

## PROGRAM PROPOSAL

Proposed Name of  
Degree/Credential:

Bachelor of Science in Nursing

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Faculty Proposing New Program:

Ching-Hua Wang

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### **Review and Approval:**

Signature of Proposer: \_\_\_\_\_

#### 1. Curriculum Committee Approval:

Curriculum Chair: \_\_\_\_\_ Date: \_\_\_\_\_

#### 2. Academic Senate Approval:

Chair, Academic Senate: \_\_\_\_\_ Date: \_\_\_\_\_

#### 3. Administration Approval:

President (or designee): \_\_\_\_\_ Date: \_\_\_\_\_

1. **Definition of the Proposed Degree Major Program**

- 1a. *Name of the campus submitting the request, the full and exact designation (degree terminology) for the proposed degree major program and the academic year of intended implementation.*

**Campus** - California State University Channel Islands (CSUCI)

**Degree** - Bachelor of Science in Nursing (BSN)

**Implementation** - Fall, 2007

- 1b. *Name of the department, departments, division or other unit of the campus that would offer the proposed degree major program. Identify the unit that will have primary responsibility.*

Multiple Programs

- 1c. *Name, title, and rank of the individual(s) primarily responsible for drafting the proposed degree program.*

Dr. Barbara Thorpe is serving as the Interim Director of the Nursing Program and is primarily responsible for the development of the program.

Dr. Judith Papenhausen and Dr. Robyn Nelson are the primary nursing program consultants and they provided guidance in drafting the program and curriculum.

Dr. Papenhausen is the Director of the School of Nursing California State University, San Marcos and Dr. Robyn Nelson, is the Chairperson, Division of Nursing, CSU Sacramento.

The drafters of this program have had wide consultation from the nursing leaders in the Ventura and Santa Barbara Counties region and have established an advisory committee for the nursing program. Membership on this committee includes CSUCI faculty, nursing representatives from the regional health care agencies from Ventura and Santa Barbara Counties. Membership on this committee also includes nursing representatives from academic institutions (universities and community colleges) in Ventura and Santa Barbara Counties. The members of this Advisory Committee have provided feedback on the curriculum draft. (See Appendix A).

- 1d. *Objectives of the Bachelor of Science in Nursing Program.*

The general objective of the Bachelor of Science in Nursing is to prepare students to become successful practicing nurses. This will be accomplished by:

1. Providing undergraduate educational preparation in theoretical and empirical knowledge from the humanities, the social and natural sciences, and the discipline of nursing to be applied to the practice of professional nursing at the generalist level.
2. Providing the students educational preparation about the research process,

its application to the discipline of nursing and its essential relationship to evidence-based nursing practice.

3. Preparing the students to be proficient in effective social interaction, therapeutic communication and in the mastery of the clinical skills essential for assessing the health care needs of an individual, family or group to promote and maintain an optimum level of health and well being.
4. Preparing the students to apply the nursing process through critical thinking and professional nursing judgment to provide and evaluate nursing care related to actual or potential health problems within the scope of nursing practice for which the nurse can intervene.
5. Preparing the students with the necessary educational background to enable the pursuit of a higher degree in advanced nursing practice.

Student Outcomes: Completion of the baccalaureate degree in nursing will enable the student to:

1. Function within the professional nursing roles as a provider of care, a coordinator of care, a health educator, an advocate for individuals, families, groups, and communities, and as a member of the nursing profession.
2. Practice in a variety of institutional settings including the hospital or acute care settings, long-term care settings such as rehabilitation and hospice and in assisted living environments, and community health settings including community clinics, public health service sites, and home health and respite care.
3. Collaborate and consult as a member or as a leader of a health care team in the planning, implementation and improvement of health care services consistent with the health needs of an increasingly diverse and multicultural society.
4. Follow the nursing process methodology that includes 1) assessment, 2) diagnosis, 3) creation of a plan of nursing action, 4) implementation, and 5) evaluation of efficacy to meet the health care needs of a client (defined as an individual, family or community) by assisting them to promote an optimum level of wellness, sustain life, recover from disease or injury, and cope with their effects in acute and long term care institutional and community settings.
5. Function as a successful professional nurse employee in the health care industry of Ventura and Santa Barbara Counties and other geographic locations.
6. Maintain continuing personal and professional self-growth, development and lifelong learning and the necessary educational

background to enable the pursuit of a higher degree in advanced nursing practice as a nurse practitioner, clinical nurse specialist, certified nurse anesthetist, or certified nurse midwife or as a nursing educator or administrator.

7. For generic students, meet the eligibility requirements to successfully pass the California nursing licensure exam (NCLEX).
8. For generic and RN to BSN students, meet the eligibility requirements for the California Public Health Nurse Certificate.

- 1e. ***Total number of units required for the major. List all courses, by catalog number, title and units of credit to be specifically required for a major under the proposed degree program. Identify those new courses that are (1) needed to initiate the program and (2) needed during the first two years after implementation. Include proposed catalog descriptions of all new courses.***

Professional programs such as nursing that lead to licensure are approved by state regulatory agencies and in California that agency is the California State Board of Nursing (BRN). The BRN regulates certain elements of curriculum design, unit distribution and specific required content to be included in both the theoretical and clinical components of the nursing courses and the natural, behavioral, and social science courses. The BRN approval of these curricular elements is required for all nursing programs in California that prepare students for nursing licensure. Additionally, nursing programs are accredited by national organizations and these agencies also mandate prescriptive standards that influence curriculum development. The nursing program at CSUCI will seek accreditation through the Commission on Collegiate Nursing Education (CCNE), the free standing accreditation agency of the American Association of Colleges of Nursing (AACN). The AACN is a national organization comprised of membership representing baccalaureate and higher degree nursing programs. This body also requires certain elements of the curriculum to be consistent with their standards.

Nursing programs are high unit majors because of the complexity of the discipline and the prescriptive content required for BRN approval and CCNE accreditation. The general education requirements and the prescriptive elements of the natural, behavioral, and social science courses frequently overlap and courses fulfill both requirements without adding additional units to the major. When possible, existing lower division and upper division courses that are approved for general education credit will be utilized in the curriculum plan. In other instances, some newly developed biological and physical sciences required by the nursing major will request approval to be used for general education credit. The proposed Bachelor of Science in Nursing degree program (BSN) is designed for two groups of students with different curriculum tracks. The first track is for students who have had no previous nursing education (i.e., the generic or basic students). The second track is for those students who have completed a basic Associate Degree in Nursing (ADN) program at a community college and seek completion of their baccalaureate degree. This track is termed the RN (registered nurse) to BSN program.

**Track I. Generic (basic) Bachelor of Science in Nursing Program:**

1. The total number of units required for the generic nursing student is **133** semester units including **54** units of general education, **13** units of required additional preparation for the major courses, and **66** nursing units.
2. The California State University Channel Islands general education pattern for generic (basic) nursing majors contains the following courses. The overlapping requirements for the BRN are indicated in the last column and these courses add 54 units to the major.

**Area A Communication in the English Language and Critical Thinking (9 units)**

	<b>Units Required by BRN</b>	
A1 - Any Oral Communication	(3)	X
A2 - Any English Writing	(3)	X
A3 - Any Critical Thinking	<u>(3)</u>	
<b>Total</b>	<b>9</b>	

**Area B Mathematics, Sciences and Technology (12 units)**

B1 - CHEM 110 Chemistry of Life (This course <u>satisfies</u> GE for physical science)	(4*)	X
B2 - BIOL 217 Medical Microbiology	(4*)	X
B3 - Any from approved list	(3)	
B4 - Any Computers and Information Technology course	<u>(3)</u>	
<b>Total</b>	<b>14</b>	

\* 3 units per course counted against GE requirement and additional units counted toward the major.

