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: BS Completion
Type of Change: COURSE PROPOSALS
Projected Effective Date of Change: 06-07
Proposed Course Designator and Number: NURS 362
Credit: 3

Title Current: Family Nursing for RN's
Title Proposed: Family Nursing for RN's
24-Char. Abbrev: NURS 362

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

This course examines family-level approaches that promote family health while exploring concepts of family as client, family health experience, and nurse-family relationships. Nursing strategies to enhance family-level care during acute, chronic and critical illnesses are analyzed.

Rationale or Justification for Change:
The BS Completion Program is currently experiencing rapid growth and the need for an additional support nursing courses was identified so that the student will be able to choose three of the five courses, NURS 342 Gerontologic Nursing for RN's, NURS 352 Altered Human Functioning for RN's, NURS 452 Psychosocial Nursing for RN's, NURS 452 Advanced Health Assessment for RN's and NURS 362 Family Nursing for RN's. This would allow the offering of two courses Fall Semester, two courses Spring Semester and one during the Summer Session.

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

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

***For New Courses***

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<tr>
<td>Pre- or Co-requisites:</td>
<td>RN Licensure</td>
<td>Summer Session</td>
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Other courses are being changed or eliminated. (Explain)

Course content or title is similar to courses in other departments. (Attach copy of letter of agreement with other program(s) contacted. Indicate the nature of the discussions and/or resolution of differences or potential conflicts.)

Attach paper copies of the following:
- Syllabus or course outline.
- Course's student learning outcomes.
- A list of resources required to offer and support this course.
- A description of how teaching this course will affect department staffing.
- 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/acadafpra/forms/](http://www.mnsu.edu/acadafpra/forms/)
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:

### ***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/Curriculum/currformsprocess.html](http://www.mnsu.edu/acadaf/Curriculum/currformsprocess.html)

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.

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Revised September 2002
**Signature Page**

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**College Curriculum Committee**

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**College Dean**

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**Undergraduate Curriculum and Academic Policy Committee**

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**Senior Vice President and Vice President for Academic Affairs**

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Minnesota State University Mankato
School of Nursing
NURS 362 Family Nursing for RN’s

Developed by Sandra Eggenberger, PhD, RN

Course Name: NURS BS Completion Support Course: Family Nursing for RN’s
Credit: Three semester hours
Semester: Spring Semester
Faculty: Sandra Eggenberger, PhD, RN, Professor
Campus Office: WH 355
Fax: 507-389-6516
940-206-0079 [Cell]
Email: sandra.eggenberger@mnstate.edu
Prerequisites: RN Licensure

Course Description:
This course examines family level approaches that promote family health while exploring concepts of family as client, family health experience, and nurse-family relationships. Nursing strategies to enhance family level care during acute, chronic and critical illnesses are analyzed.

Course Outcomes:
The student will:
1. Explore family health concepts.
2. Review current literature related to the family health experience.
3. Describe the experience of a family during health and illness.
4. Examine the power of the nurse-family relationship during the health and illness experience.
5. Investigate nursing strategies and approaches that support family level care.
6. Analyze health care policies that promote family health.

Teaching Strategies:
Online presentations, Online dialogue, Movie or Novel analysis, Literature reviews, Family interview, Annotated bibliography development, Development of Family Level Approaches

Each student will have an opportunity to individualize learning by exploring illness, family stage of development, and health care settings of their choice

Required Texts:

Evaluation Methods:
Online Discussion
Annotated Bibliography
Novel or Film Analysis
Family Interview Paper
Family Level Approaches Discussion

Class Requirements:
1) Consistent and substantive participation in weekly online discussions (30%)
The discussion forums are designed to facilitate student’s application of course content. The faculty will post a discussion question, case study, or an assignment related to a family health experience. Case analyses of families will include acute, chronic, and critical illnesses. Each student is to contribute a substantive response, which includes information synthesized from the readings, electronic resources, literature or reflective thinking. The student is expected to participate on a weekly basis with substantive
postings that demonstrate reflection, questioning, and acquired knowledge. Personal reflections on family experience and family nursing care during health and illness are to be included in postings. The student is to review the postings of others and respond with thought-provoking comments.

