Office of the Provost
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MEMORANDUM

TO: Faculty Senate

FROM: Susan Ross

DATE: 12/16/2020

SUBJECT: Curriculum Proposal #20-21-02

A new course, NURS 1025 Introduction to Nursing, is proposed as a 3-credit hour introductory course for pre-nursing students. This course is designed to help students make the transition into college learning, prepare for the nursing program, and explore the field of nursing. This course is designed for pre-nursing majors and is not a requirement of the nursing program.

If approved, this course can be used to fulfill Category 1: First Year Seminar in the core curriculum for any Bachelor's degree.

cc: Rick Stephens
        Lori Schoonmaker
        Stephanie Gabor
        Laura Ransom
        Dr. Alexis Hicks
        Dr. Laura Clayton

CURRICULUM PROPOSAL (Submit one electronic copy to the Executive Director of Academic Programs by the second Tuesday of the month.)

Proposal Number:	20-21-02
School/Department/Program:	School of Nursing
Preparer/Contact Person:	Dr. Alexis Hicks or Dr. Laura Clayton
Title of Degree Program:	Bachelor of Science in Nursing (BSN) or Associate of Science in Nursing (ASN)
Telephone Extension:	304-367-4968
Date Originally Submitted:	**10/13/2020**
Revision (Indicate date and label it Revision #1, #2, etc.):	10/28/20 Revision #1
Implementation Date Requested:	Fall Semester, 2021

I. **PROPOSAL ABSTRACT**. Write a brief abstract, not exceeding 100 words, which describes the proposed changes.

A new course, NURS 1025 Introduction to Nursing, is proposed as a 3-credit hour introductory course for pre-nursing students. This course is designed to help students make the transition into college learning, prepare for the nursing program, and explore the field of nursing. This course is designed for pre-nursing majors and is not a requirement of the nursing program.
If approved, this course can be used to fulfill Category 1: First Year Seminar in the core curriculum for any Bachelor's degree.

DESCRIPTION OF THE PROPOSAL. Provide a response for each letter, A-G, and for each Roman Numeral II–V. If any section does not apply to your proposal, reply N/A.

   A. Deletion of course(s) or credit(s) from program(s)   Total hours deleted:
   _____N/A_____

   B. Addition of course(s) or credit(s) from program(s)   Total hours added: __N/A. We are not adding any additional credits or courses to the program. This course is not a requirement to complete the ASN or BSN degree. It is an elective course.

   C. Provision for interchangeable use of course(s) with program(s): N/A

   D. **Course Description Revision**: Include, as an appendix, a revised course description, written in complete sentences, suitable for use in the university catalog. Appendix B is included as the course description.

E. **Course Changes:** Identify changes to existing courses such as changes to title, course number, learning outcomes, and elective or required status. N/A

F. **Create a New Course**(s) information (if applicable): For each new course complete the following:

1. **Course Catalog Information:**

a. Course prefix (subject area) and number:	NURS 1025
b. Course title:	Introduction to Nursing
c. Course term(s) (e.g., Fall, Summer only):	Fall and Spring
d. Credit hours/Variable credit:	3
e. Repeatability (number of repeat credit hours):	0
f. **Prerequisite/Corequisites/Restrictions/Cross-listings:** If none, simply indicate with N/A (Not Applicable):	Restricted to Pre-nursing students.
g. *Co-requisite* (include subject prefix and course number):	N/A
h. *Cross-listings* (e.g., PSYC 2230 and SOCY 2230):	N/A
i. **Grade Type:** Indicate whether students will be assigned a standard A-F final grade or Credit/No Credit (CR/NCF) grade:	A-F
j. **Required Course or Elective Course:**	Elective Course.
k. **Course Fees** (Indicate amount):	$25

