Curriculum Proposal Title:
Nursing Theory and Philosophy (NUR 3846) Course Modification
within the Nursing (N200) (BSN) Program

Curriculum Proposal Originator(s):
Professor Theresa Dyer-Kramer

The Office of Curriculum Services Use Only
Once the Office of Curriculum Services receives a complete proposal with the required signatures, a tracking number will be assigned, and a thorough technical review will be conducted with findings communicated to the faculty members, instructional program managers or department chairs and directors or deans.

Date Received by the Office of Curriculum Services
March 20, 2019

Tracking Number Assigned by the Office of Curriculum Services
2019-16
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**Obtained by Proposal Originator(s) Prior to Submission to Curriculum Services**
- ✓ Faculty Member
- ✓ Instructional Program Manager or Department Chair
- ✓ Director or Dean

**Obtained by Curriculum Services on behalf of Proposal Originator(s)**
- ✓ Technical/Quality Review
- ✓ SACSCOC Liaison
- ✓ Associate Provost or Associate Vice President or Executive Director or Vice President of FSCJ Online and Workforce Education
- ✓ Curriculum Committee Chair
- ✓ Provost/Vice President of Academic Affairs
I. Proposal Background and Summary

All sections of the Curriculum Proposal form are required to be completed for all actions identified within the proposal. Specific questions pertaining to programs and courses are located in their respective sections of the form. Please refer to the Curriculum Committee calendar for critical dates and deadlines pertaining to the curriculum process.

Key Topics

- Title and Actions
- Implementation Term
- Summary
- College Strategic Priorities
- Curriculum Collaborations
- Cost Analysis
- Articulation
### Title and Actions

Insert the title of the curriculum proposal and place an "X" in the box next to the action(s) identified within the proposal.

<table>
<thead>
<tr>
<th>Title</th>
<th>Nursing Theory and Philosophy (NUR 3846) Course Modification within the Nursing (N200) (BSN) Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action(s)</td>
<td>New Program</td>
</tr>
<tr>
<td></td>
<td>New Course</td>
</tr>
<tr>
<td></td>
<td>Other</td>
</tr>
</tbody>
</table>

### Implementation Term

In the space provided, add the two-digit academic year, and then place an "X" in the box next to the requested academic term for implementation of the actions identified within the proposal. All new programs and substantially modified programs require the College’s District Board of Trustees, SACSCOC and Financial Aid approval. Please review the current Curriculum Committee calendar for critical due dates. Implementation term(s) for specific course(s) is/are also identified in the course section of this form.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>2019</th>
<th>Academic Term</th>
<th>2198</th>
<th>Academic Season</th>
<th>Fall</th>
<th>Spring</th>
<th>Summer</th>
</tr>
</thead>
</table>

Based on Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) policy, many new programs are required to submit a prospectus and obtain approval from SACSCOC prior to implementation. See Program Accreditation for further information.

### Summary

Provide a brief summary narrative and rationale of the actions identified within the proposal.

This proposal seeks to modify the learning outcomes for the Nursing Theory and Philosophy (NUR 3846) course within the Nursing (N200) (BSN) program. The specific reason for completing this modification is to update the content, assignments and ensure the two are aligned with current practice.
### College Strategic Priorities

Identify strategic priorities with which the actions in the proposal best align. New programs and substantially modified programs should support at least one (1) strategic priority. Please review the College’s Strategic Planning webpage in regard to the College’s strategic goal and associated strategic priorities:

<table>
<thead>
<tr>
<th>Strategic Priority</th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Provide a student-centered education.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Impact community.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Increase institutional capacity.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Curriculum Collaborations

Identify any business partnerships, grant requirements, or faculty collaborations that support the actions identified within the proposal. Provide a brief statement about the partnership and its collaborators:

<table>
<thead>
<tr>
<th>Type</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Partnerships</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grant Requirements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Collaboration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Curriculum proposal originators are encouraged to gather additional support from their faculty discipline colleagues. See Disciplinary Faculty Support (Optional) (Addendum A) for further information.

### Cost Analysis

Identify any new cost(s) to the College based on the actions identified within the proposal. Provide a brief cost analysis statement. Please do not include special fees in this section. Special fees attached to courses should be addressed with the Bursar’s office:

<table>
<thead>
<tr>
<th>Category</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Equipment/Supplies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Faculty Resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials/Software</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Articulation

Current internal and external articulation agreements are available online as a point of reference. Workforce Education and Economic Development: Internal articulations such as PSAV/Clock Hour/Workforce to Associate in Science and external articulations such as industry certifications to Associate in Science; and Liberal Arts and Sciences and Articulation: Courses intended for transfer to another institution and external upper-division articulations (2+2).

Will the actions identified within the proposal affect existing articulation agreements?

If YES, identify any existing articulation agreements designed to facilitate the timely completion of the identified action(s) within this proposal.
II. Program Information

If the actions identified within the proposal involve the development, modification, inactivation or reactivation of a program (or of a course/courses within one or more programs), then complete this section prior to the Course Information section.

Key Topics

- Framework
- Type
- Identifier
- Labor Market Data
- Access
- Assessment Scores
- Support
- Completion Points (PSAV/Clock Hour Only)
- Impact
### Framework

The Florida Department of Education (FLDOE) classifies each program according to its discipline area/career cluster. The FLDOE compiles a curriculum framework for each program that identifies information such as program title, program hours, CIP code(s), SOC code(s), program standards and occupational completion points (PSAV only). The information requested below is assigned by the FLDOE according to the current edition of the academic year curriculum framework. The Office of Curriculum Services will assign the initial program code for all new programs. Existing programs must maintain their current program code unless previously discussed with the Office of Curriculum Services and the proposal is identified as a substantive change by the OIEA requiring SACSCOC notification.

### Type

Identify the program of study/degree type that best aligns with the actions identified within the proposal:

| □ | Bachelor of Science | □ | Bachelor of Applied Science | □ | Bachelor of Science in Nursing |
| □ | Associate in Arts | □ | Associate in Science | □ | Associate in Applied Science |
| □ | Technical Certificate | □ | Advanced Technical Certificate | □ | PSAV/Clock Hour/Workforce |
| □ | Applied Technical Diploma | □ | Adult Studies | □ | Other |

Use this space to identify program type if not listed.

### School

Identify the program of study/degree type that best aligns with the actions identified within the proposal:

| □ | Liberal Arts and Sciences | □ | Business, Professional Studies, and Public Safety | □ | Technology and Industry |
| □ | Health, Education, and Human Services | □ | Other |

Use this space to identify program school if not listed.

### Identifier

Specify the program information and appropriate identification numbers that the actions within the proposal impact. The program code is assigned by the College. The program title, program hours and information for the State CIP Number are assigned by the FLDOE according to the current edition of the academic year curriculum frameworks. The information for the Federal CIP Number is assigned by the Federal Department of Education, National Center for Education Statistics.

| Program Title (Assigned by FLDOE) | Nursing |
| Program Hours (Assigned by FLDOE) | 120 |
| Program Code (Assigned by the College) | N200 |

State CIP Number (Assigned by FLDOE) 1105138012

New and/or Revised? □ Yes □ No

Federal CIP Number (Assigned by USDOE-NCES) 513801

New and/or Revised? □ Yes □ No

### Labor Market Data

Identify the labor market data that the actions within the proposal impact. The information for the SOC Number is assigned by the FLDOE according to the current edition of the academic year curriculum frameworks. The information for SOC NAV military programs is determined by the Service Members Opportunity Colleges. The information for specific salary range(s) for a particular SOC number is assigned by the Florida Department of Economic Opportunity, Occupational Employment and Wages. The information for estimated employment and growth is assigned by the Florida Department of Economic Opportunity, Employment Projections Data.

<p>| Occupation Title | Registered Nurse |
| SOC Number | 29-1141 |
| SOC NAV Number (Military &amp; Veteran Use) | N/A |
| Entry Wage | $51,225 |
| Median Wage | $64,021 |</p>
<table>
<thead>
<tr>
<th>Access</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Limited Access</strong>: Programs that limit the admission of prospective students on the basis of enrollment capacity (i.e., the number of students whom the program can accommodate because of available seats).</td>
</tr>
</tbody>
</table>

If YES, identify the specific program by title(s), code(s) and degree type(s).  

Admission to this program is limited based on the number of seats available and additional selective access criteria (see below).

| Selective Access: Programs that admit prospective students who meet specific admissions criteria, including, without being limited to, grade point average (G.P.A.), entrance exams, scores, letters of application, letters of reference and/or professional background criteria (e.g., criminal background check, drug screening, medical examination, and/or professional licensure or certification). | Yes | No |

To meet the minimum requirements for consideration for acceptance to the B.S.N. program, applicants must satisfy the bachelor's degree general admission requirements. The B.S.N. program adheres to firm application deadlines; applicants must submit a bachelor's admission degree application by the published term deadline. Admission applications will be accepted after the published deadline when seats are available.

Additionally, applicants must:

1. Have earned an Associate of Science in Nursing (A.S.N.) from a regionally accredited college or university and completed a minimum of 60 transferable college credit hours with a GPA of 2.0 or above. All general education courses and nursing foundation courses used to satisfy the Associate of Science Degree in Nursing must have a grade of "C" or better to count toward the bachelor's degree.
2. Provide official transcripts from their A.S.N. program.
3. Have a minimum 2.0 GPA from their A.S.N. program.
4. Provide documentation of the following:
   - A copy of current Florida Nursing License or license in the state where student will conduct practicum activities.
   - Evidence of current CPR certification
   - Completion of 30 credit hours of General Education course with a grade of "C" or better (ENC 1101 or ENC 1101C, MAC 1105 or higher level MAC prefix course or MAP 2302, BSC 2085C, BSC 2086C, CHM 1020 or CHM 1025C or CHM 1032C or CHM 2045C or CHM 2046C, MCB 2010C, DEP 2004, PSY 1012 and 3 credit hours of Humanities) prior to the first day of enrollment in the B.S.N. program.

