

Faculty Senate Meeting Agenda
Thursday, October 20, 2022, 4:00 PM – MSC BE5

1. Approval of Proposed Agenda
2. Approval of September 29, 2022, minutes (pending presidential approval)
3. Announcements – Shawn Schulenberg
4. Recommendations/Resolutions
 - a. **SR 22-23-05 EC** Resolves to amend Section 4D, Article VI of the Faculty Constitution
 - b. **SR 22-23-06 EC** Resolves to amend Section 11B, Article VI of the Faculty Constitution
 - c. **SR 22-23-07 CC** Recommends approval of the listed **UNDERGRADUATE COURSES ADDITIONS** in the following college and/or schools/programs: LE 480, NUR 300, 314,315, 404, 411, & EDF 100.
 - d. **SR 22-23-08 CC** Recommends approval of the listed **UNDERGRADUATE MINOR ADDITION, DELETION, CHANGE** in the following college and/or schools/programs: Minor Change Addiction Studies. VHS7.
 - e. **SR 22-23-09 APC** Recommends approval of the **intent to plan a Bachelor of Science in Pharmaceutical Science** at Marshall University.
 - f. **SR 22-23-10 APC** Recommends approval of the **intent to plan a Bachelor of Science in Specialty Agriculture** at Marshall University.
5. Regular Reports
 - a. University President – Brad Smith
 - b. Provost – Avinandan Mukherjee
 - c. Board of Governors – Robin Riner
 - d. Advisory Council of Faculty – Amine Oudghiri-Otmani
 - e. Graduate Council – Scott Davis
 - f. Student Government Association – Isabella Griffiths
6. Standing Committee Reports
 - a. Legislative Academic Planning – Sean McBride
 - b. Athletic – Tom Hisiro
 - c. Budget and Academic Policy – Kelli Prejean
 - d. Library – Megan Marshall
 - e. Faculty Development – Gayle Brazeau
 - f. Physical Facilities & Planning – Bill Gardner
7. Other Requests to Speak

MINUTES OF MARSHALL UNIVERSITY FACULTY SENATE SPECIAL MEETING

HELD ON MONDAY SEPT. 29, 2022, AT 4:00 P.M.

STUDENT CENTER – BE 5 – IN-PERSON

ATTENDANCE: 2022-24 Faculty Senate & Guests:

COLLEGES	MEMBERS PRESENT	MEMBERS ABSENT
CAM:	Jack Colclough, Johan Botes, Christine Ingersoll, Heather Stark, Sarah McDermott	N/A
CECS:	Taher Ghomian, Joon Shim, Ross Salary,	Sungmin Youn
LCOB:	Uyi Lawani, Jamey Halleck, Amanda Thompson-Abbott, Timothy Bryan, Uday Tate	N/A
COHP:	Sujoy Bose (<i>Recording Secretary</i>), Bethany Dyer, Debra Young, Annette Ferguson, Jodi Cottrell, Scott Davis (<i>Cross-refer w/ex-officio voting</i>);	Georgiana Logan
COLA:	Shawn Schulenberg (Chair). Marybeth Beller, Puspa Damai, Robert Ellison, Joel Peckham, Penny Koontz, Kelli Prejean, Boniface Noyongoyo, Anita Walz, Clinton Brown, Jana Tigchelaar, Amine-Oudhgiri-Otmani (<i>cross-refer w/ACF – Ex-officio Voting</i>), Marianna Linz, Megan Marshall	N/A
COS:	Sean McBride, Bill Gardner, Kyle Palmquist, Jiyeon Jung, Elizabeth Niese (Assistant Chair), Yousef Fazea Alnadesh, Rick Gage, David Andrea Mauro, Stephen Young	N/A
COEPD:	Melinda Backus, Mindy Allenger-Prewitt, Andrew Burck, Timothy Melvin, Feon Smith-Branch, Isaac Larison	N/A
SOM:	Nitin Puri, Ji Bihl (sub).	Jessica Buerck, Dana Lycans (sub), Eva Tackett, Usha Murughiyan (sub).
SOP:	Melinda (Mindy) Varney, Gayle Brazeau, Casey Fitzpatrick;	Michael Hambuchen (sub), Jen Sparks (sub)
South Charleston:	Thomas Hisiro	N/A
ULIB:	Paris Webb, Eryn Roles	
DOAR:	None	James Smith
SGA	Isabella Griffiths	
EX-OFFICIO, VOTING	Scott Davis (<i>Graduate Council – cross refer w/COHP</i>), Amine Oudghiri-Otmani (<i>ACF; cross refer w/COLA</i>)	N/A
EX-OFFICIO, NON-VOTING	N/A	N/A
BOG	Robin Riner	
REPRESENTATIVE:		
PARLIAMENTARIAN	Zelideth Rivas	N/A
GUESTS	Brad Smith (President), Avinandan Mukherjee (Provost), Phillipe Georgel, Kelli Johnson, Wendell Dobbs, Karen McComas, Monica Brooks, Teresa Eagle, John Maher (MURC), Bruce Felder, Robert Bookwalter, Dave Dampier, Allison	

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Carney, Brandi Jacob-Jones, Julia Spears, Jeff Archambault (LCOB), Marcie Simms, Brian Morgan (COS), Michael McGuffey, Wael Zatar (CECS), Jason Baldwin (Finance), Michael Prewitt (COHP), Jeb Dickerson (Staff/Elections).

Call to Order: Declaring that there was a quorum, Faculty Senate Chair, Shawn Schulenberg, called the meeting to order at approximately 4:00 p.m.

1. **Approval of Proposed Agenda – MSAP** ¹
2. **Approval of Minutes:** Motion made & seconded to approve presented FS minutes (pending Presidential approval) –

Dates of Minutes	Discussion	Approval
Sept. 1, 2022	None	MSAP

3. **Announcements** – Shawn Schulenberg:

Srl.	Items	Reports & Discussion
a)	Signed by President	<ol style="list-style-type: none"> 1. April 21 and May 5 meeting minutes 2. SR-21-22-34 EC Recommends that the university adopt the following clarifications for the position of Faculty Ombudsperson. 3. SR 22-23-01 BAPC Recommends changing the name of “Dead Week” to “Pre-Finals Week”
b)	Busy month	<ol style="list-style-type: none"> 1. President Smith’s investiture 2. General Faculty Meeting <ol style="list-style-type: none"> a. I tried a change in format b. 50-60 attendees and Livestream (179 Vimeo views so far) c. A refreshing, earnest conversation. Please watch or view slides (see email) 3. Office of Ombuds has opened <ol style="list-style-type: none"> a. Mondays and Tuesdays 8:30am-5:00pm staffed by LeKesha Taylor b. Waiting on meeting time from the Office of President on hiring Faculty Ombuds 4. Parking passes are issued for non-Huntington campus Senators have been issued 5. Standing Committee rosters are updated, and meetings are running 6. Title IX, Transportation, Faculty Civility and Decorum, Shared Governance have all met but there is nothing to report yet
c)	Upcoming Priorities	<ol style="list-style-type: none"> 1. Efficient, Unified calendar 2. Ad Hoc shared governance committee 3. Call for Ad hoc faculty micro-credentials steering committee 4. Bruce Felder will come to our December 1 meeting to discuss DEI at Marshall 5. FS meeting format

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		6. Faculty Participation and Civics: Finding better ways of engagement
d)	Upcoming Dates	<ol style="list-style-type: none"> 1. EC October 10 at Noon – John Spotts 2. FS October 20 at 4pm – BE 5 (maybe also streaming FOR VIEWING if SR 22-23-04 passes) <ol style="list-style-type: none"> a. Please review Constitutional Changes circulated earlier with other documents. b. Anything that needs to get on the BOG agenda must be approved here (items due November 23) 3. Recommendations for next faculty Senate meeting are due September 30 (tomorrow) 4. Standing Committee reports: Please be sure to email to the Recording Secretary and senate@marshall.edu before or immediately after the meeting.

4. Special Elections:

a. Assistant Chair –

- i. Eryn Roles – Marshall Library – Self nominated & seconded. Accepts nomination. Only candidate running. Elected by acclamation.

b. Other Elections – COS needs a nomination for the ExCom member. 2 min. recess - Richard Gage is nominated by COS to the Executive Committee.

5. Recommendations / Resolutions:

Items	Discussion	VOTE
1. SR 22-23-02 LAC Resolution Opposing Amendment 2	<ul style="list-style-type: none"> ▪ Discussion ▪ Marybeth Beller COLA - presented on Amendment 2 – if it passes, tax revenues earmarked for counties & municipalities will be eliminated by the legislature. She advised faculty to support this resolution by opposing Amendment 2. ▪ Seth DiStefano (SD) Policy Expert from WV Center on Budget and Policy - invited speaker, presented clarification on Amendment 2. ▪ Q: Marybeth Beller – Concern about PEIA announcement of a \$92 million budget deficit. If this amendment passes, and this revenue stream is lost, will there be a legislative ability to backfill that money somehow? Concern as to impact on PEIA given the deficit, will contribute to reduced benefits that include potentially higher deductibles, higher copays, among others. A: Research has been put forth by supporters of Amendment 2 that try to suggest how they will make 	MSAP

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	<p>county “budgets” whole. Their plan “Senate Plan” relies on flat budgets tied to COVID-era growth. They rely on growth projections bolstered by the growth during the COVID-era and state that with continued pace of growth PEIA & counties will be fine. However, the huge problem in this assumption fails to account for \$12 billion Federal Pandemic Aid. With that kind of monetary aid, any State will see growth that is not assured when that money is no longer coming. With almost \$500 million gone as a line item, and with another \$92 million deficit for PEIA, there is no other source of money that can backfill that loss.</p> <ul style="list-style-type: none"> ▪ Mindy Backus (COEPD) - Do we have access to this PowerPoint®? – A: Shawn Schulenberg to send it out. (Later, this was confirmed circulated by Senate office). ▪ Tim Bryan (LCOB) Comment – Provided rationale & support to vote “No” on the ballot. 	
2. SR 22-23-03 EC Resolution to Amend By-Law # 7, Article IX of the Faculty Constitution	<ul style="list-style-type: none"> ▪ Discussion - None 	MSAP
3. SR 22-23-04 EC Resolution to Amend By-Law # 9, Article IX of the Faculty Constitution	<ul style="list-style-type: none"> ▪ Discussion – None ▪ Once adopted, the FS meetings can be livestreamed, starting immediately, with available setup. 	MSAP

6. Regular Reports:a. Report of the University President - Brad Smith –

Wrapping up on 9th month of Presidency. Recently underwent investiture.

- i. Baseball field – 60-year University venture – have not had a home field to play ball. We will now be placing it next to the Dot Hicks field next to women’s softball field. Started with 3-criteria: Cost; Timeline to a fast construction; What’s best for community above what is best for the University. Fundraising campaign for \$20 million – 13.8 million shortfall. As of today, received check from Governor of WV for 13.8 million. Construction to start with goal of a baseball field in Spring 2024. This will impact applications, enrollment, brand, and other things.
- ii. Leadership development – At the end of COVID wind down, out of 14 people cabinet, 9 moved on. Over last 9 months, 7 of the vacated positions were filled. In-process for the

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8th position – will announce the next Chief Financial Officer (CFO) next week. Last remaining position will be the Dean of SOM – search to start in January.

- iii. Recap from Fall Faculty meeting – encouraged all to review the circulated recording. 3 topics covered in the meeting by the President -
 - a. What has happened since the Spring General faculty meeting & the listening sessions: There were big 5 priorities & 6 no-regret decisions. Those slides are available for review.
 - b. Relevant insights from Strategic Planning Committee & McKenzie Consulting – Shared transparency of the last 5 years of this University’s audited financials, both revenue & cost. Summary – Revenue has continued to decline over last 5 years, as a result of a 12 year decline in enrollment that started in 2010; Costs have been increasing, primarily from salary and benefits along with inflation. At this rate, project \$34 million in deficit by 2026. We are striving to improve based on McKenzie Consulting updates. Phrase that will circulate – “Marshall for all, Marshall forever”. Goal is that we want no student to graduate with student loan debt. We will be laying out a blueprint of what the next 10 years will look like at Marshall University, and we are getting expression of interest from outside donors & foundations on how they can be part of this.

Questions: Marybeth Beller – Request for investment – Improve the WiFi system and audio system in the BE 5 of the Student Center. This should be a priority.

Ans: Financial principles based on - We want to grow our students, not our fees; Take care of the staff.

- b. **Report of the Provost** – Dr. Avinandan Mukherjee –
 - Acknowledged Vision presented by the President. Academics will be the centerpiece of the vision for stability, prosperity, & sustainability.
 - i. Enrollment – 4 highlights in comparison to previous fall (2021)
 - a. Total enrollment down but retention is up – Total enrollment is down by about 3.9%. Total retention is up by 4% to a total of 75% first to second year retention.
 - b. Undergraduate programs done better in terms of admissions & recruitment, than graduate programs, which is contrary to national trends. UG programs are down 2.7% while graduate recruitment is down by 7.9%.
 - c. Growth drivers are different between UG & Grad programs. For UG – metro enrollment has been main driver - up by 3.4%; For Graduate programs it is the out-of-State student (Non-residents) population - up 10%.
 - d. Online & distance programs universally up 6% for both UG & Graduate programs – huge opportunity in this area.
 - ii. G&W Day – First one held this fall – Sept. 17. Considered successful. ~100 more people in attendance this year, vs. last fall. Total ~255 attendees. Academic showcase – 91 academic & student service tables. Tours of residence halls, & lunch in (our) dining facilities. Concluded with new college experience sessions hosted by each college. These

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events accounted for student feedback received. High School seniors had the opportunity to apply on the spot and save \$40 by application fee waivers. 30 students took advantage of that offer, and our endeavor is to get more such student sign-ups on-the-spot in the future. G&W families had the opportunity to meet representatives from financial aid reps and residence life. Overall feedback was positive. Looking forward to hosting 3 more G&W days this fall -

- a. Future G&W days – Oct. 15, Nov. 11, & Nov. 12. The very next G&W Day on Oct. 15 will be slightly modified to pull up the College Experience Session a little earlier at 1:30 pm, instead of later as in just past, which shows reason for attrition that we can hopefully avoid by an earlier session.
- iii. Recruitment – Identified 10 student segments, mentioned first in Senate meeting of the year. First time full-time freshmen, transfer, graduate, non-traditional, online, out-of-State, Metro, International, Veterans, & non-degree seekers.
 - a. Each one of these segments require a different recruitment and retention strategy – working on them differentially, however, we are also approaching this together – Yesterday, convened 30 faculty colleagues from various colleges around the campus, with international background or deep interest & commitment to international programs & recruitment, who represent a total of 18 countries. Held discussion on strategies to grow our international partnerships with universities abroad. Goal would be for them to establish contact with their own graduation universities and develop sustainable partnerships with Marshall as we move forward.
- iv. Fall Commencement - Sat Dec. 10 – Mountain health arena – Start 10 am – doors open at 8 am. Format quite similar to 2019 Dec commencement w/small changes. Only one ceremony. All colleges will be in attendance. Undergraduate, graduate, & doctoral July-August graduates, as well as December tentative graduates, totaling ~1200 have been invited. 9 faculty per college, joined by chief & assistant marshals, ushers, and readers. Will follow tradition to have a faculty as the Speaker for the fall commencement.
- v. Research – Awards for awards & grants for Marshall University stand ~\$65 million for financial year 2022, representing significant increase since 2021. We expect a corresponding increase in our NSF higher education research & development numbers (which accounts for only R&D grants, not the economic development grants). Looking towards 25 million for these R&D grants when finalized in a ~month. Federal activity that impacts our research – the EBSCO program that sets aside federal funds for States w/lower than average grant awards, WV being one of them, has been authorized for 20% of the NSF budget. – These are potential grants that we can receive in WV & will provide opportunities in biology, physical science, engineering, computer science & social sciences. Working w/Deans & facilities & faculties on research space distribution policy. One of the projects is to be able to allocate research labs based on certain criteria. That is a function of grant development within MURC.
- vi. Academic Leadership Searches – 9 searches ongoing: 4 Deans – Honors Dean; Graduate head (likely to be called Assistant Provost); Director of Nursing, Director of Journalism,

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and Associate Provost. Some have been announced and others will be announced in a week or two, targeting end-of-fall, or early Spring to finish all these searches. The Senate has representation on all these searches.

Questions for Provost: None.

c. **MU Board of Governor's report** – Robin Riner –

On 9/20/22, the Board of Governors held a special meeting to vote on Marshall's mission weights for the HEPC's outcomes-based funding formula. These mission weights were developed to maximize the funding we think Marshall can receive under the formula categories & ranges provided by the HEPC. The outcomes-based funding will account for 30% of Marshall's total allotment from the state. If you have specific questions about the mission weights, you can direct them to Michael McGuffey. Next BoG meeting – Oct. 19, 2022. Prior to the Board of Governors meeting, Robin will have an open office on Oct. 14, 8:45-9:45 am, with Teams option. She will also be available in-person during that time in Student Center Starbucks – the Teams link to join-in is https://teams.microsoft.com/l/meetup-join/19%3ameeting_ODJmY2Y1N2YtM2U0MC00YjE4LTg1OTktZjVkJkZDkxYmFIMjli%40thread.v2/0?context=%7b%22id%22%3a%22239ab278-3bba-4c78-b41d-8508a541e025%22%2c%22oid%22%3a%22cd23325f-4577-42d4-98d9-d058f7accbc6%22%7d.

d. **Advisory Council of Faculty** – Amine Oudghiri-Otmani –

ACF has not met since last report. Fall retreat is Nov. 4, & 5. Over last 3 days, discussing Amendment 2. ACF will not make a comment on Amendment 2 because there are other legislative priorities set.

e. **Graduate Council** – Scott Davis –

First full meeting tomorrow afternoon (Sept. 30, 2022).

- i. Acknowledge Graduate Council student representative – Kimberly Vance from the PsyD program.
- ii. There is a bylaws amendment on the 9/30/22 agenda that would allow the Graduate Council to meet in a hybrid format (in-person and virtually). We plan to return to an alternating schedule between the Huntington campus and the South Charleston campus in October, with the option for GC members and guests to attend virtually.
- iii. We continue to work with Mary Beth Reynolds on updating the Program Review to match recent HEPC Series 10 changes.
- iv. We are working on several projects, including rolling out CourseLeaf /CIM for planning and curricular requests, updating and optimizing the Redbook, reviewing the policy on Accelerated Graduate Degrees (AGD), reviewing several BOG policies, and working with other stakeholders on the academic calendar.
- v. For October meeting – all requests due Oct. 1, 2022.

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f. **Student Government Association** – Isabella Griffiths –

Presented a brief bio & SGA information. Senior Yeager scholar this year. Serves in multiple leadership roles: Student Body President & by its extension on the Faculty Senate; Attends staff council meetings, every student senate meeting, every student executive meeting; Serves on Board of Governors; Serves on the Advisory Council of Students for the Higher Education Policy Commission – since traditionally this is chaired by Marshall, thus elected Chair to this Commission for this year; Serves on Shared Governance Committee as the student representative. SGA has mock federal government structure, hence 3 branches, and she serves on the Executive branch as well. SGA has 70-80 members, and 3 main committees – for 2022, two ad hoc committees. One of these two committees is the Textbook Affordability Committee of which students are passionate about to control textbook costs. Encouraged faculty to consider textbook costs as the reason some students might reach out to us. Another SGA committee is the Finance Committee which funds student organizations. So far, funded about \$5000 to student organizations. Faculty who advise or sponsor any clubs on campus are encouraged to inform them of their eligibility to apply through student government to acquire funding to the tune of \$750 per fiscal year. Another SGA committee is the Provost's Advisory Council of Students. Faculty from colleges outside of Honors College, COS, & COLA, are encouraged to advise students to reach out this committee. This committee meets once a month with Provost Mukherjee to discuss student side of academics. The entire student government is involved in the Month of Service, partnering with WVU student body. In that context, IG has met w/WVU student body president Chloe Hernandez, and together encourages all faculty, staff, administration, and students to get involved in this endeavor to give back to Marshall & Huntington communities – 4 areas of emphasis this year: literacy & education, health & hygiene, sustainability & environment, & food and clothing security. Information forthcoming. Everyone is encouraged to helping the students, or collaborating in some fashion in the drives, including, but not limited to community cleanups, among others. Those in advisory roles are encouraged to involve their class(es) to get as many volunteers involved in this effort to give back to the community. With the Month-of-Service in October, plans to focus on the homecoming court during last week (of the month) with an initiative designed to be more inclusive – changing the name from “Mr. & Mrs. Marshall” to “Homecoming Royalty” to avoid gender identity. Encouraged FS to inform interested students. Thanked the Chair for his visit to the Student Senate and encouraged faculty to invite interested students to come speak to the Senate body with matters of interest or concerns, by allaying their intimidation, and making them feel welcome. Also, welcome ideas that faculty might want to do with students, e.g., their ongoing effort to schedule “Mochas with the Mayor (Huntington)”, or proposed ideas e.g., “Popcorn with the Professors” or similar.

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7. Standing Committee Reports:

Committee	Report by:	Report Specifics												
Legislative Affairs Committee (LAC)	Marybeth Beller	<ul style="list-style-type: none">Written report received (if checked) <input checked="" type="checkbox"/>The Legislative Affairs Committee met on August 31st. We discussed Amendment 2 and decided to ask our chair to coordinate with the Women’s and Gender Center to make certain that information was available to all Marshall students regarding availability of reproductive services in the tri-state area, given recent changes in the three states to reproductive services. Stephen is collaborating with them to make certain that happens.The Committee met again on September 9th and passed the resolution to oppose Amendment 2 and sent that to the Executive Committee.The next meeting of the Legislative Affairs Committee is scheduled for October 12th at noon.												
University Curriculum Committee (UCC)	Timothy Melvin	<ul style="list-style-type: none">Written report received (if checked) <input type="checkbox"/>This report details the actions of UCC at the monthly meeting held on Friday, September 23, 2022, at 3:00 PM in Drinko Library (DL) 349. The UCC Chair established a quorum.Members of the UCC voted to approve the following:COURSE ADDITIONS<table><tr><th>COLLEGE</th><th>COURSE</th></tr><tr><td>Lewis College of Business</td><td>LE 480</td></tr><tr><td>College of Health Professions</td><td>NUR 300, 314, 315, 404, 411</td></tr><tr><td>College of Education & Professional Development</td><td>EDF 100</td></tr></table>MINOR CHANGE<table><tr><th>COLLEGE</th><th>COURSE</th></tr><tr><td>College of Liberal Arts</td><td>VHS7: Addiction Studies</td></tr></table>	COLLEGE	COURSE	Lewis College of Business	LE 480	College of Health Professions	NUR 300, 314, 315, 404, 411	College of Education & Professional Development	EDF 100	COLLEGE	COURSE	College of Liberal Arts	VHS7: Addiction Studies
COLLEGE	COURSE													
Lewis College of Business	LE 480													
College of Health Professions	NUR 300, 314, 315, 404, 411													
College of Education & Professional Development	EDF 100													
COLLEGE	COURSE													
College of Liberal Arts	VHS7: Addiction Studies													
Faculty Personnel Committee	Timothy Bryan	<ul style="list-style-type: none">Written report received (if checked) <input checked="" type="checkbox"/>Report as submittedThe Faculty Personnel Committee has not met as of this date; however, a meeting is scheduled for Friday, September 30, 2022, to elect officers.Either during the planned meeting or very soon after, the committee will review and either approve or propose modifications to the Marshall University Board of Governors Policy No. AA-26, Faculty Promotion. The proposed modifications include several technical												

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		<p>corrections and guidelines for non-tenure track faculty to be promoted. Since the policy has not been reviewed by the committee, I cannot offer more insight.</p> <ul style="list-style-type: none"> ▪ The next meeting has not been scheduled but should be within the month of October.
Research Committee	Yousef Fazea Alnadesh	<ul style="list-style-type: none"> ▪ Written report received (if checked) <input type="checkbox"/> ▪ No update right now as committee has not met. ▪ Meeting scheduled for Oct. 3, 2022.
Student Conduct & Welfare	Penny Koontz	<ul style="list-style-type: none"> ▪ Written report received (if checked) <input checked="" type="checkbox"/> ▪ Minutes of committee meeting received - Committee met on Sept. 28, 2022. <ol style="list-style-type: none"> 1. OLD BUSINESS: <ol style="list-style-type: none"> A. Discuss election of Chair and Secretary for 2022-23. <ul style="list-style-type: none"> ▪ Chair - Kacy Lovelace self-nominated to continue serving in this role. The committee voted unanimously to approve. B. Secretary - Debbie Lockwood self-nominated to serve in this role. The committee voted unanimously to approve. 2. APPROVAL OF MINUTES: <p>The minutes from the previous meeting on 2/17/2022 were approved. Motion: Brittany Canady, Second: Hamid Chahryar.</p> 3. NEW BUSINESS: <p>n/a</p>

8. Other Requests to Speak – None.**Adjournment:**

Motion to adjourn – MSAP. Meeting was adjourned at approximately 17:08 hours (5:08 pm).

Respectfully Submitted,



Dr. Sujoy Bose, Recording Secretary

Faculty Senate

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MINUTES APPROVED BY SENATE:

Dr. Shawn Schulenberg, Chair
Faculty Senate

Date Signed

MINUTES READ:

Brad Smith, President
Marshall University

Date Signed

¹ MSAP: Motion Seconded & Passed

Executive Committee Resolution

SR 22-23-05 EC Resolution to Amend Section 4D, Article VI of the Faculty Constitution

Be it resolved, that the Faculty Senate of Marshall University votes to amend Section 4D, Article VI of *The Constitution of the Marshall University Faculty* as shown below.

CURRENT TEXT	PROPOSED TEXT
Electronic Meetings. Robert's Rules of Order defines an electronic meeting as any meeting in which one or more members participates from a remote location using telephone or internet technology. Faculty Senate standing committees may hold electronic meetings subject to the following restrictions. 1. A quorum of committee members must be physically present in one location. 2. All members of the committee must be able to communicate, at least aurally, with all other members concurrently. 3. The Faculty Senate Executive Committee may approve and revise, from time to time, specific additional procedures that must be followed in electronic meetings of standing committees.	Electronic Meetings. Robert's Rules of Order defines an electronic meeting as any meeting in which one or more members participate from a remote location using telephone or internet technology. Faculty Senate standing committees may hold electronic meetings subject to the following restrictions. 1. All members of the committee must be able to communicate, at least orally, with all other members concurrently. 2. The Faculty Senate Executive Committee may approve and revise, as needed, specific additional procedures that must be followed in electronic meetings of standing committees.

RATIONALE:

The current text prohibits standing committees from meeting virtually.

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

READ: _____ DATE: _____

COMMENTS: _____

Executive Committee Resolution

SR 22-23-06 EC Resolution to Amend Section 11B, Article VI of the Faculty Constitution

Be it resolved, that the Faculty Senate of Marshall University votes to amend Section 11B, Article VI of *The Constitution of the Marshall University Faculty* as shown below.

CURRENT TEXT	PROPOSED TEXT
Library Committee “Committee membership shall be consistent with that of all regular standing committees. Ex-officio, nonvoting membership shall be the Assistant Vice President for IT/Online Learning & Libraries, the Director of Library Operations, the Director of Morrow Library, the Director of South Charleston Library, Director of Health Science Libraries, the Acquisitions Librarian/Technical Services Team Leader, Digital Learning Librarian/Reference & Instructional Services Team Leader, and the Head of Archives & Special Collections.”	Library Committee “Committee membership shall be consistent with that of all regular standing committees. Ex-officio, non-voting membership shall be the Dean of University Libraries and/or their designee(s).”

RATIONALE:

This gives the committee the flexibility to adjust the non-voting committee membership to align with changes in administrative structure as they happen without the need for future constitutional amendments.

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

READ: _____ DATE: _____

COMMENTS: _____

University Curriculum Committee RECOMMENDATION

SR 22-23-07 CC

Recommends approval of the listed **UNDERGRADUATE COURSES ADDITIONS** in the following college and/or schools/programs:

College of Business

LE 480 Special Topics in LE

- **Rationale:** Study of an advanced topic not normally covered in other courses.
- **Curriculum:** [LE 480 - College Committee and Dean Approved \(1\).pdf](#)

College of Health Professions

NUR 300 Transition to Nursing Practice

- **Rationale:** Intro to the concepts of professional nursing practice of legal, ethical, theory, research evidence based practice, health promotion.
- **Curriculum:** [New Course NUR 300.pdf](#)

NUR 314 Fundamentals of Nursing Care

- **Rationale:** Introduction to foundations of nursing including potential and simple health alterations, exploration and integration of concepts and processes of nursing practice. Laboratory and clinical included.
- **Curriculum:** [New Course NUR 314.pdf](#)

NUR 315 Med-Surg Nursing I

- **Rationale:** Focus is on the nursing care of young adult to geriatric patients with potential and actual alterations in health. Practicum included.
- **Curriculum:** [New Course NUR 315.pdf](#)

NUR 404 MGT and Leadership in Nursing

- **Rationale:** The study of professional nursing, leadership, and the management of patient care.
- **Curriculum:** [New Course NUR 404.pdf](#)

NUR 411 Med-Surg Nursing II

- **Rationale:** Focus is on the nursing care of young adult to geriatric patients with acute health conditions requiring critical care interventions. Practicum included.
- **Curriculum:** [New Course NUR 411.pdf](#)

College of Education and Professional Development

**University Curriculum Committee
RECOMMENDATION**

SR 22-23-07 CC

EDF 100 Intro to Educ: The Teach Prof

- **Rationale:** Introduction to basic knowledge and responsibilities needed to be an effective educator, including issues related to school/community and importance of developing a positive/inclusive culture in classroom/school.
- **Curriculum:** EDF 100-Course Addition.pdf

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

NOTE: Recommendations should be sent to the Faculty Senate office via email. Recommendations longer than one page or those with attachments are to be sent in final format with this as a cover page. Any incomplete recommendations or those requiring extensive formatting changes will be returned to the recording secretary/committee.

**University Curriculum Committee
RECOMMENDATION**

SR 22-23-07 CC

See <http://www.marshall.edu/senate/ucc/> for information on chair

Request for Undergraduate Course Addition

1. Prepare one paper copy and obtain signatures from the Department Chair/Division Head, Registrar and College Dean.
2. Submit the form to your College Curriculum Committee.
3. After obtaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee Chair
4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in a single PDF file (PDF Portfolio recommended) to UCC chair

College: COB Department/Division: ACC/LE Alpha Designator/Number: LE 480
Contact Person: Casey Baker Phone: 304-696-3058

NEW COURSE DATA:

Course Title: Special Topics in LE (Limit of 30 characters & spaces.)
Alpha Designator/Number: LE 480
General Education Designator(s) (check all that apply): ☐ CT ☐ INTL ☐ MC ☐ Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. <http://www.marshall.edu/vpau/gen-ed/core-ii/courses-info/>
Catalog Description (Limit of 30 words): Study of an advanced topic not normally covered in other courses.
Co-requisite(s): _____ First Term to be Offered: Spring 2023
Prerequisite(s): LE 207 Credit Hours: 1-4
Grading Mode: Graded: X Credit/No Credit: _____
Course(s) being deleted in place of this addition (must submit course deletion form): _____

CHECKLIST/REQUIREMENTS

1. After completing this two page form in its entirety, include a complete syllabus and route through the departments/committees below.
2. A complete syllabus can be from when this course was previously taught as a special topics course or by creating a new, intended syllabus to use with the course. The sample syllabus must at a minimum address the following areas:
 - a. COURSE OBJECTIVES, COURSE OUTLINE, SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATE, INSTRUCTIONAL METHODS (Lecture, Lab, Internship, Practicum, etc.), and EVALUATION METHODS (Unit/Chapter, Midterm, Final, Projects, etc.)
3. If this course will replace a course that is required by another department, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. If this course will be similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.

SIGNATURES: (If disapproved at any level, do not sign. Return to previous signer.)

Department Chair/Division Head: <u>Jean Price</u>	Date: <u>8/16/22</u>
Registrar: <u>William H. H. H. H.</u>	Date: <u>8/16/2022</u>
College Dean: <u>Jeffrey J. Archibald</u>	Date: <u>9/16/2022</u>
College Curriculum Chair: <u>Vijay Kumar</u>	Date: <u>09/01/2022</u>
General Education Council Chair: _____	Date: _____
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>9/29/22</u>
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science: _____	Date: _____

* - Signature necessary only if course is to be Core Curriculum Course

See <http://www.marshall.edu/senate/ucc/> for information on chair

Request for Undergraduate Course Addition - Page 2
Additional Information Required for Undergraduate Course Addition

College: COB Department/Division: ACC/LE Alpha Designator/Number: LE 480

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. Identify by name the faculty in your department/division who may teach this course.

Casey W. Baker; Raymond Keener

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.
3. If this course will be required by a department/division other than your own, identify by name.
4. If there are any agreements required to provide clinical experience, attach details and signed agreements.
5. If library resources are deemed inadequate, attach a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.
6. EQUIPMENT/SUPPLIES NEEDED TO TEACH THIS COURSE (this does not refer to additional equipment/supplies that need to be purchased; simply what materials are needed in order to teach this course successfully.);
7. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE OR GRADUATE COURSE (please also submit to Graduate Council course addition for 5xx graduate component):
8. PROVIDE A COMPLETE BIBLIOGRAPHY INCLUDING ALL PUBLICATIONS RESEARCHED TO CREATE THIS COURSE AND WHAT PUBLICATIONS MAY BE BENEFICIAL TO STUDENTS TAKING THIS COURSE (separate page).

Request for Undergraduate Course Addition

1. Prepare **one** paper copy and obtain signatures from the Department Chair/Division Head, Registrar and College Dean.
2. Submit the form to your College Curriculum Committee.
3. After obtaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee Chair
4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in a single PDF file (PDF Portfolio recommended) to UCC chair.

College: **COHP** Department/Division: **Nursing** Alpha Designator/Number: **NUR**
Contact Person: **Sandra Prunty** Phone: **304-696-2627**

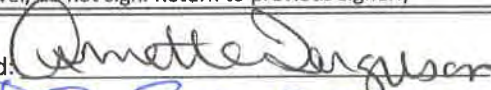

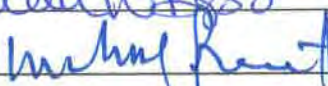
NEW COURSE DATA:

Course Title:	Transition to Nursing Practice (Limit of 30 characters & spaces.)		
Alpha Designator/Number:	NUR 300		
General Education Designator(s) (check all that apply):	<input type="checkbox"/> CT <input type="checkbox"/> INTL <input type="checkbox"/> MC <input type="checkbox"/> Core II (Core II type: _____)		
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/			
Catalog Description (Limit of 30 words):	Intro to the concepts of professional nursing practice of legal, ethical, theory, research, evidence based practice, health promotion		
Co-requisite(s):	NUR 314, NUR 319, NUR 350	First Term to be Offered:	Spring 2023
Prerequisite(s):	Adm to BA/BS to BSN Program	Credit Hours:	3
Grading Mode:	Graded: yes	Credit/No Credit:	_____
Course(s) being deleted in place of this addition (must submit course deletion form):	None		

CHECKLIST/REQUIREMENTS

1. After completing this two page form in its entirety, include a complete syllabus and route through the departments/committees below.
2. A complete syllabus can be from when this course was previously taught as a special topics course or by creating a new, intended syllabus to use with the course. The sample syllabus must at a minimum address the following areas:
 - a. COURSE OBJECTIVES, COURSE OUTLINE, SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATE, INSTRUCTIONAL METHODS (Lecture, Lab, Internship, Practicum, etc.), and EVALUATION METHODS (Unit/Chapter, Midterm, Final, Projects, etc.)
3. If this course will replace a course that is required by another department, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. If this course will be similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.

SIGNATURES: (If disapproved at any level, do not sign. Return to previous signer.)

Department Chair/Division Head: 	Date: 8/18/2022
Registrar:  513801	Date: 8/18/2022
College Dean: 	Date: 8-18-22
College Curriculum Chair: Zach Garrett	Date: 8/26/22
General Education Council Chair *:	Date: _____
University Curriculum Committee Chair: Zach Garrett	Date: 9/27/22
Faculty Senate Chair:	Date: _____
VP Academic Affairs/VP Health Science	Date: _____

* - Signature necessary only if course is to be Core Curriculum Course

Request for Undergraduate Course Addition - Page 2
Additional Information Required for Undergraduate Course Addition

College: **COHP** Department/Division: **NUR** Alpha Designator/Number: **300**

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. Identify by name the faculty in your department/division who may teach this course.

New faculty will be hired for this program

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.

See attached.

3. If this course will be required by a department/division other than your own, identify by name.

Required only by nursing

4. If there are any agreements required to provide clinical experience, attach details and signed agreements.

None. No clinical with this class.

5. If library resources are deemed inadequate, attach a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

See attached

6. EQUIPMENT/SUPPLIES NEEDED TO TEACH THIS COURSE (this does not refer to additional equipment/supplies that need to be purchased; simply what materials are needed in order to teach this course successfully.):

Classroom with desks, chairs for students, computer with monitor, overhead projector

7. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE OR GRADUATE COURSE (please also submit to Graduate Council course addition for 5xx graduate component):

None

8. PROVIDE A COMPLETE BIBLIOGRAPHY INCLUDING ALL PUBLICATIONS RESEARCHED TO CREATE THIS COURSE AND WHAT PUBLICATIONS MAY BE BENEFICIAL TO STUDENTS TAKING THIS COURSE (separate page).

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.

The School of Nursing received a \$834,148.00 award from the Higher Learning Commission to begin this program. This money is being used to renovate a couple of rooms on the South Charleston Campus to create a simulation lab, including skills lab, debriefing room, and control room. This money is also being used to purchase all needed equipment and supplies for the lab, including hospital beds, headwalls, simulation manikins, cameras and microphones, computers, etc. Two faculty offices are available on the South Charleston campus for the School of Nursing, and we will be furnishing with computers, phones, supplies, etc. All of this is being paid for from the award received. All renovations, equipment and supplies are scheduled to be completed/purchased by September 30, 2022

This is a proforma program and money collects in tuition and fees will be used to pay for 2 full-time clinical faculty, a part-time simulation faculty, a part-time secretary.

5. If library resources are deemed inadequate, attach a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

Students on the South Charleston campus will have access to all resources available to students on the Huntington campus, whether by electronic access or interlibrary loan. Additionally, nursing reference books are being purchased for placement in the library on the South Charleston campus. Additionally, two laptop computers will be purchased for placement in the South Charleston campus library for the exclusive use by students in the program.

8. Resources Used to Create NUR 300

American Psychological Association (2020). *Publication manual of the American Psychological Association* (7th ed.). American Psychological Association.

Black, B. P. (2020). *Professional nursing Concepts and challenges* (9th ed.). Elsevier.

Edelman, C. L., & Kudzma, E. C. (2022). *Health promotion throughout the life span* (10th ed.) Elsevier.

Elsevier. *Online Instructor resources*. [Evolve.elsevier.com/](https://evolve.elsevier.com/)



Marshall University Syllabus School of Nursing

Course

NUR 300 – Transition to Nursing Practice

Course Description

Description: Intro to the concepts of professional nursing practice of legal, ethical, theoretical, research, evidence-based practice, health promotion

Credits

3 hours undergraduate

Prerequisites

Admission to the BA/BS to BSN Program

Co-requisites – NUR 314, NUR 319, NUR 350

Term/Year

Spring 2023

Class Meeting Days/Times

Location

South Charleston Campus Room 214

Academic Calendar

For beginning, ending, and add/drop dates, see the Marshall University Academic Calendar (URL: <http://www.marshall.edu/academic-calendar/>).

Instructor

Contact Information

- Office Number/location.
- Office Hours:
- Office Phone:
- Marshall Email:

Communication

The best way to contact the Professor is **via internal e-mail on MU Online**. Use the e-mail tool for the course. Unless it is a weekend or holiday, you can expect an answer within 24 hours. **Students are expected to check their Marshall email on MUOnline daily for emails and course announcements.**

COVID-19 Related Information

Marshall's official COVID-19 protocols are online at <https://www.marshall.edu/coronavirus> (URL: <http://www.marshall.edu/coronavirus/>). Policies and protocols may change over time as we respond to changing conditions. The website will always contain the most recent information.

Additional COVID-19 Related Information

Covid Information for Students:

<https://www.marshall.edu/coronavirus/students/> and <https://www.marshall.edu/coronavirus/2021/12/31/update-to-covid-19-protocols-for-start-of-spring-semester/> As information to COVID is constantly changing, please visit this website for the most up to date information and requirements for students.

Required and/or Recommended Texts and Materials

Title	Professional Nursing Concepts & Challenges - Required
Author(s)	Beth Perry Black
Publisher	Elsevier
Edition	9th
ISBN	978-0323551137

Title	Health Promotion Throughout the Life Span - Required
Author(s)	Carole Lium Edelman and Elizabeth Connelly Kudzma
Publisher	Elsevier
Edition	10th
ISBN	978-0323761406

Title	Publication Manual of American Psychological Association - Required
Author(s)	American Psychological Association
Publisher	American Psychological Association
Edition	7th
ISBN	978-1433832161

END OF PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the Bachelor of Science Degree in Nursing, the graduate is a nurse generalist with competence to:

- (1) Use the nursing process to provide nursing care to individuals, families, groups, and communities in multiple settings, considering cultural diversity.
- (2) Synthesize theoretical and empirical knowledge from nursing, natural and social sciences, and the humanities to promote, maintain, and restore health throughout the life span.
- (3) Promote health care through communication and collaboration with clients and other health care providers.
- (4) Coordinate comprehensive nursing care through the application of management and leadership skills, including prioritizing and delegation of care.
- (5) Use clinical and critical reasoning to address simple and complex situations.
- (6) Integrate evidence-based practice into nursing care.
- (7) Perform as a responsible and accountable member of the profession who practices nursing legally and ethically.
- (8) Examine professional activities that help define the scope of nursing practice, set health policies and improve the health of the public.

Course Student Learning Outcomes

The table below shows the following relationships: How each student learning outcome will be practiced and assessed in the course.

Upon completion of this course, students will be able to:	Students will practice each outcome in this course by:	End of Program SLO	Each student learning outcome will be assessed in the following manner:
Students will describe the professional nurse's historical development, current education, roles, functions, and practices within the framework of the current health care system.	Reviewing power point slides, completing assigned readings, and small group discussion questions	SLO #2 SLO #8	Exam questions
Students will discuss the ethical and legal issues for the profession of nursing.	Reviewing power point slides, completing assigned readings, and small group discussion questions	SLO #4 SLO #7 SLO #8	Exam questions
Students will describe the value of research in nursing and how utilizing research findings can help provide evidence-based nursing practice to the client.	Reviewing power point slides, completing assigned readings, and small group discussion questions	SLO #6	Exam questions Teaching plan supported by Quantitative Research Study
Students will identify conceptual, philosophical,	Reviewing power point slides, completing assigned readings, and small group discussion questions	SLO #1 SLO #2	Exam questions

and theoretical foundations of professional nursing.			
Students will describe attributes of the professional nurse including critical thinking, therapeutic communication, and collaboration.	Reviewing power point slides, completing assigned readings, and small group discussion questions	SLO #3	Exam questions
Students will explain illness including the stages and responses to illness and effect of illness on the individual and the family.	Reviewing power point slides, completing assigned readings, and small group discussion questions	SLO # 1 SLO #2	Exam questions
Students will describe the foundational concepts of promoting and protecting health and preventing illness.	Reviewing power point slides, completing assigned readings, and small group discussion questions	SLO #1 SLO #2 SLO #5 SLO #6 SLO #8	Exam questions Group Health Promotion Power Point Teaching plan and Educational Pamphlet
Students will identify factors affecting the health of individuals, families, and communities.	Reviewing power point slides, completing assigned readings, and small group discussion questions	SLO #1 SLO #2 SLO #5 SLO#6 SLO #8	Exam questions Group Health Promotion Power Point Teaching plan and Educational Pamphlet
Students will discuss theories and methodologies of nursing interventions including	Reviewing power point slides, completing assigned readings, and small group discussion questions	SLO #1 SLO #2 SLO #5 SLO #6 SLO #8	Exam questions Group Health Promotion Power Point

screening and health-education counseling.			Teaching plan and Educational Pamphlet
Students will review the use of American Psychological Association (APA) guidelines for use in professional papers and presentations.	APA Assignment – first attempt	SLO #3	APA Assignment – second attempt. Students review answers and correct attempt 1.

"Fair Use of Copyrighted Works: Please note that the instructor may use some works that are copyrighted by the publisher or original author. These works are provided to students under the Educational Fair Use provision of Title 17 of the US code and are not to be shared with individuals who are not enrolled in this course."

Course Requirements/Due Dates

Date(s)	Topics and Activities	Assignment and Due Dates
Week 1 Jan 9	<i>Readings Text - Black 2020</i> Chapter 1 – Nursing in Today's Evolving Health Care Environment	(1) Review Syllabus and School of Nursing Policies and Course Requirement (2) Class Discussion (a) Introduce self to peers (3) In class Small Group Discussion Questions
Week 2 Jan 16	<i>Readings Text - Black 2020</i> Chapter 2 – The History and Social Context of Nursing Chapter 3 – Nursing's Pathway to Professionalism Introduction to APA	(1) APA Assignment online – Due Saturday 11:59pm EST (2) In class Small Group Discussion Questions

Week 3 Jan 23	<i>Readings Text - Black 2020</i> Chapter 4 – Nursing Education in Evolving Health Care Environment Chapter 5 – Becoming a Professional Nurse: Defining Nursing and Socialization Into Practice	(1) In class Small Group Discussion Questions
Week 4 Jan 30	<i>Readings Text - Black 2020</i> Chapter 6 – Nursing as a Regulated Practice – Legal Issues Chapter 7 – Ethics: Basic Concepts for Professional Nursing Practice	(1) In class Small Group Discussion Questions
Week 5 Feb 6	<i>Readings Text - Black 2020</i> Chapter 8 – Conceptual and Philosophical Foundations of Professional Nursing Practice	Exam 1 (1) In class Small Group Discussion Questions
Week 6 Feb 13	<i>Readings Text - Black 2020</i> Chapter 9 – Nursing Theory: The Basis for Professional Nursing Chapter 10 – The Science of Nursing and Evidence-Based Practice	(1) In class Small Group Discussion Questions

Week 7 Feb 20	<p><i>Readings Text - Black 2020</i></p> <p>Chapter 11 – Developing Nursing Judgement Through Critical Thinking</p> <p>Chapter 12 - Communication and Collaboration in Professional Nursing</p>	(1) In class Small Group Discussion Questions
Week 8 Feb 27	<p><i>Readings Text - Black 2020</i></p> <p>Chapter 14 – Health Care in the United States</p> <p><i>Readings Text – Edelman and Kudzma 2022</i></p> <p>Chapter 1 – Health Defined: Health Promotion, Protection, and Prevention</p>	(1) In class Small Group Discussion Questions
Week 9 March 6	<p><i>Readings Text - Black 2020</i></p> <p>Chapter 13- Nurses, Patients, and Families: Caring at the Intersection of Health, Illness, and Culture</p>	<p>Exam 2</p> <p>(1) In class Small Group Discussion Questions</p>
Week 10 March 13	Spring Break – No Class	
Week 11 March 20	<p><i>Readings Text - Black 2020</i></p> <p>Chapter 15 – Political Activism in Nursing: Communities, Organization, and Government</p> <p><i>Readings Text – Edelman and Kudzma 2022</i></p> <p>Chapter 3 Health Policy and the Delivery System</p>	(1) In class Small Group Discussion Questions

Week 12 March 27	<i>Readings Text – Edelman and Kudzma 2022</i> Chapter 6 – Health Promotion and the Individual Chapter 7 – Health Promotion and the Family	(1) In class Small Group Discussion Questions (2) Sign up for population for Group Health Promotion Activity
Week 13 April 3	<i>Readings Text – Edelman and Kudzma 2022</i> Chapter 8 – Health Promotion and the Community Chapter 9 – Screening and Health Promotion	(1) In class Small Group Discussion Questions (2) In Class - Begin work on Group Health Promotion Activity
Week 14 April 10	<i>Readings Text - Black 2020</i> Chapter 16 – Nursing's Challenge: To Continue to Evolve <i>Readings Text – Edelman and Kudzma 2022</i> Chapter 10 – Health Education	Exam 3 (1) In class Small Group Discussion Questions (2) In Class – Continue work on Group Health Promotion Activity
Week 15 April 17 (Dead Week)		(1) Group Health Promotion Power Point Presentation In Class – Submit online to Assignment Drop Box (2) Teaching plan Due – Submit online to assignment drop box (3) Educational Pamphlet Due – submit in class

Week 16 April 24		Final Exam
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Grading Policy

GRADING POLICY/ ASSIGNMENT GRADES

Assignments

Three Exams (15% each)	45 % of total Grade
Final Exam	18% of total Grade
Weekly Small Group Discussion Questions	12%
APA Assignment	3%
Group Health Promotion Power Point	12%
Individual Health Promotion Teaching Plan	6%
Individual Health Promotion Pamphlet	4%

GRADING SCALE

A	90-100
B	80 – 89.99
C	75 – 79.99
D	65- 74.99
F	64.99 and below

Grades will be carried out two decimal places. No rounding of grades.

* *Students must obtain a 75% exam average in order to pass the class regardless of the class grade. The average will be calculated based on the weight of each exam. If students obtain less than a C average on exams, the final grade (D or F) will be derived solely from exam averages. It is possible, however, to have a 75% exam average, but fail the course when the non-exam portion of the grade is calculated into the final grade. **Total Exam Score Points must equal 47.25 or higher.**

NUR 300 GRADE CALCULATIONS FORM

EXAM	GRADE	PERCENTAGE	POINTS
Exam I		X 0.15=	
Exam II		X 0.15 =	
Exam III		X 0.15 =	
Final Exam		X 0.18 =	

Total Exam Score _____
Points

Attendance/Participation Policy

Continuity of Instruction

Faculty in the School of Nursing (SON) are committed to ensuring students are provided instruction necessary to meet course objectives. In the event a faculty member is unable to teach face to face or virtually due to COVID, the SON will provide a) a substitute instructor, b) provide recorded lecture, or c) provide specific and timely guidelines via the course Blackboard page. This situation may require adjustment of the course calendar, including days/times of the clinical requirement in some nursing courses.

Department Guidelines for Students Absent Due to Covid

*Students enrolled in courses within the School of Nursing (SON) are encouraged to attend all scheduled classes. In the event a student is unable to attend class face to face due to COVID, they should follow the university guidelines for quarantine and self-isolation. Additionally, students are required to contact the instructor of the course immediately to develop a plan to complete assignments. If they are well enough to continue to participate in class, they will be allowed to do so virtually using Microsoft Teams. Because specific patient cases may be discussed, **students need to ensure they are in a private location** where the class cannot be overheard by a third party. If an exam is scheduled for missed class day(s), they will be allowed to take the exam during the day and time it is scheduled via the Respondus Lockdown Browser and Respondus Monitor in Blackboard.*

*If students are too sick to participate, the class will be taped and a link to this class video will be sent to them. Because specific patient cases may be discussed, **students must follow HIPPA regulations**, therefore video tapes cannot be downloaded, copied, shared, or otherwise distributed. Student must **ensure they are in a private location** where the video cannot be overheard by a third party. If an exam is scheduled for the day(s) they will be absent, they will be allowed to coordinate with course faculty for a makeup exam. This exam may be different version from the exam missed.*

UNIVERSITY EXCUSED ABSENCE - Students who need to apply for a university excused absence and cannot come to Student Affairs in the Student Center may complete an online form at <http://www.marshall.edu/student-affairs/excused-absence-form/> Students may upload their documentation or fax it to 304-696-4743.

CLASSROOM EXPECTATIONS:

Students are expected to attend and participate in class. Students are also expected to act in a professional manner. Students are not to use electronic devices during class unless approved for a specific assignment/task.

EXAMS: Students may use their textbook during exams. Students may also use two pages of HANDWRITTEN notes (front and back of 8.5 x 11 inch paper) using any ink color EXCEPT black. Students will be required to show notes before taking the exam. Notes will be collected after each exam and will not be returned to the student. No photocopies of notes will be allowed.

MISSED EXAMS not due to COVID:

Students are expected to take all exams at the scheduled time unless prior arrangements have been made with the Professor. **In the event of an illness at the time of the scheduled exam,** it is the student's responsibility to notify the Professor **BEFORE** the scheduled exam by phone or e-mail. Arrangements to make up an exam must be made as soon as possible and no later than 24 hours after the scheduled exam. Failure to do so may result in a lower grade or a zero grade for that particular exam. In order to take a make-up exam, a University excused absence or Doctor's excuse are preferred however an explanation from the student to the Professor **may** be accepted. Make-up exams may be different from the exam taken on schedule. Make-up exams may be oral or written. Revised SON 8.17.16

LATE ASSIGNMENTS

BSN Policy for Late Assignments

Students are expected to complete assignments as scheduled unless other arrangements have been PREVIOUSLY worked out between the Professor and the student. Late assignments will be reduced by **10% per day**. For example, if the assignment is worth 100 points, that is 10 points off the final assignment grade per day late. This applies to ALL assignments such as and not limited to individual assignments, discussion board assignments, group assignments, and peer review assignments. **ASSIGNMENTS that are 5 days past due or later will not be accepted.**

Approved by the SON 4/23/13

University Policies

By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to MU Academic Affairs: University Policies. (URL: <http://www.marshall.edu/academic-affairs/policies/>)

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Dead Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Students with Disabilities

(QM Standard 7.2) For University policies and the procedures for obtaining services, please go to MU Academic Affairs: University Policies and read the section,

Students with Disabilities. (URL: <http://www.marshall.edu/academic-affairs/policies/>)

Course Schedule

Week	Activity/Assignment	Percentage	Due Date
Week 2	APA Assignment	3% final grade	Jan 21
Week 5	Exam 1	15% final grade	Feb 6
Week 9	Exam 2	15% final grade	March 6
Week 12	Sign Up for Group for Health Promotion Activity	0%	March 27
Week 15	Group Health Promotion Power Point Presentation	15% final grade	Apr 17
Week 15	Teaching Plan	6% final grade	Apr 17
Week 15	Teaching Plan Pamphlet	4% final grade	Apr 17

Finals Week Final Exam		18%	Apr 24
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ASSIGNMENTS

Group Assignments - FAILURE TO PARTICIPATE IN the group assignments WILL RESULT IN A DECREASE IN THE STUDENT GRADE FOR THE GROUP ASSIGNMENT. The decrease in the final grade will depend.

Weekly Small Group Discussion Questions – participation is expected from all students. Students will be expected to grade themselves each week on their participation by: (1) Participation score out of 10 points possible each week = total of 140 points (grade will be percentage – number student points divided by number of points possible) (2) Writing a short paragraph explaining their participation or lack thereof in the discussion that week to justify the participation score.

Group Health Promotion Power Point Assignment

Submit the completed Power Point to the Assignment Drop Box for a Grade. Presentations will also be given in class.

Sign up in Week 12 for a specific population - Young adult (18-35), Middle adult (Group 1 35-44 years, Group 2 45-54 years, and Group 3 55 - 64 years), and Older adult (65 and older)

Power Point should include the following:

1. Introduction - Ages of the group, interesting two or three facts about this age group - 5 points
2. Age Related Areas of concern for each of the following: (health perception-health management pattern, nutritional-metabolic, elimination, activity-exercise, sleep-rest, cognitive-perceptual, self-perception-self-concept, role-relationships, sexuality-reproductive, coping-stress, and values-beliefs) 5 points for each = 55 points total
3. Needed screenings and rationales for the age group - 10 points
4. Educational topics chosen for the group with rationale as to why important for this age group - 10 points.
5. Brief summary of each research article to support teaching plan – title of study with citation, purpose of the study, methods of the study including how many subjects, characteristics of the subjects, how many groups, description of the

intervention, what treatment if any did the control group get, statistical results of the study including p values to show statistical significance, and implications for nursing practice and/or future research. 15 points total

6. Reference page in APA format - 5 points

Note: You may use additional information from resources other than your books for this class.

Teaching Plan – Individual

Choose a topic appropriate for your selected age group (i.e., Health Promotion Group). Complete a teaching plan for an individual within this age group **using the form provided in week 15**. The content/intervention of the teaching plan should be supported by a quantitative research study (published within the past 5 years). Submit a PDF of the quantitative research study with the teaching plan. Submit to the Assignment Drop Box for grading. Note: Grading Rubric posted in Week 15 folder.

Note: See rubric last page of syllabus

Educational Pamphlet – Develop a pamphlet for the teaching plan. The size should be 8.5 x 11 and can be folded. It should be colorful, age appropriate, use bullet points for the concise information, and be on the educational level of 6th grade. Submit in class.

Weekly Course Objectives

Week 1

1. Become familiar with the syllabus, SON handbook, and requirements for the class.
2. Describe the demographic profile of registered nurses today.
3. Recognize the wide range of settings and roles in which today's registered nurse's practice.
4. Identify evolving practice opportunities for nurses.
5. Consider nursing roles in various practice settings.
6. Explain the roles and education of advanced practice nurses.
7. Discuss issues, concepts, and challenges in professional nursing practice.

Week 2

1. Identify the social, political, economic, and military factors and trends that influenced the development of professional nursing in the US.
2. Identify nursing leaders and explain their significance to nursing.
3. Describe the development of schools of nursing.
4. Discuss the struggles and contributions of minorities and men in nursing.
5. Describe nursing's efforts to manage and improve its image in the media.
6. Evaluate the implications for nursing in a technologically driven era.
7. Describe how nursing has reacted to nursing shortages.
8. Explain how nursing shortages affect patient outcomes
9. Discuss issues, concepts, and challenges in professional nursing practice.
10. Identify the characteristics of a profession.
11. Distinguish between the characteristics of professions and occupations.
12. Describe how professions evolve.
13. Identify barriers to nursing's development as a profession.
14. Explain the elements of nursing's contract with society.
15. Recognize characteristic behaviors that exemplify professional nurses.
16. Review guidelines for APA Style for writing professional papers, citations, and references.

Week 3

1. Review the development of basic and graduate education in nursing.
2. Discuss the influence of early nursing studies on nursing education.
3. Describe traditional and alternative ways of becoming a registered nurse.
4. Discuss program options for registered nurses and students with non-nursing bachelor's degrees.
5. Differentiate between licensed practical/vocational nurses and registered nurses.
6. Differentiate between associate degree and bachelor's degree education.
7. Explain the difference between licensure and certification.
8. Define *accreditation* and analyze its influence on the quality and effectiveness of nursing education programs.
9. Discuss recommendations of the Institute of Medicine and major nursing organizations regarding transforming nursing education.
10. Review Quality and Safety Education in Nursing (QSEN) competencies.
11. Define *Interprofessional Education* (IPE) and describe its importance in health care today.
12. Discuss issues, concepts, and challenges in professional nursing practice.
13. Describe the benefits of defining nursing and how this is related to professional socialization.
14. Compare early definitions of nursing with contemporary ones.
15. Recognize the impact of historical, social, economic, and political events on evolving definitions of nursing.
16. Identify commonalities in existing definitions of nursing.

17. Discuss how students' initial images of nursing are transformed through professional education and experiences.
18. Differentiate between formal and informal socialization.
19. Identify factors that influence an individual's professional socialization.
20. Describe two developmental models of professional socialization and explain how they are used.
21. Describe strategies to ease the transition from student to professional nurse.

Week 4

1. Describe the components of a model nursing practice act.
2. Discuss the authority of state boards of nursing.
3. Explain the conditions that must be present for malpractice to occur.
4. Identify nursing responsibilities related to delegation, informed consent, and confidentiality.
5. Explain the legal responsibilities of nurses to enforce professional boundaries, including the use of social media.
6. Describe strategies nurses can use to protect their patients, thereby protecting themselves from legal actions.
7. Discuss issues, concepts, and challenges in professional nursing.
8. Differentiate between values, morals, ethics, and bioethics.
9. Explain the difference between Kohlberg's and Gilligan's approaches to moral reasoning.
10. Compare and contrast the three normative ethical theories.
11. Identify and define basic ethical principles.
12. Discuss the concept of justice as an ethical principle in health care delivery.
13. Discuss the relevance of a code of ethics for the profession of nursing.
14. Review how professional ethics override personal ethics in professional settings.
15. Describe ethical dilemmas resulting from conflicts between patients, health care professionals, family members, and institutions.
16. Identify a model for ethical decision making and discuss the steps of the model.
17. Recognize sociocultural challenges to professional ethical behavior, including social media and substance abuse.
18. Understand the important ethical issues related to immigration, migration, and health care.
19. Recognize moral distress and describe the individual and organizational issues resulting from unaddressed moral distress.
20. Describe the process of using moral courage with the CODE Moral Courage Model.

Week 5

1. Describe the components and processes of systems.
2. Explain Maslow's hierarchy of human needs and its relationship to motivation.
3. Recognize how environmental factors such as family, culture, social support, social media and the Internet, and community influence health.
4. Explain the significance of a holistic approach to nursing care.

5. Apply Rosenstock's health belief model and Bandura's theory of perceived self-efficacy to personal health behaviors and health behaviors of others.
6. Devise a personal plan for achieving high-level wellness.
7. Define and give examples of beliefs.
8. Identify examples of nursing philosophies.
9. Discuss the impact of beliefs and values on nurses' professional behaviors.
10. Explain how nurses and organizations educating and employing nurses can use a philosophy of nursing.
11. Identify personal beliefs, values, and philosophies as they relate to nursing.
12. Discuss issues, concepts, and challenges in professional nursing practice.

Week 6

1. Define philosophy, conceptual frameworks, theory, and middle-range theory.
2. Consider how selected nursing theoretical works guide the practice of nursing.
3. Understand how nursing philosophy or theory shapes the curriculum in schools of nursing.
4. Delineate the role of nursing theory for different levels of nursing education.
5. Describe the function of nursing theory in research and practice.
6. Define philosophy, conceptual frameworks, theory, and middle-range theory.
7. Consider how selected nursing theoretical works guide the practice of nursing.
8. Discuss how nursing philosophy or theory shapes the curriculum in schools of nursing.
9. Delineate the role of nursing theory for different levels of nursing education.
10. Describe the function of nursing theory in research and practice.

Week 7

1. Define critical thinking and its importance in nursing.
2. Contrast the characteristics of "novice thinking" with those of "expert thinking."
3. Explain the purpose and phases of the nursing process.
4. Explain the differences between independent, interdependent (collaborative), and dependent nursing actions.
5. Describe evaluation and its importance in the nursing process.
6. Define clinical judgment in nursing practice and explain how it is developed.
7. Devise a personal plan to use in developing sound clinical judgment.
8. Describe therapeutic use of self.
9. Identify and describe the phases of the traditional nurse-patient relationship.
10. Differentiate between social and professional relationships.
11. Explore the role self-awareness plays in the ability to use nonjudgmental acceptance as a helping technique.
12. Explain the concept of professional boundaries.
13. Discuss factors creating successful or unsuccessful communication.
14. Evaluate helpful and unhelpful communication techniques.
15. Identify strategies in providing care to patients who do not speak English.
16. Discuss the roles of professional interpreters and translators.

17. Identify their own communication strengths and challenges.
18. Demonstrate components of active listening.
19. Identify key aspects of collaboration.
20. Explain the effects of gender, cultural, and generational diversity on nurse-patient and nurse- colleague relationships.
21. Discuss issues, concepts, and challenges in professional nursing practice.

Week 8

1. Describe the four basic categories of services provided by the health care delivery system.
2. Describe the shared governance model and explain its use in nursing.
3. Relate two major mechanisms used to maintain quality in health care agencies.
4. Explain how disparities in health care disproportionately affect minority and poor populations.
5. Identify the key members of the interprofessional health care team and explain what each contributes.
6. Explain the economic principles of supply and demand, free-market economies, and price sensitivity and discuss their relevance to health care costs.
7. Describe current methods of payment for health care.
8. Discuss the possibility of universal health care as an outcome of health care reform.
9. Analyze concepts and models of health as used historically and as used in this textbook.
10. Evaluate the consistency of Healthy People 2020/2030 goals with various concepts of health.
11. Analyze the progress made in this nation from the original Healthy People document to the foci in Healthy People 2020.
12. Differentiate between health, illness, disease, disability, and premature death.
13. Compare the four levels of prevention (primordial, primary, secondary, and tertiary) with the levels of service provision available across the life span.
14. Critique the role of research and evidence as well as the nurse's role in health education and research for the promotion and protection of health for individuals and populations
15. Discuss issues, concepts, and challenges in professional nursing practice.

Week 9

1. Differentiate between acute and chronic illness.
2. Describe the stages of illness and how patients move among the stages.
3. Explain behavioral responses to illness and what influences these behaviors.
4. Discuss the influence of culture on illness behaviors.
5. Describe the characteristics of the culturally competent nurse.
6. Explain the physical, emotional, and cognitive effects of stress.
7. Discuss how family functioning is altered during illness.

8. Explain the necessity of and strategies for self-care by nurses.
9. Discuss issues, concepts, and challenges in professional nursing practice.

Week 10 – Spring Break

Week 11

1. Differentiate between politics and policy.
2. Explain why professions have associations.
3. Demonstrate an understanding of the complex role that associations play in the profession and in society.
4. Recognize the opportunities that associations offer to increase the leadership capacity of nursing students and registered nurses.
5. Explain the concept of personalizing the political process.
6. Describe the debate in nursing regarding unionization.
7. Identify examples of sources of both personal and professional power.
8. Describe how nurses can become involved in politics and policy development at the levels of citizen, activist, and politician.
9. Explain how organized nursing is involved in political activities designed to strengthen professional nursing and influence health policy.
10. Differentiate between politics and policy.
11. Explain why professions have associations.
12. Demonstrate an understanding of the complex role that associations play in the profession and in society.
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Week 12

1. Differentiate between politics and policy.
2. Explain why professions have associations.
3. Demonstrate an understanding of the complex role that associations play in the profession and in society.
4. Recognize the opportunities that associations offer to increase the leadership capacity of nursing students and registered nurses.
5. Explain the concept of personalizing the political process.
6. Describe the debate in nursing regarding unionization.
7. Identify examples of sources of both personal and professional power.
8. Describe how nurses can become involved in politics and policy development at the levels of citizen, activist, and politician.
9. Explain how organized nursing is involved in political activities designed to strengthen professional nursing and influence health policy.

10. Describe various theoretical approaches to the study of families.
11. Assess families throughout the life span using the functional health pattern framework.
12. Describe examples of the clinical data to collect in each health pattern during each family developmental phase.
13. Provide examples of behavioral changes (functional, potentially dysfunctional, and actually dysfunctional) within the health patterns of families.
14. Describe developmental and cultural characteristics of the family to consider when identifying risk factors or etiological factors of potential or actual dysfunctional health patterns.
15. Plan, implement, and evaluate nursing interventions in health promotion with families.
16. Evaluate a specific health-promotion plan based on family assessment, contributing risks and etiological factors.
17. Discuss issues, concepts, and challenges in professional nursing practice.

Week 13

1. Describe the 11 functional health patterns and explain how they are used for data collection to assess communities.
2. Evaluate community characteristics that indicate risk.
3. Explain methods of community data collection and sources of information.
4. Describe a method of planned change for the community.
5. Discuss the planning, implementation, and evaluation of nursing interventions in health promotion with communities.
6. Develop a health-promotion plan based on community assessment, available resources, and other contributing factors.
7. Discuss screening and its role in secondary prevention and health promotion.
8. Analyze criteria to determine if a disease has evidence-based guidelines for screening.
9. Identify health care, economic, and ethical implications related to the screening process.
10. Discuss how collaborative community and national partnerships and policies assist in the development and implementation of a screening program.
11. Describe elements of the nursing role in the screening process.
12. Discuss issues, concepts, and challenges in professional nursing practice.

Week 14

1. Describe the major challenges facing the profession of nursing.
2. List ways that nurses can protect the image of nursing.
3. Describe how incivility escalates along a continuum.
4. Explain how nursing's role in caring for the environment is related to health.
5. Describe four major components of the American Nurses Association's Health System Reform Agenda.
6. Analyze the goals of health education.
7. Discuss learning principles that affect health education.

8. Apply teaching and learning concepts to teaching.
9. Describe selected theoretical models used in health education to influence the behavior change process.
10. Explain the steps in preparing a health teaching plan.
11. Propose learning strategies appropriate to each learning domain.
12. Discuss the importance of evaluating the educational process.
13. Discuss issues, concepts, and challenges in professional nursing practice

Request for Undergraduate Course Addition

1. Prepare one paper copy and obtain signatures from the Department Chair/Division Head, Registrar and College Dean.
2. Submit the form to your College Curriculum Committee.
3. After obtaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee Chair
4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in a single PDF file (PDF Portfolio recommended) to UCC chair.

College: Health Professions Department/Division: Nursing Alpha Designator/Number: NUR 314
 Contact Person: Denise Landry Phone: 304-696-2630

NEW COURSE DATA:

Course Title: Fundamentals of Nursing Care (Limit of 30 characters & spaces.)
 Alpha Designator/Number: NUR 314
 General Education Designator(s) (check all that apply): ☐ CT ☐ INTL ☐ MC ☐ Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. <http://www.marshall.edu/wpmu/gened/core-ii-courses-info/>
 Catalog Description (Limit of 30 words): Introduction to foundations of nursing including potential and simple health alterations, exploration and integration of concepts, and processes of nursing practice. Laboratory and clinical included ✖
 Co-requisite(s): NUR 300, NUR 319, NUR 350 First Term to be Offered: Spring 2023
 Prerequisite(s): Admission to the BA/BS to BSN program Credit Hours: 7
 Grading Mode: Graded: Yes Credit/No Credit: _____
 Course(s) being deleted in place of this addition (must submit course deletion form): None

CHECKLIST/REQUIREMENTS

1. After completing this two page form in its entirety, include a complete syllabus and route through the departments/committees below.
2. A complete syllabus can be from when this course was previously taught as a special topics course or by creating a new, intended syllabus to use with the course. The sample syllabus must at a minimum address the following areas:
 - a. COURSE OBJECTIVES, COURSE OUTLINE, SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATE, INSTRUCTIONAL METHODS (Lecture, Lab, Internship, Practicum, etc.), and EVALUATION METHODS (Unit/Chapter, Midterm, Final, Projects, etc.)
3. If this course will replace a course that is required by another department, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. If this course will be similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.

SIGNATURES: (If disapproved at any level, do not sign. Return to previous signer.)