2) Annotated bibliography related to family nursing research and family nursing (20%)
The student will search the literature for current research related to the family health and illness experience or family nursing care and create an annotated bibliography of a minimum of five research articles. Students may select the health care setting, illness, and family stage of development that they choose. The student will post the bibliography on the discussion forum for review peers. A discussion forum will occur to allow students to guides colleagues in developing nursing approaches based on the research findings. Below is a reputable website that explains how to prepare an annotated bibliography. The APA format is to be used in this bibliography.
http://www.library.comell.edu/olinursis/ref/research/skill28.htm

3) Novel or Film Analysis: Impact of an illness on the family unit (10%)
The student will select a novel or movie that includes a focus on the family during illness. A review and analysis will be posted on the discussion forum. The analysis includes a discussion of how the illness impacts the family unit. The student will suggest nursing approaches based on learning from this creative work.

4) Family interview (20%)
The students will conduct an interview of a family who has or is experiencing a chronic, acute, or critical illness. The purpose of the interview will be to elicit a description of the family experience with the illness, the challenges in managing the illness, and identify those nursing approaches that were or would be helpful to the family. Students will develop a 5 page paper that applies concepts discussed in class to their family interview data. The paper will also reflect on the interview experience. Current literature will support the paper development.

5) Creation of description of family nursing approaches in health care settings (20%).
From review of literature, discussions, and class presentations develop family nursing strategies and family level approaches that support the family in coping with illness of a loved one. Develop a list and description of these approaches and post on the discussion forum. Pose mechanisms to overcome barriers that may emerge with trying to implement these approaches in a health care setting. The description of approaches should include one health care policy (from a health care setting or legislative level) that is substantiated with current literature.

Grading:
Evaluation is based on the student’s ability to meet the course outcomes. Both quality and class requirements will be used by faculty to determine the course grade. All class requirements must be completed for the student to receive a passing grade in the course. Students are expected to contact faculty with any concerns, issues, or questions regarding course assignments and grading.

Final Course Grading Scale
90% and above A
80-89% B
70-79% C
60-69% D
59 % and below F

Statement on Disabilities:
Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see the instructors as early in the semester as possible to discuss the necessary accommodations, and/or contact the Disability Services Office 116 Memorial Library at (507) 389-6825 (V) or 1-800-627-3529 (MRS/TTY).
The Office of Disability Services facilitates accommodations for individuals with disabilities, which ensure equal access to programs, services and activities offered by Minnesota State University. The office assists with advocacy; alternative format of printed materials; alternative testing services; assistive technology; early registration; note taking; sign language interpreters; and text on tape. The office also acts as a resource and referral agent for community contacts and disability-related information.

Emergency assistance is also available on a 24-hour basis through the Security Department. Grievances, questions or requests related to equal opportunity for individuals with disabilities should be presented to the

MSU Statement on Academic Honesty
In order for an academic community to teach and support appropriate educational values, an environment of trust, cooperation and personal responsibility must be maintained. As members of this University community, students assume the responsibility to fulfill their academic obligations in a fair and honest manner. This responsibility includes avoiding such inappropriate activities as plagiarism, cheating or collusion. Students found responsible for one or more of these activities may face both academic sanctions (such as lowering a grade, failing a course, etc.) and disciplinary sanctions (such as suspension, expulsion).

It is the intent of Minnesota State University Mankato to encourage a sense of integrity on the part of students in fulfilling their academic requirements. To give students a better understanding of behaviors that may constitute academic dishonesty, the following definitions are provided.

Plagiarism – Submission of an academic assignment as one’s own work, which includes critical ideas or written narrative that are taken from another author without the proper citation. This does not apply only to direct quotes, but also to critical ideas that are paraphrased by the student. Plagiarism includes but is not limited to:

- Submitting the work of others as your own
- Submitting others’ work as your own with only minor changes
- Submitting others work as your own without adequate footnotes, quotations, and other reference forms
- Multiple submission of the same work, written or oral, for more than one course without both instructor’s permission, or making minor revisions on work which has received credit and submitting it again as new work.

Cheating – Use of unauthorized material or assistance to help fulfill academic assignments. This material could include unauthorized copies of test materials, calculators, crib sheets, help from another student, etc. [In the School of Nursing cheating also includes falsification of research data and/or fabrication of clinical data.]

Collusion – Assistance to another student or among students in committing the act of cheating or plagiarism. [Note: some of the assignments for certain courses in the School of Nursing involve collaborative work. This is not collusion. The student bears the responsibility to adhere to the guidelines of the assignment(s) as described in the course materials.]

Students are referred to the MSU web site for Jurisdiction of Violations under Student Conduct System at www.mnsu.edu/conduct/studentresources.html for specifics related to process and consequences for academic dishonesty.

