

Executive Summary
Feb 2023 Curriculum Items

1. New Course

1.1. Nursing

1.1.1. NURS 515

New course to help comply with New York State Education Department (NYSED) guidelines for the Masters in Nursing Education degree. Course will include pathophysiology, health assessment and pharmacology.

2. Course Changes

2.1. Nursing

2.1.1. NURS 621

Combining NURS 621 and 624 into one course as recommended by NYSED.

2.2. Accounting and Finance

2.2.1. FINC 475

Removing some pre-requisites for the course.

3. Course Withdrawal

3.1. Nursing

3.1.1. NURS 624

Withdrawing course since it has been merged with NURS 621 as recommended by NYSED.

4. Revised Majors

4.1. Nursing

4.1.1. Master of Science (MS) in Nursing Education

Updating major to reflect changes recommended by NYSED.

4.2. Accounting and Finance

4.2.1. BS in Accounting

Providing more options for electives in the Concentration in General Accounting.

Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Nursing	Dr. Renee Wright

Please indicate items submitted for Committee approval

<input type="checkbox"/>	New Major Design	<input type="checkbox"/>	New Minor Design	<input type="checkbox"/>	New Program
<input type="checkbox"/>	Revised Major Design	<input type="checkbox"/>	Revised Minor Design	<input type="checkbox"/>	Revised Program
<input checked="" type="checkbox"/>	New Course Proposal	NURS 515 Advanced Pathophysiology, Advanced Health Assessment and Advanced Pharmacology			
<input type="checkbox"/>	Course Change Proposal				
<input type="checkbox"/>	Course Deletion				
<input type="checkbox"/>	Pathways Proposal				
<input type="checkbox"/>	Writing Intensive Proposal				

Please provide an executive summary of your proposal

The NYSED Office of the Professions has mandated that the York College Masters in Nursing Education follow the American Association of Colleges of Nursing (AACN) "Essentials of Master's Education in Nursing" standards, that states "All master's degree programs that prepare graduates for direct care roles include the content in the following three areas: pathophysiology, health assessment, and pharmacology." The new course is aligned with the AACN recommendation by addressing the three content areas into one course.

Department Curriculum Committee Approval

Signature	Date
Dr. Margaret Alexandre	December 15, 2022

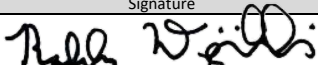
Department Approval

Chairperson Signature	Date
Dr. Renée Wright	December 15, 2022

Other Departments Affected*

Department	Signature	Approved	Comments Attached
N/A	N/A	N/A	

College Curriculum Committee Approval

Signature	Date
	2/7/23

College Senate Approval

Signature	Date

*Signatures of chairs of affected departments indicate only that they have had the opportunity to review the proposal. If a chair objects to a proposal, they should not check the approval box and should attach comments.

Section AIV: New Courses

Department	Nursing
Career	<input type="checkbox"/> Undergraduate <input checked="" type="checkbox"/> Graduate
Academic Level	<input checked="" type="checkbox"/> Regular
Subject Area [Prefix]	NURS
Course Number	515
Course Title	Advanced Health Assessment, Pathophysiology, and Pharmacology
Catalogue Description	This course focuses on advanced health assessment, concepts of normal pathophysiology of major body systems and the rationale for the use of selected pharmacotherapeutic interventions. Knowledge of normal pathophysiology provides the students with a basis for interpreting health deviations, variations from normal and pathophysiologic processes across the life span. Classifications of pharmaceuticals are examined for use, evidence of efficacy, the principles of pharmacokinetics and pharmacodynamics will be discussed. Client teaching and counseling are addressed with attention to elements promoting a positive response to therapy.
Pre-requisite(s)	NURS 500, NURS 503, NURS 506, and NURS 509
Co-requisite(s)	
Credits	3
Contact Hours [total (lecture, lab)]	3 hours
Liberal Arts	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Course Attribute [W]	
General Education Component	<div style="display: flex; justify-content: space-between;"> <div> <input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> <i>Required</i> <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> <i>College Option</i> </div> <div> <input type="checkbox"/> <i>Flexible</i> <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World </div> </div>

Rationale: According to the American Association of College of Nursing Essentials of Masters Education “All master’s degree programs that prepare graduates for roles that have a component of direct care practice are required to have graduate level content/coursework in the following three areas: physiology/pathophysiology, health assessment, and pharmacology.” NYSED, Office of the Professions felt strongly that this course be included in the curriculum to be aligned with the national standard.