Department Chair/Division Head: <u>[Signature]</u>	Date: <u>8/18/2022</u>
Registrar: <u>[Signature]</u> 513801	Date: <u>8/18/2022</u>
College Dean: <u>[Signature]</u>	Date: <u>8/18/22</u>
College Curriculum Chair: <u>Zach Garrett</u>	Date: <u>8/26/22</u>
General Education Council Chair *: _____	Date: _____
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>9/27/22</u>
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science: _____	Date: _____

* - Signature necessary only if course is to be Core Curriculum Course

Request for Undergraduate Course Addition - Page 2
Additional Information Required for Undergraduate Course Addition

College: Health Professions Department/Division: Nursing Alpha Designator/Number: NUR 314

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. Identify by name the faculty in your department/division who may teach this course.

New faculty will be hired for this program.

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.

See attached

3. If this course will be required by a department/division other than your own, identify by name.

N/A

4. If there are any agreements required to provide clinical experience, attach details and signed agreements.

See attached

5. If library resources are deemed inadequate, attach a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

See attached

6. EQUIPMENT/SUPPLIES NEEDED TO TEACH THIS COURSE (this does not refer to additional equipment/supplies that need to be purchased; simply what materials are needed in order to teach this course successfully.):

Classroom with desks, chairs for students; computer with monitor and overhead projector.

7. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE OR GRADUATE COURSE (please also submit to Graduate Council course addition for 5xx graduate component):

N/A

8. PROVIDE A COMPLETE BIBLIOGRAPHY INCLUDING ALL PUBLICATIONS RESEARCHED TO CREATE THIS COURSE AND WHAT PUBLICATIONS MAY BE BENEFICIAL TO STUDENTS TAKING THIS COURSE (separate page).

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.

The School of Nursing received a \$834,148.00 award from the Higher Learning Commission to begin this program. This money is being used to renovate a couple of rooms on the South Charleston Campus to create a simulation lab, including skills lab, debriefing room, and control room. This money is also being used to purchase all needed equipment and supplies for the lab, including hospital beds, headwalls, simulation manikins, cameras and microphones, computers, etc. Two faculty offices are available on the South Charleston campus for the School of Nursing, and we will be furnishing with computers, phones, supplies, etc. All of this is being paid for from the award received. All renovations, equipment and supplies are scheduled to be completed/purchased by September 30, 2022

This is a proforma program and money collects in tuition and fees will be used to pay for 2 full-time clinical faculty, a part-time simulation faculty, a part-time secretary.

5. If library resources are deemed inadequate, attach a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

Students on the South Charleston campus will have access to all resources available to students on the Huntington campus, whether by electronic access or interlibrary loan. Additionally, nursing reference books are being purchased for placement in the library on the South Charleston campus. Additionally, two laptop computers will be purchased for placement in the South Charleston campus library for the exclusive use by students in the program.



1340 Hal Greer Boulevard, Huntington, WV 25701

July 6, 2022

Dr. Denise Landry
Chair, School of Nursing
Prichard Hall Room 425
Marshall University
Huntington, WV. 25755

Dear Dr. Landry:

As the Chief Nursing Officer for Mountain Health Network, I fully support the Marshall University School of Nursing BA/BS to BSN program in South Charleston.

Mountain Health Network encompasses Cabell Huntington Hospital and St. Mary's Medical Center.

I would anticipate over the next three years we would need to hire approximately 500 RNs to fill RN vacancies within MHN and support new programs.

Sincerely,

A handwritten signature in cursive script that reads "Regina Campbell".

Regina Campbell, RN, MSN
System Chief Nursing Officer
Mountain Health Network

West Virginia Board of Examiners for Registered Professional Nurses

CLINICAL PRACTICE FACILITY REPORT FORM

NAME OF FACILITY Thomas Health - Thomas Memorial Hospital
ADDRESS 4615 MacCorkle Ave SW South Charleston, WV 25309

1. Type of Facility

1.1 General 241 bed Community Hospital

1.2 Psychiatric _____

1.3 Other (explain) _____

1.4 Name of the chief administrative officer and title Interim

Albert L. Wright, Jr.

1.5 What is the purpose of this facility? Community Hospital

Mother Baby, Medical Surgical, Critical Care, Emergency Services, Surgical Services, Cardiology, Behavioral Health

1.6 Facility approved and / or accredited by The Joint Commission

1.7 Licensed by Office of Health Facility Licensure & Certification

State of WV
Dept of Health
& Human Resources

1.8 List all educational programs having clinical practice experience within the facility and number of students in each program

Nursing - University of Charleston -

WVJC

WV State University

Marshall

Radiology

Respiratory Therapy

2. Control of Facility

2.1 State _____

2.2 County _____

2.3 City _____

2.4 Private ownership _____

2.5 Church or Church Organization _____

2.6 Non-Profit Corporation Thomas Health

2.7 Other (explain) Affiliate of WVU medicine

3. Statistics for year just past

3.1 Total bed capacity (exclusive of newborn) 196

3.2 Daily patient average 98

3.3 Average hospital days per patient 484

3.4 Medical patients:	Daily average	} <u>82.5</u>
	Census	

3.5 Surgical patients:	Daily average	
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3.6 Obstetric patients: Daily average 5

3.7 Newborn: Daily average 6.5

3.8 Pediatric patients: Daily average -

3.9 Psychiatric patients: Daily average 4

3.10 All others: Daily average _____

3.11 Total number of out-patients (Describe the nature of clinics held and extent of your out-patient department services)

179,560

ER / op surgery, endoscopy, Cath lab, behavioral health
imaging, lab and 17 provider based offices

4. Number of registered professional nurses on payroll

4.1 Full-time: 209

4.2 Part-time: 8

4.3 Name of Director / Vice-President of Nursing Service

Jennie Kahn

Qualifications and major responsibilities _____

4.4 Name of Director of Education _____

Qualifications and major responsibilities _____

5. Number of licensed practical nurses on payroll

5.1 Full-time: 24^F

5.2 Part-time: _____

6. Number of certified nurse aides on payroll

6.1 Full-time: CNA: 2^F MA: 67^F 1^P

6.2 Part-time: _____

7. Number of other workers employed

7.1 Full-time: RN others: 58^F 3^P, GN 22^F

7.2 Part-time: Other Support Staff - 1059

8. Number of nursing service positions budgeted but not filled:

8.1 Number: 70 Nurse

8.2 List: _____

Beth Du
Nurse Education Program Administrator Signature

6/21/22
Date

NUR 314 Bibliography

- Ackley, B. J., Ladwig, G. B., & Makic, M, F. (2022). *Nursing diagnosis handbook: An evidence-based guide to planning care* (13th ed.). Missouri: Mosby Elsevier.
- Burchum, J.R., & Rosenthal, L.D. (2021). *Lehne's pharmacology for nursing care*. (11th ed.) St. Louis, MO: Elsevier Saunders. (Purchased for NUR 350)
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- Mosby Elsevier. *Clinical Key*. Retail Access Card.
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- Mosby Elsevier. *Clinical skills: Essentials collection*
- Mosby Elsevier. *HESI/Evolve Case Studies and Practice Exams*.
- Olsen, J. L., Giangrasso, A.P., Shrimpton, D., & Dillon, P. (2016). *Medical dosage calculations: Dimensional analysis approach*. (11th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.
- Potter, P. A., & Perry, A. G. (2020). *Fundamentals of nursing*. (10th ed.). Missouri: Elsevier.



NUR 314

Fundamentals of Nursing Care

Spring 2023

Tuesday 4:00-5:50pm

Marshall University

School of Nursing

College of Health Professions

Disclaimer:

The faculty reserves the right to change the course syllabus, layout or format of this course at any time. The instructor will announce any deviations during regular class hours and via MUOnline/email. The student is held responsible for all materials covered and for any changes in the syllabus. Students are expected to check MUOnline and Marshall email daily. Students are also expected to review the student handbook available on the Marshall website and to abide by all policies and procedures of the program. All assignments are open at the beginning of the semester and you are encouraged to work ahead. All coursework is to be completed by the student individually and not as a group.

COVID 19 Related Information:

Marshall's official COVID-19 protocols are online at <https://www.marshall.edu/coronavirus> (URL: <https://www.marshall.edu/coronavirus/>). Policies and protocols may change over time as we respond to changing conditions. The website will always contain the most recent information. Students who are unable to follow University requirements due to a disability should seek reasonable accommodations from the Office of Disability Services (ODS; disabilityservices@marshall.edu) during the first week of class.

Course Title/Number	NUR 314: Fundamentals of Nursing Care
Semester/Year	Spring 2023
Days/Time	Lecture: Tuesday 4:00pm to 5:50pm Lab/Clinical: Per schedule
Location	South Charleston Campus 214
Instructor	
Office	
Phone	
E-Mail	
Office Hours	
University Policies	<p>University Policies</p> <p>By enrolling in this course, you agree to abide by the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Marshall University Policies." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802</p> <p>School of Nursing Policies</p> <p>By enrolling in this course, you agree to abide by the MU School of Nursing policies listed in the most current Pre-Licensure BSN Student http://www.marshall.edu/nursing/files/Pre-licensure-BSN-handbook.pdf. Please read the full text of each policy noting the revised policies that are included in MUOnline in addition to the Handbook and MUSON policies webpage</p>

Course Description from Catalog

NUR 314 Fundamentals of Nursing Care (7 credit hours: 4 lecture and 3 lab credit)

Introduction to foundations of nursing including potential and simple health alterations, exploration and integration of concepts, and processes of nursing practice. Laboratory and clinical included. Pre-Requisites (PR): Admission to the BA/BS to BSN program. Co-Requisites (CR): NUR 300, NUR 319 and NUR 350.

END OF PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the Bachelor of Science Degree in Nursing, students will be able to:

1. Use the nursing process to provide nursing care to individuals, families, groups, and communities in multiple settings, considering cultural diversity.
2. Synthesize theoretical and empirical knowledge from nursing, natural and social sciences, and the humanities to promote, maintain, and restore health throughout the life span.
3. Promote health care through communication and collaboration with clients and other health care providers.
4. Coordinate comprehensive nursing care through the application of management and leadership skills, including prioritizing and delegation of care.
5. Use clinical and critical reasoning to address simple and complex situations.
6. Integrate evidence-based practice into nursing care.
7. Perform as a responsible and accountable member of the profession who practices nursing legally and ethically.
8. Examine professional activities that help define the scope of nursing practice, set health policies and improve the health of the public.

The table on the following pages demonstrates the following relationships; the method by which student learning outcome will be practiced and assessed in this course.

Upon completion of this course, students will be able to:	Students will practice each outcome in this course by:	End of Program SLO	Each student learning outcome will be assessed in the following manner:
1. Discuss cultural differences and individual values, which may influence nursing and client attitudes and behaviors toward health practices.	Assigned readings Lectures In-class discussions Adaptive Quizzes Sherpath Activities Clinical/lab and simulation activities	SLO 1 SLO 7	Unit and final examinations HESI examination Clinical evaluations
2. Discuss selected health-related physical, emotional, intellectual, social, and spiritual responses and nursing care.	Assigned readings Lectures In-class discussions Adaptive Quizzes Sherpath Activities Case Studies Clinical/lab and simulation activities	SLO 1 SLO 2	Unit and final examinations HESI examination Clinical evaluations
3. Utilize the nursing process, research process and ethical decision-making process to critical thinking and problem solving in nursing practice related to potential and simple alterations in health	Assigned readings Lectures In-class discussions Adaptive Quizzes Sherpath Activities Case Studies Clinical/lab and simulation activities	SLO 1 SLO 5 SLO 6 SLO 8	Unit and final examinations HESI examination Clinical evaluations Nursing Care Plans
4. Explain the functions, components, and interactions of the various steps of the nursing process.	Assigned readings Lectures In-class discussions Adaptive Quizzes Sherpath Activities Clinical/lab and simulation activities	SLO 1	Unit and final examinations HESI examination Clinical evaluations Nursing Nursing Care Plans
5. Apply principles of the teaching/learning process in developing and implementing a basic plan for teaching.	Assigned readings Lectures In-class discussions Adaptive Quizzes Sherpath Activities Case Studies Clinical/lab and simulation activities	SLO 1 SLO 3 SLO 4	Unit and final examinations HESI examination Clinical evaluations Nursing Teaching Plans

6. Identify the physiology and acceptable ranges related to vital signs including regulation and variations.	Assigned readings Lectures In-class discussions Adaptive Quizzes Sherpath Activities Clinical/lab and simulation activities	SLO 2	Unit and final examinations HESI examination Clinical evaluations
7. Apply principles of communication to establish basic therapeutic relationships with patients.	Assigned readings Lectures In-class discussions Adaptive Quizzes Sherpath Activities Clinical/lab and simulation activities	SLO 3	Unit and final examinations HESI examination Clinical evaluations
8. Demonstrate ability to function within the legal and ethical scope of professional nursing practice as a beginning nursing student.	Assigned readings Lectures In-class discussions Adaptive Quizzes Sherpath Activities Clinical/lab and simulation activities	SLO 7 SLO 8	Unit and final examinations HESI examination Clinical evaluations
9. Demonstrate selected basic nursing procedures.	Assigned readings Lectures In-class discussions Adaptive Quizzes Sherpath Activities Clinical/lab and simulation activities	SLO 1	Unit and final examinations HESI examination Clinical evaluations
10. Coordinate basic nursing care for patients experiencing simple health problems.	Clinical/lab and simulation activities	SLO 4	HESI Examination Clinical Evaluations
11. Explain the rationale of selected therapeutic modalities used in the treatment of simple health problems.	Clinical/lab and simulation activities	SLO 2	Unit and final examinations HESI examination Nursing Care Plans
12. Demonstrate beginning competency in performing basic nursing procedures including administration of medications in different forms (oral, injectable, ophthalmic drops, rectal, enteral, otic, inhalation),	Clinical/lab and simulation activities	SLO 1 SLO 4 SLO 5 LSO 6	Clinical Evaluations

sterile & clean wound dressings, insertion of Foley catheters, urinary and gastric specimens, glucose testing, IV site care, nasogastric suctioning, isolation procedures, assessment of pain, and application of clinical oxygen (with the exception of ventilators).			
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The following textbooks and resources are required NUR 314 (other editions not accepted)

Ackley, B. J., Ladwig, G. B., & Makic, M. F. (2022). *Nursing diagnosis handbook: An evidence-based guide to planning care* (13th ed.). Missouri: Mosby Elsevier.

Burchum, J.R., & Rosenthal, L.D. (2021). *Lehne's pharmacology for nursing care*. (11th ed.) St. Louis, MO: Elsevier Saunders. (Purchased for NUR 350)

Ignatavicius, D.D., Workman, M.L. & Rebar, C. (2021). *Medical-surgical nursing: Patient-centered-collaborative care*. (10th ed.) St. Louis, MO: Elsevier Saunders.

Mosby Elsevier. *Clinical Key*. Retail Access Card.

Mosby Elsevier. *Sherpath*. Retail Access Card

Mosby Elsevier. *Clinical skills: Essentials collection*

Mosby Elsevier. *HESI/Evolve Case Studies and Practice Exams*.

Olsen, J. L., Giangrasso, A.P., Shrimpton, D., & Dillon, P. (2016). *Medical dosage calculations: Dimensional analysis approach*. (11th ed.). Upper Saddle River, NJ: Pearson Prentice Hall.

Potter, P. A., & Perry, A. G. (2020). *Fundamentals of nursing*. (10th ed.). Missouri: Elsevier.

Attendance and Participation

All coursework must be completed in order to receive credit for this course. Due to the large amount of material to be covered, not all material may be covered during class. Students are responsible for all assigned readings, lectures and assignments and may be tested on any information covered in class, on MUOnline and/or in the assignments, lab or clinical. Students are expected to be on time for all classes, labs and clinicals. Students are to contact Dr. Perry for any issues encountered in the lecture related aspect of this course. The clinical faculty is responsible for the lab/clinical component of the course only and not lecture material

Clinical Faculty

Professor
Clinical group
Day/Time

Course Requirements and Due Dates

<u>Exams/Assignment</u>	<u>Due Date</u>	<u>Percentage of grade</u>
Exam 1	Monday, 9/12	#%
Exam 2	Wednesday, 9/28	#%
Exam 3	Monday, 10/17	#%
Exam 4	Wednesday, 11/16	#%
HESI Exam	Tuesday, 11/28	#%
Comprehensive Final Exam	Monday, 12/ 5	#%
Adaptive Quizzes	As assigned on course calendar	#%
Lab Quizzes	As assigned on course calendar	#%
HESI Case Studies	As assigned on course calendar	#%
	Total Possible	100%

Grading Scale

A = 90-100%

B = 80-89%

C = 75-79%

D = 65-74%

F = below 64%

School of Nursing Exam Average Policy

Students must obtain a “C” average (75%) on course exams in order to pass the course.

If students obtain less than a “C” average on exams, the final grade (“D” or “F”) will be derived solely from weighted exam averages. Any non-exam grades will only be applied to the students’ grade if their exam average is 75% or above. Grades will not be rounded. It is the responsibility of students to keep track of their grades and seek the advice of the Professor or advisor.

BSN Policy for Late Assignments

Students are expected to complete assignments as scheduled unless other arrangements have been previously worked out between the Professor and the student. Late assignments will be reduced by 10% per day. For example, if the assignment is worth 100 points, that is 10 points off the final assignment grade per day late. It is the discretion of the Professor if late assignments will be accepted if prior arrangements are not made. Assignments that are 5 days past due or later will not be accepted.

Quizzes

Lab quizzes will be due Sundays at 11:59pm. These quizzes will be on Blackboard and will cover lab content. You will have 20 minutes to complete each quiz. After the quiz has closed, they will not be reopened. If the quiz is missed a 0 will be given. Each quiz is worth 2% of your overall course grade for a total of 10% of your overall weighted average. Quiz due dates are outline on the course calendar, lab/clinical calendar and on blackboard under the Course Content module. There will also be a required quiz due the first week of the semester to ensure that you have read and are familiar with the terms of the syllabus/student handbook and another regarding the Respondus lockdown browser. These quizzes will be worth 0 points but are a requirement of the course.

Adaptive Quizzes (EAQs)

Specific chapters may have EAQs assigned to help achieve mastery of content, identify areas of weakness, prepare for exams and improve test-taking skills. Mastery level 2 must be met on all chapters completed to receive full credit. All chapters must be completed by the assigned due date in order to receive total points. All EAQs completed for the correlating chapters will count as a total 4% of your final course grade. If the student does not complete any of the chapters assigned with a mastery level 2 (intermediate), a 0% will be given for the entire grade.

HESI Case Studies

HESI Case Studies (10) will be assigned throughout the semester. These case studies can be completed one time and the grade received will be the grade entered into Blackboard. Each case study is worth 1% of the overall weighted grade for a total of 10% of the course grade. No late submission will be accepted without a university excused absence and prior arrangements being made with the course instructor prior to the due date.

Exams

Students involved in University-approved activities or illness occurring on examination dates must notify the Professor **prior to** the date/time of the exam. Students must provide documentation from Student Services to take the make-up exam. Make-up examinations **MUST** be completed within seven (7) days of the missed exam unless circumstances preclude scheduling and may include multiple choice, essay, short answer or other alternative format questions at the discretion of the Professor. In the event exams move to online format, Respondus lockdown browser with webcam will be required. Exam questions cannot be reviewed after the exam is complete. Concept only reviews will be completed at the request of the student by email and within one (1) week of the exam date. Please be aware of all handbook policies regarding testing both in class and online.

COURSE CALENDAR				
Week	Date	Lecture Topic/Course Activities	Readings	Assignments
1		Critical Thinking Nursing Process Patient Education	Potter & Perry Ch. 15, 16, 17, 18, 19, 20 & 25	Respondus Lockdown Browser Quiz due by Sunday, 8/28 at 11:59pm Handbook/Syllabus Quiz due by Sunday, 8/28 at 11:59pm Lab Quiz 1 due by Sunday, ### at 11:59pm
2		Infection control Vital Signs Pain Management Skin Integrity	Potter & Perry Ch. 28, 29, 44 and 48; Ignatavicius, Workman & Rebar Ch. 21 & pp. 180-181; 293-298; 404- 419; 453-455; 570-575; 1336- 1344, pp. 1135-1137	Skin Integrity HESI Case Study due by Sunday ### at 11:59pm Mobility HESI Case Study due by Sunday ### at 11:59pm Lab Quiz 2 due by Sunday, ### at 11:59pm
3		Exam 1 Pharmacology and Medication Administration Medical Dosage Calculations	Potter & Perry Ch. 44 & 31; Burchum & Rosenthal pp. 1-80 Olsen Ch. 2, 7, 8 & 9 pp. 19- 53, 138-214, Appendix B, C, D and abbreviations pp. 331-334	Pain HESI Case Study due by Sunday ### at 11:59pm

4		Continue Medical Dosage Calculations Communication Documentation	Potter & Perry Ch. 24 & 26	
5		Cultural Competence Patient Safety and Quality Ethics and Values Legal Implications in Nursing Practice	Potter & Perry Ch. 8, 22, 23 & 27	Lab Quiz 3 due by Sunday, ### at 11:59pm
6		Self-Concept Spiritual Health Sexuality Stress and Coping	Potter & Perry Ch. 33, 34, 35 & 37	Lab Quiz 4 due by Sunday, ### at 11:59pm
7		Exam 2 Nutrition Sleep	Potter & Perry Ch. 43 & 45	Altered Nutrition and Sleep Patterns HESI Case Studies due by Sunday ### at 11:59pm Lab Quiz 5 due by Sunday, ### at 11:59pm
8		Fluid and Electrolytes	Potter & Perry Ch. 42, pp. 963, 979 – 1001 p. 963	Fluid Balance HESI Case Study due by Sunday ### at 11:59pm
9		Care of the Perioperative Patient	Potter & Perry Ch. 50	Perioperative Care HESI Case Study due by Sunday ### at 11:59pm

10		Exam 3 Urinary Elimination Bowel Elimination Care of the Patient with Simple Respiratory Problems including oxygenation	Potter & Perry Ch. 46 & 47 Ignatavicius, Workman & Rebar, Ch. 48 & 60 p. 1057 – 1072 Potter & Perry Ch. 41 p. 911- 936; 940-955; Ignatavicius, Workman & Rebar, p. 473- 495	Constipation and Urinary Patterns HESI Case Study due by Sunday ### at 11:59pm
11		Continue Care of the Patient with Simple Respiratory Problems including oxygenation Care of the Patient with Simple Cardiovascular Problems	Potter & Perry Ch. 41	Breathing Patterns HESI Case Study due by Sunday ### at 11:59pm
12		Continue Care of the Patient with Simple Cardiovascular Problems Care of the Patient with Simple Hematological and Immunological Problems	Ignatavicius, Workman & Rebar, p. 779- 791; 798-800; 816-819	HESI Practice Exam due by Sunday ### at 11:59pm
13		Exam 4		
14		Dead Week - HESI Exam No Lecture		EAQs (Ch. 8, 15, 16, 17, 18, 19, 20, 22, 23, 24, 25, 26, 27, 28, 29, 31, 33, 34, 35, 37, 41, 42, 43, 44, 45, 46, 48 and 50) due by Sunday, ### at 11:59pm
15		Final Exam		

Content Outline with Unit Objectives

Unit 1: Exam 1

- **Critical Thinking in Nursing Practice**

Required Reading: Potter & Perry Ch. 15

Objectives:

- Define critical thinking.
- Compare critical thinking with clinical judgement.
- Explain how questioning promotes critical thinking and clinical judgement.
- Understand how reflection helps to improve a nurse's capacity for making future clinical decisions.
- Describe characteristics of a critical thinker.
- Describe the components of a critical thinking model for clinical decision making.
- Discuss critical thinking skills used in nursing practice.
- Discuss the relationship of the nursing process to critical thinking.
- Apply the components of a critical thinking model for clinical decision making.

- **Nursing Process (Assessment, Nursing Diagnosis, Planning Nursing Care/Implementing Nursing Care and Evaluation)**

Required Reading: Potter & Perry Ch. 16, 17, 18, 19 & 20

Objectives:

- Discuss the steps of the nursing assessment
- Differentiate between subjective and objective data.
- Explain the relationship between data interpretation, validation, and clustering.
- Describe the relationship between data collection and data analysis.
- Conduct and record a nursing assessment.
- Identify the components and use of the concept map.
- Differentiate between a nursing diagnosis and a medical diagnosis.
- Demonstrate the nursing diagnostic process.
- Formulate a nursing diagnosis from a nursing assessment.
- Discuss the advantages and limitations of nursing diagnoses for the client and the nursing profession.
- Discuss the process of priority setting.
- Differentiate between a goal and an expected outcome.
- Describe the three types of interventions (nurse-initiated, physician-initiated, and collaborative).
- Explain the relationship between expected outcomes and goals of care
- Discuss the relationship between the three-implementation skills.
- Describe appropriate implementation methods for an assigned client.
- Give examples of evaluation measures used to determine progress of outcomes.
- Explain the relationship between goals of care, expected outcomes, and evaluative measures when evaluating nursing care.
- Describe how evaluation leads to discontinuation, revision, or modification of a plan of care.

- **Patient Education**

Required Reading: Potter & Perry Ch. 25

Objectives:

- Identify the purposes of client education.
- Describe the three domains of learning.
- Differentiate factors that determine the readiness to learn from those that determine the ability to learn.
- Compare the nursing process with the teaching process.
- Correctly write a goal appropriate for a teaching plan.
- Correctly write learning objectives with the four essential parts for teaching plan.
- Describe characteristics of a good learning environment.
- Identify different teaching approaches to use for clients with specific learning needs across the life span.
- Describe ways to incorporate teaching with routine nursing care.
- Identify methods for evaluating learning.

- **Infection Prevention and Control**

Required Readings: Potter & Perry Ch. 28

Objectives:

- Understand the relationship between the infection chain and transmission of the infection.
- Describe current methods to reduce the transmission of pathogens and parasites.
- Describe the signs and symptoms of a localized infection and a systemic infection.
- Apply methods of prevention of infection to each element of the infection change.
- Identify clients most at risk for infection.
- Define standard precautions and explain the rationale for their use.
- Identify correct hand hygiene.
- Discuss the events in the inflammatory response.
- Explain the conditions that promote the transmission of health care associated infections.
- Explain the difference between medical and surgical asepsis.
- Discuss the procedures for each isolation category and apply them to patient scenarios.
- Demonstrate sterile gloving and sterile technique.
- Utilize the nursing process and apply this information to care plans and teaching plans as necessary.

- **Vital Signs/Pain Management**

Required Reading: Potter & Perry Ch. 29 & 44

Objectives:

- Explain the physiology of normal regulation of blood pressure, pulse, oxygen saturation, temperature and respirations.
- Identify ranges of acceptable vital sign values for an infant, child and adult.
- Describe factors that cause variations in vital signs.
- Identify when vital signs should be taken.
- Appropriately delegate vital sign measurement to assistive personnel.
- Identify types and categories using the PQRST model.
- Identify subjective and objective data to collect and analyze when assessing pain.
- Identify barriers to effective pain management.
- Explain how cultural factors influence the pain experience.
- Describe applications for use of non-pharmacological pain interventions.
- Compare mechanisms of action, side effects, and major nursing implications for medications related to pain.
- Utilize the nursing process and apply this information to care plans and teaching plans as

necessary.

- **Skin Integrity**

Required Reading: Potter & Perry Ch. 48

Objectives:

- Discuss risk factors that contribute to pressure ulcer formation and alterations in skin integrity.
- Discuss factors which may affect wound healing.
- Discuss the complications related to wound healing.
- List nursing interventions to prevent breaks in skin integrity.
- List nursing actions for a patient with impaired skin integrity.
- Discuss care required for a client with special needs (unconscious, cognitively impaired, or bariatric).
- Examine risk factors for pressure ulcer development.
- Analyze pathogenesis of pressure ulcer development.
- List four stages of pressure ulcers.
- Discuss normal processes of wound healing, primary & secondary intention.
- Describe complications of wound healing, and factors that impede or promote wound healing.
- Write nursing diagnoses and develop a nursing care plan for a patient with impaired skin integrity.
- Differentiate between types of wounds.
- Define terms commonly used to describe wound healing.
- Discuss common complications of wound healing.
- Identify factors that inhibit wound healing.
- Describe measures that promote wound healing including wound drains.
- Distinguish data to include in assessment of a wound.
- Contrast the various types of dressings utilized in wound care.
- Examine the rationale for each type of dressing.
- Plan appropriate nursing interventions for wound care.
- Describe the purpose and precautions taken during wound irrigation.
- List the purpose of bandages and binders.
- Explain the types, effects, and appropriate nursing interventions of heat and cold on the body.
- Describe treatment modalities for patients with chronic wounds.
- Utilize the nursing process and apply this information to care plans and teaching plans as necessary.

- **Medication Administration**

Required Reading: Potter & Perry Ch. 31; Burchum & Rosenthal pp. 1-80

Objectives:

- Define the basic terms: drug, pharmacology, pharmacotherapeutics, pharmacokinetics, pharmacodynamics, and pharmacognosy and toxicology.
- Distinguish between the chemical name, generic name, and trade name of a drug.
- Identify the typical uses and actions of drugs.
- Examine the nurse's present-day role and responsibilities in drug administration.
- Identify types of drug interactions. Differentiate between toxic effects, side effects, idiosyncratic, and allergic reactions of drugs.

- Explain the physiological mechanisms of absorption, metabolism, distribution, and excretion of drugs.
- Identify factors, which affect the above listed phases.
- Define: Drug onset, peak concentration, biological half-life, duration of drug actions and therapeutic plateau.
- Explain multiple ways a medication works on target cells.
- Differentiate between systemic and local effect of drugs.
- Identify important drug legislation.
- Distinguish differences between routine medications and controlled (substances) drugs.
- Discuss the 4 common types of medication orders
- Examine the nurse's responsibility related to medication orders.
- Define common abbreviations found in medication orders, and those abbreviations considered to be dangerous to use.
- List and describe the six (6) patient rights in medication administration and identify a seventh right.
- Demonstrate examples of nursing actions that support and facilitate safe medication administration
- Differentiate between distribution systems, i.e., stock and unit dose.
- Apply the nursing process when administering medications.
- Discuss patient assessment through health and medication history, patient knowledge, attitude, and physical condition.
- Identify at least 5 routes of drug administration.
- Differentiate among the different forms in which drugs are available.
- Demonstrate the proper techniques for administration of the following medications: Oral (PO), sublingual (SL), ophthalmic drops, eardrops, intradermal injection, subcutaneous injection (SQ) including heparin injection and insulin injection, intramuscular injection (IM) in the deltoid, ventrogluteal, vastus lateralis, and z track methods, rectal suppositories, vaginal suppositories and topicals including transdermal medication.
- Describe and demonstrate the correct documentation of drug administration.
- Explain and document the patient's responses to medications.

Unit 2: Exam 2

• Medication Calculations

Required Reading: Olsen Ch. 2, 7, 8 & 9 pp. 19-53, 138-214, Appendix B, C, D and abbreviations pp. 331-334

Objectives:

- Review arithmetic skills for medical dosage calculations.
- Identify needed conversion factors for medications.
- Apply principles of dimensional analysis for medication calculations.
- Correctly calculate prescribed dosages when administering drugs for adults and children.
- Describe appropriate nursing actions to ensure administration of appropriate medications.
- Demonstrate the Medication Calculation Exam and laboratory return demonstration.
- Demonstrate administration of oral, SQ & IM, intradermal, transdermal, eye and eardrops, nasal sprays, vaginal and rectal suppository medications that their clinical patients have been prescribed. Students will give medications under the close supervision of the clinical instructor.

- **Communication and Documentation**

Required Reading: Potter & Perry Ch. 24 & 26

Objectives:

- Describe characteristics of verbal and nonverbal communication.
- Explain the role of communication in the nursing process.
- Identify factors that promote and inhibit communication.
- List and discuss the phases of a therapeutic helping relationship.
- Discuss nursing care measures for clients with communication alterations.
- Describe interdisciplinary communication within the health care team.
- Identify information typically included in change of shift reports.
- Identify the purpose of written reports.
- Recognize typical sections in a chart.
- Categorize objective and subjective data.
- Discuss significant information for the nurse to record.
- Discuss 5 quality guidelines for documenting while maintaining confidentiality of paper and electronic records and reports.
- Identify legal guidelines for documentation.
- Recall the meaning of commonly used abbreviations.
- Compare different methods used in record keeping.
- Discuss the relationship between documentation and health care financial reimbursement.
- Describe the purpose and content of a hand-off report.
- Discuss the relationship between informatics and quality health care.
- Demonstrate the nursing diagnostic process, utilizing the Nursing Care Plan form.

- **Patient Safety and Quality**

Required Reading: Potter & Perry Ch. 27

Objectives:

- Describe how unmet basic physiological needs of oxygen, fluids, nutrition, and temperature can threaten a client's safety.
- Discuss methods to reduce physical hazards.
- Identify assessment techniques to ability to physically, psychosocially or cognitively maintain safety.
- Describe nursing interventions specific to the client's age for increasing client's safety.
- Identify the different types of restraints and general guidelines for use.
- Determine vulnerable populations most at risk for threats to safety.
- Discuss common hazards and determine ways to prevent them.
- Identify safety risks for specific developmental ages.
- Explain mobility alterations that can predispose a patient to falling.
- Describe ways to prevent procedure-related accidents.
- Discuss interventions for fall prevent in the hospital and home settings.
- Utilize the nursing process and apply this information to care plans and teaching plans as necessary.

- **Cultural Competence**

Required Reading: Potter & Perry Ch. 9

Objectives:

- Explore the concepts of cultural competence.
- Describe cultural influences in health and illness.

- Describe health disparity and the social determinates that affect it.
 - Determine the role that communication and self-examination play in the development of cultural competence.
 - Explain the approaches to conducting cultural nursing assessments.
 - Discuss the principles to apply when using an interpreter.
 - Utilize the nursing process and apply this information to care plans and teaching plans as necessary.
- **Ethics and Values/Legal Implications of Nursing**
Required Reading: Potter and Perry Ch. 22 & 23
Objectives:
 - Discuss the role of ethics in professional nursing.
 - Discuss the application of ethics in practice.
 - Define the principles and approaches commonly used in health care ethics.
 - Described the difference between an ethical dilemma and moral distress and be able to discuss this in relation to scenarios.
 - Utilize a stepwise approach to ethical problems.
 - Discuss contemporary ethical issues that nurses face.
 - Understand and be able to compare constitutional, civil and criminal law.
 - Define the scope of nursing practice and the standards of nursing care.
 - Analyze circumstances that require restraints and how to effectively and safely utilize the chosen restraint.
 - Explain informed consent and the nurse's role.
 - List the elements needed to establish negligence and malpractice.
 - Identify proactive measures that nurse can take to reduce their legal risk.
 - Utilize the nursing process and apply this information to care plans and teaching plans as necessary.
- **Self-Concept**
Required Reading: Potter & Perry Ch. 33
Objectives:
 - Understand and apply the definitions of self-concept and self-esteem to patient scenarios.
 - Discuss factors that influence self-concept.
 - Define ways to assess a patient's self-esteem and interventions that could be needed.
 - Describe stressors that could affect a person's self-esteem and self-concept.
 - Explore ways in which the nurse's self-concept and nursing activities can affect the client's self-concept.
 - Describe behaviors or defining characteristics that may indicate low self-esteem, disturbed
 - Describe the goals of care and specific nursing interventions for a client with an altered self-concept.
 - Describe components of self-concept as related to psychosocial and cognitive development stages.
 - Determine evidence-base care for patients with altered self-concept and self-esteem.
 - Summarize cultural considerations that affect self-concept and self-esteem.
 - Interpret patient's self-concept in regard to the nursing process.
- **Spiritual Health**
Required Reading: Potter and Perry Ch. 35

Objectives:

- Discuss the influence of spirituality on patient's health practices.
- Apply concepts to understand the difference between religion and spirituality.
- Discuss nursing interventions designed to promote spiritual health.
- Identify ways to establish caring relationships and presence with patients while providing spiritual care.
- Evaluate patient outcomes related to spiritual health.
- Recognize the relationship between faith, hope and spiritual well-being.
- Interpret a patient's spirituality and spiritual health.
- Explain the importance of establishing caring relationships with patients to provide spiritual care.
- Discuss the influence of spirituality on patient's health practices.
- Evaluate patient outcomes related to spiritual health by using the nursing process and critical thinking.

- **Sexuality**

Required Reading: Potter & Perry Ch. 34

Objectives:

- Identify personal attitudes, beliefs and biases related to sexuality.
- Describe the nurse's role in maintaining or enhancing sexual health.
- Utilize the nursing process in relation to sexuality and sexual health.
- Identify key concepts of sexual health across the lifespan.
- Identify ways to assess a patient's sexuality and sexual health.
- Create appropriate nursing diagnoses and care plans regarding sexuality.
- Determine risk factors for sexual health concerns.
- Utilize critical thinking to help patient's meet their needs regarding sexuality.

- **Stress and Coping**

Required Reading: Potter & Perry Ch. 37

Objectives:

- Identify the stages of the general adaptation syndrome.
- Interpret characteristics that demonstrate maladaptive stress and coping.
- Discuss behaviors that are responses to stress.
- Discuss the effects of prolonged stress on person's functioning.
- Describe stress-management techniques that nurses use to help clients.
- Describe stress-management techniques that can benefit nurses.
- Discuss compassion fatigue and implications on nursing practice.
- Demonstrate stress-management techniques that help individuals cope with stress.
- Apply the process of crisis intervention to patient scenarios.
- Utilize critical thinking and create care plans and teaching plans regarding patients who experience stress.

Unit 3: Exam 3

- **Nutrition**

Required Reading: Potter & Perry Ch. 45

Objectives:

- Identify dietary guidelines for health promotion.

- Discuss the major areas and methods of nutritional assessment.
- Discuss the importance of diet counseling in evaluation and client teaching.
- Explain the effects of not maintaining a well-balanced diet throughout the lifespan.
- Apply the process of digestion and absorption to patient scenarios.
- List the current dietary guidelines for patient populations.
- Explain the variance of nutritional requirement throughout the lifespan.
- Demonstrate the procedure for initiation and management of enteral feedings.
- Explain nursing management of enteral feedings.
- Review approaches for how to avoid complications of parental and enteral nutrition.
- Discuss medical nutrition therapy in relation to medical conditions.
- Relate implementation of diet counseling and patient teaching in relation to patient expectations in various scenarios.
- Create care plans and teaching plans related to nutrition.

- **Sleep**

Required Reading: Potter & Perry Ch. 43

Objectives:

- Describe the characteristics of a normal sleep cycle.
- Identify factors that normally promote and disrupt sleep.
- Describe the functions of sleep including the effects of the sleep-wake cycle and its effect on biological functioning.
- Understand way that sleep can affect healing and apply this knowledge to specific patient scenarios.
- Compare and contrast sleep requirements for different age groups.
- Understand characteristics of common sleep disorders.
- Demonstrate the components of a sleep history assessment with a patient.
- Summarize nursing interventions designed to promote sleep cycles for all ages.
- Create care plans and teaching plans related to sleep.
- Explains to evaluate sleep therapies.
- Utilize the nursing process and apply this information to care plans and teaching plans as necessary.

- **Fluid and Electrolytes**

Required Reading: Potter & Perry Ch. 42, p. 963, 979-1001

Optional Reading: Ignatavicius, Workman & Rebar, Ch. 13, pp. 237-260

Objectives:

- Explain distribution, composition, and movement of body fluids.
- Explain regulation of body fluids through processes of fluid intake and fluid output.
- Identify electrolytes known as cations and anions.
- Identify electrolyte imbalances and their signs and symptoms including sodium, potassium, calcium, magnesium and chloride.
- Explain the signs, symptoms and causes of fluid volume deficit and dehydration.
- Discuss the signs, symptoms and causes of fluid volume excess.
- Assess variables that affect fluid and electrolyte balance.
- Demonstrate how to record a patient's intake and output during a 24-hour period.
- Apply nursing process to the patient with alterations in fluid and electrolyte imbalance.

- **Care of the Perioperative Patient**

Required Reading: Potter & Perry Ch. 50

Required Clinical Skills Videos: Performing a preoperative assessment, Promoting family support and participation, Teaching about postoperative exercises and pain management, Preparing a patient for surgery, Providing postoperative care

Objectives:

- Differentiate between classifications of surgery.
- Identify factors to include in the pre-operative assessment of a surgical patient.
- Explain the characteristics of a voluntary and informed consent for surgery.
- Analyze the nursing role in the psychological, physical and instructional preparation of the patient for surgery.
- Differentiate between general and local anesthesia including methods, advantages and disadvantages and rationale for administration.
- Describe the nursing role during the intraoperative phase.
- Distinguish factors to include in the postoperative assessment of a patient in the post-anesthesia care unit.
- Illustrate the initial nursing assessment and management when receiving the patient on a clinical unit from the post-anesthesia care unit.
- Describe the pathophysiology and nursing assessment and management of possible problems during the postoperative period.
- Explain the differences and similarities in caring for ambulatory versus inpatient surgical patients.
- Identify postoperative complications and explain how to prevent and treat them.
- Identify information needed by the postoperative patient in preparation for discharge.

Unit 4: Exam 4

- **Urinary Elimination**

Required Reading: Potter & Perry Ch. 46

Optional Reading: Ignatavicius, Workman & Rebar, Ch. 60 p. 1301 - 1324

Objectives:

- Identify the factors that commonly influence urinary elimination.
- Describe characteristics of normal and abnormal urine.
- Describe how to obtain a clean-voided and sterile urine specimen.
- Discuss nursing measures to reduce urinary tract infections.
- Describe routine catheter care.
- Discuss the physiology of urinary elimination.
- Describe assessment abnormalities of the urinary system.
- Describe diagnostic tests used to obtain data for urinary assessment including urinalysis, BUN/Creatinine, creatinine clearance, urine C & S, residual urine, differentiate methods of specimen collection, urinalysis, 24-hour collection, and specimen from a Foley catheter
- Identify symptoms, causes, nursing and medical management of simple alterations in urinary elimination including urinary retention, urinary incontinence, lower urinary tract infection, and enuresis.
- Identify components and types of urethral catheterization.
- Identify nursing management of the patient with an indwelling urinary catheter.
- Describe the proper technique for: Urinary catheterization, checking for residual urine, applying a condom device and catheter irrigations
- Describe basic concepts of bladder training.

- Compare mechanisms of action, side effects, and major nursing implications for medications related to urinary elimination.
- Utilize the nursing process and apply this information to care plans and teaching plans as necessary.

- **Bowel Elimination**

Required Reading: Potter & Perry Ch. 47; Ignatavicius, Workman & Rebar, Ch. 48 p. 1057 – 1072

Objectives:

- Discuss psychological and physiological factors that influence the elimination process.
- Identify common physiological alterations in elimination.
- Describe nursing measures that promote normal bowel elimination in clients with diarrhea and constipation.
- Identify the clinical signs of nutritional status
- Identify factors affecting nutrition in the elderly.
- Identify nursing interventions and management of patient with alterations in nutrition (including glucoscan).
- Describe differences between continuous tube feeding and bolus tube feeding
- Describe safe administration of tube feeding.
- Describe the different types of enteral feeding N/G, gastrostomy (PEG), J-tube.
- Identify common problems and possible causes associated with patient's tube feedings.
- Identify the major complications of TPN and the nursing management used to prevent these complications.
- Identify the complications, medical and nursing management for a patient with nausea and vomiting.
- Discuss peristalsis and movement of chyme through the colon.
- Describe fecal assessment.
- Describe the basic physical assessment of the GI tract: bowel sounds, distention, and fecal exam.
- Identify symptoms, causes, nursing and medical management of constipation and diarrhea.
- Identify the actions of anti-diarrheal and cathartics (including stool softeners and laxatives).
- Explain the proper technique for enema administration.
- Identify the different types of enemas and their actions.
- Describes the procedure for collecting a stool specimen including hemoccult (guaiac), ova & Parasite (O & P), stool for fat, stool culture and scotch tape test.
- Compare mechanisms of action, side effects, and major nursing implications for medications related to bowel elimination.
- Utilize the nursing process and apply this information to care plans and teaching plans as necessary.

- **Care of the Patient with Simple Respiratory Problems including Oxygenation**

Required Reading: Potter & Perry Ch. 41 p. 911-936; 940-955; Ignatavicius, Workman & Rebar, p. 473-495

Objectives:

- Identify the basic components of basic respiratory physiology.
- Describe methods required for basic assessment of respiratory status.
- Identify factors that influence respiratory status and oxygenation.

- Identify conditions affecting chest wall movement.
 - Describe early and late signs of hypoxia.
 - Identify the purpose, procedure and nursing responsibilities of diagnosis tests used for respiratory assessment including sputum studies, throat culture, arterial blood test (basic), and chest x-ray.
 - Discuss common nursing diagnoses related to respiratory function including airway clearance (ineffective), breathing pattern (ineffective) and gas exchange (impaired).
 - Identify specific interventions to promote lung expansion, mobilization of secretions, patent airway and gas exchange including turn, cough, & deep breathe (TCDB), incentive spirometer, percussion and postural drainage, oral suctioning, humidifier and hydration and O2 therapy- nasal cannulas, masks, tents, trachs, endotracheal tubes.
 - Identify different modes of oxygen therapy.
 - Explain safe administration of oxygen therapy.
 - Identify the possible complications of O2 therapy.
 - Compare mechanisms of action, side effects, and major nursing implications for medications related to simple respiratory problems.
 - Utilize the nursing process and apply this information to care plans and teaching plans as necessary.
- **Care of the Patient with Simple Cardiovascular Problems**
Required Reading: Potter & Perry Ch. 41
Objectives:
 - Identify and describe basic cardiac anatomy & physiology.
 - Describe cardiac output.
 - Describe factors affecting cardiac output.
 - Explain cardiac reserve.
 - Describe electrical regulation of the cardiovascular system.
 - Identify basic components of a cardiovascular assessment.
 - Identify specific nursing diagnosis related to patients with simple alterations in cardiovascular function including cardiac output alterations, tissue perfusion alterations and activity intolerance.
 - Compare mechanisms of action, side effects, and major nursing implications for medications related to simple cardiovascular problems.
 - Utilize the nursing process and apply this information to care plans and teaching plans as necessary.
 - **Care of the Patient with Simple Hematological and Immunological Problems**
Required Reading: Ignatavicius, Workman & Rebar, p. 779-791; 798-800; 816-819
Objectives:
 - Describe the purpose, significant results, and nursing responsibilities of diagnostic studies related to anemia and prophylaxis for deep vein thrombosis including CBC with differential, bone marrow aspiration and biopsy, APTT and PT/INR.
 - Describe the causes, clinical manifestations, diagnostic findings, and medical and nursing management of common anemia problems.
 - Describe problems commonly seen in patients with blood disorders.
 - Describe the possible side effects and complications of blood transfusions, along with the physiological basis.
 - Identify the nursing responsibilities involved in the safe administration of blood while

- recognizing that nursing students will never hang blood or blood products.
- Describe the function, properties, and components of the immune system.
 - Differentiate between types of immunity.
 - Identify the mechanisms by which vaccines work.
 - Identify the physiological manifestations and emergency treatment for a systemic anaphylactic reaction (including drugs such as epinephrine and antihistamines).
 - Differentiate between the types of hypersensitivity reactions.
 - Describe the etiologic factors, physiological manifestations, and medical and nursing treatment of autoimmune diseases.
 - Describe the etiologic factors, categories, and medical and nursing treatment for immune deficiency disorders including drugs such as colony stimulating factors (including Neupogen).
 - Identify methods to prevent the transmission of AIDS.
 - Compare mechanisms of action, side effects, and major nursing implications for medications related to simple hematological and immunological problems.
 - Utilize the nursing process and apply this information to care plans and teaching plans as necessary.

Lab and Clinical Syllabus

Lab/Clinical Schedule

Week:	Location:	Content:	Assignment:
1		Handwashing Isolation techniques Body mechanics Transfer (wheelchair and stretcher) Assisted ambulation Restraints Baths Perineal care (including Foley care) Bed making Bedpans and diapering TEDs/SCDs Oral Hygiene on Unconscious Patient Denture Care	<i>Quiz 1 due by Sunday, 8/28 @ 11:59pm (covers week 1 content)</i>
2		Check Off: Week 1 Skills Vital Signs Pain Height/Weight Brief Physical Assessment Review Clinical Paperwork with Practice on a Peer Blood Glucose Monitoring Oxygenation	<i>Quiz 2 due by Sunday, 9/4 @ 11:59pm (covers week 2 content)</i> <i>Complete Hospital Orientation Requirements (if applicable)</i>
3		Vital Signs Check Off Paperwork/Scenarios Simulation	
4		Clinical Site Patient Care (Clinical 1) Skills to be completed: paperwork, hygiene, ambulation, blood glucose, and vital signs.	
5		Sterile Gloving Sterile Dressing Change IV Care Urinary Elimination and Specimen Collection including Condom Catheters Bowel Elimination Ostomy Care NG Tube and Enteral Nutrition	<i>Quiz 3 due by Sunday, 9/11 @ 11:59pm (week 5 content)</i>
6		Clinical Site Patient Care (Clinical 2)	<i>Quiz 4 due by Sunday, 9/11 @</i>

		Skills to be completed: paperwork, hygiene, ambulation, blood glucose, and vital signs.	<i>11:59pm (medication calculation quiz)</i> <i>Flu Vaccine Verification Due Next Week</i>
7		Sterile Dressing Change Check Off Medication Administration and Administration	<i>Quiz 5 due by Sunday, 9/11 @ 11:59pm (covers week 7 content)</i>
8		Clinical Site Patient Care (Clinical 3) Skills to be completed: paperwork, hygiene, ambulation, blood glucose, vital signs, sterile dressing change, and urinary catheters.	
9		Medication Administration, NG Tube and Enteral Feeding and Urinary Catheter and Enema Check Off	
10		Simulation	
11-14		Clinical Site Patient Care (Clinical 4-7)	

Lab and Clinical Preparation and Attendance

It is expected that you watch all videos listed and review all textbook pages and/or lecture presentations provided prior to coming to lab. Quizzes are also required regarding lab content to ensure you have reviewed all material. If unprepared for lab, the student is considered unsafe. This constitutes a grade of unsatisfactory for that lab or clinical. Quizzes are to be completed by each individual student.

Students are expected to attend all lab and clinical sessions on time. Tardiness will result in an unsatisfactory for the clinical day. If a student will be late or absent for a lab or clinical, they should notify their clinical instructor by email prior to the scheduled time of arrival or an unsatisfactory will be given. If students do not notify their clinical instructor about an absence prior to the start of lab or clinic, an unsatisfactory will result. If you are more than 15 minutes late, your lab or clinical time will need to be made up and an unsatisfactory will result.

If the student misses a lab or clinical for any reason, the student must make it up. All missed laboratory sessions must be made up regardless of whether they are excused or unexcused. Unexcused absences will result in an unsatisfactory grade. Students must obtain a written excused absence from the student services office of the university in order to prevent receiving an unexcused absence.

Performance in lab and at clinical will be evaluated as either satisfactory (S) or unsatisfactory (U). A satisfactory evaluation demonstrates the ability to meet performance requirements as determined by the nursing faculty. Two unsatisfactory grades will result in failure ("F") of the course in both the theory and lab components.

Lab and Clinical Expectations

The lab is to be put in order at the end of each lab (beds made, all trash in appropriate cans, small cans emptied into the large trash can, etc.). All equipment is to be cleaned and replaced to its proper storage area. Broken equipment is to be given to the clinical instructor. Please do not wear your shoes in the beds. In addition, the clinical site area is to be cleaned and any supplies replaced at the end of clinical. Failure to meet these expectations can result in an unsatisfactory.

Lab and Clinical Performance

The purpose of the lab is to prepare the student with the basic understanding and practice of skills before being in the clinical setting. Critical requirements for each skill must be demonstrated by the student even when return demonstrations are not required. If the student fails the first attempt at a return demonstration, the student has one week to practice and perform the procedure again with the possibility of required remediation or referral to the lab coordinator (Dr. Hodges). An unsatisfactory will be given for the failed attempt. If, on the second attempt, the student does not perform the procedure satisfactorily, the student will receive a second U and an "F" for the course for both the lecture and lab components. It is expected that students will be able to adequately hear, see and feel in order to be able to appropriately assess patients and complete tasks such as vital signs, assessment techniques, etc. as each procedure is a critical requirement for the course. Check off sheets cannot be viewed during return demonstrations. If at any time an injury occurs requiring you to be on "light" duty or unable to meet all objectives of the course, you need to notify your clinical instructor and the course coordinator immediately.

Clinical Paperwork

Each week students will work in pairs or alone during clinical. Students are responsible for bringing their own copies of clinical paper with them on the clinical day. Students are responsible for completing their own separate clinical paperwork documents each week in clinical and submitting them to the appropriate area on Blackboard within 72 hours after clinical ends. Please see the clinical assignments area below for detailed paperwork assignments.

Clinical Experiences

Clinical experiences encourage self-learning and active participation by the student. The student must meet laboratory objectives to ensure adequate performance at clinical. Each lab carries over the knowledge and skills of the previous lab, so that by the end of the semester the student can comprehensively apply all laboratory objectives. You cannot perform anything in the clinical setting that was not covered in the lab this semester. Always refer to your clinical instructor for questions or concerns about patient care. The student will receive a written final evaluation of his/her clinical performance. All students will receive a final clinical evaluation at the end of the course regardless of their progress. No skills beyond bathing, ambulation, transfer and vital signs can be completed without the presence of a clinical instructor.

Week 1: Lab 1

Location:	
Lab Content:	<p>Introduction to learning lab</p> <p>Handwashing</p> <p>Isolation techniques</p> <p>Body mechanics</p> <p>Transfer (wheelchair and stretcher)</p> <p>Assisted ambulation</p> <p>Restraints</p> <p>Baths</p> <p>Bedmaking</p> <p>Perineal care (including foley care)</p> <p>Bedpans and Diapering</p> <p>TEDs/SCDs</p> <p>Oral Hygiene on Unconscious Patient</p> <p>Denture Care</p>
Readings to be completed prior to lab:	<p>Potter & Perry p. 451-453: Handwashing</p> <p>Potter & Perry p. 441-445: Personal Protective Equipment</p> <p>Potter & Perry p. 803-807: Assisted Ambulation</p> <p>Potter & Perry p. 807-816: Transfer Techniques</p> <p>Potter & Perry p. 778, 820: Body Mechanics</p> <p>Potter & Perry p. 414-418: Restraints</p> <p>Potter & Perry p. 880-882: Hair Care: Shampooing and Shaving</p> <p>Potter & Perry p. 888-890: Making an Occupied Bed/Unoccupied Bed</p> <p>Potter & Perry p. 892-901: Bathing and Perineal Care</p> <p>Potter & Perry p. 1213-1214: Assisting Patient On and Off a Bedpan</p> <p>Potter & Perry p. 839-842: Applying Sequential Compression Devices and Elastic Stockings</p>
Clinical Skills (Evolve) videos to watch prior to lab:	<p>Performing Hand Hygiene</p> <p>Using Personal Protective Equipment</p> <p>Assisting with Positioning a Patient in Bed</p> <p>Assisting with Moving a Patient in Bed</p> <p>Transferring from a Bed to a Stretcher</p> <p>Transferring from a Bed to a Wheelchair Using a Transfer Belt</p> <p>Assisting with Ambulation Using a Gait Belt</p> <p>Using a Hydraulic Lift</p> <p>Applying Restraints</p> <p>Assisting with a Gown Change</p> <p>Assisting with a Tub Bath or Shower</p> <p>Making an Unoccupied Bed</p> <p>Performing a Complete or Partial Bed Bath</p> <p>Making an Occupied Bed</p>

	<p>Cleaning Dentures</p> <p>Performing Oral Hygiene for an Unconscious Patient</p> <p>Performing Hair Care and Shampooing in Bed</p> <p>Performing Nail and Foot Care</p> <p>Assisting with a Bedpan</p> <p>Performing Perineal Care for a Female Patient</p> <p>Performing Perineal Care for a Male Patient</p> <p>Shaving a Male Patient</p>
Lab Objectives:	<ol style="list-style-type: none"> 1. Discuss the requirements and expectations of lab and clinical experiences. 2. Discuss effective handwashing technique and why it is necessary. 3. Demonstrate proper handwashing technique. 4. Identify situations which hand sanitizer can be used in place of using soap and water. 5. Discussion isolation precautions as they occur in healthcare facilities. 6. Demonstrate appropriate application of personal protective equipment (PPE). 7. Identify which PPE is appropriate for various types of isolation precautions. 8. Discuss effective body mechanic techniques. 9. Demonstrate appropriate body mechanics during patient transfer and assisted ambulation. 10. Discuss and demonstrate positioning and movement of a patient in bed. 11. Identify techniques for safe and effective transfer from bed to stretcher or wheelchair. 12. Demonstrate effective transfer from a bed to a stretcher and wheelchair. 13. Discuss safe and effective assisted ambulation using a gait belt. 14. Demonstrate assisted ambulation with the use of a gait belt. 15. Identify situations in which restraints are necessary and alternatives. 16. Demonstrate appropriate use of restraints. 17. Discuss the nurses' responsibility when restraints are being used. 18. Discuss the types of bathing and when each type is appropriate. 19. Described the care for dentures. 20. Discuss the modification of hygiene care for those who are unconscious. 21. Demonstrate bathing, occupied bed change and oral hygiene. 22. Identify and discuss hair care and shampooing of a bed

	<p>bound patient.</p> <p>23. Describe nail and foot care including precautions.</p> <p>24. Discuss the use of a urinal, bedpan and diapering with a patient who is bed bound.</p> <p>25. Demonstrate proper bedpan use and diapering for a bed bound patient.</p> <p>26. Discuss proper technique for safely shaving a male patient.</p> <p>27. Discuss how to accurately measure intake and output.</p> <p>28. Identify when and why elastic stockings (TEDs) and sequential compression devices (SCDs) would be necessary.</p> <p>29. Correctly place TEDs and SCDs and identify concerns such as skin integrity.</p>
Assignments:	<p>Quiz 1 due by Sunday, 8/28 @ 11:59pm. This quiz will cover all content listed above for lab 1.</p>

Week 2: Lab 2

Location:	
Lab Content:	Check Off: Week 1 Skills <u>New Skills:</u> Vital Signs Pain Height and Weight Brief Physical Assessment Review Clinical Paperwork with Practice on a Peer Blood Glucose Monitoring Oxygenation
Readings to be completed prior to lab:	Potter & Perry p. 493- 513: Vital Signs Potter & Perry p. 1070 Box 44.5: Pain Assessment Potter & Perry p. 1144-.1145 Box 45.4: Blood Glucose Monitoring Potter & Perry p. 911-978, Box 41-9 (applying a nasal cannula or oxygen mask), pp. 940-942; Skill 41-1 (suctioning), pp. 947: Oxygen
Clinical Skills (Evolve) videos to watch prior to lab:	Assessing Apical Pulse Assessing Radial Pulse Assessing Respiration: Rate, Rhythm and Effort Measuring Oxygen Saturation with Pulse Oximetry Obtaining Blood Pressure by the One-Step Method Taking Temperatures Assessing Pain Measuring Height and Weight Performing Blood Glucose Monitoring Ensuring Oxygen Safety Setting Oxygen Flow Rates
Lab Objectives:	<ol style="list-style-type: none"> 1. Satisfactorily complete all required skills with accuracy 2. Maintain privacy during completion of skills 3. Maintain a safe environment including infection control procedures 4. Adequately document patient care completed 5. Describe normal vital signs findings. 6. Identify how to correctly measure apical pulse, radial pulse, respirations, oxygen saturation, blood pressure and temperature. 7. Demonstrate accurate measurement of all vital signs. 8. Review the PQRRSTU model to assess pain. 9. Discuss misconceptions of pain. 10. Understand how personal bias can affect the treatment

	<p>of a patient's pain.</p> <ol style="list-style-type: none"> 11. Describe non-pharmacological interventions for pain. 12. Discuss the reason for accurate height and weight measurements. 13. Demonstrate accurate height and weight measurement. 14. Review necessary techniques for head-to-toe assessment 15. Demonstrate appropriate assessment techniques for head-to-toe assessment 16. Discuss techniques necessary for adequate exam based on required paperwork for this course 17. Maintain privacy and safety during patient exam 18. Demonstrate proper skills necessary for a satisfactory check-off 19. Demonstrate blood glucose monitoring 20. Discuss when blood glucose monitoring is necessary 21. Discuss safe oxygen use 22. Discuss oxygen administration by cannula, mask, & face tent 23. Demonstrate proper procedure for oropharyngeal suctioning using lab mannequin. 24. Document the suctioning procedure and collection of a sputum specimen. 25. View the demonstration of application of oxygen via a nasal cannula, various masks, tracheostomy, and endotracheal tubes. 26. Discuss complications of clinical administration of oxygen. 27. Discuss assessment of oxygenation with a pulse oximeter. 28. Detail the brief physical assessment and clinical paperwork packet 29. Discuss challenges of brief physical assessment and clinical paperwork packet 30. Demonstrate practice of brief physical assessment and clinical paperwork packet
Assignments:	Quiz 2 due by Saturday, 9/4 @ 11:59pm (this quiz will cover all lab 2 content listed above).

Week 3: Lab 3

Location:	
Lab Content:	Check Off: Vital Signs Paperwork/Scenarios Simulation
Readings to be completed prior to lab:	Recorded Lecture on Blackboard – Week 2 Content covering Potter & Perry Ch. 4, 5, 6 & 21
Clinical Skills (Evolve) videos to watch prior to lab:	Active Listening: Connecting with Others Change of Shift: Hand-off Empathy: The Foundation of Caring Promoting Family Support and Participation
Lab Objectives:	<ol style="list-style-type: none"> 1. Satisfactorily complete all required skills with accuracy 2. Maintain privacy during completion of skills 3. Maintain a safe environment including infection control procedures 4. Adequately document patient care completed 5. Complete clinical paperwork packet (including vital signs and physical assessment). 6. Give ISBAR report to clinical instructor or simulation coordinator. 7. Write a narrative nursing note and develop a care plan regarding the information gathered. 8. Demonstrate patient assessment in a professional manner. 9. Demonstrate therapeutic communication techniques. 10. Identify patient concerns during simulations. 11. Describe patient assessment in a comprehensive manner. 12. Demonstrate appropriate infection control procedures. 13. Demonstrate care within the scope of practice for students. 14. Demonstrate appropriate communication with staff and family members. 15. Discuss the patients care and concerns during debriefing. <p style="text-align: center;">*BP must be within 4 and pulse with 2 of instructors results in order to be satisfactory for check-off*</p>
Assignments:	None

Week 4: Clinical 1

Location:	Clinical area as assigned
Topics Covered During Clinical:	Critical Thinking, Nursing Process, Therapeutic Communication, Patient Education, Isolation Techniques, Vital Signs including Pain, Hygiene including Perineal Care and Oral Care, Bed Making, Safety, Infection Control, Immobility, Glucose Monitoring, Oxygenation and Brief Physical Assessment
Weekly Clinical Objectives:	<ol style="list-style-type: none">1. Identify the clinical unit and resources on the unit.2. Discuss facility orientation aspect and expectations.3. Discuss clinical expectations and typical clinical day. Address concerns.4. Demonstrate accurate vital sign measurement and brief physical assessment.5. Identify areas for patient education.6. Promote patient safety.7. Utilize critical thinking and the nursing processes throughout the clinical experience.8. Demonstrate therapeutic communication with patients, staff and family members.9. Perform hand hygiene and isolation precautions as necessary.10. Prevent skin integrity complications.11. Assist with urinary and bowel elimination needs.12. Safely demonstrate immobility techniques as needed.
Assignments:	<p>Each student is responsible for completing the following paperwork and uploading it to the appropriate submission area on Blackboard within 72 hours after clinical ends:</p> <ul style="list-style-type: none">• Clinical paperwork packet as assigned

Week 5: Lab 4

Location:	
Lab Content:	Sterile Gloving Sterile Dressing Change IV Care Urinary Elimination and Specimen Collection including Condom Catheters Bowel Elimination Ostomy Care NG Tube and Enteral Nutrition
Readings to be completed prior to lab:	Potter & Perry Ch. 46, p. 1150-1197; Skills: 46-1 through 46-4, p. 1177-1192. Potter & Perry Ch. 47, pp. 1198-1234 Potter & Perry, Ch. 48, p.1230-1232; 48.2-48.6, pp. 1276-1293; p.1230-1232; Box 48.4; p. 1250-1251 Potter & Perry p. 1019
Clinical Skills (Evolve) videos to watch prior to lab:	Establishing and maintaining a sterile field Adding items to a sterile field Pouring a sterile solution Using prepackaged sterile kit Performing sterile gloving Assessing wounds Irrigating wounds Changing a dressing Using wound drainage systems Caring for pressure ulcers Pouching an ostomy (colostomy, ileostomy, or ureterostomy) Collecting a specimen for wound culture Dressing the infusion site (transparent dressing) Troubleshooting IV infusions Applying a condom catheter Intake and Output Inserting an indwelling catheter in a female and male patient Performing intermittent straight catheterization Obtaining a sterile urine specimen Removing an indwelling urinary catheter Collecting a midstream urine specimen Screening Urine for chemical properties Administering a cleansing enema

	Providing enteral feedings Inserting, and removing a feeding tube Performing fecal occult blood testing Performing gastric occult blood testing and pH testing Managing a Nasogastric Tube
Lab Objectives:	<ol style="list-style-type: none"> 1. Explain how to establish and maintain surgical asepsis. 2. Apply sterile gloves. 3. Demonstrate a sterile field, pour sterile solutions, and add sterile supplies to the sterile field. 4. Practice sterile dressing changes. 5. Apply a variety of bandages [Wet-to-dry (W/D), Telfa, abdominal, ace]. 6. Practice removal of sutures and stitches. 7. Demonstrate a sterile dry dressing change and a sterile wet to dry dressing change on a model without contamination. 8. Demonstrate documentation of wound care and dressing changes on a chart form. 9. Demonstrate how to empty a colostomy bag into a bedpan or graduate cylinder 10. Demonstrate how to change a colostomy appliance (wafer) and bag. 11. Discuss and demonstrate the importance of postoperative exercises in the surgical patient. 12. Complete a sample nurses note at end of lab about dressing change and wound on mannequin. 13. Demonstrate changing of IV site dressing on a mannequin. 14. Differentiate between signs and symptoms of infiltration vs. phlebitis. 15. Demonstrate proper documentation of IV site dressing change. 16. Discuss proper administration of IV fluids, and proper monitoring of the fluid. 17. Identify different types of urinary catheters and the purpose of each. 18. Apply/insert/remove indwelling and

	<p>straight catheters on male and female mannequins in the lab.</p> <ol style="list-style-type: none"> 19. Discuss procedure for collection of various urine specimens (UA, clean catch specimen, 24-hr. urine) 20. Discuss how urine is tested for specific gravity, protein acetone, and ketones. 21. Discuss how to perform closed and open catheter irrigation. 22. Assess bowel sounds in all 4 quadrants. 23. Discuss positioning and preparation of the patient for enema administration 24. Simulate soapsuds enema procedure on lab mannequin. 25. Demonstrate documentation enema administration. 26. Demonstrate guiac testing. 27. Discuss other types of enemas and expected outcomes, and adverse reactions. 28. Assess normal appearance of an ostomy. 29. Discuss and demonstrate pouching an ostomy. 30. Differentiate different types of feeding tubes. 31. Demonstrate proper procedure for Insertion of nasogastric tubes 32. Demonstrate proper procedure for administration of tube feeding. 33. Discuss routine nursing interventions for patients with feeding tubes who receive continuous or intermittent tube feedings. 34. Demonstrate proper taping, dressing change, and maintenance of an NG tube on an adult lab mannequin. 35. Demonstrate how to check proper placement of the NG tube, and residual. 36. Demonstrate proper procedures for collection of gastric specimens from a properly inserted NG tube. 37. Discuss the different ways in which gastric tubes are used, gavage, lavage, and suction.
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	38. Demonstrate how to administer a tube feeding via a tube-feeding pump and by bolus.
Assignments:	Quiz 3 due by Sunday, 9/11 @ 11:59pm (includes all lab 4 content listed above).