In the School of Nursing, consequences for academic dishonesty may include one or more of the following:

- Reduced points for a test, assignment, or presentation in question
- Receiving a zero for the test, assignment, or presentation in question
- Being asked to leave a classroom
- Receiving a failing grade for a course
- Documentation of the incident in the student’s permanent file
- Disciplinary action as determined by the University Judicial Board
• Dismissal from the School of Nursing

Statement of Professional Nursing Values

Baccalaureate education for professional nursing should facilitate the development of professional values and value-based behaviors. Values are beliefs or ideals to which an individual is committed and which are reflected in patterns of behavior. Professional values are the foundation for practice; they guide interactions with patients, colleagues, other professionals, and the public. Values provide the framework for commitment to patient welfare, fundamental to professional nursing practice. (AACN, 1998, page 8)

Academic honesty relates specifically to the professional value of integrity. “Integrity is acting in accordance with an appropriate code of ethics and accepted standards of practice. Integrity is reflected in professional practice when the nurse is honest and provides care based on an ethical framework that is accepted within the profession. Sample professional behaviors include:

• Provides honest information to patients and public;
• Documents care accurately and honestly
• Seeks to remedy errors made by self or others; and
• Demonstrates accountability for own actions.” (AACN, 1998, page 9)
MINNESOTA STATE UNIVERSITY, MANKATO
School of Nursing
Undergraduate Curriculum Committee Minutes
February 20, 2007

Members: Dr. Tricia Young (Chairperson), Dr. Sandi Eggenberger, Professor Julia Hebenstreit, Professor Suzan Sherman, Dr. Marcia Stevens

1. Dr. Norma Krumwiede brought forward a proposal for adding a 5th support course to the current 4 support courses offered in the RN to BSN completion program. She recommended to increase course offerings by adding *Family Nursing in Illness Care* as a 3 credit course. Dr. Eggenberger taught this course as a 2 credit on-line course (N428) this past summer. It was well-received by students. Dr. Eggenberger revised the course description and topical outline to reflect a 3 credit course. The revised course proposal was reviewed. The course has been retitled *Family Nursing for RN's*

*Action: The course, Family Nursing for RN's, was approved as an additional support course in the BS Completion Program.*

[Signature]
Recorder, Julie Hebenstreit
MINNESOTA STATE UNIVERSITY, MANKATO
School of Nursing
Undergraduate Curriculum Committee Minutes
January 12, 2007

Members Present: Dr. Tricia Young (Chairperson), Dr. Sandi Eggenberger, Professor Julia Hebenstreit, Professor Suzan Sherman, Dr. Marcia Stevens
Guest: Dr. Norma Krumwiede

1. Minutes of the December 15, 2006 were reviewed and approved with changes.

2. Yesterday’s (1/11/07) curriculum day outcomes were evaluated. Attendance ranged from 14-18 faculty members. Sandi E. took minutes at the meeting and will have the minutes typed up by a secretary, and distribute the first draft for review by committee members. Final minutes with suggestions for improving clinical conferences will be distributed to all faculty via e-mail. A suggestion was made to present curriculum assessment data via D2L rather than a face-to-face meeting. Hopefully this will allow the opportunity for faculty who are unable to attend an on-campus meeting a chance to become engaged in a discussion about the program assessment findings. Tricia will bring this decision to planning and research committee for their deliberation about how best to use the morning meeting time in the future.

3. Tricia provided an update on progress made with the undergraduate curriculum revision. She and Suzan met during the holiday break to write course objectives for most of the courses in the revised curriculum. Tricia has prepared a power point presentation (attached) for use in presenting a curriculum update at the NFO meeting this afternoon. She invited UCC members to assist her during the presentation by offering any additional insights and/or information they might be willing to share.

4. A schedule of UCC meetings was developed for curriculum revision purposes. The following dates and times were scheduled:
   Wednesday, Jan. 24th 12:00-4:00PM in Mankato
   Wednesday; Jan. 31 10AM-3PM in Burnsville
   Wednesday, Feb. 14 10AM-3PM in Burnsville
   Wednesday, Feb 21 10AM-3PM in Mankato

   One of the tasks that will need to be completed prior to initial review of curriculum by all faculty is to ask current component coordinators to develop topical outlines for their component’s respective courses. Completed curriculum material for faculty review will be delivered to faculty prior to the 2/9/07 faculty meeting. A dialogue about the materials will be planned for the 2/9/07 faculty meeting. Faculty will be asked to review and vote on the final revision at the 3/9/07 NFO meeting.
5. Annual agency evaluation of clinical experience and faculty evaluation of clinical experience forms were distributed to committee members for their review. UCC members are to review the forms and provide their feedback to Suzan Sherman. Suzan, as a new faculty member, will critically evaluate the current evaluation forms and make recommendations along with developing a document suitable for on-line distribution (by Julia Hebenstreit) to agency contact persons and individual supervisors.