Assessment:

Is the creation of this course the result of departmental assessment? If so, please describe:

N/A

If not in response to assessment, please outline how this course will be assessed in the future:

It will be included in the Department of Nursing Systematic Plan of Evaluation schedule of assessment. The first cycle of assessment of the course will begin the first year of implementation.

IRP Code: 42526

York College
The City University of New York
School of Health Sciences and Professional Programs Department of Nursing

Course Syllabus

Fall 2023

Course Number: NURS 515
Course Title: Advanced Health Assessment Pathophysiology, and Pharmacology
Lecture Hours: 3 Hours
Credits: 3 Credits
Pre-requisite: NURS 500, NURS 503, NURS 506, and NURS 509
Co-requisite: None
Faculty: TBA
Contact: TBA
Office Hours: TBA

Please note: The course instructor has the right at any time to change course readings and assignments.

Course Description:

This course focuses on advanced health assessment, concepts of normal pathophysiology of major body systems and the rationale for the use of selected pharmacotherapeutic interventions. Knowledge of normal pathophysiology provides the students with a basis for interpreting health deviations, variations from normal and pathophysiologic processes across the life span. Classifications of pharmaceuticals are examined for use, evidence of efficacy, the principles of pharmacokinetics and pharmacodynamics will be discussed. Client teaching and counseling are addressed with attention to elements promoting a positive response to therapy.

Student Learning Outcomes (SLO): By the end of the course the student is expected to:

1. Analyze the etiology, pathogenesis, and clinical manifestations of commonly occurring altered health states across the lifespan *(2, 5, 10)
2. Distinguish differences between developmental physiological changes and pathophysiological processes. *(3)
3. Analyze selected drug classes, their adverse reactions, and their appropriate use in patients across the lifespan *(4, 7, 8)
4. Apply advanced health assessment skills to differentiate between normal, variations of normal and abnormal findings. *(3, 7, 8)

*The end-of-program students learning outcomes are in congruence with the Essentials of Master's Education in Nursing (American Association of Colleges of Nursing (AACN), the National League of Nursing (NLN) for Scope of Practice and Nurse Educator Competencies and the American Nurse Association.

REQUIRED READINGS:

- Dunphy, L.M., Winland-Brown, J.E., Porter, B.O., & Thomas, D.J. (2019). *Primary care: The art and science of advanced practice nursing*, (5th ed). Philadelphia, PA: F.A. Davis. ISBN: 978-0-8036-3801-3
- Huether, S. E. & McCance, K. L. (2020). *Understanding pathophysiology*, 7th ed. St. Louis, MO: Elsevier & Mosby. ISBN: 978-0323354097
- Katzung, B.G. (2021). *Basic & clinical pharmacology*, (15th ed). New York, NY: McGraw-Hill Education. ISBN: 978-1-259-64115-2
- Deska, K. P., Pagana, Pagana, T. J. (2018). *Mosby's Manual of Diagnostic and Laboratory Tests* (6th ed.) St. Louis, MO: Elsevier

REQUIRED SOFTWARE:

Medscape (register to create a free account: <https://www.medscape.com/>)

For registration and purchase, follow the guide at the Shadow Health link provided by the instructor. You will need to copy and paste the unique PIN (to be given at the start of class).