Week 6: Clinical 2

Location:	Clinical area as assigned
Topics Covered During Clinical:	Critical Thinking, Nursing Process, Therapeutic Communication, Patient Education, Isolation Techniques, Vital Signs including Pain, Hygiene including Perineal Care and Oral Care, Bed Making, Safety, Infection Control, Immobility, Glucose Monitoring, Oxygenation and Brief Physical Assessment
Weekly Clinical Objectives:	<ol style="list-style-type: none"> 13. Demonstrate accurate vital sign measurement and brief physical assessment. 14. Identify areas for patient education. 15. Promote patient safety. 16. Utilize critical thinking and the nursing processes throughout the clinical experience. 17. Demonstrate therapeutic communication with patients, staff and family members. 18. Perform hand hygiene and isolation precautions as necessary. 19. Prevent skin integrity complications. 20. Assist with urinary and bowel elimination needs. 21. Safely demonstrate immobility techniques as needed.
Assignments:	<p>Each student is responsible for completing the following paperwork and uploading it to the appropriate submission area on Blackboard within 72 hours after clinical ends:</p> <ul style="list-style-type: none"> • Clinical paperwork packet as assigned <p><i>Quiz 4 due by Sunday, 9/11 @ 11:59pm (medication calculation quiz)</i></p> <p><i>Flu Vaccine Verification Due Next Week</i></p>

Lab 7: Lab 5

Location:	
Lab Content:	Sterile Dressing Change Check Off <u>New Skills:</u> Medication Administration and Administration
Readings to be completed prior to lab:	Potter & Perry Ch. 31, p. 590-675
Clinical Skills (Evolve) videos to watch prior to lab:	Ensuring the six rights of medication administration (and a 7 th) Documenting medication administration Handling variations in medication administration Preventing medication errors Medication dispensing systems Review all "Administering": oral medications, topical medications, estrogen patch and nitroglycerin paste, eye medications, eardrops, dry powder inhaler (DPI), metered dose inhaler (MDI), rectal suppository Preparing an injection from an ampule Preparing an injection from a vial Preparing insulin Drawing up more than one type of insulin Preparing an intradermal injection Preparing a subcutaneous injection Preparing an intramuscular injection
Lab Objectives:	<ol style="list-style-type: none"> 1. Satisfactorily complete all required skills with accuracy 2. Maintain privacy during completion of skills 3. Maintain a safe environment including infection control procedures 4. Adequately document patient care completed 5. Prepare medications and do needed calculations as instructed or needed. 6. Demonstrate administration of medication via the following routes: oral, nasal, ophthalmic, auricular, vaginal, rectal, metered-dose,

	<p>subcutaneous, topical skin applications, intramuscular, subcutaneous, & intradermal injections, as well as NG medications.</p> <ol style="list-style-type: none"> 7. Using simulations administer medications to a mannequin. 8. Discuss and demonstrate reconstitution of powders to liquids for injection. 9. Discuss and demonstrate mixing of Regular and NPH insulin in one insulin syringe for SQ injection. 10. Discuss the 5 Rights of drug administration (and 2 more). 11. Discuss the nurse's role & responsibilities in drug therapy. 12. Correctly record the drugs administered on the MAR. 13. Discuss nurse's role and appropriate actions when medication errors are made.
Assignments:	<p>Quiz 5 due by Sunday, 9/11 @ 11:59pm (includes all lab 5 content listed above)</p>

Week 8: Clinical 3

Location:	Clinical area as assigned
Topics Covered During Clinical:	Critical Thinking, Nursing Process, Therapeutic Communication, Patient Education, Isolation Techniques, Vital Signs including Pain, Hygiene including Perineal Care and Oral Care, Bed Making, Safety, Infection Control, Immobility, Glucose Monitoring, Oxygenation, Dressing Changes, Urinary Elimination including catheters (can check off in clinical) and Brief Physical Assessment
Weekly Clinical Objectives:	<ol style="list-style-type: none">1. Demonstrate accurate vital sign measurement and brief physical assessment.2. Identify areas for patient education.3. Promote patient safety.4. Utilize critical thinking and the nursing processes throughout the clinical experience.5. Demonstrate therapeutic communication with patients, staff and family members.6. Perform hand hygiene and isolation precautions as necessary.7. Prevent skin integrity complications.8. Assist with urinary and bowel elimination needs.9. Safely demonstrate immobility techniques as needed.
Assignments:	<p>Each student is responsible for completing the following paperwork and uploading it to the appropriate submission area on Blackboard within 72 hours after clinical ends:</p> <ul style="list-style-type: none">• Brief physical assessment and clinical paperwork packet as assigned by instructor

Week 9: Lab 6

Location:	
Lab Content:	Medication Administration, NG Tube and Enteral Feeding and Urinary Catheter and Enema Check Off
Readings to be completed prior to lab:	As previously assigned
Clinical Skills (Evolve) videos to watch prior to lab:	As previously Assigned
Lab Objectives:	<ol style="list-style-type: none"> 1. Satisfactorily complete all required skills with accuracy 2. Maintain privacy during completion of skills 3. Maintain a safe environment including infection control procedures 4. Adequately document patient care completed
Assignments:	None

Week 10: Simulation

Location:	
Lab Content:	Simulation
Readings to be completed prior to lab:	Review previously assigned readings
Clinical Skills (Evolve) videos to watch prior to lab:	Review previously assigned videos
Lab Objectives:	<ol style="list-style-type: none">1. Demonstrate patient assessment in a professional manner.2. Demonstrate therapeutic communication techniques.3. Identify patient concerns during simulations.4. Describe patient assessment in a comprehensive manner.5. Demonstrate appropriate infection control procedures.6. Demonstrate care within the scope of practice for students.7. Demonstrate appropriate communication with staff and family members.8. Give ISBAR report to clinical instructor or simulation coordinator.9. Write a narrative nursing note and develop a care plan regarding the information gathered.10. Discuss the patients care and concerns during debriefing.
Assignments:	None

Week 11-14: Clinicals 4-7

Location:	Clinical area as assigned
Topics Covered During Clinical:	Critical Thinking, Nursing Process, Therapeutic Communication, Patient Education, Isolation Techniques, Vital Signs including Pain, Hygiene including Perineal Care and Oral Care, Bed Making, Safety, Infection Control, Immobility, Glucose Monitoring, Oxygenation, Dressing Changes, Urinary Elimination including catheters (can check off in clinical), Medication Administration, NG Placement, Parenteral Nutrition and Brief Physical Assessment
Weekly Clinical Objectives:	<ol style="list-style-type: none">1. Demonstrate accurate vital sign measurement and brief physical assessment.2. Identify areas for patient education.3. Promote patient safety.4. Utilize critical thinking and the nursing processes throughout the clinical experience.5. Demonstrate therapeutic communication with patients, staff and family members.6. Perform hand hygiene and isolation precautions as necessary.7. Prevent skin integrity complications.8. Assist with urinary and bowel elimination needs.9. Safely demonstrate immobility techniques as needed.
Assignments:	<p>Each student is responsible for completing the following paperwork and uploading it to the appropriate submission area on Blackboard within 72 hours after clinical ends:</p> <ul style="list-style-type: none">• Clinical paperwork packet as assigned

Request for Undergraduate Course Addition

1. Prepare one paper copy and obtain signatures from the Department Chair/Division Head, Registrar and College Dean.
2. Submit the form to your College Curriculum Committee.
3. After obtaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee Chair
4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in a single PDF file (PDF Portfolio recommended) to UCC chair.

College: Health Profession Department/Division: Nursing Alpha Designator/Number: NUR315
Contact Person: Dr. Annette Ferguson Phone: 3046962638

NEW COURSE DATA:

Course Title:	<u>Med-Surg Nursing I</u>	(Limit of 30 characters & spaces.)
Alpha Designator/Number:	<u>NUR 315</u>	
General Education Designator(s) (check all that apply):	<input type="checkbox"/> CT <input type="checkbox"/> INTL <input type="checkbox"/> MC <input type="checkbox"/> Core II (Core II type: _____)	
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/		
Catalog Description (Limit of 30 words):	<u>Focus is on the nursing care of young adult to geriatric patients with potential and actual alterations in health. Practicum included.</u>	
Co-requisite(s):	<u>None</u>	First Term to be Offered: <u>Summer 2023</u>
Prerequisite(s):	<u>NUR 300, 314, NUR 319, NUR 350</u>	Credit Hours: <u>7</u>
Grading Mode:	Graded: <input checked="" type="checkbox"/> Credit/No Credit: _____	
Course(s) being deleted in place of this addition (must submit course deletion form):	<u>No</u>	

CHECKLIST/REQUIREMENTS

1. After completing this two page form in its entirety, include a complete syllabus and route through the departments/committees below.
2. A complete syllabus can be from when this course was previously taught as a special topics course or by creating a new, intended syllabus to use with the course. The sample syllabus must at a minimum address the following areas:
 - a. COURSE OBJECTIVES, COURSE OUTLINE, SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATE, INSTRUCTIONAL METHODS (Lecture, Lab, Internship, Practicum, etc.), and EVALUATION METHODS (Unit/Chapter, Midterm, Final, Projects, etc.)
3. If this course will replace a course that is required by another department, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. If this course will be similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.

SIGNATURES: (If disapproved at any level, do not sign. Return to previous signer.)

Department Chair/Division Head: <u>Annette Ferguson</u>	Date: <u>8/18/2022</u>
Registrar: <u>William B. 513812</u>	Date: <u>8/18/2022</u>
College Dean: <u>Michael R. 513812</u>	Date: <u>8/18/22</u>
College Curriculum Chair: <u>Zach Garrett</u>	Date: <u>8/26/22</u>
General Education Council Chair *: _____	Date: _____
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>9/27/22</u>
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science: _____	Date: _____

* - Signature necessary only if course is to be Core Curriculum Course

Request for Undergraduate Course Addition - Page 2
Additional Information Required for Undergraduate Course Addition

College: Health Profession Department/Division: Nursing Alpha Designator/Number: NUR 315

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. Identify by name the faculty in your department/division who may teach this course.

New faculty to be hired for this program.

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.

See attached

3. If this course will be required by a department/division other than your own, identify by name.

NA

4. If there are any agreements required to provide clinical experience, attach details and signed agreements.

See attached

5. If library resources are deemed inadequate, attach a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

See attached

6. EQUIPMENT/SUPPLIES NEEDED TO TEACH THIS COURSE (this does not refer to additional equipment/supplies that need to be purchased; simply what materials are needed in order to teach this course successfully.):

Classroom with desks, chairs for students; computer with monitor and overhead projector.

7. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE OR GRADUATE COURSE (please also submit to Graduate Council course addition for 5xx graduate component):

NA

8. PROVIDE A COMPLETE BIBLIOGRAPHY INCLUDING ALL PUBLICATIONS RESEARCHED TO CREATE THIS COURSE AND WHAT PUBLICATIONS MAY BE BENEFICIAL TO STUDENTS TAKING THIS COURSE (separate page).

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.

The School of Nursing received a \$834,148.00 award from the Higher Learning Commission to begin this program. This money is being used to renovate a couple of rooms on the South Charleston Campus to create a simulation lab, including skills lab, debriefing room, and control room. This money is also being used to purchase all needed equipment and supplies for the lab, including hospital beds, headwalls, simulation manikins, cameras and microphones, computers, etc. Two faculty offices are available on the South Charleston campus for the School of Nursing, and we will be furnishing with computers, phones, supplies, etc. All of this is being paid for from the award received. All renovations, equipment and supplies are scheduled to be completed/purchased by September 30, 2022

This is a proforma program and money collects in tuition and fees will be used to pay for 2 full-time clinical faculty, a part-time simulation faculty, a part-time secretary.

5. If library resources are deemed inadequate, attach a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

Students on the South Charleston campus will have access to all resources available to students on the Huntington campus, whether by electronic access or interlibrary loan. Additionally, nursing reference books are being purchased for placement in the library on the South Charleston campus. Additionally, two laptop computers will be purchased for placement in the South Charleston campus library for the exclusive use by students in the program.

West Virginia Board of Examiners for Registered Professional Nurses

CLINICAL PRACTICE FACILITY REPORT FORM

NAME OF FACILITY Thomas Health - Thomas Memorial Hospital

ADDRESS 4615 MacCorkle Ave SW South Charleston, WV 25309

1. Type of Facility

1.1 General 241 bed Community Hospital

1.2 Psychiatric _____

1.3 Other (explain) _____

1.4 Name of the chief administrative officer and title Interim

Albert L. Wright, Jr.

1.5 What is the purpose of this facility? Community Hospital,

Mother Baby, Medical Surgical, Critical Care, Emergency Services, Surgical Services, Cardiology, Behavioral Health

1.6 Facility approved and / or accredited by The Joint Commission,

1.7 Licensed by Office of Health Facility Licensure & Certification

State of WV
Dept of Health
& Human Resources

1.8 List all educational programs having clinical practice experience within the facility and number of students in each program

Nursing - University of Charleston -

WVJC

WV State University

Marshall

Radiology

Respiratory Therapy

2. Control of Facility

2.1 State _____

2.2 County _____

2.3 City _____

2.4 Private ownership _____

2.5 Church or Church Organization _____

2.6 Non-Profit Corporation Thomas Health

2.7 Other (explain) Affiliate of WVU medicine

3. Statistics for year just past

3.1 Total bed capacity (exclusive of newborn) 196

3.2 Daily patient average 98

3.3 Average hospital days per patient. 484

3.4 Medical patients: Daily average 82.5
Census

3.5 Surgical patients: Daily average _____

3.6 Obstetric patients: Daily average 5

3.7 Newborn: Daily average 6.5

3.8 Pediatric patients: Daily average -

3.9 Psychiatric patients: Daily average 4

3.10 All others: Daily average _____

3.11 Total number of out-patients. (Describe the nature of clinics held and extent of your out-patient department services.)

179,560

ER / op surgery, endoscopy, cath lab, behavioral health
imaging, lab and 17 provider based offices

4. Number of registered professional nurses on payroll:

4.1 Full-time: 209

4.2 Part-time: 8

4.3 Name of Director / Vice-President of Nursing Service

Jennie Kahn

Qualifications and major responsibilities _____

4.4 Name of Director of Education _____

Qualifications and major responsibilities _____

5. Number of licensed practical nurses on payroll

5.1 Full-time: 24^F

5.2 Part-time: _____

6. Number of certified nurse aides on payroll

6.1 Full-time: CNA: 2^P MA: 67^F 1^P

6.2 Part-time: _____

7. Number of other workers employed:

7.1 Full-time: RN others: 58^F 3^P, GN 22^F

7.2 Part-time: Other Support Staff - 1059

8. Number of nursing service positions budgeted but not filled:

8.1 Number: 70 Nurse

8.2 List: _____

Beth Du
Nurse Education Program Administrator Signature

6/26/22
Date



1340 Hal Greer Boulevard, Huntington, WV 25701

July 6, 2022

Dr. Denise Landry
Chair, School of Nursing
Prichard Hall Room 425
Marshall University
Huntington, WV. 25755

Dear Dr. Landry:

As the Chief Nursing Officer for Mountain Health Network, I fully support the Marshall University School of Nursing BA/BS to BSN program in South Charleston.

Mountain Health Network encompasses Cabell Huntington Hospital and St. Mary's Medical Center.

I would anticipate over the next three years we would need to hire approximately 500 RNs to fill RN vacancies within MHN and support new programs.

Sincerely,

Regina Campbell, RN, MSN
System Chief Nursing Officer
Mountain Health Network

References for Course Development:

Alligood, M. (2015). *Nursing theorists and their work* (8th ed). St. Louis, MO: Elsevier.

American Psychological Association. (2020). *Publication manual of APA* (7th ed.). Washington, D.C.: Author.

Burchum, J. R. & Rosenthal, L. D. (2016). *Lehne's Pharmacology for nursing care* (9th ed.). St. Louis: MO.

Ignatavicius, D. D., Workman, M. L. (2018). *Medical-surgical nursing: Patient-centered collaborative care* (9th ed.). St. Louis, MO: Elsevier.

McCance, K.L. & Huether, S.E. (2017). *Pathophysiology: The biologic basis for disease in adults & children*. (8th ed.). St. Louis, MO: Elsevier/Saunders.

Potter, P.A., Perry, A.G., Stackert, P.A. & Hall, A.M. (2017). *Fundamentals of nursing*. (9th edition).

Lewis, Bucher, Heitkemper, Harding, Medical-Surgical Nursing Assessment and Management of Clinical Problems, 10th edition. St. Louis, MO: Elsevier.

Hinkle, J. L. (2017). Brunner & Suddarth's textbook of medical-surgical nursing (14th ed.). Philadelphia, PA: Wolters Kluwer/ Lippincott Williams & Wilkins.

National Council of State Boards of Nursing. (2019). 2019 NCLEX-RN examination: Detailed test plan for the national council licensure examination for registered nurses. Item writer/item reviewer/nurse educator version.

https://www.ncsbn.org/2019_RN_TestPlan-English.pdf

Honan, L. (2019). Focus on adult health: Medical-surgical nursing. 2nd ed. Philadelphia, PA: Wolters Kluwer/ Lippincott Williams & Wilkins.

Porth, C. M. (2019). Essentials of pathophysiology (5th ed.). Philadelphia, PA: Wolters Kluwer/ Lippincott Williams & Wilkins.



NUR 315

Med/Surg Nursing I

Summer 2023

Marshall University
School of Nursing
College of Health Professions

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Course Title/Number	NUR 315: Med/Surg Nursing I
Semester/Year	Summer 2023
Days/Time	TBA; plus assigned clinical times
Location	Lecture South Charleston; Clinical at an assigned agency
Instructor / Course Coordinator	TBA See a list of clinical faculty in Appendix I
Office	TBA
Phone	TBA
E-Mail	TBA
Office/Hours	TBA
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on "Policies for Syllabus." Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 and clicking the appropriate link for the following policies: Academic Dishonesty/ Academic Dismissal/ Academic Forgiveness / Academic Probation and Suspension /Affirmative Action/Dead Week/D:F Repeat Rule/Excused Absence/Inclement Weather/ Sexual Harassment/Students with Disabilities/ University Computing Services Acceptable Use
COHP & School of Nursing Policies	By enrolling in this course, you agree to abide by the MU School of Nursing policies listed in the most current PRE-licensure BSN Student Handbook https://www.marshall.edu/nursing/pre-licensure-bsn-program/ Please read the full text of each policy to be familiar with recent revisions.

Disclaimer:

The faculty reserves the right to change the course syllabus, layout or format of this course at any time. The instructor will announce any deviations during regular class hours and via MUOnline/email. The student is held responsible for all materials covered and for any changes in the syllabus. Students are expected to check MUOnline and Marshall email daily. Students are also expected to review the student handbook available on the Marshall website and to abide by all policies and procedures of the program. All coursework is to be completed by the student individually and not as a group.

COVID 19 Related Information:

Marshall's official COVID-19 protocols are online at <https://www.marshall.edu/coronavirus>. Policies and protocols may change over time as we respond to changing conditions. The website will always contain the most recent information. Students who are unable to follow University requirements due to a disability should seek reasonable accommodations from the Office of Disability Services (ODS; disabilityservices@marshall.edu) during the first week of class.

Course Description Catalog:

Focus is on the nursing care of young adult to geriatric patients with potential and actual alterations in health. Practicum included. Pre-Requisites (PR): NUR 300, NUR 314, NUR 319, NUR 350)

Credit Hours: 7 (4 theory, 3 laboratory/clinical)

End of Program Student Learning Outcomes

The graduate is a nurse generalist with competence to:

1. Use the nursing process to provide nursing care to individuals, families, groups, and communities in multiple settings, considering cultural diversity.
2. Synthesize theoretical and empirical knowledge from nursing, natural and social sciences, and the humanities to promote, maintain, and restore health throughout the life span.
3. Promote health care through communication and collaboration with patients and other health care providers.
4. Coordinate comprehensive nursing care through the application of management and leadership skills.
5. Use critical thinking/clinical reasoning in the decision-making process.
6. Evaluate research findings for application to nursing practice.
7. Perform as a responsible and accountable member of the profession who practices nursing legally and ethically.
8. Participate in professional activities that help define the scope of nursing practice, set health policies, and improve the health of the public.

Revised SON 02/04
Reviewed SON 02/03
Revised SON 2/26/01
Revised SON Faculty 5/11/93

The table on the next page shows how each of the student learning outcomes will be practiced and assessed/evaluated in this course.

Course Student Learning Outcomes (i.e., course objectives)	Students will practice each outcome in this course by:	SLOs	How student achievement of each outcome will be assessed in this Course
Students will use the nursing process in caring for a young adult to geriatric patients with potential and common health problems.	Quizzes Clinical paperwork EVOLVE Case Studies Assigned reading In-class activities	SLO1	Examination questions 6 satisfactory pathophysiology concept maps Clinical Evaluation
Students will demonstrate competency in performing nursing procedures for patients with common health problems.	Clinical lab Clinical practice	SLO5 SLO7	Examination questions 6 satisfactory pathophysiology concept maps Clinical Evaluation
Students will use knowledge of normal and pathological human responses to provide nursing care for patients experiencing potential and common health problems.	EVOLVE Case Studies Clinical Paperwork Assigned reading Pathophysiology diagrams	SLO2	Examination questions 6 satisfactory pathophysiology concept maps Clinical Evaluation
Students will apply theories relevant to the patient with common and potential health problems.	Clinical paperwork Classroom assignments	SLO2	Clinical evaluation Major case study paper
Students will develop teaching, discharge, and referral plans for patients with potential and common health problems.	EVOLVE Case Studies Clinical paperwork Clinical practice Assigned reading In-class activities	SLO 1 SLO 2 SLO 3 SLO 4	Examination questions Final Clinical Evaluation Clinical paperwork (teaching plan)
Students will use the therapeutic communication process with the individual patient, family, and interprofessional members of the health care team.	EVOLVE Case Studies Clinical practice Assigned reading In-class discussion	SLO 3	Examination questions, Final Clinical Evaluations
Students will demonstrate problem-solving skills in coordination and management of the nursing care of patients with potential and common health problems.	clinical paperwork classroom assignments EVOLVE case studies	SLO4	Final clinical evaluation Exam questions
Students will utilize research findings in providing evidence-based practice care to the patient with potential and common health problems.	EVOLVE Case Studies Evidence-based practice article within clinical paperwork	SLO6	Examination questions Final Clinical Evaluation 6 successful pathophysiology concept maps Major case study paper
Students will analyze cultural, ethical, legal, social, and economic dilemmas related to patients with	Quizzes/classroom assignments Clinical practice	SLO5 SLO7	Examination Questions Final Clinical Evaluation

potential and common health problems.	EVOLVE case studies		
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Required Texts, Additional Reading, and Other Materials

- American Psychological Association. (2019). *Publication manual of APA* (7th ed.). American Psychological Association.
- Burchum, J. R. & Rosenthal, L. D. (2019). *Lehne's Pharmacology for nursing care* (10th ed.). St. Louis: Elsevier/Saunders.
- Ignatavicius, D. D., Workman, M. L. (2021). *Medical-surgical nursing: Patient-centered collaborative care* (10th ed.). St. Louis, MO: Elsevier.
- McCance, K.L. & Huether, S.E. (2019). *Pathophysiology: The biologic basis for disease in adults & children*. (8th ed.). St. Louis, MO: Elsevier/Saunders.
- Potter, P.A., Perry, A.G., Stackert, P.A. & Hall, A.M. (2022). *Fundamentals of nursing*. (10th edition). St. Louis, MO: Elsevier Mosby, Inc.
- HESI/Evolve Case Studies and HESI testing payment due to E-Commerce.

Recommended: Use the resources you purchased for clinical preparation during NUR 314, 319, or 350 to assist you in your clinical paperwork (care plan book, drug guide, lab guide, etc.).

Computer Requirements & Resources

****** Microsoft Office Word, Excel, and PowerPoint software on a personal computer. Other operating systems such as Works are not compatible with the instructor's operating systems. A fast operating system (DSL; Cable) is required to view recorded lectures. If the student does not have a high-speed internet connection or fast operating system at home, then the student needs to arrange to use computers on campus to access recorded lectures or to asynchronously attend lectures using computers on campus.

STUDENTS MUST HAVE ACCESS TO READ AND POST TO MU ONLINE SITE FOR NUR 315.

- 1) Plagiarism quiz due by the beginning of class. Bring a print copy or email to the professor
<http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>
- 2) Exam 1 Week 4
- 3) Exam 2 Week 7
- 4) Exam 3 Week 10
- 5) Last day to drop an individual course. See Marshall Academic Calendar
- 6) Nurse Theory Case Study Paper due week 12
- 7) Exam 4 Week 13
- 8) Last day to withdraw from all courses. See Marshall Academic Calendar
- 9) HESI Pharmacology Exam TBA
- 10) FINAL EXAM TBA**

*All HESI/Evolve Case Studies must be completed by **date determined by instructor.**

GRADING POLICY

THE GRADING SCALE FOR DETERMINING YOUR FINAL COURSE GRADE IS AS FOLLOWS:

- A = 90-100%
- B = 80-89.99%
- C = 75-79.99%
- D = 65-74.99%
- F = BELOW 65%

STUDENTS MUST OBTAIN A “C” AVERAGE (75%) ON UNIT EXAMS AND FINAL EXAM COURSE IN ORDER TO PASS THE COURSE. IF STUDENTS OBTAIN LESS THAN A “C” AVERAGE ON EXAMS, THE FINAL GRADE (“D” OR “F”) WILL BE DERIVED SOLELY FROM EXAM AVERAGES. ANY NON-EXAM GRADES WILL ONLY BE APPLIED TO THE STUDENTS’ GRADE IF THEIR EXAM AVERAGE IS 75% OR ABOVE. **STUDENTS MUST ALSO OBTAIN AT LEAST 75% OVERALL COURSE AVERAGE IN ORDER TO PASS. THERE WILL BE NO ROUNDING OF EXAM AVERAGES OR GRADES IN COURSE.**

CLINICAL FAILURE RESULTS IN COURSE FAILURE NO MATTER THE GRADE.

SUCCESSFUL COMPLETION OF THE COURSE REQUIRES THE ACHIEVEMENT OF OBJECTIVES FOR BOTH THE CLINICAL/LAB AND CLASSROOM COMPONENTS OF THE COURSE. THE CLASSROOM COMPONENT IS GIVEN A LETTER GRADE AND THE CLINICAL/LABORATORY IS EVALUATED ON A PASS/FAIL BASIS. CLINICAL PRACTICE IS EVALUATED BY YOUR CLINICAL INSTRUCTOR ON THE BASIS OF THE STATED CLINICAL OBJECTIVES. STUDENTS WHO DEMONSTRATE THE CLINICAL OBJECTIVES AND ACHIEVE “SATISFACTORY” IN CLINICAL WILL RECEIVE THE LETTER GRADE ACHIEVED IN THE CLASSROOM COMPONENT. STUDENTS WHO FAIL TO MEET THE CLINICAL OBJECTIVES WILL RECEIVE AN “F” IN THE COURSE REGARDLESS OF THE GRADE ACHIEVED IN THE CLASSROOM COMPONENT. AS LONG AS THE STUDENT IS SATISFACTORY IN CLINICAL, THE STUDENT WILL RECEIVE THE GRADE EARNED IN THE CLASSROOM PORTION OF THE COURSE.

LATE CLINICAL ASSIGNMENTS, QUIZZES, AND EXAMINATIONS:**PRE-LICENSURE BSN POLICY FOR LATE ASSIGNMENTS/REWRITING PAPERS**

STUDENTS ARE EXPECTED TO COMPLETE ASSIGNMENTS AS SCHEDULED UNLESS OTHER ARRANGEMENTS HAVE BEEN **PREVIOUSLY** WORKED OUT BETWEEN THE PROFESSOR AND THE STUDENT. LATE ASSIGNMENTS WILL BE REDUCED BY 10% PER DAY. FOR EXAMPLE, IF THE ASSIGNMENT IS WORTH 100 POINTS, THAT IS 10 POINTS OFF THE FINAL ASSIGNMENT GRADE PER DAY LATE. THIS APPLIES TO **ALL** ASSIGNMENTS SUCH AS AND NOT LIMITED TO INDIVIDUAL ASSIGNMENTS, DISCUSSION BOARD ASSIGNMENTS, GROUP ASSIGNMENTS, AND PEER REVIEW ASSIGNMENTS, AS WELL AS COURSE EXAMS/QUIZZES. ASSIGNMENTS THAT ARE 5 DAYS PAST DUE OR LATER WILL NOT BE ACCEPTED. NO REWRITING OF PAPERS/ASSIGNMENTS WILL BE ALLOWED AFTER GRADES FOR THE PAPER/ASSIGNMENT ARE POSTED.

APPROVED BY THE SON 4/23/13, REVIEWED 10/2017, REVISED 08/27/2019

FAILURE TO TURN IN REQUIRED CLINICAL PAPERWORK COMPLETED AND ON TIME, WILL COUNT THE SAME AS A CLINICAL ABSENCE. TWO SUCH OCCURRENCES WILL RESULT IN AN AUTOMATIC “F” FOR THE COURSE.

ONLY UNIVERSITY-APPROVED ABSENCES WILL BE ACCEPTED TO MAKE UP AN EXAM. EXAMPLES INCLUDE: ILLNESS/ACCIDENT (MUST SUBMIT A DOCTOR'S EXCUSE), DEATH IN THE IMMEDIATE FAMILY OR ATTENDANCE AT A PREVIOUSLY APPROVED UNIVERSITY FUNCTION.

LESS THAN A "C" IN THIS COURSE WILL REQUIRE APPLICATION TO THE MUSON APG COMMITTEE TO REPEAT THE COURSE. REPEAT OF THIS COURSE REQUIRES CONCURRENT REPEAT OF (CONCURRENT COURSE) WHETHER OR NOT THAT COURSE WAS FAILED.

CLASSROOM GRADES

Final grades are based on the following required assignments:

<u>Total of 5 in-class exams</u>	<u>Percentage Points</u>
4 Unit Exams (4-14%)	56
HESI Pharmacology Exam	10
<u>Comprehensive Final Exam (22%)</u>	<u>20</u>

Total exam points 86

(must earn at least 65 minimum exam percentage points for 75% exam average)

Mandatory Assignments (Not optional, but will be applied to grade if 75% overall exam average earned)

In-class Quizzes/Lab Assignments	4
Nursing Theory Case Study Paper	8
Evolve Case Studies	2

(Students must receive a score of 75% or greater. Must be completed by the final exam).

Total possible course percentage points 100

The average will be calculated based on the weight of each exam. If students obtain less than a C (75%) average on exams, the final grade (D or F) will be derived solely from exam averages. The term exam refers to the four-unit exams and the comprehensive final exam.

“OTHER” ASSIGNMENTS & QUIZZES (4% = TOTAL RECEIVED/TOTAL ASSIGNED)

Throughout the semester, in-class quizzes or assignments will be administered to enhance the students learning. These quizzes may include Socrative quiz related to pre-class assigned course content, math calculation quiz, in-class activities or quizzes, and/or ABG interpretation. If the student is absent from class on the day of these activities the student will receive a zero.

HESI (EVOLVE) CASE STUDIES (2%)

Need to be completed by **due date determined by the instructor** with a score of 75 % or greater to receive full credit. No partial credit will be given. **Required Case Studies: List all case studies required to completed.**

Nursing Theory Case Study paper (8%)

The purpose of this paper is for the student to discuss the major concepts and definitions of Roy's Adaptation Model, then apply these concepts to a patient selected from the clinical setting. Patient assessment data, two (2) nursing priority diagnoses and a teaching plan will be developed for the patient. This is a formal paper that must include a title page, abstract, appropriate section headers in the body of the paper, conclusion, a reference page, and appendices to develop the paper using the following criteria (see rubric):

1. Select one patient that you have cared for this semester. Write 1-2 pages of assessment about this patient's nursing and medical problems.
2. Utilize Roy's Adaptation Model to support and discuss your patient. Include the major concepts and definitions of the nursing theory and how these relate to your patient.
3. Develop two (2) nursing diagnostic statements (physical focus). These must be ACTUAL diagnoses using NANDA format (related to, as evidenced by). (Note: be sure your reported assessment findings support these diagnoses).
4. Develop a "deficient knowledge" teaching plan for this patient, again using the assigned theory, showing how this theory guided the development of the teaching plan.
5. Write an introduction/conclusion. (Note: the paper should be 5 pages long from the description of the concept to the end of the conclusion. You can lose points for too long or too short. Use the rubric as a guide!)
6. Use the latest APA manual to write and format this paper.
7. The paper MUST be completed and submitted to MU Online assignments by the due date. Electronic submission of the paper to Safe Assign is required with less than a 15% match.
8. Students needing additional help and guidance should make an appointment to see their clinical instructor to discuss whatever questions or concerns they may have. Don't wait until the weekend to contact your professor for assistance!
9. **START WRITING EARLY, so you have time to make an appointment and visit the writing center.**

Nursing Theory Case Study Paper Rubric

Criteria	Poor	Fair	Good	Excellent
Patient Assessment	0 Not included	14-15 Lacking either nursing or medical problems	16-19 Assessment includes nursing and medical problems but lacks detail	20 1-2 page comprehensive patient assessment with both nursing and medical problems
Nursing Theory and Theory Integration	0 No nursing theory is discussed in the paper	14-15 Roy's theory is mentioned but not integrated with patient	16-19 Roy's theory concepts are discussed and applied/integrated somewhat to patient.	20 Major concepts and definitions of Roy's Adaptation Theory is fully applied/integrated with the patient.
Two Nursing Care plans	0 No care plans included	14-15 Included only one nursing care plan.	16-19- Included two care plans but missing important elements or incorrect. Discussed in the narrative of paper.	20 Included two care plans with all essential elements correctly applied to the patient and discussed the in narrative of the paper.
Teaching plan	0 Not included in appendix or discussed in paper.	14-15 Teaching plan is discussed in paper but not included in appendix.	16-19 Teaching plan is included in appendix and discussed in paper. Most of the required information is included.	20 Teaching plan is included in appendix and discussed within paper. All required information is included in teaching plan.
APA/Grammar	0 10 or more errors for grammar or APA. Over SafeAssign 15% match.	14-15 Poor sentence structure. Grammar/APA errors between 7 to 9.	16-19 Adequate sentence structure. Grammar/APA errors between 4 to 6.	20 The sentence structure clear. Grammar/APA errors less than 4. Used APA 7 th edition.
Total score				

NUR 324 GRADE CALCULATIONS FORM

EXAM	GRADE	PERCENTAGE	POINTS
Exam I		X 0.14=	
Exam II		X 0.14 =	
Exam III		X 0.14 =	
Exam IV		X 0.14 =	
HESI Pharmacology Exam		X 0.10=	
Final Exam		X 0.20 =	

Total Exam Score _____ Points

Assignment	Grade	Percentage	Points
In-class Quizzes/Assignments		X 0.04=	
Case Study Paper		X 0.08=	
Evolve Case Studies		X 0.02=	

Total points = _____
Overall Percent score in course

In addition to the 75% overall exam average, you must have at least 75% overall percent in course in order to pass. There will be no rounding of grades to pass or to go to the next higher letter grade.

Attendance Policy

Class Attendance:

Students are encouraged to attend class regularly. An attendance list will be circulated each class period, however. Students electing to attend class are expected to be attentive to the speaker and respectful of fellow students.

*** CELLULAR PHONES OR OTHER ELECTRONIC DEVICES MUST BE ON SILENT MODE DURING CLASS.** Students must have professor or other speaker's permission to record lectures. There is to be no use of cameras to take pictures of images displayed on the screen in the classroom or of items circulated by the professor in class. Also prohibited are text messaging or in class visiting of websites that are not pertinent to the class (for example, social networking sites such as Facebook) except during breaks from class. Students may not have access to their cell phones during exams or quizzes. Recorded lectures made available through this course are only for students and faculty in this course. They are not to be shared with anyone outside this class.

Clinical Attendance:

Students are expected to attend all clinicals. If a student is going to be late or absent, the student **must** notify the clinical instructor prior to that clinical session. Failure to notify the instructor will result in an unsatisfactory grade for that session. Only serious reasons, such as illness, death in the immediate family, or previously approved attendance at a university function are acceptable reasons for a clinical absence. (See further information below on excused absences.) If the student is absent due to illness, a doctor's excuse and permission to return to clinical may be required. **The student is required to make-up all clinical absences. *If a student misses more than one clinical session in the course, the student will receive an "F" for the course. All students must complete 60 hours of clinical excluding the mandatory hospital/unit orientation.***

Petitioning Process:

A student receiving an "F" for excessive absences, who feels there were legitimate reasons for the absences, may petition the course faculty to request an exception to the "F" rule. The student must continue to attend class and clinical and complete all assigned paper work during the petitioning process.

Excused Absences

Undergraduate

Students are expected to attend punctually all class meetings, laboratory sessions and field experiences and to participate in all class assignments and activities as described in the Course Syllabus. Absences are counted from the first class meeting after the student registers. Students registering late are expected to make up all missed assignments in a manner determined by the instructor. Students should be aware that excessive absences, whether excused or unexcused, may affect their ability to earn a passing grade.

The instructor of each class shall establish a policy on class attendance and make-up work, and provide the policy to students in the Course Syllabus. This policy must not conflict with university policies, including this policy. Class attendance may be a criterion in determining a student's final grade in the course if the instructor provides a statement to this effect in the

course syllabus.

Students must promptly consult with their instructors about all class absences. Instructors will work with students to identify appropriate documentation and discuss any missed class time, tests, or assignments. Except in the case of University Excused Absences, it is the decision of the instructor to excuse an absence or to allow for additional time to make up missed tests or assignments. A student may not be penalized for an excused absence, provided that the student, in a manner determined by the instructor, makes up the work that has been missed.

Instructors are required to honor valid University Excused Absences and to provide reasonable and equitable means for students to make up work missed as a result of those absences. Academic obligations that cannot be made up should be addressed by the course instructor in consultation with the student to ensure that continued enrollment is feasible while there is still an opportunity to drop the course within the established withdrawal period.

This policy excludes academic endeavors that require the completion of a specific number of clock hours, such as clinical experiences, practica, and internships. For those courses, the department chair or program supervisor will determine the maximum number of absences. This policy does not supersede program accreditation requirements.

This policy also excludes laboratory courses that require significant preparation and monitoring. For such courses, departments will determine the minimum number of laboratories a student must complete to pass the course. If a student cannot complete this number of labs, the instructor may recommend that the student withdraw from the class.

If the instructor believes that the number of absences accrued under the terms of this policy (whether excused or unexcused) is such that a student cannot fulfill the learning experience and mastery that a course requires, the instructor may recommend that the student withdraw from the class.

University Excused Absences

These are addressed by the instructor or the Assistant Dean of Student affairs as described in each item. Appropriate documentation is required for each absence. The Assistant Dean of Student Affairs will notify course instructors of his or her actions using the University email system.

University-sponsored activities. Student participation in authorized activities as an official representative of the university. Such activities include official athletic events, ROTC, student government and student organization activities, regional or national meetings or conferences when endorsed by an academic or organization faculty advisor, performances, debates, and similar activities. The Assistant Dean of Student Affairs addresses these absences.

Medical circumstances.

1. A student who is briefly ill or injured with fewer than three consecutive hours of class, and is therefore unable to attend class, should first consult with his or her course instructor about the absence. If necessary, the instructor may refer the student to the Assistant Dean of Student Affairs.
2. The Assistant Dean of Student Affairs will address absences of three or more consecutive hours of class. This includes absences of three consecutive one-hour class meetings, one three-hour class meeting, etc.

Death or critical illness of an immediate family member. Immediate family is defined as parents, legal guardians, siblings, children, spouse or life partner, grandparents, and grandchildren. The Assistant Dean of Student Affairs addresses these absences.

Other official activities.

1. **Short-term military obligations.** The Assistant Dean of Student Affairs addresses these absences. Students who are subject to federal military activation are covered by a separate policy. Please consult the catalog for this policy.

2. Jury duty, subpoenas for court appearance, religious holidays, and other official activities deemed by the Assistant Dean of Student Affairs to warrant an excused absence.

Extreme personal emergencies. Examples of such events include house fires, serious crimes, and other grave emergencies deemed by Assistant the Dean of Student Affairs to warrant an excused

Course Outline:

Date	Topics to be Covered in Classroom	Lab/Clinical Activity
Week 1	Orientation to course Unit I: Fluid/Electrolyte Balance (C.15, p. 816-821) A. Concepts of Infusion Therapy -Intravenous Therapy/Blood administration/TPN B. Transfusion therapy - responsibilities, reactions	Pre-assigned to complete: Evolve Clinical Skills Essential Collection Lab: IV insertion/care/central line dressing change Assignment: Clinical Lab Activity I 4-hour lab
Week 2	Unit II: Gastrointestinal System (C.48,49,50) A. Diagnostic Studies for the GI & Biliary System B. Concepts of Care Oral and Esophageal Problems Common C. Concepts of Care Stomach Disorders	Clinical 8 to 3:30 pm (7 hours/30-minute lunch) Orientation to Clinical Setting Math Quiz Clinical Paperwork/patient assignment Evolve Case Study Colonoscopy with Bowel Perforation or Peptic Ulcer Disease
Week 3	Unit II: Gastrointestinal System (continue) (C. 51, 52) D. Concepts of Care Noninflammatory/Inflammatory Intestinal Disorders *self-study bariatric surgery	Clinical 8 to 3:30 pm (7 hours/30-minute lunch) Evolve Case Study: Inflammatory Bowel Disease
Week 4	Exam 1 (IV therapy, GI) Unit III: Respiratory System (C. 24, 26) A. Diagnostic Studies for Respiratory system including ABG B. Concepts of care for Noninfectious Upper Respiratory Problem	Pre-assigned to complete: Evolve Clinical Skills Essential Collection Lab: Tracheostomy Care/Suctioning (Iggy Chapter 25, p. 504-512). Assignment: ABG Worksheet/ Clinical Lab Activity II 3-hour lab Evolve Case Study: Laryngeal Cancer
Week 5	Unit III: Respiratory System (cont) (C.27, 28) C. Concept of Care for Noninfectious Lower Respiratory Problems (omit lung cancer) D. Concepts of care for Infectious Respiratory Problems	Clinical 8 to 3:30 pm (7 hours/30-minute lunch) Evolve Case Study: COPD with Pneumonia
Week 6	Unit IV: Abnormal Cell Growth (C.19, 20) A. Concepts of Cancer Development B. Concepts of Care for Cancer	Clinical 8 to 3:30 pm (7 hours/30-minute lunch)
Week 7	Exam 2 (Respiratory, Cancer) C. Unit V: Endocrine System (C.	Clinical 8 to 3:30 pm (7 hours/30-minute lunch)

	59) A. Concepts of Care for Diabetes Mellitus -Management: Daily and Chronic B. Complications: acute and chronic	Midterm Clinical Evaluation Evolve Case Study: Diabetes Type 1
Week 8	Unit: VI Musculoskeletal System (C. 44, 45,46) A. Diagnostic Studies of the MS system B. Concepts of Care for Musculoskeletal problems C. Concepts of Care for Arthritis and Total Joint Arthroplasty	Clinical 8 to 3:30 pm (7 hours/30-minute lunch) Evolve Case Study: Rheumatoid Arthritis with Joint Arthroplasty or Osteoporosis
Week 9	Unit VII: Cardiovascular System (C. 30, 32, 33) A. Diagnostic Studies for the Cardiovascular System B. Concepts of Care for Vascular Problems -Hypertensive Disorders and Peripheral Vascular Disease (omit aneurysm/dissection) C. Concepts of Care for Cardiac Problems (only heart failure)	Clinical 8 to 3:30 pm (7 hours/30-minute lunch) Evolve Case Study: Hypertension or Deep Vein Thrombosis
Week 10	Exam 3 (DM, MS, CV) Unit VIII: Genitourinary System (C. 60, 61) A. Diagnostic Studies of the GU System B. Concepts of Care for Urinary problems (omit UTI/incontinence)	Clinical 8 to 3:30 pm (7 hours/30-minute lunch)
Week 11	Unit VIII: Genitourinary System (C.62) (cont) C. Concepts of Care for Kidney Disorders	Clinical 8 to 3:30 pm (7 hours/30-minute lunch)
Week 12	Unit IX: Neurological system (C. 38,39,40) (Cont.) A. Diagnostics studies for Neurological system B. Concepts of Care Brain Problems (omit Alzheimer) C. Concepts of Care Spinal Cord (omit spinal cord injuries)	Clinical 8 to 3:30 pm (7 hours/30-minute lunch) Nursing Theory Case Study Paper Due Evolve Case Study: Parkinson's Disease or Seizure Self-Study: Evolve Case Study: *Guillain-Barre Syndrome (will not

		cover in class but will be tested)
Week 13	Exam 4 (Neuro, GU) Unit X: Reproductive System (C. 64, 65) A. Diagnostic Studies of the reproductive system B. Concepts of Care for Breast problems	Clinical 8 to 3:30 pm (7 hours/30-minute lunch) Evolve Case Study: Breast Cancer Final Clinical Evaluation
Week 14- Dead Week	Unit X: Reproductive System (C. 66, 67) (cont.) C. Concepts of Care for Gynecologic Problems D. Concepts of Care for Male Reproductive Problems	Make up clinical day Evolve Case Study: Cervical Cancer or Benign Prostatic Hyperplasia (BPH)
Final Week	TBA- Previous concepts make up 85% of the final exam with new concepts from weeks 13 & 14 at 15% of the final exam.	

Learning Objectives:

For all units, pre-class assignments include a review of the anatomy and physiology of the system under discussion, as well as an assessment of the system, common diagnostic procedures, and medical diagnostics covered in previous nursing courses.

Unit I: Human Responses to Intravenous Therapy

Pre-reading assignment: Ignatavicius and Workman Ch. 15 (p. 275-303), Ch. 37 (p. 816-821), and Ch. 55 (p. 1207-1209). Potter and Perry C. 31 (p. 636-639, p. 663-673), C. 42 (p. 999-1012)

A. Concepts of Care for Intravenous Therapy

1. Discuss the nursing care of patients receiving IV therapy through peripheral or central lines including education on the purpose of therapy.
2. Discuss the performance of venipuncture on the adult including:
 - a. Identifying appropriate veins for various therapies.
 - b. Preparation of patient for intravenous catheter insertion.
3. Discuss IV site care and removal differences for type of site.
4. Identify potential complications of IV therapy (site and fluid imbalances).
5. Identify different IV solutions and indications for uses.
6. Discuss how to perform calculations for IV fluids.
7. Identify safe performance of administration of IV piggybacks and IV pushes.
8. Discuss intermittent parenteral therapy including:
 - a. Saline and heparin use to maintain patency.
 - b. Client response to therapy.
9. Discuss the monitoring of infusion pump use for different therapies (IV lines, PCA).
10. Discuss safe administration of Blood products including:
 - a. Identify client according to facility/agency policy before administration.
 - b. Use appropriate venous access for blood product type.
 - c. Document necessary information about administration in appropriate places.
 - d. Identify potential complications and monitoring necessary.
11. Discuss care of clients receiving total (TPN) or peripheral parenteral nutrition (PPN) including:
 - a. Educate client on the need for and use of TPN.
 - b. Apply knowledge of client pathophysiology and mathematics to TPN interventions.
 - c. Apply knowledge of nursing procedures and psychomotor skills when caring for a client receiving TPN.
 - d. Identify side effects/adverse events related to TPN and intervene as appropriate.

Unit II: Human Responses to Common Problems of the Gastrointestinal System

Pre-reading assignment: Ignatavicius and Workman C. 48 (p.1064-1071), C. 49 (p. 1075-1088), C. 50 (p. 1094-1108), C. 55 (p. 1213-1215), C. 51 (p. 1110-1128), C. 52 (p. 1132-1153). McCance & Heuther C. 42 (p. 1324-1325, p. 1326-1327, p. 1328-1335, p. 1337-1341), Burchum C. 78, 80

A. Diagnostic Studies for the GI tract and Biliary System

1. Describe the purpose, significance of results and nursing responsibilities related to common diagnostic studies of the gastrointestinal system including: radiography (Flat & upright abdomen, Barium Swallow, Gallbladder Series, Cholangiogram), Ultrasound, CT Scan, Endoscopy (Upper GI -

EGD, ERCP, Colonoscopy, Sigmoidoscopy), Gastric Analysis, Related Lab Studies (blood & some stool samples).

2. Describe the purpose, significance of results, and nursing responsibilities related to common diagnostic studies of the biliary system including RUQ Abdominal Ultrasound, HIDA, cholangiography, [in addition to ERCP (endoscopic retrograde cholangiopancreatography), CT, and MRI above].

B. Common Oral and Esophageal Problems

1. Identify the clinical manifestations, prevention, and treatment of stomatitis.
2. Identify the types, effects, etiology, and care of clients with oral cancer.
3. Apply knowledge of pathophysiology to anticipate complications of gastric esophageal reflux disease (GERD).
5. Discuss the assessment, diagnostic exams, and treatment of GERD including drug therapy.
6. Explain the pathophysiology and assessment of Hiatal Hernia (HH).
7. Teach the patient and family about lifestyle changes to decrease GERD and discomfort from Hiatal Hernia (HH).
8. Utilize the nursing process to formulate a plan of care for patients with surgical Interventions related to GERD or HH including teaching needs.
9. Discuss risk factors, assessment, and management of care for patient with esophageal tumor.

C. Common Stomach Disorders

1. Discuss the cause, assessment, and management of gastritis.
2. Develop a teaching plan for patients about health promotion and maintenance practices and drug therapy used to help manage gastritis.
3. Compare and contrast assessment findings associated with gastric and duodenal peptic ulcer disease (PUD).
4. Monitor patients with PUD for signs of upper GI bleeding and prioritize interventions for patients when upper GI bleeding.
5. Describe the etiology, pathophysiology, incidence, and prevention of gastric carcinoma
6. Analyze the collaborative management of the client with gastric carcinoma.
7. Develop a preoperative and postoperative plan of care for patients undergoing gastric surgery (including teaching needs to deal with complications).
8. Describe the types of bariatric surgical management for obesity.
9. Describe the long-term benefits, lifestyle changes and common complications following bariatric surgery.

D. Common Noninflammatory & Acute Inflammatory Intestinal Disorders

1. Discuss the types, complications, etiology, assessment, and treatment of intestinal obstruction.
2. Apply knowledge of pathophysiology to anticipate assessment findings and complications of paralytic ileus
3. Describe the risk for colorectal cancer, health promotion, symptoms, and nonsurgical treatment.
4. Discuss the surgical management of colorectal cancer and post-operative care.
5. Outline the causes, symptoms, and treatment of irritable bowel syndrome.
6. Differentiate the most common types of hernia and develop a plan of care for a minimally invasive hernia repair.
7. Describe the postoperative care for a patient having a hemorrhoid surgical procedure
8. Differentiate common types of acute inflammatory bowel disease (gastroenteritis, parasitic infections, appendicitis, and peritonitis).
9. Differentiate the care of acute inflammatory bowel disorders ulcerative colitis and Crohn's disease.

10. Discuss the care of a patient with diverticular disease including the surgical and nonsurgical treatments.

Unit III: Human Responses to Common Problems of the Respiratory System

Pre-reading assignment: Ignatavicius and Workman C. 24 (p.488-495), C. 26 (p. 521-529), C. 27 (p. 533-551, p. 554-556), C. 28 (p. 566-582) McCance & Heuther C. 36 (p. 1169-1174, 1175-1193), Burchum C. 76, 77, 70, 72, 90, Potter and Perry C. 41 (p. 947-955, p. 960-965).

A. Diagnostic Studies for the Respiratory System

1. Describe the purpose, significance of results and nursing responsibilities related to common diagnostic studies of the respiratory system including:
Radiology (Chest: PA, lateral and portable), Ventilation/perfusion scan (V/Q scan), CT scan, MRI, Endoscopy (bronchoscopy), thoracentesis (pleural fluid analysis), pulmonary function tests (PFTs) and laboratory tests (sputum cultures and arterial blood gases).
2. Explain the nurses' responsibility in the procedure for an arterial stick.
3. Review acidity and alkalinity of body fluids (acid-base balance).
4. Discuss homeostatic regulation of hydrogen ions: local (buffers) and systemic.
5. Explain the body's buffer systems for regulation of hydrogen ions (volatile acids by the lungs and fixed acids and bicarbonate by the kidneys).
6. Interpret arterial blood gases.
7. Differentiate between respiratory acidosis and metabolic acidosis.
8. Differentiate between respiratory alkalosis and metabolic alkalosis.
9. Differentiate between uncompensated, partially compensated and fully compensated ABGs.
10. Discuss the effect of hydrogen ion concentration on other electrolytes (K^+ , Na^+ , Cl^- , Ca^{++} , Mg^{++} , lactate and protein).
11. Describe the significance of ABG values and the oxyhemoglobin dissociation curve.

B. Common Noninfectious Upper Respiratory Problems

1. Describe the pathophysiology, clinical manifestations and medical and nursing management of common noninfectious upper respiratory system (epistaxis, nasal fracture).
2. Discuss the pathophysiology of head and neck cancer as well as the assessment and management of care.
3. Discuss the preoperative and postoperative care after head/neck surgery.

C. Common Noninfectious Lower Respiratory Problems

1. Describe the nurses' role in health promotion and maintenance practices related to the lower respiratory system.
2. Describe the effects of cigarette and marijuana smoking on the respiratory system.
3. Identify the clinical features and general management of idiopathic lung disease.
4. Describe the types, pathophysiology, clinical manifestations and medical and nursing management of a patient with asthma.
5. Compare and contrast pathophysiology, clinical manifestations and medical management of chronic obstructive bronchitis and emphysema aspects of Chronic Obstructive Pulmonary Disease (COPD).
6. Describe prevention and identification of complications, which might develop with COPD.
9. Describe the assessment and management of patient with pulmonary arterial hypertension.

D. Common infectious Respiratory Problems

1. Describe the pathophysiology, clinical manifestations, medical and nursing management of infections conditions of the lower respiratory system (influenza, pandemic respiratory infections, pneumonia, tuberculosis, sinusitis, and peritonsillar abscess).
2. Review medications that are prescribed for the above respiratory problems.
3. Develop teaching plan for discharge for patient with pneumonia and tuberculosis.

Unit IV: Human Responses to Common Problems of Abnormal Cell Growth

Pre-reading assignment: Ignatavicius and Workman C. 19 (p.364-374), C. 20 (p. 376-397), McCance & Huether C.12 and 13 (overview of cancer biology and epidemiology), Burchum C. 101, 102, 103

A. Concepts of Cancer Development

1. Distinguish the features of normal cells from those of benign tumor and cancer cells.
2. Discuss the role of immunity, oncogenes and suppressor genes in cancer development through initiation and promotion.
3. Interpret cancer grading, ploidy, and staging reports (TNM and others).
4. Apply knowledge of anatomy and pathophysiology to explain how cancer metastasis occurs and the common sites of distant metastasis.
5. Teach the recommended screening practices and schedules for different types of cancer using the warning signals of cancer as a talking point (primary and secondary cancer prevention programs).
6. Assess the individual patient's need for genetic testing for cancer predisposition based on family history and ethical considerations.

B. Concepts of Care for Patients with Cancer

1. Describe the most common treatment modalities for cancer, nursing care needs and side effects of each (i.e., surgical resection, radiation, and chemotherapy).
2. Monitor client response to radiation therapy, assessing for adverse effects and planning implementations to address side or aversive effects of the therapy.
3. Explain the nursing implications related to pharmacological management of abnormal cell growth (i.e., administration safety, nadir, etc.)
4. Utilize the nursing process to address care and teaching needs related to the treatments.
5. Discuss the patient's human responses to oncologic emergencies.

Unit V: Human Responses to Common Problems of the Endocrine System

Pre-reading assignment: Ignatavicius and Workman C. 59 (p.1265-1299), McCance & Huether C. 22 (p. 684-699), Burchum C. 57

A. Concepts of Care for Diabetes Mellitus

1. Describe the pathophysiology and clinical manifestations of diabetes mellitus.
2. Differentiate characteristics among of different types of diabetes mellitus.
3. Describe the purpose, significant results, nursing responsibilities and teaching needed for diagnostic studies related to diabetes mellitus.

B. Management: Daily and Chronic

1. Explain the glycemic implications related to diet and exercise

2. Explain the nursing implications related to pharmacological management of Diabetes mellitus (i.e., insulin, oral agents, and related medications).
3. Utilize the nursing process to address teaching needs related to the balance between calorie intake, exercise and medication including sick day, NPO and surgical day management.

C. Complications: Acute and Chronic

1. Explain the pathogenesis and manifestations of the acute and chronic complications of diabetes mellitus.
2. Explain the nursing management of the diabetic patient who has acute complications of ketoacidosis, hyperglycemic hyperosmolar nonketotic syndrome (HHNS) and hypoglycemia.
3. Utilize the nursing process to address teaching needs related to health promotion (primary prevention) and disease prevention (acute and chronic complications) including:
 - a. Macrovascular and Microvascular changes
 - b. Neuropathy
 - c. Care of the diabetic foot

Unit VI: Human Responses to Common Problems of the Musculoskeletal System

Pre-reading assignment: Ignatavicius and Workman C. 44 (p.979-982), C. 45 (p.984-998), C. 46 (p.1002-1046), McCance & Huether C. 45 (p. 1432-1458), Burchum C. 73, 74, 75

A. Diagnostic Studies for the Musculoskeletal System

1. Describe the purpose, significance of results and care of the patient for common diagnostic studies related to the musculoskeletal system: X-rays, arthroscopy, electromyogram and nerve conduction test (EMG/NCT), indium scan.

B. Concepts of Care for Musculoskeletal Problems

1. Describe the pathophysiology, clinical manifestations and medical management of Osteomyelitis and osteoporosis.
2. Utilize the nursing process to address care and teaching needs related to long-term parenteral and oral antibiotic use with osteomyelitis.
3. Differentiate between benign bone tumors and malignant bone tumors.
4. Discuss the assessment and management for malignant bone tumors.
5. Describe the pathophysiology, clinical manifestations and medical and nursing management of carpal tunnel and ganglion problems in the upper body.
6. Describe the pathophysiology, clinical manifestations and medical and nursing management of common structural problems of the musculoskeletal system including Hallux Valgus, Plantar Fasciitis, and, Hammer Toes.

C. Concepts of Care for Arthritis and Total Joint Arthroplasty

1. Compare and contrast the difference between osteoarthritis and rheumatoid arthritis in regards to risk factors, etiology, symptoms, and treatments.
2. Compare the pre-op and post-op care for patients with a planned Total Hip Arthroplasty (THA).
3. Utilize the nursing process to address care and teaching needs related to home care recovery from musculoskeletal surgery.
4. Explain the important role of rehabilitation facilities in the recovery of patients with problems of the musculoskeletal system.

5. Discuss the cause, signs/symptoms, and treatment of gout.

Unit VII: Human Responses to Common Problems of the Cardiovascular System

Pre-reading assignment: Ignatavicius and Workman C. 30 (p.617-633), C. 32 (p.666-681), C. 33 (p.698-716, p.720-729), McCance & Huether C. 33 (p. 1059-1068, p. 1071-1072, p. 1098-1103), Burchum C. 44, 45, 46, 47, 50, 52, 41

A. Diagnostic Studies for the Cardiovascular System

1. Differentiate modifiable and non-modifiable risk factors for cardiovascular (CV) problems.
2. Teach patients about lifestyle ways to decrease their risk of CV heart problems recognizing the nursing implications related to CV changes associated with aging.
3. Teach patients about preparation for and the significance of results related to common diagnostic studies of the CV system including Radiology (Chest: PA, lateral, portable), 12-lead EKG, Thallium imaging, Stress testing, Holter Monitor, Heart Catheterization, Transesophageal Echocardiography, CT Scan, MRI.
4. Interpret laboratory test findings for patients with suspected or actual cardiovascular disease including cardiac enzymes, BNP and serum lipid levels.

B. Concept of Care for Cardiac Problems (only heart failure)

1. Differentiate between the different types of heart failure and stages of heart failure.
2. Discuss the signs/symptoms and diagnostic tests for heart failure.
3. Compare and contrast right and left sided heart failure.
4. Discuss treatment options including medications, surgical and nonsurgical options for heart failure.
5. Develop a teaching plan for a patient with heart failure.

C. Concepts of Care for Vascular Problems

1. Differentiate between the pathophysiological mechanisms for essential and secondary hypertension.
2. Develop a collaborative plan of care that includes pharmacological and dietary management of hypertension.
3. Develop a teaching plan for patients with hypertension regarding medications.
4. Utilize the nursing process to address care and teaching needs related to medication, lifestyle changes (smoking, exercise, weight, diet, etc.), and follow-up needs of the patient with hypertension.
5. Compare common assessment findings present in patients with peripheral arterial and venous disease.
6. Compare the following diseases of arteries, their consequences and treatments: Peripheral arterial disease (PAD), Lower extremity arterial diseases (LEAD), Buerger's disease, Raynaud's phenomenon/disease.
7. Compare nursing care of a client who is undergoing vascular by-pass procedure and Endarterectomy/Stenting of peripheral vessels.
8. Monitor for complications during nursing care following vascular surgeries.
9. Plan nursing care for patients with thrombophlebitis, deep vein thrombosis (DVT) and prevention of DVT occurrence.
10. Explain actions, nursing implications, and methods of administration of anticoagulants, thrombolytic enzymes, and hemorrhagic agents.
11. Apply the pathophysiology of venous insufficiency to treatment recommendations.
12. Discuss nursing care for a client undergoing a vein ligation and stripping.

Unit VIII: Human Responses to Common Problems of the Genitourinary System

Pre-reading assignment: Ignatavicius and Workman C. 60 (p.1312-1322), C. 61 (p.1344-1352), C. 62 (p.1356-1371), McCance & Huether C. 39 (p. 1246-1252, p. 1257-1262), Burchum Review antimicrobials

A. Diagnostic Studies of the Lower Genitourinary System

1. Describe the purpose, significant results, nursing responsibilities and teaching needed for diagnostic studies related to the lower genitourinary system including Radiology (KUB, IVP), MRI, Cystourethroscopy, Biopsy (transurethral or transrectal Urodynamic Testing, Urinalysis, Urine cultures, Residual urine measurement.

B. Concepts of Care for Urinary Problems

1. Compare and contrast the etiology, clinical manifestations, and medical/surgical management of various types of urinary calculi (urolithiasis).
2. Develop a teaching plan for self-management of urinary calculi.
3. Describe the etiology, risk factors, pathophysiology, clinical manifestations and medical management (intravesical chemotherapy and/or radiation therapy) for bladder cancer.
4. Utilize the nursing process to formulate a plan of care that addresses teaching needs related to medical management of bladder cancer.
5. Compare types of urinary diversion surgery and the nursing management.
6. Differentiate among ureteral, suprapubic, nephrostomy, and urethral catheters and the nursing management.

C. Concepts of Care for Kidney Disorders

1. Compare the pathophysiology, assessment, and medical and nursing management of pyelonephritis, glomerulonephritis and nephrotic syndrome.
3. Develop a nursing care plan for clients with chronic glomerulonephritis.
4. Describe the clinical manifestations and management of polycystic kidney disease.
5. Describe the clinical manifestations and management of renal cancer.
6. Discuss the assessment and care of a patient with hydronephrosis and hydroureter.
7. Discuss the assessment, diagnostic assessment and interventions for a patient with renal cell carcinoma.
8. Describe types of traumatic injury to the renal system, management, and nursing care.

Unit IX: Human Responses to Common Problems of the Neurological System

Pre-reading assignment: Ignatavicius and Workman C. 38 (p.831-841), C. 39 (p.853-869), C. 40 (p.872-877, p. 887-894), C. 17 (p. 204-508, 511-512, 516-520, 534-538, 561-565, 573-574, 574-578, 581-583, 587-593), Burchum C. 21, 23, 24, 25, 30

A. Assessment and Diagnostic Studies for the Neurological System

1. Describe assessment of patients with disorders of consciousness including clinical manifestations, diagnostic findings and abnormal ocular reflexes
2. Describe the purpose, significance of results and nursing responsibilities related to common diagnostic studies of the neurological system including: Skull X-rays, CT scan, MRI, electroencephalogram (EEG), positron emission tomography (PET), cerebral angiography, caloric testing.

3. Formulate a teaching plan for patients (and/or their significant others) scheduled to undergo diagnostic studies listed above.
4. Utilize the nursing process to formulate a plan of care incorporating medical and nursing management for the unconscious patient.
5. Compare acute and chronic confusional states etiology, pathophysiology and clinical manifestations.
6. Utilize the nursing process to formulate a plan of care for the confused patient.

B. Concepts of Care for Problems of the Central Nervous System: Brain

1. Explain the underlying cause, risk factors, assessment, and treatment of Parkinson's disease.
2. Differentiate between the types of headaches in terms of cause, clinical manifestations, medical and nursing management.
3. Describe etiology, risk factors and pathophysiology of seizure disorders.
4. Compare the clinical manifestations of partial, complex and generalized seizures.
5. Describe medical and nursing management of the patient with seizures noting assessment needs, safety precautions, medications prescribed, and complications that may occur.
6. Develop a teaching plan for the patient with seizures focusing on safety, medication considerations, and medical follow-up.
6. Discuss the cause, assessment, and treatment of meningitis.

C. Concepts of Care for Central Nervous System: Spinal Cord

1. Discuss the etiology, risk, and assessment of a patient with Multiple sclerosis.
2. Outline treatment options for patients with multiple sclerosis and prevention of complications.
3. Describe the etiology, pathophysiology, assessment, and treatment of low back and cervical neck pain.

Unit X: Human Responses to Common Problems of the Reproductive System

Pre-reading assignment: Ignatavicius and Workman C. 64 (p.1421-1427), C. 65 (p.1430-1449), C. 66 (p.1453-1466), C. 67 (p. 1470-1484) McCance & Huether C. 25 (p. 769- 772 , p. 775-786, p. 788-792), C. 26 (p. 846-859), Burchum C. 66, 61

A. Diagnostic Studies of the Reproductive System

1. Describe the purpose, significance of results, and nursing responsibilities of common diagnostic studies of the female and male reproductive system including Radiography (CT, MRI, mammography), Ultrasonography (pelvis, vaginal, scrotal, transrectal), Endoscopy (colposcopy, hysteroscopy, cystoscopy), Urodynamic assessment (male), Biopsy (prostate, cervical, endometrial, breast), Laboratory tests (HPV test, PAP smear, PSA).

B. Concepts of Care for Breast Cancer

1. Discuss non-malignant breast disorders comparing symptoms, risks, and treatments.
2. Diagram the pathophysiology of malignant breast problems.
3. Discuss the psychosocial impact of surgical removal of breast tissue on the client and the family.
4. Describe medical therapy for breast cancer with or without surgical intervention.
5. Discuss breast reconstruction, augmentation, and reduction.
6. Utilize the nursing process to develop a therapeutic plan of care for patients with breast interventions.
7. Discuss discharge needs of the post-surgical client with structural alterations of the breasts.

C. Concepts of Care for Gynecologic Problems

1. Describe the etiology, pathophysiology, clinical manifestations, and medical and surgical management of common gynecologic problems of the female reproductive system including:
 - a. Endometriosis (and cervicitis)
 - b. Leiomyoma (Benign uterine tumors)
 - c. Pelvic Organ Prolapse
 - d. toxic Shock Syndrome
 - e. Vulvovaginitis
2. Utilize the nursing process to formulate a plan of care including teaching needs for the above gynecologic problems.
3. Discuss the pathophysiology, etiology, incidence and prevention of endometrial cancer, cervical cancer, and ovarian cancer.
4. Describe the pre-op and post-operative nursing care needs following dilation and curettage (D&C); hysterectomy, salpingectomy, and oophorectomy.

D. Concept of Care for Male Reproductive Problems

1. Describe the etiology, pathophysiology, clinical manifestations, and medical (and preventative) management of patients with benign prostatic hyperplasia (BPH).
2. Utilize the nursing process to formulate a plan of care that focuses on pre-op teaching and post-operative care to prevent complications, and discharge teaching with any prostate surgery.
3. Describe the etiology, pathophysiology, clinical manifestations, and nursing management of patients with prostate cancer diagnostic testing.
4. Compare and contrast surgical interventions for prostate cancer and BPH.
5. Compare nursing management for patients with prostate cancer versus BPH.
6. Recognize issues for men with prostatitis including assessment and treatment.

Request for Undergraduate Course Addition

1. Prepare one paper copy and obtain signatures from the Department Chair/Division Head, Registrar and College Dean.
2. Submit the form to your College Curriculum Committee.
3. After obtaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee Chair
4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in a single PDF file (PDF Portfolio recommended) to UCC chair.

College: Health Professionals Department/Division: Nursing Alpha Designator/Number: NUR404
Contact Person: Annette Ferguson Phone: _____

NEW COURSE DATA: MGT 29

Course Title: <u>Management and Leadership in Nursing</u> (Limit of 30 characters & spaces.)	
Alpha Designator/Number: <u>NUR 404</u>	
General Education Designator(s) (check all that apply): <input type="checkbox"/> CT <input type="checkbox"/> INTL <input type="checkbox"/> MC <input type="checkbox"/> Core II (Core II type: _____)	
Note: Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/	
Catalog Description (Limit of 30 words): <u>The study of professional nursing, leadership, and the management of patient care.</u>	
Co-requisite(s): <u>None</u>	First Term to be Offered: <u>Fall 2023</u>
Prerequisite(s): <u>NUR 315</u>	Credit Hours: <u>2</u>
Grading Mode: Graded: <u>X</u> Credit/No Credit: _____	
Course(s) being deleted in place of this addition (must submit course deletion form): <u>N/A</u>	

CHECKLIST/REQUIREMENTS

1. After completing this two page form in its entirety, include a complete syllabus and route through the departments/committees below.
2. A complete syllabus can be from when this course was previously taught as a special topics course or by creating a new, intended syllabus to use with the course. The sample syllabus must at a minimum address the following areas:
 - a. COURSE OBJECTIVES, COURSE OUTLINE, SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATE, INSTRUCTIONAL METHODS (Lecture, Lab, Internship, Practicum, etc.), and EVALUATION METHODS (Unit/Chapter, Midterm, Final, Projects, etc.)
3. If this course will replace a course that is required by another department, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. If this course will be similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.

SIGNATURES: (If disapproved at any level, do not sign. Return to previous signer.)

Department Chair/Division Head: <u>Annette Ferguson</u>	Date: <u>8/18/2022</u>
Registrar: <u>Willieanth Bess</u> 513802	Date: <u>8/18/2022</u>
College Dean: <u>Michael Pruitt</u> 5	Date: <u>8/18/22</u>
College Curriculum Chair: <u>Zach Garrett</u>	Date: <u>8/26/22</u>
General Education Council Chair *: _____	Date: _____
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>9/27/22</u>
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science: _____	Date: _____

* - Signature necessary only if course is to be Core Curriculum Course

Request for Undergraduate Course Addition - Page 2
Additional Information Required for Undergraduate Course Addition

College: Health Professionals Department/Division: Nursing Alpha Designator/Number: NUR404

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. Identify by name the faculty in your department/division who may teach this course.

New faculty to be hired for this program

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.

See attached

3. If this course will be required by a department/division other than your own, identify by name.

none

4. If there are any agreements required to provide clinical experience, attach details and signed agreements.

not applicable

5. If library resources are deemed inadequate, attach a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

See attached

6. EQUIPMENT/SUPPLIES NEEDED TO TEACH THIS COURSE (this does not refer to additional equipment/supplies that need to be purchased; simply what materials are needed in order to teach this course successfully.):

Desks and chairs for students, computer with monitor, overhead projector, web access

7. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE OR GRADUATE COURSE (please also submit to Graduate Council course addition for 5xx graduate component):

NA

8. PROVIDE A COMPLETE BIBLIOGRAPHY INCLUDING ALL PUBLICATIONS RESEARCHED TO CREATE THIS COURSE AND WHAT PUBLICATIONS MAY BE BENEFICIAL TO STUDENTS TAKING THIS COURSE (separate page).

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.

The School of Nursing received a \$834,148.00 award from the Higher Learning Commission to begin this program. This money is being used to renovate a couple of rooms on the South Charleston Campus to create a simulation lab, including skills lab, debriefing room, and control room. This money is also being used to purchase all needed equipment and supplies for the lab, including hospital beds, headwalls, simulation manikins, cameras and microphones, computers, etc. Two faculty offices are available on the South Charleston campus for the School of Nursing, and we will be furnishing with computers, phones, supplies, etc. All of this is being paid for from the award received. All renovations, equipment and supplies are scheduled to be completed/purchased by September 30, 2022

This is a proforma program and money collects in tuition and fees will be used to pay for 2 full-time clinical faculty, a part-time simulation faculty, a part-time secretary.

5. If library resources are deemed inadequate, attach a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

Students on the South Charleston campus will have access to all resources available to students on the Huntington campus, whether by electronic access or interlibrary loan. Additionally, nursing reference books are being purchased for placement in the library on the South Charleston campus. Additionally, two laptop computers will be purchased for placement in the South Charleston campus library for the exclusive use by students in the program.

