comprehensive examination according to the posted schedule for that semester and not later than 12 noon on the date the comprehensive examination is due. Late submissions will not be accepted. All examinations will be submitted via WebCT.

Evidence of plagiarism will constitute failure of the comprehensive examination and can be grounds for dismissal from the Division of Nursing. Students are expected to be fully aware of Sacramento State policy regarding plagiarism. Resource information regarding plagiarism and the complete Sacramento State policy may be reviewed by following the link listed below.

http://library.csus.edu/content2.asp?pageID=353

Formatting Expectations
The comprehensive examination should not exceed 30 double-spaced typewritten pages, excluding the face sheet, reference list, and appendices. Although a longer examination will be read, only the first 30 pages will be scored. Margins should measure 1.25 inches on all four sides of the page: a regular style 12-point font should be used.
All items on the face sheet are to be completed. The student's name **should not** appear on any part of the comprehensive examination. It is identified only by the assigned ID number, which should be entered on the face sheet and on every page of the exam. This header should appear at the top right-hand margin, to the left of the page number. The title of the examination should reflect its contents and will be the basis for the department comprehensive examination coordinator to assign readers.

Students must adhere to editorial format of the most recent edition of the *Publication Manual of the American Psychological Association*.

**What Should Be Submitted**
The following items are to be submitted by the student, via WebCT, to the department's comprehensive examination staff person:
- the comprehensive examination with format as above
- a completed face sheet

**Review of the Comprehensive Examination**
All tenured and non tenured faculty members in the Division of Nursing may be designated to read the comprehensive examinations. Although the student may propose the names of three readers, the examination is assigned to faculty on the basis of availability and appropriateness. There is no guarantee that the three proposed names will be assigned to read the exam. If a particular faculty member is requested not to be a reader, the student should notify the department comprehensive examination coordinator in writing, indicating the name of the faculty member(s) deemed unsuitable and a brief explanation of the reason for the exclusion.

The department comprehensive examination coordinator assigns the examination to two readers, who score it independently and return their scores and written comments to the comprehensive examination coordinator. The examination is scored on a pass/fail basis. In the event that the first two readers do not agree on the pass/fail status of the examination, it is submitted to a third reader. The score then is recorded and forwarded to the Office of Graduate Studies.

**Communication of Results**
The graded examination, with reader's comments, is returned to the student and may be obtained from the comprehensive examination coordinator on the posted date. These may be picked up at the Division of Nursing Office or will be mailed to the student if a SASE has been provided. Scoring sheets will not be returned.

**Extension of the Deadline**
The student may petition for extension only in the event of an emergency, that is, an occurrence over which the student has no control, such as grave illness or a death in the family. The request, which must be submitted in writing to the department comprehensive examination coordinator, should state the reason and length of time for the extension, and be filed at least 48 hours before the examination due date. A request made by phone must be followed by a written petition.

An extension is not granted automatically nor can it exceed 7 days. If a student requires a longer period of time they would be required to complete the comprehensive examination process in the subsequent semester. The student will be notified of the coordinator's decision within 24 hours by telephone and confirmation letter. Only one extension may be granted.
Procedures Related to Failure of the Comprehensive Examination

Notification of Failure
The department comprehensive examination coordinator will inform the graduate program coordinator of any student who has failed. The graduate coordinator will notify the student of the failure before the posted date results are to be made available to students and make the written comments of the faculty available to the student at that time.

Retaking the Comprehensive Examination
A student who has failed the comprehensive examination may retake it only once and no sooner than the semester following the first examination. The same procedures and practices will be followed as defined for the first time examine in the preceding sections.

Faculty Guidelines and Procedures

Advising Students
Group comprehensive examination advising sessions will be offered to all graduate students. These sessions will include information regarding the process for taking the comprehensive exam as well as strategies for success, including topic selection, campus writing and research resources, tips for on/going literature review, and evaluation criteria. Students will be required to attend at least one session prior to registration for the comprehensive examination. Additionally, all students will be encouraged to attend a group early in their graduate program.

A student who has failed the exam will be scheduled to meet with the graduate coordinator and comprehensive examination coordinator who will provide counseling regarding reasons for the failure and the process for repeating the exam.

Reading the Examination
All faculty readers are required to:
- record their evaluation on the scoring sheet
- comment either directly on the comprehensive examination or on the faculty comment sheet, which should be signed. The signed copy will remain in the Division of Nursing. The unsigned copy will be given to the student.
- comment on the positive as well as the negative aspects of the examination, specifically remarking upon the items rated two or below and identifying them by number
- return the student’s examination, and its scoring and comment sheets, to the department comprehensive examination coordinator by 5:00 PM on the designated date. Scoring sheets will be retained by the department.

The department comprehensive examination coordinator must be notified of the pass/fail status of each exam by the specified date for that faculty reading period.

The comprehensive examination coordinator and the graduate coordinator will work collaboratively to ensure that all faculty are given an orientation to the comprehensive examination and training on scoring prior to being assigned to read the examinations. The comprehensive examination coordinator will provide ongoing support for faculty during the process.
The purpose of the Business Proposal (BP) is to evaluate the student’s ability to strategically analyze and plan for a proposed business venture.