Shadow Health Advanced Pharmacology Cases (Class Code to be given at start of class) Shadow Health Advanced Health Assessment (Class Code to be given at start of class)

RECOMMENDED RESOURCES:

- Danis, J. E., Ciofu Baumann, L., & Scheibel, P. (2020). *Advanced health assessment and clinical diagnosis in primary care*, (6th ed.). St. Louis, MO: Mosby. ISBN: 978-0323266253
- Papadakis, M., McPhee, S., Rabow, M., & McQuaid, K. (2022) *CURRENT Medical Diagnosis and Treatment* (61st ed.). New York, NY: McGraw Hill Publisher
ISBN: 978-1264269389
- Rhoads, J., Penick, J. (2018). *Formulating a Differential Diagnosis for the Advanced Practice Provider* (2nd ed.). New York, NY: Springer Publishing Company
ISBN: 978-0826152220

CONTENT OUTLINE

NURS: ADVANCED HEALTH ASSESSMENT PATHOPHYSIOLOGY, AND PHARMACOLOGY

Week/Date	Required Readings	Topics and Assignments	SLOs	Supplemental Reading/Resources
Week 1/Date	Dunphy et al. Ch. 1 Huether & McCance Ch. 1 & 2 Katzung Ch. 1	Introduction and Overview of Advanced Pathophysiology, Health Assessment, and Pharmacology	1, 2,	
Week 2/Date	Dunphy et al. Ch. 3 & 4 Katzung Ch. 3 Deska et al. Ch. 1	The Art of Medical Diagnoses, Diagnostic Testing and Treatment Drug Classifications, Drug Dosing, and Time Course of Drug Action	1, 3, 4	
Week 3/Date	Katzung Ch. 2, 3, & 5	Pharmacokinetics, Pharmacodynamics, Pharmacogenomics	3	
Week 4/Date	Dunphy, et al. Ch. 4 Deska et al. Ch. 1	Health History, Physical Assessment and Diagnostic Testing Shadow Health Adv. Health Assess.: Rachel Adlrm	4	Danis, et al. Ch. 1

Week 5/Date	Dunphy, et al. Ch. 5	Evidence-Based Treatment Plans, Diagnostic Testing and Clinical Guidelines	3, 4	Danis, et al. Ch. 2
Week 6/Date	Dunphy, et al. Ch. 6 Huether & McCance Ch. 13-17 Katzung Ch. 6-10 & 21- 24 & 28	Common Neurological Disorders Medscape Clinical Cases: <ul style="list-style-type: none">) A 56-Year-Old Woman With Paresthesia and Choking https://reference.medscape.com/viewarticle/906864) A 66-Year-Old Man Who Heard His Deceased Spouse's Voice https://reference.medscape.com/viewarticle/908341 	1, 2, 3, 4	Danis, et al. Ch. 13, 19, & 31
Week 7/ Date	Dunphy, et al. Ch. 7 & 17 Huether & McCance Ch. 20, 21, 22 Katzung Ch. 33 & 61	Common Disorders of the Dermatologic and Hematologic/Immune Systems Medscape Clinical Cases: <ul style="list-style-type: none">) A 27-Year-Old Woman With White Spots on Her Face https://reference.medscape.com/viewarticle/738832) A 38-Year-Old Man With Bloody Gums and a Rash https://reference.medscape.com/viewarticle/901705 	1, 2, 3, 4	Danis, et al. Ch. 28

Week 8/Date	Dunphy, et al. Ch. 8 Huether & McCance Ch. 8 Katzung Ch. 43-47	Common Disorders of the Eyes, Ears, Nose & Throat Shadow Health Adv. Health Assess.: Daniel Rivera	1, 2, 3, 4	Danis, et al. Ch. 15, 21, 25, 30, 32, 38
Week 9/Date	Dunphy, et al. Ch. 11 & 12 Huether & McCance Ch. 29, 30, 31, 35, & 37 Katzung Ch. 62 & 64	Common Disorders of the Gastrointestinal and Genitourinary Systems Shadow Health Adv. Health Assess: Ester Park	1, 2, 3, 4	Danis, et al. Ch. 3, 10, 12, 20, & 29 Danis, et al. Ch. 18, 34, & 35
Week 10/Date	Dunphy, et al. Ch. 9 & 10 Huether & McCance Ch. 23- 28 Katzung Ch.11-15 & 16, 17, 18, 20, & 34-35	Common Disorders of the Respiratory and Cardiovascular Systems Shadow Health Adv. Health Assess.: Brian Foster Shadow Health Adv. Pharm.: Sofia Haddad, Debbie O'Connor & Anita Douglas	1, 2, 3, 4	Danis, et al. Ch. 11 & 14 Danis, et al. Ch. 8, 26, & 33
Week 11/Date	Dunphy, et al. Ch. 16 Huether & McCance Ch. 18 & 19 Katzung Ch. 37-42	Common Endocrine and Metabolic Disorders Shadow Health Advanced Pharm: Arun Patel	1, 2, 3, 4	