**Area C Art, Literature, Languages and Culture (12 units)**

		<b>Units Required by BRN</b>	<b>Units Required by CCNE</b>
C1 - Any Art from approved list	(3)		
C2 - Any Literature from approved list	(3)		
C3a - Meets the language requirement	(3)		
C3b - ANTH 102 Cultural Anthropology	<u>(3)</u>	X	
<b>Total</b>	<b>12</b>		

**Area D Social Perspectives (12 units)**

ANTH 443 Medical Anthropology: Cross Cultural Perspectives on Health and Healing Upper division GE required supporting GE course	(3)		X
BIOL 432 Principles of Epidemiology and Environmental Health Upper division GE required supporting GE course	(3)		X
Any upper division GE	(3)		
PSY 100 Introduction to Psychology	<u>(3)</u>	X	
<b>Total</b>	<b>12</b>		

**Area E Human Psychology and Physiological Perspectives (3)**

PSY 213 Developmental Psychology	<u>(3)</u>	X	
<b>Total</b>	<b>3</b>		

**Title V (6 units)**

POLS 150	(3)		
HIST 270 or 271 or 272 or 275	<u>(3)</u>		
<b>Total</b>	<b>6</b>		

**Total GE with 6 Units of Title V 54 Units**

9 of the 48 GE requirements must be Upper Division Interdisciplinary General Education (UDIGE)

3. Additional prerequisites or non-nursing requirements for the nursing major represent content required by BRN but are not counted with the general education units. This content represents an additional 4 units.

<b>Courses</b>	<b>Units</b>	<b>Added units to the Major</b>	<b>Units Required by BRN</b>
BIOL 210 Anatomy & Physiology I	(4)	4	X
BIOL 211 Anatomy & Physiology II	(4)	4	X
CHEM 110 Chemistry of Life (4 total units but 3 count as GE B <sub>1</sub> )	(4)	1	X
BIOL 217 Medical Microbiology	(4)	1	X
NRS 260 Nutrition for Therapeutics and Health	(3)	<u>3</u>	X
<b>Total</b>	<b>19</b>	<b>13</b>	

4. While much of the required BRN content will be integrated into the nursing courses, most nursing programs select courses from other disciplines to increase the student's depth and breadth of understanding and to provide multiple perspectives on factors related to health and well being. Some courses are approved for general education have been identified as preparatory courses for the major because of the particular relevance of the course to augment nursing theory or practice. The following courses are required for the major and meet either lower division or upper division general education requirements *and* do not add additional units to the major. These courses are:

		<b>Units Required by BRN</b>	<b>Units Required by CCNE</b>
PSY 213 Developmental Psychology Area E as part of the major	(3)	X	
ANTH 443 Medical Anthropology: Cross Cultural Perspectives on Health and Healing Upper division GE required supporting GE course	(3)		X
BIOL 432 Principles of Epidemiology and Environmental Health Upper division GE required supporting GE course	(3)		X
Any Category D	(3)		

5. There are **66** units of nursing courses in the major, **32** in lower division and **34** in upper division. This represents 38 units of didactic courses and 28 units of clinical laboratory courses. In most cases these courses are corequisite to one another, are content linked and exercise theory through practice. The clinical laboratory courses, with the exception of NRS 491 require three (3) hours of

clinical experience for every one (1) unit of credit. NSG 260 Nutrition for Therapeutics and Health (3) is not included in these units and is counted with the non-nursing courses. This course carries a nursing designation but the content is nutrition.

**Lower Division Nursing Courses: 32 Units**

<b>Course Number</b>	<b>Course Title</b>	<b>Units</b>
NRS 200	Introduction to Professional Nursing Practice	(2)
NRS 201	Professional Nursing Practice Laboratory	(2)
NRS 203	Therapeutic Nursing Communication Laboratory	(1)
NRS 204	Pharmacology of Nursing Practice	(2)
NRS 220	Nursing Care of Adults with Acute and Chronic Illness I	(2)
NRS 221	Nursing Care of Adults with Acute and Chronic Illness Laboratory I	(2)
NRS 222	Nursing Care of Adults with Acute and Chronic Illness II	(4)
NRS 223	Nursing Care of Adults with Acute and Chronic Illness Laboratory II	(4)
NRS 230	Nursing Care of Infants, Children and Families	(4)
NRS 231	Nursing Care of Infants, Children and Families Laboratory	(4)
NRS 240	Psychiatric and Mental Health Nursing	(3)
NRS 241	Psychiatric and Mental Health Nursing Laboratory	<u>(2)</u>
		<b>32</b>

The upper division courses are designed to build on the lower division content and provide foundation for the nursing care of high-acuity patients in diverse clinical settings. The student becomes more independent, function more autonomously, requires less rigorous supervision, and the practice site for health care delivery shifts progressively from the acute care arena to the community. The BSN educated nurse is prepared to practice in all health care settings. Nursing courses with 300 and 400 course numbers contain content that is considered baccalaureate level content and which is not regulated by or subject to approval by BRN.

**Upper Division Nursing: 34 Units**

<b>Course Number</b>	<b>Course Title</b>	<b>Units</b>
NRS 306	Pathophysiology	(3)
NRS 340	Health Promotion and Patient Education Strategies	(3)
NRS 350	Nursing Research	(3)
NRS 401	Advanced Clinical Assessment Laboratory	(2)
NRS 420	Nursing Care of the Complex Client Across the Continuum	(3)
NRS 421	Nursing Care of the Complex Client Across the Continuum Laboratory	(3)
NRS 452	Community Health Nursing	(3)
NRS 453	Community Health Nursing Laboratory	(3)
NRS 460	Nursing Leadership and Professional Issues	(4)



NRS 461	Nursing Leadership and Professional Issues Laboratory	(3)
NRS 488	Transition to Professional Nursing Practice	(2)
NRS 491	Transition to Nursing Practice Internship	<u>(2)</u>

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6. In California State University (CSU) nursing programs, a student completes prerequisite courses prior to admission to the major (pre-nursing course). Recently, work by the Intersegmental Major Preparation Articulated Curriculum Project (IMPAC) and the CSU nursing alignment group have identified eight prerequisites to be completed before beginning nursing course work. These prerequisites were adopted by all CSU nursing programs beginning in 2005/2006. Those eight prerequisites to the major are 1) Anatomy; 2) Physiology; 3) Microbiology; 4) Integrated Chemistry; 5) Written Communication; 6) Oral Communication; 7) Math; and 8) Critical Thinking. These courses are to be completed within the first year of admission to CSUCI (i.e., the pre-nursing year). The following demonstrates the pre-nursing sequence and the sequence of the lower division and upper division courses.