NUR 404 Course Bibliography

American Nurses Association (2022, June 21). <https://www.nursingworld.org/ana/>

American Psychological Association (2020). *Publication manual of the American Psychological Association: The official guide to APA style* (7th ed.). American Psychological Association. ISBN 978-1-4338-3216-1

Bloom, B. (Ed.). (1956). *Taxonomy of educational objectives*. David McKay Company, Inc.

Centers for Medicare & Medicaid Services (2022, June 21). *Hospital Compare*. <https://www.cms.gov/Medicare/Quality-Initiatives-Patient-Assessment-Instruments/HospitalQualityInits/HospitalCompare>

Cherry, B. & Jacob, S. R. (2023). *Contemporary nursing: Issues, trends, & management* (9th ed.). St. Louis: Elsevier Mosby.

Flinders, D. J. & Thornton, S.J. (Ed.). (2017). *The curriculum studies reader* (5th ed.). Routledge, Taylor and Francis Group.

LaCharity, L.A., Kumagai, C.K., & Hosler, S.M. (2022). *Prioritization, delegation, and assignment: Practice exercises for the NCLEX examination* (5th ed.). St. Louis: Elsevier Mosby.

The West Virginia Board of Registered Nurses & The West Virginia State Board of Examiners for Licensed Practical Nurses (2022, June 21). *Criteria for determining scope of practice for licensed nurses and guidelines for determining acts that may be delegated or assigned by licensed nurses*. <https://wvrnboard.wv.gov/lawandscope/Documents/Scope%20of%20Practice%20%20Document%205-20-22.pdf>



Marshall University Syllabus

College Health Professionals

School of Nursing

Disclaimer: The syllabus is a guide to help you plan your time. It is not an irrevocable contract. Information presented in the syllabus and the accompanying assignment schedule is subject to change. The faculty reserves the right to change the course syllabus. The instructor will announce any deviations from the during regular class hours, via e-mail MUOnline, or through course messages. The student is held responsible for all materials covered in class and for any announced changes. The student is also held responsible for obtaining the schedule time, date, and location of each exam and the schedule due dates for all assignments.

Course: NUR404 - Management and Leadership in Nursing

Course Description: The study of professional nursing, leadership, and the management of patient care.

Credits: 2 undergraduate credits

Prerequisites: NUR315 with a minimum grade of C.

Term/Year: Fall 2023

Class Meeting Days / Times:

Location: South Charleston Campus, Room 214

Academic Calendar

For beginning, ending, and add/drop dates, see the [Marshall University Academic Calendar](https://www.marshall.edu/academic-calendar/) (URL: <https://www.marshall.edu/academic-calendar/>).

Instructor:

Contact Information

- Office Hours:

- Office Phone:
- Marshall Email:

Preferred Communication Method and Expected Response Time

(QM Standard 5.3)

About Me

(QM Standard 1.8)

COVID-19 Related Information

Marshall's official COVID-19 protocols are online at <https://www.marshall.edu/coronavirus> (URL: <https://www.marshall.edu/coronavirus/>). Policies and protocols may change over time as we respond to changing conditions. The website will always contain the most recent information.

Required and/or Recommended Texts and Materials

- American Psychological Association. (2020). Publication manual of the American psychological association. (7th ed.). Washington: Author. ISBN 978-1-4338-3216-1
- Cherry, B. & Jacob, S. R. (2023). *Contemporary nursing: Issues, trends, & management* (9th ed.). St. Louis: Elsevier Mosby.
- Optional: LaCharity, L.A., Kumagai, C.K., & Hosler, S.M. (2022). *Prioritization, delegation, and assignment: Practice exercises for the NCLEX examination* (5th ed.). St. Louis: Elsevier Mosby.

Other required materials:

- Elsevier Evolve case studies and Essential Skills – This is the same site you purchased access to earlier in the year.
- Professional and government websites including but not limited to: West Virginia Board of Nursing (WV RN BON), Centers for Medicare and Medicaid Services (CMS) Hospital Compare, West Virginia State Legislature, National Council of State Boards of Nursing (NCSBN) and American Nurses Association

(ANA).

Technology and Technical Skill Requirements

(QM Standards 1.5 and 1.6)

- Students must be proficient in the use of computers, the Internet, browsers, Microsoft Office Word, and other common applications.
- For computer and browser requirements, see "Get Connected" and "Internet Browser" at Student Resources: First Steps. See also IT: Recommended Hardware (URLs: <https://www.marshall.edu/design-center/students/> and <https://www.marshall.edu/it/recommendations/>).
- To check your browsers, use the Blackboard Browser Checker and ensure that you set permissions properly and have all the necessary plug-ins. (URL: https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support/Browser_Checker)
- Students must be able to use Marshall email, as well as the following tools in Blackboard LMS: course messages, assignments, discussion board forums, tests, blogs, journals, group-work forums, and groups. Links to Blackboard Help and tutorials are available on the Start Here page and on the Tech Support tab in Blackboard.
- Virtual (VC) courses may require a webcam and microphone to use Microsoft Teams for synchronous meetings.
- Adobe Acrobat Reader may be needed to read some files. This plug-in is available free. (URL: <https://get.adobe.com/reader/>) See the Tech Support tab in Blackboard for additional information and links.
- Students may be required to submit assignments as Microsoft Word documents (.docx), using the most recent Microsoft Office suite. Office 365 is available at no extra charge to students enrolled at MU. For information visit Marshall IT: Office 365 (URL: <https://www.marshall.edu/it/office365/>).
- See the Tech Support tab in Blackboard for additional information on browsers, technology, and apps.
- If the student is unable to have computer access, they should contact the faculty member as soon as possible for recommendations.

Technology Assistance

(QM Standard 7.1) If you have technical problems, please contact one or more of the following:

- Blackboard Support (URL: <https://www.marshall.edu/design-center/support-ticket/>)
- Marshall Information Technology (IT) Service Desk (Help Desk) (URL:

<https://www.marshall.edu/it/departments/it-service-desk/>)

- Huntington: (304) 696-3200
- Email the IT Service Desk (itservicedesk@marshall.edu)

Course Purpose

(QM Standard 1.2) The purpose of this course is to provide professional nursing learning opportunities for the student with a baccalaureate degree in a field other than nursing. The focus topics in this course include introduction to policy development, transitioning from the student role to the professional role, quality improvement, nursing informatics, management & leadership concepts, and change theory.

END OF PROGRAM STUDENT LEARNING OUTCOMES

Upon completion of the Bachelor of Science Degree in Nursing, students will be able to:

1. Use the nursing process to provide nursing care to individuals, families, groups, and communities in multiple settings, considering cultural diversity.
2. Synthesize theoretical and empirical knowledge from nursing, natural and social sciences, and the humanities to promote, maintain, and restore health throughout the life span.
3. Promote health care through communication and collaboration with clients and other health care providers.
4. Coordinate comprehensive nursing care through the application of management and leadership skills, including prioritizing and delegation of care.
5. Use clinical and critical reasoning to address simple and complex situations.
6. Integrate evidence-based practice into nursing care.
7. Perform as a responsible and accountable member of the profession who practices nursing legally and ethically.
8. Examine professional activities that help define the scope of nursing practice, set health policies and improve the health of the public.

Desired Learner Outcomes

(QM Standard 2.4) The table below shows the following relationships: How each student learning outcome will be practiced and assessed in the course.

Upon completion of this course, students will be able to:	Students will practice each outcome in this course by:	End of Program SLO	Each student learning outcome will be assessed in the following manner:
1. Analyze the transition to managed care and identify the implications for nursing.	Assigned readings; lectures; class activities.	1, 4	Exams EAL
2. Examine dimensions of the professional nursing role.	Assigned readings, lectures, class activities.	8	Exams EAL
3. Explain the process through which laws, legal requirements, and policy are established and how to participate in the political process.	Assigned readings, lectures, class activities. Evolve case study practice questions.	7	Exams EAL Legislative Letter
4. Compare leadership theories and leadership styles applicable in a managed care environment.	Assigned readings, lectures, class activities.	4	Exams EAL
5. Distinguish between leadership and management.	Assigned readings, lectures, class activities	4	Exams EAL
6. Analyze various organization structure/management theories as they relate to nursing practice.	Assigned readings, lectures, class activities.	2, 5	Exams EAL
7. Analyze workforce issues (e.g., nurse extenders, delegation to unlicensed personnel, staffing regulations, the nursing shortage, collective bargaining and unionization, the chemically dependent health care provider).	Assigned readings, lectures, class activities. Medium stakes group-writing assignment	8	Exams EAL Macro-level Nursing Issue Assignment

8. Compare and contrast models of patient care delivery. Explain change theory, change management, conflict resolution, and strategies to promote innovation.	Assigned readings, lectures, class activities. High stakes writing assignment (Change paper which is required in 422L). Change theory is taught in this class (NUR 404).	3, 4	Exams EAL
9. Explain principles of quality management and the process of quality planning, improvement, and control.	Assigned readings, lectures, class activities.	8	Exams EAL
10. Analyze the impact of group dynamics and communication patterns on work teams.	Assigned readings, lectures, class activities.	3, 4	Exams EAL Macro-level Nursing Issue Assignment
11. Apply a decision-making model to resolve an ethical dilemma encountered in nursing practice.	Assigned readings, lectures, class activities.	7	Exams EAL Macro-level Nursing Issue Assignment
12. Differentiate the stages of reality shock and analyze aspects of role transition.	Assigned readings, lectures, class activities.	2, 3	Exams EAL

Course Objectives/Outcomes

(QM Standards 2.1 and 2.3) Course objectives are listed below under 'Weekly Topics, Objectives, and Assignments'.

Course Structure

(QM Standard 1.2) This course is organized by semester weeks and presented in

folders in Blackboard LMS. Each folder consists of weekly objectives, reading assignments, and assignment details with due dates.

<u>Exams/Assignment</u>	<u>Due Date</u>	<u>Percentage of grade</u>	<u>Percentage Earned</u>
Unit Examination 1		15%	
Unit Examination 2		15%	
Final Examination		30%	
Quizzes		10%	
Legislative Letter		15%	
Macro-level Nursing Issue Assignment		15%	
Management Ethics Assignment		Pass / Fail	
	Total Possible	100%	

Course Requirements

Legislative Letter Assignment: The purpose of this assignment is to demonstrate ability to communicate effectively with elected officials to impact healthcare. The letter should be an attempt to convince the legislator to vote 'yes' or 'no' for the bill. See additional information and the rubric for grading criteria in the 'Assignment' Folder found under 'Course Content' on Blackboard LMS.

Macro-level Nursing Issue Assignment: The purpose of this group assignment is to present a professional nursing topic at the macro-level of nursing. Your presentations will be in the form of a collaborative classroom presentation using technology, such as PowerPoint. See additional information and the rubric for grading criteria in the 'Assignment' Folder found under 'Course Content' on Blackboard LMS. See additional information and the rubric for grading criteria in the 'Assignment' Folder found under 'Course Content' on Blackboard LMS.

Management Ethics Assignment: This assignment will give you an opportunity to apply an ethical decision-making framework to a healthcare ethical problem to find a resolution. See additional information and the rubric for grading criteria in the 'Assignment' Folder found under 'Course Content' on Blackboard LMS.

Quizzes: Quizzes will consist of 10-question covering assigned readings. They will be taken synchronously, online through Blackboard Respondus Lockdown Monitor.

Exams: This course's three exams will be taken synchronously, online through Blackboard Respondus Lockdown Monitor. You will be permitted to bring one page of hand-written notes to use during the exam. The notes must be in pencil and

presented to the faculty member for approval prior to taking the exam. Unit Exams will consist of 50 questions and given over a 60-minute time period. Final Exam will be 100 questions over 90 minutes. Exam questions may include the following question format but not limited to: Multiple Choice, True/False, Select-All-That-Apply, Essay, Matching, Short Answer.

You will not be able to stop the exam once started. Please see 'Technology and Technical Skill Requirements' classroom testing policy' for laptop and program requirements.

If you miss any exam or assignment due to illness or other condition specified by the University approved absence list, you must have a university approved absence **inclusive of the time the exam was offered, or the assignment was due in order to be accommodated**. Make-up exams will be different questions and different format.

Course Policies

(QM Standard 1.4) By enrolling in this course, you agree to the following course policies.

Attendance/Participation Policy

Student Engagement: In order to achieve the expected educational objectives for this course, it is expected that students will

1. complete assigned readings.
2. actively attend class and be prepared to discuss the content found in the readings.
3. watch the pre-recorded content, as assigned.
3. participate in the Discussion Board activities each week.
4. complete and submit assignments as instructed.
5. contact faculty for questions.

Online Communication Expectations

(QM Standard 1.3)

Netiquette

Students should realize that they are communicating in an academic setting and should conduct themselves accordingly. Students should use the guidelines below for communicating with their professor and classmates.

- Be courteous and respectful of others' opinions. If you feel the need to disagree, do so in a respectful way by acknowledging your classmate's point of view or argument. Then, present your point of view.

- Do not use inappropriate or offensive language which may be interpreted as racist or sexist or otherwise disrespectful. Foul language is not tolerated in face-to-face classes and will not be tolerated in an online class. Violations will be dealt with on an individual basis.
- Use language that is appropriate to an academic setting rather than "chat," "text," or "instant messaging jargon," and refrain from using characters like smiley faces.
- Be mindful of the tone of your message or post. Communication in an online course is mostly written and it is easy to misinterpret someone's meaning.
- DO NOT SHOUT when posting to discussions or composing email. Using all capital letters is considered shouting.
- Run a spell check before posting anything to the discussion board or when communicating with the email tool. Use proper spelling, capitalization, grammar, usage, punctuation, and titles when communicating with classmates and the professor.
- Stay on topic. Avoid "spamming" classmates with emails and posts that have nothing to do with course content.

Grading Policy

(QM Standard 3.2) The grading scale for determining final course grade is as follows:

- A: 90-100%
- B: 80-89.99%
- C: 75-79.99%
- D: 65-74.99%
- F: 64.99% and below

Pre-Licensure BSN Classroom Grades Policy

Students must obtain a "C" average (75%) on Unit Exams, HESI exams (if applicable), and Final exam in order to pass the course. The exam average will be calculated based on the weighted value of each exam as indicated in the syllabus. If students obtain less than a "C" average on exams, the final grade ("D" or "F") will be derived solely from exam averages. Any non-exam grades and/or extra credit will only be applied to the students' grade if their exam average is 75% or above. THERE WILL BE NO ROUNDING OF GRADES.

Late Work Policy

(QM Standard 3.2) Grades for assignments turned in after the due date will be reduced by 10% per day late. Completion of this course with a grade of 'C' or better is required to progress in the pre-licensure nursing program, so no "Incomplete" final grade will be granted.

Anticipated Response Time for Grading and Feedback

(QM Standard 3.5, 5.3) Typical response time for grading / feedback on assignments is 7-14 days.

Evaluation Criteria

(QM Standard 3.3) Rubrics for each assignment can be found in Blackboard LMS Course Content in folder titled 'Assignments'.

University Policies

(QM Standard 1.4) By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to MU Academic Affairs: University Policies. (URL: <https://www.marshall.edu/academic-affairs/policies/>)

- Academic Dishonesty Policy
- Academic Dismissal Policy
- Academic Forgiveness Policy
- Academic Probation and Suspension Policy
- Affirmative Action Policy
- Dead Week Policy
- D/F Repeat Rule
- Excused Absence Policy for Undergraduates
- Inclement Weather Policy
- Sexual Harassment Policy
- Students with Disabilities (Policies and Procedures)
- University Computing Services Acceptable Use Policy

Students with Disabilities

(QM Standard 7.2) For University policies and the procedures for obtaining services, please go to MU Academic Affairs: University Policies and read the section, **Students with Disabilities**. (URL: <https://www.marshall.edu/academic-affairs/policies/>)

Marshall University E-Mail Accounts

You must have and use your MU email account. Your personal email accounts will not be used for official communication with Marshall University programs and personnel. You may redirect your MU email to your own personal email account, but you must sign in to your MU account to do that. Marshall University uses Office 365 email. For more information, visit Marshall IT: Office 365 (URL <https://www.marshall.edu/it/office365/>).

COHP & School of Nursing Policies

By enrolling in this course, you agree to the MU School of Nursing policies listed in the most current Prelicensure BSN Student Handbook. Please read the full text of

each current policy by going to <http://www.marshall.edu/nursing/degrees/bachelors/handbooks/> including:

- Academic Advisement Policy
- Academic Appeals Policy
- Academic Dishonesty Policy
- Admissions Policy
- BSN Online Exam/Quiz Policy
- BSN Online Policy for Late Assignments Policy
- Cell Phone Policy
- Communication Information Policies
- CPR verification Policy
- Criminal Background Checks Policy
- Distance Education Policy
- Dress Code Policy (including uniforms, artificial nails, tattoos, piercings, etc.)
- Drug and Alcohol Testing Policy
- Electronic/social Media Policy
- Original Work Policy/Anti-Plagiarism Policy
- Pre-Licensure BSN General Academic Policies
- Recording of Classes Policy
- Required Health Records and Technical Standards Policies including
 - Change in Student Health Status Policy
 - TB tests & Immunizations Policy
 - Technical Standards Policy
- Social Justice Policy
- Test Review Policy

Course Schedule (Tentative)

All assignments are due Sunday at 11:00pm unless otherwise stated

Week	Discussion Topic	Assignments
1	<ul style="list-style-type: none"> • Introduction to Course • Effective Delegation & Supervision I 	Quiz
2	<ul style="list-style-type: none"> • Effective Delegation & Supervision II • Staffing & Nursing Care Delivery Models 	<ul style="list-style-type: none"> • Quiz • Select Macro-level Nursing Issue Assignment Groups
3	<ul style="list-style-type: none"> • Paying for Healthcare in America: Rising Costs and Challenges • Legal Issues in Nursing and Health Care 	<ul style="list-style-type: none"> • Quiz • Select Topic for Legislator Letter – must be approved by faculty before beginning assignment. • Continue working on Macro-level Nursing Issue Assignment

4	<ul style="list-style-type: none"> Health Policy & Politics: Get Involved! 	<ul style="list-style-type: none"> Quiz Continue working on Legislator Letter Continue working on Macro-level Nursing Issue Assignment
5	<ul style="list-style-type: none"> Nursing Leadership & Management 	<ul style="list-style-type: none"> Quiz Continue working on Legislator Letter Continue working on Macro-level Nursing Issue Assignment
6	<ul style="list-style-type: none"> Unit Exam 1 Quality Improvement & Patient Safety 	<ul style="list-style-type: none"> Letter to Legislator Due Quiz Continue to work on Macro-level Nursing Issue Assignment
7	<ul style="list-style-type: none"> Effective Communication and Conflict Resolution 	<ul style="list-style-type: none"> Quiz Continue to work on Macro-level Nursing Issue Assignment
8	<ul style="list-style-type: none"> Information Technology in the Clinical Setting 	<ul style="list-style-type: none"> Quiz Continue to work on Macro-level Nursing Issue Assignment
9	<ul style="list-style-type: none"> Ethical and Bioethical Issues in Nursing Management and Health Care 	<ul style="list-style-type: none"> Begin Management Ethics Assignment Quiz Continue to work on Macro-level Nursing Issue Assignment
10	<ul style="list-style-type: none"> Contemporary Nursing Roles and Career Opportunities 	<ul style="list-style-type: none"> Quiz Continue working on Management Ethics Assignment Continue to work on Macro-level Nursing Issue Assignment
11	<ul style="list-style-type: none"> Nursing Licensure NCLEX-RN® Examination 	<ul style="list-style-type: none"> Management Ethics Assignment Due Quiz Continue to work on Macro-level Nursing Issue Assignment
12	<ul style="list-style-type: none"> Making Transition from Student to Professional Nurse Managing Time: The Path to 	<ul style="list-style-type: none"> Quiz Continue to work on Macro-level Nursing Issue Assignment

	High Self-Performance	
13	Unit Examination 2 <ul style="list-style-type: none"> • Workforce Advocacy for a Professional Nursing Practice Environment 	<ul style="list-style-type: none"> • Macro-level Nursing Issue Assignment Due
	Thanksgiving Break	
14	<ul style="list-style-type: none"> • Macro-Level Nursing Issue Assignment Presentations 	<ul style="list-style-type: none"> • Quiz • Macro-level Nursing Issue Assignment Reflections Due
TBA	Final Exam - Comprehensive	

Weekly Topics, Objectives, Assignments

Week 1: Orientation to NUR 404. *Professional Nursing – Evolution, Contemporary Image and Trends and Effective Delegation & Supervision I*

Objectives: Upon conclusion of class, student will be able to:

1. navigate through syllabus and Blackboard LMS.
2. evaluate the effect of changes in the current health care system on nurse staffing patterns and responsibilities.
3. Outline six topic areas that the professional nurse should consider when making delegation decisions.
4. List nine essential requirements for safe and effective delegation.
5. Incorporate principles of delegation and supervision in professional nursing practice to ensure safe and legal patient care.

Readings

1. Syllabus – Blackboard LMS
2. Cherry and Jacob, Chapter 20

Assignments

1. Review syllabus

Week 2: *Effective Delegation & Supervision II and Staffing & Nursing Care Delivery Models*

Objectives: Upon conclusion of class, student will be able to:

1. evaluate the effect of changes in the current health care system on nurse staffing patterns and responsibilities.
2. outline six topic areas that the professional nurse should consider when making delegation decisions.
3. list nine essential requirements for safe and effective delegation.
4. incorporate principles of delegation and supervision in professional nursing practice to ensure safe and legal patient care.
5. outline key issues surrounding staffing for a health care organization.
6. evaluate lines of responsibility and accountability associated with various types of nursing care delivery models.
7. analyze the advantages and disadvantages of nursing care delivery models in relation to patient care in various settings.
8. differentiate among several nursing care delivery models by evaluating their defining characteristics.
9. explain the purpose and components of nursing case management.
10. summarize criteria to be considered in developing future models of nursing care delivery.

Readings

1. Cherry & Jacob, Chapters 20 & 21
2. WV BON Criteria for determining scope of practice for licensed nurses and guidelines for determining acts that may be delegated or assigned by licensed nurses.
3. NCSBN's National Guidelines for Nursing Delegation
4. NCSBN & ANA Joint Paper on National Guidelines for Nursing Delegation

Assignments

1. Begin Macro-level Nursing Issue Assignment
2. Quiz

Week 3: *Paying for health Care in America: Rising Costs and Challenges and Legal Issues in Nursing and Health Care*

Objectives: Upon conclusion of class, student will be able to:

1. analyze major factors that have influenced health care access and financing since the middle of the twentieth century.
2. integrate knowledge of health care resources, access, and financing into managing professional nursing care.
3. critique the relationship between contemporary economic issues and trends and professional nursing practice.
4. discuss the implications of the Patient Protection and Affordable Care Act for

- nursing and health care.
5. differentiate among the three major categories of law on which nursing practice is established and governed.
 6. analyze the relationship between accountability and liability for one's actions in professional nursing practice.
 7. outline the essential factors which must be proven to prove a claim of negligence or malpractice.
 8. distinguish between intentional torts and unintentional torts in relation to nursing practice.
 9. incorporate fundamental laws and statutory regulations that establish the patient's right to self-determination and privacy of health care records in the health care setting.
 10. identify causes of nursing error and patient injury that have led to claims of criminal negligence.

Readings

1. Cherry & Jacob, Chapters 7 & 8
2. West Virginia Legislature

Assignments

1. Quiz
2. Begin Legislator Letter

Week 4: Health Policy & Politics: Get Involved!

Objectives: Upon conclusion of class, student will be able to:

1. differentiate between policy and politics.
2. discuss the roles of the legislative, administrative, and judicial levels of government.
3. differentiate among federal, state, and local governments and their roles in governing and influencing health care and nursing practice.
4. demonstrate knowledge needed to be a responsible and informed politically active nurse.
5. explain three policy issues of significant consequence to nurses and nursing.
6. explain how a bill becomes a law.
7. describe how nurses and others can influence the legislative process.
8. exhibit how to write a letter to a congressional representative.
9. discuss methods that can be used to communicate with congressional representatives.
10. identify student's state senators and representatives.
11. demonstrate technologic resources that provide information about legislation.
12. explore the Nurse Practice Act and current legislative bills that affect nursing practice.
13. explain how to contact legislators for the purpose of influencing legislator votes on issues.

14. make clear the importance of contact with legislators' aides.
15. discuss how political donations make a difference to gaining access to legislators.
16. confer about the lobbying process and how it influences legislator votes.
17. clarify how large numbers of voters can influence legislation.

Reading

1. Cherry & Jacob, Chapter 23
2. West Virginia Legislature

Assignments

1. Quiz

Week 5: Nursing Leadership & Management

Objectives: Upon conclusion of class, student will be able to:

1. apply principles and strategies of change theory in the management role.
2. explain and demonstrate Kurt Lewin's change theory.
3. discuss the role of the change agent.
4. relate leadership and management theory to nursing leadership and management activities.
5. differentiate among the five functions of management and essential activities related to each function.
6. integrate principles of the customer service role in professional nursing practice.
7. implement effective team-building skills as an essential component of nursing practice.
8. implement the nursing process as a method of problem solving and planning.
9. integrate knowledge of human behavior and conceptual and technical skills into the role of the nurse leader and manager.
10. discuss implications of leadership and management challenges of the twenty-first century.

Reading

Cherry & Jacob, Chapter 17

Assignment

1. Quiz
2. Study for Unit Exam 1 – it is scheduled for next week

Week 6: Quality Improvement & Patient Safety

Objectives: Upon conclusion of class, student will be able to:

1. apply principles of quality management (QM) to the role of the professional nurse.
2. analyze the basis for the increasing emphasis on health care quality and medical errors.
3. analyze the role of health care regulatory agencies and how they have embodied the principles of quality management.
4. critique key evolutionary facts that led to the development of quality management in health care.
5. discuss the role process improvement can play in ensuring patient safety and improving quality in the health care system.
6. describe the tools and skills necessary for successful quality management activities.
7. discuss the professional nurse's role in reducing medical errors and improving health care quality.

Reading

1. Cherry & Jacob, Chapter 22
2. Centers for Medicare and Medicaid Services (CMS) Provider Compare

Assignment

1. Quiz
2. Complete Legislator Letter – it is due on Sunday

Week 7: *Effective Communication and Conflict Resolution*

Objectives: Upon conclusion of class, student will be able to:

1. outline factors that can affect the communication process.
2. communicate effectively with diverse intergenerational and interdisciplinary team members.
3. apply positive communication techniques in diverse situations.
4. recognize negative communication techniques.
5. evaluate conflicting verbal and nonverbal communication cues.
6. examine constructive methods of communicating in conflict situations
7. respond to inappropriate use of logical fallacies in communication.

Reading

Cherry & Jacob, Chapter 19

Assignment

1. Quiz

Week 8: *Information Technology in the Clinical Setting*

Objectives: Upon conclusion of class, student will be able to:

1. describe key attributes of electronic health record systems and their influence on patient safety and quality care.
2. explain "meaningful use" criteria as applicable to electronic health records.
3. critique various types of point-of-care technology and their use in the clinical setting.
4. assess how future trends in technology will affect health care delivery.
5. establish criteria to evaluate the content of health-related sites found on the internet.

Reading

Cherry & Jacob, Chapter 15

Assignments

1. Quiz

Week 9: *Ethical and Bioethical Issues in Nursing and Health Care*

Objectives: Upon conclusion of class, student will be able to:

1. integrate basic concepts of human values that are essential for ethical decision making.
2. analyze selected ethical theories and principles as a basis for ethical decision making.
3. analyze the relationship between ethics and morality in relation to nursing practice.
4. use an ethical decision-making framework for resolving ethical problems in health care.
5. apply the ethical decision-making process to specific ethical issues encountered in clinical practice.

Readings

Cherry & Jacob, Chapter 9

Assignment

1. Begin Management Ethics assignment
2. Quiz

Week 10: *Contemporary Nursing Roles and Career Opportunities*

Objectives: Upon conclusion of class, student will be able to:

1. identify unique opportunities within the organization to improve the work environment for nurses.
2. compare and contrast professional nursing employment opportunities.
3. summarize the employment process.
4. evaluate the current health care environment in relation to the future role of nurses.
5. analyze various nursing roles.

Reading

Cherry & Jacob, Chapters 26.

Assignment

1. Quiz

Week 11: *Nursing Licensure and NCLEX-RN® Examination*

Objectives: Upon conclusion of class, student will be able to:

1. explain the development of licensure requirements in the United States.
2. summarize current licensure requirements in the context of historical developments.
3. analyze the various components of a nurse practice act.
4. discuss mutual recognition model and identify Nurse Licensure Compact states.
5. describe the development of certification requirements for advanced practice.
6. identify requirements for certification for advanced practice in different specialties.
7. use appropriate resources to obtain current information on licensure and certification.

Readings

Cherry and Jacob, Chapters 4 & 27

Assignments

1. Quiz
2. Management Ethics Assignment due on Sunday

Week 12: *Making Transition from Student to Professional Nurse and Managing Time: The Path to High Self-Performance*

Objectives: Upon conclusion of class, student will be able to:

1. compare and contrast phases of reality shock.
2. differentiate between the novice nurse and the expert professional nurse.
3. design strategies to ease the transition from novice to professional nurse.
4. differentiate between compassion fatigue and burnout.
5. make the transition from novice to professional nurse.
6. understand the unique demands of complex health care environments in today's fast-paced world of high technology and communication transfer and its effects on personal time management.
7. describe the relationship between personal performance and time management.
8. articulate one's own time management preferences and style.
9. create an action plan to manage procrastination, distraction, and anxiety
10. describe how individual learning and communication styles interact with the ability to manage time effectively
11. adopt into daily practice a time-management strategy plan unique to one's own style to ensure high-level personal performance in work and home life.

Readings

Cherry & Jacob, Chapters 24 & 25.

Assignments

1. Macro-level Nursing Issue Assignment Due
2. Quiz
3. Study for Unit Exam 2 – it is scheduled for next week

Week 13: *Workforce Advocacy for a Professional Nursing Practice Environment*

Objectives: Upon conclusion of class, student will be able to:

1. describe workforce advocacy as a means of improving the quality of health care delivery.

2. identify issues that affect the practice of nursing in the health care workplace.
3. identify available resources to assist in improving the workplace environment.
4. define the role of the nurse in advocating for safe and effective workplace environments.
5. define internal and external workforce strategies that support efficient and effective quality patient care.
6. identify unique opportunities within the organization to improve the work environment for nurses.
7. compare and contrast professional nursing employment opportunities.
8. summarize the employment process.
9. evaluate the current health care environment in relation to the future role of nurses.
10. analyze various nursing roles.

Reading

Cherry & Jacob, Chapter 13.

Assignment

1. Exam 2

Week 14: Macro-level Nursing Issue Assignment Presentations

Assignment

1. Present Macro-level Nursing Issue Assignment and reflection
2. Optional: Evolve Management Practice Exam

Week 15: Final Exam – Date and Time TBA

Request for Undergraduate Course Addition

1. Prepare one paper copy and obtain signatures from the Department Chair/Division Head, Registrar and College Dean.
2. Submit the form to your College Curriculum Committee.
3. After obtaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee Chair
4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in a single PDF file (PDF Portfolio recommended) to UCC chair.

College: Health Profession Department/Division: Nursing Alpha Designator/Number: NUR411
Contact Person: Dr. Annette Ferguson Phone: 3046962638

NEW COURSE DATA:

Course Title:	<u>Med-Surg Nursing II</u>	(Limit of 30 characters & spaces.)
Alpha Designator/Number:	<u>NUR 411</u>	
General Education Designator(s) (check all that apply):	<input type="checkbox"/> CT <input type="checkbox"/> INTL <input type="checkbox"/> MC <input type="checkbox"/> Core II (Core II type: _____)	
Note:	Applications for Gen Ed attributes must be attached. http://www.marshall.edu/wpmu/gened/core-ii-courses-info/	
Catalog Description (Limit of 30 words):	<u>Focus is on the nursing care of young adult to geriatric patients with acute health conditions requiring critical care interventions. Practicum included.</u>	
Co-requisite(s):	<u>NUR 404</u>	First Term to be Offered: <u>Fall 2023</u>
Prerequisite(s):	<u>NUR 315</u>	Credit Hours: <u>7</u>
Grading Mode:	Graded: _____	Credit/No Credit: <u>X</u>
Course(s) being deleted in place of this addition (must submit course deletion form):	<u>No</u>	

CHECKLIST/REQUIREMENTS

1. After completing this two page form in its entirety, include a complete syllabus and route through the departments/committees below.
2. A complete syllabus can be from when this course was previously taught as a special topics course or by creating a new, intended syllabus to use with the course. The sample syllabus must at a minimum address the following areas:
 - a. COURSE OBJECTIVES, COURSE OUTLINE, SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATE, INSTRUCTIONAL METHODS (Lecture, Lab, Internship, Practicum, etc.), and EVALUATION METHODS (Unit/Chapter, Midterm, Final, Projects, etc.)
3. If this course will replace a course that is required by another department, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. If this course will be similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.

SIGNATURES: (If disapproved at any level, do not sign. Return to previous signer.)

Department Chair/Division Head: <u>Annette Ferguson</u>	Date: <u>8/18/2022</u>
Registrar: <u>William B. Bess</u> 513812	Date: <u>8/18/2022</u>
College Dean: <u>William B. Bess</u>	Date: <u>8/18/22</u>
College Curriculum Chair: <u>Zach Garrett</u>	Date: <u>8/26/22</u>
General Education Council Chair *:	Date: _____
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>9/27/22</u>
Faculty Senate Chair:	Date: _____
VP Academic Affairs/VP Health Science	Date: _____

* - Signature necessary only if course is to be Core Curriculum Course

Request for Undergraduate Course Addition - Page 2
Additional Information Required for Undergraduate Course Addition

College: Health Profession Department/Division: Nursing Alpha Designator/Number: NUR 411

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. Identify by name the faculty in your department/division who may teach this course.

New Faculty to be hired for this program

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.

See attached.

3. If this course will be required by a department/division other than your own, identify by name.

NA

4. If there are any agreements required to provide clinical experience, attach details and signed agreements.

See attached.

5. If library resources are deemed inadequate, attach a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

See attached

6. EQUIPMENT/SUPPLIES NEEDED TO TEACH THIS COURSE (this does not refer to additional equipment/supplies that need to be purchased; simply what materials are needed in order to teach this course successfully.):

Desks and chairs for students, computer, overhead projector, web access

7. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE OR GRADUATE COURSE (please also submit to Graduate Council course addition for 5xx graduate component):

NA

8. PROVIDE A COMPLETE BIBLIOGRAPHY INCLUDING ALL PUBLICATIONS RESEARCHED TO CREATE THIS COURSE AND WHAT PUBLICATIONS MAY BE BENEFICIAL TO STUDENTS TAKING THIS COURSE (separate page).

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.

The School of Nursing received a \$834,148.00 award from the Higher Learning Commission to begin this program. This money is being used to renovate a couple of rooms on the South Charleston Campus to create a simulation lab, including skills lab, debriefing room, and control room. This money is also being used to purchase all needed equipment and supplies for the lab, including hospital beds, headwalls, simulation manikins, cameras and microphones, computers, etc. Two faculty offices are available on the South Charleston campus for the School of Nursing, and we will be furnishing with computers, phones, supplies, etc. All of this is being paid for from the award received. All renovations, equipment and supplies are scheduled to be completed/purchased by September 30, 2022

This is a proforma program and money collects in tuition and fees will be used to pay for 2 full-time clinical faculty, a part-time simulation faculty, a part-time secretary.

5. If library resources are deemed inadequate, attach a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

Students on the South Charleston campus will have access to all resources available to students on the Huntington campus, whether by electronic access or interlibrary loan. Additionally, nursing reference books are being purchased for placement in the library on the South Charleston campus. Additionally, two laptop computers will be purchased for placement in the South Charleston campus library for the exclusive use by students in the program.

West Virginia Board of Examiners for Registered Professional Nurses

CLINICAL PRACTICE FACILITY REPORT FORM

NAME OF FACILITY Thomas Health - Thomas Memorial Hospital
ADDRESS 4615 MacCorkle Ave SW South Charleston, WV 25309

1. Type of Facility

1.1 General 241 bed Community Hospital

1.2 Psychiatric _____

1.3 Other (explain) _____

1.4 Name of the chief administrative officer and title Interim

Albert L. Wright, Jr.

1.5 What is the purpose of this facility? Community Hospital

Maternity, Baby, Medical Surgical, Critical Care, Emergency Services, Surgical Services, Cardiology, Behavioral Health

1.6 Facility approved and / or accredited by The Joint Commission

1.7 Licensed by Office of Health Facility Licensure & Certification

State of WV
Dept of Health
& Human Resources

1.8 List all educational programs having clinical practice experience within the facility and number of students in each program

Nursing - University of Charleston -

WVJC

WV State University

Marshall

Radiology

Respiratory Therapy

2. Control of Facility

2.1 State _____

2.2 County _____

2.3 City _____

2.4 Private ownership _____

2.5 Church or Church Organization _____

2.6 Non-Profit Corporation Thomas Health

2.7 Other (explain) Affiliate of WVU medicine

3. Statistics for year just past

3.1 Total bed capacity (exclusive of newborn) 196

3.2 Daily patient average 98

3.3 Average hospital days per patient. 484

3.4 Medical patients: Daily average
Census 82.5

3.5 Surgical patients: Daily average _____

3.6 Obstetric patients: Daily average 5

3.7 Newborn: Daily average 6.5

3.8 Pediatric patients: Daily average —

3.9 Psychiatric patients: Daily average 4

3.10 All others: Daily average _____

3.11 Total number of out-patients (Describe the nature of clinics held and extent of your out-patient department services)

179,560

ER/op surgery, endoscopy, cath lab, behavioral health
imaging, lab and 17 provider based offices

4. Number of registered professional nurses on payroll

4.1 Full-time: 209

4.2 Part-time: 8

4.3 Name of Director / Vice-President of Nursing Service

Jennie Kahn

Qualifications and major responsibilities _____

4.4 Name of Director of Education _____

Qualifications and major responsibilities _____

5. Number of licensed practical nurses on payroll

5.1 Full-time: 24^F

5.2 Part-time: _____

6. Number of certified nurse aides on payroll

6.1 Full-time: CNA: 2^F MA: 67^F 1^P

6.2 Part-time: _____

7. Number of other workers employed

7.1 Full-time: RN others: 58^F 3^P, GN 22^F

7.2 Part-time: Other Support Staff - 1059

8. Number of nursing service positions budgeted but not filled:

8.1 Number: 70 Nurse

8.2 List _____

Beth Du
Nurse Education Program Administrator Signature

6/21/22
Date



1340 Hal Greer Boulevard, Huntington, WV 25701

July 6, 2022

Dr. Denise Landry
Chair, School of Nursing
Prichard Hall Room 425
Marshall University
Huntington, WV. 25755

Dear Dr. Landry:

As the Chief Nursing Officer for Mountain Health Network, I fully support the Marshall University School of Nursing BA/BS to BSN program in South Charleston.

Mountain Health Network encompasses Cabell Huntington Hospital and St. Mary's Medical Center.

I would anticipate over the next three years we would need to hire approximately 500 RNs to fill RN vacancies within MHN and support new programs.

Sincerely.

A handwritten signature in cursive script that reads "Regina Campbell".

Regina Campbell, RN, MSN
System Chief Nursing Officer
Mountain Health Network

References for Course Development:

Alligood, M. (2015). *Nursing theorists and their work* (8th ed). St. Louis, MO: Elsevier.

American Psychological Association. (2020). *Publication manual of APA* (7th ed.). Washington, D.C.: Author.

Burchum, J. R. & Rosenthal, L. D. (2016). *Lehne's Pharmacology for nursing care* (9th ed.). St. Louis: MO.

Ignatavicius, D. D., Workman, M. L. (2018). *Medical-surgical nursing: Patient-centered collaborative care* (9th ed.). St. Louis, MO: Elsevier.

McCance, K.L. & Huether, S.E. (2017). *Pathophysiology: The biologic basis for disease in adults & children*. (8th ed.). St. Louis, MO: Elsevier/Saunders.

Potter, P.A., Perry, A.G., Stackert, P.A. & Hall, A.M. (2017). *Fundamentals of nursing*. (9th edition).

Lewis, Bucher, Heitkemper, Harding, Medical-Surgical Nursing Assessment and Management of Clinical Problems, 10th edition. St. Louis, MO: Elsevier.

Hinkle, J. L. (2017). Brunner & Suddarth's textbook of medical-surgical nursing (14th ed.). Philadelphia, PA: Wolters Kluwer/ Lippincott Williams & Wilkins.

National Council of State Boards of Nursing. (2019). 2019 NCLEX-RN examination: Detailed test plan for the national council licensure examination for registered nurses. Item writer/item reviewer/nurse educator version.
https://www.ncsbn.org/2019_RN_TestPlan-English.pdf

Honan, L. (2019). Focus on adult health: Medical-surgical nursing. 2nd ed. Philadelphia, PA: Wolters Kluwer/ Lippincott Williams & Wilkins.

Porth, C. M. (2019). Essentials of pathophysiology (5th ed.). Philadelphia, PA: Wolters Kluwer/ Lippincott Williams & Wilkins.



NUR 411

Med/Surg Nursing II

Fall 2023

Marshall University
School of Nursing
College of Health Professions

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Course Title/Number	NUR 411: Med/Surg Nursing II
Semester/Year	Fall 2023
Days/Time	TBA; plus assigned clinical times
Location	Lecture South Charleston; Clinical at an assigned agency
Instructor / Course Coordinator	TBA See a list of clinical faculty in Appendix I
Office	TBA
Phone	TBA
E-Mail	TBA
Office/Hours	TBA
University Policies	By enrolling in this course, you agree to the University Policies listed below. Please read the full text of each policy by going to www.marshall.edu/academic-affairs and clicking on “Policies for Syllabus.” Or, you can access the policies directly by going to http://www.marshall.edu/academic-affairs/?page_id=802 and clicking the appropriate link for the following policies: Academic Dishonesty/ Academic Dismissal/ Academic Forgiveness / Academic Probation and Suspension /Affirmative Action/Dead Week/D:F Repeat Rule/Excused Absence/Inclement Weather/ Sexual Harassment/Students with Disabilities/ University Computing Services Acceptable Use
COHP & School of Nursing Policies	By enrolling in this course, you agree to abide by the MU School of Nursing policies listed in the most current PRE-licensure BSN Student Handbook http://www.marshall.edu/nursing/pre-licensure-bsn-program/ . Please read the full text of each policy to be familiar with recent revisions.

Disclaimer:

The faculty reserves the right to change the course syllabus, layout or format of this course at any time. The instructor will announce any deviations during regular class hours and via MUOnline/email. The student is held responsible for all materials covered and for any changes in the syllabus. Students are expected to check MUOnline and Marshall email daily. Students are also expected to review the student handbook available on the Marshall website and to abide by all policies and procedures of the program. All coursework is to be completed by the student individually and not as a group.

COVID 19 Related Information:

Marshall's official COVID-19 protocols are online at <https://www.marshall.edu/coronavirus> . Policies and protocols may change over time as we respond to changing conditions. The website will always contain the most recent information. Students who are unable to follow University requirements due to a disability should seek reasonable accommodations from the Office of Disability Services (ODS; disabilityservices@marshall.edu) during the first week of class.

Course Description Catalog:

Focus is on the nursing care of young adult to geriatric patients with acute health conditions requiring critical care interventions. Practicum included. (ICU/medical-surgical unit). PR: NUR 315, Concurrent: NUR 404

Credit Hours: 7 (4 theory, 3 laboratory/clinical)

End of Program Student Learning Outcomes

The graduate is a nurse generalist with competence to:

1. Use the nursing process to provide nursing care to individuals, families, groups, and communities in multiple settings, considering cultural diversity.
2. Synthesize theoretical and empirical knowledge from nursing, natural and social sciences, and the humanities to promote, maintain, and restore health throughout the life span.
3. Promote health care through communication and collaboration with patients and other health care providers.
4. Coordinate comprehensive nursing care through the application of management and leadership skills.
5. Use critical thinking/clinical reasoning in the decision making process.
6. Evaluate research findings for application to nursing practice.
7. Perform as a responsible and accountable member of the profession who practices nursing legally and ethically.
8. Participate in professional activities that help define the scope of nursing practice, set health policies, and improve the health of the public.

Revised SON 02/04
Reviewed SON 02/03
Revised SON 2/26/01
Revised SON Faculty 5/11/93

The table on the next page shows how each of the student learning outcomes will be practiced and assessed/evaluated in this course.

Course Student Learning Outcomes (i.e., course objectives)	Students will practice each outcome in this course by:	SLOs	How student achievement of each outcome will be assessed in this Course
Students will apply the nursing process in the care of adult patients with potential and complex health problems.	Quizzes/assignments Clinical paperwork EVOLVE Case Studies	SLO1 SLO2 SLO3	Examination questions 6 satisfactory pathophysiology concept maps Clinical Evaluation Case Study Paper
Students will use knowledge of normal and pathological human responses to provide individualized care for adult patients with potential and complex health problems.	Quizzes/assignments Patient Assessments and Pathophysiology concept map	SLO1 SLO2 SLO5	Examination questions 6 satisfactory pathophysiology concept maps Clinical Evaluation Case Study paper
Students will analyze the roles and functions of health care professionals contributing to the care of adult patients.	EVOLVE Case Studies Clinical Paperwork	SLO3 SLO7 SLO8	Examination questions 6 satisfactory pathophysiology concept maps Clinical Evaluation Case Study paper
Students will develop comprehensive teaching and discharge plans for adult patients with complex health problems	Patient Teaching Plans Pathophysiology concept maps EVOLVE case studies	SLO1 SLO3 SLO4 SLO5	3 satisfactory Teaching plans 6 satisfactory pathophysiology concept maps Case Study Paper
Students will communicate therapeutically and participate as members of the interdisciplinary team to enhance the quality of patient care.	EVOLVE Case Studies Pre-Post Conference Clinical practice	SLO3 SLO4 SLO7	Examination questions Final Clinical Evaluation Case Study Paper
Students will utilize problem-solving skills, prioritizing, coordinating, and managing nursing care for multiple patients.	EVOLVE Case Studies Clinical practice	SLO4 SLO5 SLO7 SLO8	Examination questions, Final Clinical Evaluations
Students will utilize research findings in providing evidence-based practice to patients with multiple, complex health problems.	Integration of EBP research articles in clinical paperwork	SLO5 SLO6	6 satisfactory pathophysiology concepts maps Case Study Paper
Students will explain the legal and ethical scope of practice for nurses involved in caring for patients with complex health problems.	EVOLVE Case Studies Clinical Practice	SLO7 SLO8	Examination questions Final Clinical Evaluation Case Study Paper
Students will demonstrate competency in performing nursing procedures in the acute care setting.	Quizzes/EKG Clinical Practice	SLO1 SLO3 SLO7	Examination Questions Final Clinical Evaluation

Required Texts, Additional Reading, and Other Materials

- Huff, J. ECG Workout: Exercises in Arrhythmia Interpretation. 7th edition. Wolters Kluwer.
- American Psychological Association. (2019). *Publication manual of APA* (7th ed.). American Psychological Association.
- Burchum, J. R. & Rosenthal, L. D. (2019). *Lehne's Pharmacology for nursing care* (10th ed.). St. Louis: Elsevier/Saunders.
- Ignatavicius, D. D., Workman, M. L. (2021). *Medical-surgical nursing: Patient-centered collaborative care* (10th ed.). St. Louis, MO: Elsevier.
- McCance, K.L. & Huether, S.E. (2019). *Pathophysiology: The biologic basis for disease in adults & children*. (8th ed.). St. Louis, MO: Elsevier/Saunders.
- Potter, P.A., Perry, A.G., Stackert, P.A. & Hall, A.M. (2022). *Fundamentals of nursing*. (10th edition). St. Louis, MO: Elsevier Mosby, Inc.
- HESI/Evolve Case Studies and HESI testing payment due to E-Commerce.

Recommended: Use the resources you purchased for clinical preparation during NUR 314, 319, or 350 to assist you in your clinical paperwork (care plan book, drug guide, lab guide, etc.).

Computer Requirements & Resources

****** Microsoft Office Word, Excel, and PowerPoint software on personal computer. Other operating systems such as Works are not compatible with instructor's operating systems. A fast operating system (DSL; Cable) is required to view recorded lectures. If the student does not have a high-speed internet connection or fast operating system at home, then the student needs to arrange to use computers on campus to access recorded lectures or to asynchronously attend lectures using computers on campus.

STUDENTS MUST HAVE ACCESS TO READ AND POST TO MU ONLINE SITE FOR NUR 411.

- 1) Plagiarism quiz due by the beginning of class. Bring print copy or email to professor
<http://www.lib.usm.edu/legacy/plag/plagiarismtutorial.php>
- 2) Exam 1 Week 4
- 3) Exam 2 Week 7
- 4) Exam 3 Week 10
- 5) Last day to drop an individual course. See Marshall Schedule.
- 6) Retrospective Case Study Paper due week 11.
- 7) Exam 4 Week 12
- 8) HESI EXAM Week 14
- 9) Last day to withdraw from all courses. See Marshall Schedule.
- 10) FINAL EXAM**

*All HESI/Evolve Case Studies must be completed by **date determined by instructor.**

GRADING POLICY

THE GRADING SCALE FOR DETERMINING YOUR FINAL COURSE GRADE IS AS FOLLOWS:

- A = 90-100%
- B = 80-89.99%
- C = 75-79.99%
- D = 65-74.99%
- F = BELOW 65%

STUDENTS MUST OBTAIN A "C" AVERAGE (75%) ON UNIT EXAMS AND FINAL EXAM COURSE IN ORDER TO PASS THE COURSE. IF STUDENTS OBTAIN LESS THAN A "C" AVERAGE ON EXAMS, THE FINAL GRADE ("D" OR "F") WILL BE DERIVED SOLELY FROM EXAM AVERAGES. ANY NON-EXAM GRADES WILL ONLY BE APPLIED TO THE STUDENTS' GRADE IF THEIR EXAM AVERAGE IS 75% OR ABOVE. **STUDENTS MUST ALSO OBTAIN AT LEAST 75% OVERALL COURSE AVERAGE IN ORDER TO PASS. THERE WILL BE NO ROUNDING OF EXAM AVERAGES OR GRADES IN COURSE.**

CLINICAL FAILURE RESULTS IN COURSE FAILURE NO MATTER THE GRADE.

SUCCESSFUL COMPLETION OF THE COURSE REQUIRES THE ACHIEVEMENT OF OBJECTIVES FOR BOTH THE CLINICAL/LAB AND CLASSROOM COMPONENTS OF THE COURSE. THE CLASSROOM COMPONENT IS GIVEN A LETTER GRADE AND THE CLINICAL/LABORATORY IS EVALUATED ON A PASS/FAIL BASIS. CLINICAL PRACTICE IS EVALUATED BY YOUR CLINICAL INSTRUCTOR ON THE BASIS OF THE STATED CLINICAL OBJECTIVES. STUDENTS WHO DEMONSTRATE THE CLINICAL OBJECTIVES AND ACHIEVE "SATISFACTORY" IN CLINICAL WILL RECEIVE THE LETTER GRADE ACHIEVED IN THE CLASSROOM COMPONENT. STUDENTS WHO FAIL TO MEET THE CLINICAL OBJECTIVES WILL RECEIVE AN "F" IN THE COURSE REGARDLESS OF THE GRADE ACHIEVED IN THE CLASSROOM COMPONENT. AS LONG AS THE STUDENT IS SATISFACTORY IN CLINICAL, THE STUDENT WILL RECEIVE THE GRADE EARNED IN THE CLASSROOM PORTION OF THE COURSE.

LATE CLINICAL ASSIGNMENTS, QUIZZES, AND EXAMINATIONS:**PRE-LICENSURE BSN POLICY FOR LATE ASSIGNMENTS/REWRITING PAPERS**

STUDENTS ARE EXPECTED TO COMPLETE ASSIGNMENTS AS SCHEDULED UNLESS OTHER ARRANGEMENTS HAVE BEEN **PREVIOUSLY** WORKED OUT BETWEEN THE PROFESSOR AND THE STUDENT. LATE ASSIGNMENTS WILL BE REDUCED BY 10% PER DAY. FOR EXAMPLE, IF THE ASSIGNMENT IS WORTH 100 POINTS, THAT IS 10 POINTS OFF THE FINAL ASSIGNMENT GRADE PER DAY LATE. THIS APPLIES TO ALL ASSIGNMENTS SUCH AS AND NOT LIMITED TO INDIVIDUAL ASSIGNMENTS, DISCUSSION BOARD ASSIGNMENTS, GROUP ASSIGNMENTS, AND PEER REVIEW ASSIGNMENTS, AS WELL AS COURSE EXAMS/QUIZZES. ASSIGNMENTS THAT ARE 5 DAYS PAST DUE OR LATER WILL NOT BE ACCEPTED. NO REWRITING OF PAPERS/ASSIGNMENTS WILL BE ALLOWED AFTER GRADES FOR THE PAPER/ASSIGNMENT ARE POSTED.

APPROVED BY THE SON 4/23/13, REVIEWED 10/2017, REVISED 08/27/2019

FAILURE TO TURN IN REQUIRED CLINICAL PAPERWORK COMPLETED AND ON TIME, WILL COUNT THE SAME AS A CLINICAL ABSENCE. TWO SUCH OCCURRENCES WILL RESULT IN AN AUTOMATIC "F" FOR THE COURSE.

ONLY UNIVERSITY-APPROVED ABSENCES WILL BE ACCEPTED TO MAKE UP AN EXAM. EXAMPLES INCLUDE: ILLNESS/ACCIDENT (MUST SUBMIT A DOCTOR'S EXCUSE), DEATH IN THE IMMEDIATE FAMILY OR ATTENDANCE AT A PREVIOUSLY APPROVED UNIVERSITY FUNCTION.

LESS THAN A "C" IN THIS COURSE WILL REQUIRE APPLICATION TO THE MUSON APG COMMITTEE TO REPEAT THE COURSE. REPEAT OF THIS COURSE REQUIRES CONCURRENT REPEAT OF (CONCURRENT COURSE) WHETHER OR NOT THAT COURSE WAS FAILED.

CLASSROOM GRADES

Final grades are based on the following required assignments:

<u>Total of 5 in-class exams</u>	<u>Percentage Points</u>
HESI Med-Surg Exam	10
4 Unit Exams (4-14%)	56
<u>Comprehensive Final Exam (20%)</u>	<u>20</u>

Total exam points **86**

(must earn at least 65 minimum exam percentage points for 75% exam average)

Mandatory Assignments (Not optional, but will be applied to grade if 75% overall exam average earned)

In-class Quizzes/Assignments/EKG	2
Case Study Paper	10
Evolve Case Studies	2

(Students must receive a score of 75% or greater. Must be completed by the final exam).

Total possible course percentage points **100**

The average will be calculated based on the weight of each exam. If students obtain less than a C average on exam average, final grade (D or F) will be derived solely from exam averages. The term exam refers to the four-unit exams, HESI exam, and the comprehensive final exam.

“OTHER” ASSIGNMENTS & QUIZZES (2% = TOTAL RECEIVED/TOTAL ASSIGNED)

Throughout the semester, in-class/lab/clinical quizzes or assignments will be administered to enhance the students learning. These quizzes may include Socrative quiz related to pre-class assigned course content, math calculation quiz, EKG assignment, and/or ABG interpretation. If the student is absent from class on the day of these activities the student will receive a zero.

HESI (EVOLVE) CASE STUDIES (2%)

Need to be completed by the due date determined by the instructor with a score of 75 % or greater to receive full credit. No partial credit will be given. Required Case Studies: List all case studies required to be completed.

Retrospective Case study paper (10%)

Description: The retrospective case study assignment is a formally written paper focusing on the priority of care provided to a patient during the ICU clinical rotation.

A title page, the abstract, body of the paper (with headings), and references, as well as appendices, are to be included in this assignment. The teaching plan and pathophysiology diagram should be included in the appendices.

This assignment is to engage the student in reflecting on the care and interventions provided by the student to the patient during the clinical day. The student will utilize Betty Neuman's nursing theory and integrate the theorist's main ideas/terminology into the patient care.

The student should find supportive evidence, within the last 5 years, for two (2) interventions that may or may not have been implemented during the clinical day as well as use supportive literature to suggest how these interventions are appropriate for their patient. A brief literature review is required.

Furthermore, the retrospective case study requires students to evaluate themselves in terms of communication (provider of care), collaboration (coordinator of care) and leadership and professionalism (member of a profession) in the conclusion of the paper. Please work with your clinical faculty in selecting an appropriate patient.

An 8-10-page (body of the paper) final paper will be submitted as an electronic copy via the dropbox on MU Online. The retrospective case study (body of the paper) must be submitted to **SafeAssign** through the MU Online site. Each Safe Assign submission will be addressed individually, and should not be more than 15% match. The entire paper will need to be submitted via MU online for grading by assigned due date.

	*N I	Poor	Fair	Good	Excellent
Introduction paragraph to the case study.	0 (not included)	1 (very limited one sentence)	1.5 (missing a few details)	2.0 (missing one item)	2.5 (Detailed introduction to paper and all of the contents) Attention grabbing introduction
History of Present Illness. Includes: chief complaint and admitting diagnosis, a summary of health history, assessment data, important lab values & radiologic studies, and current medications. Explanation of why these findings are relevant to your patient.	0 (not included)	9.0 (Does not include labs and medications and their relevance)	11.00 (includes brief overview of chief complaint and admitting diagnosis, limited assessment data, labs, and medications)	12.00 (Includes chief complaint and primary admitting diagnosis, health history and assessment, and includes labs and medications and their relevance)	15 (Includes <u>all</u> patient complaints, admitting diagnoses, summarizes health history and assessments and includes lab studies and medications. Detailed explanation of relevancy to patient.
Integration of theory into the assessment	0 (not included)	5.0 (Incomplete, unclear, or inappropriate use of theorist in assessment)	7.50 (limited use of theorist's definitions in assessment)	8.00 (Use of major theorist's definitions in assessment-not applied to patient)	10.00 (thoroughly utilizes theorist's terminology with all major definitions with examples how they apply to patient)
Pathophysiology of main admission diagnoses. Brief paragraph introducing major diagnoses. Attached in the appendices (if not attached)	0 (not included or unclear/too small to read)	5.0 (Does not include adequate nursing interventions, signs/symptoms, nursing diagnosis, complications,	7.5 (Limited medical diagnosis mapped out includes some signs and symptoms, two nursing diagnosis, and some nursing	8.0 (Limited medical diagnoses, or not linked with NANDAs, includes some signs and symptoms, labs diagnostic testing,	10.00 (All medical diagnoses mapped out and linked with NANDAs, includes all signs and symptoms, labs and diagnostic testing, treatments, all nursing diagnosis, complications, and risk factors) Brief description of how patho related to patient in the narrative of paper.

will receive zero)		risk factors and poorly maps out medical diagnosis)	interventions, complications and risk factors). Not related to patient.	treatments, complications, and risk factors)	
Nursing Care: Describe what care was provided to the patient, explain your nursing interventions for the top two diagnoses with supportive literature to support nursing interventions. Need to include a minimum of 2 nursing diagnoses, as well as any teaching needs. Teaching plan attached to appendices	0 No nursing diagnoses were appropriate or included	9 Only one nursing diagnosis was appropriate for patient or not priority or teaching needs are described poorly)	11.00 Included only one appropriate nursing diagnoses with interventions and explains patient's teaching needs)	12.0 Included 2 appropriate nursing diagnoses and explains patient's teaching needs. Missing either goals/outcomes/interventions/rationale.	15 Includes 2 appropriate nursing diagnoses with R/T and AEB with goals/outcomes and 6 interventions with rationale explained and explains patient's teaching needs in detail) Teaching plan discussed in the paper and attached in the appendices.
Research/EBP: A total of 2 Research/EBP articles to support your nursing care. Use the literature as evidence, and provide a short literature review section. Articles are attached in appendices. Must be within the last 5 years.	0 No articles included or older than 5 years.	5.5 (Articles were not appropriate; may or may not be integrated. No literature review included) Articles last 5 years	7 (Only one article was appropriately integrated with a very limited literature review included. Articles last 5 years	8 (Both articles are appropriate yet not limited integration. A literature review is included. Articles last 5 years.	10 (Both articles are appropriate as a nursing interventions that are integrated within the plan of care, and an in-depth literature review is included. Articles within last 5 years.

<p>Discussion:</p> <p>Brief discussion of the patient's outcome based on NANDAs selected.</p> <p>Evaluate your care and were your goals met?</p> <p>If Goals not met: What changes could have been done during the course of the care to influence the patient's progress</p>	0 (not included)	5.5 (A limited discussion of outcomes/some inappropriate or unclear.)	7 (A discussion of most of the outcomes selected for patient and most were appropriate for NANDAs)	8 (A discussion of all of the outcomes selected for patient. All outcomes were appropriate for NANDAs)	10 (A complete discussion of all outcomes selected for patient with discussion of how to meet unmet goals (if applicable), outcomes were all appropriate of NANDAs.)
<p>Discharge Planning:</p> <p>How would you plan for discharge for this patient?</p> <p>Any consults you would suggest?</p> <p>(Home health, Hospice, Palliative care, Physical Therapy, Skilled, Rehab, Social Services, etc.) Explain why.</p>	0 (not included)	2 (limited discussion of appropriate consults/no explanation of why consult is needed) Missing major consults	3 (Fair discussion of appropriate consults and very brief explanation of why they are needed) Missing minor consults	4 (Good discussion of several appropriate consults and explanation of why the consult would be needed)	5 (Great discussion of all appropriate consults and full explanation of why the consults would be important)
<p>Conclusion (2.5%).</p> <p>Summarized what you learned from this case study and included reflection of provider of</p>	0 (not included)	1 (brief conclusion that is only restatement of the introduction; no reflection provided)	1.8 (Brief conclusion with one of the evaluation points accurately discussed)	2.0 (Brief conclusion with two of the evaluation points accurately discussed)	2.5 (Very detailed conclusion with reflection of all three evaluation points accurately discussed)

care, coordinator of care, and member of the profession.					
Grammar/Spelling	0 (eight or more spelling or grammar errors)	5.5 (six to seven spelling or grammar errors)	7 (four to five spelling or grammar errors)	8 (two to three spelling or grammar errors)	10 (one or less spelling or grammar error)
APA Adherence: appropriate formatting, abstract, headings, references, appendices, title page. *Greater than 15% match lowered by one level.	0 (eight or more errors)	5.5 (six to seven errors)	7 (four to five errors)	8 (two to three errors)	10 (one or less errors)
Total Score with instructor comments					

NUR 411 GRADE CALCULATIONS FORM

EXAM	GRADE	PERCENTAGE	POINTS
Exam I		X 0.14=	
Exam II		X 0.14 =	
Exam III		X 0.14=	
Exam IV		X0.14=	
HESI EXAM		X 0.10 =	
Final Exam		X 0.20 =	

Total Exam Score _____ Points

Assignment	Grade	Percentage	Points
In-class Quizzes/Assignments		X 0.02=	
Case Study Paper		X0.10=	
Evolve Case Studies		X0.02=	

Total points = _____
Overall Percent score in course

In addition to the 75% overall exam average, you must have at least 75% overall percent in course in order to pass. There will be no rounding of grades to pass or to go to the next higher letter grade.

Attendance Policy

Class Attendance:

Students are encouraged to attend class regularly. An attendance list will be circulated each class period, however. Students electing to attend class are expected to be attentive to the speaker and respectful of fellow students.

*** CELLULAR PHONES OR OTHER ELECTRONIC DEVICES MUST BE ON SILENT MODE DURING CLASS.** Students must have professor or other speaker's permission to record lectures. There is to be no use of cameras to take pictures of images displayed on the screen in the classroom or of items circulated by the professor in class. Also prohibited are text messaging or in class visiting of websites that are not pertinent to the class (for example, social networking sites such as Facebook) except during breaks from class. Students may not have access to their cell phones during exams or quizzes. Recorded lectures made available through this course are only for students and faculty in this course. They are not to be shared with anyone outside this class.

Clinical Attendance:

Students are expected to attend all clinicals. If a student is going to be late or absent, the student **must** notify the clinical instructor prior to that clinical session. Failure to notify the instructor will result in an unsatisfactory grade for that session. Only serious reasons, such as illness, death in the immediate family, or previously approved attendance at a university function are acceptable reasons for a clinical absence. (See further information below on excused absences.) If the student is absent due to illness, a doctor's excuse and permission to return to clinical may be required. **The student is required to make-up all clinical absences. *If a student misses more than one clinical session in the course, the student will receive an "F" for the course. All students must complete 60 hours of clinical excluding the mandatory hospital/unit orientation.***

Petitioning Process:

A student receiving an "F" for excessive absences, who feels there were legitimate reasons for the absences, may petition the course faculty to request an exception to the "F" rule. The student must continue to attend class and clinical and complete all assigned paper work during the petitioning process.

Excused Absences

Undergraduate

Students are expected to attend punctually all class meetings, laboratory sessions and field experiences and to participate in all class assignments and activities as described in the Course Syllabus. Absences are counted from the first class meeting after the student registers. Students registering late are expected to make up all missed assignments in a manner determined by the instructor. Students should be aware that excessive absences, whether excused or unexcused, may affect their ability to earn a passing grade.

The instructor of each class shall establish a policy on class attendance and make-up work, and provide the policy to students in the Course Syllabus. This policy must not conflict with university policies, including this policy. Class attendance may be a criterion in determining a student's final grade in the course if the instructor provides a statement to this effect in the

course syllabus.

Students must promptly consult with their instructors about all class absences. Instructors will work with students to identify appropriate documentation and discuss any missed class time, tests, or assignments. Except in the case of University Excused Absences, it is the decision of the instructor to excuse an absence or to allow for additional time to make up missed tests or assignments. A student may not be penalized for an excused absence, provided that the student, in a manner determined by the instructor, makes up the work that has been missed.

Instructors are required to honor valid University Excused Absences and to provide reasonable and equitable means for students to make up work missed as a result of those absences. Academic obligations that cannot be made up should be addressed by the course instructor in consultation with the student to ensure that continued enrollment is feasible while there is still an opportunity to drop the course within the established withdrawal period.

This policy excludes academic endeavors that require the completion of a specific number of clock hours, such as clinical experiences, practica, and internships. For those courses, the department chair or program supervisor will determine the maximum number of absences. This policy does not supersede program accreditation requirements.

This policy also excludes laboratory courses that require significant preparation and monitoring. For such courses, departments will determine the minimum number of laboratories a student must complete to pass the course. If a student cannot complete this number of labs, the instructor may recommend that the student withdraw from the class.

If the instructor believes that the number of absences accrued under the terms of this policy (whether excused or unexcused) is such that a student cannot fulfill the learning experience and mastery that a course requires, the instructor may recommend that the student withdraw from the class.

University Excused Absences

These are addressed by the instructor or the Assistant Dean of Student affairs as described in each item. Appropriate documentation is required for each absence. The Assistant Dean of Student Affairs will notify course instructors of his or her actions using the University email system.

· **University-sponsored activities.** Student participation in authorized activities as an official representative of the university. Such activities include official athletic events, ROTC, student government and student organization activities, regional or national meetings or conferences when endorsed by an academic or organization faculty advisor, performances, debates, and similar activities. The Assistant Dean of Student Affairs addresses these absences.

· **Medical circumstances.**

1. A student who is briefly ill or injured with fewer than three consecutive hours of class, and is therefore unable to attend class, should first consult with his or her course instructor about the absence. If necessary, the instructor may refer the student to the Assistant Dean of Student Affairs.
2. The Assistant Dean of Student Affairs will address absences of three or more consecutive hours of class. This includes absences of three consecutive one-hour class meetings, one three-hour class meeting, etc.

· **Death or critical illness of an immediate family member.** Immediate family is defined as parents, legal guardians, siblings, children, spouse or life partner, grandparents, and grandchildren. The Assistant Dean of Student Affairs addresses these absences.

· **Other official activities.**

1. **Short-term military obligations.** The Assistant Dean of Student Affairs addresses these absences. Students who are subject to federal military activation are covered by a separate policy. Please consult the catalog for this policy.

2. Jury duty, subpoenas for court appearance, religious holidays, and other official activities deemed by the Assistant Dean of Student Affairs to warrant an excused absence.