Prior to conducting practicum hours at some healthcare facilities, students must meet affiliation agreement requirements for that facility. Most of the time, students are able to complete their practicum objectives in settings that do not require additional records; however, if needed, the additional records may include:

1. Completed criminal background check and drug screening through Florida State College at Jacksonville.
2. Current PPD or chest x-ray as appropriate.
3. Tetanus vaccination within the last ten years.
4. Positive titers for rubella, rubella, varicella, mumps, and hepatitis B or proof of immunization.
6. Health insurance.

| Open Access: Programs that do not limit the admission of prospective students due to available seats and/or the criteria for admission does not require specific additional standards. | Yes | No |

If YES, identify the specific program by title(s), code(s) and degree type(s).
**Assessment Scores**

Identify TABE assessment scores (English, Reading and Mathematics) that satisfy the exit criteria for the identified PSAV/Clock Hours/Workforce program(s). For other program types that require assessment(s), please use the space designated as "other" to identify those items specifically:

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>All students must have passed the NCLEX and hold an active R.N. license in the state of Florida.</td>
<td></td>
</tr>
</tbody>
</table>

**Support**

Provide information about the Program Advisory Committee support for the actions identified in the proposal. State mandated changes do not require Program Advisory Committee approval; however, documentation which indicates notification to Program Advisory Committee members is required.

<table>
<thead>
<tr>
<th>Meeting Date</th>
<th>Meeting Minutes (Addendum B)</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>If YES, provide a brief summary of the Program Advisory Committee recommendations/vote and attach a copy of the meeting minutes in Addendum B.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Occupational Completion Points (Clock Hour Programs Only)**

Identify Occupational Completion Points (OCPs) for all Clock Hour/Workforce programs that best align with the actions identified within the proposal. Provide a brief summary of each OCP. The information for OCPs is assigned by the FLDOE according to the current edition of the academic year curriculum frameworks:

<table>
<thead>
<tr>
<th>Occupational Completion Point(s)</th>
<th>N/A</th>
</tr>
</thead>
</table>

**Impact**

Identify any impact based on the actions identified within the proposal. Provide a brief statement in response to each question:

**Will the actions identified within the proposal meet a specific student success, workforce, or university transfer need?**

If YES, identify the specific student success, workforce and/or university transfer needs.

This RN to BSN program prepares nurses for graduate education and many universities will require a specific course in nursing theory using current nurse theorists.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

**Will additional programs of study be indirectly impacted by the actions identified within the proposal?**

If YES, identify the specific program by title, program code and degree type. Also, include information about the impacted programs and the plan for addressing any concerns.

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>
## Impact (Continued)

Identify any impact based on the actions identified within the proposal. Provide a brief statement in response to each question:

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Are currently enrolled and/or past term students affected by the actions identified within the proposal?</td>
<td>☒ Yes</td>
<td>☒ No</td>
</tr>
<tr>
<td>If YES, identify any concerns and how you plan to communicate the actions to currently enrolled and/or past term students. Include the approximate number of students impacted.</td>
<td>The change to the course will be implemented fall Fall 2019, so students enrolling this term and forward will be expected to adhere to the revised learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>Are the actions identified within the proposal based on student cohorts?</td>
<td>☒ Yes</td>
<td>☒ No</td>
</tr>
<tr>
<td>If YES, identify how the actions affect currently enrolled student cohorts and/or future term student cohorts.</td>
<td>The change to the course will be implemented fall Fall 2019, so students enrolling this term and forward will be expected to adhere to the revised learning outcomes.</td>
<td></td>
</tr>
<tr>
<td>Will the actions identified within the proposal provide students with a teach-out plan in order to complete their program of study with minimal disruption or additional expense?</td>
<td>☒ Yes</td>
<td>☒ No</td>
</tr>
<tr>
<td>If YES, identify the specific details of the teach-out plan, the length of time the teach-out plan will be maintained, and agreements for specific teach-out periods with other institutions.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A teach-out plan is a written plan developed by an institution that provides for the equitable treatment of students if an institution, or an institutional location that provides fifty percent or more of at least one program, ceases to operate before all students have completed their program of study, and may include, if required by the institution’s accrediting agency, a teach-out agreement between institutions. Teach-out plans must be approved by SACSCOC in advance of implementation.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will the actions identified within the proposal affect students due to a program replacement and/or program inactivation?</td>
<td>☒ Yes</td>
<td>☒ No</td>
</tr>
<tr>
<td>If YES, in Addendum C, attach a copy of the notification of program closure including alternate programs that may serve as transfer options and the length of time students have to complete their current program of study.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>For any program inactivation, the last term in which a student can enroll must be identified as the term immediately preceding the requested term for program closure (e.g., fall term 2018 = program closure; summer term 2018 = last enrollment term).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will the actions identified within the proposal affect faculty and/or staff due to a program replacement and/or program inactivation?</td>
<td>☒ Yes</td>
<td>☒ No</td>
</tr>
<tr>
<td>If YES, identify the impact on faculty and/or staff and the plan to address this impact.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Will the effectiveness of the actions identified within the proposal be assessed and/or evaluated?</td>
<td>☒ Yes</td>
<td>☒ No</td>
</tr>
<tr>
<td>If YES, identify the methods of assessment and/or evaluation model you plan to utilize.</td>
<td>Course changes better align with current nursing theorists and are needed to complete a nursing philosophy assignment in this course.</td>
<td></td>
</tr>
</tbody>
</table>
III. Program Accreditation

If the actions identified within the proposal involve the development, modification, inactivation or reactivation of a program (or of a course/courses within one or more programs), then complete this section to determine if additional approval from the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is required.

Key Topics

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Assessment
- SACSCOC Timeline
- Specialized Assessment
Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Assessment

In order to maintain the College’s continued accreditation through the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), all originators are required to complete this section to determine if reporting to SACSCOC is required. Please contact the Office of Institutional Effectiveness and Accreditation (OIEA) at oiea@fscj.edu at the beginning of the proposal process to discuss the specific requirements for your proposed change to minimize the possibility of implementation delay.

If you answer YES to one or more of the questions below, complete the substantive change intake form found on the OIEA website. Timelines for the development and submission of reports to SACSCOC can also be found on the OIEA website.

Based on the information provided within the proposal, please identify if the proposal involves any of the following actions related to substantive change.

| The development of a new degree or certificate program? | ☐ Yes ☑ No |
| A contract, MOU, grant or consortium for the development of all or part of a new program or course? | ☐ Yes ☑ No |
| The inactivation of a degree or certificate program? | ☐ Yes ☑ No |
| An increase or decrease in the total degree or certificate program hours by \( \geq 25\% \)? | ☐ Yes ☑ No |
| Adding or modifying coursework that requires new faculty, course content, equipment, facilities, library or other resources? | ☐ Yes ☑ No |
| Changing the program from clock hours to credit hours or vice versa? | ☐ Yes ☑ No |
| The instruction of courses delivered by College faculty/instructors and/or employees at an off-campus location? | ☐ Yes ☑ No |

**SACSCOC Timeline**

Below is a list of common SACSCOC substantive changes and their requirements for approval. This list should serve as a guideline to help you prepare for your change. Please contact the Office of Institutional Effectiveness and Accreditation for information specific to your proposed change.

<table>
<thead>
<tr>
<th>Types of Substantive Change</th>
<th>Timeline for Contacting OIEA</th>
<th>Timeline for Submission to SACSCOC</th>
<th>Instrument to be submitted to SACSCOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Programs*</td>
<td>18 months prior to planned implementation</td>
<td>• January 1 for implementation between July 1 – Dec. 31&lt;br&gt;• July 1 for implementation between Jan. 1 – June 30</td>
<td>Prospectus (20+ page document describing how institution will administer change)</td>
</tr>
<tr>
<td>Altering program length by &gt;25%</td>
<td>12 months prior to planned implementation</td>
<td>• January 1 for implementation between July 1 – Dec. 31&lt;br&gt;• July 1 for implementation between Jan. 1 – June 30</td>
<td>Modified Prospectus (15+ page document describing how institution will administer change)</td>
</tr>
<tr>
<td>Initiating degree completion programs</td>
<td>18 months prior to planned implementation</td>
<td>• January 1 for implementation between July 1 – Dec. 31&lt;br&gt;• July 1 for implementation between Jan. 1 – June 30</td>
<td>Prospectus (20+ page document describing how institution will administer change)</td>
</tr>
<tr>
<td>Closure of a program</td>
<td>3-6 months prior to planned implementation</td>
<td>• Immediately following internal decision to close (DBOT approval)</td>
<td>Letter of Notification. Must describe how students, faculty, and staff will be affected</td>
</tr>
<tr>
<td>Offering 25-49.9% of a program at an off-campus location</td>
<td>6 months prior to planned implementation</td>
<td>• 3 months prior to planned implementation</td>
<td>Letter of Notification</td>
</tr>
<tr>
<td>Offering 50%+ of a program at an off-campus location</td>
<td>12 months prior to planned implementation</td>
<td>• January 1 for implementation between July 1 – Dec. 31&lt;br&gt;• July 1 for implementation between Jan. 1 – June 30</td>
<td>Prospectus (20+ page document describing how institution will administer change)</td>
</tr>
</tbody>
</table>

*Not all new programs will qualify for substantive change.

**Specialized Assessment**

Some programs may have specialized accreditation requirements that initiate a curriculum a change. If you need assistance in determining the specialized accreditation status and requirements of the program(s) affected in this proposal, please contact the Office of Institutional Effectiveness and Accreditation (OIEA) at oiea@fscj.edu.