Week 12/Date	Dunphy, et al. Ch. 18 Huether & McCance Ch. 9 Katzung Ch. 29, 30, 31, & 32	Common Psychological and Psychosocial Disorders Medscape Clinical Cases: A 19-Year-Old Student With Declining Grades and Odd Behavior https://reference.medscape.com/viewarticle/875523 Anxiety, Depression, and Psychosis in a 24-Year-Old Woman https://reference.medscape.com/viewarticle/905776	1, 2, 3, 4	Danis, et al. Ch. 4
Week 13/Date	Dunphy, et al. Ch. 15 Huether & McCance Ch. 38-42 Katzung Ch. 27, & 36	Common Musculoskeletal Disorders Medscape Clinical Case: A 16-Year-Old Boy With Concerning, Recurrent Knee Problems https://reference.medscape.com/viewarticle/750480	1, 2, 3, 4	Danis, et al. Ch. 22, 23, 24,
Week 14/Date	Dunphy, et al. Ch. 13, 14, & 18 Huether & McCance Ch. 32, 33, & 34 Katzung Ch. 48-51 & 56-58, 63	Men's & Women's Health Problems & Emergency Problems Shadow Health Adv. Pharm.: Makayla Henderson Shadow Health Adv. Health Assess.: Tina Jones	1, 2, 3, 4	Danis, et al. Ch. 5, 27, 36, & 37
Week 15/Date		Final Skills Assessment/Comprehensive Physical Exam	4	

Teaching/Learning Strategies

Lecture; Q & A Discussions

Group Presentations Audio-visual

media Power Point Presentation

Shadow Health Digital Clinical Experiences: Advanced Health Assessment and Advanced Pharmacology

Question & answer sessions Assignments:

Reading, Writing, teaching

STUDENT EVALUATION & FEEDBACK

Is conducted through the tools listed below:

Content Area	Course Tools	Assessment	Resources
Announcements	Send email	Presentations	Documents
Course information	Home Page	Surveys	Power Point Presentations
Professor contact	Blackboard	My grades Online Grade book	Links to external resources
Course documents- Weekly Lectures and activities			
Assignments and uploads			

Final Course Grading Criteria

The course grade is derived from the following assignments:

1) Case Study Presentation	25%
2) Quizzes	20%
3) Comprehensive Paper	25%
4) Final Skills Assessment/Comprehensive Physical Exam	<u>30%</u>
	100%

***Students must complete all simulation case study quizzes and assignments associated with the cases study to receive a Pass for the assignment. Students may repeat the quiz or assignment once.**

Communication: Students can communicate via email; phone; face to face in class room. All emails/phone messages will be responded to by the assigned faculty within 24-48 hours. Students can also meet with the assigned faculty in Science Bldg. 110 during open office hours (TBD) or by appointment. All assignments are to be submitted through the Blackboard Assignments (SafeAssign).