<table>
<thead>
<tr>
<th>BP: Areas to be Addressed</th>
<th>Evaluation Criteria</th>
</tr>
</thead>
</table>
| I. Business Description and its Environmental Context | ➢ Clarity: Introduces the proposed business or project by name, states the purpose of the venture, and describes the product/service to be provided.  
➢ Comprehensiveness: Addresses the environmental characteristics focusing on the desired markets, competition, market position, and access to essential resources.  
➢ Conciseness: Specifies the goals to be achieved and desired sources and amount of financing required.  
➢ Significance: Presents compelling arguments that the proposed venture is unique, meets a need, and is worth the financial risk.  
➢ Realism: Describes a venture that complements the existing market factors. |
| A. Introduction.  
B. Business venture description  
C. Market factors | |
| II. Literature Review: Research, Narrative, and Theory. | ➢ Theoretical/conceptual framework: Identifies and describes clearly a theoretical or conceptual framework and describes how this particular framework applies to the proposed business venture.  
➢ Quality of references: Reviews references significant to the area, including classic and current works; identifies gaps in the literature.  
➢ Addresses elements of critique: Non-research literature (theory |
### III. Organizational Strategies

<table>
<thead>
<tr>
<th>A. Venture structure: legal status, organizational chart, management approach.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. Marketing plan: sales and distribution, advertising, pricing</td>
</tr>
<tr>
<td>C. Operations/productions: resource acquisition and use (i.e. labor, supplies, equipment, facilities, QA indicators).</td>
</tr>
<tr>
<td>D. Financial forecast (cost estimate): incomes and expenses, cash flow, breakeven analysis.</td>
</tr>
<tr>
<td>E. Time frame: schedule of major activities and events.</td>
</tr>
</tbody>
</table>

- **Clarity:** Presents the organizational strategies in a clear and logical sequence that furthers understanding of the proposed venture.
- **Defensibility:** Presents strategies that fit and support the goals of the venture.
- **Appropriateness:** Plan demonstrates consideration of resources and constraints of the environment.
- **Realism:** Shows feasibility of the intervention as it pertains to the environmental context.
- **Adequacy:** Present the plans and expenses, desired outcomes in enough detail to justify the start-up costs and project financial viability over a period of time (i.e. three years).
California State University, Sacramento
College of Health and Human Services
Division of Nursing

Comprehensive Examination

Business Proposal
Scoring Sheet

Student Identification Number: ____________________________

Scoring Procedure:

1. Refer to the BP evaluation criteria for definitions of the criteria listed below.
2. Check the appropriate rating for each criterion. Criterion scores for graduating master’s students should be predominantly 4 and 5. A consistently fair (3) performance will not yield a passing scores.

   5 = excellent
   4 = good
   3 = fair
   2 = poor
   1 = very poor or absent

3. Multiply the area total by the designated number.
4. Add area scores to obtain a point total for the exam.

<table>
<thead>
<tr>
<th>CONTENT CRITERIA</th>
<th>SCORES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Area I: The Business and its Environmental Context</td>
<td></td>
</tr>
<tr>
<td>Clarity</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Comprehensiveness</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Conciseness</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Significance</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Realism</td>
<td>1 2 3 4 5</td>
</tr>
</tbody>
</table>

AREA TOTAL

AREA TOTAL x 5
(125 points possible)
Area II: Literature Review: Research, Narrative, and Theory

- Theoretical/conceptual framework
  - Quality of references
  - Addresses elements of critique
  - Quality of critique and interpretation
  - Application of literature

AREA TOTAL

AREA TOTAL x 6
(150 points possible)

Area III: Intervention, Implementation, and Evaluation

- Clarity
- Defensibility
- Appropriateness
- Realism
- Adequacy

AREA TOTAL

AREA TOTAL x 5
(125 points possible)

Area IV: Technical Criteria

- Grammar and spelling
- Organization of paper
- APA format

AREA TOTAL

AREA TOTAL x 6.66
(100 points possible)
Summary

Area I  (125)

Area II  (150)

Area III (125)

Area IV  (100)

Total Exam Points  

Total Points Possible:  500

Points Needed to Pass:  350

Check one:  Pass  □  Fail  □
California State University, Sacramento  
College of Health and Human Services  
Division of Nursing  

**Comprehensive Examination**

**Problem Solving Proposal**

The purpose of the Problem Solving Proposal (PSP) is to evaluate the student's ability to effectively communicate the resolution of a nursing problem in an area of specialization.