### Generic Nursing Major Course Sequence

YEAR	FALL	SPRING
<b>1</b>	Any A2 English (3) Any A3 Critical thinking (3) BIOL 210 (4) CHEM 110 (4) PSY 100 <u>(3)</u> 17	BIOL 211 (4) BIOL 217 (4) COMM 210 (3) ANTH 102 (3) Comp 101 <u>(3)</u> 17
<b>2</b>	NRS 200 (2) NRS 201 (2) NRS 203 (1) NRS 204 (2) NRS 240 (3) NRS 241 (2) PSY 213 (3) NRS 260 <u>(3)</u> 18	NRS 220 (2) NRS 221 (2) NRS 230 (4) NRS 231 (4) NRS 306 (3) Any C1 Art <u>(3)</u> 18
<b>3</b>	NRS 222 (4) NRS 223 (4) Any B3 (3) Any C3a (3) POL SCI 150 <u>(3)</u> 17	NRS 350 (3) NRS 340 (3) ANTH 443 (3) Any D (3) C2 LIT (3) NRS 491 <u>(2)</u> 17
<b>4</b>	NRS 420 (3) NRS 421 (3) NRS 401 (2) BIOL 432 (3) HIST <u>(3)</u> 14 Optional NRS 493 work study	NRS 452 (3) NRS 453 (3) NRS 460 (4) NRS 461 (3) NRS 488 <u>(2)</u> 15 Optional NRS 493 work study

**Track II: RN (Registered Nurse) to BSN (Bachelor of Science in Nursing) Program:**

1. This RN –BSN track is designed for the practicing nurse who has completed a nursing program in a community college and is seeking a Bachelor of Science (BSN) in nursing. In California, approximately 70% of all nurses have received their basic nursing education (Associate Degree in Nursing or ADN) in a community college. These students have passed the NCLEX examination sponsored by the BRN and have a nursing license to practice in California.
2. The total number of units required for the generic nursing student is **133** semester units including a maximum of **70** transfer units from a community college. These **70** transfer units will include a varying number of general education units but the RN –BSN transfer students will still be required to meet the **45** units of mandatory lower division GE courses either by transferable course work or certification of general education requirements by previous academic institutions. An additional **9** units of upper division general education courses will be required to total 54 units. Any deficits in general education requirements will be met at CSUCI. These students will also be held to the same non-nursing course requirements as the generic students. Most of these 45 units will likely be met by transferable course work from a previous academic institution and any deficits will be completed at CSUCI. These students will articulate **32** transfer credit units for lower division (pre-licensure) nursing completed at a community college. The content in the lower division nursing courses proposed for CSUCI are consistent with those offered in Associate Degree Nursing (ADN) programs and contain the same pre-licensure content required by the BRN. Because of the prescriptive nature of the BRN curriculum regulation, the CSUCI lower division courses and ADN courses will differ in the sequence of the offering rather than in curricular elements of the courses. It is this feature that allows for easy articulation of the community college nursing units for the returning RN to BSN student. There will be additional, **10 -16** units of required additional preparation for the major courses depending on whether nutrition and growth and development content is integrated in previous nursing course work. There are **35** units of upper division nursing required and students will complete a varying number of elective units to met the 133 unit requirement of the major.
3. Most transfer students will have completed two semesters of anatomy and physiology either as separate or combined courses, one semester of microbiology, one semester of psychology and either sociology or cultural anthropology and required Area A

courses. These courses will probably be embedded in the 54 units of general education and any deficits will be completed at CSUCI. The BRN requires content in nutrition and growth and development through the age span. This course content can be embedded in the nursing content or it can be offered in separate courses. If this content is lacking in the transferable course work, the student will complete PSY 213 Developmental Psychology and /or NRS 260 (3) Nutrition for Therapeutics and Health (3) at CSUCI.

While much of the required BRN content will be integrated into the nursing courses, most nursing programs select courses from other disciplines to increase the student's depth and breadth of understanding and to provide multiple perspectives on factors related to health and well being. The courses approved for upper division general education (Category D) have been identified as required courses for the major because of the particular relevance of the course to augment nursing theory or practice and required for the CCNE accreditation.

**Required Prerequisite/Preparatory Nursing Courses for the RN to BSN Student**

<b>Course Number/Course Title</b>	<b>Additional Units to the Major</b>	<b>Units Required by CCNE</b>
A1 - Any oral communication (3)		
A2 - Any English writing (3)		
A3 - Any critical thinking (3)		
B1 - CHEM 110 Chemistry of Life (4)	1	
B2 - BIOL 210 Anatomy and Physiology I (4)	4	
BIOL 211 Anatomy and Physiology II (4)	4	
BIOL 217 Medical Microbiology 217 (4)	1	
B3 - Any from approved list (3)		
B4 - COMP 101 Computer Literacy (3)		
C3a - Meets the language requirement (3)		
C3b - ANTH 102 Cultural Anthropology (3)		
D- ANTH 443 Medical Anthropology: Cross Cultural Perspectives on Health and Healing (3) * Upper division GE required supporting GE course		X
D- BIOL 432 Principles of Epidemiology and Environmental Health (3) * Upper division GE required supporting GE course		X
D- PSY 100 Introduction to Psychology (3)		
D- Any UDIDGE in Area D (3)		
E- PSY 213 Developmental Psychology (3)	3*	
Other NRS 260 Nutrition for Therapeutics and Health (3)	<u>3*</u>	
*(may be integrated and not needed)		
<b>Total</b>		<b>10 – 16</b>

4. The upper division courses for the RN – BSN student are designed to build on the lower division nursing content previously completed at a community college setting. The emphasis of these courses is the nursing care of high-acuity or vulnerable patients in

diverse clinical settings and the integration of research and advanced theoretical concepts of educative and supportive nursing interventions into practice. The practice site for health care delivery shifts progressively from the acute care arena to the community. The BSN educated nurse is prepared to practice in all health care settings. These courses contain baccalaureate level content which is not regulated by or subject to approval by BRN. This content is considered essential to professional nursing practice and is recommended as part of any baccalaureate program seeking accreditation through The Commission on Collegiate Nursing Education (CCNE), the free standing accreditation agency of the American Association of Colleges of Nursing (AACN).

**Upper Division Nursing: 35 Units**

<b>Course Number</b>	<b>Course Title</b>	<b>Units</b>
NRS 306	Pathophysiology	(3)*
NRS 310	Professional Role Transition for the Transfer Student	(3)
NRS 311	Professional Role Transition Seminar for the RN	(2)
NRS 340	Health Promotion and Patient Education Strategies	(3)
NRS 350	Nursing Research	(3)
NRS 401	Advanced Clinical Assessment Laboratory	(2)
NRS 420	Nursing Care of the Complex Client Across the Continuum	(3)
NRS 421	Nursing Care of the Complex Client Across the Continuum Laboratory	(3)
NRS 452	Community Health Nursing	(3)
NRS 453	Community Health Nursing Laboratory	(3)
NRS 460	Nursing Leadership and Professional Issues	(4)
NRS 461	Nursing Leadership and Professional Issues Laboratory	(3)
<b>Total</b>		<b>35</b>

\* Requirement waived if pathophysiology course completed in community college

- The following demonstrates the probable sequence of the returning RN - BSN student including a prerequisite year. The program is designed as a part-time program and the student will probably continue to practice as a nurse at least part-time. The student may elect to take coursework at a slower pace by completing upper division electives and any missing non-nursing requirements prior to beginning the required nursing courses. The companion nursing didactic and clinical laboratory courses must be taken simultaneously.

## Proposed Curriculum Sequence for the RN to BSN Student

YEAR	FALL	SPRING
<b>1</b>	BIOL 203* (3) Any D (3) NRS 260* (3) <u>9</u>	CHEM 110* (4) ANTH 443 (3) NRS 306 (3) <u>10</u>
<b>2</b>	NRS 340 (3) NRS 310 (3) NRS 311 (2) NRS 350 (3) <u>11</u>	NRS 420 (3) NRS 421 (3) NRS 401 (2) Elective * (3) <u>11</u>
<b>3</b>	NRS 452 (3) NRS 453 (3) BIOL 432 (3) <u>9</u>	NRS 460 (4) NRS 461 (3) Elective * (3) <u>10</u>

\* If needed

1f. *List of elective course, by catalog number, title and units of credit that can be used to satisfy requirements for the major. Identify those new courses that are (1) needed to initiate the program and (2) needed during the first two years after implementation. Include proposed catalog descriptions of all new courses.*

1. Some RN to BSN students will need more courses to complete the number of units required for the major. The number of units is dependent on the previous courses completed at a community college. These elective courses may be selected from any upper division courses from any discipline other than nursing that are open to non-majors and will be selected according to the student's interest.

