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| --- | --- |
| For Academic Affairs and Research Use Only | |
| Proposal Number |  |
| CIP Code: |  |
| Degree Code: |  |

**New or Modified Course Proposal Form**

**[X ] Undergraduate Curriculum Council**

**[ ] Graduate Council**

|  |
| --- |
| **[X]New Course, [ ]Experimental Course (1-time offering), or [ ]Modified Course (Check one box)** |

Signed paper copies of proposals submitted for consideration are no longer required. Please type approver name and enter date of approval.

|  |  |
| --- | --- |
| Mollie Manning 4/8/2020 **Department Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **COPE Chair (if applicable)** |
| Sarah Davidson 4/8/2020 **Department Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Head of Unit (if applicable)** |
| Shanon Brantley 4/8/2020  **College Curriculum Committee Chair** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Undergraduate Curriculum Council Chair** |
| Mary Elizabeth Spence 3/31/2020 **Office of Assessment (new courses only)** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Graduate Curriculum Committee Chair** |
| Susan Hanrahan 4/9/2020 **College Dean** | \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **Vice Chancellor for Academic Affairs** |
| \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Enter date…  **General Education Committee Chair (if applicable)** |  |

1. **Contact Person (Name, Email Address, Phone Number)**

Mollie Manning

[mmanning@astate.edu](mailto:mmanning@astate.edu)

870-972-2405

1. **Proposed starting term and Bulletin year for new course or modification to take effect**

Fall 2021

**Instructions:**

*Please complete all sections unless otherwise noted. For course modifications, sections with a “Modification requested?” prompt need not be completed if the answer is “No.”*

|  |  |  |
| --- | --- | --- |
|  | **Current (Course Modifications Only)** | **Proposed (New or Modified)**  *(Indicate “N/A” if no modification)* |
| **Prefix** |  | **NRS** |
| **Number\*** |  | **4022** |
| **Title** |  | **Essentials of Pediatric Nursing** |
| **Description\*\*** |  | Nursing assessment and management of selected health care needs of pediatric patients and their families. Emphasis is on the nursing care of the pediatric patient and family within the acute and community setting. Registration restricted to BSN students. Fall, Spring. |

***\**** (Confirm with the Registrar’s Office that number chosen has not been used before and is available for use. For variable credit courses, indicate variable range. *Proposed number for experimental course is 9*. )

\*\*Forty words or fewer as it should appear in the Bulletin.

1. **Proposed prerequisites and major restrictions** **[Modification requested? No]**

(Indicate all prerequisites. If this course is restricted to a specific major, which major. If a student does not have the prerequisites or does not have the appropriate major, the student will not be allowed to register).

1. **YES** Are there any prerequisites?
   1. If yes, which ones?

NRS 3312, NRS 3205, NRSP 3205

* 1. Why or why not?

BSN plan of study sequence

1. **YES** Is this course restricted to a specific major?
   1. If yes, which major? Nursing
2. **Proposed course frequency [Modification requested? No]**

(e.g. Fall, Spring, Summer; if irregularly offered, please indicate, “irregular.”) *Not applicable to Graduate courses.*

Fall, Spring

1. **Proposed course type [Modification requested? No]**

Will this course be lecture only, lab only, lecture and lab, activity (e.g., physical education), dissertation/thesis, capstone, independent study, internship/practicum, seminar, special topics, or studio? Please choose one.

Lecture only

1. **Proposed grade type [Modification requested? No]**

What is the grade type (i.e. standard letter, credit/no credit, pass/fail, no grade, developmental, or other [please elaborate])

Standard letter

1. **NO** Is this course dual-listed (undergraduate/graduate)?
2. **NO** Is this course cross-listed?

*(If it is, all course entries must be identical including course descriptions. Submit appropriate documentation for requested changes. It is important to check the course description of an existing course when adding a new cross-listed course.)*

**a.** – If yes, please list the prefix and course number of the cross-listed course.

Enter text...

**b.** – **Yes / No** Can the cross-listed course be used to satisfy the prerequisite or degree requirements this course satisfies?

Enter text...

1. **NO** Is this course in support of a new program?

a. If yes, what program?

Enter text...

1. **NO** Will this course be a one-to-one equivalent to a deleted course or previous version of this course (please check with the Registrar if unsure)?

a. If yes, which course?

Enter text...