If the program(s) identified in this proposal has/have a specialized accreditor, are the requirements of the accreditor, in whole or part, initiating this curriculum change? ☐ Yes ☑ No

If YES, identify the title of the organization. Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA, 30326, (404) 975-5000.
IV. Program Funding and Reporting

If the actions identified within the proposal involve the development, modification, inactivation or reactivation of a program (or of a course/courses within one or more programs), then complete this section to determine if additional approval from the Office of Federal Financial Aid is required.

For institutions that are **fully approved** by the U.S. Department of Education for Federal Financial Aid funding eligibility, approval is only required for new vocational programs that are greater than 24 credit hours in length or greater than 600 clock hours in length. In this scenario, Financial Aid is awarded to students in programs such as the Associate in Arts, Associate in Science or a Baccalaureate degree in conjunction with the notice to the U.S. Department of Education, Federal Financial Aid office.

For institutions that are **provisionally approved** by the U.S. Department of Education for Federal Financial Aid funding eligibility, approval is required for ALL new and modified programs regardless of credit hours in length or clock hours in length. Financial Aid will not be awarded to ANY student until the U.S. Department of Education Federal Financial Aid office approves funding. Please exercise caution when selecting an implementation term for new and/or modified programs as the approval process can take 12-18 months.

**Gainful employment** is applicable ONLY to the following types of programs:
- Career technical education training programs of at least one academic year in length and that lead to a clock hour/workforce certificate.
- Credentialed, non-degree programs such as credit programs requiring 24 or more credit hours or clock hour programs requiring 600 or more contact hours.

**Key Topics**

- Financial Aid
- Financial Aid Assessment
- Gainful Employment
- Gainful Employment Assessment
Financial Aid

From the U.S. Department of Education, Office of Federal Financial Aid: in order to be eligible for funding under the Title IV programs, an educational program must lead to a degree (associate, bachelor's, graduate, or professional) or prepare students for "gainful employment in a recognized occupation."

The following includes the types of programs eligible to apply for Federal Financial Aid approval:

- The program leads to an associate's, bachelor's, professional, or graduate degree.
- The program is at least 60 credit hours (minimum 2 academic years) in duration and is acceptable as credit toward a bachelor's degree.
- The program is at least 600 clock hours or 24 credit hours (minimum of 1 academic year) in duration and leads to a certificate, degree, or other recognized credential that prepares students for gainful employment in a recognized occupation.

If you answer YES to one or more of the questions below, contact the College’s office of Financial Aid at financialaid@fscj.edu for assistance with the Financial Aid process.

Financial Aid Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the program lead to an associate's, bachelor's, professional, or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>graduate degree?</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td>Is the program at least 60 credit hours (minimum 2 academic years) in</td>
<td></td>
<td></td>
</tr>
<tr>
<td>duration and acceptable as credit toward a bachelor's degree?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the program at least 600 clock hours or 24 credit hours (minimum of</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1 academic year) in duration and leads to a certificate, degree, or</td>
<td></td>
<td></td>
</tr>
<tr>
<td>other recognized credential which prepares students for gainful</td>
<td></td>
<td></td>
</tr>
<tr>
<td>employment in a recognized occupation?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

If YES, identify the specific program by title(s), program of study code(s) and degree type(s).

Nursing (N200) (BSN)

Gainful Employment

The following educational programs offered by Domestic Public and Domestic Nonprofit Institutions are Gainful Employment programs:

- Non-degree programs, including all certificate programs. Certificate programs include undergraduate certificate programs, post-baccalaureate certificate programs, graduate certificate programs, and postgraduate certificate programs. Note that awarding students one or more certificates as part of a degree program does not create Gainful Employment programs based upon the awarding of the certificate(s).
- Teacher certification programs, including programs that result in a certificate awarded by the institution and those where the institution itself does not provide a certificate but which consist of a collection of course work necessary for the student to receive a State professional teaching credential or certification.
- Approved "Comprehensive Transition Programs" for students with intellectual disabilities.

If you answer YES to one or more of the questions below, contact the College’s office of Financial Aid at financialaid@fscj.edu for assistance with the Financial Aid process as it relates to Gainful Employment.

Gainful Employment Assessment

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is the program a career technical education training program of at least</td>
<td></td>
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<tr>
<td>one academic year in length and that leads to a clock hour/workforce</td>
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<tr>
<td>certificate?</td>
<td>Yes</td>
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<tr>
<td>Is the program a credentialed, non-degree program such as a credit</td>
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<td>program requiring 24 or more credit hours or clock hour program</td>
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<tr>
<td>requiring 600 or more contact hours?</td>
<td>Yes</td>
<td></td>
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<tr>
<td>Is the program a teacher certification program that results in a</td>
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<tr>
<td>certificate awarded by the institution and/or a program for which the</td>
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<tr>
<td>institution itself does not provide a certificate but which consists of</td>
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<tr>
<td>a collection of course work necessary for the student to receive a State</td>
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</tr>
<tr>
<td>professional teaching credential or certification?</td>
<td>Yes</td>
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</tr>
<tr>
<td>Is the program an approved &quot;Comprehensive Transition Program&quot; for</td>
<td></td>
<td></td>
</tr>
<tr>
<td>students with intellectual disabilities?</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

If YES, identify the specific program by title(s), code(s) and degree type(s).

N/A
V. Program Page

In the space below, please insert a copy of the College Catalog program page. To illustrate the actions identified within the proposal, program(s) layout must use red font to add information and the strike-through feature to remove information. Please follow the College Catalog program page template for design consistency. A copy of the current College Catalog may be accessed online as a point of reference.

Key Topics

- College Catalog Layout
- Recommended Course Sequence by Term
Nursing (N200) (B.S.N.)

Bachelor of Science

The Program

The mission of the Bachelor of Science in Nursing (B.S.N.) program is to develop Registered Nurses to provide quality health care in multicultural environments, promote inter-professional collaboration, and engage in lifelong learning to serve the diverse community with intelligence, compassion, and socio-cultural sensitivity. The graduate is prepared to use critical thinking and theory synthesis for career advancement and management of evidence-based practiced care for individuals, families, and the community across multiple healthcare settings.

A minimum grade of "C" or better must be achieved in all upper division courses.

Program Accreditation

The Florida State College at Jacksonville Bachelor of Science in Nursing (B.S.N.) degree is accredited by the Accreditation Commission for Education in Nursing (ACEN), 3343 Peachtree Road NE, Suite 850, Atlanta, GA, 30326, (404) 975-5000.

Program Requirements

To meet the minimum requirements for consideration for acceptance to the B.S.N. program, applicants must satisfy the bachelor's degree general admission requirements. The B.S.N. program adheres to firm application deadlines; applicants must submit a bachelor's admission degree application by the published term deadline. Admission applications will be accepted after the published deadline when seats are available.

Additionally, applicants must:

1. Have earned an Associate of Science in Nursing (A.S.N.) from a regionally accredited college or university and completed a minimum of 60 transferable college credit hours with a GPA of 2.0 or above. All general education courses and nursing foundation courses used to satisfy the Associate of Science Degree in Nursing must have a grade of "C" or better to count toward the bachelor's degree.
2. Provide official transcripts from their A.S.N. program.
3. Have a minimum 2.0 GPA from their A.S.N. program.
4. Provide documentation of the following:
   - A copy of current Florida Nursing License or license in the state where student will conduct practicum activities.
   - Evidence of current CPR certification
   - Completion of 30 credit hours of General Education course with a grade of "C" or better (ENC 1101 or ENC 1101C, MAC 1105 or higher level MAC prefix course or MAP 2302 or MGF 1106 or MGF 1107, BSC 2085C, BSC 2086C, CHM 1020 or CHM 1025C or CHM 1032C or CHM 2045C or CHM 2046C, MCB 2010C, DEP 2004, PSY 1012 and 3 credit hours of Humanities) prior to the first day of enrollment in the B.S.N. program.
Prior to conducting practicum hours at some healthcare facilities, students must meet affiliation agreement requirements for that facility. Most of the time, students are able to complete their practicum objectives in settings that do not require additional records; however, if needed, the additional records may include:

1. Completed criminal background check and drug screening through Florida State College at Jacksonville.
2. Current PPD or chest x-ray as appropriate.
3. Tetanus vaccination within the last ten years.
4. Positive titers for rubeola, rubella, varicella, mumps, and hepatitis B or proof of immunization.
6. Health insurance.

Need More Information? Contact:

(904) 766-6726

More Information Online

Program Information and Costs
Bright Futures Florida Academic Scholars Guaranteed Baccalaureate Admissions Program

Prerequisite Coursework

- **Humanities** Credit Hours: 3
  
  *Refer to General Education Requirements.*

  *Note: Students must complete 3 credit hours of Humanities coursework to meet prerequisite requirements and an additional 3 credit hours of Humanities coursework prior to enrollment in Upper Division Coursework with a grade of "C" or better.*

- **ENC 1101** - English Composition I Credit Hours: 3
  
  or **ENC 1101C** - English Composition I Enhanced Credit Hours: 4

- **MAC 1105** - College Algebra Credit Hours: 3
  
  or higher level MAC prefix course

  or **MAP 2302** - Differential Equations Credit Hours: 3

  or **MGF 1106** - Topics in College Mathematics Credit Hours: 3

  or **MGF 1107** - Explorations in Mathematics Credit Hours: 3

- **BSC 2085C** - Human Anatomy and Physiology I Credit Hours: 4

- **BSC 2086C** - Human Anatomy and Physiology II Credit Hours: 4

- **CHM 1020** - Chemistry for Liberal Arts Credit Hours: 3

  or **CHM 1025C** - Introduction to General Chemistry Credit Hours: 4

  or **CHM 1032C** - Principles of General Chemistry Credit Hours: 4

  or **CHM 2045C** - General Chemistry and Qualitative Analysis I Credit Hours: 4

  or **CHM 2046C** - General Chemistry and Qualitative Analysis II Credit Hours: 4

- **DEP 2004** - Human Growth and Development Credit Hours: 3

- **PSY 1012** - General Psychology Credit Hours: 3

- **MCB 2010C** - Microbiology Credit Hours: 4
General Education Coursework

Credit Hours: 45

- **Humanities** Credit Hours: 6
  
  Refer to [General Education Requirements](#).