6. Dr. Norma Krumwiede brought forward a proposal for adding a 5th support course to the current 4 support courses offered in the RN to BSN completion program. Unfortunately, during the spring semester, there is only one elective course for students to take. She recommended to increase course offerings by adding Family Nursing in Illness Care as a 3 credit course. Dr. Eggenberger taught this course as a 2 credit on-line course (N428) this past summer. It was well-received by students. Committee members unanimously agreed to support Norma’s proposal. Dr. Eggenberger agreed to revise the course description and topical outline to reflect a 3 credit course. The revised course description will be reviewed at the 2/9/07 meeting.

7. Moving IV skill content from its present location of N471 to an earlier skill/clinical course was discussed. Sandi stated that the faculty teaching the N451 course this Spring (07) are preparing to teach IV skill content in their course. It was decided that all course coordinator’s should be invited to attend the next UCC mtg (2/9/07) to participate in a discussion of future placement of this skill.

8. Julie said that she has asked Linda Wenkel to review CD Rom’s that would be useful for student skill development. Since there is so much overlap in skills taught and/or reinforced in many of the clinical courses, UCC decided that it would be beneficial for component coordinators to have a description of these CD Rom’s and a chance to preview them so that they can participate in a decision about what packaged version to adopt for the nursing courses. Julie H. will distribute descriptions of CD ROM packages being offered by various companies and provide the opportunity for course faculty and component coordinators to view these materials prior to the 2/9/07 meeting. The intended outcome for 2/9/07 meeting will be to decide on future placement of the IV skill course content and decide on a CD Rom package to have students purchase for use while in the nursing program.


Chairperson, Dr. Patricia Young

Recorder, Dr. Marcia Stevens
1. Welcome and Check-in
2. Celebrate Fall 2006 accomplishments
   a. New curriculum was implemented- Online course evaluation processes will be used to evaluate this first-time offering of the new curriculum.
   b. Expanded enrollment of BS Completion Students- Forty (40) students are now enrolled in the BS Completion Program.
   c. Final semester of RN Option (courses and clinical)- Five (5) students are completing the old RN Option program this fall. These are the last students to complete the RN Option program.
   d. Minnesota Nurse’s Association – Duluth October 15, 2006- Mary Bliesmer and Norma Krumwiede attended this convention and exhibited on behalf of the School of Nursing (three students were directly recruited to the BS Completion Program and one student was recruited to the graduate programs).
   e. Equivalency Requirements for students with a BS or BA who want to enter the MSN Program without completing the full BS Completion Program- Graduate faculty had reviewed the Equivalency Requirements on December 1 and found them to be appropriate. The BS Completion faculty recommended one change after discussion. That change is that rather than students accessing leadership and management content through a NURS 499 course or credit by exam, students will access this content through the NURS 472 course Provider of Care II that Carol Hargate is developing. Ms. Hargate will discuss the necessary content for inclusion with faculty teaching leadership and management content in the current BS Program and take note not to duplicate content that is already offered in NURS 412 taken by all BS Completion students. Leadership and management content will be integrated to public health theory to emphasize the leadership and management role of the PHN. This plan will be evaluated after spring semester 2007 when NURS 472 is offered initially. S. Meiers will communicate this change to Graduate Faculty Committee. N. Krumwiede will communicate this change to the Curriculum Coordinating Committee.

3. Communication and Access to BS Completion Students- J. Heller has found that maintaining a Listserv for BS Completion students is labor intensive because students don’t necessarily take courses at MSM each semester. They may be taking an online course at another campus to be fulfilling their degree requirements. If students are not enrolled at MSM, they are automatically dropped from the email system. Thus, N. Krumwiede requests that if faculty teaching any of the D2L courses in the BS Completion
Program could give her access as a teaching assistant to the course they are teaching (this can be done by the teaching faculty member on the D2L site), she would be able to communicate with the students. Alternatively, to communicate with students, N. Krumwiede will send messages to faculty to distribute to their class members. M. Blesmer will check to see if there is a way that IT can keep email addresses active beyond registration.

