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| **School or Division** | School of Health Professions |
| **Program or Certificate** | BS, Nursing |
| **Proposed by (faculty only)** | M Jenner, M Herlin, S Torres, D Selman, M Kruger, A Trawick |
| **Presenter (faculty only)** | M Jenner |
| Note that the presenter (faculty) listed above must be present at the Curriculum Committee meeting or the proposal will be returned to the School or Division and be resubmitted for a later date. |
| **Submission date** | Click here to enter a date. |
| **Current course prefix, number, and title** | NUR 3125 Pathophysiology for Nursing Practice |

**Section I, Proposed Changes**

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| **Change to course prefix and number**Lecture/lab course combined must include “C” / lab course must include “L” | List new course prefix and number |
| **Change to course title** | List new course title |
| **Change of School, Division, or Department** | List new school, division, or department |
| **Change to course prerequisite(s) and minimum grade(s) (must include minimum grade if higher than a “D”)** | **From: PREREQUISITES:**  Acceptance into the RN to BSN Program; current, valid and unencumbered RN license. This course is restricted to students who are accepted into the Bachelor of Science in Nursing (BSN) Program; Prior to enrolling in any upper level course (course number beginning with a 3 or 4), students must complete the following courses with a grade of “C” of higher: ENC1101 English Composition I, ENC 1102 English Composition II, and three semester hours of college level mathematics. Students also must complete all science prerequisites as noted on the program page.**TO**: Acceptance into the RN to BSN Program. Current valid, unencumbered, and unrestricted Florida RN license. |
| **Change to course corequisites** | From:To: |
| **Is any corequisite for this course listed as a corequisite on its paired course?**(Ex. CHM 2032 is a corequisite for CHM 2032L, and CHM 2032L is a corequisite for CHM 2032) | Choose an item.List the corequisite |
| **Change to course credits or clock hours** | From: 4 creditsTo: 3 credits |
| **Change to contact hours (faculty load)** | From: 4 contact hoursTo: 3 contact hours |
| **Change to grade mode** | Choose an item. |
| **Change to credit type** | Choose an item. |
| **Change to course description** (provide below) |
|  This course builds upon the student’s knowledge of human anatomy and physiology, nursing science, genetics, and growth and development. An in-depth integration of normal and altered physiological and pathologic mechanisms of body systems and life span development and dysfunction are examined. A variety of episodic and chronic health challenges from individual, family and community perspectives will be explored. This is a web-based course requiring students to complete assignments and learning activities online. |

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| **Change to general topic outline** (type in entire new outline below) |
| * The Immune System
* Cellular Proliferation: Cancer and the Hematologic System
* The Neurological System
* The Endocrine System
* Cardiovascular and Lymphatic Systems
* The Pulmonary System
* The Renal and Urologic Systems
* The Reproductive System
* The Gastrointestinal System
* The Musculoskeletal and Integumentary Systems
* Genetics and Genomics
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**Change to Learning Outcomes:** For information purposes only. Type in all learning outcomes, assessments, and general education competencies as they should be displayed in the syllabus. More rows can be added if necessary.

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| **Learning Outcomes** | **Assessments** | **General Education Competencies** |
| 1. Utilize scientific basis for sound nursing decisions based on pathology, pathogenesis and etiology of disease.
2. Utilizes diagnoses, prognoses, sequelae and clinical manifestations associated with altered health states as a scientific basis for sound nursing decisions.
3. Recognize basic epidemiologic patterns, including genetics and genomics, associated with health alterations as a Utilize the role of theory and research related to altered health states as a basis for improving the nursing profession through the integration of evidence-based practice
4. Distinguish how facilitation of health care delivery can be tailored to meet the needs of clients of diverse cultures and ages experiencing selected pathophysiologic phenomena.
5. Analyze contemporary trends in science and nursing, ethical/legal, socioeconomic and political factors as a basis for the improvement of health outcomes in the management of care
6. Utilize the role of theory and research related to altered health states as a basis for improving the nursing profession through the integration of evidence-based practice.
7. Recognize the need for lifelong learning in the study of altered health states.
 | Written assignments which may include papers, discussions, quizzes, projects, presentations |  |