Extreme personal emergencies. Examples of such events include house fires, serious crimes, and other grave emergencies deemed by the Assistant Dean of Student Affairs to warrant an excused

Course Outline:

Date	Topics to be Covered in Classroom	Activities/Clinical
Week 1	Orientation to the course Unit I: Hematologic System (C. 36, 37) A. Assessment/Diagnostic Studies Hematologic System B. Concepts of Care for Hematologic problems	8:00am to 3:30pm (30 min. Lunch) Clinical Orientation Math Quiz Assessment/Clinical Paperwork Computer Training
Week 2	Unit II: Respiratory System (C.27, 29) A. Concepts of Care for Noninfectious Lower Respiratory Problems (only lung cancer & surgical intervention, chest tubes) B. Concepts of Care for Respiratory Emergencies	8:00am to 3:30pm (30 min. Lunch) Evolve Case Study: Lung Cancer
Week 3	Unit III: Integumentary System (C. 11, 23) A. Concepts of Care for Environmental Emergencies (only Hypothermia/Frostbite) B. Concepts of Care for Skin Disorders (only skin cancer and burns)	8:00am to 3:30pm (30 min. Lunch) Evolve Case Study: Burns (ped folder)
Week 4	Exam 1 (Hematology, Respiratory, Integumentary) Unit IV: Cardiovascular System (C. 31) A. Concepts of Care for Dysrhythmias *Review Emergency Cardiac Medications	8:00am to 3:30pm (30 min. Lunch) Evolve Case Study: Heart Failure with Atrial Fibrillation
Week 5	Unit IV: Cardiovascular System (cont) (C.35,32) B. Concepts of Care for Acute Coronary Syndrome C. Concepts of Cardiac problems (omit heart failure) *Critical Care math/IV Calculations	8:00am to 3:30pm (30 min. Lunch) Evolve Case Study: CAD or Aortic Regurgitation
Week 6	Unit IV: Cardiovascular System (cont) (C.34, 33) D. Concepts of Care for Acute Blood Pressure Changes & Shock E. Concepts of Care for Acute Vascular Disorders (only aneurysms/dissections) F. Concepts of Care for Hemodynamic Monitoring	8:00am to 3:30pm (30 min. Lunch)
Week 7	Exam 2 (Cardiac, Shock, Hemodynamic Monitoring)	8:00am to 3:30pm (30 min. Lunch) Mid-term clinical evaluation

	V: Renal System (C. 63) A. Concepts of Care for Acute/Chronic Kidney Problems	Evolve Case Study: Chronic Kidney Disease
Week 8	Unit VI: Neurological (C. 40, 41) A. Concepts of Care for CNS: Spinal Cord Injury B. Concepts of Care for Neurologic Emergencies	8:00am to 3:30pm (30 min. Lunch) Evolve Case Study: Stroke or Traumatic Brain Injury or Spinal Cord Injury
Week 9	Unit: VII Musculoskeletal System (C. 47) A. Concepts of Care for MS Trauma B. Concepts of Care for transplantation and Organ Donation (speaker)	8:00am to 3:30pm (30 min. Lunch) Evolve Case Study: Peripheral Vascular Disease with Amputation
Week 10	Exam 3 (Renal, Neuro, MS, Organ) Unit VIII: Problems of GI system (C. 53, 54) A. Concepts of Care for Biliary and Pancreas B. Concepts of Care for Liver Problems	8:00am to 3:30pm (30 min. Lunch) Evolve Case Study: Chronic Pancreatitis or Cirrhosis or Hepatitis
Week 11	Unit IX Problems of the Endocrine System Problems of Thyroid/Adrenal/Pituitary (56,57, 58) A. Concepts of Care for Endocrine System Overview/Diagnostic Studies B. Concepts of Care for Thyroid and Parathyroid disorders C. Concepts of Care for Pituitary and Adrenal Disorders	8:00am to 3:30pm (30 min. Lunch) Evolve Case Study: Thyroid Disease Case Study Paper Due
Week 12	Exam 4 (Biliary/Pancreas, Endocrine, Liver) Unit X: Problems of Immunity (C 17, 18) A. Concepts of Care for HIV Disease B. Concept of Care for Autoimmunity	8:00 am to 3:30 pm (30 min. Lunch) Final Clinical Evaluation Evolve Case Study: HIV and TB
Week 13	Unit XI: Sensory System (C. 42,43) A. Concepts of Care for Vision Problems B. Concepts of Care for Hearing Problems	Make Up Clinical Evolve Case Study: Sensory Function (Fundamental folder)
Week 14- Dead Week	HESI Med-Surg Exam	HESI med-surg practice exam instructor to determine due date
Final Week	TBA Content previous exams 85% with new content Week 12 & 13 at 15% of the exam.	

Lecture Objectives

For all units, pre-class assignments include a review of the anatomy and physiology of the system under discussion, as well as an assessment of the system, common diagnostic procedures and medical diagnostics covered in previous nursing courses.

Unit I: Human Response to Hematological Problems

READING: Pre-class Assignment: Ignatavicius and Workman C. 36 (p. 779-789) C. 37 p. 793-816); McCance and Huether C. 28, (p. 890-898 p. 917-922), C.29 (p. 926-957), C. 30 (p. 963-987) Burchum C.54, 55, 56, 101

- A. Review diagnostic studies: CBC & Differential (determine types of WBC), Platelets, and Coagulation factors & studies
- B. Analyze selected laboratory studies related to the hematological system (including bone marrow aspiration and biopsy).
- C. Describe pathophysiological, clinical manifestations, and medical and nursing interventions of **neoplastic hematological disorders**: Leukemia and Hodgkin's Disease
- D. Describe pathophysiology, clinical manifestations, and medical and nursing interventions of **hematological disorders affecting red blood cells**: All forms of anemias, sickle cell anemia, polycythemia vera
- E. Describe pathophysiology, clinical manifestations, and nursing interventions of **infectious/immune hematological disorders**: Leukopenia
- F. Describe the pathophysiology, clinical manifestations, and nursing interventions of **hematological disorders of platelets and clotting factors**: Thrombocytopenia, Disseminated intravascular coagulation (DIC), Hemophilia, Thrombophilia (excessive clotting)
- G. Compare hemophilia and thrombophilia (excessive clotting)
- H. Discuss health promotion and disease prevention for clients with hematological problems.
- I. Discuss discharge planning for clients with conditions affecting the hematological system.

Unit II: Human Responses to Critical Respiratory Problems/Ventilators/Chest Trauma

READING: Pre-class Assignment: Ignatavicius and Workman C. 27 (p. 556-564), C. 29 p. 586-610); McCance and Huether C. 36 (p. 1174-1177, p. 1194-1197); Burchum C.76, 77 review respiratory medications

- 1. Discuss the risk factors, signs/symptoms, and treatment options for lung cancer.
- 2. Describe the following operative procedures (thoracotomy) and implications for postoperative nursing care related to a lobectomy, segmental resection, wedge resection, and pneumonectomy.
- 3. Discuss possible complications of chest tubes and proper nursing care of patients with chest tubes.
- 4. Compare the function and care of each chamber of the chest tube drainage system.
- 5. Discuss discharge planning for the patient post-chest surgery.

6. Discuss the etiology, clinical manifestations, and medical and nursing interventions for a patient with pulmonary emboli.
7. Teach the patient techniques to avoid future DVT/pulmonary embolism.
8. Ensure safe administration of anticoagulants, fibrinolytic or antiplatelet therapy.
9. Describe the types, causes, and clinical manifestations of acute respiratory failure.
10. Review on your own ABG interpretation/treatment of imbalances (will be expected to interpret ABGs).
11. Describe the nursing management of a patient in acute respiratory failure.
12. Identify the causes, pathophysiology, and management of acute respiratory distress syndrome (ARDS).
13. Compare the purpose and complications of endotracheal intubation, nasotracheal intubation, orotracheal intubation, and tracheostomy.
14. Have a working knowledge of various ventilator settings in the critical care setting.
15. Coordinate the safe nursing management of the patient with mechanical ventilation.
16. Describe clinical manifestations and care of a patient with chest trauma such as rib fractures, pulmonary contusion, flail chest, pneumothorax/hemothorax, and tension pneumothorax.
17. Be able to develop a plan of care for a patient with traumatic injury to the thorax.

Unit III: Human Response to Integumentary Problems

READING: Pre-class Assignment: Ignatavicius and Workman C. 11 (p. 216-217), C. 23 (p. 460-469); McCance and Huether C. 47 (p. 1518-1524), C. 49 (p. 1559-1567).

A. Traumatic Disorders Frostbite and Hypothermia

1. Describe the etiology, pathophysiology, and human responses of clients with frostbite and/or hypothermia.
2. Analyze the collaborative management of the client with frostbite and/or hypothermia.
3. Identify common measures that can be used to prevent frostbite and/or hypothermia.
4. Identify risk factors associated with the development of frostbite and/or hypothermia.
5. Utilize the nursing process to formulate a plan of care for the client with frostbite and/or hypothermia.

B. Malignant Integumentary Disorders:

1. Identify the role of the nurse in the prevention and early detection of malignant dermatological disorders. (Discuss the use of various sunscreens as protection; explore drugs that increase sensitivity, use of fluorocarbons and their impact on the ozone layer, etc.)
2. Discuss trends in skin cancer incidence, mortality, risk factors and warning signals.
3. Describe the etiology, pathophysiology, and human responses of clients with malignant dermatological disorders (i.e. actinic keratosis, squamous cell carcinoma, basal cell carcinoma, and malignant melanoma).
4. Analyze the collaborative management of the client with a malignant dermatological disorder.
5. Describe the surgical approaches used to treat skin cancers (i.e. cryosurgery, curettage and electrodesiccation, and excision).

6. Describe the pre and postoperative care of the patient undergoing any of the above surgical procedures.
7. Utilize the nursing process to formulate a plan of care for the client with skin cancer.

C. Traumatic Disorders Burns

1. Describe the role of the nurse in prevention of burn injuries.
2. Describe how burns are classified.
3. Identify factors that influence recovery in a burn injured client.
4. Differentiate between involved structure and clinical appearance of first, second, and third degree burns.
5. Describe the compensatory responses activated following a burn injury.
6. Describe the three phases through which a burn client passes on the way to recovery.
7. Identify the major causes of burn injuries.
8. Describe the emergency care of the client with a scald, flame, chemical, electrical, or radiation burn.
9. Describe the effects of major burns on body systems.
10. Analyze the collaborative management of the client following a burn injury.
11. Utilize the nursing process to formulate a plan of care for a client with a burn injury focusing on the following problems.
 - a. decreased cardiac output
 - b. deficient fluid volume
 - c. ineffective tissue perfusion
 - d. ineffective breathing pattern
 - e. acute pain
 - f. impaired skin integrity
 - g. risk for infection
 - h. imbalanced nutrition: less than body requirements
 - i. impaired physical mobility
 - j. disturbed body image
12. Describe the pre- and postoperative care of the client undergoing surgery for a burn injury (i.e., surgical debridement and skin grafting).
13. Describe the role of the nurse in meeting the emotional and spiritual needs of the burn client and the family.
14. Formulate a discharge teaching plan for a client with a major burn.
15. Describe the special needs of the nursing staff caring for the burn client.

Unit IV: Human Response to Cardiovascular Problems

READING: Pre-class Assignment: Ignatavicius and Workman C. 31 (p. 635-664), C. 35 (p. 749-777), C. 32 (p. 682-698) C. 34 (p. 732-749), C. 33 (p. 705, p. 717-719); McCance and Huether C. 33 (p. 1066, 1068-1070, 1074--1098, p. 1103-1110), C. 49 (p. 1543-1559); Burchum C. 47, 49, 50, 51, 52, 53

A. Rhythm Analysis and Interventions

1. Explain the basic electrophysiology of the heart as it relates to the ECG complex.

2. Identify the components and normal measurements of normal sinus rhythms.
3. Choose appropriate nursing interventions to maintain accurate cardiac monitoring.
4. Interpret the following cardiac arrhythmias/dysrhythmias, their clinical significance, and choose appropriate management:
 - a. sinus tachycardia
 - b. sinus bradycardia
 - c. sinus arrhythmia
 - d. sinus arrest
 - e. premature atrial contraction
 - f. atrial tachycardia (PAT and SVT)
 - g. atrial fibrillation (and flutter)
5. Explain the actions and nursing implications of antiarrhythmic/antidysrhythmic drugs as related to the specified arrhythmias/dysrhythmias.
 1. Explain the following cardiac arrhythmias, their clinical significance, and management:
 - a. AV block
 - b. Premature ventricular contractions
 - c. Ventricular tachycardia
 - d. Ventricular fibrillation
 2. Explain the actions and nursing implications of antiarrhythmic drugs related to specific dysrhythmias.
 3. Identify when and how to perform emergency care procedures, such as cardiopulmonary resuscitation and external defibrillation.
 4. Compare post-mortem care practices in unexpected and expected situations.
 4. Differentiate between different types of pacemaker types, modes, and the purpose of each.
 5. Develop a nursing care plan for a client with a permanent pacemaker.
 6. Discuss care of the client with an implanted cardiac defibrillator (ICD).

B. Critical Care of the Client with Cardiac Problems: Myocardial Infarction (MI)

1. Discuss human responses to alterations of cardiopulmonary tissue perfusion.
2. Diagram the pathophysiology of acute MI.
3. Differentiate MI from other forms of chest pain using manifestations, critical analysis of laboratory values and responses to medications.
4. Explain the nursing care for patients eligible for thrombolysis for a ST elevation myocardial infarction (STEMI).
5. Implement the nursing role in the management and rehabilitation of a patient following a myocardial infarction.
6. Monitor closely and manage complications from MI, including dysrhythmias, cardiogenic shock, recurrent symptoms and extension of MI.
7. Assess psychosocial responses of patients (and families) experiencing a cardiac emergency and following a myocardial infarction.
8. Develop a thorough nursing care plan for a patient who experiences an MI, including teaching needs.
9. Discuss the pre-operative preparation of the cardiac surgery patient.
10. Discuss the emotional and psychological implications for the cardiac surgery patient (both pre- and post-operatively).
11. Delineate postoperative care for the patient who has coronary artery bypass graft (CABG)

surgery, including monitoring for complications.

12. Identify special needs of older adults having cardiac surgery (CABG or valvular).
13. Differentiate care for patients having traditional CABG surgery, minimally invasive direct coronary artery bypass, off-pump CABG, aortic valve replacement (AVR), mitral valve replacement (MVR), aortic root replacement and transmyocardial laser revascularizations.
14. Delineate postoperative care for a patient having a heart transplant.
15. Plan continuity of care between health care agencies or hospital and home when discharging patients who have had cardiac surgery.
16. Examine the role of the interdisciplinary team in cardiac rehabilitation.

C. Valvular/Inflammatory/Infectious Cardiac Problems

1. Compare and contrast common valvular disorders.
2. Develop a teaching/learning plan for patients with valvular disease incorporating lifestyle changes and treatment needs.
3. Differentiate the etiology, pathogenesis, clinical manifestations, and medical/nursing management of common cardiac inflammations and infections including endocarditis pericarditis (with pericardial effusion and cardiac tamponade) and rheumatic carditis.
4. Utilize pathophysiological concepts to outline nursing care for clients experiencing inflammatory heart disease.
5. Differentiate the key features of cardiomyopathy, the pathophysiology, signs, and symptoms and non-surgical treatment.
6. Discuss health promotion and disease prevention for clients with inflammatory heart problems and cardiomyopathy.

D. Acute Blood Pressure Problems and Shock

1. Utilize the nursing process to assess clinical signs and symptoms of hypertensive crisis (emergency versus urgency) utilized to plan type and speed of intervention.
2. Describe nursing & medical care of the client with acute hypertensive problems.
3. Apply knowledge of antihypertensive medications to administer safe nursing care and treatment.
4. Assess the vital signs, especially pulse and oxygen saturation, for any patient who has a sudden change in mental status, increased anxiety, apprehension or agitation.
5. Compare risk factors, causes, pathophysiology and manifestations of hypovolemic, cardiogenic, and distributive (anaphylactic, neurogenic, & septic) shock.
6. Identify manifestations associated with the progression of shock.
7. Choose nursing interventions appropriate to implement the medical management for different types of shock.
8. Differentiate actions, side effects and nursing implications of drug therapy for shock.
9. Calculate correct rates for administration for intravenous medication infusions.
10. Explain the role of the systemic inflammatory response syndrome (SIRS) in the manifestations and progression of sepsis and septic shock.
11. Prioritize the nursing care for patients with hypovolemic and distributive shock.
12. Teach all people ways to avoid causes of hypovolemic or distributive shock.

E. Acute Vascular Disorders

1. Describe the etiology, risk factors, and signs and symptoms of aneurysms.

2. Discuss the treatment options for patients with aneurysms including surgical procedures.
3. Discuss the diagnosis and treatment of aortic dissection.

F. Hemodynamic Studies

1. Discuss the principles and nursing care of hemodynamic monitoring including the arterial lines, central venous pressure & pulmonary artery catheters (PAC).

UNIT V: Human Response to Renal Problems

READING: Pre-class Assignment: Ignatavicius and Workman C. 63 (p. 1374-1412); McCance and Huether C. 39 (p. 1263-1273).

A. Acute/Chronic Kidney Disease

1. Compare the pathophysiology, cause, and manifestations of acute kidney injury with those of chronic renal disease (CKD).
2. Evaluate patient risk for dehydration, shock, and acute kidney injury.
3. Collaborate with members of the health care team to reduce patient exposure to nephrotoxins or reduce their effect on renal tissue in the acute care area.
4. Use laboratory data to determine the extent of renal dysfunction and the effectiveness of therapy.
5. Coordinate nursing care for the patient with severe CKD or end-stage kidney disease (ESKD – is also known as end-stage renal failure ESRF).
6. Examine nutritional and pharmacological interventions for the client with chronic renal failure.
7. Differentiate between peritoneal dialysis and hemodialysis in terms of purpose, indications for use, advantages/disadvantages, and nursing responsibilities.
8. Discuss discharge planning for the client recuperating with acute or chronic renal failure.
9. Encourage patients and families to express concerns about the risk of death and disruptions of lifestyle as a result of treatment for kidney dysfunction.
10. Discuss the care of a patient post-renal transplantation.

UNIT VI: Human Response to Neurological Problems

READING: Pre-class Assignment: Ignatavicius and Workman C. 40 (p. 877-887), C. 41 (p. 898-927); McCance and Huether C. 17 (p. 504-509, 527-530), C. 18 (p. 550-561, 564-573, 587-592).

A. Spinal Cord Injury

1. Describe the etiology, pathophysiology, incidence, and mechanisms of injury in spinal cord injury, including herniated disks.
2. Describe the role of the nurse in the prevention of spinal cord injury.
3. Differentiate between the human responses (clinical manifestations) of spinal cord injury at various levels in the cord.
4. Describe the emergency treatment of the client with a spinal cord injury.

5. Analyze the collaborative management of the client with a spinal cord injury.
6. Describe the various long-term complications of spinal cord injury and the related therapeutic interventions.
7. Utilize the nursing process to formulate a plan of care for the client with a spinal cord injury.
8. Describe the role of the nurse in the rehabilitation of a client with a spinal cord injury.
9. Describe the role of the nurse in meeting the emotional, social, and spiritual needs of the client with a spinal cord injury.
10. Formulate a discharge teaching plan for the client with a spinal cord injury and his family.

B. CVA/TBI/Tumors

1. Describe the incidence and risk factors of cerebral vascular accidents.
2. Compare the pathophysiology and clinical manifestations for ischemic versus hemorrhagic Stroke and TIAs (AV malformations, aneurysms, atherosclerotic plaque, thrombus, embolus).
3. Describe the medical, surgical, and nursing management of the patient with a stroke.
4. Utilize correct terminology for assessment and treatment of deficits related to stroke and TIA.
5. Utilize the nursing process to address care and teaching needs related to the hospital, rehabilitation, and home care recovery following a stroke.
6. Explain the important role of rehabilitation facilities in the recovery of patients following a stroke.
7. Describe the role of the nurse in the prevention of head injury.
8. Define the various terms used to describe traumatic brain injuries (i.e. direct head injury, indirect head injury, open head injury, closed head injury, coup, and contrecoup).
9. Differentiate linear skull fractures, depressed skull fractures, and basilar skull fractures in terms of pathophysiology, human responses, and therapeutic management.
10. Differentiate the pathophysiology, human responses, and therapeutic management of clients with concussions, contusions, and lacerations of the brain.
11. Differentiate the pathophysiology, human responses, and therapeutic management of clients with epidural bleeds, subdural bleeds, and intracerebral hemorrhage.
12. Analyze the collaborative management of the client with a head injury.
13. Utilize the nursing process to formulate a plan of care for a client with a head injury.
14. Formulate a discharge teaching plan for the client with a head injury.
15. Describe the role of the nurse in the rehabilitation of a client with a head injury.
16. Compare the types, human responses, and therapeutic management of intracranial tumors.
17. Describe the pathophysiology, complications, and incidence of brain tumors.
18. Analyze the collaborative management of the client with a brain tumor.
19. Utilize the nursing process to formulate a plan of care for a client with a brain tumor.
20. Describe the role of the nurse in providing emotional and spiritual support to a client facing the possibility of death due to a brain tumor.
21. Describe the etiology, pathophysiology, and human responses of adult clients with hydrocephalus.
22. Analyze the collaborative management of the client with hydrocephalus.
23. Utilize the nursing process to formulate a plan of care for the client with hydrocephalus.
24. Describe the pre and postoperative care of the adult client undergoing intracranial surgery (i.e. burr holes, craniotomy, craniectomy, cranioplasty, shunt placement).

25. Formulate a discharge teaching plan for the client and family post intracranial surgery.
26. Define intracranial pressure, including normal values in adult clients.
27. Identify the physiological mechanisms of accommodation that maintain normal intracranial pressure.
28. Identify the common causes and human responses to increased intracranial pressure in adult clients.
29. Analyze the collaborative management of the client with increased intracranial pressure.
30. Describe the role of the nurse in the pharmacological management of the client with increased intracranial pressure, including barbiturate coma induction, and use of corticosteroids, osmotic diuretics, and anticonvulsants.
31. Utilize the nursing process to formulate a plan of care for the client with increased cranial pressure.

UNIT VII: Human Response to Musculoskeletal Problems

READING: Pre-class Assignment: Ignatavicius and Workman C. 47 (p. 1028--1056), C. 41 (p. 919); McCance and Huether C. 45 (p. 1423-1432).

A. Traumatic Problems of the Musculoskeletal System

1. Explain the pathophysiology, clinical manifestations, and management of sports and overuse injuries of soft tissues (sprains, sprains, Impingement, rotator cuff tear, Knee injuries and other injuries).
2. Describe the neurovascular assessment of an injured extremity.
3. Describe the common clinical manifestations, types of fracture, and the stages of bone healing.
4. Differentiate between closed reduction, cast immobilization, open reduction, internal or external fixation and common types of traction as to purpose, specific complications and nursing management (i.e., assessments, cast care, pin care, etc.).
5. Describe the prevention and management of common general complications after fractures (nerve injury, compartment syndrome, Volkman's contracture, fat embolism, deep vein thrombosis, infection, cast syndrome, joint stiffness, bone healing problems, pain).
6. Describe the major causes and risk factors for amputations.
7. Describe the location of various amputations and the impact to the patient.
8. Describe the complications of amputation.
9. Discuss the immediate care of a patient who must have an amputation.
10. Discuss the post-operative care of patient amputation after having an amputation.
11. Explain the rehabilitation for a patient who undergoes an amputation.

B. Transplantations and Organ Donation (speaker)

1. Differentiate the concept of self and non-self and the immunological basis for transplant rejection.
2. Identify additional reasons why transplant rejection may occur. (i.e., incidental mismatching and infection).
3. Utilize the nursing process to formulate a plan of care for the patient who has undergone a tissue transplant.

4. Explore the different types of tissue transplants possible and the rate of success of each.
5. Describe the role of the nurse in the pharmacological management utilized to prevent or minimize transplant rejection.
6. Identify the criteria for brain death.
7. Explore the legal and ethical dilemmas associated with organ donation.
8. Utilize the nursing process to formulate a plan of care for the patient who is declared brain dead but is a possible candidate for organ donation.
9. Describe the role of the nurse in discussing the possibility of organ donation with patients and their families.
10. Describe the role of the nurse in meeting the emotional and spiritual needs of the family of a patient who has been declared brain dead.

Unit VIII: Human Response to Gastrointestinal Problems

READING: Pre-class Assignment: Ignatavicius and Workman C. 54 (p. 1176-1194), C. 53 (p. 1155-1175); McCance and Huether C. 42 (p. 1342-1356, 1362-1365); Burchum C. 80 (p. 984-985).

A. Common Biliary/Pancreatic Disorders

1. Identify risk factors and assessment findings for gallbladder disease.
2. Describe the medical and nursing management of patients with gallbladder disease.
3. Compare the pre-op and post-operative nursing care for patients undergoing laparoscopic or traditional open (abdominal incision) Cholecystectomy.
4. Teach patients about dressing and tube related care in the home (discharge teaching) following surgical interventions.
5. Implement priority nursing interventions in the collaborative care of patients with gallbladder disease.
6. Teach patients about health promotion practices to prevent gallbladder disease.
7. Describe the etiology, pathophysiology and human responses to pancreatic disorders, i.e. acute pancreatitis, chronic pancreatitis, and carcinoma of the pancreas, abscesses, and pseudocysts.
8. Analyze the collaborative management of clients with pancreatic disorders.
9. Compare and contrast the collaborative management of the client with acute pancreatitis versus chronic pancreatitis, including dietary and pharmacological management, as well as nursing care.
10. Utilize the nursing process to formulate a plan of care for the client with a pancreatic disorder.
11. Describe the role of the nurse in the pharmacological management of the client with a pancreatic disorder.
12. Describe the pre and postoperative care of the client undergoing a Whipple procedure.
13. Formulate a discharge teaching plan for clients with pancreatic disorders and post Whipple procedure.

B. Liver Disorders

1. Differentiate between the types of jaundice in terms of causes and diagnostic findings.
2. Describe the etiology, pathophysiology and human responses to hepatic disorders.

- a. Infectious and inflammatory disorders –Hepatitis A, B, C, D, E, and G.
- b. Neoplastic disorders – Carcinoma of the liver
- c. Miscellaneous disorders – Laennec's Cirrhosis, Postnecrotic Cirrhosis, Biliary Cirrhosis, and Cardiac
3. Describe the role of the nurse in the prevention of hepatic disorders listed above.
4. Analyze the collaborative management of the client with a hepatic disorder.
5. Utilize the nursing process to formulate a plan of care for the client with a hepatic disorder.
6. Compare and contrast the diet therapy of the client with ascites, hepatic encephalopathy, esophageal varices, and hepatorenal syndrome.
7. Compare and contrast the fluid and electrolyte imbalances seen in clients with hepatic disorders.
8. Describe the role of the nurse in the pharmacological management of the client with a hepatic disorder.
9. Describe the pre and postprocedure care of the clients undergoing the following procedures: paracentesis, peritoneovenous shunting, and portal-systemic shunting, placement of a esophageal tamponade tube, and injection sclerotherapy.
10. Formulate a discharge teaching plan for clients with hepatic disorders.

Unit IX: Human Responses to Endocrine Problems

READING: Pre-class Assignment: Ignatavicius and Workman C. 56 (p. 1218-1229), C. 57 (p. 1230-1247), C. 58 (p. 1249-1263); McCance and Huether C. 21 (p. 644-646, p. 648-656, p.658-664), C. 22 (p. 669-684, p. 699-705); Burchum C. 58, 59, 60.

A. Overview and Diagnostic Studies of Endocrine System

1. Describe the structure and function of the thyroid, parathyroid, anterior and posterior pituitary, and adrenal glands.
2. Identify the hormones secreted by the glands, their target tissue, and their actions.

B. Disorders of the Thyroid and Parathyroid Glands

1. Describe the etiology, pathophysiology, prevention and human responses to hyperthyroidism and hypothyroidism.
2. Compare and contrast the collaborative management of patients with hyperthyroidism versus patients with hypothyroidism.
3. Describe the emergency treatment of both thyroid storm and myxedema coma.
4. Describe the pre and postoperative care for the patient undergoing thyroid surgery.
5. Utilize the nursing process to formulate a plan of care for patients with conditions of the thyroid gland.
6. Formulate a discharge teaching plan for patients with conditions of the thyroid gland.
7. Describe the role of the nurse in meeting the emotional and social needs of patients with conditions of the thyroid gland.
8. Describe the etiology, pathophysiology, prevention and human responses to conditions of the parathyroid gland, i.e. hyperparathyroidism and hypoparathyroidism.
9. Compare and contrast the collaborative management of patients with hyperparathyroidism versus patients with hypoparathyroidism.
10. Utilize the nursing process to formulate a plan of care for patients with a parathyroid

disorder.

C. Disorders of the Pituitary and Adrenal Glands

1. Describe the etiology, pathophysiology and human responses of adult clients with disorders of the anterior pituitary, i.e. hypopituitarism and hyperpituitarism.
2. Compare and contrast the collaborative management of clients with hypopituitarism versus clients with hyperpituitarism.
3. Utilize the nursing process to formulate a plan of care for clients with disorders of the anterior pituitary.
4. Describe the role of the nurse in the pharmacological management of disorders of the anterior pituitary.
5. Describe the pre and postoperative care of the client undergoing a hypophysectomy.
6. Formulate a discharge teaching plan for the client with an anterior pituitary disorder.
7. Describe the role of the nurse in meeting the emotional, and social needs of the client with a disorder of the anterior pituitary.
8. Describe the etiology, pathophysiology and human responses of client to conditions of the posterior pituitary, i.e. diabetes insipidus and syndrome of inappropriate antidiuretic hormone (SIADH)
9. Compare and contrast the collaborative management of clients with Diabetes Insipidus versus those with SIADH, including drug therapy and nursing care.
10. Utilize the nursing process to formulate a plan of care for clients with disorders of the posterior pituitary.
11. Formulate a discharge teaching plan for clients with disorders of the posterior pituitary.
12. Describe the etiology, pathophysiology, prevention and human responses to adrenal insufficiency.
13. Differentiate between primary and secondary adrenal insufficiency.
14. Analyze the collaborative management of the client with adrenal insufficiency, including treatment for acute adrenal crisis.
15. Utilize the nursing process to formulate a plan of care for the client with adrenal insufficiency.
16. Formulate a discharge teaching plan for the client with adrenal insufficiency.
17. Describe the etiology, pathophysiology, prevention and human responses to Cushing's Syndrome, Hyperaldosteronism, and Pheochromocytoma

UNIT X: Human Response to Immunity Problems

READING: Pre-class Assignment: Ignatavicius and Workman C. 17 (p. 322-344), C. 18 (p. 351-358); McCance and Huether C. 9 (p. 270-271), C. 10 (309-315); Burchum C. 94.

A. HIV

1. Describe the concept of immunodeficiency.
2. Describe the etiology, pathophysiology, incidence, and prevention of acquired immunodeficiency syndrome.
3. Describe the human responses (clinical manifestations) of acquired immunodeficiency syndrome (AIDS).
4. Analyze the collaborative management of the client with AIDS (including pharmacological therapy).

5. Utilize the nursing process to formulate a plan of care for the client with AIDS.
6. Describe the role of the nurse in meeting the emotional, social, and spiritual needs of the client with AIDS and his/her family.
7. Explore the legal and ethical dilemmas associated with caring for a client with AIDS.
8. Compare the various other immunodeficiency disorders with regard to the cause, clinical manifestations, medical and nursing management, complications, and available treatments.
9. Describe the management and nursing care of the patient receiving IV gamma globulin.

B. Autoimmune Disorders

1. Describe the etiology, signs/symptoms, and treatment of systemic lupus erythematosus.
2. Analyze the collaborative management of patient with systemic lupus erythematosus.

Unit XI: Human Responses to Sensory Problems

READING: Pre-class Assignment: Ignatavicius and Workman C. 42 (p. 929-952), C. 43 (p. 953-970); McCance and Huether C. 16 (p. 487-496); Burchum C. 104, 106.

A. Vision Problems

1. Discuss the significance of the sense of sight (and hearing) for people who have these senses intact and for those with these senses impaired.
2. Identify diagnostic tests used to aid in the diagnosis of visual disorders (visual acuity, tonometry (ocular pressure), slit-lamp visualization, visual fields, and central area of blindness).
3. Describe the nurses' role in health promotion and maintenance practices related to vision.
4. Explain the classifications, etiology, risk factors, pathophysiology and clinical manifestations of glaucoma.
5. Develop a teaching plan for medical management of glaucoma focusing on visual perception and effective medication administration.
6. Discuss common surgical procedures for glaucoma, and the nursing focus on pre-op and post-operative patient needs, including in the home.
7. Explain the etiology, pathophysiology, and clinical manifestations of cataracts and macular degeneration.
8. Discuss pre-op and post-operative nursing management of patients receiving cataract surgery (focusing on teaching).
9. Recognize the physiological and psychosocial effects of macular degeneration.
10. Utilize the nursing process to formulate a plan of care incorporating medical, surgical and nursing management for patients with glaucoma, cataracts and macular degeneration.

B. Hearing Problems

1. Describe the purpose, significance of results and nursing responsibilities (including teaching) related to diagnostic studies of auditory function that differentiate between conductive and sensorineural problems.
2. Describe the nurses' role in health promotion and maintenance practices related to hearing.
3. Compare the etiology, physiological manifestations, and common problems related to conductive and sensorineural hearing loss.
4. Discuss common medical, surgical, and nursing measures used to treat hearing loss

including medications, hearing aids, assistive hearing devices and surgery.

5. Recognize the physiological and psychosocial effects of chronic hearing loss.

6. Utilize the nursing process to formulate a plan of care incorporating medical and nursing management for patients with hearing loss.

7. Explain the etiology, physiological manifestations, and common problems related to common auditory problems of otalgia (ear pain).

8. Discuss common medical, surgical, and nursing measures used to treat hearing loss including irrigation, medications, foreign body removal, and surgery.

9. Recognize the physiological and psychosocial effects of otalgia.

10. Utilize the nursing process to formulate a plan of care incorporating medical and nursing management for patients with hearing loss.

Request for Undergraduate Course Addition

1. Prepare one paper copy and obtain signatures from the Department Chair/Division Head, Registrar and College Dean.
2. Submit the form to your College Curriculum Committee.
3. After obtaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee Chair
4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in a single PDF file (PDF Portfolio recommended) to UCC chair.

College: COEPD Department/Division: CIF Alpha Designator/Number: EDF 100
Contact Person: Paula Lucas Phone: 62882

NEW COURSE DATA:

Course Title: Intro to Educ: The Teach Prof (Limit of 30 characters & spaces.)
Alpha Designator/Number: EDF 100
General Education Designator(s) (check all that apply): ☐ CT ☐ INTL ☐ MC ☐ Core II (Core II type: _____)
Note: Applications for Gen Ed attributes must be attached. <http://www.marshall.edu/wpmu/gened/core-ii-courses-info/>
Catalog Description (Limit of 30 words): Introduction to basic knowledge and responsibilities needed to be an effective educator, including issues related to school/community and importance of developing a positive/inclusive culture in
Co-requisite(s): n/a First Term to be Offered: Fall 2022
Prerequisite(s): n/a Credit Hours: 3
Grading Mode: Graded: ☒ Credit/No Credit: _____
Course(s) being deleted in place of this addition (must submit course deletion form): n/a

CHECKLIST/REQUIREMENTS

1. After completing this two page form in its entirety, include a complete syllabus and route through the departments/committees below.
2. A complete syllabus can be from when this course was previously taught as a special topics course or by creating a new, intended syllabus to use with the course. The sample syllabus must at a minimum address the following areas:
 - a. COURSE OBJECTIVES, COURSE OUTLINE, SAMPLE TEXT(S) WITH AUTHOR(S) AND PUBLICATION DATE, INSTRUCTIONAL METHODS (Lecture, Lab, Internship, Practicum, etc.), and EVALUATION METHODS (Unit/Chapter, Midterm, Final, Projects, etc.)
3. If this course will replace a course that is required by another department, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
4. If this course will be similar in title or content to another department's courses, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.

SIGNATURES: (If disapproved at any level, do not sign. Return to previous signer.)

Department Chair/Division Head: <u>Paula Lee Lucas</u>	Date: <u>9-1-2022</u>
Registrar: <u>William H. Bess</u> 422806	Date: <u>9/2/2022</u>
College Dean: <u>Veresa Eagle</u>	Date: <u>9-1-2022</u>
College Curriculum Chair: <u>Paula Lee Lucas</u>	Date: <u>9-2-2022</u>
General Education Council Chair *: _____	Date: _____
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>9/27/22</u>
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science: _____	Date: _____

* - Signature necessary only if course is to be Core Curriculum Course

Request for Undergraduate Course Addition - Page 2
Additional Information Required for Undergraduate Course Addition

College: COEPD Department/Division: CIF Alpha Designator/Number: EDF 100

Provide complete information regarding the new course addition for each topic listed below. Before routing this form, a complete syllabus also must be attached addressing the items listed on the first page of this form.

1. Identify by name the faculty in your department/division who may teach this course.

Any tenured undergraduate COEPD faculty member.

2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.

n/a

3. If this course will be required by a department/division other than your own, identify by name.

n/a

4. If there are any agreements required to provide clinical experience, attach details and signed agreements.

n/a

5. If library resources are deemed inadequate, attach a plan to overcome this. The plan must include the cost as stated by the Dean of Libraries.

n/a

6. EQUIPMENT/SUPPLIES NEEDED TO TEACH THIS COURSE (this does not refer to additional equipment/supplies that need to be purchased; simply what materials are needed in order to teach this course successfully.):

n/a

7. ADDITIONAL GRADUATE REQUIREMENTS IF LISTED AS AN UNDERGRADUATE OR GRADUATE COURSE (please also submit to Graduate Council course addition for 5xx graduate component):

n/a

8. PROVIDE A COMPLETE BIBLIOGRAPHY INCLUDING ALL PUBLICATIONS RESEARCHED TO CREATE THIS COURSE AND WHAT PUBLICATIONS MAY BE BENEFICIAL TO STUDENTS TAKING THIS COURSE (separate page).

Marshall University Syllabus

Course Title/Number	EDF 100 – Introduction to Education: The Teaching Profession (3 credit hours)
Prerequisite(s)	None
Semester/Year	
Days/Time	
Location	
Instructor	
Office	
Phone	
E-Mail	
Office/Hours	
Academic Calendar	For beginning, ending, and add/drop dates, see the Marshall University Academic Calendar (http://www.marshall.edu/academic-calendar/).
University Policies	By enrolling in this course, you agree to the University Policies. Please read the full text of each policy (listed below) by going to MU Academic Affairs: University Policies (http://www.marshall.edu/academic-affairs/policies/). Academic Dishonesty Policy Academic Dismissal Policy Academic Forgiveness Policy Academic Probation and Suspension Policy Affirmative Action Policy Dead Week Policy D/F Repeat Policy Excused Absence Policy for Undergraduates Inclement Weather Policy Sexual Harassment Policy Students with Disabilities (Policies and Procedures) University Computing Services Acceptable Use Policy

Catalog Course Description

Introduction to basic knowledge and responsibilities needed to be an effective educator, including issues related to school/community and importance of developing a positive/inclusive culture in classroom/school.

Required Texts, Additional Reading, and Other Materials

All articles/websites/videos will be shared in class.

Program Student Learning Outcomes

College of Education courses seek to instill identified **West Virginia Professional Teaching Standards (WVPTS)** that are critical for 21st century educators:

- Standard 1: Curriculum and Planning
- Standard 2: The Learner and the Learning Environment
- Standard 3: Teaching
- Standard 4: Professional Responsibilities for Self-Renewal
- Standard 5: Professional Responsibilities for School and Community
- Standard 6: Student Learning
- Standard 7: Professional Conduct

Detailed descriptions of each standard and its primary elements (functions) can be found at <http://wvde.state.wv.us/teachwv/profstandards.html>

Course Student Learning Outcomes

Learning Outcomes	How Accomplished in this Course	How Evaluated in this Course	WVPTS	BDP Standards
Students will be able to describe the landscape of teaching and characteristics of an effective educator.	Class lecture, notes, and discussion/activities	Tests, Quizzes, and Projects	S1, S2, S3	CT, MT
Students will explore and connect their professional goals with the available teaching pathways in West Virginia.	Class lecture, notes, and discussion/activities	Tests, Quizzes, and Projects	S5	CT, MT
Students will develop a definition of contextual factors and provide examples of the impact these factors have on the school, classrooms, and student achievement.	Class lecture, notes, and discussion/activities	Tests, Quizzes, and Projects	S2, S5	CT
Students will explain the position government has in education by providing examples of federal, state, and local roles and responsibilities.	Class lecture, notes, and discussion/activities	Tests, Quizzes, and Projects	S5	CT
Students will elaborate on and distinguish between national and state standards, professional teaching standards, and social justice standards.	Class lecture, notes, and discussion/activities	Tests, Quizzes, and Projects	S1, S2, S3	CT, ECT, IT
Students will expound on the need to create a safe and equitable classroom by recognizing and celebrating all student differences through a culturally responsive classroom environment.	Class lecture, notes, and discussion/activities	Tests, Quizzes, and Projects	S4, S5	CT, ECT, IT
Students will summarize a teacher's professional responsibilities when attending to the safety and wellness of his/her students.	Class lecture, notes, and discussion/activities	Tests, Quizzes, and Projects	S4, S5	CT, ECT, IT
Students will provide examples of effective communication with students, families, colleagues, and community members.	Class lecture, notes, and discussion/activities	Tests, Quizzes, and Projects	S5	CT, CF
Students will illustrate effective classroom management techniques with the use of examples.	Class lecture, notes, and discussion/activities	Tests, Quizzes, and Projects	S1, S3	CT
Students will define pedagogy and content knowledge and differentiate between the two.	Class lecture, notes, and discussion/activities	Tests, Quizzes, and Projects	S1, S3	CT, IT
Students will examine the next steps in their journey to becoming a teacher.	Class lecture, notes, and discussion/activities	Tests, Quizzes, and Projects	S5	CT, MT
Students will explore basic computer skills that can be used in the K-12 classroom.	Class lecture, notes, and discussion/activities	Tests, Quizzes, and Projects	S1, S2, S3	CT

Attendance Policy

ATTENDANCE:

Students are expected to attend **ALL** class sessions. Two points will be earned for participation/dispositions each day of class; therefore, if you are not in class or you do not fully participate, you cannot receive the participation points. Once a student misses **FOUR (4)** classes (unexcused), his/her grade will be dropped one letter grade for the class. Each absence after four will result in an additional drop in letter grade for each class missed.

Excused absences must be approved by the Office of Student Affairs. Excused absences fall into three categories:

1. Illness (including COVID-related) or death in the immediate family
2. Major religious holidays
3. University sponsored and approved activity

If absent, you are responsible for all material and assignments missed. If you do not attend a regularly scheduled class session, that is considered an absence, even if you make arrangements to turn in work prior to class. A mixed exam, project or presentation can only be made up if the absence is excused. While you are in class, it is incumbent on you to pay close attention to lectures, presentations, discussion, and other in-class activities, and to be respectful of your fellow classmates. This entails, among other things, keeping competing conversations to a minimum and avoiding such distracting behaviors as using cellphones/laptops/watches while class is in session.

DISPOSITIONS:

- Be prepared and organized
- Be punctual
- Use appropriate communication
- Listen respectfully when others are talking
- Be attentive – **TEXTING DURING CLASS IS A SIGN OF UTMOSE DISRESPECT TO THE PERSON TALKING – points will be deducted if cell phone is used in class.**

In other words, think about the type of student you would like to have in your class when you become a teacher - **BE THAT TYPE OF STUDENT YOURSELF!!**

Course Requirements

REFLECTION JOURNAL – The importance of becoming a reflective practitioner is essential for the development of accomplished teaching. It is the role of the instructor to begin to develop the skills of reflection for potential educators. Students will record thoughts/resources/assignments in a reflective journal throughout all four courses of the Grown Your Own program. This reflective journal can come in the form of a notebook, online tool such as Google Docs, Schoology, Microsoft OneNote, etc. The instructor will decide the platform and organization of the reflection journal. Some assignments will be included in the reflection journal and will be required as part of the course assignments.

SMALL GROUP ACTIVITIES/PROJECTS – Education is a profession where collaboration with peers is vital. Several activities through the course are geared towards the development of collaboration skills. The instructor will provide guidance on the roles and responsibilities of the students when working in small groups, so all students have a voice and have the opportunity to develop the skills of collaboration. Each student will be responsible for participation and completion of each small group project. Grading for the projects will be at the discretion of the course instructor.

UNIT REFLECTIONS – Each unit will conclude with a Unit Reflection which provides the instructor with a formative assessment for individual students. The students will provide feedback to the instructor about the content within each unit. This reflection can be used to evaluate the mastery of content of the students and can act as a means for course improvement. Each Unit Reflection entry can come in the form of a notebook, online tool such as Google Docs, Schoology, Microsoft OneNote, etc. The instructor will decide the platform and organization for the Unit Reflection entry.

PRAXIS CORE ACADEMIC SKILLS FOR EDUCATORS (CASE) PRACTICE – Students will have the opportunity to practice for the PRAXIS CASE Exams at the end of each unit. The PRAXIS CASE exam is a requirement for admission in the teacher education program. The various web sites will provide example exams, test preparation, and a variety of resources to assist in the preparation of the PRAXIS.

ASSIGNMENTS and GRADING – Each lesson/activity includes individual or small group projects/papers.

Grading Policy

The following grading scale will be used to determine each student's grade:

100 – 90 %	A	89 – 80 %	B	79 – 70 %	C	69 – 60 %	D
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Topics and Activities

Unit	Lesson/Activities
Unit 1 – Introduction: A Career in Education	<ul style="list-style-type: none"> - Reflection Journaling – Becoming a Reflective Practitioner - What is Education? – Developing a Definition of Education - Philosophy of Education – Determine a Personal Philosophy of Education - What is the Career? – Investigate Different Education Career Paths - Becoming a Teacher in West Virginia – Research Education Degrees - How Do I Become Certified? – WV Testing and Licensure Guidelines - Skills Needed to be an Effective Teacher – Self-Reflection of Skills - ETS/PRAXIS Practice – Discussion, web sites, and additional resources/The POST
Unit 2 – Contextual Factors – Community and School	<ul style="list-style-type: none"> - Contextual Factors – Effects on School and Learning Definition and Reflection - School Community Defined – Panel Discussion (preparation, class debate, position paper) - Culture/Climate – video, survey - Structure and Organization – Roles of Government - Various Types of Schools (non-traditional) - What is My Role? – Carousel Cooperative Learning Activity - Standards – Standards Crosswalk (WVPTS/InTASC, CAEP) - West Virginia Professional Teaching Standards (WVPTS) – Jamboard and Presentation - Socioeconomic Status (SES) – SES Effects on Education Gallery Walk - ESSA and IDEA – video - Title I: Improving the Academic Achievement of the Disadvantaged – Title I Action Gallery Walk - Title I in WV – Title I Map of WV - Social Justice Standards – Research and Podcast Recording - Race and Ethnicity – Presentation - Ethnic and Racial Diversity in WV – Map of WV - English Language Learners (ELL) – WV Padlet - Gender Equality – Reflection Journal Entry - Title IX – Chart - Connecting Equality vs. Equity in the Classroom – Article summary, Jamboard Submission, Safe Zone Signs - ETS/PRAXIS Practice
Unit 3 – Professionalism and Professional Responsibilities	<ul style="list-style-type: none"> - Protecting Student Information – Family Educational Rights and Privacy Act Scenario - Should it Be on Social Media – Guidelines for Acceptable Social Media Posts, COEPD Policy - Social Media and Me – Presentation - Child Advocate – Scenarios - Reporting Abuse – State and County Policy Comparison - IEP and 504 – Venn Diagram - Teacher-Student communication – Reflective Journal Entry - Disagreements and Conflict – Conflict Resolution Scenarios - School-Home Communication – Plan Development - Professional Development Resources – Presentation - My Professional Development Plan – Professional Development Plan - Lesson Plan Essentials – Teacher Interview - ETS/PRAXIS Practice
Unit 4 – Environment	<ul style="list-style-type: none"> - Universal Precautions/Infection Control – Poster - Personal Safety Awareness – Presentation - Bullying – Group Heart Exercise - Physical Environment Safety – Classroom Design Project - Creative Classroom – Creativity in the Classroom Summaries - Creative Materials and Equipment – List of Materials and Reflective Journal Entry - Classroom Setup and Structure – Panel Discussion - Social and Emotional Safety – Scenarios - Classroom Management Tips – Presentation - Classroom Expectations – Classroom Routine Plans - Classroom Structure/Transition Strategies – Classroom Structure Ideas

	<ul style="list-style-type: none"> - Managing Student Behavior – Modules - Teacher Tracking (Proximity, Focus on Students, Question Equity, Data) – Role-Playing, Observations, Lesson Plan, Observation Plan - ETS/PRAXIS Practice
Unit 5 - Pedagogy	<ul style="list-style-type: none"> - Defining Pedagogy – Graphic Organizer - Content vs. Pedagogy – Venn Diagram - Necessary Teaching Tools/Resources – Teaching Tools Resource Document - What Motivates Me? – Lesson Plan with a focus on Motivation - Student Interest – Student Interest Survey - Student Engagement – Why Should I Ask Students to Talk? (Paper), examples flipgrid - My First Year: The Classroom – Wish List - My First Year: The Students – Paper - What Should I Include in a Resume? – Discussion and Presentation - Writing a Resume – Resume draft - What Makes a Successful Interview? – Mock Interview - My Interview – Interview Panel - ETS/PRACIS Practice
Unit 6 – Preparing for a Career in Education	<ul style="list-style-type: none"> - Becoming a Teacher

Course Schedule

Week	TOPICS and Assignments
Week 1 (week of Aug. 22)	Introduction to the class and COEPD <ul style="list-style-type: none"> - COEPD Requirements (ADMI 4, 5, and 6) - Residency Requirement - Clinical Requirements - LiveText
Week 2 (week of Aug. 29)	Unit 1 – Introduction: A Career in Education
Weeks 3, 4, & 5 (weeks of Sept. 5, 12, and 19)	Unit 2 – Contextual Factors – Community and School
Weeks 6 & 7 (weeks of weeks of Sept. 26 & Oct. 3)	Unit 3 – Professionalism and Professional Responsibilities
Weeks 8 & 9 (weeks of Oct. 10 & 17)	Unit 4 – Environment
Weeks 10, 11, & 12 (weeks of Oct. 24, 31, & Nov. 7))	Unit 5 – Pedagogy
Weeks 13 (week 14)	Unit 6 – Preparing for a Career in Education
NO CLASS (week of Nov. 21)	Thanksgiving Break
Week 14 (week of Nov. 28)	Wrapping Up <ul style="list-style-type: none"> - Schedule to take PRAXIS CASE Exam
FINAL EXAM (week of Dec. 5)	Final Exam (see exam schedule for the day/time of the exam)

REFERENCES

The reference list will be the same as those listed in the Resource list in Canvas.

References (in order of appearance) – these references were used to design the course and are used throughout the course

<https://www.icebreakers.ws/good-icebreakers> (Links to an external site.)
<https://www.tinypulse.com/blog/sk-work-icebreaker-games> (Links to an external site.)
<https://www.signupgenius.com/groups/get-to-know-you-games-icebreakers.cfm> (Links to an external site.)
<https://secure.cfwv.com/> (Links to an external site.)
<https://reflectiveteachingjournal.com/reasons-teachers-should-keep-a-reflective-journal/#:~:text=A%20reflective%20journal%20is%20a%20practical%20didactic%20tool%20which%20can,or%20audience%20observation%20and%20reflectio> (Links to an external site.)
<https://www.dictionary.com/browse/education> (Links to an external site.)
<https://www.youtube.com/watch?v=2wYvPPpZrQ> (Links to an external site.)
https://web.augsburg.edu/~erickson/edc490/downloads/comparison_edu_philo.pdf (Links to an external site.)
<https://www.theedadvocate.org/edupedia/content/what-is-existentialism/#:~:text=The%20goal%20of%20an%20existentialist,to%20choose%20what%20they%20study> (Links to an external site.)
<https://www.wgu.edu/blog/what-behavioral-learning-theory2005.html#close> (Links to an external site.)
<https://www.buffalo.edu/catt/develop/theory/constructivism.html> (Links to an external site.)
<https://www.teacher.org/careers-in-education/> (Links to an external site.)
<https://www.collegeexpress.com/interests/education/articles/careers-education/beyond-blackboard-42-alternative-jobs-education-majors/> (Links to an external site.)
<https://www.thebalance.com/what-to-do-with-a-degree-in-education-525622> (Links to an external site.)

Horowitz, J. A., & Walker, B. (2005). *What can you do with a major in education?* Hoboken, NJ: Wiley Publishing, Inc.

<https://www.flippity.net/> (Links to an external site.)
<https://www.youtube.com/watch?v=tyNW-I-MJ-Q> (Links to an external site.)
<https://wvde.state.wv.us/certification/approved-programs/> (Links to an external site.)
www.ets.org/praxis (Links to an external site.)
<https://wvde.us/certification/certification-info/#tab-67fa0185abe42415389> (Links to an external site.)
<http://www.teaching-certification.com/west-virginia-teaching-certification.html#initial-cert> (Links to an external site.)
<https://www.ets.org/> (Links to an external site.)
<https://www.ets.org/praxis/about/core/> (Links to an external site.)
<https://www.ets.org/praxis/about/praxisii> (Links to an external site.)
<https://www.teachercertificationdegrees.com/careers/#faq> (Links to an external site.)
<https://www.teaching-certification.com/west-virginia-teaching-certification.html> (Links to an external site.)
<https://www.thebalancecareers.com/teaching-skills-list-2062488#:~:text=The%20best%20teachers%20are%20the,the%20ability%20to%20actively%20listen> (Links to an external site.)
<https://www.youtube.com/watch?v=52jrrALX2ml> (Links to an external site.)
<https://www.nbpts.org/certification/candidate-center/first-time-and-returning-candidate-resources/#candidate-instructions> (Links to an external site.)
<https://www.nbpts.org/support/in-your-state/> (Links to an external site.)
<https://www.nbpts.org/nbct-directory/> (Links to an external site.)
<https://www.theclassroom.com/characteristics-middle-school-teachers-18476.html> (Links to an external site.)
<https://crl.umich.edu/publinks/generalguidelines> (Links to an external site.)
<https://www.youtube.com/watch?v=P8GaUJEP2h0> (Links to an external site.)
<https://www.edglossary.org/school-community/> (Links to an external site.)
<https://view.officeapps.live.com/op/view.aspx?src=http%3A%2F%2Finformationliteracywactc.pbworks.com%2F%2FDebate+Etiquettes+1+.doc> (Links to an external site.)
<https://informationliteracywactc.pbworks.com/f/Debate+Etiquettes+1+.doc> (Links to an external site.)
<https://schoolclimate.org/school-climate/> (Links to an external site.)
<https://www.edglossary.org/school-culture/> (Links to an external site.)
<https://www.youtube.com/watch?v=BXKREXUyUK4> (Links to an external site.)
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<https://k12engagement.unl.edu/strategy-briefs/School%20Climate%20&%20Culture%202-6-16+1.pdf> (Links to an external site.)
<https://www.naesp.org/sites/default/files/resources/2/Principal/2008/M-Ap56.pdf> (Links to an external site.)
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<https://www.edutopia.org/blog/you-need-elevator-pitch-about-school-culture-and-climate-maurice-elias> (Links to an external site.)
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<https://www.c-span.org/classroom/document/?16895> (Links to an external site.)
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<https://www.naeyc.org/our-work/families/10-naeyc-program-standards> (Links to an external site.)
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<https://www.library.illinois.edu/sshel/education/edustandards/#:~:text=Educational%20standards%20define%20the%20knowledge,points%20in%20their%20educational%20career.&text=National%2C%20state%20and%20local%20educators,of%20standards%20throughout%20the%20country> (Links to an external site.)
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https://en.wikipedia.org/wiki/Special_education_in_the_United_States (Links to an external site.)
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<https://zoomwv.k12.wv.us/Dashboard/dashboard/28116> (Links to an external site.)
<https://datacenter.kidscount.org/> (Links to an external site.)
<https://www.slideshare.net/mypupriley/final-intro-28397600> (Links to an external site.)
<https://www.slideshare.net/Faheem396/education-and-social-justice-44284603> (Links to an external site.)
<https://www.learningforjustice.org/frameworks/social-justice-standards> (Links to an external site.)
<https://online.mills.edu/blog/social-justice-in-education/> (Links to an external site.)
<https://www.humanrightscareers.com/issues/what-is-social-justice-in-education/> (Links to an external site.)
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**University Curriculum Committee
RECOMMENDATION**

SR 22-23-08 CC

Recommends approval of the listed **UNDERGRADUATE MINOR ADDITION, DELETION, CHANGE** in the following college and/or schools/programs:

College of Liberal Arts

Minor Change: Addiction Studies (VHS7)

- **Rationale:** Request is to add HS 221 Personal Health II and BME 305 Intro to Biophysical Measurement to the list of accepted courses for the Addiction Studies Minor. The two courses are regularly offered and will add breadth to the course options for the minor. Students are required to take 15 hours for the minor. The additions will expand course options for students and encourage more students to complete the minor. The Personal Health II course includes multiple assignments on addiction and the brain, health behavior change, and societal, legal, and moral implications of substance use. The Intro to Biophysical Measurement course includes lab components using computations and experimental approaches aimed at understanding mechanisms behind the reward-addiction pathway.
- **Curriculum:** Request for Undergrad Change of Minor - Addiction Studies - signatures.pdf

FACULTY SENATE CHAIR:

APPROVED BY THE
FACULTY SENATE: _____ DATE: _____

DISAPPROVED BY THE
FACULTY SENATE: _____ DATE: _____

UNIVERSITY PRESIDENT:

APPROVED: _____ DATE: _____

DISAPPROVED: _____ DATE: _____

COMMENTS: _____

**University Curriculum Committee
RECOMMENDATION**

SR 22-23-08 CC

NOTE: Recommendations should be sent to the Faculty Senate office via email. Recommendations longer than one page or those with attachments are to be sent in final format with this as a cover page. Any incomplete recommendations or those requiring extensive formatting changes will be returned to the recording secretary/committee.

See <http://www.marshall.edu/senate/ucc/> for information on chair

Request for Undergraduate Addition, Deletion, or Change of a Minor

1. Prepare one paper copy and obtain signatures from the Department Chair/Head, Librarian, and College Dean. 2. Submit the form to your College Curriculum Committee. 3. After attaining the signature of the College Curriculum Chair, send the paper copy to the current University Curriculum Committee (UCC) Chair. 4. Send an identical (sans signatures) ELECTRONIC COPY and all supporting documentation in PDF format by email to the current UCC Chair.

College: COLA/COHP/Interdisciplinary Department/Division: Addiction Studies
Contact Person: Liz Pacioles caseyel@marshall.edu Phone: (304)696-5831

ACTION REQUESTED:

Check action requested: ☐ Addition ☐ Deletion ☒ Change

Name of Minor: Addiction Studies

Within which Major is/will this minor be listed (please provide code as well): VHS7

RATIONALE:

Request is to add HS 221 Personal Health II and BME 305 Intro to Biophysical Measurement to the list of accepted courses for the Addiction Studies Minor. The two courses are regularly offered and will add breadth to the course options for the minor. Students are required to take 15 hours for the minor. The additions will expand course options for students and encourage more students to complete the minor. The Personal Health II course includes multiple assignments on addiction and the brain, health behavior change, and societal, legal, and moral implications of substance use. The Intro to Biophysical Measurement course includes lab components using computational and experimental approaches aimed at understanding mechanisms behind the reward-addiction pathway.

CURRICULUM: (If addition or change, number of hours and courses; indicate if required or optional) May be submitted as separate document.

The current course list for the Addiction Studies minor includes: HST 305 Drug Wars, SWK 260 Substance Use and Social Work, CJ 340 Drugs and Crime, PSY 440 Physiological Psychology. Special Topics courses are also included on a semester-by-semester basis. Students must take 15 hours for the minor in at least two different disciplines.

NOTIFICATION REQUIREMENTS:

Attach a copy of written notification regarding this curriculum request to the following:

1. **Statement of Non-Duplication:** If this minor will be similar in title or content to an existing minor at the university, please send a memo to the affected department and include it with this packet, as well as, the response received from the affected department.
2. If your department/division requires additional faculty, equipment, or specialized materials, attach an estimation of money and time required to secure these items.
3. Send a copy of this completed form to the Marshall University Catalog Editor.

SIGNATURES: (If disapproved at any level, do not sign. Return to previous signer.)

Department Chair/Division Head: <u>Liz Pacioles</u>	Date: <u>8/19/2022</u>
Registrar: <u>William D. Byrge</u>	Date: <u>8/19/2022</u>
College Dean: <u>[Signature]</u>	Date: <u>8/19/2022</u>
College Curriculum Chair: <u>Jonathan Kozar</u>	Date: <u>09/08/22</u>
University Curriculum Committee Chair: <u>Zach Garrett</u>	Date: <u>9/27/22</u>
Faculty Senate Chair: _____	Date: _____
VP Academic Affairs/VP Health Science: _____	Date: _____

RE: Letter of Support Needed for BME 305 addition to Addiction Studies Minor

Dampier, David <dampierd@marshall.edu>

Thu 9/8/2022 11:03 AM

To: Pacioles, Elizabeth <caseyel@marshall.edu>; Shim, Simon <shim@marshall.edu>

Cc: Kozar, Jonathan <kozar@marshall.edu>

Dr. Pacioles and Dr. Kozar,

I certainly support the inclusion of the class in the Addiction Studies minor, so I am happy to endorse the decision.

Dave

David A. Dampier, Ph.D.

Dean

College of Engineering and Computer Sciences

Marshall University

1676 Third Avenue

Huntington, WV 25755

From: Pacioles, Elizabeth <caseyel@marshall.edu>

Sent: Thursday, September 8, 2022 9:39 AM

To: Shim, Simon <shim@marshall.edu>; Dampier, David <dampierd@marshall.edu>

Cc: Kozar, Jonathan <kozar@marshall.edu>

Subject: Letter of Support Needed for BME 305 addition to Addiction Studies Minor

Hi Dr. Shim and Dr. Dampier,

As I have discussed via email with Dr. Shim, I submitted the BME 305 Biophysical Measurement course for inclusion on the list of approved courses for the Addiction Studies minor. The COLA Curriculum Committee has reviewed the proposal for changes to the Addiction Studies minor but needs a letter/email of support from the department chair. Given that Dr. Shim directs the course and Dr. Dampier is over the Biomedical Engineering Department, it would be great if you could both email the chair (or reply all to this email) of the COLA Curriculum Committee, Dr. Jonathan Kozar at kozar@marshall.edu stating your support of the inclusion of BME 305 in the Addiction Studies minor.

Thanks for your help!

Liz

Liz Pacioles, Ph.D.

Associate Professor, Health Sciences

Marshall University

Gullickson Hall 100C

Huntington, WV 25755

(304)696-5831

caseyel@marshall.edu

RE: HS 221 for Addiction Studies Minor - Letter of Support Needed

McIlvain, Gary <mcilvain2@marshall.edu>

Thu 9/8/2022 9:41 AM

To: Kozar, Jonathan <kozar@marshall.edu>

Cc: Pacioles, Elizabeth <caseyel@marshall.edu>; Konz, Suzanne <konz@marshall.edu>

Dr. Kozar,

I am happy to support using HS 221 as a course in the addiction studies minor. If you need further verification of support, please let me know.