COURSE ASSIGNMENTS AND ACTIVITIES

Case Study Presentation

Each student will prepare a 15-20-minute case study presentation on a specific disease process/case study that will be assigned to you. This case study will be presented in class. Presentations should include:

- Comprehensive description of the chief complaint with presenting signs and symptoms.
- Pathophysiology and clinical manifestations related to the disease process identified and how it presents across the lifespan.
- Laboratory and diagnostic studies used in identification and diagnosis of the problem.
- Management and treatment to include pharmacological and nonpharmacological treatments.
- Cultural and socio-cultural considerations.
- Prognosis and expected health outcomes

Quizzes

Each online quiz will be posted on Blackboard on Mondays beginning week 1. You will have only ONE attempt, of two (2) hours, to open and complete each quiz before the following Monday at 5pm. You will be unable to access the quiz after that. There is no mechanism for retesting or making up missed quizzes. The grades will be posted on Blackboard in the grade center.

Final Skills Assessment/Comprehensive Physical Exam

Students must demonstrate competence when performing a comprehensive physical exam at the end of the semester. The exam will be conducted in the nursing lab during the final weeks of the semester as assigned. Dates and times will be scheduled. Students will work in pairs with their lab partner for the final skills assessment. Students are required to practice each skill in advance independently as outlined on the Critical Skills Checklist form. If the student is not successful on the final assessment, the student will receive another opportunity to rest after remediation.

Failure to demonstrate competency in selected skills will result in a failing grade for the course, even if the students has a passing grade in the didactic component of the course.

Students must complete all simulation case study quizzes and assignments associated with the cases study to receive a Pass for the assignment. Students may repeat the quiz or assignment once.

Case Study Presentation

Criteria	Exceeds Expectations 3 Pts	Meets Expectations 2 Pts	Less than Expectations 1 Pt
Introduction of chief complaint and disease process with the associated signs and symptoms.	Clearly describes the chief complaint and disease process with accurate associated signs and symptoms.	Describes the chief complaint and disease process with accurate associated signs and symptoms.	Does not clearly describe the chief complaint and disease process and/or includes inaccurate associated signs and symptoms.
Five (5) potential differential diagnoses, in order of priority, related to the chief complaint.	Includes all 5 potential differential diagnoses, in order of priority and related to the chief complaint.	Includes only 4 potential differential diagnoses, in order of priority and related to the chief complaint.	Includes 3 or less potential differential diagnoses, in order of priority and related to the chief complaint.
Pathophysiology and clinical manifestations of the disease process across the lifespan.	Pathophysiology and clinical manifestations of the disease process across the lifespan were clearly explained in detail.	Pathophysiology and clinical manifestations of the disease process across the lifespan were briefly explained.	Pathophysiology and clinical manifestations of the disease process across the lifespan were not explained.
Laboratory and diagnostic studies used in the identification and diagnosis of the problem.	Laboratory and diagnostic studies used in the identification and diagnosis of the problem were accurate.	Laboratory and diagnostic studies used in the identification and diagnosis of the problem included 1 or 2 inconsistencies.	Laboratory and diagnostic studies used in the identification and diagnosis of the problem were inaccurate (include more than two inconsistencies).
Management and treatment, including pharmacological and nonpharmacological treatments, cultural and socio-cultural considerations, prognosis and expected health outcomes.	Management and treatment, including pharmacological and nonpharmacological treatments, cultural and socio-cultural considerations, prognosis and expected health outcomes. Strong integration and linking of topics.	Management and treatment, including pharmacological and nonpharmacological treatments, cultural and socio-cultural considerations, prognosis and expected health outcomes. Most topics were integrated and linked appropriately.	Management and treatment, including pharmacological and nonpharmacological treatments, cultural and socio-cultural considerations, prognosis and expected health outcomes. There is inconsistency in linking the topics together.

PowerPoint Presentation: a. Organization, grammar and terminology, b. Proper APA citation of sources and reference page c. Professional presentation d. Within time limitation (15-20-minutes)	The paper is free of grammatical errors and spelling and punctuation. No errors in APA style. Scholarly style. Writing is flowing and easy to follow.	Very few grammatical, spelling or punctuation errors interfere with reading the paper. Errors in APA style are noticeable. Word choice occasionally informal in tone. Writing has a few awkward or unclear passages.	Grammatical errors or spelling and punctuation substantially detract from the paper. Errors in APA style detract substantially from the paper. Word choice is informal in tone. Writing is choppy, with many awkward or unclear passages.
TOTAL			