**Course Details**

1. **Proposed outline** **[Modification requested? Yes/No]**

(The course outline should be topical by weeks and should be sufficient in detail to allow for judgment of the content of the course.)

|  |  |  |
| --- | --- | --- |
| **Topic** | **Objectives** | **Content covered** |
| **Pediatric Cardiac** | 1. Summarize development of the fetal heart and circulation pre and post birth 2. Identify steps in the pediatric cardiac assessment 3. Discuss nursing EBP and collaborative management of pediatrics with heart failure 4. Discuss collaborative care and nursing management of pediatrics with rheumatic fever 5. Identify common congenital and acquired heart (Kawasaki disease)defects 6. Discuss collaborative care and nursing management of pediatrics with congenital heart defects. 7. Discuss nursing care for children with heart disease 8. Teaching care that is provided for the management of pediatrics with cardiac conditions. | Prenatal/postnatal circulation  Heart failure in infants/children  Pediatric cardiac assessment  Atrial Septal defect  Ventricular septal defect  Patent ductus arteriosus  Tetralogy of fallot  Transposition of the great arteries  Tricuspid atresia  Coarctation of the aorta  Aortic stenosis  Pulmonic stenosis  Truncus Arteriosus  Hypoplastic left heart syndrome  Norwood procedure  Fontan procedure  Glenn procedure  Pulmonary banding  Kawasaki Disease  Rheumatic fever |
| **Pediatric Gastrointestinal** | 1. Describe the anatomic and physiologic characteristics of the developing GI system. 2. Discuss the pathophysiology associated with specific GI disorders in pediatrics 3. Describe common physical findings of GI problems 4. Summarize preoperative/postoperative family-centered care for a child with cleft lip/palate 5. Describe nursing management for operative vs. non-operative care for specific GI disorders 6. Discuss nursing EBP and collaborative management of pediatrics with GI disorders 7. Summarize nursing management of children with serious GI problems 8. Analyze developmentally appropriate approaches for nursing management of GI disorders in the pediatric population | Structures of the GI system  Child vs Adult GI system  Pyloric stenosis  Intussusception  Volvulus  Hirschsprung’s disease  Cleft lip/palate  Gastroschisis  Omphalocele  Diaphragmatic hernia  Esophageal atresia  Biliary Atresia  Gastroesophageal reflux  Appendicitis  Inflammatory Bowel Disease  Chronic constipation and encopresis  Celiac Disease |
| **Pediatric Endocrine** | 1. Describe the endocrine glands, their hormones and functions 2. Describe the differences between the functioning of the endocrine system of a child vs. an adult 3. Describe the etiology, clinical manifestations, treatment, and nursing management of the more common endocrine disorders in children 4. Distinguish between nursing care of a child with type I and type 2 diabetes. 5. Summarize family education for children with common endocrine disorders 6. Discuss nursing EBP and collaborative management of pediatrics with endocrine disorders 7. Analyze developmentally appropriate approaches for nursing management of endocrine disorders in the pediatric population | Pediatric Differences  Major organs and glands of endocrine system  Growth Hormone deficiency  Precocious puberty  Gynecomastia  Juvenile hypothyroidism  Hyperthyroidism  Diabetes Insipidus  Congenital adrenal hyperplasia  Pheochromocytoma  Phenylketonuria  Turner syndrome  Klinefelter syndrome  Maple syrup urine disease  Diabetes and children |
| **Pediatric Musculoskeletal** | 1. Describe the anatomy and physiology difference between the musculoskeletal systems of the developing child vs. adult 2. Describe common musculoskeletal disorders and treatment common to children and adolescents. 3. Describe nursing care for children with structural deformities of the foot, hip and spine 4. Summarize family education in planning care for children with musculoskeletal disorders 5. Discuss nursing interventions to promote safety and developmental progression in children who require braces, casts, traction and surgery 6. Describe nursing care and evidence-based nursing interventions for the child who has sustained a fracture or MS injury. 7. Discuss importance of identifying an injury of the epiphyseal growth plate 8. Discuss mandated reporting laws for non-accidental trauma. | Musculoskeletal differences in infants/children  Musculoskeletal positions and joint motions  Slipped capital femoral epiphysis  Salter- Harris fractures  Fractures of abuse  Sports related injuries  Sprains, strains  Dislocated elbow  Casting/ effects of immobilization  Types of casts  Talipes Equinovarus  Metatarsus adductus  Genu valgum  Genu Varum  Developmental dysplasia of hip  Scoliosis  Kyphosis  Lordosis  Muscular Dystrophy  Osteogenesis imperfecta  Legg-Calve Perthes Disease  Juvenile rheumatoid arthritis |
| **Pediatric Neuro** | 1. Describe purpose of ketogenic diet in a pediatric with seizures 2. Explain the anatomy and physiological differences of the nervous system between the child vs. adult 3. Identify nursing assessment process used for infants and children with altered LOC and other neurological conditions/disorders. 4. Differentiate between the signs of bacterial meningitis, viral meningitis, encephalitis, and Reye syndrome in infants and children. 5. Describe the etiology, clinical manifestations and EB nursing management of hydrocephalus, meningitis, neural tube defects and other common neurologic conditions. 6. Discuss the etiology, clinical manifestations and EB nursing management and family centered care of the various types of cerebral palsy 7. Discuss common assessment findings and management associated with abusive head trauma and traumatic head injury 8. Discuss legal requirements of being a mandated reporter for abuse. | Ketogenic Diet for seizure disorders  Pediatric neurological differences  Factors that predispose peds to head injuries  Cushing triad  Assessment of cranial nerves in a child  Hydrocephalus  Arnold-Chiari malformation  Dandy Walker syndrome  Meningitis and children  Encephalitis  Neural tube defects  Spinal bifida occulta  Meningocele  Meningomyelocele  Encephalocele  Cerebral palsy  Neurofibromatosis  Craniosynostosis  Reye syndrome  Abusive head trauma |