Gary

~~~~~

**"If your maximum is the required minimum, then you will lead a life of mediocrity" Al Rainaldi**

Gary E. McIlvain, Ed.D., LAT/ATC

Associate Dean of Student Services, College of Health Professions

Chair & Professor, School of Kinesiology

Marshall University

1 John Marshall Drive

Huntington, WV 25755

Gullickson Hall 112

Voice: 304/696-2930

Fax: 304/696-2928

E-Mail: [mcilvain2@marshall.edu](mailto:mcilvain2@marshall.edu)

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**From:** Pacioles, Elizabeth <caseyel@marshall.edu>

**Sent:** Thursday, September 8, 2022 9:39 AM

**To:** Konz, Suzanne <konz@marshall.edu>; McIlvain, Gary <mcilvain2@marshall.edu>

**Cc:** Kozar, Jonathan <kozar@marshall.edu>

**Subject:** HS 221 for Addiction Studies Minor - Letter of Support Needed

Hi Dr. Konz and Dr. McIlvain,

As we discussed, I submitted the HS 221 Personal Health II course for inclusion on the list of approved courses for the Addiction Studies minor. The COLA Curriculum Committee has reviewed the proposal for changes to the Addiction Studies minor but needs a letter/email of support from the department chair. Given that Dr. Konz directs the course and Dr. McIlvain is the department chair, it would be great if you could both email the chair (or reply all to this email) of the COLA Curriculum Committee, Dr. Jonathan Kozar at [kozar@marshall.edu](mailto:kozar@marshall.edu) stating your support of the inclusion of HS 221 in the Addiction Studies minor.

Thanks for your help! I'm looking forward to including the HS 221 course as part of the minor!

Liz

*Liz Pacioles, Ph.D.*

*Associate Professor, Health Sciences*

# **ACADEMIC PLANNING COMMITTEE RECOMMENDATION**

## **SR 22-23-09 APC**

Recommends the approval of the intent to plan a Bachelor of Science in Pharmaceutical Science at Marshall University.

### **RATIONALE:**

The Intent to Plan document proposing a Bachelor of Science in Pharmaceutical Science to be offered by the Marshall University School of Pharmacy (MUSOP) was approved by the Academic Planning Committee (APC). APC members believe that the proposed program has the potential to increase academic/employment opportunities for Marshall University students.

The program utilizes existing courses, facilities, and expertise with minimal additional financial investment. The accelerated 3 + 4 BS / PharmD course structure allows students options for both BS and PharmD degrees. A seamless transition from BS to PharmD in an accelerated 7-year format also provides an exit ramp to the BS degree for PharmD students that are unable to complete the PharmD degree. The School of Pharmacy currently does not offer any undergraduate degrees and is unable to recruit from high schools. The BS program enables MUSOP to recruit at the high school level and have a “pre-pharmacy” program.

The program trains students for careers in the pharmaceutical industry, graduate school, and careers in health professions. It prepares students for targeted industries requiring BS-level pharmaceutical sciences skills in pharmaceutical, biomedical, and other healthcare fields, directly supporting two of the missions of Marshall University. The Hanover report shows significant labor market growth in the southeast region where Marshall University is located, for graduates of bachelor’s in pharmaceutical sciences programs.

### **FACULTY SENATE CHAIR:**

APPROVED BY THE  
FACULTY SENATE: \_\_\_\_\_ DATE: \_\_\_\_\_

DISAPPROVED BY THE  
FACULTY SENATE: \_\_\_\_\_ DATE: \_\_\_\_\_

### **UNIVERSITY PRESIDENT:**

APPROVED: \_\_\_\_\_ DATE: \_\_\_\_\_



**ACADEMIC PLANNING COMMITTEE**  
**RECOMMENDATION**

**SR 22-23-09 APC**

DISAPPROVED: \_\_\_\_\_ DATE: \_\_\_\_\_

**COMMENTS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NOTE: Recommendations should be sent to the Faculty Senate office via email.  
Recommendations longer than one page or those with attachments are to be sent in final  
format with this as a cover page. Any incomplete recommendations or those requiring  
extensive formatting changes will be returned to the recording secretary/committee.

|                                   |                                                       |
|-----------------------------------|-------------------------------------------------------|
| Institution                       | Marshall University School of Pharmacy                |
| Date                              | August 16, 2022                                       |
| Title of Degree                   | Bachelor of Science (B.S.) in Pharmaceutical Sciences |
| Effective Date of Proposed Action | Fall 2023                                             |

### Summary Statement

The purpose of the B.S. in Pharmaceutical Sciences (BSPS) program is to prepare students for targeted industries requiring BS-level pharmaceutical sciences skills in pharmaceutical, biomedical, and other healthcare fields. Pharmaceutical sciences encompass a wide range of sciences that link to the discovery and development of new drugs and therapies to improve people's lives. The BSPS program trains students for diverse positions in industrial, academic, or other research environments within the areas of drug discovery, development, and commercialization. These students will also have the option of completing an internship in the pharmaceutical industry.

The program is also offered as part of an accelerated 3 + 4 program in conjunction with the Doctor of Pharmacy degree (3 years B.S. + 4 years Pharm.D.). The first 3 years of the BSPS program include all prerequisite courses that are required for matriculation into the Pharm.D. program as well as all university core requirements for a B.S. The course work in the fourth year of the BSPS program is synonymous with the course work in the first year of the Pharm.D. program. This allows both degrees to be completed within 7 (3 + 4) years. This will enable Marshall University to have a “pre-pharmacy” program that is housed within the School of Pharmacy. This will facilitate recruitment of students into the Pharm.D. program by allowing us to recruit at the high school level rather than restricting our recruitment efforts to students that have met the 55 credit hours of college prerequisite course work that is required for entry into the Pharm.D. program.

Currently, most students in the Pharm.D. program complete the 55 credit hours of prerequisite coursework at other institutions and then transfer into the Marshall Pharm.D. program. Some of these students successfully complete the first year of the Pharm.D. program and subsequently decide that a career as a pharmacist is not the right career path for them. These students have already completed all coursework that is required in years 1 and 2 of the BSPS program (because these courses are prerequisites for the PharmD program. Thus, the BSPS program will also serve as an “exit ramp” for students that transfer from outside of Marshall into the PharmD program and subsequently decide that the Pharm.D. is not the right career path for them. Transitioning from the Pharm.D. into the BSPS program would enable these students to leave Marshall with an undergraduate degree rather than leaving the university with a lot of debt and no degree. Students exiting the Pharm.D. program will have already completed most of the course work required for BSPS years 1 and 2 (because most of these courses are Pharm.D. prerequisites). Students that successfully complete year 1 of the Pharm.D. program will also have completed year 4 of the BSPS. Thus, they will be able to earn a BSPS with minimal additional course work beyond what they have already completed.

## **1. Program Description**

### **1.1. Program Mission: How does the program's mission support that of Marshall University and the academic college in which the degree program will reside?**

- The mission of our B.S. in Pharmaceutical Sciences program is to develop and prepare undergraduates to become professionals in the rapidly evolving fields associated with pharmaceutical sciences including pharmacy, medicine, nursing, research, drug development, and others. This will be done through intensive coursework encompassing basic and foundational sciences, followed by courses taught by faculty within the Department of Pharmaceutical Sciences such as pharmaceutical chemistry, pharmacology, pharmaceutics, etc. Upper-level students will have opportunities for research or internships to apply knowledge learned from the classroom to the real world. A variety of electives offered from within or outside of the Department will further enhance the depth and breadth of education. We believe that this program will complement other undergraduate and graduate degree programs at Marshall University, in support of its mission. The program will provide undergraduates with more opportunities for health sciences research and enable them to seamlessly transition to the Pharm.D. program. The didactic coursework, laboratories and experiential components are designed to build upon and reinforce each other throughout the curriculum. This allows topics to be presented from different angles, resulting in a deep understanding of how pharmaceutical sciences improves the lives of patients. The seminar and other research activities will illustrate the role of hypothesis development, study design, and data interpretation to address important questions in a rapidly evolving field. Upon graduation, our students will be prepared to enter graduate-level programs at Marshall University or elsewhere in the fields of pharmacy, medicine, nursing or other healthcare and pharmaceutical fields, in addition to industry, research and drug development.

### **1.2. Program Features: Summarize the important features of the program and include a full catalog description. This section should contain:**

#### **1.2.1. Program Learning Outcomes: Indicate, in measurable terms, the knowledge and skills expected of students upon completion of the program.**

- Describe the fundamental principles of foundational and pharmaceutical sciences, while demonstrating critical thinking and problem-solving skills.
- Summarize the basis of common diseases and their associated drug treatments.
- Demonstrate written and verbal communication skills, including evidence-based knowledge of pharmaceutical sciences.
- Apply knowledge and principles of pharmaceutical sciences to generate hypotheses, design experiments using the scientific method, execute

experimental techniques with standard laboratory equipment, statistically analyze and interpret scientific data, and present research.

- Examine the chemical basis of drug discovery and development.
- Outline key areas of research and careers in pharmaceutical sciences.
- Successfully explore and pursue career opportunities, including graduate and/or professional education.

**1.2.2. Additional Program Outcomes: Indicate outcomes the program expects to achieve in addition to student learning. These outcomes may be related to outreach, service, faculty, etc.**

- Recruitment of high school students into the Pharm.D. program through the 3+4 accelerated program. (MUSOP currently cannot recruit directly from high schools because we do not have any undergraduate programs).
- Recruitment of students into pharmaceutical sciences at the high school level.
- Establish valuable collaborations with pharmaceutical companies, resulting in student internships or employment.
- Program income to enhance the School of Pharmacy's fiscal stability and research efforts.

**1.2.3. Admissions and Performance Standards: Describe admissions and performance standards and their relationship to the program's learning outcomes.**

- Prospective students must meet the Marshall University admission requirements. In addition, students shall have a minimum composite ACT score of 21 with a math score of 21, or a minimum SAT composite score of 1060 with a math section score of 530.
- Students that have not met the above requirements may gain admission to the BSPS program by completing all of the requirements below:
  - Completion of MTH 127 or 130 and ENG 101 with a grade of C or higher
  - Completion of at least 15 credit hours of college course work with a GPA of 3.0 or higher
- Enrolled students are required to complete all coursework with a minimum grade of C. Grades of D and F will not be counted toward graduation requirements and must be replaced with a grade of C or higher before graduation.
- Students in the 3+4 accelerated program must complete the first 3 years with an undergraduate overall GPA and a GPA within the major of at least 3.30 in order to be eligible to enter the PharmD program in year 4.
- Students must complete a capstone experience (BSPS 471) consisting of either a research project or internship
- Candidates for graduation from the BSPS program must complete 120 CR of study. Students in the accelerated 3+4 program must complete 138 credit

hours since the university only allows 18 credit hours of graduate level coursework to count toward both the undergraduate and doctoral degrees.

- Students can complete a minor in Pharmaceutical Sciences by completing 14 credit hours of courses with a BSPS course number.

**1.2.4. Program Requirements: Describe course requirements (indicating new courses with asterisks), majors and specializations, credit-hour requirements, research-tool requirements, examination procedures and requirements for a research paper, thesis, or dissertation. Also include field work or similar requirements and any other information that helps to describe the program of study.**

- Degree requirements for the BSPS program include prerequisites courses for admission to U.S. Pharm.D. programs (e.g., biology, chemistry, calculus, physics) including the Pharm.D. program at the Marshall University School of Pharmacy.
- Elective courses enable BSPS students to take courses to meet prerequisite requirements for entrance to specific graduate or professional programs or to pursue coursework in specific areas of interest (e.g., microbiology, molecular biology, cell biology, physics II, biochemistry)
- The core curriculum is comprised of BSPS and PHAR coded courses of 55 credit hours that include:
  - Introductory pharmaceutical sciences courses (BSPS201\* and BSPS202\*)
  - Courses in the six major sub-disciplines including pharmaceutics (PHAR531, PHAR532), pharmaceutical chemistry (PHAR547), pathophysiology (PHAR544), pharmacology (BSPS333\*), Pharmacogenomics (PHAR523), and pharmacokinetics (PHAR 537).
  - Two semesters of a seminar sequence in which students attend research presentations given by guest speakers, faculty, undergraduate, and graduate students (BSPS 442\*)
  - BSPS elective courses [Pharmaceutical Biotechnology (BSPS XXX\*), Methods in Pharmaceutical Chemistry (BSPS XXX\*), Directed Independent Research (BSPS XXX\*), Independent Study (BSPS485\*), Problem Report (BSPS486\*), Special Topics (BSPS499\*)]
  - A capstone research project or internship experience (BSPS447\*).
  - With the exception of BSPS Seminar (BSPS442\*), student performance in BSPS coded courses will be primarily evaluated by examinations, quizzes, and assignments. Select courses will use presentations (BSPS442\*) or written thesis (BSPS471\*) to assess students.
  - ExamSoft will be the platform by which examinations will be administered in BSPS courses. Procedures and requirements for exams will be followed in accordance with School of Pharmacy policy 400.004 "Secure Testing Environment Standards".
  - # Students who decide to only obtain the BSPS degree after the third year, may elect to not take the following courses (PHAR 512, 524, 533,

536, 538, 811) and still earn the undergraduate degree. \*Students may elect to take BSPS 442 in the fall semester of the fourth year instead of the third year.

### **Accelerated 3 year (BSPS) + 4 year (PharmD) Plan of Study**

| Fall, Year 1            |                          |    | Spring, Year 1          |                              |    |
|-------------------------|--------------------------|----|-------------------------|------------------------------|----|
| <a href="#">BSC 120</a> | Biology I (w/ lab)       | 4  | BSC 121                 | Biology II (w/ lab)          | 4  |
| CHM 211                 | Principles of Chem I     | 3  | CHM 212                 | Principles of Chem II        | 3  |
| CHM 217                 | Principles of Chem Lab I | 2  | CHM 218                 | Principles of Chem Lab II    | 2  |
| <a href="#">ENG 101</a> | Beginning Composition    | 3  | ENG 201                 | Advanced Composition         | 3  |
| FYS 100                 | Core I First Yr Sem      | 3  | <a href="#">STA 225</a> | Introductory Statistics (CT) | 3  |
|                         | Social Science Core II   | 3  | ENG201                  | Advanced Composition         | 3  |
|                         | Total                    | 18 |                         | Total                        | 18 |

| Fall, Year 2 |                       |    | Spring, Year 2 |                            |    |
|--------------|-----------------------|----|----------------|----------------------------|----|
| CHM 355      | Organic Chemistry I   | 3  | CHM 356        | Organic Chemistry II       | 3  |
| BSPS 201     | Careers in Pharm Sci* | 2  | CHM 361        | Intro Organic Chm Lab      | 3  |
| BSC 227      | Human Anatomy         | 3  | BSC 228        | Human Physiology           | 3  |
| BSC 227L     | Human Anatomy Lab     | 1  | BSC 228L       | Human Physiology Lab       | 1  |
| MTH 140      | Applied Calculus      | 3  |                | Core II Communication      | 3  |
| BSPS 202     | Intro to Pharm Sci*   | 2  | BSC302         | Principles of Microbiology | 3  |
| PHY 201      | General Physics       | 3  | BSC304         | Microbiology Lab           | 2  |
| PHY 202      | General Physics Lab   | 1  |                |                            |    |
|              |                       |    |                |                            |    |
|              | Total                 | 18 |                | Total                      | 18 |

| Fall, Year 3 |                                                                  |    | Spring, Year 3 |                                                                  |    |
|--------------|------------------------------------------------------------------|----|----------------|------------------------------------------------------------------|----|
|              | Multicultural / Intl req.                                        | 3  |                | Core II: Humanities                                              | 3  |
| BSPS 303     | Drug Regulatory Affairs*                                         | 3  | BSPS 442       | Seminar*                                                         | 1  |
|              | Core II Fine Arts req                                            | 3  | BSPS 471       | Capstone*                                                        | 4  |
| BSPS 442     | Seminar*                                                         | 1  |                | BSPS Elective*                                                   | 3  |
| BSPS ###     | BSPS Elective*                                                   | 3  |                | 300 or 400 level electives chosen from CHM, BSC, or BSPS courses | 3  |
|              | 300 or 400 level electives chosen from CHM, BSC, or BSPS courses | 3  | BSPS 333       | Pharmacology                                                     | 3  |
|              |                                                                  | 16 |                | Total                                                            | 17 |

| Fall, Year 4 |                                                 |   | Spring, Year 4 |                                              |   |
|--------------|-------------------------------------------------|---|----------------|----------------------------------------------|---|
| PHAR 501     | Pharmacy Continuing Professional Development    | 0 | PHAR 502       | Pharmacy Continuing Professional Development | 0 |
| PHAR 512     | Pharmacy Skills 1 <sup>#</sup>                  | 1 | PHAR 523       | Pharmacogenomics                             | 2 |
| PHAR 524     | Drug information and communication <sup>#</sup> | 2 | PHAR 532       | Biopharmaceutics 2                           | 3 |
| PHAR 531     | Biopharmaceutics 1                              | 3 | PHAR 536       | Intro to Pharmacy 2 <sup>#</sup>             | 3 |
| PHAR 533     | Intro to Pharmacy 1 <sup>#</sup>                | 3 | PHAR 537       | Pharmacokinetics                             | 3 |
| PHAR 542     | Immunology and Microbiology                     | 4 | PHAR 538       | Pharmacy Skills Lab 2 <sup>#</sup>           | 3 |

|          |                          |       |          |                                       |       |
|----------|--------------------------|-------|----------|---------------------------------------|-------|
| PHAR 547 | Pharmaceutical Chemistry | 4     | PHAR 544 | Principles of Disease and Drug Action | 4     |
| BSPS 442 | Seminar <sup>±</sup>     | 1     | PHAR 811 | IPPE Community 1 <sup>#</sup>         | 1     |
|          | Total                    | 12-17 |          | Total                                 | 12-19 |

### Conferral of BSPS after year 4

Summer: IPPE Institutional (hospital, 2 weeks) PHAR821 2 credit hours

| Fall, Year 5 (P2) |                                              |              | Spring, Year 5 (P2) |                                              |              |
|-------------------|----------------------------------------------|--------------|---------------------|----------------------------------------------|--------------|
| PHAR 503          | Pharmacy continuing professional development | 0            | PHAR504             | Pharmacy Continuing professional development | 0            |
| PHAR 623          | Patient Safety                               | 2            | PHAR637             | Pharmacy skills lab 4                        | 3            |
| PHAR 636          | Pharmacy skills lab 3                        | 3            | PHAR652             | Therapeutics II cardiology                   | 5            |
| PHAR 635          | Res Methods and Stats                        | 3            | PHAR643             | Therapeutics III Renal / GI / hepatic        | 4            |
| PHAR 641          | Therapeutic I- OTC                           | 4            | PHAR644             | Therapeutics IV endocrine                    | 4            |
| PHAR 662          | Pharmacy Administration                      | 6            |                     | Elective                                     | 2-3          |
| PHAR 813          | IPPE Community                               | 1            |                     |                                              |              |
|                   | Elective                                     | 2-3          |                     |                                              |              |
|                   | <b>Total</b>                                 | <b>21-22</b> |                     | <b>Total</b>                                 | <b>18-19</b> |

Summer: IPPE inpatient Clinical Skills (hospital; 1 week) PHAR816 1 credit hour

| Fall, Year 6 (P3) |                                              |           | Spring, Year 6 (P3) |                                              |           |
|-------------------|----------------------------------------------|-----------|---------------------|----------------------------------------------|-----------|
| PHAR505           | Pharmacy Continuing Professional Development | 0         | PHAR506             | Pharmacy Continuing Professional Development | 0         |
| PHAR433           | Pharmacy Law                                 | 3         | PHAR723             | Therapeutics VI-Special Populations          | 2         |
| PHAR734           | Pharmacy Skills Lab 5                        | 3         | PHAR735             | Therapeutics VII musculoskeletal disorders   | 3         |
| PHAR752           | Therapeutics IV- Neuro                       | 5         | PHAR736             | Pharmacy Skills Lab 6                        | 3         |
| PHAR761           | Therapeutics VI -ID                          | 6         | PHAR743             | Therapeutics VIII Heme Onc                   | 4         |
| PHAR815/817       | IPPE                                         | 1         | PHAR 815/817        | IPPE                                         | 1         |
|                   |                                              |           |                     |                                              |           |
|                   | <b>Total</b>                                 | <b>18</b> |                     | <b>Total</b>                                 | <b>13</b> |

| Year 7 (P4) (May – March) |                                       |   |
|---------------------------|---------------------------------------|---|
| PHAR881                   | APPE1 Adv. In Patient Clinical Skills | 5 |
| PHAR882                   | APPE2 Adv outpatient Clinical Skills  | 5 |
| PHAR883                   | APPE3 Adv Community                   | 5 |
| PHAR884                   | APPE4 Adv Institutional               | 5 |
| PHAR885                   | APPE5 Transitions of Care             | 5 |
| PHAR886                   | APPE6 Diverse Populations             | 5 |
| PHAR887                   | APPE7 elective                        | 5 |
| PHAR887                   | APPE8 elective                        | 5 |

|         |                                |           |
|---------|--------------------------------|-----------|
| PHAR891 | Capstone 1 naplex / law review | 2         |
| PHAR892 | Capstone 2 naplex / law review | 2         |
|         | <b>total</b>                   | <b>44</b> |

### Conferral of PharmD

#### 1.2.5. Program Delivery: Describe any instructional delivery methodologies to be employed, such as compressed video, World Wide Web, etc. Indicate costs associated with distance education or technology-based delivery.

- BSPS coded courses will be delivered in-person in the studio classrooms located in Stephen Kopp Hall. Students will be assigned to groups of 3-5 for lecture discussion and active learning exercises (ALEs). Pre-work reading or video lectures may be given to prepare students on class meeting day topics. Video capture technologies (e.g., Echo 360) will be used to record lectures before or during the meeting. The School of Pharmacy presently utilizes Blackboard to upload PowerPoint slides, assignments, and grades, and Echo 360 is currently used for video recording in the classroom. No additional expenses will be associated with this technology. Quizzes in the form of individual readiness assessment tests (IRATs) and group readiness assessment tests (GRATs) may also be administered on Blackboard.
- Instructional delivery will be in-person. No costs are anticipated for distance education or technology-based delivery.

## 2. Program Need and Justification

### 2.1. Describe the relationship of the program's learning outcomes to the outcomes of the following:

- 2.1.1. Marshall University Baccalaureate Degree Profile, found at [Baccalaureate Degree Profile - Office of Assessment & Quality Initiatives \(marshall.edu\)](https://www.marshall.edu/assessment/baccalaureate-degree-profile)

| BSPS outcomes                                                                                                                                        | Baccalaureate Degree Outcomes                           | Courses                                                                                                                                                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Understand the fundamental principles of foundational and pharmaceutical sciences, while demonstrating critical thinking and problem-solving skills. | <b>Creative Thinking</b><br><b>Integrative Thinking</b> | BSC 120, 121, 227, 227L, 228, 228L<br><br>CHM 211, 212, 217, 218, 355, 356, 361<br><br>MTH 140<br><br>PHY 201, 202<br><br>BSPS 202, 312, 303, 331, 332, 333, |



|                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                           |                                                                                |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                           | 332, 337, 343, 344, 347                                                        |
| Understand the basis of common diseases and their associated drug treatments.                                                                                                                                                                                                    | <b>Integrative Thinking</b>                                                                                                                                                               | BSPS 333<br>PHAR 542, 547, 523, 537, 544                                       |
| Demonstrate written and verbal communication skills, including evidence-based knowledge of pharmaceutical sciences.                                                                                                                                                              | <b>Communication Fluency</b><br><b>Creative Thinking</b><br><b>Information Literacy</b><br><b>Inquiry-based Thinking</b><br><b>Integrative Thinking</b><br><b>Quantitative Thinking</b>   | ENG 101, 200, 201<br><br>CMM 103, 213<br><br>BSPS 342, 442, 447, 471, 485, 486 |
| Apply knowledge and principles of pharmaceutical sciences to generate hypotheses, design experiments using the scientific method, execute experimental techniques with standard laboratory equipment, statistically analyze and interpret scientific data, and present research. | <b>Communication Fluency</b><br><b>Creative Thinking</b><br><b>Information Literacy</b><br><b>Inquiry-based Thinking</b><br><b>Metacognitive Thinking</b><br><b>Quantitative Thinking</b> | BSPS 414, 435, 442                                                             |
| Understand the chemical basis of drug discovery and development.                                                                                                                                                                                                                 | <b>Integrative Thinking</b>                                                                                                                                                               | BSPS 202, 303, 333, 471,<br><br>PHAR 531, 532, 544,                            |
| Have a broad and in-depth understanding of key areas of research and careers in pharmaceutical sciences.                                                                                                                                                                         | <b>Information Literacy</b>                                                                                                                                                               | BSPS 201, 442, 485, 486, 499<br><br>PHAR 524                                   |
| Successfully explore and pursue career objectives, including graduate and/or professional education                                                                                                                                                                              | <b>Information Literacy</b>                                                                                                                                                               | BSPS 201, internship                                                           |
|                                                                                                                                                                                                                                                                                  | <b>Ethical and Civic Thinking</b>                                                                                                                                                         | FYS 100                                                                        |
|                                                                                                                                                                                                                                                                                  | <b>Intercultural Thinking</b>                                                                                                                                                             | MI (multicultural / international)                                             |

**2.1.2.** Marshall's Strategic Vision found at  
<http://www.marshall.edu/president/strategic/>

**Rethink Student Success:** Required courses in Careers and Research Seminars complement the Capstone and Elective offerings to expose students to opportunities in

this rapidly evolving field. Our BSPS program will 1) enhance undergraduates' sense of belonging by associating themselves with the School of Pharmacy, 2) establish the only pharmaceutical sciences bachelor's degree in West Virginia, 3) provide students an opportunity to intern at pharmaceutical companies, and 4) prepare students for exciting careers or postgraduate training in health sciences.

**Identify and address enrollment realities:** With this program, the School of Pharmacy can expand recruiting efforts locally and nationally at the high school level to encourage applications to Marshall University. According to the market analysis conducted by Hanover, regional and national student demand growth rates for pharmaceutical science bachelor's degrees are **above average**. This program would help to increase undergraduate student enrollment and facilitate students applying to the PharmD program at Marshall University.

**Optimize Institutional Success:** The potential increased enrollment from offering the only pharmaceutical sciences program in West Virginia would help to increase tuition revenue.

**Advance Civic and Economic Progress:** Our internship program will open up opportunities for employment following graduation.

**Invigorate Creative and Applied Scholarship:** This program prepares students to undertake scholarly activity with courses in research methods, statistics, ethics and seminar (BSPS 414, 435, 442). In addition, several electives such as a capstone research project, internship, independent study and problem report provide opportunities for students to contribute to an independent research project under the guidance of a faculty mentor (BSPS 447, 471, 485, 486). Several of these research projects may develop into peer-reviewed publications.

**2.1.3.** The statewide master plan, found at <https://www.wvhepc.edu/master-plan-leading-the-way/>

**Access:** This program will help to increase enrollment by offering the only pharmaceutical sciences bachelor's degree in West Virginia. Hanover has determined that the regional and national growth rate for this degree program are **above average**. The School of Pharmacy can expand recruiting efforts at the high school level to encourage applications for this expanding field of study. Eligible students will be encouraged to apply for scholarships to partially negate the financial barriers to education.

**Success:** The School of Pharmacy organizes an undergraduate pre-pharmacy "Living Learning Community" for students interested pursuing pharmacy as a career. This community where students live together in a dorm will be expanded to include Pharmaceutical Sciences majors. The School of Pharmacy provides a mentor that may help with academic advising. Undergraduates in our B.S. program will take courses offered by the Department of Pharmaceutical Sciences starting in year 1 to provide a

foundation for the more advanced courses later on. In addition, our BSPS program will provide students an opportunity to intern at pharmaceutical companies. Students completing the degree will be prepared for exciting careers or postgraduate training in health sciences.

**Impact:** This program prepares students to undertake scholarly activity with courses in research methods, statistics, ethics and research seminar. In addition, several electives such as a capstone research project, internship, independent study, and problem report provide opportunities for students to contribute to an independent research project under the guidance of a faculty mentor. These projects may help to boost research publications and scholarship of our faculty.

## **2.2. Additional items to be described include:**

### **2.2.1. Existing Programs: List similar programs (and their locations) offered by other institutions (public or private) in West Virginia. State why additional programs or locations are desirable.**

- No other public or private universities in the state of West Virginia offer an undergraduate program in pharmaceutical sciences.
- According to the 2022 Hanover Research Analysis, no BSPS degrees were conferred in West Virginia in the past five years.
- A BSPS program will equip students with the foundational knowledge and skills for entry level positions in the pharmaceutical industry or in preparation for master or doctorate degree programs.

### **2.2.2. Program Planning and Development: Indicate the history to date of the development and submission of this program proposal. What resources (e.g., personnel, financial, equipment) have already been invested in this program? What planning activities have supported this proposal?**

- Planning for the BSPS program originated with Dean Blough and Associate Dean Rorabaugh of the School of Pharmacy in spring 2022. Dr. Rorabaugh prepared a program summary, and a market analysis was commissioned. In the summer of 2022, Hanover Research report was presented to Provost Mukherjee and support was given to proceed with development.

In August 2022, Dr. Rorabaugh assembled a planning committee to write the Intent to Plan document for the BSPS program. Members of the committee comprised of Drs. Cynthia Jones (chair), Jeremy McAleer, Ruhul Amin, and Tim Long in the Department of Pharmaceutical Sciences.

The proposal was then forwarded and approved by the Dean of the School of Pharmacy and the school's Curriculum Committee on Monday, September 12, 2022.

- Other than the commissioning cost for the market analysis, no other resources have been invested in the program. The School of Pharmacy is equipped with expert faculty, laboratory facilities and instrumentation, classrooms, and classroom technology to offer the program without an additional investment.

**2.2.3. Clientele and Need: Describe the clientele to be served and state which of their specific needs will be met by the program. Indicate any special characteristics, such as age, vocation, or academic background. Indicate manpower needs, interest on the part of industry, research and other institutions, governmental agencies, or other indicators justifying the need for the program.**

- The clientele to be served with this program are high school graduates who are interested in pursuing a career in the pharmaceutical sciences. This includes pharmaceutical manufacturing, quality control, pharmaceutical sales and marketing, regulatory affairs, and the biotech industry. It will also serve students that are interested in pursuing a B.S. and PharmD in an accelerated program that will save both a year's worth of time and expense in obtaining their PharmD.
- This program will also serve the growing pharmaceutical industry in West Virginia. We have already had several meetings and visits with officials from Truelieve (a major medical cannabis facility located in Huntington that has over 1,000,000 square feet of industrial space for the production of medical cannabis products) and American Medicines Company (a manufacturer of generic solid dosage form pharmaceutical products located in West Virginia).

**2.2.4. Employment Opportunities: Present a factual assessment of the employment opportunities that are likely to be available to program graduates. Include data and references supporting this assessment. Indicate the types and number of jobs for which such a curriculum is appropriate.**

- Hanover Research conducted a program assessment which indicated that there are above average growth rates in employment opportunities in the pharmaceutical sciences at the regional (Southeast region) and national levels.

|                                             | WV    | Southeast | National |
|---------------------------------------------|-------|-----------|----------|
| Estimated Employment (2021)                 | 467   | 24,368    | 149,079  |
| Estimated Employment (2031)                 | 448   | 26,856    | 156,731  |
| Total Annual Openings, Observed Occupations | 37    | 2,449     | 13,975   |
| Employment Growth, Observed Occupations     | -4.1% | 10.2%     | 5.1%     |
| Employment growth, All Occupations          | -8.2% | 7.0%      | 4.3%     |

- Pharmaceutical Sciences graduates seeking employment outside of WV will have ample employment opportunities. Regionally, Medical Scientists are expected to see the most growth (10.4%). In tandem with large employment volumes, graduates of a pharmaceutical science program have the highest chances of ending up as Medical Scientists over related occupations. Drug research continues to evolve in areas such as oncology, cell and gene-based therapy, and immunology with scientists seeking to go beyond just finding treatment to finding cures. According to the Congressional Budget Office, the pharmaceutical industries spent \$83 billion on R&D in 2019. In relation to general labor market indicators, data indicates that graduates looking to find relevant positions within the pharmaceutical sciences sector should be able to do so with relative ease.

Top pharmaceutical science-related occupations include medical scientists, research technicians, pharmaceutical sales representatives, training and development specialists, pharmaceutical chemists, and medical and health services managers. In the last 6 months, there were 397 job postings for pharmaceutical science professionals in the Southeast region. Most positions require a bachelor's degree.

**2.2.5. Program Impact: Describe the impact of this program on other programs that support or are supported by it.**

- This program is expected to increase revenue by attracting new undergraduate students. Importantly, the school of pharmacy is unable to recruit students from high schools because of the PharmD prerequisite requirements. We anticipate that the accelerated 4 + 3 model will increase our recruiting opportunities for both undergraduate and Pharm. D students. This would also increase enrollment in other departments at Marshall (especially Biology and Chemistry departments) that teach some of the coursework in the first two years of the curriculum for this program.

**2.2.6. Cooperative Arrangements: Describe any cooperative arrangements (including clinical affiliations, internship opportunities, personnel exchanges, and equipment sharing) that have been explored.**

- The School of Pharmacy has had preliminary discussions about internship opportunities with Trulieve, a national medical cannabis company that has a 1,000,000 square foot facility here in the Huntington area. We also hope to develop partnerships with the American Medicine Company and Microbiological Consultants, Inc.

**2.2.7. Alternatives to Program Development: Describe any alternatives to the development of this program that have been considered and why they were rejected.**

- We considered developing a masters- level (M.A) online program in addiction science that would provide training in the field of addiction to a broad range of professionals in the social work, medical, legal, and related fields. Upon speaking with several managers of addiction services in the

Huntington area we were advised that there was not a sufficient market for a masters level program in addition and that we should consider an undergraduate degree instead. A market analysis from Hanover also suggested a small market for the online MA program.

### **3. Program Implementation and Projected Resource Requirements.**

- 3.1. Program Administration: The program will be administered by a program director within the Department of Pharmaceutical Sciences. The appointed director will be paid a stipend for their services. No changes to the administrative positions are required to implement the program.
- 3.2. Program Projections: See FORM 1.
- 3.3. Faculty Instructional Requirements: The first two years of course work consist of courses that are already offered through other programs at Marshall. The fourth year consists of graduate level courses that are already offered by the School of Pharmacy. Additional instructional requirements will include teaching of the following courses: Drug Regulatory Affairs (BSPS303), Pharmacology (BSPS333), capstone (BSPS471), and BSPS elective courses. The research seminar course (BSPS442) will be done in conjunction with our current graduate level research seminar (MSPS542). The Department of Pharmaceutical Sciences currently has all of the expertise required to teach these new courses.
- 3.4. Library Resources and Instructional Materials: No new resources are required for this program and no additional library or instructional resources are needed to implement the proposed program. Current institutional resources are sufficient for implementation of the program.
- 3.5. Support Service Requirements: Marshall University and the school of pharmacy have student support services in places where no additional services or resources will be required for the program. The Office of Student Affairs within the school of pharmacy currently provides students with a full spectrum of academic support beginning with first semester mentoring and continuing through graduation by offering a variety of services.
- 3.6. Facilities Requirements: The school has adequate space to accommodate students enrolled in the program. No additional space, remodeling, renovation or special facilities are needed to implement the program.
- 3.7. Operating Resource Requirements: See FORM 2 Attached.
- 3.8. Source of Operating Resources: Indicate the source of operating resource requirements if the service levels are to reach those projected in FORM 1. Describe any institutional plans to reallocate resources to the program in each

year of the five-year period. Describe the supplementary resource needs that are beyond the usual or expected institutional allocations that are derived through the regular budget request process.

**Five Year Projection of Program Size  
(Form 1)**

|                                                                                                      | First<br>Year<br>(2023) | Second<br>Year<br>(2024) | Third<br>Year<br>(2025) | Fourth<br>Year<br>(2026) | Fifth<br>Year<br>(2027) |
|------------------------------------------------------------------------------------------------------|-------------------------|--------------------------|-------------------------|--------------------------|-------------------------|
| <b>Number of Students Served through<br/>Course Offerings of the Program</b>                         |                         |                          |                         |                          |                         |
| Headcount                                                                                            | 1                       | 2                        | 3                       | 4                        | 5                       |
| FTE                                                                                                  | 1                       | 2                        | 3                       | 4                        | 5                       |
| Number of student credit hours generated by<br>courses within the program (entire academic<br>year): | 3                       | 6                        | 9                       | 12                       | 15                      |
| <b>Number of Majors</b>                                                                              |                         |                          |                         |                          |                         |
| Headcount                                                                                            | 2                       | 4                        | 7                       | 11                       | 15                      |
| FTE majors                                                                                           | 2                       | 4                        | 7                       | 11                       | 15                      |
| Number of student credit hours generated<br>by majors in the program (entire academic<br>year):      | 64                      | 120                      | 212                     | 332                      | 454                     |
| Number of degrees to be granted (annual<br>total):                                                   | 0                       | 0                        | 0                       | 2                        | 3                       |

**FIVE-YEAR PROJECTION OF  
TOTAL OPERATING RESOURCES REQUIREMENTS\*  
(Form 2: See attached)**



# Bachelor of Science in Pharmaceutical Sciences

**Accelerated 3 + 4 BS / PharmD**

# Marshall University School of Pharmacy

## Two Departments

Department of Pharmaceutical Sciences (9 faculty)

Department of Pharmacy Practice, Administration and Research (8 faculty)

## Degrees Offered

Doctor of Pharmacy (PharmD)

Master of Science in Pharmaceutical Sciences (MSPS)

MUSOP currently offers no undergraduate degrees

# Challenges to Enrollment

Absence of any undergraduate programs at MUSOP prohibits recruitment from high schools

- can only recruit students that have an undergraduate degree or students that have completed 55 hours of PharmD prerequisite coursework (relatively small pool of candidates)

~15,000 seats for P1 students across the nation. Last year there were ~8,000 applicants across the U.S.A.

Enrollment in MUSOP is highly vulnerable to swings in the PharmD market

# Bachelor of Science in Pharmaceutical Sciences

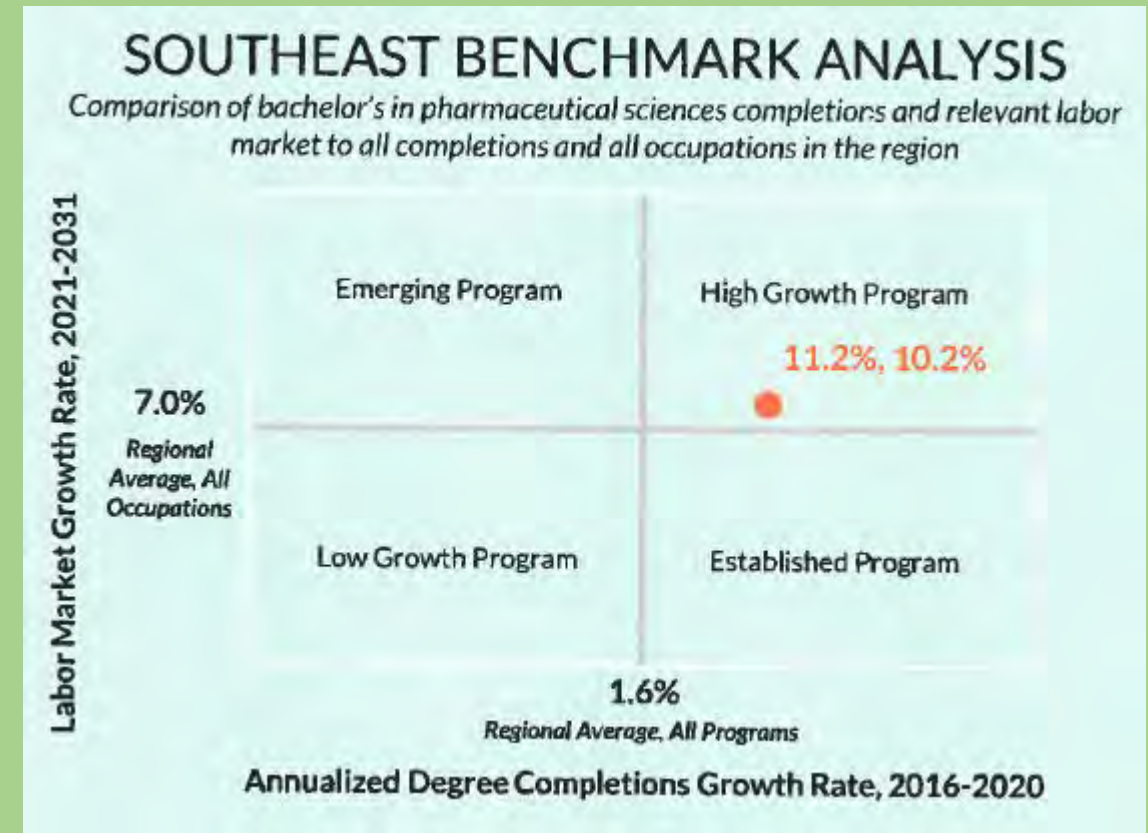
- Enables MUSOP to recruit at high school level
- Provides mechanism for MUSOP to control its own “pre-pharmacy” program
- Provides training for students interested in careers in the pharmaceutical industry, graduate school, careers in health professions
- Seamless transition from BS to PharmD program in an accelerated 7 year format
- Provides “exit ramp” for PharmD students that can’t complete the PharmD.

# Market Analysis (Hanover Report)

Student demand growth rates for BSPS is growing at an “above average” rate both nationally and in the SE region.

Growth at regional and national levels pharmaceutical sciences related occupations is above average.

Medical scientists are expected to grow at a rate of 10.4 %



# Market Analysis

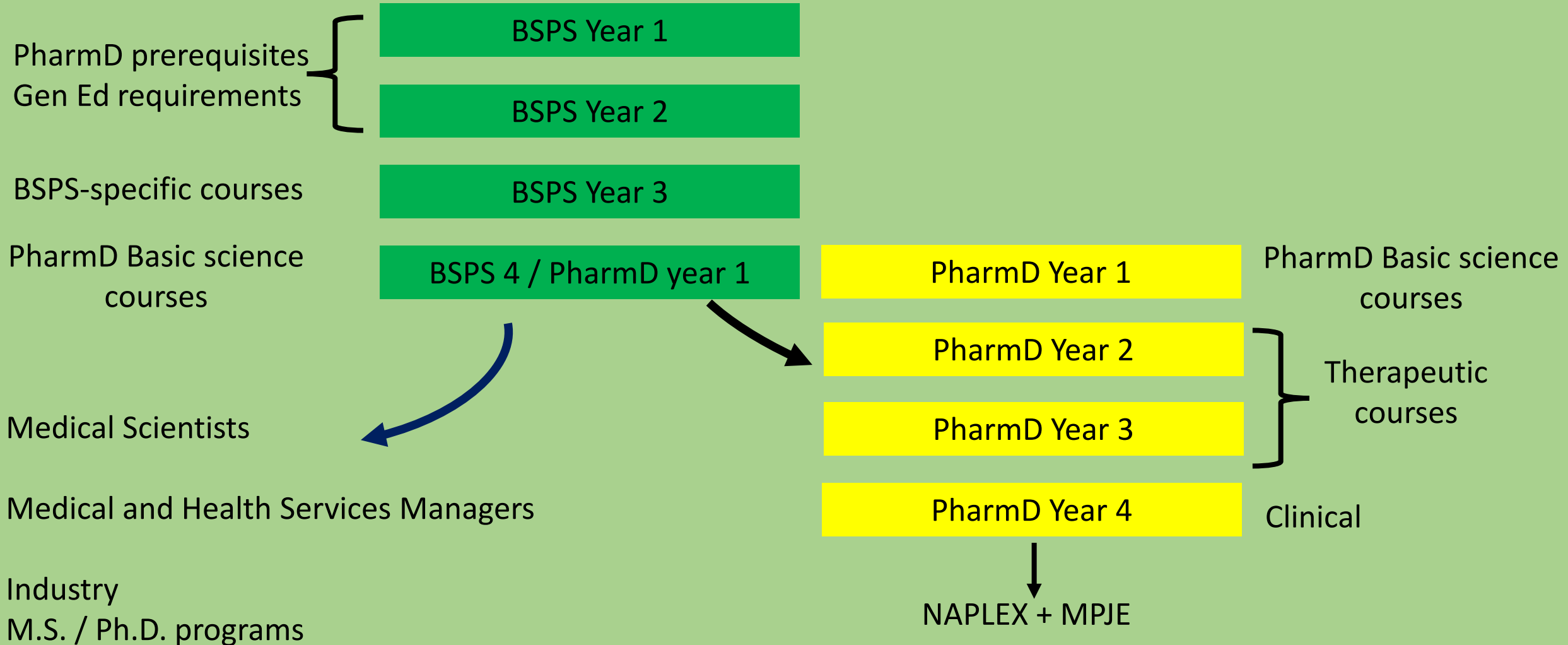
There are no BSPS programs in West Virginia

2016-2020 the number of BSPS conferrals grew faster than the number of programs offered. The Hanover analysis noted that the conditions support a new degree program (estimated growth rate of 11.2 %).

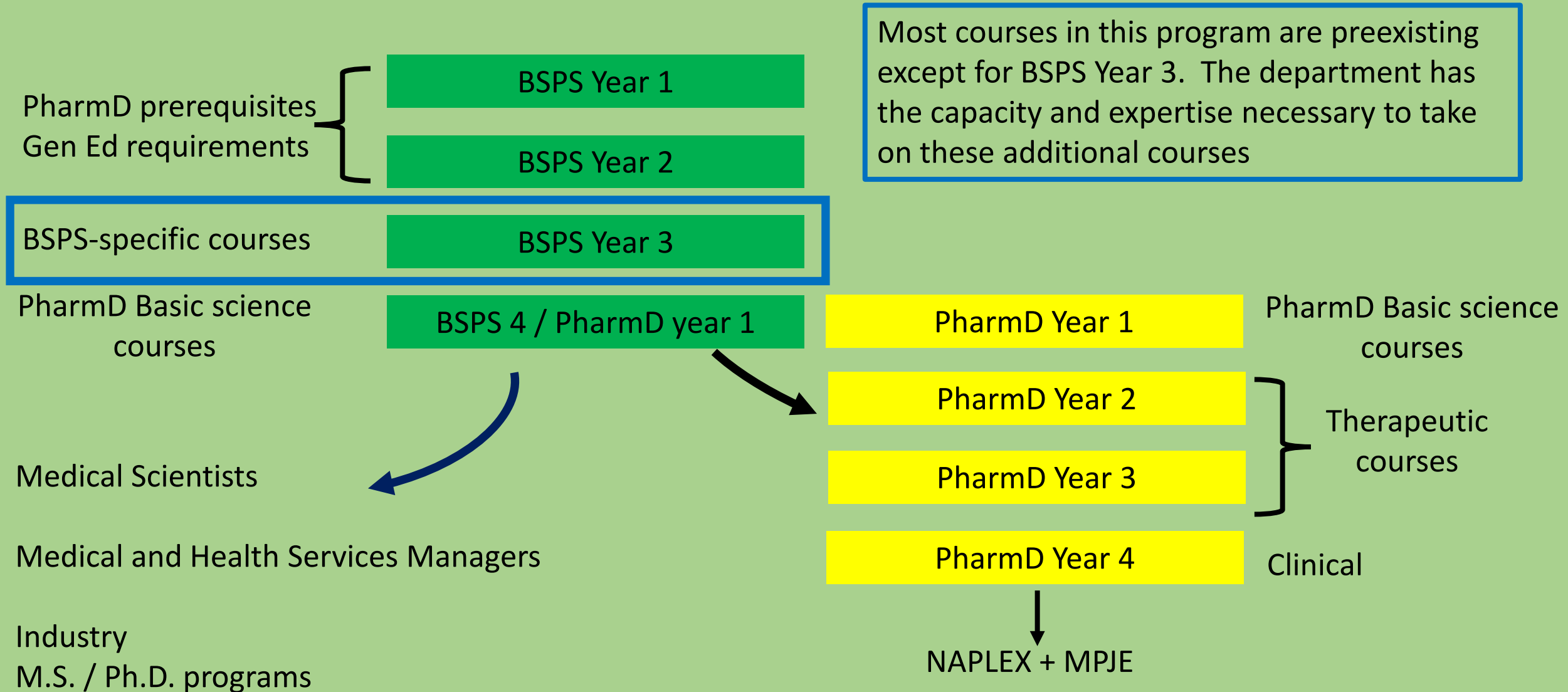
We have already established relationships with two new pharmaceutical companies in West Virginia that can provide jobs and internship opportunities

- American Medicines Company (manufactures solid form generics)
- Trulieve (1,000,000 square foot medical cannabis facility in Huntington)

# Curriculum

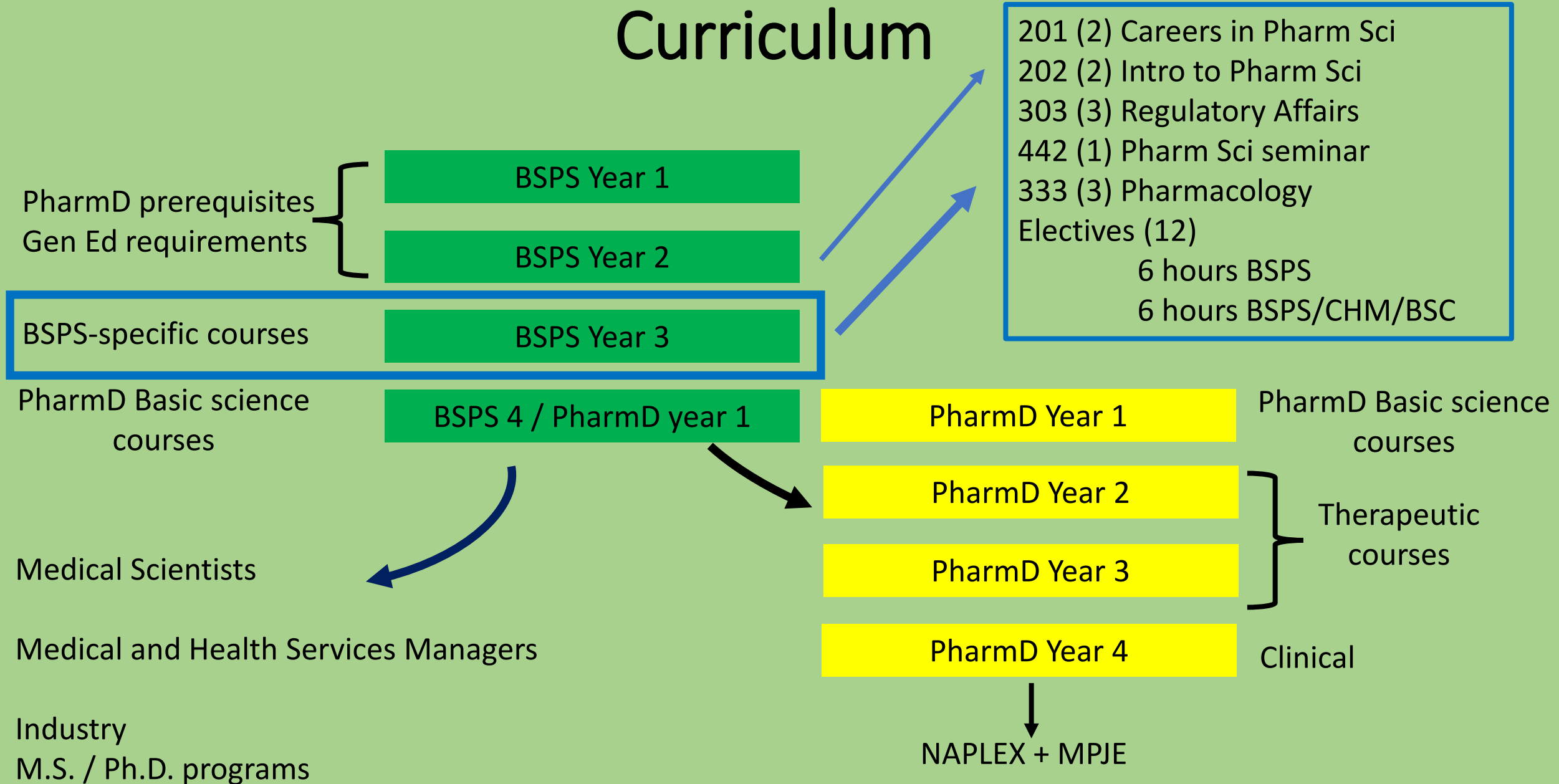


# Curriculum





# Curriculum



# Closing Remarks

The BSPS is a degree that the Department of Pharmaceutical Sciences possesses the expertise to offer with minimal additional financial investment.

Provides MUSOP with the opportunity to recruit students at the undergraduate level.

BSPS provides opportunities for students both as a stand alone degree and as an accelerated path to the BS/PharmD

Provides BS-trained personnel for workforce in new pharmaceutical companies in WV and for the growing market both nationally and in the south east region.

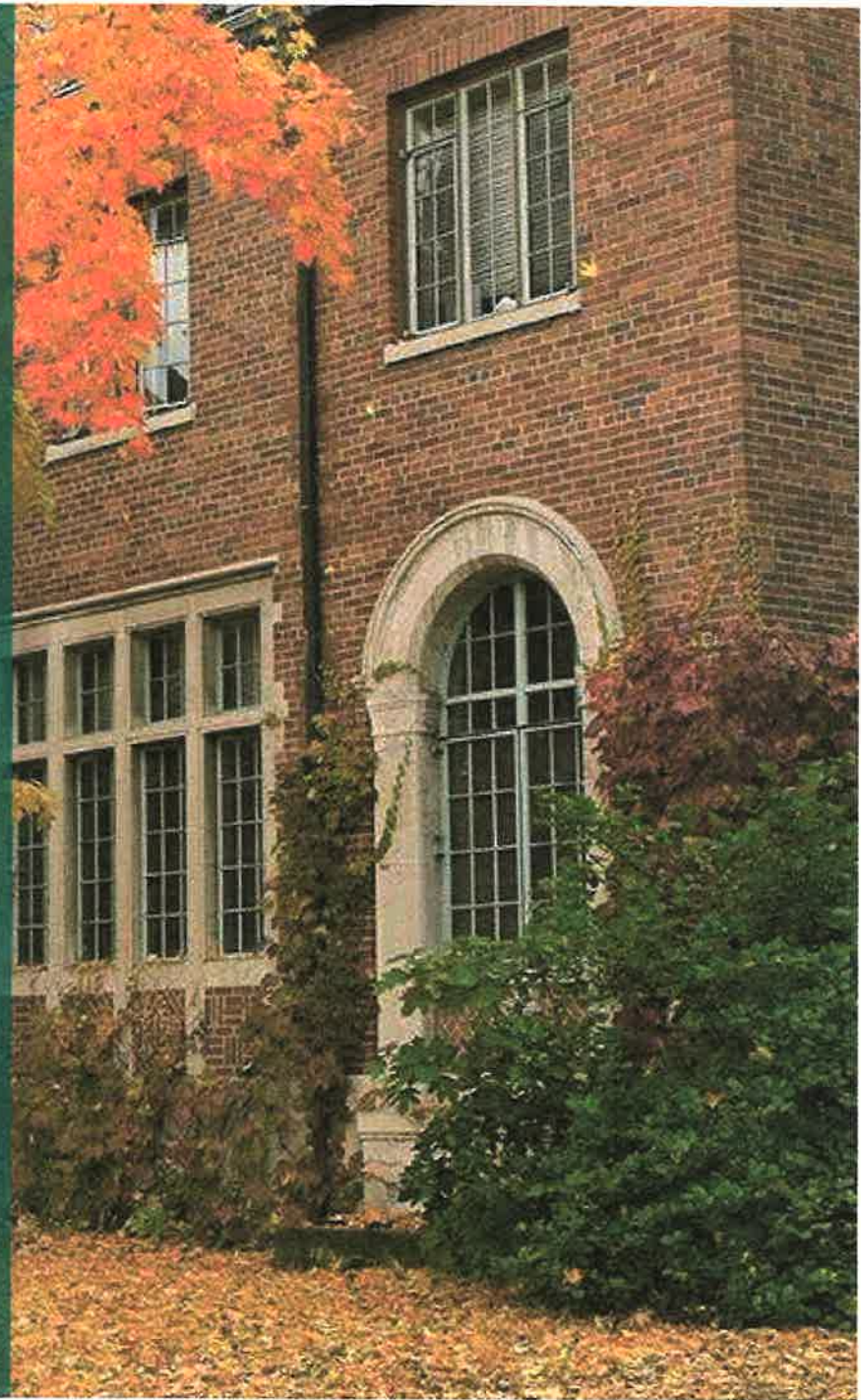




# ACADEMIC PROGRAM ASSESSMENT

Bachelor's In Pharmaceutical  
Sciences  
Prepared for Marshall University  
June 2022

In the following report, Hanover assesses demand for bachelor's degree programs in pharmaceutical sciences, specifically highlighting demand trends within the region. This report includes an examination of student and labor market demand, and an analysis of potential competitor programs.





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**7** / Real-Time Job Postings Analysis

**8** / Competitor Analysis

**9** / Program Trends

**10** / Program Benchmarking

# EXECUTIVE SUMMARY

## RECOMMENDATIONS

Based on an analysis of degree completions, labor market demand, and market competitors, Hanover recommends that Marshall University (Marshall):

### **PROCEED WITH CAUTION WHEN DEVELOPING AN UNDERGRADUATE PHARMACEUTICAL SCIENCES PROGRAM.**

Despite above-average growth rates at the regional and national levels, Hanover recommends that Marshall proceed with caution in launching an undergraduate pharmaceutical sciences program. Conferral volumes are relatively low, suggesting a small market of prospective students. For reference, adjacent pharmaceutical sciences programs, such as biochemistry, have nearly four times the conferral volumes of pharmaceutical sciences in the Southeast. If Marshall were to develop this program, consider dedicating at least one-third of the curriculum to pharmaceutical sciences-related courses and offer multiple opportunities for experiential learning.

### **PURSUE ADDITIONAL RESEARCH TO ASSESS STATE-WIDE STUDENT DEMAND.**

Since student demand data for West Virginia is limited, Marshall should consider conducting additional research, such as a prospective student survey. This exercise would enable Marshall to gauge state-wide student interest in a pharmaceutical sciences program and obtain insight into strategies that will be the most effective in recruiting students to an undergraduate pharmaceutical sciences program at Marshall.



# EXECUTIVE SUMMARY

## KEY FINDINGS

**Both regional and national student demand growth rates for pharmaceutical science bachelor's degrees are above average.** However, no degrees have been conferred in West Virginia in the past five years. Additionally, compared with biochemistry, the number of pharmaceutical sciences conferrals falls on the low side.

**Advancing technology has positively impacted the pharmaceutical sciences industry.** The pharmaceutical industry has benefitted from advancements in technology due to their impact on research in areas such as drug development and terminal illness treatment. Secondary literature suggests that this will be a continued priority for pharmaceutical companies.

**No undergraduate pharmaceutical sciences program reported distance delivery of programs in 2020.** Since pharmaceutical sciences curricula involve laboratory requirements and hands-on learning experiences, programs tend to be resource intensive and more conducive to on-campus learning. Undergraduate pharmaceutical sciences programs do not generally advertise flexible learning options such as online or hybrid delivery or part-time attendance.

**Competitors tend to focus their program marketing on potential career outcomes.** Pharmaceutical science programs advertise employment outcomes that help students discern differences between pharmaceutical sciences degrees and adjacent fields such as pharmacy or biochemistry.

**Eight of the nine benchmarked institutions provide experiential learning opportunities.** Common experiential learning methods include summer internships, study abroad experiences, and volunteer work. This is in addition to standard hands-on learning that is part of the curriculum, such as laboratory work and research-centric courses.

## SOUTHEAST BENCHMARK ANALYSIS

Comparison of bachelor's in pharmaceutical sciences completions and relevant labor market to all completions and all occupations in the region



Annualized Degree Completions Growth Rate, 2016-2020

## FAST FACTS



44

Average number of major credits among competitor programs



379

Number of pharmaceutical sciences-related jobs posted in the Southeast within the past six months



30

Highest volume of conferrals reported by benchmarked programs

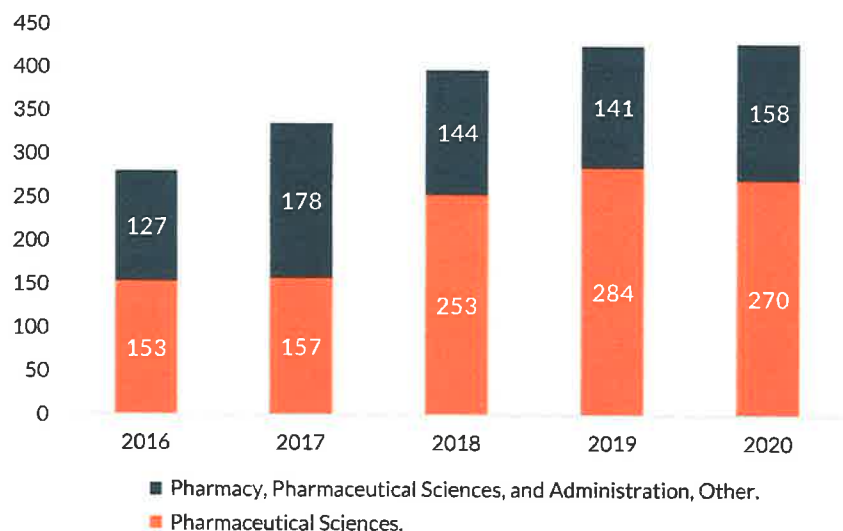


HIGHER EDUCATION

# STUDENT DEMAND ANALYSIS

## SOUTHEAST DEGREE COMPLETIONS

Regional distribution of degree completions from 2016 to 2020



## TOTAL DEGREE COMPLETIONS

Aggregate degree completions by geographic level (2020)

|                                                              | West Virginia | Southeast | National |
|--------------------------------------------------------------|---------------|-----------|----------|
| Pharmaceutical Sciences                                      | 0             | 270       | 1,157    |
| Pharmacy, Pharmaceutical Sciences, and Administration, Other | 0             | 158       | 443      |
| Total Completions, Observed Fields                           | 0             | 428       | 1,600    |
| Growth Rate, Observed Fields                                 | N/A           | 11.2%     | 4.2%     |
| Growth Rate, All Fields                                      | 0.5%          | 1.6%      | 1.5%     |

Source: IPEDS



HIGHER EDUCATION

## ANALYSIS

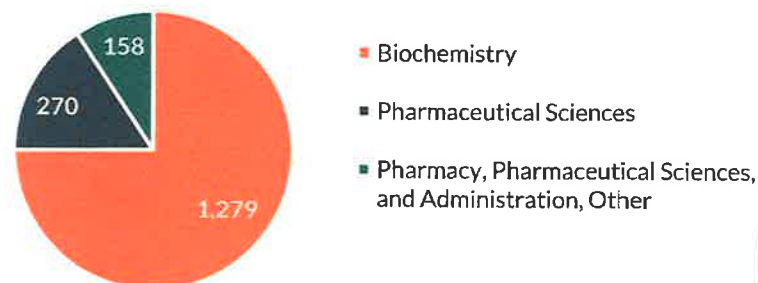
While growth rates are above average, bachelor's degree pharmaceutical science programs' conferral volumes are relatively low. Pharmaceutical sciences conferrals at the bachelor's level fare well in terms of aggregate growth. However, lower conferral volumes suggest a middling student demand for this program. Regionally, only ten institutions offer a pharmaceutical sciences program, which may account for the lower conferral volumes in the Southeast.

Online and distance programs are not a common form of delivery for bachelor's degree pharmaceutical science programs. According to IPEDS, no pharmaceutical sciences program in the United States reported distance delivery in 2020. Since pharmaceutical sciences programs often require students to complete laboratory work at both the prerequisite and major coursework levels, it would be challenging to launch a hybrid or online program.

Conferral data for related bachelor's degree fields suggest lower levels of student demand for pharmaceutical sciences degrees. Significantly larger volumes of biochemistry conferrals in the Southeast indicates that student interest leans towards broader degree fields.

## CONFERRAL DATA COMPARISON

Related degree completions in the Southeast (2020)

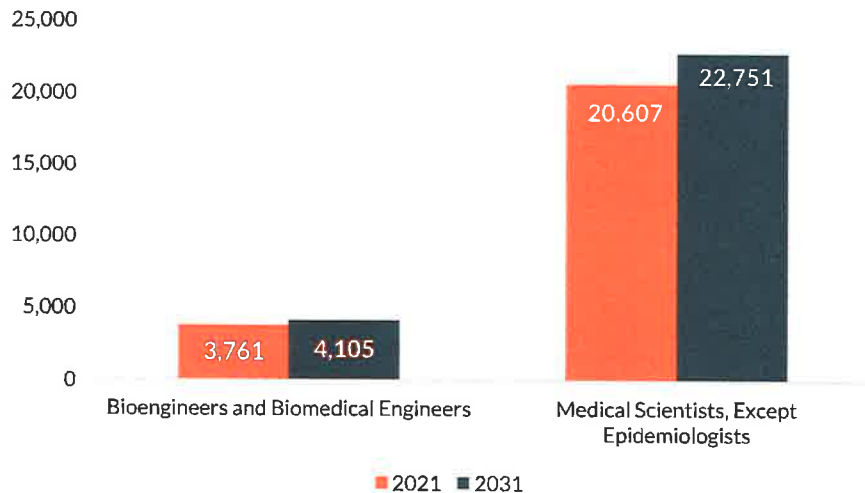




# LABOR MARKET ANALYSIS

## SOUTHEAST CURRENT AND PROJECTED EMPLOYMENT

Regional pharmaceutical sciences-related positions as of 2021 and 2031 (projected)



## TOTAL LABOR MARKET

Aggregate projected employment growth by geographic level

|                                             | West Virginia | Southeast | National |
|---------------------------------------------|---------------|-----------|----------|
| Estimated Employment (2021)                 | 467           | 24,368    | 149,079  |
| Projected Employment (2031)                 | 448           | 26,856    | 156,731  |
| Total Annual Openings, Observed Occupations | 37            | 2,449     | 13,975   |
| Employment Growth, Observed Occupations     | -4.1%         | 10.2%     | 5.1%     |
| Employment Growth, All Occupations          | -8.2%         | 7.0%      | 4.3%     |

Source: [JobsEQ](#)

## ANALYSIS

**Growth at regional and national levels for pharmaceutical sciences-related occupations is above average at all three geographic levels.** However, although there is higher-than-average growth at the state level, data shows a decline in projections for pharmaceutical sciences-related positions over the next decade. Pharmaceutical sciences graduates seeking employment outside of West Virginia will have ample employment opportunities. Regionally, *Medical Scientists* are expected to see the most growth (10.4 percent). In tandem with large employment volumes, graduates of a pharmaceutical sciences program have the highest chances of ending up as *Medical Scientists* over other related occupations.

**Evolving technology has allowed the pharmaceutical industry to delve further into its clinical research.** While the rising use of technology within the pharmaceutical industry has affected pharmacists negatively, pharmaceutical companies find that “digitalization, big data, and artificial intelligence” has given the industry an opportunity to “improve drug development and patient care beyond [just] the treatment of diseases.” Drug research continues to evolve in areas such as oncology, cell and gene therapy, and immunology, with scientists seeking to go beyond just finding treatment to finding cures.

**Funding research for drug development continues to be a priority for pharmaceutical companies.** Research indicates that pharmaceutical companies remain dedicated to attributing significant portions of their budget to research and development. According to the Congressional Budget Office, the pharmaceutical industry spent \$83 billion dollars on research and development in 2019, with this cost also accounting for “rising costs of labor (skilled researchers) and capital (laboratory technologies)” alongside the number of new drugs being produced. In relation to general labor market indicators, data indicates that graduates looking to find relevant positions within the pharmaceutical sciences sector should be able to do so with relative ease.

# REAL-TIME JOB POSTINGS INTELLIGENCE

## TOP PHARMACEUTICAL SCIENCES-RELATED OCCUPATIONS

Pharmaceutical sciences-related positions in the Southeast by occupations.



## TOP CREDENTIALS AND SKILLS

### Top Skills

- Process Development
- Pharmacology
- Manufacturing
- High Pressure Liquid Chromatograph
- Statistical Analysis
- Mathematics
- Molecular Biology
- Presentation

### Top Certifications

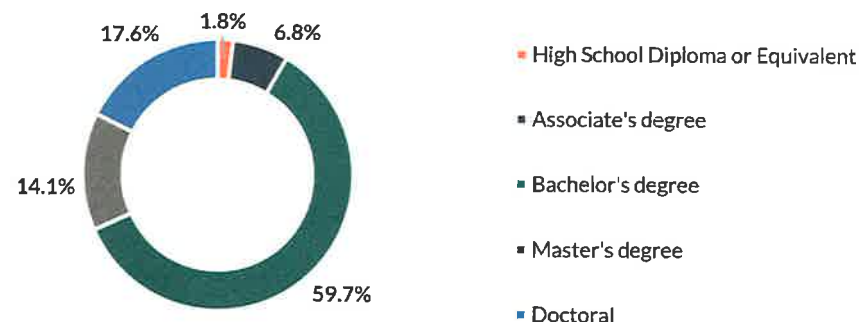
- Certified Quality Engineer
- Project Management Professional
- Certified in Production and Inventory Management
- Certified Pharmacy Technician
- Certified Professional in Supply Management
- Six Sigma Black Belt Certification
- Certified Management Consultant

**Note:** For this analysis, Hanover retrieved job postings data for pharmaceutical sciences-related positions in the Southeast from [JobsEQ](#), a proprietary database providing real-time job postings aggregated from thousands of websites. All data reflect the 180-day period as of June 2022.

## ANALYSIS

In the last six months, there were 397 job postings for pharmaceutical sciences professionals in the Southeast region, with most jobs concentrated within the medical scientist occupation. Most positions require a bachelor's degree, which is a positive for Marshall's prospective program. Marshall should use information from job postings to consider its graduates' prospective employers and the types of skills these employers seek. For instance, Marshall may want to consider partnering with Bristol-Myers Squibb's [Tampa location](#) for summer internship opportunities.

## EDUCATION REQUIREMENTS



Note: 57 listings did not specify educational attainment requirements.

## TOP SOUTHEAST EMPLOYERS

- Bristol-Myers Squibb (40 ads)
- GSK (16 ads)
- Pfizer Inc (12 ads)
- Mayne Pharma (18 ads)
- Alcami Corporation (14 ads)
- University of Kentucky (11 ads)

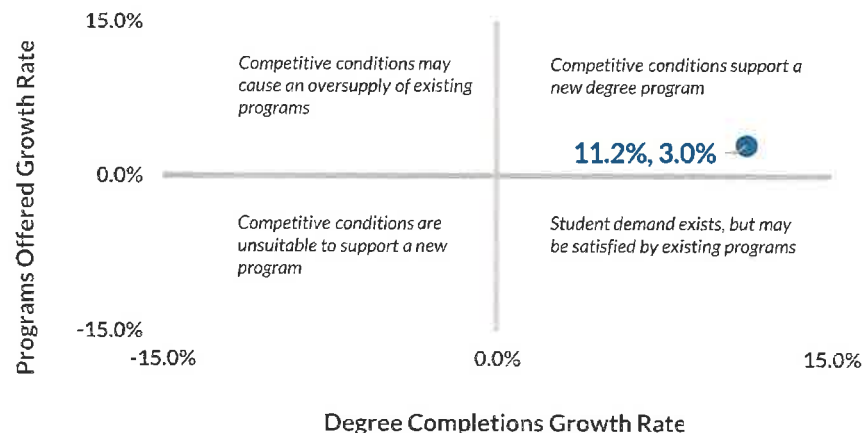
# COMPETITOR ANALYSIS

## ANALYSIS

The regional market supports an additional bachelor's program in pharmaceutical sciences. From 2016 to 2020, the total number of pharmaceutical sciences bachelor's conferrals grew faster than the number of programs offered in the Southeast region. The relationship between degree completions and the rate at which programs are being offered allows for Marshall to consider entering the regional market without concern of oversaturation. Marshall University's key competitor institutions include Samford University, which has the largest volume of degree conferrals amongst institutions in the region. The University of Mississippi comes in a close second. Of the institutions that Hanover benchmarked, the University of Georgia has the largest number of 2020 conferrals (30), with the University of Michigan second with 23.

## SOUTHEAST MARKET SATURATION

Within the region do competitive conditions support an additional pharmaceutical sciences program?



## FIVE LARGEST PROGRAMS IN THE REGION

| Institution                           | 2020 Degree Completions | Completions Growth Rate | State |
|---------------------------------------|-------------------------|-------------------------|-------|
| Samford University                    | 114                     | N/A                     | AL    |
| University of Mississippi             | 105                     | -0.9%                   | MS    |
| University of South Carolina-Columbia | 30                      | 28.5%                   | SC    |
| University of Louisiana at Monroe     | 84                      | N/A                     | LA    |
| University of Georgia                 | 73                      | -5.6%                   | GA    |
| Total                                 | 406                     | 17.6%                   | --    |



# PROGRAM TRENDS

## MAJOR CREDIT REQUIREMENTS

44

Benchmarked pharmaceutical sciences programs require students to complete an average of 44 major credits to earn the degree. When developing a pharmaceutical sciences degree, Marshall should consider dedicating 44-45 credits (or slightly over a third of the coursework) to pharmaceutical sciences coursework.

## CURRICULUM



Reviewed coursework centers around multiple topics, including drug development, pharmaceutical ethics, and technical research skills. Most institutions have students complete a variety of prerequisite courses (e.g., chemistry, biology, statistics) before allowing students to take upper-level pharmaceutical sciences coursework.

## EXPERIENTIAL LEARNING



The majority of competitors provide information on experiential learning opportunities within their programs. The most common form of hands-on learning is summer internships. However, some programs, such as the one offered at The Ohio State University, offer students the opportunity to take up relevant volunteer work or study abroad.

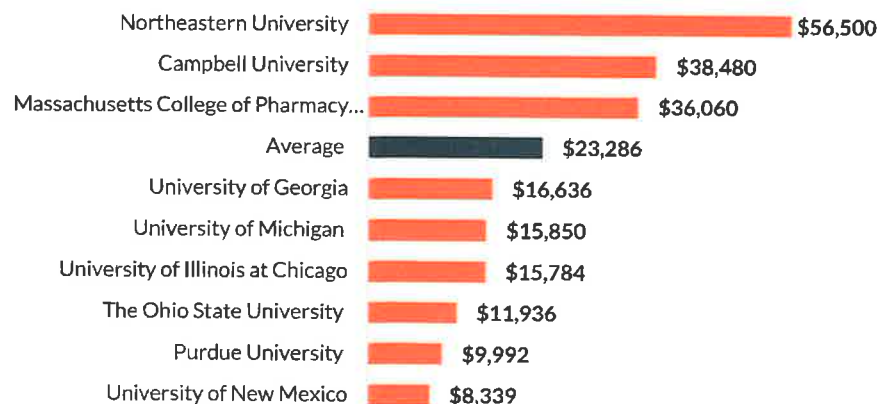
## DELIVERY FORMAT



All nine benchmarked pharmaceutical sciences programs are offered as on-campus programs.

## ANNUAL TUITION

Tuition ranges from \$56,500 at Northeastern University to \$8,339 at the University of New Mexico. Marshall's current \$8,604 annual tuition is positioned competitively, well under the average annual tuition of benchmarked institutions.



Tuition is in-state tuition. Out-of-state tuition can be found starting on page [10](#).

## ADVERTISED INDUSTRY PLACEMENTS



Industrial Pharmacy



Quality Assurance



Regulatory Affairs



Biotechnology Companies



Sales and Marketing



Drug Research and Development



# PROGRAM BENCHMARKING

Hanover chose benchmarked programs by prioritizing the following states: West Virginia, Virginia, Ohio, Pennsylvania, and Maryland.

| Institution                                                         | Program                                       | Delivery Mode | Tuition                                                                                  | Curricular Features                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Experiential Learning                                                                                                                                                                                                                                                 | Career Outlook                                                                                                                                                                                                                                                                                                                                                 |
|---------------------------------------------------------------------|-----------------------------------------------|---------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Campbell University<br>Buies Creek, NC                              | <a href="#">BS in Pharmaceutical Sciences</a> | On-campus     | <a href="#">\$38,480/year</a>                                                            | <a href="#">43.5</a> major credits. Courses <a href="#">include</a> :<br><ul style="list-style-type: none"> <li>• Introduction to Pharmacology</li> <li>• Product and Process Validation</li> <li>• Research in Pharmaceutical Sciences</li> <li>• Industrial Pharmacy</li> </ul>                                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• <a href="#">Senior Internship</a> at sites like: Patheon, Burt's Bees, Purdue Pharma</li> </ul>                                                                                                                              | Alumni of the BSPS hold <a href="#">positions</a> such as:<br><ul style="list-style-type: none"> <li>• Associate Scientist at Biogen IDEC</li> <li>• Senior Scientist at GlaxoSmithKline</li> <li>• Associate Biochemist at Grifols</li> <li>• Project Manager at Patheon</li> </ul>                                                                           |
| Massachusetts College of Pharmacy and Health Sciences<br>Boston, MA | <a href="#">BS in Pharmaceutical Sciences</a> | On-campus     | <a href="#">\$36,060/year</a>                                                            | <a href="#">50</a> major credits. Courses <a href="#">include</a> :<br><ul style="list-style-type: none"> <li>• Biochemistry</li> <li>• Pharmaceutics</li> <li>• Pharmaceutical Technology</li> <li>• Physio-Chemical Properties of Drug Molecules</li> </ul>                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>• Students can take a course in <a href="#">entrepreneurship</a></li> </ul>                                                                                                                                                    | <ul style="list-style-type: none"> <li>• <a href="#">Industrial pharmacy</a></li> </ul>                                                                                                                                                                                                                                                                        |
| Northeastern University<br>Boston, MA                               | <a href="#">BS in Pharmaceutical Sciences</a> | On-campus     | <a href="#">\$56,500/year*</a>                                                           | <a href="#">70</a> major credits. Courses <a href="#">include</a> :<br><ul style="list-style-type: none"> <li>• Biochemistry</li> <li>• Pharmaceutics</li> <li>• Professional Development for Pharmaceutical Sciences Co-op</li> <li>• Research Ethics for Beginning Health Scientists</li> </ul>                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• <a href="#">Year 1 summer</a>: Optional volunteer research experience</li> <li>• <a href="#">Year 2 summer</a>: Co-op/Experiential Learning</li> <li>• <a href="#">Year 3 spring</a>: Co-op/Experiential Learning</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Health professional degree</a> programs and <a href="#">medical school</a></li> <li>• Employment in the <a href="#">pharmaceutical</a> and <a href="#">biotechnology industries</a></li> <li>• Career pathway to <a href="#">government agencies</a> and <a href="#">academic institutions</a></li> </ul> |
| Purdue University<br>West Lafayette, IN                             | <a href="#">BS in Pharmaceutical Sciences</a> | On-campus     | <a href="#">\$9,992/year (in-state)</a><br><a href="#">\$28,794/year (out-of-state)</a>  | <a href="#">45</a> major credits. Courses <a href="#">include</a> :<br><ul style="list-style-type: none"> <li>• Biochemistry for Pharmaceutical Sciences</li> <li>• Immunology</li> <li>• Drug Classes and Mechanisms</li> <li>• Drug Discovery and Development</li> </ul>                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>• <a href="#">Summer internships</a></li> </ul>                                                                                                                                                                                | <ul style="list-style-type: none"> <li>• Entry level positions in the <a href="#">pharmaceutical</a> and <a href="#">biotechnology industry</a></li> <li>• <a href="#">Graduate education</a></li> </ul>                                                                                                                                                       |
| The Ohio State University<br>Columbus, OH                           | <a href="#">BS in Pharmaceutical Sciences</a> | On-campus     | <a href="#">\$11,936/year (in-state)</a><br><a href="#">\$35,019/year (out-of-state)</a> | Students complete the BSPS degree through one of two pathways: <a href="#">Healthcare Professions</a> or <a href="#">Drug Discovery and Development</a><br><br><a href="#">24</a> major credits. Courses <a href="#">include</a> :<br><ul style="list-style-type: none"> <li>• Drug Discovery, Development, and delivery</li> <li>• Biochemistry for Pharmaceutical Sciences</li> <li>• Pharmacoethics: Dilemmas and Decision-Making</li> <li>• Molecules to Medicine</li> </ul> | <ul style="list-style-type: none"> <li>• <a href="#">Study abroad</a></li> <li>• <a href="#">Outreach RX</a>: volunteer group that works to increase access to and proper usage of medications in Columbus</li> </ul>                                                 | <ul style="list-style-type: none"> <li>• <a href="#">Sales and marketing</a></li> <li>• <a href="#">Drug research and development</a></li> <li>• <a href="#">Quality assurance</a></li> <li>• <a href="#">Graduate Education</a></li> </ul>                                                                                                                    |

Source: Institutional Websites (see embedded hyperlinks)

\*Calculated based on two semesters per year

# PROGRAM BENCHMARKING

Hanover chose benchmarked programs by prioritizing the following states: West Virginia, Virginia, Ohio, Pennsylvania, and Maryland.