### 2. **New Prerequisite Science Courses and Catalog Descriptions**

BIOL 210 Anatomy and Physiology I (4)

BIOL 211 Anatomy and Physiology II (4)

BIOL 217 Medical Microbiology 217 (4)

CHEM 110 Chemistry of Life (4) This course covers the basic principles of general, organic, and biochemistry as applied to the biochemistry, pathophysiology, pharmacology and nutrition of human body systems. This course is intended for students pursuing a degree in a variety of health-related areas such as nursing

### 3. **New Lower Division Nursing Courses and Catalog Descriptions**

#### **NRS 200 Introduction to Professional Nursing Practice (2)**

Provides the entry level nursing student with an overview of the art and science of nursing, including the philosophy, organizing theory, and desired outcomes of the nursing program. Introduces the core concepts, principles, basic assessment, and clinical skills common to all areas and levels of nursing practice. Familiarizes the student with the components and use of the nursing process and presents the delivery of nursing care based on the Neuman Systems Model. Describes the dimensions of the professional role as provider of care, teacher, advocate, coordinator of care, and member of the profession. Prerequisites: Admission to the clinical nursing program. Corequisites: NRS 201.

#### **NRS 201 Introduction to Nursing Practice Laboratory (2)**

Provides the opportunity for the student to practice assessment skills and apply basic therapeutic nursing interventions in the clinical setting within the context of the Neuman Systems Model. Includes clinical experiences in the ambulatory and/or acute or long-term health care settings, as well as simulated experiences in the on-campus Nursing Skills Laboratory. Prerequisites: Admission to the clinical nursing program. Corequisites: NRS 200.

#### **NRS 203 Therapeutic Nursing Communication Laboratory (1)**

Intensive clinical laboratory in which interpersonal and group therapeutic communication skills are developed. Designed to prepare students to use therapeutic communication skills while functioning in individual nurse-client relationships and in leadership or education roles occurring in group settings involving other professionals, clients, families, and communities. Prerequisites: Admission to the clinical nursing program. Corequisites: NRS 240 and NRS 241.

#### **NRS 204 Pharmacology of Nursing Practice (2)**

Basic principles of pharmacology with a focus on pharmacokinetics, pharmacodynamics and related therapeutic implications for major drug categories. Prerequisites: Admission to the clinical nursing program or instructor consent. Corequisites: NRS 200 and NRS201

#### **NRS 220 Nursing Care of Adults with Acute and Chronic Illness I (2)**

Presents principles of nursing care delivery for adult individuals experiencing medical-surgical health care problems and mild to moderate disorders of the integumentary, sensory, musculoskeletal, gastrointestinal, cardiovascular, and immune systems. Uses the Neuman Systems Model to guide nursing practice and achieve desired therapeutic outcomes. Prerequisites: NRS 201, NRS 203, and NRS 204. Corequisites: NRS 221.

#### **NRS 221 Nursing Care of Adults with Acute and Chronic Illness Lab I (2)**

Provides the opportunity to apply nursing theory and concepts in the delivery of health care to adult medical-surgical clients in an acute care clinical setting. Nursing care is provided through use of the nursing process and the Neuman Systems Model. Emphasizes the professional role of the nurse. Prerequisites: NURS 201, NURS 203, and NURS 204. Corequisites: NRS 220.

### **NRS 222 Nursing Care of Adults with Acute and Chronic Illness II (4)**

Continues the study of principles of nursing care delivery for individuals and families experiencing medical-surgical health care problems and moderate involving disorders of the endocrine, respiratory, hematological, renal and genitourinary, and neurological body systems and those with acute cardiac and oncological conditions. Uses the Neuman Systems Model and the nursing process as the foundation for standard therapeutic interventions. Prerequisites: NRS 220 and NRS 221. Corequisites: NRS 223.

### **NRS 223 Nursing Care of Adults with Acute and Chronic Illness Lab II (4)**

Provides the opportunity to apply nursing theory and concepts in the delivery of health care to adult medical-surgical patients in an acute care clinical setting. Nursing care is provided through use of the nursing process and the Neuman Systems Model. Emphasizes the increasing complexity of the professional role of the nurse. Prerequisites: NRS 220 and NRS 221. Corequisites: NRS 222.

### **NRS 230 Nursing Care of Infants, Children and Families (4)**

Presents nursing concepts and theory related to health care of the newborn infant, toddler, school-aged child, adolescent, and the family. Focuses on the care of families during childbearing and childrearing years and includes both normal, high-risk conditions, and acute illness. Emphasizes health promotion, growth and development, and application of the Neuman Systems Model and the nursing process to promote adaptation. Prerequisites: NURS 200, NRS 201, and PSY 213. Corequisites: NRS 220, NRS 221, and NRS 231.

### **NRS 231 Nursing Care of Infants, Children and Families Lab (4)**

Provides opportunities for application of the Neuman Systems Model and the nursing process in the direct care of the normal and high-risk childbearing and childrearing population. Places emphasis on teaching and health promotion for the newborn infant, toddler, school-aged child, adolescent, and the family in varied clinical settings. Prerequisites: NRS 200, NRS 201, and PSY 213. Corequisites: NRS 220, NRS 221, and NRS 230.

### **NRS 240 Psychiatric and Mental Health Nursing (3)**

Presents theories and concepts related to the care of individuals who require nursing intervention to achieve and maintain mental health. Focuses on use of self, therapeutic communication, and nursing process. Prerequisites: Admission to the clinical nursing program. Corequisites: NRS 200, NRS 201, NRS 203, and NRS 241.

### **NRS 241 Psychiatric and Mental Health Nursing Lab (2)**

Provides opportunities to incorporate therapeutic modalities with individuals experiencing anxiety, crisis, depression, and dysfunctional interpersonal relationships. Focuses on promotion of mental health from the system-based perspective in diverse clinical settings. Prerequisites: Admission to the clinical nursing program. Corequisites: NRS 200, NRS 201, NRS 203, and NRS 240.

### **NRS 260 Nutrition for Therapeutics and Health (3)**

Provides an overview of the physiological and nutritional basis of health and wellness as related to development, growth, maturation and healthy lifestyles. Focuses on the scientific role of nutrition in health promotion and disease prevention and the therapeutic role of nutrient control in disease states. Prerequisites: BIOL 211 and BIOL 217; Admission to the clinical nursing program or instructor consent.

## **New Upper Division Nursing Courses and Catalog Descriptions**

### **NRS 306 Pathophysiology (3)**

Examines related pathophysiological disruptions to normal system functioning and the impact of these alterations on the individual throughout the life span. Provides rationale for nursing interventions for common health problems involving the integumentary, sensory, musculoskeletal, gastrointestinal, cardiovascular, endocrine, respiratory, hematological, renal/genitourinary, and neurological body systems. Corequisites for generic students: BIOL 220 and BIOL 221, none for the RN- BSN students.

### **NRS 310 Professional Role Transition for the Transfer Student (3)**

Provides the returning RN and /or the transfer student with the conceptual base for the practice of nursing, built around a core of theories and related concepts which will facilitate transition of the student into the baccalaureate nursing curriculum. Familiarizes the student with the components and use of the nursing process and presents the delivery of nursing care based on the Neuman Systems Model. Focus is on the roles of the professional nurse as advocate, educator, provider and coordinator of care. Corequisite: NRS 311. Prerequisites: RN license, admission to the RN-to-BSN nursing major.