**Section II (must complete each item below)**

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| **Should any major restrictions be listed on this course? If so, select "change" and list the appropriate major restriction codes or select no change.** | Choose an item.List applicable major restriction codes |
| **Change course to an “International or Diversity Focus” course?** | Choose an item. |
| **Change course to a General Education course?** | Choose an item. |
| **Change course from General Education to non-General Education?** | Choose an item. |
| **Change course to a Writing Intensive course?** | Choose an item. |
| **Change course from Writing Intensive to non-Writing intensive?** | Choose an item. |
| **Change course to repeatable?**(A repeatable course may be taken more than one time for additional credits. For example, MUT 2641, a 3 credit hour course can be repeated 1 time and a student can earn a maximum of 6 credits). \*Not the same as Multiple Attempts or Grade Forgiveness | Choose an item.If repeatable, list maximum number of credits  |

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| **Impact of Change of Course Proposal** |
| **Will this change of course proposal impact other courses, programs, departments, or budgets?** | No |
| **If the answer to the question above is “yes”, list the impact on other courses, programs, or budgets?** | List impacts here |
| **Have you discussed this proposal with anyone (from other departments, programs, or institutions) regarding the impact? Were any agreements made? Provide detail information below.** |
| Provide detail information here |

**Section III, Justification for proposal**

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| **Provide justification (below) for each change on this proposed curriculum action**  |
| The RN to BSN Faculty evaluated current courses and outcomes. It was determined that the changes to all courses in the RN to BSN Program needed to align with current professional practice for the registered nurse with a BSN degree. The framework for the revisions was guided by the American Association of Colleges of Nursing (AACN) –Essentials of Baccalaureate Nursing Education and the Institute of Medicine Competencies. The IOM report, The Future of Nursing, resulting from intensive analysis of the profession by the Institute of Medicine (IOM) and the Robert Wood Johnson Foundation. Their recommendation is for registered nurses be prepared at the baccalaureate level by 2020. FSW faculty is strongly committed to basing the curriculum on professional standards and sound educational guidelines of the AACN and the IOM competencies healthcare providers as integrated into nursing.Course description: Course aligned with the American Association of Colleges of Nursing –Essentials of Baccalaureate Nursing Education and the Institute of Medicine Competencies.Topic outline: Course aligned with the American Association of Colleges of Nursing –Essentials of Baccalaureate Nursing Education and the Institute of Medicine Competencies.Course outcomes: Course aligned with the American Association of Colleges of Nursing –Essentials of Baccalaureate Nursing Education and the Institute of Medicine Competencies.Credit change: Analysis of Florida State Colleges RN to BSN programs revealed that all others had Pathophysiology as a 3 credit course. Changing from 4 to 3 credits will facilitate transfers for students and align FSW’s Pathophysiology course with other Florida State Colleges. |

**Section IV, Important Dates and Endorsements Required**

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| **List all faculty endorsements below. (Note that proposals will be returned to the School or Division if faculty endorsements are not provided).** |
| M Jenner, M Herlin, S Torres, D Selman, M Kruger, A Trawick |

**nOTE:** Changes for the Fall 2016 term must be submitted to the Dropbox by the February 5, 2016 deadline and approved no later than the March 4, 2016 Curriculum Committee meeting. Changes during mid-school year are NOT permitted. Extreme circumstances will require approval from the appropriate Dean or Associate Vice President as well as the Provost and Vice President of Academic Affairs to begin in either the Spring 2016 or Summer 2016 term.

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| **Term in which approved action will take place** | Fall 2016 |

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| **Required Endorsements** | **Type in Name** | **Select Date** |
| **Department Chair or Program Coordinator/Director** | Bobby Holbrook | 1/8/2016 |
| **Academic Dean or Associate Vice President** | Marie Collins | 1/8/2016 |

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| **Select Curriculum Committee Meeting Date** | February 5, 2016 |

Completed curriculum proposals must be uploaded to Dropbox by the deadline. Please refer to the *Curriculum Committee Calendar* document available in the document manager in the FSW Portal:

* Document Manager
* VP Academic Affairs
* Curriculum Process Documents

**Important Note to Faculty, Department Chairs or Program Coordinators, and Deans or an Associate Vice President:**

Incomplete proposals or proposals requiring corrections will be returned to the School or Division. If a proposal is incomplete or requires multiple corrections, the proposal will need to be completed or corrected and **resubmitted to the Dropbox for the next Curriculum Committee meeting**. All Curriculum proposals require approval of the Provost and Vice President of Academic Affairs. Final approval or denial of a proposal is reflected on the completed and signed Summary Report.