Comprehensive Paper

Criteria	Exceeds Expectations 3 Pts	Meets Expectations 2 Pts	Less than Expectations 1 Pt
Introduction and description of the disease process. Discussion of the significance of the problem related across the lifespan.	Clearly describes purpose of the presentation and who the learners are.	Elements of the purpose and description of learners are presented.	Purpose of the presentation and description of learners are not included.
Discuss the pathophysiology of the disease and related history and physical findings specific to the disease process/across lifespan	Provided a comprehensive and accurate discussion of the pathophysiology of the disease and related history and physical findings specific to the disease process/across lifespan.	Provided an accurate discussion of the pathophysiology of the disease and missing one or two key components related to the history and physical findings specific to the disease process/across lifespan.	Inaccurately or did not provide pathophysiology of the disease and missing three or more related history and physical findings specific to the disease process/across lifespan.
Perform a literature review related to current research and evidence- based treatments specific to the disease process (include a maximum of 5 research based, peer reviewed journal articles as sources).	Used 5 or more researched based peer-reviewed journals.	Used 4 researched based peer-reviewed journals.	Used 3 or less researched based peer-reviewed journals.
Discuss the diagnostic and laboratory studies used in the identification and diagnosis of the specific disease process.	Provided a comprehensive and accurate discussion of the diagnostic and laboratory studies used in the identification and diagnosis of the specific disease process accurately.	Provided an accurate discussion of the diagnostic and laboratory studies used in the identification and diagnosis of the specific disease process	Provided an inaccurate discussion of the diagnostic and laboratory studies used in the identification and diagnosis of the specific disease process
Discuss the role of the nurse in the management and education of the patient based on the specific	Clearly discussed the role of the nurse in the management and education of the patient based on the specific	Missed one or two of the key elements of the role of the nurse in the management and education of the patient	Missing key elements of the nurse's role and the nurse's management and education of the patient based on the specific

disease process. Management must include pharmacological including the mechanism of action and non-pharmacological treatments. Discussion should include cultural and sociocultural considerations as they relate to the patient's prognosis and long-term outcome(s).	disease process. Management must include pharmacological including the mechanism of action and non-pharmacological treatments were accurately and clearly identified. Discussion included cultural and sociocultural considerations as they relate to the patient's prognosis and long-term outcome(s).	based on the specific disease process. Management missed one or two pharmacological including the mechanism of action and non-pharmacological treatments were accurately and clearly identified. Discussion did not include one or two key cultural and sociocultural considerations as they relate to the patient's prognosis and long-term outcome(s).	disease process. Management did not accurately incorporate pharmacological including mechanism of action and non-pharmacological treatments were accurately and clearly identified. Discussion lacked key cultural and sociocultural considerations as they relate to the patient's prognosis and long-term outcome(s).
Organized, use of headings, correct APA format Correct use of terminology, syntax and grammar. Research articles must not be older than 5 years. Limit to 4-5 pages (not including the cover, reference page).	The paper was free of grammatical errors and spelling and punctuation. No errors in APA style. Scholarly style. Writing clear, easy to understand and flowed.	Very few grammatical, spelling or punctuation errors interfere with reading the paper. Errors in APA style are noticeable. Word choice occasionally informal in tone. Writing has a few awkward or unclear passages.	Grammatical errors or spelling and punctuation substantially detract from the paper. Errors in APA style detract substantially from the paper. Word choice is informal in tone. Writing is choppy, with many awkward or unclear passages.
TOTAL			

YORK COLLEGE/PROGAM POLICIES and STUDENT SUPPORT SERVICES

Grading Criteria/Evaluation:

Grades will be calculated per college policy as follows:

A+ 97 – 100	A 93 – 96.9	A- 90 – 92.9
B+ 87 - 89.9	B 83 – 86.9	B- 80 – 82.9
C+ 77 - 79.9	C 70 – 76.9	F 0 – 69.9

INC -Incomplete (counts as an F unless work is completed within six months)

WU - Withdrew unofficially (counts as failure)

W- Withdrew without penalty

Students must earn a B Grade (83-86.9) or better to pass any course in the MSN program for the Department of Nursing.