| **Pediatric Electrolytes and acid-base balance** | 1. Discuss the relation of fluid volume changes to growth 2. Identify regulatory mechanisms for fluid and electrolyte balance. 3. Identify key components of the pathophysiology of fluid volume deficits and electrolyte imbalances 4. Describe EB nursing management for the pediatric patient experiencing fluid volume deficits, acid-base imbalance and electrolyte imbalances 5. Discuss family centered education to prevent and treat fluid/electrolyte imbalances 6. Describe the treatment and types of isotonic, hypotonic and hypertonic dehydration 7. Describe assessment findings in relation to mild, moderate and severe dehydration | Differences between F/E between child and adult  Insensible water loss  Roles of organs in acid base balance  Regulation of homeostatic changes  Types of dehydration  Degrees of dehydration  Assessment findings  Fluid requirements  Calculation of percentage of weight loss  Oral replacement therapy guidelines  Gastroenteritis  Hypo/hypernatremia in children  Hypo/hyperkalemia in children  Hypo/hypercalcemia in children |
| **Pediatric Respiratory** | 1. Explain the differences in the anatomy, physiology and functioning of the respiratory system of children vs. adults 2. Describe the common assessment findings seen in children with respiratory difficulty 3. Discuss measures to prevent respiratory alterations in children 4. Describe pathophysiology, clinical manifestations, treatment and EB nursing management of common childhood respiratory alterations. 5. Describe oxygen supplementation considerations 6. Discuss collaborative care and nursing management of pediatrics with respiratory alterations 7. Discuss family centered teaching considerations of pediatrics with respiratory alterations | Respiratory differences between children and adults  Respiratory assessment findings in children  Foreign body aspiration  Acute respiratory distress syndrome  Location of retractions  Apnea  Cystic fibrosis  Asthma  Croup syndromes  Acute epiglottis  Bacterial tracheitis  Bronchiolitis (RSV)  Otitis media  Tonsillitis and pharyngitis  Tonsillectomy and adenoidectomy  Bronchopulmonary dysplasia |
| **Pediatric Genitourinary** | 1. **Describe the anatomy and physiology of pediatric differences in the GU system** 2. **Describe the nursing management of a child with a structural defect of the GU system** 3. **Describe common physical findings of GU problems** 4. **Describe treatment and EB nursing management of more common GU disorders in children** 5. **Discuss family centered teaching considerations of pediatrics with GU alterations** 6. **Analyze developmentally appropriate approaches for nursing management of GU disorders in the pediatric population** 7. **Discuss collaborative care and management of pediatrics with GU alterations.** 8. **Discuss operative treatment and management on common structural defects in the GU system** 9. **Discuss etiology, treatment and management of a Wilms Tumor** | **Pediatric A&P differences**  **Urine specimens and children**  **UTI**  **Common diagnostic evaluations**  **Vesicoureteral reflux**  **Hypospadias**  **Epispadias**  **Chordee**  **Bladder exstrophy**  **Enuresis**  **Glomerulonephritis**  **Nephrotic syndrome**  **Hemolytic uremic syndrome**  **Cryptorchidism**  **Undescended testes**  **Wilm’s tumor** |
| **Alterations in Hematologic function in Children** | 1. Discuss the pathophysiology and clinical manifestations of the major disorders of red blood cells affecting the pediatric population  2. Plan the nursing management and collaborative care of a child with a hematologic disorder  3. Discuss the pathophysiology and clinical manifestations of white blood cells affecting the pediatric population  4. Discuss the pathophysiology and clinical manifestations of major bleeding disorders  5. Prioritize nursing interventions for treatment of hematologic disorders  6. Discuss nursing EBP and collaborative management of pediatrics with hematologic disorders  7. Teaching care provider the management of pediatrics with hematologic disorders. | Review of cell functions  Common laboratory tests for children with anemia  Iron deficiency anemia  Normocytic anemia  Sickle cell anemia  Sickle cell crisis  Aplastic anemia  Hematopoietic Stem Cell Transplantation  Hemophilia  Von Willebrand Disease |
| **Child Abuse** | 1. Discuss The Child Abuse and Prevention Treatment Act 2. Discuss abusive head trauma 3. Differentiate the difference between accidental and non-accidental trauma. 4. Discuss the characteristics of neglect, emotional abuse, sexual abuse and Munchausen’s. 5. Discuss the importance of obtaining a good history 6. Identify the lasting effects of abuse 7. Discuss nursing EBP and collaborative management for victims of abuse. | The Child abuse and Prevention Treatment Act  Abusive head trauma  Curves of early crying and abusive head trauma  Retinoschisis  Torn oral frenulums  Developmental milestones  Accidental and non-accidental bruising  Most common fractures associated with abusive head trauma  Who are the abusers  Neglect  Emotional abuse  Sexual Abuse  Munchausen’s  Child and parental risk factors  Lasting effects of abuse |