2. **New Course Supplemental/Supporting Documentation**:

   a. **Course Catalog Description**: Include, as an appendix, a course catalog description written in complete sentences that will be published in the university catalog. The word length for a catalog description should be less than 80 words. Do not include any prerequisites, corequisites or any other restrictions in the description.
   Included as appendix B

   b. **Course Learning Outcomes (CLO's):** These should be stated in terms of what new knowledge and/or skills students should be able to demonstrate upon successful completion of the course. Present course learning outcomes as a bulleted list predicated with "Upon successful completion of this course, students should be able to..." Included as Appendix C.

   c. **Course Outline:** Attach a course outline consisting of at least two levels. Included as Appendix D.

   d. **Assessments:** Describe generally how student's achievement of the course learning outcomes will be assessed.
   Assignments will be given based on a rubric. Participation and class attendance will be awarded points.

3. **Shared Course**: If this is a shared course, attach a memo from the Deans of the affected Schools explaining the rationale for course being shared.
   N/A

G. Attach an itemized summary of the present program(s) affected, if any, and of the proposed change(s).   N/A

> Describe how this proposal affects the hours needed to complete this program. Specifically, what is the net gain or loss in hours? Use the format for Current and Proposed Programs in Appendix A.

II. RATIONALE FOR THE PROPOSAL

This course will help new students to transition into college learning, prepare for the nursing program, and explore the field of nursing.

A. **Quantitative Assessment**: Pre-nursing students were found to need earlier contact with nursing to decrease academic problems (Valencia-Go, 2005). Two of the main focus areas for a first-year course was career exploration and faculty interaction (National Resource Center First-Year Experience and Students in Transition, 2017). According to the National Resource Center First-Year Experience and Students in Transition, (2017), all institutions had offered a type of first-year experience.

The School of Nursing was motivated to focus on an Introduction to Nursing course because there are typically over 300 pre-nursing students at the university each year. The course will allow us to have earlier contact with the students and allow students to explore the path to nursing education, and to provide an introduction to the University. This course is being offered as NURS 1199 this semester and has received positive feedback to date from students. Students state that it makes them feel connected to nursing and that they are excited to be in a nursing course their first semester at Fairmont State. The course is designed to improve retention strategies.

B. **Qualitative Assessment**: Based on the above data, a pre-nursing course would allow students the early interaction to nursing that is needed and can encourage them to understand the requirements to enter into the nursing program so they can get in sooner. If the student has a better understanding of what is required to get into the nursing program then they will be more prepared to meet the requirements and have a better understanding of what to expect once they are in the nursing program.

III. APPROVAL

Should this proposal affect any course or program in another school, a memo must be sent to the Dean of each school impacted and a copy of the memo(s) must be included with this proposal. In addition, the Deans of the affected schools must sign below to indicate their notification of this proposal.

By signing here, you are indicating your college's/school's notification of this proposal.

College/School	Dean	Signature
School of Nursing	Dr. Laura Clayton, PhD, RN, CNE	*Laura Clayton*

IV. Should this proposal affect any course to be added or deleted from the general studies requirements, a memo from the chair of the General Studies Committee indicating approval of the change must be included with this proposal.
We are in the process of applying for approval for this course to be considered a SOAR course and a general studies course.

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V.   ADDITIONAL COMMENTS.

NURS 1100: Introduction to Nursing

Current Program and Course Outline

Degree Requirements – N/A. This course will not be required for course degree completion. A copy of the course outline is below.

Topic(s)	Graded Assignments
Class 1 • *Icebreaker activity* • *Review course syllabus and class expectations* • *Discuss campus resources and scavenger hunt* • *Blackboard basics* **Class 2** *Academic Success* • *Preparing for classes* • *Note taking, study skills, study groups* • *Learning style survey*	**Participation Activity in Class:** 20 points given for completing the scavenger hunt **Assignment:** Complete the learning styles assessment and complete the reflection journal for 30 points.
Class 3 • *TEAS study tips* • *Time management* • *ASN program requirements* **Class 4** • *Wellness* o *Diet, exercise, self-care, immunizations*	**Assignment:** Prepare a study schedule to include the TEAS and other classes and responsibilities for 30 points:
Class 5 • *Wellness* o *Alcohol, vaping, tobacco use, drugs, sexual health* **Class 6** • *Metacognition strategies*	There are no graded assignments for these classes.
Class 7 *Test taking and test taking for the TEAS*	There are no graded assignments for this class.