  Note: Students must complete 3 credit hours of Humanities coursework to meet prerequisite requirements and an additional 3 credit hours of Humanities coursework prior to enrollment in Upper Division Coursework with a grade of "C" or better.

- **ENC 1101** - English Composition I  Credit Hours: 3
  
  or **ENC 1101C** - English Composition I Enhanced  Credit Hours: 4

- **ENC 1102** - Writing About Texts  Credit Hours: 3

  Note: Students must complete this course prior to enrollment in Upper Division Coursework with a grade of "C" or better.

- **SPC 2017** - Introduction to Speech Communications  Credit Hours: 3
  
  or **SPC 2065** - Speech Communication for Business and the Professions  Credit Hours: 3
  
  or **SPC 2608** - Fundamentals of Public Speaking  Credit Hours: 3

  Note: Students must complete one of these course options prior to enrollment in Upper Division Coursework with a grade of "C" or better.

- **MAC 1105** - College Algebra  Credit Hours: 3
  
  or higher level MAC prefix course
  
  or **MAP 2302** - Differential Equations  Credit Hours: 3
  
  or **MGF 1106** - Topics in College Mathematics  Credit Hours: 3
  
  or **MGF 1107** - Explorations in Mathematics  Credit Hours: 3

- **STA 2023** - Elementary Statistics  Credit Hours: 3

  Note: Students must complete this course prior to enrollment in Upper Division Coursework with a grade of "C" or better.

- **BSC 2085C** - Human Anatomy and Physiology I  Credit Hours: 4

- **BSC 2086C** - Human Anatomy and Physiology II  Credit Hours: 4

- **CHM 1020** - Chemistry for Liberal Arts  Credit Hours: 3
  
  or **CHM 1025C** - Introduction to General Chemistry  Credit Hours: 4
  
  or **CHM 1032C** - Principles of General Chemistry  Credit Hours: 4
  
  or **CHM 2045C** - General Chemistry and Qualitative Analysis I  Credit Hours: 4
  
  or **CHM 2046C** - General Chemistry and Qualitative Analysis II  Credit Hours: 4

- **MCB 2010C** - Microbiology  Credit Hours: 4

- **DEP 2004** - Human Growth and Development  Credit Hours: 3

- **PSY 1012** - General Psychology  Credit Hours: 3

- **SYG 2000** - Introductory Sociology  Credit Hours: 3

  Note: Students must complete this course prior to enrollment in Upper Division Coursework with a grade of "C" or better.
Lower Division Coursework

Credit Hours: 45

- **HUN 1201 - Human Nutrition** Credit Hours: 3  
  Note: Students must complete this course prior to enrollment in Upper Division Coursework with a grade of "C" or better.
- **NUR 1460C - Health-Illness Concepts Across the Lifespan I** Credit Hours: 5
- **NUR 1212C - Health Alterations Across the Lifespan I** Credit Hours: 5
- **NUR 2242C - Nursing Concepts: Families in Crisis-Complex Health Problems II** Credit Hours: 5
- **NUR 2243C - Nursing Concepts: Families in Crisis-Complex Health Problems I** Credit Hours: 5
- **NUR 2960 - NCLEX Review** Credit Hours: 2

Select one of the course group options below:

**Option 1 (Nursing R.N. Coursework)**

- **NUR 1020C - Nursing Concepts: Health and Wellness Across the Lifespan I** Credit Hours: 5
- **NUR 1023C - Nursing Concepts: Health and Wellness Across the Lifespan II** Credit Hours: 5
- **NUR 1025C - Health-Illness Concepts Across the Lifespan II** Credit Hours: 5
- **NUR 2214C - Health Alterations Across the Lifespan II** Credit Hours: 5

**Option 2 (Nursing R.N. Bridge Coursework)**

- **NUR 1008C - Transition to Professional Nursing** Credit Hours: 5
- **NUR 1411C - Nursing Care of the Family Across the Lifespan** Credit Hours: 5
- **College Credit Earned by Examination** Credit Hours: 10

Upper Division Coursework

Credit Hours: 30

A minimum grade of "C" or better is required in all Upper Division coursework.

- **NUR 3805 - Dimensions of Professional Practice** Credit Hours: 3
- **NUR 3125 - Pathophysiology** Credit Hours: 4
- **NUR 3094 - Health Assessment** Credit Hours: 3
- **NUR 3164 - Introduction to Nursing Research and Informatics** Credit Hours: 3
- **NUR 3846 - Nursing Theory and Philosophy** Credit Hours: 3
- **NUR 3636C - Community Health** Credit Hours: 4
- **NSP 3185 - Professional Ethics and Diversity** Credit Hours: 3
- **NUR 4827 - Leadership and Management** Credit Hours: 3
- **NUR 4169C - Applications in Evidence-Based Practice for BSNs** Credit Hours: 4

Total Credit Hours: 120

Credit hours may vary depending on whether a student has satisfied the foreign language requirements of the College.
Recommended Course Sequencing

Pre-requisites

- **Humanities** Credit Hours: 3
  Refer to [General Education Requirements](#).
  Note: Students must complete 3 credit hours of Humanities coursework to meet prerequisite requirements and an additional 3 credit hours of Humanities coursework prior to enrollment in Upper Division Coursework with a grade of "C" or better.
- **ENC 1101 - English Composition I** Credit Hours: 3
  or **ENC 1101C - English Composition I Enhanced** Credit Hours: 4
- **MAC 1105 - College Algebra** Credit Hours: 3
  or higher level MAC prefix course
  or **MAP 2302 - Differential Equations** Credit Hours: 3
  or **MGF 1106 - Topics in College Mathematics** Credit Hours: 3
  or **MGF 1107 - Explorations in Mathematics** Credit Hours: 3
- **BSC 2085C - Human Anatomy and Physiology I** Credit Hours: 4
- **BSC 2086C - Human Anatomy and Physiology II** Credit Hours: 4
- **CHM 1020 - Chemistry for Liberal Arts** Credit Hours: 3
  or **CHM 1025C - Introduction to General Chemistry** Credit Hours: 4
  or **CHM 1032C - Principles of General Chemistry** Credit Hours: 4
  or **CHM 2045C - General Chemistry and Qualitative Analysis I** Credit Hours: 4
  or **CHM 2046C - General Chemistry and Qualitative Analysis II** Credit Hours: 4
- **MCB 2010C - Microbiology** Credit Hours: 4
- **DEP 2004 - Human Growth and Development** Credit Hours: 3
- **PSY 1012 - General Psychology** Credit Hours: 3

Semester I

- **ENC 1102 - Writing About Texts** Credit Hours: 3
  Note: Students must complete this course prior to enrollment in Upper Division Coursework with a grade of "C" or better.
- **HUN 1201 - Human Nutrition** Credit Hours: 3
  Note: Students must complete this course prior to enrollment in Upper Division Coursework with a grade of "C" or better.
- **SYG 2000 - Introductory Sociology** Credit Hours: 3
  Note: Students must complete this course prior to enrollment in Upper Division Coursework with a grade of "C" or better.

Semester II

- **Humanities** Credit Hours: 3
  Refer to [General Education Requirements](#).
  Note: Students must complete 3 credit hours of Humanities coursework to meet prerequisite requirements and an additional 3 credit hours of Humanities coursework prior to enrollment in Upper Division Coursework with a grade of "C" or better.
• **SPC 2017 - Introduction to Speech Communications**  Credit Hours: 3  
or **SPC 2065 - Speech Communication for Business and the Professions**  Credit Hours: 3  
or **SPC 2608 - Fundamentals of Public Speaking**  Credit Hours: 3  
*Note: Students must complete one of these course options prior to enrollment in Upper Division Coursework with a grade of "C" or better.*

• **STA 2023 - Elementary Statistics**  Credit Hours: 3  
*Note: Students must complete this course prior to enrollment in Upper Division Coursework with a grade of "C" or better.*

**Semester III**

• **NUR 3805 - Dimensions of Professional Practice**  Credit Hours: 3  
• **NUR 3094 - Health Assessment**  Credit Hours: 3  
• **NUR 3125 - Pathophysiology**  Credit Hours: 4

**Semester IV**

• **NUR 3164 - Introduction to Nursing Research and Informatics**  Credit Hours: 3  
• **NUR 3846 - Nursing Theory and Philosophy**  Credit Hours: 3  
• **NUR 3636C - Community Health**  Credit Hours: 4

**Semester V**

• **NSP 3185 - Professional Ethics and Diversity**  Credit Hours: 3  
• **NUR 4827 - Leadership and Management**  Credit Hours: 3  
• **NUR 4169C - Applications in Evidence-Based Practice for BSNs**  Credit Hours: 4
# Recommended Course Sequence by Term

Identify the recommended course sequence by academic term. This information will be included with the program page in the College Catalog and utilized as a roadmap for facilitating students timely program completion. When completing the recommended course sequencing, please assume full-time student enrollment. For multiple programs within a proposal, please copy the blank table template into a new page.

<table>
<thead>
<tr>
<th>Program Title</th>
<th>Example: Nursing (N200) (B.S.N.)</th>
</tr>
</thead>
</table>

## Term

### Course(s)

- **Humanities** Credit Hours: 3  
  Refer to [General Education Requirements](#).
  Note: Students must complete 3 credit hours of Humanities coursework to meet prerequisite requirements and an additional 3 credit hours of Humanities coursework prior to enrollment in Upper Division Coursework with a grade of "C" or better.

