Curriculum Proposal

Please type or select the requested information. Print completed forms, add appropriate paper attachments, and route through MSU's curricular process for recommendations and decisions.

**College:** Allied Health and Nursing

**Department:** Nursing

**Program:** RN to BS Completion

**Type of Change:** COURSE PROPOSALS

**Proposed Title:** New Course

**Title Current:**

**Title Proposed:** Altered Human Functioning for RNs

**24-Char. Abbrev.:** (if applicable)

<table>
<thead>
<tr>
<th>Course Designator</th>
<th>Number of Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>NURS 352</td>
<td>3</td>
</tr>
</tbody>
</table>

Include a course or program description for the Bulletin (30-40 words maximum for courses, 100 for programs):

Explores pathophysiology concepts to enhance the RN student's understanding of illness and health. Identifies rationale for clinical judgment and therapeutic intervention in disease conditions. Analyzes psychosocial and family concepts that emerge with pathophysiologic alterations.

**Rationale or Justification for change:**

This course enhances professional development to the student's nursing diploma or AD education.

***For General Education or Cultural Diversity Courses Only***

<table>
<thead>
<tr>
<th>GE Category #</th>
<th>GE Category Name (Maximum of 3 Categories)</th>
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<tbody>
<tr>
<td></td>
<td>N/A</td>
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<td></td>
<td>N/A</td>
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<td>N/A</td>
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</table>

* For Writing Intensive Courses, attach a description of the kind and quantity of writing.
* For Upper Division Courses, include a description of the respects in which it is broad and general rather than narrow and specific, and so suitable as GE.

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course's student learning outcomes associated with each GE competency or CD designation.
c. List of strategies to be used to assess students' achievement of each GE competency or CD designation.

***For New Courses***

<table>
<thead>
<tr>
<th>Instructional Type:</th>
<th>Distance Learning</th>
<th>Course will be offered:</th>
<th>Fall Semester</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td>X</td>
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</table>

<table>
<thead>
<tr>
<th>Course is an elective.</th>
<th>Grading Format:</th>
<th>Course is required for program</th>
<th>RN to BS Completion - see attached</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre- or Co-requisites:</td>
<td></td>
<td>X</td>
<td>RN Licensure</td>
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</tbody>
</table>

Low level courses are being bundled and courses eliminated

<table>
<thead>
<tr>
<th>Other courses are being changed or eliminated.</th>
<th>Explain.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course content or title is similar to courses in other departments.</td>
<td>X</td>
</tr>
</tbody>
</table>

Attach paper copies of the following:

a. Syllabus or course outline.
b. Course's student learning outcomes.
c. A list of resources required to offer and support this course.
d. A description of how teaching this course will affect department staffing.
e. If 400/500 level course, an explanation of added expectations of graduate students.
***For Program Proposals***

Attach paper copies of the following:

a. Student learning outcomes for the program.
b. Minutes from department and college curriculum meetings in which action was taken on this proposal.
c. Program Assessment Plan. Forms are available on the Academic Affairs Web site:
   http://www.mnsu.edu/acadaf/words/PRA_SampSLOAssessPlan.doc
d. List of program requirements for *New* programs, or a list of *Current* and *Proposed* program requirements for *Redesigned* programs.
e. A list of resources required to offer and support this program.
f. A description of how offering this program will affect department staffing.
g. A list of additional library holdings required for this program.

Please include rationale for any proposed changes in number of program credits:

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***For Programs Requiring MnSCU Approval***

If any of the following changes are proposed, please fill out and attach MnSCU Program Approval Forms, which are available on the Academic Affairs Web site:

http://www.mnsu.edu/acadaf/html/currformsprocesses.htm

1. **Creation** of an entirely new program.