1. **Proposed special features** **[Modification requested? No]**

(e.g. labs, exhibits, site visitations, etc.)

None

1. **Department staffing and classroom/lab resources**

Nursing faculty, classrooms, and resources are the same as previously used in the acute care courses where this material was taught.

1. Will this require additional faculty, supplies, etc.?

No. This new course does not require additional resources.

1. **No** Does this course require course fees?

*If yes: please attach the New Program Tuition and Fees form, which is available from the UCC website.*

**Justification**

**Modification Justification (Course Modifications Only)**

1. Justification for Modification(s)

Enter text...

**New Course Justification (New Courses Only)**

1. Justification for course. Must include:

a. Academic rationale and goals for the course (skills or level of knowledge students can be expected to attain)

Faculty voted and approved to provide more medical-surgical nursing at the sophomore level, building a strong foundation for students.  Current course include pediatric content spread throughout the program of study. This requires the course to have multiple faculty – one to teach the adult population content and then another to teach the pediatric content. The content is integrated with medical surgical course now and can be challenging for students. The faculty voted to transition all specialty populations into new courses. The goal of the pediatric course is to provide the content for the pediatric patient separately from the adult patient. This will be consistent with other curriculum changes to have specialty courses for all populations (mental health, high-acuity, obstetrics, and community).

b. How does the course fit with the mission of the department? If course is mandated by an accrediting or certifying agency, include the directive.

This content is tested in the NCLEX-RN licensing examination. The ACEN (Accreditation Commission for Education in Nursing) has criterion reflecting student end-of-program outcomes maintain the expected level of achievement for pass rates. The mission of the School of Nursing states, “to educate, enhance and enrich students for evolving professional nursing practice”. Therefore, the course will better educate and prepare students for success on the NCLEX-RN examination.

c. Student population served.

Traditional BSN and LPN-BSN senior students.

The LPN-BSN option entered the program after this content was taught, leaving them at a disadvantage for the HESI exit exam and the NCLEX.  During the BSN faculty retreat (May 9, 2019 Retreat minutes), the idea of moving the curriculum to better fit the needs of the students and prepare for licensure was discussed.

d. Rationale for the level of the course (lower, upper, or graduate).

A needed curricular change was identified by the BSN faculty based on HESI Exit exam version 1 & 2 results and graduated BSN student feedback.  Specialty population courses (pediatrics, obstetrics, high-acuity, community) will now be offered in the senior year. This will allow the student to develop a strong medical-surgical foundation to utilize while learning about specialized populations.

**Assessment**

**Assessment Plan Modifications (Course Modifications Only)**

1. **Yes / No** Do the proposed modifications result in a change to the assessment plan?

*If yes, please complete the Assessment section of the proposal*

**Relationship with Current Program-Level Assessment Process (Course modifications skip this section unless the answer to #18 is “Yes”)**

1. What is/are the intended program-level learning outcome/s for students enrolled in this course? Where will this course fit into an already existing program assessment process?
   * + 1. Create a culture of safety in all aspects of professional practice.
       2. Integrate the nursing process and concepts from sciences, liberal arts, research, and evidence-based practice into patient-centered care.
       3. Formulate verbal, nonverbal, and written technologies while teaching and collaborating with the patient, their support system, and the health care team.
       4. Integrate principles of leadership and management into professional practice to deliver patient-centered healthcare.
       5. Exemplify professional standards and ethics at all times.
2. Considering the indicated program-level learning outcome/s (from question #19), please fill out the following table to show how and where this course fits into the program’s continuous improvement assessment process.