- ENC 1101 - English Composition I  Credit Hours: 3  
or ENC 1101C - English Composition I Enhanced  Credit Hours: 4

- MAC 1105 - College Algebra  Credit Hours: 3  
or higher level MAC prefix course

- MAP 2302 - Differential Equations  Credit Hours: 3  
or MGF 1106 - Topics in College Mathematics  Credit Hours: 3

- BSC 2085C - Human Anatomy and Physiology I  Credit Hours: 4  
  BSC 2086C - Human Anatomy and Physiology II  Credit Hours: 4

- CHM 1020 - Chemistry for Liberal Arts  Credit Hours: 3  
  CHM 1025C - Introduction to General Chemistry  Credit Hours: 4

- MCB 2010C - Microbiology  Credit Hours: 4  
  DEP 2004 - Human Growth and Development  Credit Hours: 3  
  PSY 1012 - General Psychology  Credit Hours: 3

### Pre-requisites

- ENC 1102 - Writing About Texts  Credit Hours: 3  
  Note: Students must complete this course prior to enrollment in Upper Division Coursework with a grade of "C" or better.

- HUN 1201 - Human Nutrition  Credit Hours: 3  
  Note: Students must complete this course prior to enrollment in Upper Division Coursework with a grade of "C" or better.

- SYG 2000 - Introductory Sociology  Credit Hours: 3  
  Note: Students must complete this course prior to enrollment in Upper Division Coursework with a grade of "C" or better.

## Term I

- ENC 1102 - Writing About Texts  Credit Hours: 3  
  Note: Students must complete this course prior to enrollment in Upper Division Coursework with a grade of "C" or better.

- HUN 1201 - Human Nutrition  Credit Hours: 3  
  Note: Students must complete this course prior to enrollment in Upper Division Coursework with a grade of "C" or better.

- SYG 2000 - Introductory Sociology  Credit Hours: 3  
  Note: Students must complete this course prior to enrollment in Upper Division Coursework with a grade of "C" or better.

## Term II

- **Humanities** Credit Hours: 3  
  Refer to [General Education Requirements](#).
  Note: Students must complete 3 credit hours of Humanities coursework to meet prerequisite requirements and an additional 3 credit hours of Humanities coursework prior to enrollment in Upper Division Coursework with a grade of "C" or better.

- SPC 2017 - Introduction to Speech Communications  Credit Hours: 3  
  or SPC 2065 - Speech Communication for Business and the Professions  Credit Hours: 3

- SPC 2608 - Fundamentals of Public Speaking  Credit Hours: 3  
  Note: Students must complete one of these course options prior to enrollment in Upper Division Coursework with a grade of "C" or better.

- STA 2023 - Elementary Statistics  Credit Hours: 3  
  Note: Students must complete this course prior to enrollment in Upper Division Coursework with a grade of "C" or better.
Identify the recommended course sequence by academic term. This information will be included with the program page in the College Catalog and utilized as a roadmap for facilitating students' timely program completion. When completing the recommended course sequencing, please assume full-time student enrollment. For multiple programs within a proposal, please copy the blank table template into a new page.

### Program Title

Example: Nursing (N200) (B.S.N.)

<table>
<thead>
<tr>
<th>Term</th>
<th>Course(s)</th>
</tr>
</thead>
</table>
| Term III | • NUR 3805 - Dimensions of Professional Practice Credit Hours: 3  
           |   • NUR 3094 - Health Assessment Credit Hours: 3                        
           |   • NUR 3125 - Pathophysiology Credit Hours: 4                          |
| Term IV | • NUR 3164 - Introduction to Nursing Research and Informatics Credit Hours: 3  
           |   • NUR 3846 - Nursing Theory and Philosophy Credit Hours: 3           
           |   • NUR 3636C - Community Health Credit Hours: 4                      |
| Term V  | • NSP 3185 - Professional Ethics and Diversity Credit Hours: 3           
           |   • NUR 4827 - Leadership and Management Credit Hours: 3               
           |   • NUR 4169C - Applications in Evidence-Based Practice for BSNs Credit Hours: 4 |
VI. Course Information

If the actions identified within the proposal involve the development, modification, inactivation or reactivation of a course or courses, then complete this section.

Key Topics

✓ Assignment
✓ Identifier
✓ Eligibility
✓ Impact
The Florida Department of Education (FLDOE) compiles a curriculum framework for each program which includes curriculum benchmark standards required for the course(s) identified within a program. Not all course(s) are included within a program as some may be identified as electives. The FLDOE classifies each course according to its discipline area and prefix. Course information is maintained via the State Course Numbering System (SCNS). The organizational schema for SCNS utilizes a three-letter prefix and four-digit identification. The first digit denotes the course level (freshman, sophomore, etc.) and is recommended by each institution, while the three-letter prefix and three-digit number are utilized for categorization of content. Each course number may include a lab code ("L") that denotes a laboratory or a combination code ("C") that denotes a combination lecture/laboratory course.

**Identifier**

Identify the course(s) that are affected by the actions identified within the proposal. Include course prefix/number and course title. Include the implementation term for each course. Carefully consider any impact a new, modified, inactivated or reactivated course may have on current and/or future term students.

<table>
<thead>
<tr>
<th>Prefix/Number</th>
<th>Title</th>
<th>Effective Term (e.g., Fall 2018 (2188))</th>
<th>Dept ID</th>
<th>New</th>
<th>Modify</th>
<th>Inactivate</th>
<th>Reactivate</th>
</tr>
</thead>
<tbody>
<tr>
<td>NUR 3846</td>
<td>Nursing Theory and Philosophy</td>
<td>Fall Term 2019 (2198)</td>
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</table>

The Department ID is to be added by academic administrators for instructional payment.
### Eligibility

Identify any eligibility requirement(s) that may be associated with a course action identified within the proposal:

<table>
<thead>
<tr>
<th>Gordon Rule of Writing Requirement?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If YES, identify the specific course prefix/number and course title, and address any concerns.</td>
<td></td>
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</tbody>
</table>

The following statement must be added to each communication course identified as “Gordon Rule” eligible: This course fulfills the “Gordon Rule” writing requirement and must be completed with a grade of “C” or higher (pursuant to State Board of Education Rule 6A-10.030).

Per State Board of Education Rule 6A-10.030(a) a College student must successfully complete the following: Six (6) semester hours of English coursework and six (6) semester hours of additional coursework in which the student is required to demonstrate college-level writing skills through multiple assignments. Each institution shall designate the courses that fulfill the writing requirements of this section. These course designations shall be submitted to the Statewide Course Numbering System. An institution to which a student transfers shall accept courses so designated by the sending institution as meeting the writing requirements outlined in this section.

<table>
<thead>
<tr>
<th>Gordon Rule of Computation Requirement?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If YES, identify the specific course prefix/number and course title, and address any concerns.</td>
<td></td>
<td></td>
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</tbody>
</table>

The following statement must be added to each mathematics course identified as “Gordon Rule” eligible: This course fulfills the “Gordon Rule” computation requirement and must be completed with a grade of “C” or higher (pursuant to State Board of Education Rule 6A-10.030).

Per State Board of Education Rule 6A-10.030(b) a College student must successfully complete the following: Six (6) semester hours of mathematics coursework at the level of college algebra or higher. For the purposes of this rule, applied logic, statistics and other such computation coursework which may not be placed within a mathematics department may be used to fulfill three (3) hours of the six (6) hours required by this section.

<table>
<thead>
<tr>
<th>Earn Credit More Than Once?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If YES, identify the specific course prefix/number and course title, and address any concerns.</td>
<td></td>
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</tbody>
</table>

### Impact

Identify any impact that the actions identified within the proposal may have on another course(s) (e.g., prerequisite or corequisite changes). Provide a brief summary statement in the space below:

<table>
<thead>
<tr>
<th>Will additional course(s) be impacted by the actions identified within the proposal?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>If YES, identify the specific course prefix/number and course title, and address any concerns.</td>
<td></td>
<td></td>
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</tbody>
</table>
VII. Course Outline(s)

In the space below, please insert a copy of the current College course outline(s). To illustrate the actions identified within the proposal, course outline(s) must use red font to add information and the strike-through feature to remove information. Please follow the College course outline template for design consistency. A copy of the current College course outline(s) may be accessed online as a point of reference.

Key Topics

✓ College Layout

✓ Learning Outcomes and Assessment
COURSE NUMBER: NUR 3846
COURSE TITLE: Nursing Theory and Philosophy
PREREQUISITE(S): Admission to the BSN Program and NUR 3805
COREQUISITE(S): None
STUDENT ADVISING NOTES: None
CREDIT HOURS: 3
CONTACT HOURS/WEEK: 3
CONTACT HOUR BREAKDOWN:
   Lecture/Discussion: 3
   Laboratory: ____________
   Other ____________:
FACULTY WORKLOAD POINTS: 3
STANDARDIZED CLASS SIZE ALLOCATION: 30

CATALOG COURSE DESCRIPTION:
This course critically analyzes nursing theory and foundations for reasoning in nursing practice. It focuses on the evolution and application of nursing knowledge. The contexts of nursing theory are explored. The nature and specific characteristics of nursing theory are discussed, including perspectives on essential elements of theories at various levels. The purpose of this examination is not to focus in detail on any one theorist, but to examine theory and its contribution to the advancement of nursing as a discipline.