4. Review of Admission Applicants- Thirteen applications have been received for the BS Completion Program. The mean cumulative GPA for these students is 3.25. N. Krumwiede had learned through the advising of these students that they have high expectations for their learning of themselves and of the faculty. April 11, 2007 will be the next deadline for application receipt for summer enrollment.

5. Review of Courses Taught Fall Semester
   a. N352 Altered Human Functioning for RNs - S. Eggenberger reported having 17 students initially in this course, with 2 withdrawing due to their workloads. The course is perceived as “heavy” by students and content and assignments will be evaluated after this second offering of the course. One of the course activities is an intensive writing assignment with multiple drafts. When the curriculum was developed, the faculty recommended that an intensive writing assignment should be in one of the initial courses offered to BS Completion students. It could be that this assignment would need to move to one of the other courses.
   b. N382 Provider of Care I - C. Hargate reported having 13 initially in this course and that students seemed to appreciate the course, particularly the focus on holistic nursing and complimentary therapies. She wonders if we could increase attention to the demands of time involvement that online learning requires. It was her experience that some of the students were not prepared for the rigor of online learning. There were a few instances of students in each course in the program withdrawing and some students were not familiar with how to officially withdraw from the course. N. Krumwiede addresses the rigor of online learning in individual advising and the on-campus orientation session. N. Krumwiede will also add information about course withdrawal in these sessions. Teaching faculty can facilitate this process by having the student notify N. Krumwiede that they are withdrawing from the course.
   c. N402 Psychosocial Nursing- D. Sluiter had 13 students with one withdrawal. She will be bringing a proposal to the BS Completion faculty to re-consider requiring Abnormal Psychology as a prerequisite or co-requisite for N402. Access to this course as an online offering has typically been difficult.
   d. N 412 Management & Principles of Care- S. Sherman reported on this course and stated using a new text with content regarding disaster management. Students seemed to apply the content directly in work settings and were excited about use of the theory.
   e. N428 Global Health Elective- C. Hargate had 10 students initially in this course but 4 withdrew. The remaining six students seemed engaged in the course.

6. Nursing Support Course Expansion- BS Completion students currently take three out of a possible four courses as electives for the program. Spring semester, however, there is only one elective course for students to take. N. Krumwiede recommended to increase the course offerings by establishing Family Nursing in Illness Care so that it is ready Spring
2008. This course was taught as a N428 course in summer 2006 by S. Eggenberger and well received by students. The new course would be a three credit course. This would increase the number of available electives to five. *The faculty supported this change and N. Krumwiede will submit this as a course proposal to the Curriculum Coordinating Committee.*

7. Health 101 and Health 210 Test-out Procedures- N. Krumwiede is working with Health Science faculty to smooth out the process of having BS Completion students complete a course in this general education area. Access to this course for online students has been “messy” in that it is not really set up to be a Credit by Exam course as had been previously thought.

8. Enrollment Management
   a. **Course size**- Thus far, spring enrollment is as follows for the courses being offered: NURS 342 (13); NURS 428 (9); NURS 472 (7); and NURS 472 (8)
      More students will likely enroll before classes begin. N. Krumwiede recommended that faculty be thinking about what we would say is the ideal size for enrollment in BS Completion courses? Is 15 -20 the ideals size? What is the ideal online/oncampus combination? Can we consider having more than one section of a course with one section requiring on campus meetings and another requiring a technology face-to-face meeting instead?
   b. **On-campus meetings** - How will we go forward with on-campus meetings? Are there other ways to stimulate student-student; student-faculty connecting (e.g. using the Profile section of D2L; posting electronic student and faculty pictures on the D2L site)? C. Hargate reported that in other situations she has experienced (Partners For Training), when courses are fully online, faculty workload increases. There may be other ideas for simultaneous meetings such as web cams, use of the on-campus ITV rooms linked to a distant site. Perhaps this is an area for consideration when thinking of technology grants in the future. Summer on-campus meetings are set for May 25, 2007 and June 27, 2007.

9. **Course name changes approved for N402 and N452 to add “for RNs” to reduce confusion.** Julie and Norma will complete the paperwork.