*For further assistance, please see the ‘Expanded Instructions’ document available on the UCC - Forms website for guidance, or contact the Office of Assessment at 870-972-2989.*

|  |  |
| --- | --- |
| **Program-Level Outcome 1 (from question #23)** | Create a culture of safety in all aspects of professional practice. |
| Assessment Measure | HESI EXIT Exam |
| Assessment  Timetable | Comprehensive predictor exam in preparation for licensure exam (NCLEX-RN). |
| Who is responsible for assessing and reporting on the results? | Spring |

|  |  |
| --- | --- |
| **Program-Level Outcome 2 (from question #23)** | Integrate the nursing process and concepts from sciences, liberal arts, research, and evidence-based practice into patient-centered care. |
| Assessment Measure | HESI EXIT Exam  Comprehensive predictor exam in preparation for licensure exam (NCLEX-RN). |
| Assessment  Timetable | Spring |
| Who is responsible for assessing and reporting on the results? | Lead course faculty – NRS 4481  Data reported annually at BSN Retreat Meeting |

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| **Program-Level Outcome 3 (from question #23)** | Formulate verbal, nonverbal, and written communication with emerging technologies while teaching and collaborating with the patient, their support system, and the healthcare team. |
| Assessment Measure | HESI EXIT Exam  Comprehensive predictor exam in preparation for licensure exam (NCLEX-RN). |
| Assessment  Timetable | Spring |
| Who is responsible for assessing and reporting on the results? | Lead course faculty – NRS 4481  Data reported annually at BSN Retreat Meeting |

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| **Program-Level Outcome 4 (from question #23)** | Integrate principles of leadership and management into professional nursing practice to deliver patient-centered healthcare. |
| Assessment Measure | HESI EXIT Exam  Comprehensive predictor exam in preparation for licensure exam (NCLEX-RN). |
| Assessment  Timetable | Spring |
| Who is responsible for assessing and reporting on the results? | Lead course faculty – NRS 4481  Data reported annually at BSN Retreat Meeting |

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| **Program-Level Outcome 5 (from question #23)** | Exemplify professional standards and ethics at all times. |
| Assessment Measure | HESI EXIT Exam  Comprehensive predictor exam in preparation for licensure exam (NCLEX-RN). |
| Assessment  Timetable | Spring |
| Who is responsible for assessing and reporting on the results? | Lead course faculty – NRS 4481  Data reported annually at BSN Retreat Meeting |

*(Repeat if this new course will support additional program-level outcomes)*

**Course-Level Outcomes**

1. What are the course-level outcomes for students enrolled in this course and the associated assessment measures?

|  |  |
| --- | --- |
| **Outcome 1** | Chooses evidence-based practices that promote critical thinking and safe delivery of care to patients/families in the pediatric setting. |
| Which learning activities are responsible for this outcome? | Lecture, in-class activities, case studies |
| Assessment Measure | Unit and Final Exam – Standardized HESI exam |

|  |  |
| --- | --- |
| **Outcome 2** | Integrates the nursing process and concepts from sciences, liberal arts, critical reasoning theories and evidence-based practice into the care of the pediatric patient. |
| Which learning activities are responsible for this outcome? | Lecture, case studies, group assignments, discussion, in-class activities. |
| Assessment Measure | Unit and Final Exam – Standardized HESI exam |

|  |  |
| --- | --- |
| **Outcome 3** | Integrates teaching and communication skills in the planning and provision of care to the pediatric patient and family. |
| Which learning activities are responsible for this outcome? | In-class activities, group assignments, case studies, discussion. |
| Assessment Measure | Unit and Final Exam – Standardized HESI exam |

|  |  |
| --- | --- |
| **Outcome 4** | Evaluates principles of leadership and management into nursing practice to deliver quality care within a multidisciplinary setting. |
| Which learning activities are responsible for this outcome? | Lecture, case studies, group assignments, discussion, in-class activities. |
| Assessment Measure | Unit and Final Exam – Standardized HESI exam |

|  |  |
| --- | --- |
| **Outcome 5** | Assesses behavior that reflects legal, ethical and professional standards for providing care to the pediatric patient /family. |
| Which learning activities are responsible for this outcome? | Lecture, case studies, group assignments, discussion, in-class activities. |
| Assessment Measure | Unit and Final Exam – Standardized HESI exam |