REQUIRED TEXT(S): None

IMPLEMENTATION DATE: Fall Term 2010 (20111) Proposal 2010-06

REVIEW OR MODIFICATION DATE: Spring Term 2011 (20112) Proposal 2011-01
Fall Term 2016 (20171) – Proposal 2015-59 – amend 9/17/16
Fall Term 2018 (2188) – Proposal 2018-12
Fall Term 2019 (xxxx) – Proposal 2019-16
<table>
<thead>
<tr>
<th>COURSE TOPICS</th>
<th>CONTACT HOURS PER TOPIC</th>
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</thead>
<tbody>
<tr>
<td>I. Introduction to Theories in Nursing Practice Nursing Theory</td>
<td>6</td>
</tr>
<tr>
<td>II. A. Introduction to Theory and Philosophy of Nursing</td>
<td></td>
</tr>
<tr>
<td>B. Theory Guided Practice for the BSN Nursing as an Art &amp; Science</td>
<td></td>
</tr>
<tr>
<td>III. Theory Guided Practice Ways of Knowing</td>
<td>6</td>
</tr>
<tr>
<td>A. Ways of Knowing</td>
<td></td>
</tr>
<tr>
<td>B. Art in Nursing</td>
<td></td>
</tr>
<tr>
<td>III. Theory’s Roots and Florence Nightingale</td>
<td>6</td>
</tr>
<tr>
<td>A. Florence Nightingale</td>
<td></td>
</tr>
<tr>
<td>B. Value of Theory</td>
<td></td>
</tr>
<tr>
<td>C. Role of Theory in Modern Clinical Environment</td>
<td></td>
</tr>
<tr>
<td>IV. Mid-Twentieth Century Nursing Nursing Philosophies: Nightingale, Watson &amp; Benner</td>
<td>15</td>
</tr>
<tr>
<td>A. Peplau's theory and application</td>
<td></td>
</tr>
<tr>
<td>B. Henderson's theory and application</td>
<td></td>
</tr>
<tr>
<td>C. Orem's theory and application</td>
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<tr>
<td>D. Roy's theory and application</td>
<td></td>
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<tr>
<td>E. Watson's theory and application</td>
<td></td>
</tr>
<tr>
<td>V. Theories of Practice and Quality - Duffy’s Theory and Application</td>
<td>6</td>
</tr>
<tr>
<td>Nursing Conceptual Models: Levine &amp; Rogers</td>
<td></td>
</tr>
<tr>
<td>VI. Integrating Theory into Practice Nursing Conceptual Models: Orem &amp; King</td>
<td>6</td>
</tr>
<tr>
<td>A. Theory and Evidence-Based Practice</td>
<td></td>
</tr>
<tr>
<td>B. Application of Theory in a Clinical Setting</td>
<td></td>
</tr>
<tr>
<td>VII. The Future of Nursing Theory</td>
<td>6</td>
</tr>
</tbody>
</table>
## SECTION 1

<table>
<thead>
<tr>
<th>Course Prefix and Number:</th>
<th>NUR 3846</th>
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<tbody>
<tr>
<td>Semester Credit Hours (Credit):</td>
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</tr>
<tr>
<td>Contact Hours (Workforce):</td>
<td></td>
</tr>
<tr>
<td>Course Title:</td>
<td>Nursing Theory &amp; Philosophy</td>
</tr>
</tbody>
</table>

## SECTION 2a (To be completed for General Education courses only.)

**TYPE OF COURSE (Place an “X” in the box next to those that are applicable.)**

- General Education Core (If selected, core discipline area will be identified in Section 4.)
- General Education (If selected, you must also complete Section 4, Section 5, and Section 8)

## SECTION 2b

**TYPE OF COURSE (Place an “X” in the box next to those that are applicable.)**

<table>
<thead>
<tr>
<th>A.A. Elective</th>
<th>A.S. Required Course</th>
<th>A.S. Professional Elective</th>
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</thead>
<tbody>
<tr>
<td>A.A.S. Required Course</td>
<td>A.A.S. Professional Elective</td>
<td>Technical Certificate</td>
</tr>
<tr>
<td>PSAV/Clock Hour/Workforce</td>
<td>Development Education</td>
<td>Apprenticeship</td>
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<tr>
<td>Upper Division/Bachelors</td>
<td>X</td>
<td>Other: BSN</td>
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</tbody>
</table>

## SECTION 3

**INTELLECTUAL COMPETENCIES (Place an “X” in the box next to those that are applicable.)**

| X | Reading | X | Speaking | X | Critical Analysis | X | Qualitative Skills | X | Scientific Method of Inquiry |
| X | Writing | X | Listening | X | Information Literacy | X | Ethical Judgement | X | Working Collaboratively |

## SECTION 4 (To be completed for General Education courses only.)

**GENERAL EDUCATION DISCIPLINE AREA (Place an “X” in the box next to those that are applicable.)**

- Communications
- Humanities
- Mathematics
- Social and Behavioral Sciences
- Natural Sciences

## SECTION 5 (To be completed for General Education courses only.)

**GENERAL EDUCATION LEARNING OUTCOME AREA (Place an “X” in the box next to those that are applicable.)**

- Communication
- Critical Thinking
- Information Literacy
- Scientific and Quantitative Reasoning
- Global Sociocultural Responsibility

## SECTION 6

<table>
<thead>
<tr>
<th>LEARNING OUTCOMES</th>
<th>TYPE OF OUTCOME (General Education, Course or Program)</th>
<th>METHOD OF ASSESSMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analyze the process of theory identification for nursing.</td>
<td>Courses</td>
<td>Written assignments, discussions, oral presentations, group exercises</td>
</tr>
<tr>
<td>Compare and contrast the art and science of nursing.</td>
<td>Course</td>
<td>Written assignments, discussions, oral presentations, group exercises</td>
</tr>
<tr>
<td>LEARNING OUTCOMES</td>
<td>SECTION 6</td>
<td>LEARNING OUTCOMES</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------------</td>
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<td>----------------------------------------------------------------------------------</td>
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<tr>
<td>Differentiate among the patterns of knowing relevant to nursing practice and education.</td>
<td>Course</td>
<td>Written assignments, discussions, oral presentations, group exercises</td>
</tr>
<tr>
<td>Formulate a personal philosophy of caring in nursing practice</td>
<td>Course</td>
<td>Written assignments, discussions, oral presentations, group exercises</td>
</tr>
<tr>
<td>Critically appraise the literature on a nursing theory relevant to current nursing practice.</td>
<td>Course</td>
<td>Written assignments, discussions, oral presentations, group exercises</td>
</tr>
</tbody>
</table>

SECTION 7

Faculty name(s): T. Dyer-Kramer

Date: 1-10-2018

CS20150615
Identify any addenda that will enhance the proposal submission.

**Key Topics**

- Faculty Support (Optional)
- Program Advisory Committee Meeting Minutes
- Notice to Students of Program Inactivation
### ADDENDUM A
Faculty Support (Optional)

**Faculty Support**
Curriculum proposal originator(s) are strongly encouraged to solicit support from faculty members and to gather feedback through discussion at disciplinary, departmental and/or programmatic meetings prior to proposal submission to the Office of Curriculum Services at curriculum@fscj.edu. Please note that obtaining additional faculty members’ support is **highly recommended but not required** as part of the signatory process.

### Faculty Correspondence

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>Was the proposal submitted electronically to faculty members for review and feedback?</td>
<td></td>
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<tr>
<td>If YES, please provide the date of the electronic correspondence.</td>
<td>Date</td>
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### Faculty Meeting(s)

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<thead>
<tr>
<th>Question</th>
<th>Yes</th>
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<tr>
<td>Was a disciplinary, departmental and/or programmatic meeting held to review the actions identified in the proposal?</td>
<td></td>
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<td>If YES, please provide the date of the meeting.</td>
<td>Date</td>
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</table>

<table>
<thead>
<tr>
<th>Question</th>
<th>Yes</th>
<th>No</th>
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<tbody>
<tr>
<td>If a vote was taken during the meeting, please provide the number of faculty votes for “yes,” “no,” or “abstention.”</td>
<td></td>
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<tr>
<td># Yes Votes</td>
<td># No Votes</td>
<td></td>
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<tr>
<td># Abstention</td>
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</tbody>
</table>

Provide a summary of the reasons that the disciplinary council, departmental and/or programmatic committee decided to support or not to support the proposal.

### Faculty Review and Comments

*A summary of faculty members’ comments appears below; comments may also be submitted anonymously.*

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Comments</th>
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</table>

*If additional space is required for faculty comments, please insert additional pages as needed.*
Notice to Program Advisory Committee Members

From: Dyer Kramer, Theresa M. <theresa.dyerkramer@fscj.edu>
Sent: Wednesday, March 6, 2019 4:47 PM
To: Nelson, Rebecca A. <Rebecca.Nelson@fscj.edu>
Subject: Re: Curriculum Proposal Template: Nursing Theory and Philosophy (NUR 3846) Course Modification with the Nursing (N200) (BSN) Program

[...] The PAC meeting is on 4/18, the same day of the Curriculum Committee. I will make sure the notes reflect their buy in of the curriculum change. I will ensure you get those notes after the meeting.

Thanks

Dr. Theresa Dyer-Kramer, DNP, RN, NEA-BC  
Nursing Professor, BSN Program  
Florida State College at Jacksonville, North Campus  
(904) 766-6568  
tdyerkra@fscj.edu
NURSING EDUCATION ADVISORY COMMITTEE MEETING MINUTES

Thursday, April 18, 2019 9:00AM – 10:30 AM
Florida State College at Jacksonville, Downtown Campus, Room A1170

I. CALL TO ORDER

Dr. M. Kathleen Ebener, Dean of Nursing, at 9:00AM.