<table>
<thead>
<tr>
<th>PSP: Areas to be Addressed</th>
<th>Evaluation Criteria</th>
</tr>
</thead>
</table>
| I. Problem and its Environmental Context | ➤ Clarity of Problem: Describes an identified need stemming from a discrepancy between what is or what could or should be. The description should state clearly how this is known to be a problem. The problem statement includes the context of the problem by succinctly identifying who is solving the problem, where the problem occurs, what is to be accomplished, and who is the target population.  
➤ Significance of the problem: Introduces the importance of the problem to clients and/or the nursing profession  
➤ Clarity of setting: Describes the nature and scope of the specific physical, socio-economic, and/or cultural setting. Describes those critical factors that are relevant to the problem.  
➤ Clarity of roles and inter-relationships: Describes responsibilities and functions of individuals significant to the problem, including the roles and responsibilities of the nurse. Explains the nature of the interactions between significant individuals and the influences of the setting on their relationships. Discusses how input from target |
<table>
<thead>
<tr>
<th>II. Literature Review: Research, Narrative, and Theory.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Identify the theoretical or conceptual framework within which this issue will be explored.</td>
</tr>
<tr>
<td>B. Document the nature of the problem and current approaches to its resolution.</td>
</tr>
<tr>
<td>➢ Theoretical/conceptual framework: Identifies and describes clearly a theoretical or conceptual framework used in considering the problem. Describes how this particular framework applies to the problem at hand.</td>
</tr>
<tr>
<td>➢ Quality of references: Reviews references significant to the area, including classic and current works; identifies gaps in the literature.</td>
</tr>
<tr>
<td>➢ Addresses elements of critique: Non-research literature (theory and issues): clearly articulates main point(s) of the article; establishes credibility of the author/content</td>
</tr>
<tr>
<td>Research literature: Addresses: sample, design, procedure, measures, results, and conclusions.</td>
</tr>
<tr>
<td>➢ Quality of critique and interpretation: Demonstrates ability to accurately evaluate the elements listed above and their potential contribution to addressing the problem.</td>
</tr>
<tr>
<td>➢ Quality of theoretical discussion: Demonstrates an enhanced understanding of the nature of the problem. Relates literature review to discussion of the problem.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>III. Intervention, Implementation, and Evaluation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. State the intervention or action to be taken to resolve or reduce the problem.</td>
</tr>
<tr>
<td>B. Describe the implementation phase.</td>
</tr>
<tr>
<td>C. Define an evaluation procedure for</td>
</tr>
<tr>
<td>➢ Clarity of expected outcomes: Specifies expected outcomes through delineation of specific, measurable, and appropriate outcome objectives.</td>
</tr>
<tr>
<td>➢ Clarity of implementation: Describes the procedures for</td>
</tr>
<tr>
<td>implementing the proposed intervention in a clear and logical sequence.</td>
</tr>
<tr>
<td>---</td>
</tr>
<tr>
<td>➢ Appropriateness of implementation: Plan demonstrates consideration of resources and constraints of the environment. Utilizes appropriate theory and/or research to demonstrate that planned intervention has the potential for success in addressing the problem. Addresses how chosen intervention is preferable to alternatives identified. Shows feasibility of the intervention as it pertains to the environmental context.</td>
</tr>
<tr>
<td>➢ Appropriateness of evaluation procedure: Describes how data would be collected to evaluate the effect of the intervention.</td>
</tr>
</tbody>
</table>
Student Identification Number: ________________________________

Scoring Procedure:

1. Refer to the PSP evaluation criteria for definitions of the criteria listed below.
2. Check the appropriate rating for each criterion. Criterion scores for graduating master’s students should be predominantly 4 and 5. A consistently fair (3) performance will not yield a passing scores.

   5 = excellent
   4 = good
   3 = fair
   2 = poor
   1 = very poor or absent

3. Multiply the area total by the designated number.
4. Add area scores to obtain a point total for the exam.

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<tr>
<td>▪ Clarity of problem</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>▪ Significance of problem</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>▪ Clarity of setting</td>
<td>1  2  3  4  5</td>
</tr>
<tr>
<td>▪ Clarity of roles and inter-relationships</td>
<td>1  2  3  4  5</td>
</tr>
</tbody>
</table>

AREA TOTAL

AREA TOTAL x 6.25 (125 points possible)
Area II: Literature Review: Research, Narrative, and Theory

- Theoretical/conceptual framework 1 2 3 4 5
- Quality of references 1 2 3 4 5
- Addresses elements of critique 1 2 3 4 5
- Quality of critique and interpretation 1 2 3 4 5
- Quality of theoretical discussion 1 2 3 4 5

AREA TOTAL

AREA TOTAL x 6
(150 points possible)

Area III: Intervention, Implementation, and Evaluation

- Clarity of expected outcomes 1 2 3 4 5
- Clarity of implementation 1 2 3 4 5
- Appropriateness of implementation 1 2 3 4 5
- Appropriateness of evaluation procedure 1 2 3 4 5

AREA TOTAL

AREA TOTAL x 6.25
(125 points possible)

Area IV: Technical Criteria

- Grammar and spelling 1 2 3 4 5
- Organization of paper 1 2 3 4 5
- APA format 1 2 3 4 5

AREA TOTAL

AREA TOTAL x 6.66
(100 points possible)
Summary

Area I        (125)
Area II      (150)
Area III     (125)
Area IV      (100)

Total Exam Points

Total Points Possible: 500
Points Needed to Pass: 350
Check one: Pass ☐ Fail ☐