*(Repeat if needed for additional outcomes)*

**Bulletin Changes**

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| **Instructions** |
| **Please visit** [**http://www.astate.edu/a/registrar/students/bulletins/index.dot**](http://www.astate.edu/a/registrar/students/bulletins/index.dot) **and select the most recent version of the bulletin. Copy and paste all bulletin pages this proposal affects below. Please include a before (with changed areas highlighted) and after of all affected sections.**  **\*Please note: Courses are often listed in multiple sections of the bulletin. To ensure that all affected sections have been located, please search the bulletin (ctrl+F) for the appropriate courses before submission of this form.** |

**NRS 4022 Essentials of Pediatric Nursing.**Nursing assessment and management of selected health care needs of pediatric patients and their families. Emphasis is on the nursing care of the pediatric patient and family within the acute and community setting. Registration restricted to BSN students. Fall, Spring.

***Current Bulletin p. 352:***

|  |  |
| --- | --- |
| **University Requirements:** |  |
| See University General Requirements for Baccalaureate degrees (p. 42) |  |
| **First Year Making Connections Course:** | **Sem. Hrs.** |
| NRS 1123, Making Connections Nursing | **3** |
| **General Education Requirements:** | **Sem. Hrs.** |
| See General Education Curriculum for Baccalaureate degrees (p. 78)  **Students with this major must take the following:**  *MATH 1023, College Algebra or MATH course that requires MATH 1023 as a prerequisite CHEM 1043* ***AND*** *1041, Fundamental Concepts of Chemistry and Laboratory* ***OR***  *CHEM 1013* ***AND*** *1011, General Chemistry I and Laboratory*  *BIO 2103* ***AND*** *2101, Microbiology for Nursing and Allied Health and Laboratory PSY 2013, Introduction to Psychology*  *SOC 2213, Introduction to Sociology*  *Nine hours of Fine Arts or Humanities (Required Departmental Gen. Ed. Option)* | **35** |
| **Major Requirements:** | **Sem. Hrs.** |
| NRS 2313, Concepts of Nursing Practice | 3 |
| NRS 2322, Foundations of Nursing | 2 |
| NRS 2334, Health Promotion and Introduction to Acute Care Nursing | 4 |
| NRS 2392, Health Assessment | 2 |
| NRS 3312, Introduction to Nursing Research | 2 |
| NRS 3315, Acute Care Nursing I | 5 |
| NRS 3345, Acute Care Nursing II | 5 |
| NRS 3463, Pathophysiology Based Pharmacology I | 3 |
| NRS 3473, Pathophysiology Based Pharmacology II | 3 |
| NRS 4312, Chronic Illness and Rehabilitation Nursing | 2 |
| NRS 4343, Professional Nursing—Community | 3 |
| NRS 4355, Critical Care and Emergency Nursing | 5 |
| NRS 4362, Professional Role Development | 2 |
| NRS 4542, Health Care Administration | 2 |
| NRS 4481, Critical Decision Making and Testing Competencies | 1 |
| NRSP 2321, Foundations of Nursing Practicum | 1 |
| NRSP 2343, Nursing Care II | 3 |
| NRSP 2391, Health Assessment Practicum | 1 |
| NRSP 3325, Nursing Care III | 5 |
| NRSP 3355, Nursing Care IV | 5 |
| NRSP 4336, Nursing Care V | 6 |
| NRSP 4366, Nursing Care VI | 6 |
| **Sub-total** | **71** |
| **Required Support Courses:** | **Sem. Hrs.** |
| BIO 2203 **AND** 2201, Human Anatomy/Physiology I and Laboratory | 4 |
| BIO 2223 **AND** 2221, Human Anatomy/Physiology II and Laboratory | 4 |
| CHEM 1052, Fundamental Concepts of Organic and Biochemistry | 2 |
| Statistics elective | 3 |
| **Sub-total** | **13** |
| **Total Required Hours:** | **122** |