### **NRS 311 Professional Role Transition for the RN (2)**

Provides the returning RN an opportunity to apply and discuss the nursing process and the delivery of nursing care based on the Neuman Systems Model in their work settings. The seminar will focus on group discussion of the implementation of the roles of the professional nurse as advocate, educator, provider and coordinator of care and facilitate transition of the student into the baccalaureate nursing curriculum Corequisite: NRS 310.

### **NRS 340 Health Promotion and Patient Education Strategies (3)**

Application of the concepts regarding health education and health promotion. Examination of the theories, research, and practice integration and explores the effects of developmental, motivational, and sociocultural factors on patient teaching, health education, and health promotion. Prerequisites: NRS 222 and 231 (generic students only) or admission to RN-to-BSN nursing major.

### **NRS 350 Nursing Research (3)**

Introduction to the nursing research process and development of skills in reading, analyzing and critiquing research related to nursing. Promotes an understanding of the importance of research utilization in clinical practice. Prerequisites: BIO/PSY 203 or equivalent.



### **NRS 401 Advanced Clinical Assessment Laboratory (2)**

Advanced practice in clinical assessment including history taking, physical examination and documentation of findings, interpretation of diagnostic testing, psychosocial assessment techniques and health status assessment. Nursing care implications of monitoring and management of clients experiencing more complex medical-surgical health care problems with advanced technical interventions. Corequisites: NRS 420 & NRS 421

### **NRS 420 Nursing Care of the Complex Client Across the Continuum (3)**

Principles of nursing care delivery for patients and families experiencing more complex medical-surgical health care problems. Development of skills in managing the care of patients in the acute care setting and/or in the community in order to maintain maximum levels of function, manage symptoms, and increase quality of life. Focuses on nursing case management models, roles and strategies used for managing high-risk client populations and for providing comprehensive care coordination, brokerage, monitoring, discharge planning, client/family advocacy, and nursing interventions. Corequisite: NRS 421. Prerequisites: NRS 222, NRS 223, and NRS 306.

### **NRS 421 Nursing Care of the Complex Client across the Continuum Laboratory (3)**

Application of nursing theory, management skills, and concepts in the delivery of nursing care to acutely ill/chronically ill adults with increasingly complex medical-surgical problems. Provision of nursing care to members of a high-risk population in the acute care setting from admission through discharge and in the home setting. Implementation of nursing case management strategies and intervention will be used for managing high-risk client populations and for providing cost effective and comprehensive care coordination, brokerage, monitoring, Corequisite: NURS 420 & 401. Prerequisites: NRS 222, NRS 223, and NRS 306.

### **NRS 452 Community Health Nursing (3)**

Examines the professional nurse's role in working with clients, families and aggregates in the community setting. Explores contemporary public health problems and working collaboratively with the community as part of the interdisciplinary team. Assists the student in developing skills in community assessment, program planning and practice interventions to help identified populations within the community maintain their optimum level of health. Corequisites: NRS 453, NRS 488. Prerequisite: BIO 432 and ANTH 443.

### **NRS 453 Community Health Nursing Laboratory (3)**

Provides clinical experience within an official agency of the public health system. Students work as a member of an interdisciplinary team, and focus on care management of clients receiving services from community agencies, allied clinical experiences and community assessment and planning. Students will identify populations within the community and assist them to maintain their optimum level of health. Corequisites: NRS 452, NRS 448 Prerequisite: BIO 432 and ANTH 443.

### **NRS 460 Nursing Leadership and Professional Issues (4)**

Examines organizational theory and management practices applied to health care systems and contemporary issues affecting the delivery of health care and discipline and professional practice of nursing. Explores the role of the nurse manager as leader and change agent in the delivery of care to patient groups and communities within complex and diverse health care settings. Provides an overview of health care informatics systems, electronic health records, data bases and information literacy. Corequisite: NRS 461. Prerequisites: NRS 401, NRS420, & NRS 421.

### **NRS 461 Nursing Leadership and Professional Issues Laboratory (3)**

#### **Nursing Leadership and Management Laboratory (3)**

Clinical application of organizational theory and management practices in health care settings. Experience in working with health care informatics systems and data bases. Operationalizes the role of the nurse manager as leader and change agent in the delivery of care to patient groups and communities within complex and diverse health care settings. Corequisite: NRS 460. Prerequisites: NRS 401, NRS 420, & NRS 421.

### **NRS 488 Transition to Professional Nursing Practice (2)**

Reviews the essentials of assessment, nursing diagnosis, goal setting, implementation and evaluation in multiple health deviations and across the life span. Assessment of the student's basic nursing knowledge will be performed using a standardized nursing examination. Clinical decision making in a variety of patient care situations and case scenarios with emphasis on utilization of the steps of the nursing care process. Corequisite: NRS 452.

### **NRS 491 Transition to Nursing Practice Internship (2)**

Provides an opportunity for the generic nursing student to work in a clinical setting under the supervision of a clinical preceptor and to reinforce and enhance clinical skills. Graded Credit/No Credit. Prerequisites: NRS 220, NRS 221. .

### **NURS 493 Senior Nursing Internship (2)**

Provides an opportunity for the generic nursing students to work in a clinical setting and strengthen their professional nurse identity by working under the supervision of a clinical preceptor as a role model. Preceptored work experience offers supplementary goal-oriented offers supplementary goal-oriented career refinement that allows the student and the clinical agency to determine goodness of fit for future employment. Additional clinical practice in a real work setting. *May be repeated for a total of four (4) units. Graded Credit/No Credit.*  
*Prerequisite: NRS 491, and consent of Program Director.*

- 1g. ***If any formal options, concentrations or special emphases are planned under the proposed major, explain fully.***

There are no formal options, areas of concentration or special emphasis in the nursing major. There are two tracks (generic and RN - BSN) which lead to the same degree but represent separate entry points for students with differing educational preparation and have been previously discussed.

1h. ***Course prerequisites and other criteria for admission of students to the proposed degree major and for their continuation in it.***

The CSU Alignment Project considered the issue of standardization of admission criteria for nursing programs in the CSU. Most CSU generic baccalaureate nursing programs consider the first year of the program as a pre-nursing year, one in which prerequisites are met. Through all nursing programs in both the CSU and community college programs, there are many more students completing prerequisites than can be admitted to the nursing major. In most CSU's there are 200 - 400 pre-nursing majors and this has allowed these programs to apply to the Chancellor for impacted status. The assignment of impacted status permits these programs to develop supplemental criteria for selective student admission to the major. The most common of these criteria are the student's GPA in the biological sciences and chemistry, math, written and oral communication, and critical thinking taken in the pre-nursing year. Another admission criterion commonly adopted is the use of standardized pre-admission examination. Recently, the CSU nursing programs who have impacted status are considering adoption of the Test of Essential Academic Skills (TEAS) pending the results of a study in progress to determine the predictability of this instrument to determine nursing school success.

It is anticipated that CSUCI's generic nursing program will rapidly gain enrollment demand sufficient enough to qualify for impacted status. At that point development of supplemental criteria will occur.

Criteria for admission to the generic (basic) nursing major are as follows:

- 1) Completion of all nursing major prerequisite courses or their equivalents.  
BIOL 210 Anatomy and Physiology I (4)  
BIOL 211 Anatomy and Physiology II (4)  
BIOL 217 Medical Microbiology 217 (4)  
CHEM 110 Chemistry of Life (4)  
COMM 210 Interpersonal Communication (3)  
ENGL 105 Composition Rhetoric (3)  
Any General Education Category B3 (3)  
Completion of critical thinking requirement
- 2) An overall GPA of 2.0 or greater in the pre-requisite nursing courses with no grade lower than a C.
- 3) Pre-nursing majors must be accepted to the nursing major to be eligible for the lower division nursing courses.
- 4) Students in the nursing program are required to have malpractice insurance, demonstrate a sufficient immunization record consistent with that required of clinical placement in local health care agencies and pass a physical examination.