2. **Redesign** of existing programs, which takes any of the following forms:
   - Addition or deletion of a program option. Options are part of program design in which 30-50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives greater than 30% of the total number of credits in the major. Options are appropriate to baccalaureate or masters programs.
   - Addition or deletion of a program emphasis. Emphases are part of program design in which more than 50% of the courses are required as part of a common core for all students, and which offers curriculum alternatives with a minimum of nine credits. Emphases are appropriate to associate and baccalaureate programs.
   - Change in program name.
   - Change in program CIP #.
   - Change in TOTAL program credits.
   - Change in degree award. For example, changing a B.A. to B.S.
   - Creation of a new degree award in a related academic area. Examples include creation of a certificate program from an existing degree program, or a new degree program from an existing degree program (e.g., Art History BA from Art BA.)

3. **Relocation** of an existing program. This is a proposal to move an existing program from one site to be exclusively offered at another site, and requires closing the program offered at the original site. For example, a program offered both on-campus and through extended campus is to be offered only at the extended campus site.

4. **Replication** of an existing program. This is a proposal to offer an existing program at a new site, which may be an existing MnSCU-approved site, or another campus of the same institution. Replicated programs are offered at both the original site and the new location.

5. **Suspension** or reinstatement of a program. This proposal suspends admission of students into an existing program, and is good for three years. Reinstatement proposals request the reopening of student admissions into a given program.

6. **Closure** of a program. This proposal requests closure of an existing program and its from an institution's official inventory of academic programs. Unless a department seeks to re-open a suspended program, it should be closed within three years of suspension.
<table>
<thead>
<tr>
<th>Committee</th>
<th>Recommended</th>
<th>Not Recommended</th>
<th>Comments</th>
<th>Signature</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department</td>
<td></td>
<td></td>
<td></td>
<td>Mary Blesmer</td>
<td>3-25-05</td>
</tr>
<tr>
<td>College Curriculum Committee</td>
<td>✓</td>
<td></td>
<td></td>
<td>Ronald A. Nickerson</td>
<td>4-8-05</td>
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<tr>
<td>College Dean</td>
<td>✓</td>
<td></td>
<td></td>
<td></td>
<td>4/11/05</td>
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<tr>
<td>General Education Subcommittee</td>
<td></td>
<td></td>
<td></td>
<td>General Education Subcomm. Chair</td>
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<tr>
<td>Undergraduate Curriculum and Academic Policy Committee</td>
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<td>UCAP Faculty Chair</td>
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<tr>
<td>Faculty Association Graduate Committee</td>
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<td>Graduate Dean</td>
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<td>Academic Affairs Council</td>
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<td>Assistant Vice President</td>
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<tr>
<td>Senior Vice President and Vice President for Academic Affairs</td>
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<td>Sr. Vice President / Vice Pres. Academic Affairs</td>
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Students must take three (3) out of four (4) required nursing courses to meet the requirements of the program. Once admitted to the SON, students can take required nursing courses with general education courses.

Required nursing courses include:

a. Altered Human Functioning for RNs (N352)
b. Gerontology Nursing for RNs (N342)
c. Advanced Health Assessment (N452/552)
d. Psychosocial Nursing (N402)
Course Number: Nursing 352 (3 credits)

Course Title: Altered Human Functioning for RNs

Placement in Curriculum: Fall Semester

Faculty:

Catalog Description:
Explores pathophysiology concepts to enhance the RN student’s understanding of illness and health. Identifies rationale for clinical judgment and therapeutic intervention in disease conditions. Analyzes psychosocial and family concepts that emerge with pathophysiologic alterations.

Course Outcomes:

1. Describe pathophysiologic behaviors specific to alterations in human function.
2. Identify factors influencing alterations in human function.
3. Identify common adaptation problems specific to alterations.
4. Relate psychosocial concepts to altered human functioning.
5. Relate unique characteristics of altered human functioning across the lifespan.

Topical Outline:
Development of the adult; fluid and electrolyte balance; acid-base balance; nutritional balance; shock; inflammation and infection; protective coverings of the body immunity; neoplasia; hematology; circulation; respiration; urinary excretion; endocrine regulation; digestion, absorption and use of food; musculoskeletal function; neural control.

Methods of Delivery:
- Online delivery
- Online group discussion
- Pathophysiologic concept analysis

Evaluation Methods:
- Exams
- Pathophysiologic concept analysis paper

Required Texts:
Louis: Mosby.


**Recommended Texts:**