II. INTRODUCTIONS OF ATTENDEES

Community Partners
Brooks Rehabilitation  Joanne Hoertz
CareerSource  Carol Cullen
Consulate Healthcare  Dawn Cullston
Department of Health  Twanda Washington
Memorial Medical Center  Scott Brown
St. Vincent’s  Barri Jones and Precious Nalasco
UF Health  Dan Wright

Florida State College at Jacksonville (FSCJ)
Dr. Sheri Litt  Amy Koszuch
Dr. M. Kathleen Ebener  Sandra Webb
Adm. Jim Stevenson  Dr. Theresa Dyer-Kramer
Jefferson Everett  Dr. Peggy McCart
Greg Wurth  Johnathan Hancock
Joan Boyd

III. REVIEW AND APPROVAL OF October 18, 2018 MEETING MINUTES
One correction was made to the October 18, 2018 meeting. The ACEN Focus visit was March 2019 instead of January 2019. Minutes approved with correction.

IV. NURSING PROGRAM UPDATES

New College President – Dr. John Avendano

Dr. John Avendano Appointed as FSCJ’s President

During the District Board of Trustees meeting on April 9, 2019, Dr. John Avendano was approved to become the College President, effective July 22, 2019.

Dr. Avendano is currently the president and CEO of Kankakee Community College in Illinois. He has more than 30 years of community college experience including previously serving as the president of the Illinois Council of Public Community College Presidents and the past chair of the South Metropolitan Higher Education Consortium President’s Council in Illinois.

Respectfully submitted by Earlene Gray, Admin. Asst.

Nursing Education Advisory/March 8, 2018
A. **Associate of Science Nursing (ASN)**

*Dr. M. Kathleen Ebener, Dean of Nursing and Joan Boyd, Int. Asst. Dean*

1) Nursing Baccalaureate and Career Technical Education Powerpoint documents the upward rise of the ASN NCLEX pass rates and the effort to establish the Team Nursing and Support initiative to manage the 74 classes, 107 clinical sessions and 46 clinical laboratory session. All of the efforts are to focus on student support from registration to graduation. (See attachment).

2) New Student Uniforms -- Dr. Ebener discussed the new student uniforms. The student's jackets are short in length with a patch with “Student Nurse” attached. Adjunct Uniforms – Adjuncts received new labcoats to wear during the clinical rotations to provide uniformity and recognition of their presence on the unit at the hospital. The adjunct labcoats are knee length. Committee approved the new uniforms for the adjunct faculty. *Advisory approved the new uniforms for the students.*

3) The Summer Term will enroll 96 ASN and 24 RN-Bridge programs.

4) Hurst NCLEX Review Fee Change: The user fee for the Hurst NCLEX Review has increased by $20.00. The increase in cost covers a live review instead of a Webex review. In 2016, the review was mixed with a web based program and the new curriculum. In 2017-18, the live review was started. Dr. Ebener and Joan Boyd will discuss review the impact the live NCLEX has over the webex review conducted in 2016. *Advisory Committee approved the increase in cost.*

B. **Bachelor Science Nursing (BSN) Curriculum Changes**

*Dr. Peggy McCarty, BSN Professor of Nursing*

1) Dr. McCarty distributed a handout to discuss the RN to BSN Program. The program focuses on Evidence Based Practice (EBP). Student presented EBP Capstone projects which covered topics such as decreasing workplace violence in the Emergency Department through Simulation Education and Training, increase vaccinations, Postpartum Hemorrhage, and the use Mindfulness Practices.

Twanda Washington from the Duval Health Department stated that the Health Department is no longer accepting “religious exception” as a valid exemptions from vaccinations.

2) Dr. Terri Dyer-Kramer discussed the BSN Curriculum proposal 2019-12 Nursing Theory. The Art project will remain. This project supports the critical thinking aspect of the course. The proposal will incorporate new theorist to discuss modern day concepts. *Advisory Committee approved the change in the BSN Curriculum*
C. Bachelor Science Nursing (BSN) Curriculum Changes (cont’d)

*Dr. Peggy McCarty, BSN Professor of Nursing*

3) Mentors: Students select mentors based upon if the mentor is Masters or Doctorate prepared. The mentors suggested their projects are completed on Powerpoint presentations. Scott Brown, Dan Wright, Joanne Hoertz, and Barri Jones discussed the positive impact of the posters. Carol Cullen added that the digital board is also very impactful.

D. Practical Nursing (PN) Curriculum Changes

*Amy Kozsuch, Int. Assoc, Dean*

1) Practical Nursing students are being given the opportunity to observe the nursing procedures studied in the classroom in the Simulation Center. Dr. Ebener discussed the future focus on PN accreditation. Scott Brown of Memorial stated there are opportunities in the hospital. He highlighted the eleven (11) employees at Memorial who are CNAs and moving toward becoming LPN through the assistance of WorkSource. Twanda Washington also discussed the opportunities at the Duval Department of Health in Peds, OB, Postpartum and disease programs.

2) Dr. Sheni Litt, Assoc Prov Bacc Career Tech Ed
   a) ACEN Visit – ACEN visit showed the complex structure of the organization and the work needed to stabilize the Nursing Department. Barri Jones agreed that the program has improved and it’s been a joy to watch the growth.

V. CLINICAL AGENCY NURSING & NURSING RELATED OPPORTUNITIES

1) Brooks Rehabilitation – *Joanne Hoertz, Vice President of Nursing*
   a) Brooks is 99.5% occupancy and have a need for the Practical Nursing program of graduates.
   b) Working on a retention effort for Medical Assistants
   c) Home Health care needs are increasing

2) WorkSource – *Carol Cullen, Healthcare Sector Manager*
   Workforce Centers offers assistance with interview skills, applications, and other work related skills.

3) Continuing Workforce Education – Jefferson Everett, Program Manager
   Workforce Business Solutions provides RN Remediation/Refresher courses for nurses who have been out of work for a long period of time or for nurses who need a remediation or refresher course, RN Review for the public for general teaching style, community classes who uses the medical model, online learning for medical professionals which has 12 lesson plans (online or at a facility), and certification for Medical Office. These courses are designed and accredited by official crediting bodies.

4) Duval County Health Department – *Twanda Washington, Asst. Community Health Nursing Director of Disease*
   a) Surgeon General for the State of Florida has been selected but not confirmed. Dr. Kelli Rolle has been serving as the interim.
   b) The students are doing great and we look forward to continuing our relationship with the college.
   c) Services for the HIV/AIDS are now located at the Central Health Department.
V. CLINICAL AGENCY NURSING & NURSING RELATED OPPORTUNITIES  
(Cont’d)

5) St. Vincent’s Healthcare – Barri Jones, RN Clinical Coordinator and Precious Nolasco, RN Residency Coordinator
   a) The 7:00am-3:00pm and 3:00pm-11:00pm clinical rotations are liked by the managers.
   b) Precious Nolasco started in 2016 and has noticed the last couple of groups coming to interviews are not dressed professionally. The BSN students are dressed with their portfolio and the ASN students on many occasions come with beach attire.
   c) EKG – JU and UNF graduates are better prepared to recognize the different stages of the EKG test. FSCJ faculty indicated they will broaden curriculum to enhance rhythm recognition.
   d) Crucial Conversations – Precious Nolasco requested a greater emphasis on crucial conversations with nursing managers and patients. Dr. Kramer stated, “in the BSN Leadership and Management Course, the students are taught how to address workplace situations.” The ASN students attend a Professional Day workshop to practice interview skills and resume writing.

6) Consulate Healthcare – Dawn Culleton, Unit Manager
   a) Students are given the opportunity to attend unit meetings. Involving them in this aspect of the clinical rotation has helped to eliminate social talking while on the unit.

7) UF Health Jacksonville- Dan Wright, Manager of Nursing Education
   a) UF Health Jacksonville continues to support DEUs, above the board scheduling, equity, and accessibility to all floors.

8) Memorial Hospital – Scott Brown, Clinical Coordinator
   a) The number of applicants does not always equal qualified and so he understands the need for everyone selected to meet eligibility requirements.
   b) Eleven (11) employees are in the FSCJ Practical Nursing (PN) program and expected to continue to the RN Bridge program.
   c) Memorial would like to host continuing education presentation just as the one it’s hosting for Capella University (Flyer attached).

Action item:
1) Dr. McCartt will email Carol Cullen, WorkSource, regarding ESOL support.
2) Joan Boyd to meet with Term 4 professors to improve the curriculum for the EKG portion of the course.

ADJOURNMENT (10:30 AM)

NEXT MEETING TENTATIVELY SCHEDULED
October 2019
NURSING

April 18, 2019

Together we...
- Mission
  - 74 classes
  - 107 clinical hours
  - 46 clinical laboratory sessions
- Focus
  - Student support from registration to graduation

Team Nursing & Support
- Leadership
  - Kathleen Easler – Dean
  - Janice Boyd – IA Dean
  - Amy Kuzma – IA Dean
- Administrative Support
  - Cheryl James – Administrative Assistant
- Karl Nolte – Retention Specialist
- Teresa Johnson – Administrative Assistant
- Cyndy West – Student Retention

A Student Focused Pathway To SUCCESS!