Criteria for admission for the RN – BSN student to the nursing major are as follows:

- 1) Have or be eligible to acquire a valid California RN license.
- 2) Be a graduate of a BRN approved pre-licensure degree program from an accredited educational institution.
- 3) Carry malpractice insurance, pass a physical health examination and demonstrate a sufficient immunization record consistent with that required of clinical placement in local health care agencies.
- 4) Completion of all nursing major prerequisites courses or their equivalents.  
BIOL 210 Anatomy and Physiology I (4)  
BIOL 211 Anatomy and Physiology II (4)  
BIOL 217 Medical Microbiology 217 (4)  
CHEM 110 Chemistry of Life (4)  
COMM 210 Interpersonal Communication (3)  
ENGL 105 Composition Rhetoric (3)  
Completion of GE Math requirement  
Any General Education Category B3 (3)  
Completion of critical thinking requirement  
Math 230 Logic and Mathematical Reasoning (3)
- 5) The minimum grade in every pre-nursing prerequisite course is a C.

Criteria for program continuance for both are as follows:

- 1) Nursing majors must attain grades of C or better in all required nursing and non-nursing courses. Required nursing courses for which the student earns less than a grade of C may be repeated once with instructor consent but only on a space available basis.
  - 2) Students in the nursing major must maintain good academic standing. Students on academic probation are not permitted to enroll in a nursing course until the probation has been removed.
- 1i. ***Explanation of special characteristics of the proposed degree major program, e.g., in terminology, units of credit required, types of course work, etc.***

To distinguish the didactic nursing courses from the clinical laboratory courses the following numbering system was employed. Didactic nursing courses will have an even number and use a C - 2 staffing formula and all clinical laboratory and/or activity courses will have an odd number and use a C - 17 staffing formula.

- 1j. ***For undergraduate programs, provisions for articulation of the proposed major with community college programs.***

Since all nursing programs offering pre licensure content must seek approval from the BRN. The BRN regulations for nursing content inclusion are very prescriptive and because of this, there is little variability in nursing content among community college programs and the generic programs of the CSU system. Common practice is to articulate credit for previously completed lower division nursing courses. There is slight variability in the number of units in most community college programs and in the arrangement of required content within courses. Further, some programs integrated the BRN required content related to growth and development across the age span, nutrition, and pathophysiology. If this is the case, these students will be exempt from NRS 306 Pathophysiology, PSY 213 Developmental Psychology and NRS 260 Nutrition for Therapeutics and Health. For these reasons, RN students will receive 32 units of articulated credit if they have completed an approved BRN community college nursing program.

- 1k. ***Provision for meeting accreditation requirements, where applicable, and anticipated date of accreditation request.***

The BRN requires a self-study report be submitted before students are admitted to the program. Each nursing school is assigned a nursing educational consultant who reviews the program materials, determines the degree to which program standards are being met and makes a site visit. It is anticipated that the self-study report will be written during the spring 2006 leading to an initial site visit during the Fall 2006. In order to seek CCNE accreditation, the first nursing class must have graduated but the accreditation is retroactive to include that group. It is anticipated that CCNE accreditation will be sought in the spring, 2010.

## **2. Need for the Proposed Degree Major Program**

- 2a. ***List of other California State University campuses currently offering or projecting the proposed degree major program; list of neighboring institutions, public or private, currently offering the proposed degree major program.***

Ventura and Santa Barbara Counties currently have no baccalaureate nursing programs at a public institution of higher education. The closest CSU nursing program is CSU Northridge and this institution only offers an RN – BSN completion program. There are no private institutions offering a generic nursing program in the region. In the surrounding region of Southern California, there are additionally six public CSU higher education institutions, only three of which offer generic BSN programs. There are five private institutions that offer a baccalaureate in Nursing but all of these institutions are not within normal commuting distance.

There are four community colleges in Ventura and Santa Barbara Counties with three nursing programs granting ADN and/or LVN degrees, and an additional twenty-seven community colleges in the Southern California region. Those three

institutions that would be a likely source of transfer students for the RN - BSN program are Moorpark, Ventura, and Santa Barbara community colleges.

**2b. *Differences between the proposed program and programs listed in 2a. above.***

The proposed program at Cal State University Channel Islands will be both a generic and a RN - BSN program with either pathway leading to a Bachelor of Science in Nursing degree. This proposed program will not differ from other programs in a fundamental way in the lower division courses because of the prescriptive nature of nursing curriculum. The differences will be in the emphasis in the upper division courses. This CSUCI curriculum has a strong emphasis on delivering professional nursing care in a variety of community and research-based practice and leadership settings.

The key differences in this BRN stipulated content are found in the fourth year of the program. Nine units of upper division general education courses plus nursing practicum experiential learning courses integrate societal health needs and problems with demographics and disparities in health care as well as ethical concerns and global perspectives on health care. Students are encouraged to take Spanish to satisfy their Area C general education requirements to better meet the needs of their diverse Spanish-speaking communities.

**2f. *Professional uses of the proposed degree major program.***

The members of the local nursing leadership representing Ventura and Santa Barbara Counties health care agencies have long expressed a need for a local baccalaureate nursing program. Recently, the members of the Advisory Committee reinforced the need for both a generic and RN-BSN nursing program at CSUCI. As previously discussed, 70% of California RNs are prepared at the associate degree level. There is increasingly a need for baccalaureate prepared nurses. Professional nursing organizations in California such as the California Association of Colleges of Nursing CACN and the Association of California Nurse Executives (ACNL) support the need for preparing the professional nurse at the baccalaureate level. Among the rationales for this position are the following:

- 1) Changing nursing roles in the evolving health care delivery system demand greater flexibility in delivery of care with an emphasis on self-direction and leadership skills. These demands placed on nursing require a greater proportion of nurses prepared beyond the associate degree or diploma level.
- 2) Nurses are increasingly called upon to manage care for high-acuity patients in diverse clinical settings. As the practice site for health care delivery shifts progressively from the acute care arena to the community, nurses are functioning more autonomously in less structured clinical settings and are required to make clinical decisions formulated from a broadening knowledge base.

- 3) Nursing professionals are being required to assume more responsibility for managing and coordinating personnel, services, resources, and data in addition to providing patient care.

Nurses prepared at the baccalaureate level are needed to fill the middle management position in the acute care institutions in the Ventura and Santa Barbara Counties and to fill the community positions that require an advanced degree.

- 2g. *The expected number of majors in the year of initiation and three years and five years thereafter. The expected number of graduates in the year of initiation and three years and five years thereafter.*

The following graphic depicts the projected enrollment and graduation estimates for the next five years.