10. Selection of dates for face-to-face meetings:
    a. Fall 2007     August 29th and November 28th
    b. Spring 2008   January 16th and April 23rd
    c. Summer 2008   May 21st and June 25th

11. Future Meeting Dates:
    a. March 21, 2007 1-3pm
    b. N. Krumwiede will check for a new date spring semester to set aside for evaluation of the implementation of the new BS Completion Program. March 7, 2007 9-12 and May 9, 2007 1-4.

Agenda: BS Completion Program 2006-07
Minnesota State University Mankato  
School of Nursing  
BS Completion Faculty Meeting Minutes  
August 24, 2006

Present: Norma Krumwiede, presiding; Mary Bliesmer; Julie Hebenstreit; Sonja Meiers; Carol Hargate; Sandi Eggenberger; Karen Willette-Murphy; Suzan Sherman and Donna Sluiter

Minutes taken by: Donna Sluiter

Norma began the meeting at 3:00 p.m. by welcoming everyone and passing out chocolate candy bars to celebrate the 2005-2006 accomplishments. Faculty was thanked. Items celebrated include:

- New curriculum designed and partially implemented
- Completed distance learning grant
- Increased enrollment in BS completion program
- Excellent retention rate of BS completion program students
- Better organizing (accounting) of active and inactive students
- Referrals from students and faculty

Karen commended Norma for contacting all students who had a “RN Option” file. There were over 100 files. There are 21 new students this fall. Norma anticipates 6 graduating in December and 6-8 more graduating in May ’07.

Sonja led a discussion regarding “special students” – those that are not typical and may need an individualized program to meet their needs. For example, a student who has an associate degree in nursing, a bachelor’s degree in something else, but is now working toward masters in nursing. They must complete some competencies on-line. Independent studies were also discussed and may be an appropriate option for some students.

Mary would like the nursing department to get credit for independent studies. Variable credit was discussed. Evidenced based or topics course? Karen, Sonja and Norma will explore. A proposal will be brought to Trish Young, curriculum committee. A proposal for the independent studies will go to Harry Krampf. Norma will contact him.

The first new curriculum BS completion program students will graduate this spring.

The number of students registered for current courses was discussed. They are as follows:

N382-13
N352-18
N402-11
N412-10
N428-6
N473-8
Potential new students are advised to go the University web site, fill out an application, send transcripts to Deb Beal and then call Norma on her cell phone (507-382-9386).

Students with an AA have already met all their general education course requirements. Those with an AS typically need 8-20 credits. Students no longer need abnormal psych before taking N402. A "Plan of Study" form was reviewed. Most students complete the program in 5-7 semesters.

Graduate recognition was discussed. Most BS completion students do not go through the pinning ceremony with the basic option students. Other types of recognition were discussed and will be explored. Handling the cost of the pins ($40-$45) differently was also discussed. Currently the students purchase their own pin toward the end of the program. If someone can't afford the pin, but would like one, it was felt there should be a way to provide it. This, too, will be explored.

Course name changes for N402 and N452 were addressed. Norma feels adding "for RNs" at the end of the course title better describes the course. Julie will explore further.

Program admission dates were also addressed. There will be now be 3-application dates-Oct., Feb., and July.

Currently 20 students per class is the maximum. Norma asked the faculty to think about this and see if the number is appropriate.

On-campus dates will be Jan. 17 and April 25 for spring '07. Summer '07 the dates will be May 23 and June 27.

Norma submitted the MN Online application to be listed on the website.

Norma will be manning a booth at the MNA in Duluth October 15, 2006 to promote our BS completion program. Norma will be receiving the "Educator of the Year" award there, as well. Congratulations, Norma!!

Norma has obtained a copy card. It will be in her mailbox for BS completion faculty use.

A letter has been received from the West Indies regarding a potential opportunity for nursing students from a program there to complete their program at Minnesota State Mankato. Mary and Norma are exploring the possibilities.

Julie suggested outcome testing be added to the next meeting agenda. The next meeting will be in early December. The meeting adjourned at 4:10 p.m.

Respectfully submitted on August 28, 2006 by Donna M. Sluiter
March 30, 2007

To Whom It May Concern:

The proposed BS Completion Program course: Family Nursing for RNs will expand the choices for nursing students and allow the School of Nursing to offer two support nursing courses both fall and spring semesters. No additional resources are needed to offer and support this course. Library and Instructional Technology resources are more than adequate to support this course. School of Nursing has the resources to expand this course from a 2-credit nursing elective to a 3-credit nursing support course. The faculty assignment and workload will be supported.

Respectfully,

Mary Bliesmer, DNSc, APRN, BC
Professor and Chairperson