**REVISED:**

**Changes reflective of all April UCC proposals**

**Traditional BSN**

|  |  |
| --- | --- |
| **University Requirements:** |  |
| See University General Requirements for Baccalaureate degrees (p. 42) |  |
| **First Year Making Connections Course:** | **Sem. Hrs.** |
| NRS 1123, Making Connections Nursing | **3** |
| **General Education Requirements:** | **Sem. Hrs.** |
| See General Education Curriculum for Baccalaureate degrees (p. 78)  **Students with this major must take the following:**  *ENG 1003, Composition I*  *ENG 1013, Composition II*  *MATH 1023, College Algebra or MATH course that requires MATH 1023 as a prerequisite CHEM 1043* ***AND*** *1041, Fundamental Concepts of Chemistry and Laboratory* ***OR***  *CHEM 1013* ***AND*** *1011, General Chemistry I and Laboratory*  *BIO 2103* ***AND*** *2101, Microbiology for Nursing and Allied Health and Laboratory PSY 2013, Introduction to Psychology*  *SOC 2213, Introduction to Sociology*  *HIST 2763, US History to 1876 OR HIST 2773, US History since 1876 OR POSC 2103, US Government*  *Nine hours of Fine Arts or Humanities (Required Departmental Gen. Ed. Option)* | **35** |
| **Major Requirements:** | **Sem. Hrs.** |
| NRS 2313, Concepts of Nursing Practice | 3 |
| NRS 2322, Foundations of Nursing | 2 |
| NRS 2392, Health Assessment | 2 |
| NRS 2002, Medical Surgical Nursing I | 2 |
| NRS 3103, Medical Surgical Nursing II | 3 |
| NRS 3205, Medical Surgical Nursing III | 5 |
| NRS 2012, Professional Role Development | 2 |
| NRS 3463, Pathophysiology Based Pharmacology I | 3 |
| NRS 3473, Pathophysiology Based Pharmacology II | 3 |
| NRS 3422, Essentials of Mental Health Nursing | 2 |
| NRS 3312, Introduction to Nursing Research | 2 |
| NRS 4005, Medical Surgical Nursing IV | 5 |
| NRS 4012, Essentials of Obstetric Nursing | 2 |
| NRS 4022, Essentials of Pediatric Nursing | 2 |
| NRS 4343, Professional Nursing—Community | 3 |
| NRS 4542, Health Care Administration | 2 |
| NRS 4481, Critical Decision Making and Testing Competencies | 1 |
| NRSP 2321, Foundations of Nursing Practicum | 1 |
| NRSP 2003, Nursing Practicum I | 3 |
| NRSP 2391, Health Assessment Practicum | 1 |
| NRSP 3105, Nursing Practicum II | 5 |
| NRSP 3205, Nursing Practicum III | 5 |
| NRSP 4006, Nursing Practicum IV | 6 |
| NRSP 4016, Nursing Practicum V | 6 |
| **Sub-total** | **71** |
| **Required Support Courses:** | **Sem. Hrs.** |
| BIO 2203 **AND** 2201, Human Anatomy/Physiology I and Laboratory | 4 |
| BIO 2223 **AND** 2221, Human Anatomy/Physiology II and Laboratory | 4 |
| CHEM 1052, Fundamental Concepts of Organic and Biochemistry | 2 |
| Statistics elective (2000 level or higher) | 3 |
| **Sub-total** | 13 |
| **TOTAL REQUIRED HOURS:** | **122** |

**Current: LPN to BSN (p. 355)**

|  |  |
| --- | --- |
| **University Requirements:** |  |
| See University General Requirements for Baccalaureate degrees (p. 42) |  |
| **Required Courses (prior to Junior Year):** | **Sem. Hrs.** |
| BIO 2103 **AND** 2011, Microbiology for Nursing and Allied Health and Laboratory | 4 |
| BIO 2203 **AND** 2201, Human Anatomy and Physiology I and Laboratory | 4 |
| BIO 2223 **AND** 2221, Human Anatomy and Physiology II and Laboratory | 4 |
| CHEM 1043 **AND** 1041, Fundamental Concepts of Chemistry I and Laboratory **OR**  CHEM 1013 **AND** 1011, General Chemistry I and Laboratory | 4 |
| CHEM 1052, Fundamental Concepts of Organic and Biochemistry | 2 |
| ENG 1003, Composition I | 3 |
| ENG 1013, Composition II | 3 |
| MATH 1023, College Algebra | 3 |
| NRS 2392, Health Assessment | 2 |
| NRS 3463, Pathophysiology Based Pharmacology I | 3 |
| NRSP 2391, Health Assessment Practicum | 1 |
| PSY 2013, Introduction to Psychology | 3 |
| SOC 2213, Introduction to Sociology | 3 |
| **Sub-total** | **39** |
| **Major Requirements:** | **Sem. Hrs.** |
| NRS 330V, LPN-to-BSN (Special Problems) | 1 |
| NRS 3312, Introduction to Nursing Research | 2 |
| NRS 3315, Acute Care Nursing I | 5 |
| NRS 3345, Acute Care Nursing II | 5 |
| NRS 3473, Pathophysiology Based Pharmacology II | 3 |
| NRS 4312, Chronic Illness and Rehabilitation Nursing | 2 |
| NRS 4343, Professional Nursing—Community | 3 |
| NRS 4355, Critical Care and Emergency Nursing | 5 |
| NRS 4362, Professional Role Development | 2 |
| NRS 4481, Critical Decision Making and Testing Competencies in Nursing | 1 |
| NRS 4542, Health Care Administration | 2 |
| NRSP 3325, Nursing Care III | 5 |
| NRSP 3355, Nursing Care IV | 5 |
| NRSP 4336, Nursing Care V | 6 |
| NRSP 4366, Nursing Care VI | 6 |
| Statistics (any 3 hour course) | 3 |
| **Sub-total** | **56** |
| **Hours by Articulation:** | **Sem. Hrs.** |
| NRS 2313, Concepts of Nursing Practice | 3 |
| NRS 2322, Foundations of Nursing | 2 |
| NRS 2334, Health Promotion and Intro to Acute Care Nursing | 4 |
| NRSP 2321, Foundations of Nursing Practicum | 1 |
| NRSP 2343, Nursing Care II | 3 |
| **Sub-total** | **13** |
| **Total Required Hours:** | **108** |