**Projected Enrollment and Graduation for the Generic and RN-BSN Nursing Programs**

<b>Program Enrollment</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Generic</b>					
Admitted Fall 07	33	30	30		
Admitted Fall 08		33	30	30	
Admitted Fall 09			44	40	40
Admitted Fall 10				44	40
Admitted Fall 11					44
<b>Total Number Generic Students</b>	<b>33</b>	<b>66</b>	<b>104</b>	<b>114</b>	<b>124</b>
<b>RN-BSN</b>					
Admitted Fall 08		24	24		
Admitted Fall 09			24	24	
Admitted Fall 10				36	36
Admitted Fall 11					36
<b>Total Number RN-BSN Students</b>		<b>24</b>	<b>48</b>	<b>60</b>	<b>72</b>
<b>Total Number Undergraduate Students</b>	<b>33</b>	<b>90</b>	<b>152</b>	<b>174</b>	<b>196</b>
<b>Expected Graduates</b>			<b>54</b>	<b>54</b>	<b>76</b>

3. ***Faculty members with ranks, appointment status, highest degree earned, date and field of highest degree, and professional experience (including publication) if the proposal is for a graduate degree) who would teach in the program.***

To meet professional accreditation standards, it is recommended that at least 51% of the faculty should be full-time with the remaining being part-time or adjunct faculty. Doctoral preparation will be required for tenure track faculty. Many nurses who earned doctoral degrees ten or more years ago studied in related fields such as psychology, sociology, anthropology, education, physiology and others. Recently, there have been increasing numbers of doctoral programs in the discipline of nursing. A doctorate either in nursing or a related field will qualify an applicant for a tenure track position in nursing. In order to be a full member of the CSUCI academic community and to be eligible for tenure track positions, these faculty will be held to the same educational standards as those in other disciplines. The Director should be a full professor or associate professor and at least two others hired over the next three years should be hired as associate professors.

The optimal size of full-time nursing faculty needed for a new baccalaureate program is estimated based on the diversity of the clinical expertise of the faculty employed and the projected rate of growth of the program. Based on the projected growth rate of the program and the necessity for diversity of areas of clinical expertise, the following table projects the faculty needs through 2010.

**Projected Faculty Needs for the Nursing Program**

<b>Nursing Program Faculty/Personnel</b>	<b>2006-2007</b>	<b>2007-2008</b>	<b>2008 – 2009</b>	<b>2009 - 2010</b>	<b>2010-2011</b>
Nursing Director	1	1	1	1	1
Nursing Faculty:					
Medical/Surgical	1	1	1	2	2
Mental Health	1	1	1	1	1
OB/GYN		1	1	1	1
Pediatric		1	1	1	1
Community Health			1	1	2
<b>Total Faculty</b>	<b>3</b>	<b>5</b>	<b>6</b>	<b>7</b>	<b>8</b>
<b>Staff Positions</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>



#### 4. Additional Support Resources Required

**4b. *Any special characteristics of the additional faculty or staff support positions needed to implement the proposed program***

In order to meet BRN criteria for faculty approval, the faculty must be determined to be clinically competent in the areas related to their teaching assignments. This clinical competence is determined by at least one year continuous full-time clinical experience in direct patient care practice as a registered nurse and the appropriate educational preparation and course work in practice teaching. The clinical areas in which faculty can be classified are medical/surgical, obstetrics, pediatrics, psychiatric/mental health and/or geriatric nursing. There will need to be one full-time faculty qualified in each of these areas and these clinical areas correspond to the student clinical experiences required by the BRN in pre-licensure course content. Professional accreditation standards classify faculty in clinical specialties based on their clinical experience.

The first faculty member hired will be in the Fall of the 2006-2007 academic year. This faculty member will be the Director of the Nursing program and will be responsible for initial program development. Two additional full-time positions will be hired during the spring semester of 2007 to prepare the curriculum and to teach in the first year of the program. In the first semester of the sophomore year, the nursing courses will focus on acquisition of fundamental clinical skills, providing basic patient care in acute care and clinic settings, developing basic patient communication skills, nursing assessment, and patient care planning. The second semester of this year will include obstetrics and pediatric nursing and require two additional faculty with these areas of clinical expertise in the Fall of 2007. In the junior year, nursing courses will include advanced medical surgical nursing and lead to community health nursing. It is anticipated one additional position will be added this year. This faculty will need to have expertise in community health nursing.

In this newly developing program, all of these areas of clinical expertise might not be met by a small full-time faculty, so highly qualified part-time faculty may be utilized. There are some faculty who may be qualified in more than one clinical area such as obstetrics and pediatrics or psychiatric/mental health and medical/surgical nursing, but most faculty have a single area of expertise.

**4c. *The amount of additional lecture and/or lab laboratory space require to initiate and sustain the program over the next five years. Indicate any additional special facilities that will be required. If the space is under construction, what is the projected occupancy date? If the space is planned, indicate campus-wide priority of the facility, capital outlay program priority, and projected date of occupancy.***

Clinical experience takes place in hospitals and health care facilities. A skills lab proposal will be submitted to a variety of funders. (See Appendix B).

**4d. Additional library resources needed. Indicate the commitment of the campus to purchase or borrow through interlibrary loan these additional resources.**

Library acquisitions included a congressionally-directed grant, Fund for the Improvement of Postsecondary Education (FIPSE) and six hospital donations that fund equal \$49,159.50. Library subscription costs will equal approximately \$20,000 per year

**4e. Additional equipment or specialized materials that will be 1) needed to implement the program and 2) needed during the first two years after initiation. Indicate source of funds and priority to secure these resource needs.**

Additional audiovisual media, video playback and projection devices will also be needed. Ideally, classroom areas will be equipped with faculty computers, projection systems, and have internet access.

**5. Abstract of the Proposal and Proposed Catalog Description**

**NURSING**

**PROGRAMS OFFERED**

- Bachelor of Science in Nursing

Nursing is the art and science of care for individuals, families and communities in a variety of settings. The discipline of nursing integrates the life, social and behavioral sciences with general education, nursing theory and clinical courses to produce a graduate capable of functioning autonomously as a member of a multidisciplinary team, managing and coordinating personnel, services, resources and data in addition to providing patient care.

The CSUCI graduate nurse seeks solutions to societal health needs and problems, understanding demographics and disparities in healthcare, ethical concerns and global perspectives in the practice of professional nursing at the generalist level.

**CAREERS:** The Bachelor of Science in Nursing features a clinical summer internship in a health care agency followed by two senior work study options. These experiences, in addition to the curriculum, prepare graduates for acute care, specialty units, public health, home health, extended care, assisted living, ambulatory, emergency, managed care, case

management, occupational health and nursing management, staff development, and nursing education.

**PROGRAM LEARNING OUTCOMES AND CONTACT INFORMATION**

<http://nursing.csuci.edu>  
[nursing@csuci.edu](mailto:nursing@csuci.edu)

**FACULTY**

Barbara Thorpe, MSN, EdD, Professor and Interim

Director, Nursing Program

Academic Advisor

Phone: (805-) 437-8495

Email: [Barbara.thorpe@csuci.edu](mailto:Barbara.thorpe@csuci.edu)

**REQUIREMENTS FOR ADMISSION TO THE NURSING PROGRAM:**

**CRITERIA FOR ADMISSION TO THE GENERIC (BASIC) TRACK I NURSING MAJOR FOLLOWS:**

The generic Track I of the nursing program uses the cohort model of class scheduling and requires full time enrollment. Students move as a group through the designated nursing courses in sequence. Courses are designed so that 200 level courses are prerequisite to 300 level nursing courses and so on. The time to complete the baccalaureate degree in nursing is designed for four years of full time study.

**Application:** Apply to both the University and the Nursing Program at the end of the freshman year.

**Prerequisite Courses:** Completion of all nursing major prerequisite courses or their equivalents:

BIOL 210 Anatomy and Physiology I (4)  
BIOL 211 Anatomy and Physiology II (4)  
BIOL 217 Medical Microbiology 217 (4)  
CHEM 110 Chemistry of Life (4)  
COMM 210 Interpersonal  
Communication (3)  
ENGL 105 Composition Rhetoric (3)  
Any General Education Category B3  
Completion of critical thinking requirement

**3. Grade Point Average:** An overall GPA of 2.0 or greater in the pre-requisite nursing courses with no grade lower than a C.