Class 8 • _Focus on TEAS Reading_	**Assignment:** Complete test questions on the reading section of the TEAS and complete the reflection journal for 30 points.
Class 9 • _Focus on TEAS English_ **_Class 10_** • _Focus on TEAS Math_	**Assignment:** Complete test questions on the English section of the TEAS and complete the reflection journal for 30 points. **Assignment:** Complete test questions on the Math section of the TEAS and complete the reflection journal for 30 points.
Class 11 • _Focus on TEAS Science_ **_Class 12_** • _Vital Signs_	**Assignment:** Complete test questions on the Science section of the TEAS and complete the reflection journal for 30 points.
Class 13 • _First aid and Stop the Bleed training_ **_Class 14_** • _Skills/sim lab scenario(put skills from vital signs, first aid, and stop the bleed into action)_	**Participation in class activity:** 20 Points given for participation in skills/sim lab activity in class to focus on first aid, stop the bleed, and vital signs.
Class 15 • _Advising, information literacy, academic support._ • _Pre-nursing advisor to come to class._ **_Class 16_** • _Budget- scholarships and making ends meet._	**Assignment:** Develop a progression plan and schedule for classes for 30 points. **Participation in class activity:** Prepare a budget for 20 points.

Class 17
• _Math calculations for nurses._
Class 18
• Quiz on math calculations.
• Communication
    o Styles
    o Assertiveness
    o Therapeutic communication
    o Social media
    o Netiquette
	Quiz on math calculations for nurses at the beginning of class. Worth 20 points.

Class 19
   • *What does it mean to be a nurse*
   • *Different nursing roles*
Class 20
   • Educational levels
   • RN licensure requirements
	Assignment:
	Interview a nurse and turn in interview for 30 points.

Class 21
   • *Guest speakers on different nursing areas*
 	
Class 22
   • *WV Nurse Practice Act*
   • *HIPPA*
   • *Professionalism*
   • *Academic Integrity*
	There are no graded assignments for this week.

Class 23
   • *History of a nurse, then and now.*
 	
Class 24
   • *Patient education*
  • *Caring*
	Participation in class activity:
	20 Points given for completing the in-class activity on developing a patient teaching plan.

Class 23
   • *Student presentations on nursing historical figure*
 	
Class 24
   • *Student presentations on nursing historical figure*
	Group Presentation:
	Groups will present on a historical nursing figure. Worth 60 points.

Class 25
   • ***CPR Training***
 	
Class 26
   • ***CPR Training***
	No graded assignments for this week.

Finals week	Finals: Reflect back and write an essay on 'Why I want to be a Nurse." Worth 60 points.

Appendix B
Course Description
NURS 1100 Introduction to Nursing (3 cr)

This course is designed to help students make the transition into college learning, prepare for the nursing program, and explore the field of nursing. This course is highly recommended for pre-nursing students.

COURSE OUTCOMES: *Upon completion of the course, the learner will be able to*:

Identify resources Fairmont State University provides to assist students to be successful in college.	70% of students will be able to identify all the resources on campus.
Identify admission requirements for the nursing program.	70% of students will be able to identify the admission requirements for the nursing program.
Apply appropriate strategies and tools to promote academic success.	70% of students will earn an 80% or better on the assignment.
Utilize a study plan for success on the nursing program entrance exam (TEAS).	70% of students will earn an 80% or better on the assignments.
Describe the roles and responsibilities of a registered professional nurse.	70% or better will earn an 80% or better on the assignment.