| Institution                                      | Program                                       | Delivery Mode | Tuition                                                                                                 | Curricular Features                                                                                                                                                                                                                           | Experiential Learning                                                                                                                                                                       | Career Outlook                                                                                                                                                                                                          |
|--------------------------------------------------|-----------------------------------------------|---------------|---------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| University of Georgia<br>Athens, GA              | <a href="#">BS in Pharmaceutical Sciences</a> | On-campus     | First year:<br><a href="#">\$16,636/year (in-state)</a><br><a href="#">\$37,344/year (out-of-state)</a> | <a href="#">46</a> major credits. Courses <a href="#">include</a> :<br>• Introductory Biochemistry and Molecular Biology<br>• Pharmaceutical Techniques<br>• Pharmaceutical Analysis<br>• Pharmaceutical Drug Development                     | • Students must complete at least one experiential learning opportunity including <a href="#">study abroad</a> , <a href="#">service-learning projects</a> , or <a href="#">internships</a> | • <a href="#">Quality Assurance Validation Specialists</a> at Boehringer-Ingelheim<br>• <a href="#">Healthcare industry</a><br>• <a href="#">Pre-professional</a><br>• <a href="#">Medical research</a>                 |
| University of Illinois at Chicago<br>Chicago, IL | <a href="#">BS in Pharmaceutical Sciences</a> | On-campus     | <a href="#">\$15,784/year (in-state)</a><br><a href="#">\$30,392/year (out-of-state)</a>                | <a href="#">50-52</a> major credits. Courses <a href="#">include</a> :<br>• Biochemistry<br>• Pharmaceutics Principles, Drug Delivery Systems, and Calculations<br>• Pharmacy and the US Healthcare System<br>• Fundamentals of Drug Action   | • <a href="#">Undergraduate Research</a> courses                                                                                                                                            | • Employment in pharmaceutical, biomedical, or healthcare sectors<br>• Other industries <a href="#">include</a> : pharmaceutical research, administration, sales, biotechnology, drug manufacturing, regulatory affairs |
| University of Michigan<br>Ann Arbor, MI          | <a href="#">BS in Pharmaceutical Sciences</a> | On-campus     | Lower Division:<br><a href="#">\$15,850/year*</a><br><a href="#">\$52,904/year*</a>                     | <a href="#">24</a> major credits. Courses <a href="#">include</a> :<br>• Biopharmaceutics and Biology of Drug Delivery<br>• Contemporary Research in Pharmaceutical Sciences<br>• Principles of Drug Action<br>• Clinical and Research Ethics | • <a href="#">Faculty research projects</a> at the College of Pharmacy or across the university<br>• <a href="#">Internship</a> opportunities during the summer                             | • <a href="#">Pharmaceutical industry</a><br>• <a href="#">Government and regulatory sectors</a><br>• <a href="#">PhD programs</a><br>• <a href="#">Professional programs</a>                                           |
| University of New Mexico<br>Albuquerque, NM      | <a href="#">BS in Pharmaceutical Sciences</a> | On-campus     | <a href="#">\$8,339/year (in-state)*</a><br><a href="#">\$24,096/year (out-of-state)*</a>               | <a href="#">44</a> major credits. Courses <a href="#">include</a> :<br>• Applied Biochemistry<br>• Physical Pharmacy and Biopharmaceutics<br>• Pharmaceutical Sciences Laboratory Techniques<br>• Quality Control and Regulatory Affairs      | N/A                                                                                                                                                                                         | Students end up at companies such as the <a href="#">following</a> :<br>• Pfizer<br>• Los Alamos National Laboratory<br>• Abbvie<br>• Merck<br>• Emera<br>• Amgen                                                       |

Source: Institutional Websites (see embedded hyperlinks)

\*Calculated based on two semesters per year



HIGHER EDUCATION





## CONTACT

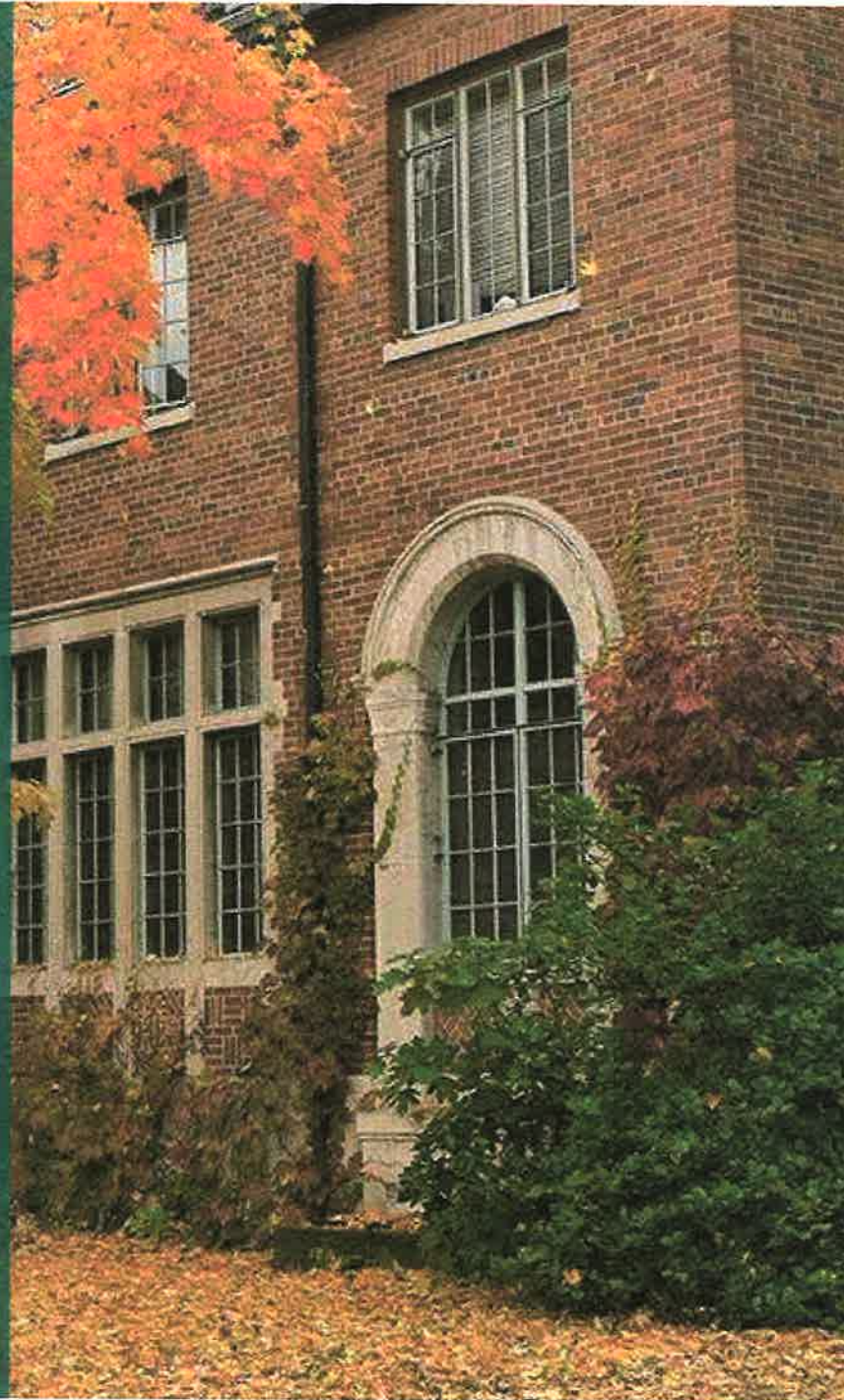
Eve Proper, PhD

*Content Director, Higher Education*

E: [eproper@hanoverresearch.com](mailto:eproper@hanoverresearch.com)

P: 202-978-3019

🌐 [hanoverresearch.com](http://hanoverresearch.com)



### **Assumptions**

Enrollment nationally estimated to be similar to Biochemistry programs per Hanover Research study. Our enrollment projections are based comparatively to MU Biochemistry program. The current total enrollment in the program is 42 students, with an average count of 10.5 students per class. Additionally, this program is labeled a high-growth program with no competitors in the state. As a high-growth program, initial enrollment growth is estimated at approximately 20% every three years in the new enrollees in the first year of the program.

Tuition rate will mirror university undergraduate tuition schedule.

Additionally, based on past circumstances, it is estimated that 2 students per year will transfer from the Pharm.D. program into the BSPS program.

All tuition will come into a single organization from which departments involved will be able to share in the profit based on contributions to program as split by the university.

The School of Pharmacy will oversee the program.

Excess funds at the end of the year will be allocated to the departments involved based on discussion between the President's Office, CFO, Provost's Office and individual Dean's office staff.

University indirect costs were calculated as a starting point based on an estimated cost per student as compared to the Pharm.D. program current estimate.

The SOP is anticipating the creation of several new courses related to this program, but no new courses are expected in other university departments. It is expected that the students in the non-Pharm.D. courses will be filling empty seats in the courses rather than requiring the creation of additional sections. The SOP courses are expected to be taught in load, however overload compensation has been built into pro forma to ensure all costs are included.



| Bachelors of Science, Pharmaceutical Sciences Pro Forma                  |  | FY 2023              | FY 2024              | FY 2025              | FY 2026              | FY 2027              | FY 2028              | FY 2029              | FY 2030              | FY 2031              |
|--------------------------------------------------------------------------|--|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|----------------------|
| FY2024 - FY2031                                                          |  | Year #0<br>7/22-6/23 | Year #1<br>7/23-6/24 | Year #2<br>7/24-6/25 | Year #3<br>7/25-6/26 | Year #4<br>7/26-6/27 | Year #5<br>7/27-6/28 | Year #6<br>7/28-6/29 | Year #7<br>7/29-6/30 | Year #8<br>7/30-6/31 |
| Source Budget                                                            |  |                      |                      |                      |                      |                      |                      |                      |                      |                      |
| BSPS - Tuition                                                           |  |                      | 25,434               | 51,886               | 86,867               | 137,316              | 189,748              | 244,223              | 292,703              | 327,776              |
| School of Pharmacy Start Up (Initial Advertising for Start of Program)   |  | 20,000               | -                    | -                    | -                    | -                    | -                    | -                    | -                    | -                    |
| TOTAL SOURCES                                                            |  | 20,000               | 25,434               | 51,886               | 86,867               | 137,316              | 189,748              | 244,223              | 292,703              | 327,776              |
| Use Budget                                                               |  |                      |                      |                      |                      |                      |                      |                      |                      |                      |
| PROGRAM ADMINISTRATION & FACULTY                                         |  |                      |                      |                      |                      |                      |                      |                      |                      |                      |
| Program Director Stipend                                                 |  |                      | 5,000                | 5,000                | 5,000                | 5,000                | 5,000                | 5,000                | 5,000                | 5,000                |
| Instructional Costs Adjunct/Overload @ \$2000 per credit hour (SOP Rate) |  | \$ 2,000             | -                    | 6,000                | 30,000               | 30,000               | 30,000               | 30,000               | 30,000               | 30,000               |
| Benefits-Faculty Adjunct                                                 |  | 16.44%               | 822                  | 1,808                | 5,754                | 5,754                | 5,754                | 5,754                | 5,754                | 5,754                |
| Contingency Raise Pool (assumed 3%/year)                                 |  | 3.00%                | 25                   | 259                  | 3,477                | 6,695                | 9,913                | 13,131               | 16,349               | 19,567               |
| ANNUAL PROGRAM ADMINISTRATION & FACULTY                                  |  |                      | 5,847                | 13,067               | 44,231               | 47,449               | 50,667               | 53,885               | 57,103               | 60,321               |
| Direct Expenditures                                                      |  |                      |                      |                      |                      |                      |                      |                      |                      |                      |
| Operating Expenses (3% inflation FY25>)                                  |  |                      | 5,000                | 5,150                | 5,305                | 5,464                | 5,628                | 5,796                | 5,970                | 6,149                |
| Pharmaceutical Sciences Lab Supplies (3% inflation FY25>)                |  |                      |                      |                      | 5,000                | 5,150                | 5,305                | 5,464                | 5,628                | 5,796                |
| Marketing Expenses                                                       |  | 20,000               | 10,000               | 10,000               | 10,000               | 10,000               | 10,000               | 10,000               | 10,000               | 10,000               |
| University Indirect Cost for Provided Services (rate as negotiated)      |  |                      | 15,000               | 15,000               | 15,000               | 15,000               | 15,000               | 15,000               | 15,000               | 15,000               |
| ANNUAL OPERATING EXPENSES                                                |  | 20,000               | 30,000               | 30,150               | 35,305               | 35,614               | 35,932               | 36,260               | 36,598               | 36,946               |
| TOTAL USES                                                               |  | 20,000               | 35,847               | 43,217               | 79,536               | 83,063               | 86,599               | 90,145               | 93,701               | 97,267               |
| NET TOTAL BUDGET OF BSPS PRO FORMA                                       |  | -                    | (10,413)             | 8,669                | 7,332                | 54,253               | 103,149              | 154,078              | 199,002              | 230,509              |

**SCHOOL OF PHARMACY PROGRAM BUDGET PRO FORMA**

Sources

YEAR 1      YEAR 2      YEAR 3      YEAR 4      YEAR 5      YEAR 6      YEAR 7      YEAR 8  
 7/22-6/23      7/23-6/24      7/24-6/25      7/25-6/26      7/26-6/27      7/27-6/28      7/28-6/29      7/29-6/30

| SOURCE ESTIMATES            |  |  |        |        |        |         |         |         |         |         |
|-----------------------------|--|--|--------|--------|--------|---------|---------|---------|---------|---------|
| Tuition Fees - Resident     |  |  | 7,190  | 14,668 | 29,924 | 45,786  | 62,272  | 79,400  | 89,089  | 99,132  |
| Tuition Fees - Metro        |  |  | -      | -      | -      | 14,086  | 28,736  | 43,965  | 59,792  | 60,988  |
| Tuition Fees - Non-Resident |  |  | 18,244 | 37,218 | 56,943 | 77,444  | 98,740  | 120,858 | 143,822 | 167,656 |
| <b>TOTAL SOURCES</b>        |  |  | 25,434 | 51,886 | 86,867 | 137,316 | 189,748 | 244,223 | 292,703 | 327,776 |

# BS

yellow indicates a current prerequisite for PharmD program

orange indicates a university requirement

green represents a new course that is not currently taught

Minimum ACT = 21

Year 1

**Fall**

|                              |   |
|------------------------------|---|
| Biology (with lab) I         | 4 |
| General Chemistry (with lab) | 5 |
| First Year seminar           | 4 |
| English composition          | 4 |

17

**Spring**

|                                 |   |
|---------------------------------|---|
| Biology (with lab) II           | 4 |
| General Chemistry (with lab) II | 5 |
| statistics                      | 3 |
| English composition             | 3 |
| fine arts                       | 3 |

18

Year 2

**Fall**

|                          |   |
|--------------------------|---|
| Organic chem I + lab     | 3 |
| social science           | 3 |
| human anatomy (with lab) | 4 |
| calculus                 | 3 |
| multicultural            | 3 |
| Careers in Pharm Sci     | 1 |

17

**Spring**

|                             |   |
|-----------------------------|---|
| Organic Chem II + lab       | 3 |
| human physiology (with lab) | 4 |
| physics (with lab)          | 4 |
| Current Topics in Pharm Sci | 2 |
| humanities                  | 3 |

16

year 3

|                         |   |
|-------------------------|---|
| communication           | 4 |
| microbiology (with lab) | 5 |
| Pharmacology I          | 3 |

12

|                                   |   |
|-----------------------------------|---|
| Pharmacology II                   | 3 |
| Cell Biology or Molecular Biology | 3 |
| Pharm Sci course                  | 3 |
| Pharm Sci course                  | 3 |

12

year 4

**Fall**

|                                   |          |   |
|-----------------------------------|----------|---|
| Biopharmaceutics 1                | PHAR 531 | 3 |
| MSPS seminar                      | MSPS542  | 1 |
| 6 hours 500 / 600 level electives |          | 6 |
| MSPS585 Independent Study         |          | 3 |
| Research outcomes and patiet      | PHAR635  | 3 |

16

**Spring**

|                                       |          |   |
|---------------------------------------|----------|---|
| Biopharmaceutics 2                    | PHAR 532 | 3 |
| Principles of Disease and Drug Action | PHAR 544 | 4 |
| Problem Report                        |          | 3 |
| MSPS seminar                          | MSPS542  | 1 |
| Pharmacogenomics                      | PHAR 523 | 2 |
| Prod Dev by Qual Desgn                | MSPS 632 | 3 |

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**ACADEMIC PLANNING COMMITTEE**  
**RECOMMENDATION**

**SR 22-23-10 APC**

Recommends the approval of the intent to plan a Bachelor of Science in Specialty Agriculture at Marshall University.

**RATIONALE:**

The Intent to Plan document proposing a Bachelor of Science in Specialty Agriculture to be offered by the College of Science at Marshall University was approved by the Academic Planning Committee (APC). APC members believe that the proposed program has the potential to increase academic/employment opportunities for Marshall University students.

The creation of the new undergraduate program is the result of assigning a specific CIP code to an existing major and offering it as a Bachelor of Science degree in the Department of Natural Resources and Environment. The new degree maximizes the use of existing resources at Marshall University. No start-up funds will be required as the major is already offered. Ultimately 1 full-time faculty and 1 adjunct will be required.

The Hanover market research report shows labor demand is expected to grow for specialty agriculture. The targeted students are within a 100-mile radius of Marshall University. The program specializes in teaching low-area high-yield agricultural practices, agribusiness, and resource management. It emphasizes new and emerging technologies for specialty agriculture that will improve agribusiness outcomes for smaller farms characteristic of the region. The APC feels that the program will add to Marshall University's enrollment and provide potential students with a high-quality, education that will enhance their success in a variety of career paths.

**FACULTY SENATE CHAIR:**

APPROVED BY THE  
FACULTY SENATE: \_\_\_\_\_ DATE: \_\_\_\_\_

DISAPPROVED BY THE  
FACULTY SENATE: \_\_\_\_\_ DATE: \_\_\_\_\_

**UNIVERSITY PRESIDENT:**

APPROVED: \_\_\_\_\_ DATE: \_\_\_\_\_

DISAPPROVED: \_\_\_\_\_ DATE: \_\_\_\_\_

**ACADEMIC PLANNING COMMITTEE**  
**RECOMMENDATION**

**SR 22-23-10 APC**

**COMMENTS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

NOTE: Recommendations should be sent to the Faculty Senate office via email. Recommendations longer than one page or those with attachments are to be sent in final format with this as a cover page. Any incomplete recommendations or those requiring extensive formatting changes will be returned to the recording secretary/committee.

Undergraduate Intent to Plan

Bachelor of Science in Specialty Agriculture

Department of Natural Resources and Environment

College of Science

Marshall University

Proposed Implementation Date: Fall 2023

Contact Persons:

Dr. Autumn Starcher  
[starcher29@marshall.edu](mailto:starcher29@marshall.edu)

Dr. Mindy Armstead  
[m.armstead@marshall.edu](mailto:m.armstead@marshall.edu)

September 17, 2022

# **Undergraduate Intent to Plan:**

## **Bachelor of Science in Specialty Agriculture**

### **Brief Summary of Program**

- This Intent to Plan is submitted subsequent to the establishment of a Specialty Agriculture major in the Department of Natural Resources and the Environment in the Fall 2021. Upon realization that the Classification of Instructional Program Code (CIP) for Natural Resources and Agricultures were sufficiently different and may impact marketing, a more specific stand-alone program within the Department of Natural Resources and Environment is requested with the **CIP code 01.9999 Agriculture, Agriculture Operations, and Related Sciences, Other.**
- This Intent to Plan seeks to establish an undergraduate degree program in Specialty Agriculture to provide educational opportunities in agriculture, agribusiness, and natural resource management to students from the economically distressed Appalachian region.
- This program will cover both traditional and sustainable agricultural sciences and will emphasize new and emerging technologies for high yield and specialty agriculture that will improve agribusiness outcomes for smaller farms characteristic of the region.
- The program capitalizes on in-place resources at Marshall University and the global trend toward utilization of sustainable agricultural practices to fulfill our university mission offering high quality, affordable and accessible undergraduate education that contributes to the quality of life in the region.
- Our program, focused on sustainable, high-yield agriculture that can be economically sustainable in mountainous regions and small land areas, will target students from the distressed rural region. The area within 100-mile radius from Marshall University has both low college completion rates as and a high number of small farms. The introduction of technological advances in farming and food production with entrepreneurial and business principles can improve individual and regional economic potential with cascading benefits.
- The attached Academic Program Assessment prepared by Hanover Research (March 2022) finds a favorable demand for graduates from the program in the local labor market and recommends moving forward with the program.

### **Program Description**

The undergraduate Specialty Agriculture program will provide educational opportunities in agriculture, agribusiness, and natural resource management; will cover both traditional and sustainable agricultural sciences; and will emphasize new and emerging technologies for high yield and specialty agriculture that will improve agribusiness outcomes for smaller farms characteristic of the region. Specialty Agriculture in this context refers to sustainable, high-yield agriculture that is economically sustainable in mountainous regions and small land areas. It will include, but is not limited to, the agricultural aspects of greenhouse production, hydroponics, precision farming, urban agriculture, community gardens, and specialty crop production. The concept of Specialty Agriculture includes technological advances improving yield as well as business and marketing practices supporting the small farmer.

Advances in urban agriculture, hydroponics, high-yield production, year-round production and other aspects of technology in food production have not been widely introduced in the rural areas of the Appalachian region. This area, traditionally undereducated, poor and unwilling or unable to travel great distances for educational opportunities, offers a unique educational challenge. Through the development of the Specialty Agriculture baccalaureate degree program focusing on the unique challenges of the region with respect to agriculture and agribusiness, we can lead the region to a more prosperous future while also contributing to the development of a

healthy, sustainable food supply for the region. Globally, small farms are being transformed into powerhouses as the world is turning to sustainable farming practices. This combination of events offers a unique opportunity for the region to transition to sustainable economic development in specialty agriculture. As the limitations of large farms and “big agriculture” become more apparent, this model for education in sustainable regional agriculture can be more broadly applied for educating a diverse and qualified workforce in other regions as well. This is the rationale for introducing the Specialty Agriculture Program at Marshall University. As described below, the specifics of such a program are complementary to in-place university programs and facilities, and a Specialty Agriculture major has already moved through the university approval process. This major was launched in Fall 2021 semester with 7 students entering the major despite our inability to market the launch as planned due to Covid-19.

Having already surveyed the faculty expertise and courses offered, we find that much of the expertise and curriculum for a specialty agriculture baccalaureate degree is already in place at Marshall University. All of the core academic requirements are in place including the sciences such as biology, geology, chemistry, and physics necessary for building a STEM program such as agriculture. Closely tied with agriculture and including sustainability, our Department of Natural Resources and the Environment includes courses on resource management, terrestrial systems, technology foundations, instrumentation, statistics and natural resource management. Our Biology Department offers supporting courses in plant physiology, ecology and taxonomy, as well as general ecology, conservation, and genetics. The Departments of Economics, Management and Marketing offer expertise in small business management, human resources, entrepreneurship, leadership and many aspects of sustainability. Prior to the major’s approval in summer 2020, faculty and course offerings needed to only be complemented with a few agriculture courses to meet the needs of the program. Examples of new courses developed include introduction to agriculture, soil science, horticulture, agricultural entomology, animal production, and sustainable agriculture. Additional specialty topics will be developed to meet the educational and career needs of the students as university facilities and resources, as well as regional partnerships, grow. Specific course additions are described in the “Curriculum” section below. Additionally, collaborations with referenced departments and permissions for course inclusions in the specialty agriculture curriculum were developed and approved previously when the major was added.

The target audience for this degree is students in West Virginia, Ohio, and Kentucky within a 100-mile radius from campus with an interest in pursuing a degree in agriculture but who were unlikely to travel to larger agricultural schools in West Virginia and surrounding states due to their current ties to the land. This is consistent with the current student body – 87% of Marshall students are from within West Virginia or within a 100-mile radius of the school. These areas are considered distressed or at risk in terms of economic opportunities, and there are many small farms in this region struggling to make ends meet (Appalachian Regional Commission, 2018). Additionally, these areas have abysmal college completion rates, many at a fraction of the national average (Appalachian Regional Commission, 2018). The low college completion rates from the distressed rural areas, coupled with the number of farms in those areas, speaks to the poor participation of these individuals in post-secondary education in general and in the food, agriculture, natural resources, and human (FANH) sciences specifically. There are two types of potential students who could benefit from our proposed program. Some graduating seniors are already involved in agriculture through family endeavors. These individuals may not have the opportunity to move hours from home to pursue post-secondary education but would benefit from additional knowledge in agriculture, agribusiness, technology, and other opportunities to enhance and grow a struggling farm. The second potential student opportunity is retraining and redeveloping the workforce from the natural resource extraction industry to one of sustainable economic development through agriculture and natural resource management. For these persons, who have ties to the region but little or no experience with FANH sciences, our proposed program offers improvements to their own quality of life and brings economic opportunity to an impoverished region where they choose to live. Serving the needs of these students and fulfilling the mission of Marshall University, to offer high quality, affordable and accessible undergraduate education that contributes to the quality of life in the region, are the goals of this program addition.

### **Program Mission:**



The mission of the Specialty Agriculture Program is to expand educational opportunities in agricultural and management techniques, based on scientific and technological advances, which improve agricultural yields and small farmer success in the impoverished Appalachian Region. These realized benefits will improve regional conditions including ecological, economic, nutrition and overall quality of life. The purpose of this program directly supports Marshall University's mission to offer a wide range of high quality, affordable, and accessible undergraduate programs that prepares to students to think, learn, work and live in an evolving global society. Our department's applied and integrated teaching/learning philosophy facilitates critical thinking and translation of academic experiences to real-world applications directly supporting the College of Science mission to develop scientific and technologically trained students essential to our nation's health and prosperity in a changing world. The proposed program meets this goal, and the university's mission for preparing students for a global society as sustainable agriculture becomes a global initiative. Further, the proposed program will improve the quality of life in the community and the region by providing increased nutritional availability in a demonstrated food desert and improving economic opportunities and outcomes.

## **Program Features**

### **Program Catalog Description and Curriculum**

Specialty Agriculture in this context refers to sustainable, high-yield agriculture that can be economically sustainable in mountainous regions and small land areas. The Bachelor of Science in Specialty Agriculture provides educational opportunities in agriculture, agribusiness, and agrotourism, covering both traditional and sustainable agricultural sciences. New and emerging technologies for high yield and specialty agriculture are emphasized, as they will improve agribusiness outcomes for smaller farms that are characteristic of the region. Focus of the major includes, but is not limited to, the agricultural aspects of greenhouse production, hydroponics, precision farming, urban agriculture, community gardens, and specialty crop production.

### **Program Learning Outcomes**

Consistent with NRE's learning objectives, Specialty Agriculture's learning targets are developed from both general and discipline specific activities as shown in Table 1. The approved departmental learning objectives are initially assessed in the required critical thinking course NRE 120 Discussions in Environmental Science by project evaluation consistent with the department's experiential learning focus. A Specialty Agriculture's discipline specific learning objective will be assessed in NRE 200 Introduction to Agriculture utilizing course assignments and exams. The secondary assessments for NRE Learning Outcomes are evaluated upon program completion in the capstone courses NRE 470 and NRE 490 utilizing in-class assignments, journal entries, and the final project and presentation. The secondary assessment endpoint for the Specialty Agriculture program will be evaluated in NRE 402 Sustainable Agriculture and in the required culminating internship experience. Evaluation will be made through a project which demonstrates both traits of Technology and Information Aptitude and Problem-Solving and Decision-Making Skills. Specific measurement goals and expectations are defined in Table 1 with the expectation that 70% of students will meet Capstone status upon completion of the program.

**Additional Program Outcomes: Indicate outcomes the program expects to achieve in addition to student learning. These outcomes may be related to outreach, service, faculty, etc.**

Marshall University received Non-Land Grant College of Agriculture certification through National Institute for Food and Agriculture (NIFA) in October 2020 through the addition of the Specialty Agriculture major earlier in the year. This certification opens up additional funding opportunities to the university through NIFA capacity building grants specifically for NLGCA institutions. This funding can be utilized for educational, research, and outreach opportunities. NRE has already leveraged this status to apply for an NLGCA grant with community partners including the MU Sustainability Department, Robert C. Byrd Institute, Coalfield Development's Refresh Appalachia, and Southern WV Community and Technical College.

Outreach and experiential learning are key components of the program as well. Several of the new courses developed specifically for the major require service experiences at local and regional agricultural enterprises and organizations. With the leadership of community partner Unlimited Futures, Inc., NRE and the MU Sustainability Department have also secured funding for training and certification in composting for three faculty/staff within these organizations. Their training can be used to provide educational opportunities for students at the new compost facility at University Heights and outreach opportunities for students within the Fairfield community's newly developed urban gardening programs.

## Admissions and Performance Standards

Students must meet university and College of Science admission standards; there are no additional requirements for the major. Students may be enrolled full-time or part-time for completion of degree requirements. Upon admission to the program, it is expected that students will meet Introductory performance levels.

## Program Requirements

Curriculum of the Specialty Agriculture Program is shown below. Specific features of the program include the diversity of specification available to students utilizing in-place resources at Marshall University. This strategy maximizes course delivery efficiency and student learning potential. Courses specific to the program are indicated with an asterisks. They have already been approved by the University Curriculum Committee and developed per the adoption of the Specialty Agriculture major which is being transitioned to a program.

## Curriculum

|                                                                                                                                                                   |             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|
| General Education.....                                                                                                                                            | 30 hours    |
| Core I                                                                                                                                                            |             |
| FYS 100 – First Year Seminar (3)                                                                                                                                  |             |
| Critical Thinking (6) – Requirement is met by NRE Core Courses NRE 120 – Discussion in Environmental Science and NRE 220 – Human Dimensions of Natural Resources. |             |
| Core II                                                                                                                                                           |             |
| ENG 101 – Beginning Composition (3)                                                                                                                               |             |
| ENG 201 – Advanced Composition (3)                                                                                                                                |             |
| CMM 103 – Fundamentals of Speech Communication (3)                                                                                                                |             |
| Core II Math (3 hours) – Requirement is met by NRE Core Course MTH 140 – Applied Calculus or MTH 229 – Calculus with Analytic Geometry I                          |             |
| Core II Humanities (3 hours)                                                                                                                                      |             |
| Core II Social Science (3 hours) – Students are recommended to take GEO 222 – Global Environmental Issues to meet this requirement.                               |             |
| Core II Fine Arts (3 hours)                                                                                                                                       |             |
| Core II Physical/Natural Science (3 hours) – Requirement is met by major-specific requirement BSC 120 – Principles of Biology I.                                  |             |
| Additional University Requirements                                                                                                                                |             |
| Writing Intensive (6 hours) – Students are recommended to take GEO 222 – Global Environmental Issues to meet 3 hours of this requirement.                         |             |
| Multicultural or International (3 hours) – Students are recommended to take GEO 222 –Global Environmental Issues to meet this requirement.                        |             |
| Department Requirements.....                                                                                                                                      | 22-24 hours |
| IST 150 – Spreadsheet and Database Principles (3)                                                                                                                 |             |
| MTH 140 – Applied Calculus (3) or MTH 229 – Calculus with Analytic Geometry I (5)                                                                                 |             |
| NRE 120 – Discussion in Environmental Science (3)                                                                                                                 |             |

NRE 220 – Human Dimensions of Natural Resources (3)  
 NRE 490 – Environmental Science/Natural Resources and Recreation Management Capstone Preparation (3)  
 NRE 470 – Environmental Science Internship (3) or NRE 491 – Environmental Science Senior Capstone (3)  
 NRRM 200 – Analytical Methods: Statistics (4)

Major-Specific Requirements.....54 hours

BSC 120 – Principles of Biology I (4)  
 BSC 121 – Principles of Biology II (4)  
 CHM 211 – Principles of Chemistry I (3)  
 CHM 212 – Principles of Chemistry II (3)  
 CHM 217 – Principles of Chemistry I Lab (2)  
 CHM 218 – Principles of Chemistry II Lab (2)  
 ENT 360 – Introduction to Entrepreneurship (3)  
 MGT 320 – Principles in Management (3)  
 NRE 322 – Assessment I: Terrestrial Ecosystems (4)  
 NRE 323 – Assessment II: Aquatic Ecosystems (4)  
 NRE 200 - Introduction to Agriculture (3)  
 NRE 300 - Principles of Soil Science (3)  
 NRE 301 - Principles of Soil Science Lab (2)  
 NRE 302 - Animal Production (3)  
 NRE 401 - Horticulture (4)  
 NRE 402 - Sustainable Agriculture (3)  
 NRE 403 - Agricultural Entomology (4)

Major-Specific Electives.....12-14 hours

In consultation with the NRE/COS advisors, students will select electives from Marshall University offerings best suited to prepare students to apply for the following fields or professional credentials: nutrient management certification, outreach and education, agritourism, agribusiness, soil science professional, soil health, food security, animal production, and crop production. The student will select these electives in consultation with NRE/COS advisors to reach to 120 credit hours required for graduation. Additional electives may be used to satisfy general education requirements (e.g., writing intensive). A minimum of 40 hours must be 300-400 level courses. Below is a list of courses that could be considered; however, the list is not exhaustive and other courses can be considered based on consultation between the student and NRE/COS advisors.

#### *Nutrient Management*

GEO 101 – Physical Geography (4)  
 GEO 222 – Global and Environmental Issues (3)  
 GLY 455 – Hydrogeology (3)  
 NRE 423 – GIS and Data Systems (3)  
 NRE 425 – Water Policy and Regulation (3)  
 NRE 400 - Soil Fertility/Plant Nutrition (4)

#### *Soil Health / Soil Science*

BSC 320 – Principles of Ecology (4)  
 BSC 445 – Microbial Ecology (3)  
 BSC 446 – Microbial Ecology Lab (2)  
 GEO 101 – Physical Geography (4)  
 GLY 200 – Physical Geology (3)  
 GLY 314 – Mineralogy (4)  
 GLY 455 – Hydrogeology (3)

NRE 423 – GIS and Data Systems (3)  
NRE 400 - Soil Fertility/Plant Nutrition (4)

*Food Security*

DTS 202 – Introduction to Foods (4)  
DTS 210 – Nutrition (3)  
DTS 301 – Foodservice Safety and Systems Management I (4)  
DTS 302 – Foodservice Safety and Systems Management II (4)  
DTS 410 – Cross-Cultural Foods (3)  
GEO 222 – Global and Environmental Issues (3)  
HST 390 – Food in World History (3)  
HST 392 – Food Markets and Modernity (3)

*Animal Production*

BSC 301 – Vertebrate Embryology (4)  
BSC 302 – Principles of Microbiology (3)  
BSC 320 – Principles of Ecology (4)  
BSC 322 – Principles of Cell Biology (4)  
BSC 324 – Principles of Genetics (4)  
BSC 401 – Ichthyology (4)  
BSC 408 – Ornithology (4)  
BSC 409 – Mammalogy (4)  
BSC 422 – Animal Physiology (4)  
BSC 424 – Animal Parasitology (4)  
GEO 222 – Global and Environmental Issues (3)  
HST 392 – Food Markets and Modernity (3)  
NRE 425 – Water Policy and Regulation (3)

*Crop Production*

BSC 302 – Principles of Microbiology (3)  
BSC 320 – Principles of Ecology (4)  
BSC 322 – Principles of Cell Biology (4)  
BSC 324 – Principles of Genetics (4)  
BSC 416 – Plant Taxonomy (4)  
BSC 420 – Plant Physiology (3)  
BSC 430 – Plant Ecology (4)  
GEO 222 – Global and Environmental Issues (3)  
HST 392 – Food Markets and Modernity (3)  
NRE 425 – Water Policy and Regulation (3)  
NRE 400 - Soil Fertility/Plant Nutrition (4)

*Agritourism*

ENT 220 – Creativity and Innovation (3)  
MGT 231 – Principles of Selling (3)  
MGT 340 – Marketing Concepts and Applications (3)  
NRRM 360 – Tourism Planning and Management (3)  
NRRM 362 – Ecotourism and Sustainable Development (3)

*Education and Outreach*

CI 248 – Introduction to Science for Elementary Educators (3)  
EDF 201 – Educational Psychology and the Developing Learner (3)  
GEO 222 – Global and Environmental Issues (3)  
NRRM 231 – Nature Study (3)  
NRRM 310 - Environmental Interpretation (3)  
NRRM 311 – Introduction to Environmental Education (3)

*Agribusiness*

DTS 202 – Introduction to Foods (4)

HST 390 – Food Markets and Modernity (3)  
MGT 231 – Principles of Selling (3)  
MGT 340 – Marketing Concepts and Applications (3)

Courses added specifically for the Specialty Agriculture major include NRE 200 Introduction to Agriculture, NRE 300 Principles of Soil Science, NRE 301 Principles of Soil Science Lab, NRE 302 Animal Production, NRE 400 Soil Fertility/Plant Nutrition, NRE 401 Horticulture, NRE 402 Sustainable Agriculture, and NRE 403 Agricultural Entomology.

### **Program Delivery**

Instructional delivery will be consistent with NRE's experiential learning focus and will include face-to-face lecture, laboratory, and internship/field experiences at campus greenhouses, University Heights facilities, and off-site with local and regional agricultural partners. Instruction will take place on campus in College of Science classrooms and laboratory space including: Science Building and Greenhouse, Weisburg Applied Engineering Complex, Smith Hall, Harris Hall, Morrow Library or other buildings as assigned. Additional experiential learning opportunities will be completed at Marshall University's University Heights facility located on Route 60 East approximately 4.5 miles from the main campus. An internship is required for completion of the program. The internship can be completed on-site at MU's University Heights facility or with external facilities, such as West Edge Factory/Coalfield Development facility or other approved facilities.

### **Program Need and Justification.**

Introduction of a Specialty Agriculture program is directly responsive to Marshall University's Mission to contribute to the quality of life in the community, region and beyond through applied research, economic development, healthcare and cultural enrichment, and the College of Science mission to provide scientifically and technologically trained students essential to our nation's health and prosperity. The impoverished region surrounding our university has been identified as a food desert by the USDA which is a region that lacks access to fresh fruit and vegetables and other healthy nutritional alternatives. Education is needed to support agriculture and agribusiness to provide food and economic opportunity for this region.

Both the Specialty Agriculture Program and the NRE department's learning outcomes specifically align with the learning outcomes advanced by Marshall University's Baccalaureate Degree Profile as described in Table 2 which shows the relationship of each university Learning Objectives to those of the department and the program. Marshall University's Strategic Vision includes 5 Pillars, each of which is directly supported by the incorporation of a Specialty Agriculture Program as follows:

- I. Rethink Student Success Guiding Principles – Provide for students the structures and experiences to achieve their highest levels of success by identifying our students' needs, preparedness, and demographics.

The Specialty Agriculture Program will bring the target demographic to their highest level of success by providing improvements in knowledge and skillsets regarding advanced agricultural practices and entrepreneurship. Through experiential learning and practice, students will improve outcomes individually and collectively in the region which will have benefits economically and for general health of the region.

- II. Identify and Address Enrollment Realities Guiding Principles - Base decisions on the most recent, reliable data-driven trends and forecasts. Identify and adapt structures and processes to quickly respond to evolving challenges and opportunities in enrollment demographics.

The growing national trend toward specialty agriculture including specialty crop, farm-to-table, hydroponic and other high-yield agriculture for small farms, which are typical of our region, identifies an unserved demographic in the impoverished Appalachian region which is a recognized food desert. The target audience for this degree is

students in West Virginia, Ohio, and Kentucky within a 100-mile radius from campus with an interest in pursuing a degree in agriculture but are unlikely to travel to larger agricultural schools in West Virginia and surrounding states due to their current ties to the land. This is consistent with the current student body – 87% of Marshall students are from within West Virginia or within a 100-mile radius of the school. These areas have abysmal college completion rates, many at a fraction of the national average (Appalachian Regional Commission, 2018). The low college completion rates from the distressed rural areas, coupled with the number of farms in those areas, speaks to the poor participation of these youth in post-secondary education in general and in the food, agriculture, natural resources, and human (FANH) sciences specifically. There are approximately 5300 FFA members in WV high schools with 115 at Cabell Midland and over 100 at Wayne County High School when we investigate in 2020. Our proposed program is responsive to the needs of this underserved population.

- III. Optimize Institutional Success Guiding Principles - Evaluate internal organizational units on the extent to which they work outside of their silos and hierarchies to promote the success of organizational units across the university. Ensure that each organizational unit promotes the success of students in attaining their intended goals. Fulfill expectations established by our Mission and Creed; by governing bodies and the University; and by federal, state, and accrediting agencies. Exercise responsible, creative, data-driven resource management.

The Department of Natural Resources and the Environment and the proposed Specialty Agriculture program fully integrates available resources at Marshall University by utilizing available course work in multiple departments, promoting collaboration across departments, and embracing student-centered program development. The proposed program utilizes courses from dietetics, nutrition, economics, marketing, entrepreneurship, biology, chemistry and others to provide broad coverage serving students' individual interests and maximizing cost-effective presentation of materials. This strategy, in addition to use of in-place resources such as the greenhouse and collaboration with the Sustainability Department, allows for program development with minimal expense and added resources.

- IV. Advance Civic and Economic Progress Guiding Principles - Progressively leverage the full breadth of University structures to provide transformational change in the health, economy, and well-being of the community, state, region, and beyond. Strive to inspire the community through enhanced collaboration that promotes and offers a disciplinary and multidisciplinary pool of expertise. Promote the community and University relationship through a sense of collaboration, pride, and partnership.

The Specialty Agriculture program will specifically advance transformational change in the health, economy and well-being of the community, state, region, and beyond by increasing both available food alternatives in the defined food desert and economic opportunity in the impoverished region through increasing agricultural yield in the region.

- V. Invigorate Creative and Applied Scholarship Guiding Principles - Invest in targeted creative and applied scholarship that promotes and focuses on student success. Identify and develop both traditional and non-traditional opportunities for scholarship by promoting scholarly partnerships across the full breadth of University structures. Encourage grant and/or externally funded research that specifically impacts our community and population and that also leads to greater movement nationally.

NRE is already working in collaboration with university and local partners, such as our own Sustainability Program and West Edge Factory/Coalfield Development to seek grants and external funding in support of Specialty Agriculture programs and projects. We plan to continue to broaden these efforts as the program is launched to promote these partnerships and advance opportunities for students.

Introduction of a Specialty Agriculture program will support the paramount goal of the Higher Education Policy Commissions statewide master plan by solidifying higher education as a means to success for West Virginians and an economic catalyst for the state by improving agricultural outcomes in the impoverished region. It will provide access to post-secondary education for traditional and non-traditional aged West Virginians from our target demographic, within 100-miles of Marshall University, and improve the potential for success of individual

agricultural ventures through the introduction of technology and innovation.

## **Existing Programs**

We are unaware of existing integrated specialty agriculture baccalaureate programs at universities of similar size in West Virginia. Larger schools, such as Ohio State University and West Virginia University cover similar topics within the context of programs focused on larger agricultural operations. We are specifically seeking to serve the region by focusing academic content on small farms characteristic of the mountainous Appalachian region to improve individual and regional outcomes.

## **Program Planning and Development**

Approximately 2 years ago our department was asked to investigate the potential for a Sustainable Agriculture program at Marshall University. Our community-based learning course adopted this investigation as a project and researched programs in the area. We understood from their findings, and our own faculty investigations, that the area of sustainability was multi-disciplinary with defined principles and practices for individual areas of interest. For example, sustainability in natural resource management is implemented differently than in an office/management setting, an industrial setting, or in urban development. From these findings, we decided to launch an interdisciplinary minor in sustainability which requires core courses demonstrating the environmental need for sustainable development paired with discipline-specific courses for solutions and practices. We now have students from environmental science, dietetics and education in the minor. Regarding agriculture, our investigation showed a significant trend in the rise of farm-to-table eating strategies, the recognition of the increased nutritional value of “eating local”, and the recognition of the environmental cost of “big agriculture.” We discovered that nationally small farms make up >90% of all farms, and OH, WV and KY rank 38, 41 and 43 in farm size being dominated by small growers. Still OH and KY have >70,000 farms and WV has >20,000. These are family farms, generational, with high school- and college-aged children who may already be working in the family business. These are students who are not going away to college, and the agriculture programs at the larger schools are not geared to focus on small farms. In the mountainous terrain of southern Appalachia these small growers have different needs than the larger operations of more rolling terrain. They are underserved with respect to educational opportunities and training on technological advances and agribusiness. We toured high schools and spoke with Future Farmers of America (FFA) and 4-H Club participants and leaders. We identified a unique educational challenge and opportunity and developed a Specialty Agriculture major to serve this niche. In the spring of 2020, the curriculum was developed and approved along with the necessary courses to support the major. Although plans to reach out to regional high schools and members of FFA and 4-H in-person to launch the major were thwarted by Covid-19, it quietly started in Fall 2021 with 7 students in the major. However, at the time of development, we did not recognize the benefits of launching a program as opposed to a major, and we now seek to gain program status.

## **Clientele and Need**

The target audience for this degree is students in West Virginia, Ohio, and Kentucky within a 100-mile radius from campus with an interest in pursuing a degree in agriculture but are unlikely to travel to larger agricultural schools in West Virginia and surrounding states due to their current ties to the land. This is consistent with the current student body – 87% of Marshall students are from within West Virginia or within a 100-mile radius of the school. These areas are considered distressed or at risk in terms of economic opportunities, and there are many small farms in this region struggling to make ends meet (Appalachian Regional Commission, 2018). Additionally, these areas have abysmal college completion rates, many at a fraction of the national average (Appalachian Regional Commission, 2018). The low college completion rates from the distressed rural areas, coupled with the number of farms in those areas, speaks to the poor participation of these youth in post-secondary education in general and in the food, agriculture, natural resources, and human (FANH) sciences specifically. There are two types of potential students who could benefit from our proposed program. Some graduating seniors are already involved in agriculture through family endeavors. These individuals may not have the opportunity to move hours from home to pursue post-secondary education but would benefit from additional knowledge in agriculture, agribusiness, technology, and other opportunities to enhance and grow a struggling farm.

The second potential student opportunity is retraining and redeveloping the workforce from the natural resource extraction industry to one of sustainable economic development through agriculture and natural resource management. For these persons, who have ties to the region but little or no experience with FANH sciences, our proposed program offers improvements to their own quality of life and brings economic opportunity to an impoverished region where they choose to live. Serving the needs of these students and fulfilling the mission of Marshall University, to offer high quality, affordable and accessible undergraduate education that contributes to the quality of life in the region, are the goals of this program addition.

Our target student base consists of students not currently being served by academic programs and who are struggling in a world where technology and agribusiness advances have revolutionized the small farm paradigm. Specifically, in WV there are 5300 Future Farmers of America in 78 chapters. During our investigation of the program need, there were 115 FFA members at Cabell Midland and over 100 at Wayne County High School. These students, as well as others from 4-H Clubs and conservation clubs, are our target clientele.

### **Employment Opportunities**

This curriculum will provide students with targeted education to prepare them for work in the agricultural industries including greenhouse production, hydroponics, precision farming, urban agriculture, community gardens, and specialty crop production and for the growing agribusiness and eco-tourism industry. The Theme of USDA's 97<sup>th</sup> Agricultural Outlook Forum (February 2021) of "Building on Innovation: A Pathway for Resilience" could well be the theme for our program as this articulates what we believe is the future of southern West Virginia and the Appalachian Region in general. While the trend toward consolidation of agricultural operations into even larger conglomerates looms overall, specialty crop production is increasing with the USDA predicting the specialty crop sector will grow rapidly over the next decade (Dohlman et al., 2020). Consumer spending on fresh fruits and vegetable is increasing faster than the value of production (Tregeagle, 2020) and demand for fresh vegetables is expected to increase by a third over the next 10 years along (Dohlman et al., 2020). The global hydroponic market is expected to grow at a compound annual growth rate of 8.5% to 22.5% depending on specifics of the projection (Grandview Research, 2021; Markets and Markets, 2021; Mordor Intelligence 2020) with small facilities currently springing up throughout our region (Kanawha County, McCowell County) along with larger commercial hydroponic growers in place or planned. The unique focus of our Specialty Agriculture Program is possible due in part to the integrated nature of NRE and the overlap between agroecology and ecotourism with existing Environmental Science and Natural Resource and Recreation Management programs. Ecotourism in a 100 billion dollar industry globally with a projected compound annual growth rate of 2.5% (global) and 16.2% in the United States according to Allied Market Research (2021). Our in-place resources allow us to support student development in this market with little additional investment. Although specialty agribusiness and ecotourism jobs are new to the career outlook sector, the US Bureau of Labor Statistics (BLS) project job growth in general for occupations related to environment and conservation. The BLS reports agriculture and food science technicians growing at 8%, however, the differences in projects for large agricultural operations versus the smaller operations representative of our region overshadow the application of national numbers.

Specific industries where our students may find jobs would include in-place high yield growing facilities such as Gritts Midway Greenhouse, Paradise Farms and West Edge Factory; in-place agrotourism opportunities, such as Gritts Farm and Heritage Farm; and planned facilities such as AppHarvest. However, many target students will find employment in family agricultural businesses and new ventures in the disadvantaged region offering opportunity for economic growth.

### **Program Impact**

The Specialty Agriculture Program will positively impact in-place university programs by increasing enrollment and utilization of upper division courses where most departments welcome support. The program will provide student volunteers for the Sustainability Program which manages community gardens



and outreach programs. The program will require increased enrollment in some lower-level concept courses, such as Biology and Chemistry. These requirements were worked out with those departments prior to approval of the major so implementation of the program should have no additional impacts.

The Specialty Agriculture Program will positively impact NRE by broadening our capacity to serve the university and the region with meaningful, integrated, and applied programs preparing students to provide sustainable futures to our region. The integration of agriculture into our existing programs completes our department's coverage of land use-specific anthropogenic impacts and management/conservation of terrestrial and aquatic resources.

### **Cooperative Arrangements**

Through development of the Specialty Agriculture major and the USDA grants we have submitted, collaboration opportunities have been identified with the Sustainability Department and the Robert C. Byrd Institute in-house. Additionally, external collaboration opportunities have been identified at Refresh Appalachia, a social and agricultural enterprise of Coalfield Development that has several agricultural operations at the West Edge Factory in Huntington. Specifically, we have investigated the opportunity for student internships, personnel exchanges and resource sharing among the parties. External collaboration opportunities have also begun with Unlimited Futures, Inc. through the MU Sustainability Department and NRE community gardens and composting grant.

### **Alternatives to Program Development**

The alternative to development of Specialty Agriculture as a program was the development of a major, which was implemented in 2020-2021 academic year. Upon implementation, we realized the hindrance to our marketing of housing a major versus a program which is why we now seek to attain program status.

### **Program Implementation and Projected Resource Requirements.**

#### **Program Administration**

The program will be housed in the Department of Natural Resources and Environment and managed by the Chair of the Department under the supervision of the Dean of the College of Science. No changes will be required by the institutional administrative organization to support program implementation.

#### **Program Projections:**

Technological advances and better farming practices are improving yield in an environmentally sustainable manner and producing higher quality products from smaller tracts of land. This is the demonstrated trend in agriculture and needs to be supported with academic programs to bring our local farmers into the new markets. Although adapting, the agricultural programs at the larger schools are not designed to serve small growers such as those in the steep terrain of southern WV. In our region, average farm sizes are substantially less than half the national average with OH, WV, and KY ranking 38<sup>th</sup>, 41<sup>st</sup>, and 43<sup>rd</sup> nationally in farm size (Cook 2019). Yet, KY and OH ranked 6<sup>th</sup> and 7<sup>th</sup> in total number of farms with over 70,000 each and WV has over 20,000 farms (Cook 2019). This makes the changing market trends particularly beneficial to our region and offers substantial opportunity to improve the yield of smaller farms thus improving economic outcomes for our farmers. Concurrently, in academic institutions enrollment rates are flat in traditional agricultural programs while enrollment is increasing in sustainable and specialty programs that emphasize the environmental, social and economic dimension of food and farming (Parr and Trexler 2011; Smith-Hollins et al. 2015).

In our region, many high school seniors are already involved in agricultural endeavors and family businesses. These individuals may not have opportunity to travel to pursue post-secondary education but would benefit from programs in agriculture, agribusiness, and technology to enhance and grow a struggling farm. In fact, over 87% of MU

students are drawn from within WV, or within a 100 mile radius of the school in the distressed counties of OH and KY. Within these areas, organizations such as Future Farmers of America (FFA), 4-H and conservation clubs are heavily populated. There are 5300 members and 78 chapters of FFA in West Virginia. Cabell Midland High School has over 115 members of their FFA chapter and Lincoln County High School has 83 active members. There are approximately 100 FFA participants in Wayne County, West Virginia. These are the students we hope to draw to the Specialty Agriculture Major. We will not be seeking students already coming to Marshall, but reaching new markets who can benefit from sound understanding of the agricultural sciences and our exceptional opportunities in innovation and technology to improve economic outcomes for individuals and the region. Our target enrollment in the program is to add 30 students per year to maintain the program at the described staffing level. In the long-term, if we expect to increase enrollment beyond 120 students in the program, additional sections would need to be added and staffing accommodations would need to be considered.

### **Faculty Instructional Requirements**

Having already conducted an internal study of our in-place resources, we have determined that one full-time faculty would be necessary to initiate and support the development of the Specialty Agricultural program. Physical resources, such as greenhouse space, will be required and is expected to be obtained through collaboration with the Sustainability Department and local private sector collaborations. Additionally, one course per year will require an adjunct faculty commitment.

### **Library Resources and Instructional Materials**

Existing library resources and instructional materials are adequate for initiation of the proposed program. Some additional materials will be required to support experiential learning in laboratory classes and at the existing greenhouse and composting facilities at an estimated cost of \$500 every other year for NRE 301 Principles of Soil Science Lab. The initial start-up costs for this laboratory course, a significant expense in previous discussions of the program, have already been secured as the course was first taught in the fall 2022 semester. Going forward, a lab manual will be developed and sold in the MU Bookstore to help offset the maintenance costs for this lab.

### **Support Service Requirements**

Laboratories, computer facilities, and in-place equipment in NRE and College of Science will be utilized to house the proposed program. With students transitioning to personal computing equipment, no specific expansions are envisioned for the Specialty Agriculture Program. The aforementioned materials will be utilized to support Specialty Agriculture laboratory exercises associated with coursework and experiential learning at the greenhouse and University Heights facilities.

### **Facilities Requirements**

No new facilities or space are required to initiate the program as Specialty Agriculture will share departmental and College of Science resources. The program will support and participate in attempts to secure funding for future development at University Heights as this will directly improve program opportunities and experiential learning opportunities for students.

### **Operating Resource Requirements**

The overlap of shared objectives between Specialty Agriculture and NRE department goals limits the necessity for increased operating resources beyond those described above, namely one full time faculty and an adjunct faculty for one course per year. Administrative resources will be shared through departmental assistance. Graduate students, paid student internships and hourly labor working in the program would be supported by grants and private funding obtained by the program. No additional hourly employees are foreseen.

### **Source of Operating Resources**

Few specific resources are needed for operation of the new program. It will fit into a growing applied department so additional faculty loads and experiential learning budget will be required as our department grows, as indicated by the projections below. Currently, we offset department costs by the sale of a laboratory manual used in the service course the department provides to the university. A similar offset is planned with the sale of a lab manual from NRE 301, the soil science laboratory.

**FIVE-YEAR PROJECTION OF  
PROGRAM SIZE  
(Form I)**

|                                                                                                | <b>First Year</b> | <b>Second Year</b> | <b>Third Year</b> | <b>Fourth Year</b> | <b>Fifth Year</b> |
|------------------------------------------------------------------------------------------------|-------------------|--------------------|-------------------|--------------------|-------------------|
|                                                                                                | <b>(20_23-24)</b> | <b>(20_24-25)</b>  | <b>(20-25-26)</b> | <b>(20_26-27)</b>  | <b>(20_27-28)</b> |
| <b>Number of Students Served through Course Offerings of the Program:</b>                      |                   |                    |                   |                    |                   |
| Headcount                                                                                      | 0                 | 36                 | 75                | 105                | 135               |
| FTE                                                                                            | 0                 | 31.5               | 53.75             | 73.75              | 85                |
| Number of student credit hours generated by courses within the program (entire academic year): | 0                 | 189                | 540               | 890                | 890               |
|                                                                                                | _____             |                    |                   |                    |                   |
| <b>Number of Majors:</b>                                                                       |                   |                    |                   |                    |                   |
| Headcount                                                                                      | 30                | 60                 | 90                | 120                | 120               |
| FTE majors                                                                                     | 30                | 60                 | 90                | 120                | 120               |
| Number of student credit hours generated by majors in the program (entire academic year):      | 720               | 1440               | 2160              | 2880               | 2880              |
|                                                                                                | _____             |                    |                   |                    |                   |
| Number of degrees to be granted (annual total):                                                | 0                 | 0                  | 1                 | 30                 | 30                |

**FIVE-YEAR PROJECTION OF  
TOTAL OPERATING RESOURCES REQUIREMENTS\*  
(FORM 2)**

|                         | First<br>Year<br>FY(2023 ) | Second<br>Year<br>FY(2024 ) | Third<br>Year<br>FY(2025 ) | Fourth<br>Year<br>FY(2026 ) | Fifth<br>Year<br>FY(2027) |
|-------------------------|----------------------------|-----------------------------|----------------------------|-----------------------------|---------------------------|
| <b>A. FTE POSITIONS</b> |                            |                             |                            |                             |                           |
| 1. Administrators       | 0                          | 0                           | 0                          | 0                           | 0                         |
| 2. Full-time Faculty    |                            | 0.5                         | 1                          | 1                           | 1                         |
| 3. Adjunct Faculty      | 0                          | 0.5                         | 0.5                        | 0.5                         | 0.5                       |
| 4. Graduate Assistants  | 0                          | 0                           | 0                          | 0                           | 0                         |
| 5. Other Personnel:     |                            |                             |                            |                             |                           |
| a. Clerical Workers     | 0                          | 0                           | 0                          | 0                           | 0                         |
| b. Professionals        | 0                          | 0                           | 0                          | 0                           | 0                         |

**Note: Include percentage of time of current personnel**

**B. OPERATING COSTS** (Appropriated Funds Only)

|                            |   |           |            |           |           |
|----------------------------|---|-----------|------------|-----------|-----------|
| 1. Personal Services:      |   |           |            |           |           |
| a. Administrators          | 0 | 0         | 0          | 0         | 0_        |
| b. Full-time Faculty*      | 0 | \$50,000  | \$ 100,000 | \$100,000 | \$100,000 |
| c. Adjunct Faculty         | 0 | \$3,000   | \$3,000    | \$3,000   | \$3,000   |
| d. Graduate Assistants     | 0 | 0         | 0          | 0         | 0         |
| e. Non-Academic Personnel: |   |           |            |           |           |
| Clerical Workers           |   | <u>NA</u> |            |           |           |
| Professionals              |   | <u>NA</u> |            |           |           |
| Total Salaries             |   |           |            |           |           |

\*Explanation for faculty expenditures in Section C below.

**FORM 2-Continued**

**FIVE-YEAR PROJECTION OF  
TOTAL OPERATING RESOURCES REQUIREMENTS\***

|                                      | <b>First<br/>Year<br/>(2023_)</b> | <b>Second<br/>Year<br/>(2024_)</b> | <b>Third<br/>Year<br/>(2025_)</b> | <b>Fourth<br/>Year<br/>(2026 )</b> | <b>Fifth<br/>Year<br/>(2027)</b> |
|--------------------------------------|-----------------------------------|------------------------------------|-----------------------------------|------------------------------------|----------------------------------|
| 2. Current Expenses                  |                                   | \$ 500                             | \$0                               | \$500                              | \$0                              |