**4. Eligibility:** Pre-nursing majors must be accepted to the nursing major to be eligible for the lower division nursing courses.

**5. Insurance/Health Clearance:** Students in the nursing program are required to have malpractice insurance, demonstrate a sufficient immunization record consistent with that required of clinical placement in local health care agencies and pass a physical examination.

In addition, if program impaction status is granted, supplemental criteria will be added.

**GENERIC (BASIC) TRACK I  
LOWER DIVISION REQUIREMENTS  
FOR THE BACHELOR OF SCIENCE  
DEGREE IN NURSING (32 UNITS)**

NRS 200 Introduction to Professional  
Nursing Practice (2)  
NRS 201 Professional Nursing Practice  
Laboratory (2)  
NRS 203 Therapeutic Nursing  
Communication Laboratory (1)  
NRS 204 Pharmacology of Nursing  
Practice (2)

NRS 220 Nursing Care of Adults with  
Acute and Chronic Illness I (2)  
NRS 221 Nursing Care of Adults with  
Acute and Chronic Illness  
Laboratory I (2)  
NRS 222 Nursing Care of Adults with  
Acute and Chronic Illness II (4)  
NRS 223 Nursing Care of Adults with  
Acute and Chronic Illness  
Laboratory II (4)  
NRS 230 Nursing Care of Infants,  
Children and Families (4)  
NRS 231 Nursing Care of Infants,  
Children and Families  
Laboratory (4)  
NRS 240 Psychiatric and Mental Health  
Nursing (3)  
NRS 241 Psychiatric and Mental Health  
Nursing Laboratory (2)

**FOR A BACHELOR OF SCIENCE IN  
NURSING:**

**UPPER DIVISION REQUIREMENTS  
FOR THE BACHELOR OF SCIENCE  
DEGREE IN NURSING (34 UNITS)**

NRS 300 Pathophysiology (3)  
NRS 340 Health Promotion and Patient  
Education Strategies (3)  
NRS 350 Nursing Research (3)  
NRS 401 Advanced Clinical Assessment  
Laboratory (2)  
NRS 420 Nursing Care of the Complex  
Client Across the Continuum(3)  
NRS 421 Nursing Care of the Complex  
Client Across the Continuum  
Laboratory (3)  
NRS 452 Community Health Nursing (3)  
NRS 453 Community Health Nursing  
Laboratory (3)  
NRS 460 Nursing Leadership and  
Professional Issues (4)  
NRS 461 Nursing Leadership and  
Professional Issues Laboratory (3)  
NRS 490 Transition to Professional  
Nursing Practice (2)  
NRS 491 Transition to Nursing Practice  
Internship (2)

## REQUIRED SUPPORTING AND OTHER GE COURSES (67 UNITS)

1. Biology (15 units)  
BIOL 210 Anatomy and Physiology I (4)  
BIOL 211 Anatomy and Physiology II (4)  
BIOL 217 Microbiology 217 GE B2(4)  
BIOL 432 Principles of Epidemiology and Environmental Health (3)
2. Chemistry (4 units)  
CHEM 110 Chemistry for Life GE B1 (4)
3. Nutrition (3)  
NRS 260 Nutrition for Therapeutics and Health (3)
4. Mathematics/Statistics (3)  
Any General Education Category B3
5. Anthropology (6)  
ANTH 102 Cultural Anthropology GE C3b(3)  
ANTH 443 Medical Anthropology: Cross Cultural Perspectives on Health and Healing (3)
6. Psychology (6)  
PSY 100 Introduction to Psychology (3)  
PSY 213 Developmental Psychology (3)
7. Other GE courses in Categories Category A (9 units)
8. American Institutions (6)

## REQUIREMENTS FOR ADMISSION TO THE NURSING PROGRAM:

### CRITERIA FOR ADMISSION TO THE RN-BSN TRACK II NURSING MAJOR FOLLOWS:

1. **Application:** Apply to both the University and the Nursing Program.
2. **Prerequisite Courses:** Completion of all nursing major prerequisite courses or their equivalents:

BIOL 210 Anatomy and Physiology I (4)  
BIOL 211 Anatomy and Physiology II (4)  
BIOL 217 Medical Microbiology 217 (4)  
CHEM 110 Chemistry of Life (4)  
COMM 210 Interpersonal Communication(3)  
ENGL 105 Composition Rhetoric (3)  
Any General Education Category B3  
Completion of critical thinking requirement

**3. License:** Have or be eligible to acquire a valid California RN license.

**4. Degree:** Be a graduate of a BRN approved pre-licensure degree program from an accredited educational institution.

**5. Insurance/Health Clearance:** Students in the nursing program are required to have malpractice insurance, demonstrate a sufficient immunization record consistent with that required of clinical placement in local health care agencies and pass a physical examination.

**6. Grade Point Average:** The minimum grade in every pre-nursing prerequisite course is a C.

## REQUIREMENTS FOR THE BACHELOR OF SCIENCE IN NURSING (133 UNITS)

### FOR RN TO BSN TRACK II:

### UPPER DIVISION NURSING (35 UNITS)

NRS 300 Pathophysiology (3)  
NRS 310 Professional Role Transition for the Transfer Student (3)  
NRS 311 Professional Role Transition for the RN (2)  
NRS 340 Health Promotion and Patient Education Strategies (3)  
NRS 350 Nursing Research (3)  
NRS 401 Advanced Clinical Assessment Laboratory (2)  
NRS 420 Nursing Care of the Complex Client Across the Continuum (3)

NRS 421 Nursing Care of the Complex Client Across the Continuum Laboratory (3)  
NRS 452 Community Health Nursing (3)  
NRS 453 Community Health Nursing Laboratory (3)

NRS 460 Nursing Leadership and Professional Issues (4)  
NRS 461 Nursing Leadership and Professional Issues Laboratory (3)

BIOL 432 Principles of Epidemiology and Environmental Health (3)

**REQUIRED  
PREREQUISITE/PREPARATORY  
NURSING COURSES FOR THE RN TO  
BSN STUDENT**

**Student will be required to complete the following courses or their equivalents**

1. Biology (12 units)  
BIOL 210 Anatomy and Physiology I (4)  
BIOL 211 Anatomy and Physiology II (4)  
BIOL 217 Medical Microbiology 217 (4)
2. Chemistry (4 Units)  
CHEM 110 Chemistry of Life (4)
3. Nutrition (3)\*  
NRS 260 Nutrition for Therapeutics and Health (3)  
\*Not required if content integrated was in nursing classes
4. Mathematics/Statistics (3)  
Any General Education Category B3
5. Anthropology/Sociology (3)  
ANTH 102 Cultural Anthropology (3)  
or  
SOC 100 Introduction to Sociology (3)
6. Psychology (6)  
PSY 100 Introduction to Psychology (3)  
PSY 213 Developmental Psychology (3)\*

\*Not required if content was integrated in nursing classes

**REQUIRED SUPPORTING COURSES  
(6 Units)**

ANTH 443 Medical Anthropology: Cross Cultural Perspectives on Health and Healing (3)

**CRITERIA FOR PROGRAM  
CONTINUANCE FOR BOTH TRACKS  
ARE AS FOLLOWS:**

1. Nursing majors must attain grades of C or better in all required nursing and non-nursing courses. Required nursing courses for which the student earns less than a grade of C may be repeated once with instructor consent but only on a space available basis.
2. Students in the nursing major must maintain good academic standing. Students on academic probation are not permitted to enroll in a nursing course until the probation has been removed.