Professional Accreditation
- Coarc: EPIC
- Florida Board of Nursing, ACEN & SACS-COC accreditation & Florida Center for Nursing

Outcomes Matter
- Improving program outcomes
- Community engagement, multiple vendor contacts, special events
- Mission
  - Improved program outcomes

Notes:
- Student Retention
  - ASH NCLEX Pass Rates
Program Achievements:
- Decreased Student Appeals and Complaints
- Curriculum Changes In Response to Identified Concerns
- Improved Community Clinical Partnerships
- More Visiblity in Community Facilities (Clinical Rotation visits)
- Dedicated ASN & BSN Program Advisors
- Faculty Lab Co-Workers
- Faculty Engagement in Program Improvements
- ASN Graduates Applying to the BSN Program
- Successful Accreditation Visit 3/21/19
- Improved Passing Rates, Completion Rates, Consistently High Job Placement

Bachelor of Science in Nursing (BSN)
- BSN entry into workplace using professional recommendations & work force preferences
- Doctoral prepared FT faculty
- 9 on-line and hybrid courses for practicing working RNs
- Dedicated BSN student advisor
- Rolling admission with active RN license & graduation from regionally accredited college
- Enrollment capacity of 90 students each semester
- Start A or C session

Associate in Science in Nursing (ASN)
- ASN entry into workplace using minimum RN licensure & workforce preferences
- Masters prepared FT faculty
- 16 month program
- Dedicated Student Advisor
- Top 120 students accepted each semester

Practical Nursing (PN)
- PN entry into workforce using minimum licensure
- Workforce opportunities limited in scope
- Bachelor & Masters prepared FT faculty
- 12 month program
- Dedicated Retention Specialist & Admissions Advisor
- Enrollment capacity at 24 students each semester
- Start A session
- Clock hour program

Program Strengths
- Large Applicant Pool
- Dedicated Program Advisors & Retention Specialist
- Doctorally Prepared BSN Faculty
- Active SNA, Alpha Delta Nu organizations
- Performance Based Incentive Funding for PN & ASN
- Mental Health First Aid Certification
- Emotional Intelligence Workshops
- Student Focused

Program Challenges
- SCHEDULING
  - 3 Campuses
  - 9 Options
  - 11 Locations
  - Multiple senior centers, nursing homes, day care, dialysis centers, schools
- YEAR ROUND PROGRAM
  - Faculty Off-Terms, Extra-Term, & Overload management
- BUILDING
  - Leadership, Faculty, Staff
- COURSE REGISTRATION
RN to BSN Program at FSCJ

Twenty Examples of Evidence Based Practice Capstone Projects - Spring 2019

1- How does Decreasing Workplace Violence in the Emergency Department through Simulation Education and Training Decrease or Prevent Staff Injury and Increase Retention?

2- How does Educating the General Public to increase Influenza Vaccination Rates, Affect the Ability to Reduce Outbreaks of Preventable Infectious Diseases?

3- How does Utilizing the Early Recovery After Surgery (ERAS) Protocols Decrease Patient’s Complications After Surgery and Decrease Readmission Rates?

4- How does Utilizing the CDC Guidelines for Opioid Prescription Writing with Chronic Pain Patients Reduce Addiction, Abuse and Overdosing in Patients Over Time?

5- How Does Education of Critical Care and Other Inpatient Pediatric Nurses About the Signs and Symptoms of Sepsis Affect Patient Outcomes?

6- How does Bedside Shift Report Affect Patient Safety, Improve Patient Centered Care and Reduce Medical Errors.

7- How does Postpartum Hemorrhage (normal blood loss <500 ml for a vaginal delivery or <1000ml for a cesarean section) Affect the Chances of a Woman Needing a Hysterectomy?

8- In Obstetrical Personnel does the Implementation of a Comprehensive Systematic Bundle Education Program including Simulation Training affect the Competence of Personnel while Managing Patients with an Obstetrical Hemorrhage?

9- In Post-Operative Patients with Drains how does the use of an Antimicrobial Dressing affect the Occurrence of Surgical Site Infections?

10- In Infants Born with Neonatal Abstinence Syndrome (NAS) does Breastfeeding Versus Formula Feedings Affect the Need for Pharmacological Interventions and Result in An Earlier Discharge From the Hospital?

11- To Decrease Nursing Burnout how does the use of 5 Basic Mindfulness Prevention Tools: 1-Balancing responses, 2- Receiving support, 3-Focusing on strengths, 4- Get a life and 5-Have Fun, Help Retain Nurses and Increase Their Ability to Decrease Stress at Home and Work.

12- How does the Use of Mindfulness Practice which includes: Attention with a purpose, Being present in the moment and without judgement affect Nurses Potential Chronic Conditions such as Sleep disturbances, Dizziness, Hypertension, Cognitive Impairment, Atrophy of the Brain, Changes in Brain Structure, Anxiety, Depression, Attention Deficits, and Prolonged Fatigue?

13- How does the Intervention of Nutritional Supplementation During Hospitalization Affect Patient Outcomes and Improved Pressure Injury (decubitus ulcer) Healing?
14- How does Extended Orientation and Training of New Nurses in Critical Care and Emergency Rooms/Trauma Centers Prevent Patients Becoming Hypothermic and Increase Patient Survival?

15- How does Utilizing Patient Education Written at a Fifth Grade Reading Level Utilizing the Teach Back Method affect Patient Readmission Rates and medication Adherence?

16- In Patients who are at Risk for Recurrent Urinary Tract Infections, how does the use of Cranberry Products: Capsules, Juice or Extract Affect the Rate of Readmission from a Urinary Tract Infection?

17- How do Advance Nursing Interventions (Protocols) in Triage for Low Acuity Patients Decrease Patient’s Times in the Emergency Department?

18- In Elderly Patients with Stroke-Induced Dysphagia do Safe Swallowing Interventions by Nursing Personnel Decrease Complications and Improve Patient Outcomes during the Acute Phase and Decrease 30-day Readmission Rates from Skilled Nursing Facilities or Home?

19- How does the use of a Protocol for Pre-hydration Prior to Cardiac Catheterization or other Contrast Procedures Reduce the Potential Risk for Contrast-induced Nephropathy Post Procedure?

20- In Caregivers (both Formal or informal) how does Education on the Availability and Types of Respite Care for Alzheimer’s Patients Affect the Ability to Decrease Admissions to Acute Care Facilities?
Awareness of Human Trafficking in the Clinical Setting

Presented by Adele Webb PhD, RN, FNAP, FAAN
Capella University Assistant Dean, External Relations & Partnerships, School of Nursing & Health Sciences

*This course meets the requirement for Florida license holders that accept Florida Nursing CE credit

Monday, 22nd April, 2019
7:30am - 9:30am & 12:00pm - 2:00pm
Where: Memorial Hospital Auditorium

Memorial Hospital of Jacksonville is hosting a Continuing Education Presentation: Awareness of Human Trafficking in the Clinical Setting. Speaking on the topic is Adele Webb, Assistant Dean, External Relations & Partnerships at Capella University
IX. Signatures

Signatures of the faculty member(s), instructional program manager(s) or department chair(s) and dean(s) must be obtained prior to submission to the Office of Curriculum Services at curriculum@fscj.edu.

The Office of Curriculum Services will obtain signatures of the SACSCOC Accreditation Liaison, Associate Provost or Vice President of Online and Workforce Education, Curriculum Committee Chair (Faculty Senate President) and the Provost/Vice President of Academic Affairs.

**Signatures Obtained by Proposal Originator(s)**

- Faculty Member(s)

- Instructional Program Manager(s) or Department Chair(s)

- Director(s) or Dean(s)

**Signatures Obtained by Curriculum Services on behalf of Proposal Originator(s)**

- Technical and Quality Review

- SACSCOC Liaison

- Associate Provost or Associate Vice President or Executive Director or Vice President of FSCJ Online and Workforce Education

- Curriculum Committee Chair

- Provost/Vice President of Academic Affairs
**Faculty Member(s)**

<table>
<thead>
<tr>
<th>Name(s)</th>
<th>Theresa Dyer-Kramer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telephone No.</td>
<td>904-766-6568</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:theresa.dyerkramer@fscj.edu">theresa.dyerkramer@fscj.edu</a></td>
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Faculty Members are encouraged to gather additional support from their disciplinary faculty colleagues. Please review the Faculty Support (Optional) (Addendum A) for further information.

**Instructional Program Manager –or– Department Chair**

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<tr>
<th>Name(s)</th>
<th>Joan Boyd</th>
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<tr>
<td>Title(s)</td>
<td>Associate Dean Nursing</td>
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**Director –or– Dean**

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<tr>
<th>Name(s)</th>
<th>Mary Ebener</th>
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<tr>
<td>Title(s)</td>
<td>Dean of Nursing</td>
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Should the technical review process conducted by the Office of Curriculum Services result in findings that may cause significant modification to the original proposal, then revised signatures of support from the faculty member(s), instructional program manager(s) or department chair(s) and dean(s) may be requested and/or required.
### Office of Curriculum Services Technical and Quality Review

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### SACSCOC Accreditation Liaison

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<tr>
<th>Name(s)</th>
<th>Dr. Marie F. Gnage</th>
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The SACSCOC Accreditation Liaison must review to determine if the proposal constitutes a substantive change that is a significant modification or expansion in the nature and scope of an accredited institution. See Program Accreditation for further information.

### Associate Provost –or– Associate Vice President –or– Executive Director

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<tr>
<th>Name(s)</th>
<th>Dr. Sheri Litt</th>
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<tr>
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<td>Associate Provost Baccalaureate and Career and Technical Education</td>
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4/18/19
Once the proposal has been presented to the Curriculum Committee and a recommendation has been made, the Office of Curriculum Services will forward the proposal along with any supporting documentation to the Provost/Vice President of Academic Affairs with a request for review and signature.

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<tr>
<th>Name(s)</th>
<th>Dr. John Woodward</th>
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Once the proposal has been reviewed by the Provost/Vice President of Academic Affairs and an approval decision has been determined with corresponding signature support, the proposal will be returned to the Office of Curriculum Services for systems input and updates that include the PeopleSoft Course Catalog, the College Catalog, official Course Outlines and the State Course Numbering System (SCNS). Upon completion of systems input and updates, the Office of Curriculum Services will notify via email correspondence the Office of Admissions and Records, the Office of Financial Aid, the College’s web team, Curriculum Committee members, faculty members, instructional program managers or department chairs, and directors or deans of proposal completion.

In order to maintain consistent record keeping, the Office of Curriculum Services requests confirmation via return email receipt of completed proposal actions from the Office of Admissions and Records and the Office of Financial Aid.

Should a proposal require District Board of Trustees (DBOT) and/or SACSCOC approval prior to implementation, the Office of Curriculum Services will notify the appropriate departments via email correspondence.