**\*Changes reflective of all April UCC proposals**

**LPN to BSN**

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| --- | --- |
| **University Requirements:** |  |
| See University General Requirements for Baccalaureate degrees (p. 42) |  |
| **Required Courses (prior to Junior Year):** | **Sem. Hrs.** |
| BIO 2103 **AND** 2101, Microbiology for Nursing and Allied Health and Laboratory | 4 |
| BIO 2203 **AND** 2201, Human Anatomy and Physiology I and Laboratory | 4 |
| BIO 2223 **AND** 2221, Human Anatomy and Physiology II and Laboratory | 4 |
| CHEM 1043 **AND** 1041, Fundamental Concepts of Chemistry I and Laboratory **OR**  CHEM 1013 **AND** 1011, General Chemistry I and Laboratory | 4 |
| CHEM 1052, Fundamental Concepts of Organic and Biochemistry | 2 |
| ENG 1003, Composition I | 3 |
| ENG 1013, Composition II | 3 |
| MATH 1023, College Algebra | 3 |
| NRS 2392, Health Assessment | 2 |
| NRS 3463, Pathophysiology Based Pharmacology I | 3 |
| NRSP 2391, Health Assessment Practicum | 1 |
| PSY 2013, Introduction to Psychology | 3 |
| SOC 2213, Introduction to Sociology | 3 |
| NRS 2012, Professional Role Development | 2 |
| HIST 2763, or HIST 2773, or POSC 2103 | 3 |
| *Nine hours of Fine Arts or Humanities (Required Departmental Gen. Ed. Option)* | 9 |
| **Sub-total** | **53** |
| **Major Requirements:** | **Sem. Hrs.** |
| NRS 330V, LPN-to-BSN (Special Problems) | 1 |
| NRS 3312, Introduction to Nursing Research | 2 |
| NRS 3103, Medical Surgical Nursing II | 3 |
| NRS 3205, Medical Surgical Nursing III | 5 |
| NRS 3422, Essentials of Mental Health Nursing | 2 |
| NRS 3473, Pathophysiology Based Pharmacology II | 3 |
| NRS 4343, Professional Nursing—Community | 3 |
| NRS 4005, Medical Surgical Nursing IV | 5 |
| NRS 4012, Essentials of Obstetric Nursing | 2 |
| NRS 4022, Essentials of Pediatric Nursing | 2 |
| NRS 4481, Critical Decision Making and Testing Competencies in Nursing | 1 |
| NRS 4542, Health Care Administration | 2 |
| NRSP 3105, Nursing Practicum II | 5 |
| NRSP 3205, Nursing Practicum III | 5 |
| NRSP 4006, Nursing Practicum IV | 6 |
| NRSP 4016, Nursing Practicum V | 6 |
| Statistics (any 3 hour course) | 3 |
| **Sub-total** | **56** |
| **Hours by Articulation:** | **Sem. Hrs.** |
| NRS 2313, Concepts of Nursing Practice | 3 |
| NRS 2322, Foundations of Nursing | 2 |
| NRSP 2321, Foundations of Nursing Practicum | 1 |
| NRS 2002, Medical Surgical Nursing I | 2 |
| NRS 2003, Nursing Practicum I | 3 |
| **Sub-total** | **11** |
| **Total Required Hours:** | **120** |