| 3. Repairs and Alterations           | NA                                |                                    |                                   |                                    |                                  |
| 4. Equipment:                        |                                   |                                    |                                   |                                    |                                  |
| Educational Equip.                   | NA                                |                                    |                                   |                                    |                                  |
| Library Books                        | NA                                |                                    |                                   |                                    |                                  |
| 5. Nonrecurring Expense<br>(specify) |                                   |                                    |                                   |                                    |                                  |
| Total Costs                          |                                   |                                    |                                   |                                    |                                  |

**C. SOURCES**

General Fund Appropriations – Lab manual sales for NRE 301 Principles of Soils Lab Manual will be used to offset the experiential learning costs.

One additional faculty line will be needed after the second year of the program. Faculty salary is estimated to be \$60,000 per year with benefits estimated at \$40,000. Faculty expenditures will more than be off-set by student tuition if program has 120 students paying tuition ( $120 \times \$8,600 = \$1,032,000$ )

One adjunct will be required to teach 1 class per year in year 2 of the program and subsequent years.

An existing NRE faculty will teach 1 course in-load semi-annually to support the program.

Administrative and clerical resources will be shared with those already utilized by the department, no additional resources are requested.

Shared in-place resources will provide classroom and laboratory space and equipment to support newly launched experiential courses. Supplies will be needed to support laboratory courses.

## Resources

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- Markets and Markets. January 2021. Hydroponics Market. <http://www.marketsandmarkets.com/Market-Reports/hydroponic-market-94055021.html>. Website accessed October 8, 2021.
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- Parr, D., Trexler, C., Khanna, N., Battisti, B. (2007). Designing sustainable agriculture education: Academics' suggestions for an undergraduate curriculum at a land grant university. *Agriculture and Human Values*, 24, 523-533.
- Smith-Hollins, C., Elbert, C., Baggette, C., Wallace, S. (2015). Factors Influencing Enrollment in Colleges of Agriculture: Perspectives of Students in 1862 Land Grant Institutions. *North American Colleges and Teachers of Agriculture*. Retrieved from <https://www.nactateachers.org/index.php/volume-59-num-4-december-2015/2349-factors-influencing-enrollment-in-colleges-of-agriculture-perspectives-of-students-in-1862-land-grant-institutions>
- Tregeagle, D. 2020. Specialty Crops in 2020: COVID-19 and Other Challenges. NC State Economist.



# Undergraduate Intent to Plan Bachelor of Science in Specialty Agriculture

Department of Natural Resources  
and Environment  
College of Science

CIP code 01.99 General Agriculture.



Proposed Implementation Date: Fall  
2023

Contact Persons:

Dr. Autumn Starcher

[starcher29@marshall.edu](mailto:starcher29@marshall.edu)

Dr. Mindy Armstead

[m.armstead@marshall.edu](mailto:m.armstead@marshall.edu)

# How it started...

- Request for Sustainability and Agricultural programs.
- Developed the major first but realized the need for a program.
- Our investigations into agricultural programs defined unique and surprising opportunities.....
  - Much of our region is classified as a food desert - with obesity and malnutrition present in the same population.....

2 things -

- Development of SA possible due to the integrated nature of NRE and the overlap between agroecology and ecotourism with existing Environmental Science and Natural Resource and Recreation Management programs.
- Academic Program Assessment prepared by Hanover Research (March 2022) finds a favorable demand for graduates from the program in the local labor market and recommends moving forward with the program.

# 3 things -

- Development of SA possible due to the integrated nature of NRE and the overlap between agroecology and ecotourism with existing Environmental Science and Natural Resource and Recreation Management programs.
- Academic Program Assessment prepared by Hanover Research (March 2022) finds a favorable demand for graduates from the program in the local labor market and recommends moving forward with the program.
- Marshall University's Sustainability Program is an essential partner!
  - Greenhouse space, Composting facility, Networking, Internships, and more...



# Support of Marshall's mission

- Supports the University mission of offering high-quality, affordable, and accessible undergraduate education that contributes to the quality of life in the region and the global trend toward the utilization of sustainable agricultural practices.
- Improvement in individual and regional economic potential will be realized by the introduction of technological advances in farming and food production AND entrepreneurial and business principles in an area which has both low college completion rates as and a high number of small farms.

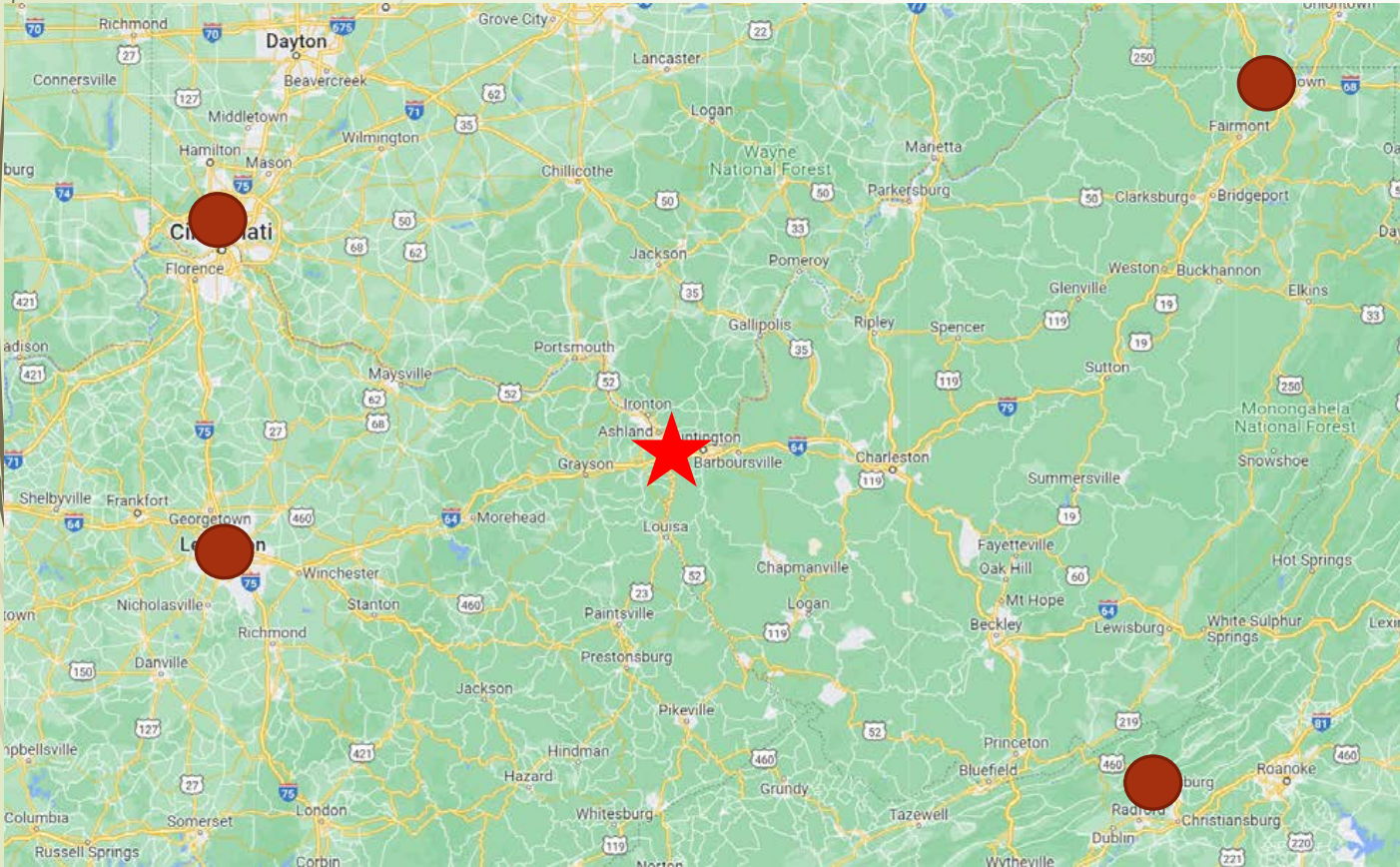


So we identified the need for better food choices

And clearly we are in a region that needs economic options



# The need – the changing face of agriculture

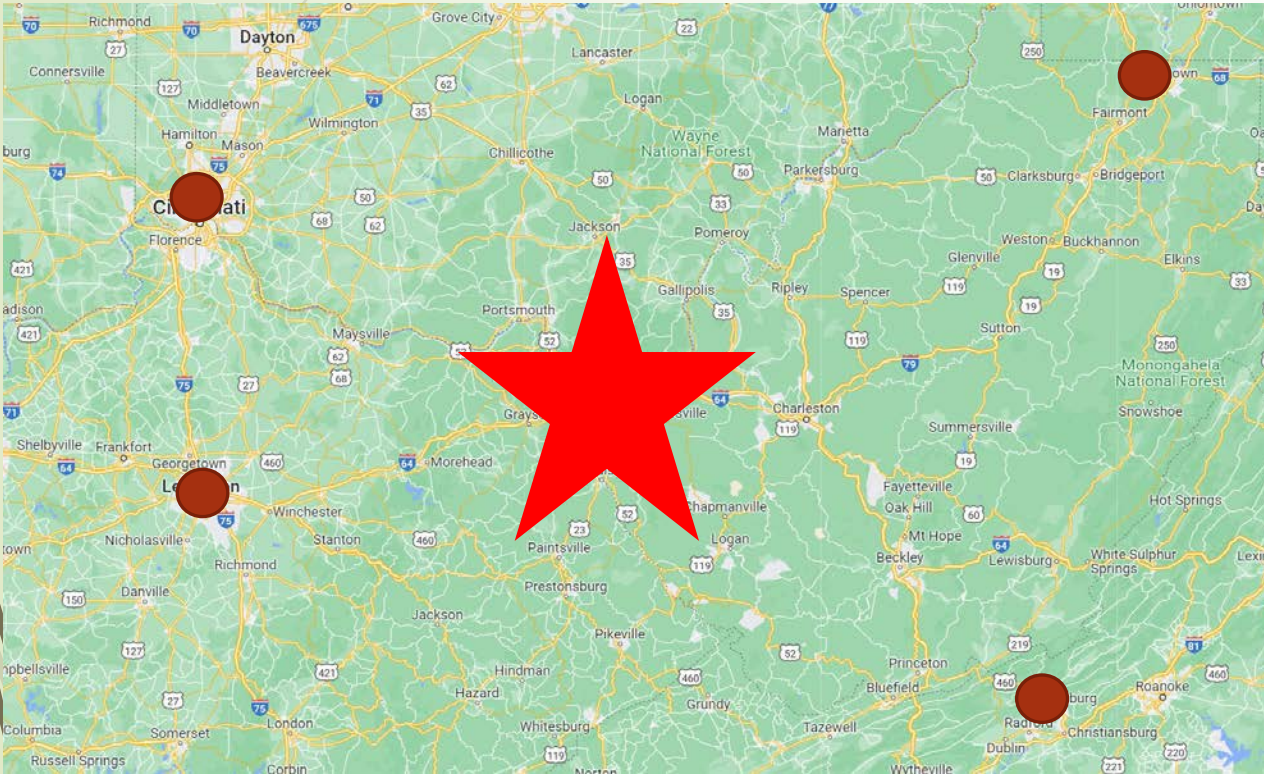


## ➤ “Big Ag”

- Pesticides/fertilizer
- Low nutritional value
- Supply chain issues
- Environmental damage – monoculture, HABs, unsustainable water use



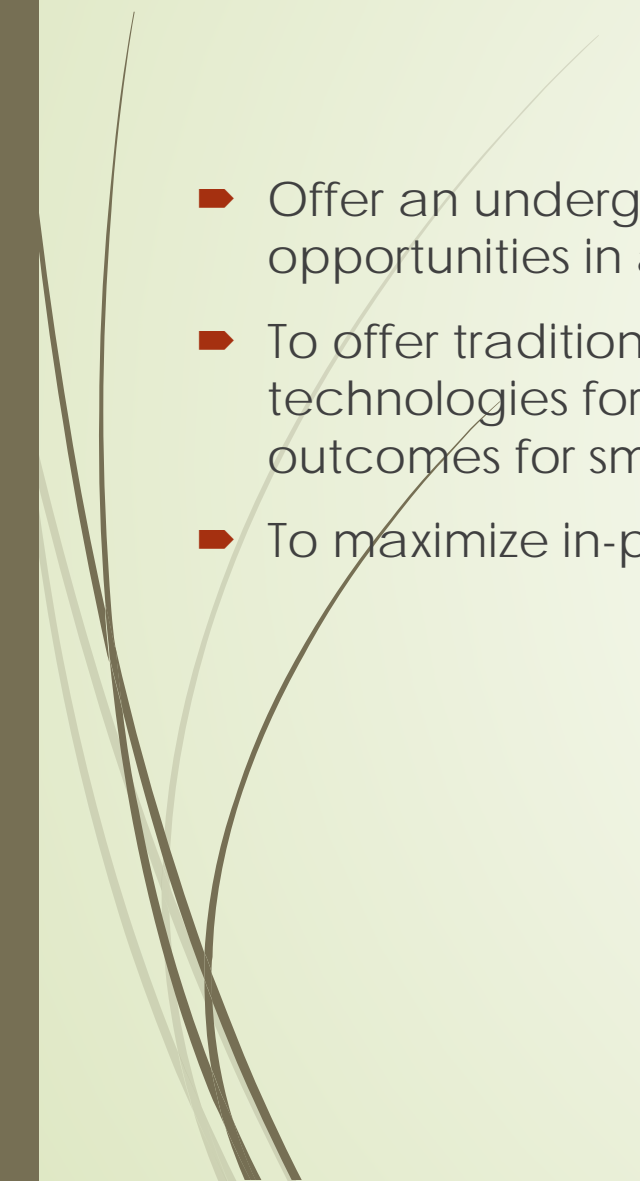
# Changing conditions in the market AND regional needs favor a program like ours!



- Sustainable
- Locally sourced
- Farm to table
- Agritourism
- Organic
- Hydroponic
- Improved technology
- Urban Ag
- low area/high yield



# The intent

- Offer an undergraduate degree program in Specialty Agriculture to provide educational opportunities in agriculture, agribusiness, and natural resource management.
  - To offer traditional and sustainable agricultural sciences to emphasize new and emerging technologies for high-yield and specialty agriculture that will improve agribusiness outcomes for smaller farms characteristic of the region
  - To maximize in-place resources at Marshall University.
- 



# Our Market

- ▶ The target audience is students within a 100-mile radius from campus with an interest in pursuing a degree in agriculture but are unlikely to travel to larger agricultural schools in West Virginia and surrounding states due to their current ties to the land
- ▶ This is consistent with the current student body – 87% of Marshall students are from within West Virginia or within a 100-mile radius of the school. These areas are considered distressed or at risk in terms of economic opportunities, and there are many small farms in this region struggling to make ends meet (Appalachian Regional Commission, 2018).
- ▶ Our target student base is students not currently being served by academic programs and struggling in a world where technology and agribusiness advances have revolutionized the small farm paradigm
- ▶ Small farms make up >90% of all farms, and OH, WV and KY rank 38, 41 and 43 in farm size
- ▶ OH and KY have >70,000 farms, and WV has >20,000
- ▶ These are family farms, generational, with students who may already be working in the family business, these students are not going away to college and not well served by the “big ag” programs at the larger school.



# Our Market

How do we know this and how do we reach them?

- ▶ Our target student - In WV there are 5300 Future Farmers of America in 78 chapters. There are other groups - 4-H, conservation clubs where we will recruit.
- ▶ Just in our area - there were 115 FFA members at Cabell Midland, over 100 at Wayne High School when we investigated the potential for the program.



# Our Niche



- Sustainable, high-yield agriculture that can be economically sustainable in mountainous regions and small land areas.
- Providing educational opportunities in agriculture, agribusiness, and agrotourism, covering both traditional and sustainable agricultural sciences.
- Emphasizing new and emerging technologies, the focus of the major includes, but is not limited to, the agricultural aspects of greenhouse production, hydroponics, precision farming, urban agriculture, community gardens, and specialty crop production.



# The curriculum

- General Education.....30 hours
  - Core I
  - Core II
- Department Requirements.....22-24 hours
- Major-Specific Requirements.....54 hours
- Major-Specific Electives.....12-14 hours



# Synchrony with NRE – Dept. requirements

- IST 150 – Spreadsheet and Database Principles (3)
- MTH 140 – Applied Calculus (3) or
  - MTH 229 – Calculus with Analytic Geometry I (5)
- NRE 120 – Discussion in Environmental Science (3)
- NRE 220 – Human Dimensions of Natural Resources (3)
- NRRM 200 – Analytical Methods: Statistics (4)
- NRE 322 – Assessment I: Terrestrial Ecosystems (4)
- NRE 323 – Assessment II: Aquatic Ecosystems ( 4)
- NRE 490 – Environmental Science/Natural Resources and Recreation Management Capstone Preparation (3)
- NRE 470 – Environmental Science Internship (3) or
  - NRE 491 – Environmental Science Senior Capstone (3)



# Major-Specific Requirements.....54 hours

- BSC 120 – Principles of Biology I
- BSC 121 – Principles of Biology II
- CHM 211 – Principles of Chemistry I
  - CHM 218 – Principles of Chemistry I Lab
- CHM 212 – Principles of Chemistry II
  - CHM 217 – Principles of Chemistry II Lab
- ENT 360 – Introduction to Entrepreneurship
- MGT 320 – Principles in Management
- NRE 200 - Introduction to Agriculture (3)
- NRE 300 - Principles of Soil Science (3)
- NRE 301 - Principles of Soil Science Lab (2)
- NRE 302 - Animal Production (3)
- NRE 401 - Horticulture (4)
- NRE 402 - Sustainable Agriculture (3)
- NRE 403 - Agricultural Entomology (4)



## Major-Specific Electives.....12-14 hours

- *Nutrient Management*
- *Soil Health / Soil Science*
- *Food Security*
- *Animal Production*
- *Crop Production*
- *Agritourism*
- *Education and Outreach*
- *Agribusiness*



# Use of In-place resources!

## ➤ ***Nutrient Management***

- GEO 101 – Physical Geography (4)
- GEO 222 – Global and Environmental Issues (3)
- GLY 455 – Hydrogeology (3)
- NRE 423 – GIS and Data Systems (3)
- NRE 425 – Water Policy and Regulation (3)
- NRE 400 - Soil Fertility/Plant Nutrition (4)

## ➤ ***Soil Health / Soil Science***

- BSC 320 – Principles of Ecology (4)
- BSC 445 – Microbial Ecology (3)
- BSC 446 – Microbial Ecology Lab (2)
- GEO 101 – Physical Geography (4)
- GLY 200 – Physical Geology (3)
- GLY 314 – Mineralogy (4)
- GLY 455 – Hydrogeology (3)
- NRE 423 – GIS and Data Systems (3)
- NRE 400 - Soil Fertility/Plant Nutrition (4)





# Use of In-place resources!

## ➤ ***Food Security***

- DTS 202 – Introduction to Foods (4)
- DTS 210 – Nutrition (3)
- DTS 301 – Foodservice Safety and Systems Management I (4)
- DTS 302 – Foodservice Safety and Systems Management II (4)
- DTS 410 – Cross-Cultural Foods (3)
- GEO 222 – Global and Environmental Issues (3)
- HST 390 – Food in World History (3)
- HST 392 – Food Markets and Modernity (3)

## ➤ ***Education and Outreach***

- CI 248 – Introduction to Science for Elementary Educators (3)
- EDF 201 – Educational Psychology and the Developing Learner (3)
- GEO 222 – Global and Environmental Issues (3)
- NRRM 231 – Nature Study (3)
- NRRM 310 – Environmental Interpretation (3)
- NRRM 311 – Introduction to Environmental Education (3)

# Use of In-place resources!

## ➤ Animal Production

- BSC 301 – Vertebrate Embryology (4)
- BSC 302 – Principles of Microbiology (3)
- BSC 320 – Principles of Ecology (4)
- BSC 322 – Principles of Cell Biology (4)
- BSC 324 – Principles of Genetics (4)
- BSC 401 – Ichthyology (4)
- BSC 408 – Ornithology (4)
- BSC 409 – Mammalogy (4)
- BSC 422 – Animal Physiology (4)
- BSC 424 – Animal Parasitology (4)
- GEO 222 – Global and Environmental Issues (3)
- HST 392 – Food Markets and Modernity (3)
- NRE 425 – Water Policy and Regulation (3)

## ➤ Crop Production

- BSC 302 – Principles of Microbiology (3)
- BSC 320 – Principles of Ecology (4)
- BSC 322 – Principles of Cell Biology (4)
- BSC 324 – Principles of Genetics (4)
- BSC 416 – Plant Taxonomy (4)
- BSC 420 – Plant Physiology (3)
- BSC 430 – Plant Ecology (4)
- GEO 222 – Global and Environmental Issues (3)
- HST 392 – Food Markets and Modernity (3)
- NRE 425 – Water Policy and Regulation (3)
- NRE 400 – Soil Fertility/Plant Nutrition (4)



# Use of In-place resources!

## ➤ Agritourism

- ENT 220 – Creativity and Innovation (3)
- MGT 231 – Principles of Selling (3)
- MGT 340 – Marketing Concepts and Applications (3)
- NRRM 360 – Tourism Planning and Management (3)
- NRRM 362 – Ecotourism and Sustainable Development (3)

## ➤ Agribusiness

- DTS 202 – Introduction to Foods (4)
- HST 390 – Food Markets and Modernity (3)
- MGT 231 – Principles of Selling (3)
- MGT 340 – Marketing Concepts and Applications (3)

# Program Learning Outcomes

| PLOs                                                                                                                                                                 | Traits                                                             | Performance Levels                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                            |                                                                                                                                                                                                       |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                      |                                                                    | Advanced<br>4                                                                                                                                                                                                                                                                               | Capstone<br>3                                                                                                                                                                                                                                                                                | Milestone<br>2                                                                                                                                                                                                                                             | Introductory<br>1                                                                                                                                                                                     |
| PLO #1: In the development of a project, students will scientifically analyze data, evaluate and incorporate relevant research, and describe potential implications. | Interpretation and Analysis Skills (1A)                            | Evaluates and synthesizes evidence thoroughly to reveal insightful patterns, differences, or similarities related to topic area or uses a quantitative analysis of data as the basis for deep and thoughtful judgments, drawing insightful, carefully qualified conclusions from this work. | Evaluates and synthesizes most evidence thoroughly to reveal important patterns, differences, or similarities related to topic area or uses a quantitative analysis of data as the basis for competent judgments, drawing reasonable and appropriately qualified conclusions from this work. | Examines and relates some evidence, but it is not effective in revealing important patterns, differences, or similarities or uses a quantitative analysis of data as the basis for semi-supported judgments, drawing plausible conclusions from this work. | Discusses little to no evidence, and is unable to use a quantitative analysis of data as the basis for tentative, basic judgments; is hesitant or uncertain about drawing conclusions from this work. |
|                                                                                                                                                                      | Critical Evaluation of Information and its Sources (1B)            | Systematically and methodologically analyzes the research literature and others' assumptions and carefully evaluates the relevance of its context.                                                                                                                                          | Systematically and methodologically analyzes most of the relevant research literature and others' assumptions and carefully evaluates the relevance of its context.                                                                                                                          | Systematically and methodologically interprets some of the relevant research literature and others' assumptions and carefully evaluates the relevance of its context.                                                                                      | Locates little to no research literature, neglects to address others' assumptions and/or does not evaluate the relevance of its context.                                                              |
|                                                                                                                                                                      | Recognition and Understanding of Limitations and Implications (1C) | Explains in detail all relevant and supported limitations and potential or real implications.                                                                                                                                                                                               | Generates nearly all relevant and supported limitations and potential or real implications.                                                                                                                                                                                                  | Describes some relevant and supported limitations and potential implications.                                                                                                                                                                              | Lists few to no limitations and implications, or they are possibly irrelevant and unsupported.                                                                                                        |

| PLOs                                                                                                            | Traits                                      | Performance Levels                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                 |                                             | Advanced<br>4                                                                                                                                                                                                                                                                                                                                                                                                                                    | Capstone<br>3                                                                                                                                                                                                                                                                                                                                                                                                                         | Milestone<br>2                                                                                                                                                                                                                                                                                                                                                                                                              | Introductory<br>1                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| PLO #2: Students will effectively communicate in relating findings and recommendations resulting from projects. | Organization Skills (2A)                    | Generates a highly structured written product or oral presentation (i.e., contains a specific introduction and conclusion, sequenced material within the body, and transitions).                                                                                                                                                                                                                                                                 | Models a well-structured written product or oral presentation that is mostly organized (i.e., contains a specific introduction and conclusion, sequenced material within the body, and transitions).                                                                                                                                                                                                                                  | Produces a semi-structured written product or oral presentation that may contain some organization flaws (i.e., specific introduction and conclusion, sequenced material within the body, and transitions).                                                                                                                                                                                                                 | Produces a disorganized written product or oral presentation that has no logical flow or pattern.                                                                                                                                                                                                                                                                                                                                                    |
|                                                                                                                 | Use of Language, Mechanics, & Delivery (2B) | Chooses language that is imaginative, memorable, compelling, appropriate, and enhances the effectiveness of the written product or oral presentation. For written products, clarity and fluency are evident with no spelling, grammatical, or punctuation errors. For presentations, delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation compelling, and speaker appears polished and confident. | Chooses language that is thoughtful, appropriate, and generally supports the effectiveness of the written product or oral presentation. For written products, clarity and fluency are evident with a few minor spelling, grammatical, or punctuation errors. For presentations, delivery techniques (posture, gesture, eye contact, and vocal expressiveness) make the presentation interesting, and the speaker appears comfortable. | Chooses language that is mundane and commonplace and partially supports the effectiveness of the written product or oral presentation. For written products, clarity and fluency are evident with some spelling, grammatical, or punctuation errors. For presentations, delivery techniques (posture, gestures, eye contact, and vocal expressiveness) make the presentation understandable, and speaker appears tentative. | Uses language that is unclear, inappropriate, and/or minimally supports the effectiveness of the written product or oral presentation. For written products, clarity and fluency are not evident; numerous spelling, grammatical, or punctuation errors. For presentations, delivery techniques (posture, gesture, eye contact, and vocal expressiveness) detract from the understandability of the presentation, and speaker appears uncomfortable. |
|                                                                                                                 | Use of Supporting Material (2C)             | Uses a variety of high quality supporting materials (explanations, examples, illustrations, statistics, analogies, quotations from scholarly sources); information significantly supports the presentation or written product.                                                                                                                                                                                                                   | Uses most supporting materials from respected venues (explanations, examples, illustrations, statistics, analogies, quotations from scholarly sources); information generally supports the presentation or written product.                                                                                                                                                                                                           | Uses some supporting materials from both respected and unscholarly venues (explanations, examples, illustrations, statistics, analogies, quotations from relevant authorities); information partially supports the presentation or written product.                                                                                                                                                                         | Uses insufficient or unacceptable supporting materials that may be from newspapers, trade publications, or outdated sources; information minimally supports the presentation or written product.                                                                                                                                                                                                                                                     |



SA PLO #1: Students will demonstrate proficiency in the utilization of contemporary technologies or tools to solve real-world problems.

| PLOs | Traits                                          | Performance Levels                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                               |                                                                                                                                                                                                |
|------|-------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|      |                                                 | Advanced<br>4                                                                                                                                                                                                                                              | Capstone<br>3                                                                                                                                                                                                                                                    | Milestone<br>2                                                                                                                                                                                                | Introductory<br>1                                                                                                                                                                              |
|      | Technology and Information Aptitude (1A)        | Demonstrates a high level of fluency in the use of tools, technologies and methods in the field and its application (i.e., navigates menus and functions with spreadsheets, database applications, software programs, or other forms of technology, etc.). | Demonstrates a proficient level of fluency in the use of tools, technologies, and methods in the field and its application (i.e., navigates menus and functions with spreadsheets, database applications, software programs, or other forms of technology, etc.) | Demonstrates some fluency in the use of tools, technologies, and methods in the field, but struggles in much of its application.                                                                              | Demonstrates little to no fluency in the use of tools, technologies, and methods in the field and its application.                                                                             |
|      | Problem-Solving and Decision Making Skills (1B) | Evaluates and develops two or more reliable strategies (using data analysis, spreadsheets, models, simulations, software development, etc.) that can be used to solve a specific problem or reach a decision.                                              | Develops and identifies two reliable strategies (using data analysis, spreadsheets, models, simulations, software development, etc.) that can be used to solve a specific problem or reach a decision.                                                           | Employs one or two somewhat reliable strategies (using data analysis, spreadsheets, models, simulations, software development, etc.) that can be used to nearly solve a specific problem or reach a decision. | Selects weak or unreliable strategies or poorly uses data analysis, spreadsheets, models, simulations, software development, etc., where the problem is unsolved or a decision cannot be made. |



# Expectations and financial support

- We expect to enroll 30 students per year into the program with the requested faculty support.
- The program will ultimately require 1 full-time faculty and 1 adjunct per year.
- When 120 students are enrolled, the tuition contribution to the university will be just over 1 million dollars.
- No start-up funds are required. The 1 new course that financial needed support is being taught this fall. Major is already offered.





# ACADEMIC PROGRAM ASSESSMENT

Bachelor's In Specialty  
Agriculture

Prepared for Marshall University

March 2022

In the following report, Hanover assesses demand for bachelor's degree programs in agriculture, specifically highlighting demand trends within the region and nation. This report includes an examination of student and labor market demand, and an analysis of potential competitor programs.





# EXECUTIVE SUMMARY

## RECOMMENDATIONS

Based on an analysis of degree completions, labor market demand, and market competitors, Hanover recommends that Marshall University (Marshall):



### **MOVE FORWARD WITH RELAUNCHING THE SPECIALTY AGRICULTURE MAJOR.**

Degree completions are close to the national average, which means slow but steady growth. While the number of relevant jobs is predicted to shrink, Marshall's location and the program's interest in recruiting students from family farms suggests that the local labor market is stronger than the national one in this area.



### **RELAUNCH THE PROGRAM UNDER AN AGRICULTURE CIP CODE.**

Marshall's Bachelor's of Science in Specialty Agriculture degree is comparable to programs within the *Agriculture, General* CIP code at benchmarked institutions. When relaunching its program, Marshall should use the *Agriculture, General* CIP code, as this field best aligns with Marshall's Specialty Agriculture bachelor's program, and this code is designated as a STEM program.



### **HIRE ADDITIONAL FACULTY TO SUPPORT THE PROGRAM.**

With six instructional faculty in the major, Marshall is well below the benchmarked average of 13 faculty. Hiring new professors will enable Marshall to add more courses and concentrations within the major and provide additional support to students in the program, helping the program to grow.



### **SHOWCASE OPPORTUNITIES FOR EXPERIENTIAL LEARNING AND STUDENT ENGAGEMENT.**

Experiential learning is a key value proposition among comparator programs. Benchmarking programs often dedicate entire webpages to the farms, agricultural centers, gardens, and greenhouse complexes in which students can work. Additionally, profiled institutions highlight student engagement activities, underlining a sense of community within their programs. To promote these attributes of its program to prospective students, Marshall should feature descriptions, photographs, and videos of students participating in experiential activities on its program webpage.

## RESEARCH QUESTIONS



What is the student demand for this program?



What is the labor market demand? What jobs can graduates pursue? What are current industry trends?

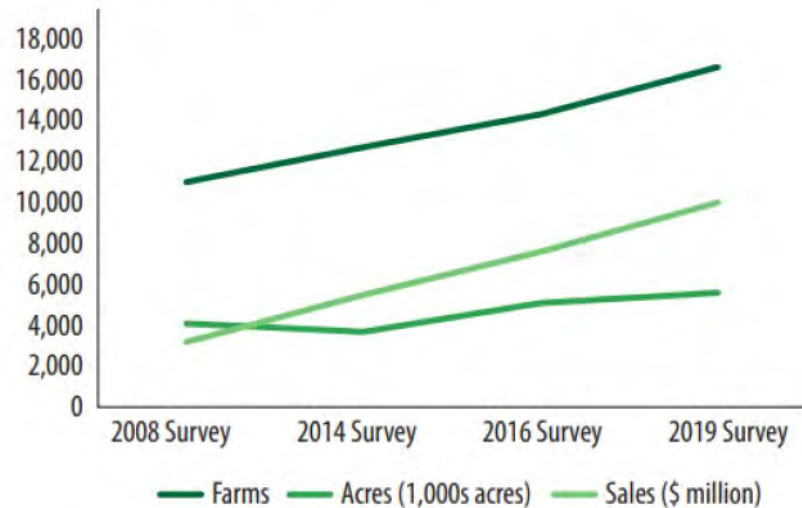


What is the competitive landscape for this program? What are features of comparator programs? How should Marshall position its program for success?

The fastest growing fields at both the regional and national levels are *Agricultural Production Operations, General* and *Agroecology and Sustainable Agriculture*. Regionally, conferrals in *Agroecology and Sustainable Agriculture* grew from 1 conferral in 2016 to 13 conferrals in 2020. Nationwide, conferrals grew 6.3 percent. *Agricultural Production Operations, General* grew by 15.2 percent in the region and 16.2 percent nationwide. Conferrals in *Agricultural Economics* and *Agriculture, General* decreased from 2016 to 2020 period at the regional and national levels.

Despite declining labor demand for *Farmers, Ranchers, and Other Agricultural Managers*, growing consumer demand for organic produce indicates a significant need for sustainable and organic agriculture.

Organic Farms, Acres, and Sales, 2008 to 2019



Conversely, labor demand for *Animal Scientists, Food Scientists and Technologists*, and *Soil and Plant Scientists* is expected to grow at both the regional and national levels. While all studied occupations are expected to decrease in demand in West Virginia, employment predictions estimate that there will still be an average of 510 job openings per year in the state. It is likely that there are many diverse career paths for graduates as entrepreneurs and business owners.

Graduates of bachelor's degree programs in agriculture should fare well in the regional labor market. Out of the 173 regional positions that were posted in the last six-months that specified educational attainment, 64.2 percent indicated that candidates should have a bachelor's degree in the field. Employers include commercial farms and growers such as 80 Acres





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March 2022

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Experiential learning is a key value proposition among comparator programs. Benchmarking programs often dedicate entire webpages to the farms, agricultural centers, gardens, and greenhouse complexes in which students can work. Additionally, profiled institutions highlight student engagement activities, underlining a sense of community within their programs. To promote these attributes of its program to prospective students, Marshall should feature descriptions, photographs, and videos of students participating in experiential activities on its program webpage.



# EXECUTIVE SUMMARY

## KEY FINDINGS

**Conferrals trends show consistent student interest in agriculture-related programs.** While student conferrals slightly vary from year to year for agriculture-related fields, growth trends show consistent demand that aligns with the regional and national average growth rates for all bachelor's fields. The fastest growing fields are *Agricultural Production Operations, General* and *Agroecology and Sustainable Agriculture*, while conferrals have decreased in *Agricultural Economics* and *Agriculture, General*.

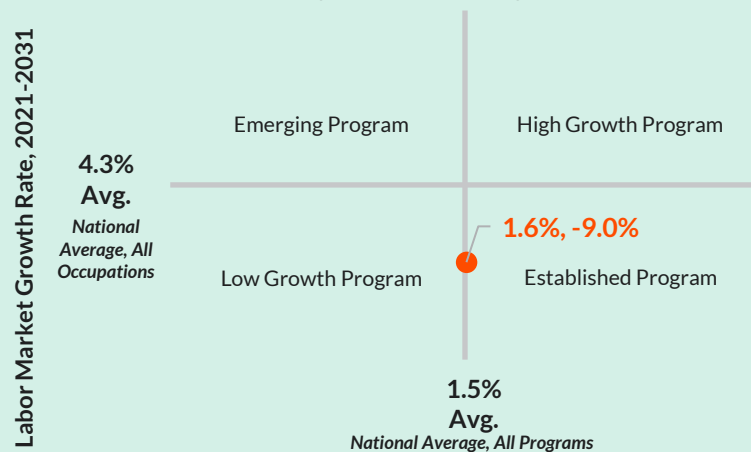
**Employment projections show a decline in labor demand; however, this is largely attributed to a decrease in employment for *Farmers, Ranchers, and Other Agricultural Managers*.** The significant decline in demand for this occupation is attributed to the consolidation of the farming industry, leading to larger but fewer farms. Despite the decline in demand for *Farmers, Ranchers, and Other Agricultural Managers*, **employment for *Animal Scientists, Food Scientists and Technologists*, and *Soil and Plant Scientists* is expected to grow at the regional and national levels.**

**Public demand for organic and sustainably grown products is growing, driving an interest in local agriculture.** Industry trends show increased consumer demand for sustainable and organic products, which has also spiked interest in locally-sourced foods. Additionally, initiatives such as West Virginia's Snap Stretch program allow SNAP/EBT users to buy from local farmer's markets, increasing accessibility to locally farmed produce.

**Profiled institutions all have programs within the *Agriculture, General* CIP code, but several use detailed CIP codes for degree specializations.** Programs tend to offer several areas of specialization that may function as individual majors. Subsequently, institutions categorize concentration areas under more detailed Agriculture CIP codes. This may account for the decrease in conferrals in *Agriculture, General*, as conferrals are increasingly reported under more nuanced codes. For instance, conferrals are growing in *Agricultural Production Operations, General* in the region and nation.

## NATIONAL BENCHMARK ANALYSIS

Comparison of bachelor's completions in agriculture-related fields and relevant labor market to all completions and all occupations in the nation



Annualized Degree Completions Growth Rate, 2016-2020

## FAST FACTS



13

Average number of instructional faculty at comparator institutions.



1.6%

National average annualized growth rate of reviewed agricultural program conferrals from 2016 to 2020.



\$8,762

Average annual tuition cost of profiled programs.

# RESEARCH QUESTIONS AND METHODOLOGY

## METHODOLOGY

To assist Marshall University (Marshall) as it considers relaunching its BS in Specialty Agriculture program under a new Classification of Instructional Programs (CIP) code, Hanover conducted an Academic Program Assessment to determine student and labor market demand for such programs and review comparator programs.

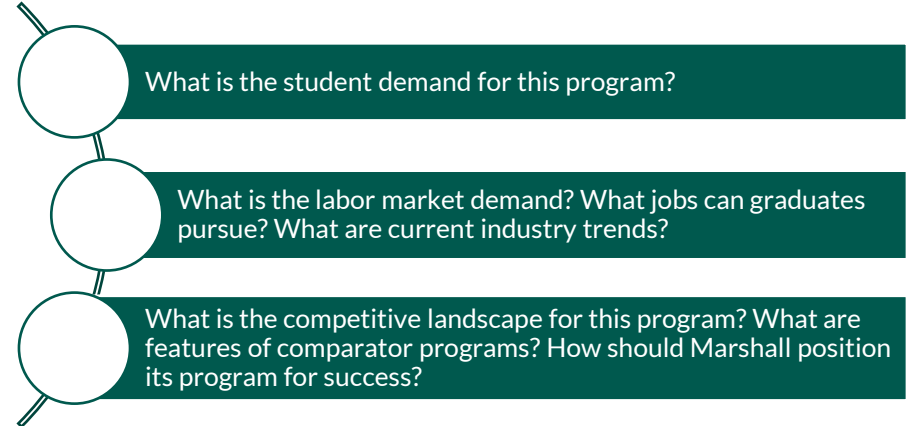
The following analysis is based on a review of information drawn from institutional websites as well as publicly available data sources. Hanover selected the comparator institutions included in this analysis based on their status as public, non-land grant institutions. Programs with strong conferral trends that are categorized under the *Agriculture, General* CIP code were prioritized.

## REGION

In determining student and labor market demand for the program, Hanover assessed trends in the states of West Virginia, Ohio, and Kentucky.



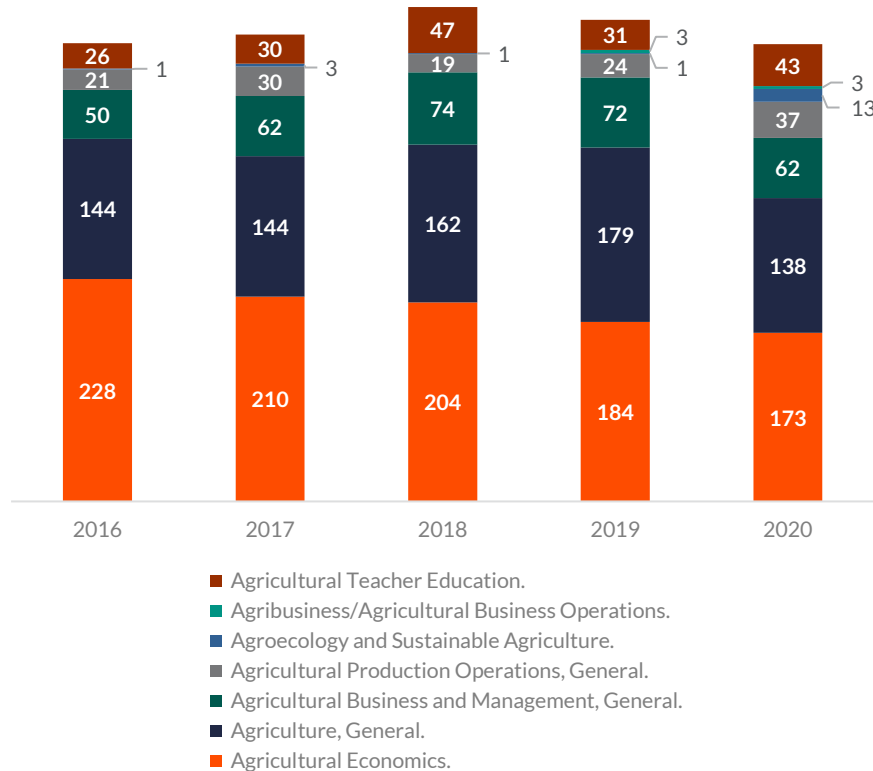
## RESEARCH QUESTIONS



# STUDENT DEMAND ANALYSIS

## REGIONAL DEGREE COMPLETIONS

Regional distribution of degree completions from 2016 to 2020



Note: In the West Virginia-Ohio-Kentucky region, only programs in Kentucky report conferrals under the *Agriculture, General* CIP code. Thus, Hanover selected other related codes commonly used in the region to provide a more holistic picture of student demand.

Source: [IPEDS](#)

## ANALYSIS

**Student interest in agriculture-related programs is steady.** From 2016 to 2020, the region experienced a moderate decline in conferrals (-0.1 percent), and the nation experienced a moderate increase in conferrals (1.6 percent). Demand for agriculture-related bachelor's programs is consistent with regional and national trends for all fields, as growth rates are within one percentage point of the regional and national averages.

**The fastest growing fields at both the regional and national levels are *Agricultural Production Operations, General* and *Agroecology and Sustainable Agriculture*.** Regionally, conferrals in *Agroecology and Sustainable Agriculture* grew from 1 conferral in 2016 to 13 conferrals in 2020. Nationwide, conferrals grew 6.3 percent. *Agricultural Production Operations, General* grew by 15.2 percent in the region and 16.2 percent nationwide. Conferrals in *Agricultural Economics* and *Agriculture, General* decreased from 2016 to 2020 period at the regional and national levels.

## TOTAL DEGREE COMPLETIONS

Aggregate degree completions by geographic level (2020)

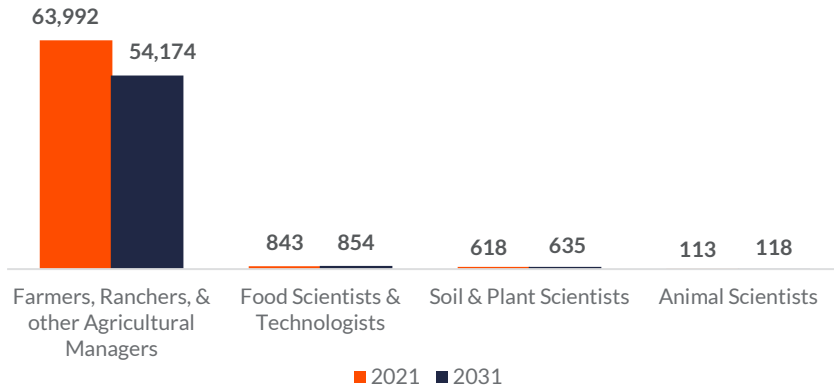
|                                                | State       | Regional     | National     |
|------------------------------------------------|-------------|--------------|--------------|
| Agricultural Economics.                        | 64          | 173          | 1,566        |
| Agriculture, General.                          | 0           | 138          | 2,082        |
| Agricultural Business and Management, General. | 0           | 62           | 1,194        |
| Agricultural Production Operations, General.   | 0           | 37           | 142          |
| Agricultural Teacher Education.                | 18          | 43           | 803          |
| Agroecology and Sustainable Agriculture.       | 0           | 13           | 236          |
| Agribusiness/Agricultural Business Operations. | 0           | 3            | 2,110        |
| <b>Total Completions, Observed Fields</b>      | <b>82</b>   | <b>469</b>   | <b>8,133</b> |
| <b>Growth Rate, Observed Fields</b>            | <b>6.4%</b> | <b>-0.1%</b> | <b>1.6%</b>  |
| <b>Growth Rate, All Fields</b>                 | <b>0.5%</b> | <b>0.9%</b>  | <b>1.5%</b>  |



# LABOR MARKET ANALYSIS

## REGIONAL PROJECTED EMPLOYMENT

Regional agriculture-related positions as of 2021 and 2031 (projected)



## TOTAL LABOR MARKET

Aggregate projected employment growth by geographic level

|                                               | State  | Regional | National |
|-----------------------------------------------|--------|----------|----------|
| Estimated Employment (2021)                   | 7,798  | 65,566   | 885,653  |
| Projected Employment (2031)                   | 6,050  | 55,781   | 805,555  |
| Average Annual Openings, Observed Occupations | 510    | 5,044    | 76,043   |
| Employment Growth, Observed Occupations       | -22.4% | -14.9%   | -9.0%    |
| Employment Growth, All Occupations            | -8.2%  | -0.8%    | 4.3%     |

Source: JobsEQ

## ANALYSIS

**Labor projections point to a decrease in employment opportunities for graduates of agriculture-related programs.** The decline in employment is largely driven by a substantial decrease in demand for *Farmers, Ranchers, and Other Agricultural Managers*, which is expected to decrease by 22.6 percent in West Virginia, 15.3 percent in the region, and 9.6 percent nationally. According to the [Bureau of Labor Statistics](#) (BLS), this is the result of increased efficiencies in crop production, which has led to consolidation and fewer but larger farms.

Conversely, **labor demand for *Animal Scientists, Food Scientists and Technologists, and Soil and Plant Scientists* is expected to grow at both the regional and national levels.** While all studied occupations are expected to decrease in demand in West Virginia, employment predictions estimate that there will still be an average of 510 job openings per year in the state. It is likely that there are many diverse career paths for graduates as entrepreneurs and business owners.

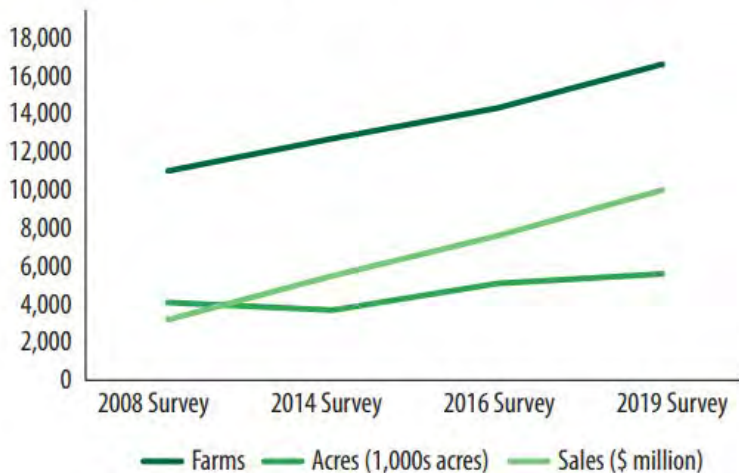
**West Virginia organizations are using innovative programs to increase profits.** For instance, the [West Virginia Farm and Food Coalition](#) reports that \$483,371 was captured in federal food assistance dollars for 2021 due to EBT/SNAP benefits that were spent at local farmer's markets. Further, [reports](#) from area news sources indicate that there is an "increased interest in agriculture at the local level." Covid-19 supply chain issues, growing interest in locally sourced foods, and an overall increase in health-consciousness is driving investment in local agriculture. These trends also apply to sustainable farming. This suggests that Marshall's emphasis on "sustainable, high-yield agriculture with an emphasis in agribusiness and agritourism" reflects emerging industry trends at both the local and national level.

# INDUSTRY TRENDS

## INDUSTRY TRENDS

Despite declining labor demand for *Farmers, Ranchers, and Other Agricultural Managers*, growing consumer demand for organic produce indicates a significant need for sustainable and organic agriculture. Organic agriculture experienced a [31 percent increase in sales](#) from 2016 to 2019, and the U.S. Department of Agriculture (USDA) [reports](#) a 17 percent increase in certified organic farms and a nine percent increase in certified organic acres. A USDA Economic Research Service [report](#) reveals that the consumer demand for organically produced goods has significantly increased in recent years and organic sales now account for over four percent of total national food sales. The report further shows that consumers prefer organic produce because of concerns for health, the environment, and animal welfare. These trends in consumer demand drive increasing market demand for sustainable and organic produce.

**Organic Farms, Acres, and Sales, 2008 to 2019**



Source: [USDA Census of Agriculture](#)

## SUSTAINABLE AGRICULTURE

Sustainable agriculture has become a priority at the national and local levels, with government agencies and higher education institutions investing billions in the field. For example, the [USDA recently announced a one-billion-dollar grant program](#) to support climate-friendly farming, ranching, and forestry practices. The program will finance projects that promote sustainable agricultural practices and can measure reductions in greenhouse gas emissions. The program also seeks to certify produce that is grown using sustainable practices as “Climate Smart” in response to rising demand among consumers. Higher education institutions have also begun to invest in sustainable agriculture; for example, the University of Minnesota is currently looking to develop an [agricultural research complex](#) to help farmers with sustainable food production.

*“The goal of sustainable agriculture is to meet society’s food and textile needs in the present without compromising the ability of future generations to meet their own needs. Practitioners of sustainable agriculture seek to integrate three main objectives into their work: a healthy environment, economic profitability, and social and economic equity.”*  
– [University of California Davis](#)

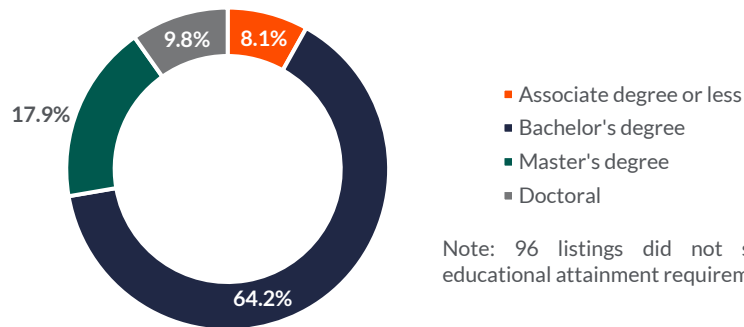
Recent national spending similarly demonstrates the high demand for sustainable agriculture. In 2020, the U.S. government passed the Emergency Coronavirus Relief Act, which included over 23 billion dollars in funding for food and agriculture programs. The Relief Act appropriated money to conservation, renewable energy, local food, and rural development. Seven million dollars were included for the Office of Urban Agriculture (an increase of two million dollars to its budget) and 12 million dollars for the [Farm to School Grant Program](#). The Act also included [40 million dollars](#) for the [Sustainable Agriculture Research and Education \(SARE\) program](#), the USDA’s only competitive research program focused entirely on sustainable agriculture. The 40 million dollars provided to SARE is a record high for the program, which is authorized at 60 million dollars.

# REAL-TIME JOB POSTINGS INTELLIGENCE

## EXEMPLARY REGIONAL JOB POSTINGS

| Position                     | Employer                                | Location         | Skills and Requirements                                                                                                                                                                                                     |
|------------------------------|-----------------------------------------|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assistant Grower*            | Gritt's Midway Greenhouse               | Red House, WV    | <ul style="list-style-type: none"><li>Ability to recognize physiological problems in plants</li><li>Working knowledge of greenhouse operations</li></ul>                                                                    |
| <a href="#">Farm Manager</a> | West Virginia Department of Agriculture | Huttonsville, WV | <ul style="list-style-type: none"><li>Bachelor's degree with a major in agriculture-related field</li><li>Two years experience in managing or assisting in management of a large, multi-faceted framing operation</li></ul> |
| Grower Assistant I*          | 80 Acres Farm                           | Hamilton, OH     | <ul style="list-style-type: none"><li>Agriculture, science, and/or production background</li></ul>                                                                                                                          |

## EDUCATION REQUIREMENTS



Note: 96 listings did not specify educational attainment requirements.

\*Note: Job listing is no longer available.

Note: For this analysis, Hanover retrieved job postings data for general agriculture-related positions in the region from [JobsEQ](#), a proprietary database providing real-time job postings aggregated from thousands of websites. All data reflect the 180-day period as of March 2022.

## ANALYSIS

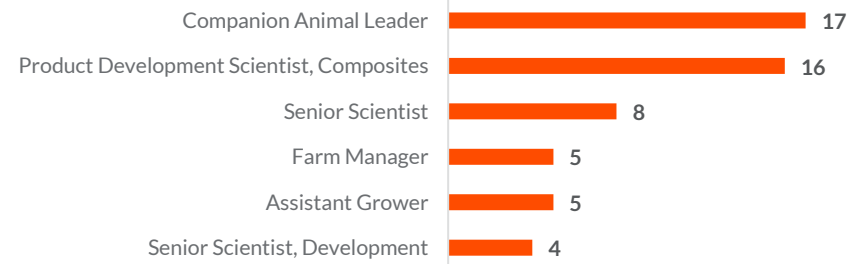
**Graduates of bachelor's degree programs in agriculture should fare well in the regional labor market.** Out of the 173 regional positions that were posted in the last six-months that specified educational attainment, 64.2 percent indicated that candidates should have a bachelor's degree in the field. Employers include commercial farms and growers such as 80 Acres Farms and Green Circle Growers Inc. Further, institutions like the West Virginia Department of Agriculture and the University of Kentucky have posted ads to fill vacant positions including those for farm managers.

## TOP CREDENTIALS AND SKILLS

- Certified Crop Advisor (CCA)
- Animal Care/Handling
- Chemistry
- Microsoft Office Suite
- Organization
- Project Management
- Adaptability
- Problem Solving



## COMMON JOB TITLES BY NUMBER OF JOB ADS



# MARKET SATURATION ANALYSIS

## ANALYSIS

**Competitive conditions are likely to support an additional bachelor's program in an agriculture-related field.** The agriculture-related fields studied exhibit growth in both the number of degrees conferred and the number of programs offered during the 2016 to 2020 period. This trend suggests reliable student interest in agriculture-related bachelor's programs, and that additional programs are being offered to satisfy student demand.

To assist Marshall in better understanding the competitive landscape, Hanover benchmarked 10 general agriculture programs that exhibit strong conferrals trends and that are offered by non-land grant institutions.

## BENCHMARKED PROGRAMS

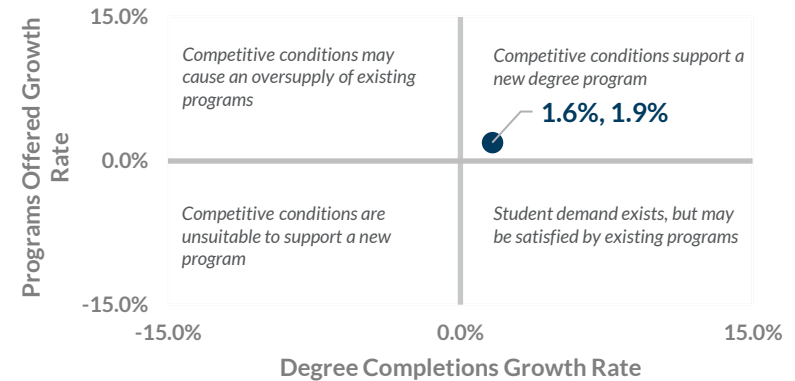
| Institution                                         | Listed Faculty*    | 2020 Conferrals^ | Average Annualized Growth (2016-2020) | State |
|-----------------------------------------------------|--------------------|------------------|---------------------------------------|-------|
| <a href="#">Austin Peay State University</a>        | <a href="#">11</a> | 34               | -7.3%                                 | TN    |
| <a href="#">Fort Hays State University</a>          | <a href="#">12</a> | 35               | 2.3%                                  | MO    |
| <a href="#">Illinois State University</a>           | <a href="#">19</a> | 199              | -1.8%                                 | IL    |
| <a href="#">Marshall University</a>                 | <a href="#">6</a>  | --               | --                                    | WV    |
| <a href="#">McNeese State University</a>            | --                 | 60               | 2.7%                                  | LA    |
| <a href="#">Morehead State University</a>           | <a href="#">17</a> | 45               | -3.5%                                 | KY    |
| <a href="#">Northwest Missouri State University</a> | <a href="#">14</a> | 31               | 4.5%                                  | MO    |
| <a href="#">Tennessee Technological University</a>  | <a href="#">9</a>  | 59               | -2.8%                                 | TN    |
| <a href="#">Truman State University</a>             | <a href="#">5</a>  | 22               | -3.1%                                 | MO    |
| <a href="#">Western Illinois University</a>         | <a href="#">16</a> | 94               | -3.4%                                 | IL    |
| <a href="#">Western Kentucky University</a>         | <a href="#">18</a> | 74               | 1.8%                                  | KY    |

\*Note: All instructors were counted, including adjuncts.

^Note: Some programs report under additional CIP codes.

## NATIONAL MARKET SATURATION

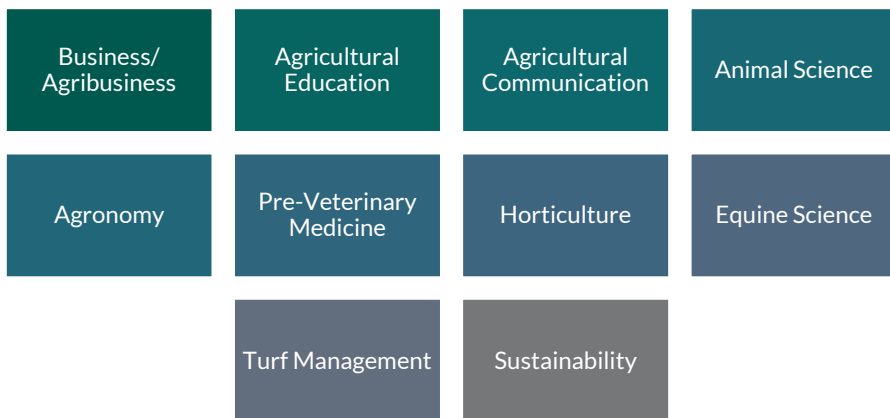
National market saturation for bachelor's programs in general agriculture-related fields



# PROGRAM TRENDS: OVERVIEW

## CONCENTRATIONS

All benchmarked programs offer concentrations. Most profiled programs include options to specialize in the following areas:



## MAJOR CREDIT REQUIREMENTS

55

Marshall's required credits for the major reflect those of comparator programs. However, required major credits vary, sometimes significantly, across concentrations. Reviewed programs required between 35 and 73 major credits with an average of 55 credits.

## FACULTY

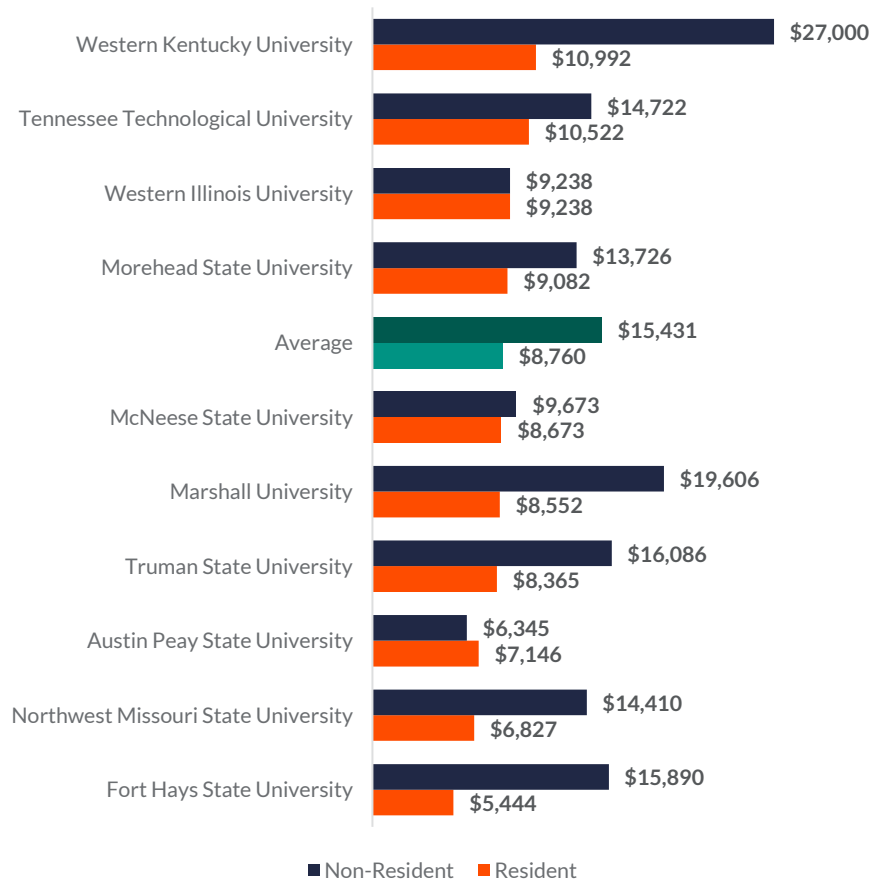


On average, benchmarked programs have 13 instructional faculty members. The comparator average is well above Marshall's faculty headcount of six.

## ANNUAL TUITION



Marshall's annual tuition rate for in-state students of \$8,552 is comparable to its peers. The average annual tuition for residential students is \$8,762.



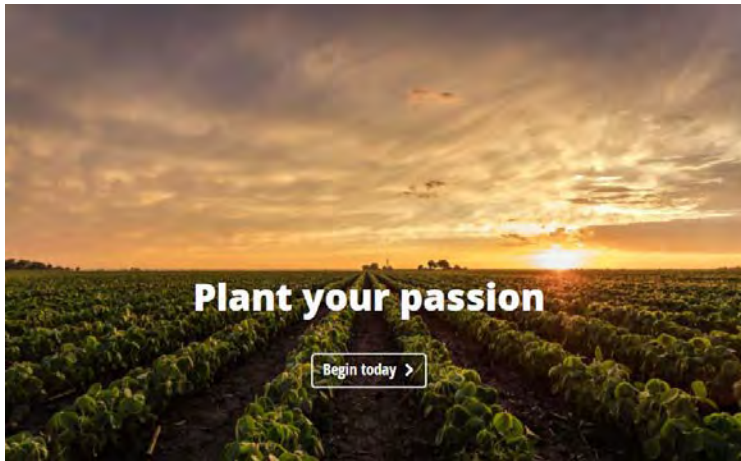
# PROGRAM TRENDS: MARKETING

## MARKETING OVERVIEW



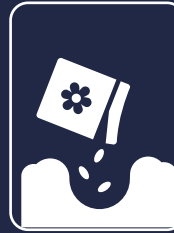
Comparator programs highlight experiential learning, learning facilities, specializations, and career preparedness as key value propositions.

Like Marshall, profiled institutions center messaging on program features such as learning facilities, internships and other forms of experiential learning, and student engagement activities. Further, programs focus on the diversity of the field for which students are being prepared. Many programs also call out characteristics of successful students. For instance, [Fort Hays State University](#) students are “hard-working, resourceful and proud to be part of the agricultural community.” Other institutions such as [Illinois State University](#) and [Truman State University](#) target students who seek to “plant” or “cultivate” their passions. Overall, program webpages indicate that prospective students would be joining a community centered around their interests.



Picture Source: [Illinois State University, Agriculture Department](#)

## PROGRAM MESSAGING EXAMPLES



“As the need for feeding an ever-growing population continues to expand, the School of Agricultural Sciences is poised to serve student interests and meet the needs of the agriculture, food and fiber industry today and in the future.”

-Northwest Missouri State University



“Students take advantage of our unique hands-on learning experiences, academic programs, clubs and organizations and the close-knit mentorship of our caring, experienced faculty. Whether you are going back to the family farm or looking to take the lead with a global agribusiness corporation, we will have you well prepared for an exciting, rewarding career in a diverse, growing industry.”

-Fort Hays State University



“MSU's Bachelor of Science in Agriculture gives you the opportunity to major in your passion. Whether you're interested in learning to manage livestock or running an agriculture-based business, you'll gain the knowledge and hands-on skills you need to launch a successful career after you graduate.”

-Morehead State University



# PROGRAM TRENDS: EXPERIENTIAL LEARNING SPOTLIGHTS

## EXPERIENTIAL LEARNING OPPORTUNITIES

All benchmarked institutions provide opportunities for students to experience hands-on learning in farms, green houses, and related settings. Eight programs advertise that students have opportunities to work and participate in field experience on campus farms or agriculture centers. Profiled programs also advertise that students have opportunities to participate in internships. Additional experiential learning opportunities available at benchmarked programs include research opportunities and student organization activities such as equestrian teams and rodeos. [Northwest Missouri State University](#) even offers a student living and learning community for Agricultural Science students.

Students studying agriculture at Tennessee Technological University can conduct research on poultry, gain experience at the university's tech farms, or work on a farm recognized by the Tennessee Historical Society. This program offers multiple facilities where students can engage in research, such as the [Nursery](#) or [Poultry](#) Research Centers. The Oakley Farm contains a [cattle operation](#) and [greenhouse research complex](#) where students participate in innovative processes such as hydroponic gardening. The site also contains the historic [Pioneer Century Farm](#) which has been a working farm for over 200 years.



Picture Source: [Tennessee Technology University, Pioneer Century Farm](#)



## EXPERIENTIAL LEARNING SPOTLIGHTS

**Western Kentucky University (WKU)** offers study abroad experiences. Students at WKU can participate in unique experiences such as working on produce and floral farms in Ecuador.



**Illinois State University** has a fully functioning farm, **Meat Science Lab**, **Agricultural Shop**, and **Horticulture Center**. Students can gain hands-on experience with different types of equipment in the Agriculture Shop, and learn about different grades of meats in the Meat Science Lab. The Horticulture Center serves as an instructional facility as well as a community outreach point with labs, greenhouses, and gardens.



# PROGRAM BENCHMARKING

Hanover benchmarked 10 programs categorized under the *Agriculture, General (01.000)* CIP code that exhibit strong conferrals trends and that are offered by non-land grant institutions.

| Institution                                     | Program                           | Annual Tuition*                                                                                   | Major Credits                                                               | Concentrations                                                                                                                                                                                                                                                                                                                                                                 | Notable Features                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-------------------------------------------------|-----------------------------------|---------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Austin Peay State University<br>Clarksville, TN | <a href="#">BS in Agriculture</a> | Resident:<br><a href="#">\$7,146</a><br>Non-Resident:<br><a href="#">\$12,690</a>                 | <a href="#">35</a> **                                                       | <ul style="list-style-type: none"> <li><a href="#">Communication</a></li> <li>Business</li> <li>Science</li> <li>Veterinary Medicine</li> <li>Sustainable Development</li> <li>Veterinary Technology</li> </ul>                                                                                                                                                                | <ul style="list-style-type: none"> <li>Advertises a partnership with <a href="#">Coleman Tracker Company</a> and Kubota</li> <li>Program features a <a href="#">Farm and Environmental Education Center</a></li> <li>Several student <a href="#">organizations</a> are associated with the program including Delta Tau Honor Society, Alpha Gama Rho Fraternity, Pre-Vet Club, Beef Cattle Show Team, and Collegiate FFA</li> <li>The program offers several <a href="#">scholarships</a></li> </ul> |
| Fort Hays State University<br>Hays, KS          | <a href="#">BS in Agriculture</a> | Resident:<br><a href="#">\$5,444</a><br>Contiguous State:<br>\$7,518<br>Non-Resident:<br>\$15,890 | Total: <a href="#">59</a><br>(24 Core Credits; 35 Concentration Credits)*** | <ul style="list-style-type: none"> <li>Agronomy</li> <li>Animal Science</li> <li>General Agriculture</li> <li>Agricultural Education</li> <li>Agronomy Business</li> <li>Agricultural Communication</li> <li>Agricultural Leadership</li> </ul>                                                                                                                                | <ul style="list-style-type: none"> <li>A <a href="#">BS in Agricultural Business</a> is also offered</li> <li>Advertises a 3,825-acre <a href="#">farm</a>, hands-on <a href="#">experiences</a>, and clubs and <a href="#">organizations</a></li> </ul>                                                                                                                                                                                                                                             |
| Illinois State University<br>Normal, IL         | <a href="#">BS in Agriculture</a> | Resident:<br><a href="#">\$11,524</a><br>Non-Resident:<br>\$23,048                                | <a href="#">55-73</a> ^                                                     | <ul style="list-style-type: none"> <li><a href="#">Agribusiness</a></li> <li>Agriculture Communications &amp; Leadership</li> <li>Agriculture Education</li> <li>Agronomy Management</li> <li>Animal Industry Management</li> <li>Animal Science</li> <li>Crop &amp; Soil Science</li> <li>Horticulture &amp; Landscape Management</li> <li>Pre-veterinary Medicine</li> </ul> | <ul style="list-style-type: none"> <li>More than half of the agriculture students complete an <a href="#">internship</a></li> <li>The program offers <a href="#">scholarship</a> opportunities</li> <li>Several labs and <a href="#">facilities</a> are featured on programs webpages such as horticulture center, university farm, and agriculture shop</li> </ul>                                                                                                                                  |

\*Note: Annual tuition figures include two 15-credit semesters and exclude fees.

\*\*Note: Credits for the Sustainable Development Concentration were used, only designated "AGRI" courses were counted.

\*\*\*Note: Concentration area credits vary.

^Note: Only agriculture and animal science courses were counted.

Source: Institutional Websites (see embedded hyperlinks)



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Hanover benchmarked 10 programs categorized under the *Agriculture, General (01.000)* CIP code that exhibit strong conferrals trends and that are offered by non-land grant institutions.

| Institution                                  | Program                                     | Annual Tuition*                                                                             | Major Credits                                            | Concentrations                                                                                                                                                                                                                                                                                                               | Notable Features                                                                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------|---------------------------------------------|---------------------------------------------------------------------------------------------|----------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Marshall University<br>Huntington, WV        | <a href="#">BS in Specialty Agriculture</a> | Resident:<br><b>\$8,552</b><br>Metro<br>Residents:<br>\$14,636<br>Non-Resident:<br>\$19,606 | 66<br>(52 Core<br>Credits; 14-16<br>Elective<br>Credits) | <ul style="list-style-type: none"> <li>Nutrient Management</li> <li>Soil Health</li> <li>Food Security</li> <li>Livestock Production</li> <li>Crop Production</li> <li>Ecotourism</li> <li>Education &amp; Outreach</li> <li>Agriculture Commodities Broker**</li> </ul>                                                     | <ul style="list-style-type: none"> <li>The program features several student organizations such as the <a href="#">American Fisheries Society</a>, <a href="#">Collegiate 4-H</a>, and <a href="#">Marshall Environmental Science Association</a></li> <li>Advertises <a href="#">experiential learning</a> opportunities through local and regional enterprises and educational institutions</li> </ul> |
| McNeese State University<br>Lake Charles, LA | <a href="#">BS in Agricultural Sciences</a> | Resident:<br><b>\$8,673</b><br>Non-Resident:<br>\$9,673                                     | <b>45</b> ***                                            | <ul style="list-style-type: none"> <li>Agribusiness</li> <li>Agricultural Education Grades 6-12</li> <li>Animal Science</li> <li>Food &amp; Nutritional Science</li> <li>Equine Science</li> <li>Food Technology</li> <li>Nutrition &amp; Dietetics</li> <li>Pre-Veterinary Medicine</li> <li>General Agriculture</li> </ul> | <ul style="list-style-type: none"> <li>Advertises that the program has 3 working <a href="#">farms</a> and a <a href="#">Center for Advancement of Meat Production &amp; Processing</a></li> <li>The program also features internship and scholarship opportunities as well as a <a href="#">national champion rodeo team</a></li> </ul>                                                                |
| Morehead State University<br>Morehead, KY    | <a href="#">BS in Agriculture</a>           | Resident & OH<br>reciprocity<br>counties:<br><b>\$9,082</b><br>Non-Resident:<br>\$13,726    | <b>59</b>                                                | <ul style="list-style-type: none"> <li>Agribusiness</li> <li>Agriculture Education</li> <li>Agronomy</li> <li>Animal Science</li> <li>Equine Science</li> <li>Golf Course Management</li> <li>Horticulture</li> <li>Veterinary Technology</li> <li>Pre-Veterinary School</li> <li>General Agriculture</li> </ul>             | <ul style="list-style-type: none"> <li>Advertises several <a href="#">community programs</a> such as equestrian camps and horticulture sales</li> <li>The program offers several <a href="#">scholarship</a> opportunities</li> </ul>                                                                                                                                                                   |

\*Note: Annual tuition figures include two 15-credit semesters and exclude fees.

\*\*Note: These concentrations are based on the Intent to Plan Document provided by Marshall.

\*\*\*Note: Credits for the Agribusiness concentration were used.

Source: Institutional Websites (see embedded hyperlinks)

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| Institution                                          | Program                                    | Annual Tuition*                                            | Major Credits                                                                | Concentrations                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Notable Features                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------|--------------------------------------------|------------------------------------------------------------|------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Northwest Missouri State University<br>Maryville, MO | <a href="#">BS in Agriculture</a>          | Resident:<br><b>\$6,827**</b><br>Non-Resident:<br>\$14,410 | <b>58**</b>                                                                  | <ul style="list-style-type: none"> <li>Agricultural Business</li> <li>Agricultural Education</li> <li>Agricultural Media</li> <li>Agricultural Science</li> <li>Agronomy</li> <li>Animal Science</li> <li>Animal Science-Pre-Vet</li> </ul>                                                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>The program features an <a href="#">Agricultural Learning Center</a> and the 448-acre farm</li> <li>Students can engage the <a href="#">Agricultural Science Living and Learning Community</a></li> </ul>                                                                                                                                                                                                                               |
| Tennessee Technological University<br>Cookeville, TN | <a href="#">BS in Agriculture</a>          | Resident:<br><b>\$10,522</b><br>Non-Resident:<br>\$14,722  | <b>57***</b>                                                                 | <ul style="list-style-type: none"> <li>Agribusiness Management</li> <li>Agricultural Communication</li> <li>Agricultural Education</li> <li>Agricultural Engineering Technology</li> <li>Agricultural Science &amp; Management</li> <li>Agronomy &amp; Soils</li> <li>Animal Science</li> <li>Environmental Agriscience</li> <li>Horticulture</li> <li>Nursery &amp; Landscape Management</li> <li>Pre-Veterinary Science</li> <li>Turfgrass Management</li> </ul> | <ul style="list-style-type: none"> <li>The program offers <a href="#">scholarship</a> opportunities</li> <li>Advertises <a href="#">Oakley Farm</a> which features a cattle operation and greenhouse research complex as well as a <a href="#">Tech Farms</a> and <a href="#">Poultry Research Center</a></li> <li>Students may also participate in Alpha Gamma Sigma, the Agricultural Engineering Technology Club, or other student <a href="#">organizations</a></li> </ul> |
| Truman State University<br>Kirksville, MO            | <a href="#">BS in Agricultural Science</a> | Resident:<br><b>\$8,365</b><br>Non-Resident:<br>\$16,086   | <b>65</b><br>(11 Support Credits; 24 Core Credits; 30 Learning Plan Credits) | <ul style="list-style-type: none"> <li>Horticulture &amp; Agronomy</li> <li>Animal Science</li> <li>Equine Science</li> <li>Agricultural Business</li> </ul>                                                                                                                                                                                                                                                                                                       | <ul style="list-style-type: none"> <li>The program features student <a href="#">organizations</a> such as Alpha Gamma Rho, Collegiate Farm Bureau, and the Equestrian Team</li> <li><a href="#">Internships</a> and <a href="#">research</a> opportunities are available to students</li> <li>The <a href="#">University Farm</a> is also advertised on program webpages</li> </ul>                                                                                            |

\*Note: Annual tuition figures include two 15-credit semesters and exclude fees.

\*\*Note: Annual tuition was calculated by multiplying per-credit tuition by 30. Agricultural Science Major Credits were used.

\*\*\*Note: Credits for the Agribusiness concentration were used.

Source: Institutional Websites (see embedded hyperlinks)

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Hanover benchmarked 10 programs categorized under the *Agriculture, General (01.000)* CIP code that exhibit strong conferrals trends and that are offered by non-land grant institutions.

| Institution                                      | Program                           | Annual Tuition*                                                    | Major Credits                                                                                  | Concentrations                                                                                                                                                                                                                                                                                                                                                                        | Notable Features                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|--------------------------------------------------|-----------------------------------|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Western Illinois University<br>Macomb, IL        | <a href="#">BS in Agriculture</a> | Domestic Students:<br><a href="#">\$9,238</a>                      | 48**<br>(9 Core Credits; 10 Special Course Credits; 9 Elective Credits; 20 Additional Credits) | <ul style="list-style-type: none"> <li><a href="#">Agricultural Business</a></li> <li>Agricultural Science</li> <li>Agriculture-Teacher Education</li> </ul>                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>The program advertises <a href="#">scholarship</a> and <a href="#">internship</a> opportunities</li> <li>The program <a href="#">features</a> a state-of-the-art greenhouse complex and agricultural laboratories and test stations</li> </ul>                                                                                                                                                                |
| Western Kentucky University<br>Bowling Green, KY | <a href="#">BS in Agriculture</a> | Resident:<br><a href="#">\$10,992</a><br>Non-Resident:<br>\$27,000 | 50***<br>(29 Core Credits; 21 Ag. Course Credits)                                              | <ul style="list-style-type: none"> <li>Agribusiness</li> <li>Agricultural Education</li> <li>Ag Systems</li> <li>Agronomy-Plant Science</li> <li>Agronomy-Soil Science</li> <li>Animal Science</li> <li>Horse Science</li> <li>Horticulture</li> <li>Turf &amp; Golf Course Management</li> <li>General Agriculture</li> <li>Pre-Veterinary Medicine</li> <li>Pre-Forestry</li> </ul> | <ul style="list-style-type: none"> <li>The program offers <a href="#">scholarship</a> opportunities</li> <li>Several clubs and student <a href="#">organizations</a> are features for prospective students such as Agronomy Club and the Equestrian Team</li> <li>The program has an 800-acre farm and <a href="#">Agriculture and Research Education Center</a></li> <li>The program features <a href="#">study abroad</a> opportunities</li> </ul> |

\*Note: Annual tuition figures include two 15-credit semesters and exclude fees.

\*\*Note: Credits for the Agriculture Business concentration were used. Course labels "other requirements" were not counted.

\*\*\*Note: Credits for the General Agriculture concentration were used.

Source: Institutional Websites (see embedded hyperlinks)





## CONTACT

Eve Proper  
*Content Director*

E: [eproper@hanoverresearch.com](mailto:eproper@hanoverresearch.com)

P: 202.978.3019

🌐 [hanoverresearch.com](http://hanoverresearch.com)