ACADEMIC INTEGRITY

The Nursing Program adheres to the policy and procedures on academic integrity put forth by the City University of New York. For details, refer to York Nursing Student Handbook, York catalogue, and/or CUNY website

<https://www.york.cuny.edu/produce-and-print/contents/bulletin/policies-policies>.

Written Work Students are required and must adhere to use the latest edition for the APA Style Publication Manual of the American Psychological Association. Note: The latest edition (6th).

Students are expected to take all exams on the scheduled dates. All make-up final exams will follow the York College policy.

Policy on Accommodations for Disabled Student

A student should make an initial request for accommodation to the Office of Services for Students with Disabilities - 718-262-2191, star@york.cuny.edu. Such consultation shall be confidential and limited to those officials whose input is necessary to the decision. Students may consult with the Office of Services for Students with Disabilities or the 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA, and state and local legislation, and are encouraged to do so.

Student Support Services

Outside class, York College Student Support Services provides counselling, tutoring, computer resources and study skills workshops to improve your academic performance. Please visit AC- 3E03 or visit their web site for more information:

<http://york.cuny.edu/student-development/support-services/services-activities>

YORK College | SU
Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Nursing	Dr. Renée Wright

Please indicate items submitted for Committee approval

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input type="checkbox"/> New Course Proposal	NURS 621 Practicum: Professional Development Nurse Educator Role and Academic Faculty Educator Role	
<input checked="" type="checkbox"/> Course Change Proposal		
<input type="checkbox"/> Course Deletion		
<input type="checkbox"/> Pathways Proposal		
<input type="checkbox"/> Writing Intensive Proposal		

Please provide an executive summary of your proposal

At the recommendation of the NYSED Office of the Professions, NURS 621 Nursing Education Practicum I: in the Nursing Professional Development Role and NURS 624 Nursing Education Practicum II: in the Academic Faculty Role was combined into one course. The new course is NURS 621 Practicum: Professional Development Nurse Educator Role and Academic Faculty Educator Role.

Department Curriculum Committee Approval

Signature	Date
Dr. Margaret Alexandre	December 15, 2022

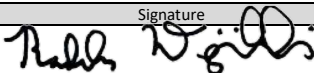
Department Approval

Chairperson Signature	Date
Dr. Renée Wright	December 15, 2022

Other Departments Affected*

Department	Signature	Approved	Comments Attached

College Curriculum Committee Approval

Signature	Date
	2/7/23

College Senate Approval

Signature	Date

*Signatures of chairs of affected departments indicate only that they have had the opportunity to review the proposal. If a chair objects to a proposal, they should not check the approval box and should attach comments.

Section AV: Course Changes

FROM		TO	
Department	Nursing	Department	Nursing
Course [Prefix, #, title]	NURS 621 Nursing Education Practicum I: in the Nursing Professional Development Role	Course [Prefix, #, title]	<u>NURS 621 Practicum: Professional Development Nurse Educator Role and Academic Faculty Educator Role</u>
Prerequisite(s)	Dept. Permission, NURS 612, NURS 615, and NURS 618	Prerequisite(s)	NC
Corequisite(s)	NURS 624	Corequisite(s)	
Hours [total (lecture, lab)]	[12 (3 hrs. Lecture; 9 hrs. Practicum)]	Hours [total (lecture, lab)]	NC
Credits	6	Credits	NC
Catalogue Description	This practicum course provides the student the opportunity to work with a selected preceptor and the student will complete 135 hours of teaching and learning experiences with a nurse educator in Professional Development in a non-academic setting. Focus is on the integration of theory and practice of nursing education role with socialization into the role of nurse in health care setting.	Catalogue Description	<u>This practicum course provides the student the opportunity to work with an education preceptor to complete 135 hours of teaching and learning experiences with a nurse educator specializing in Professional Development in a non-academic setting and a nurse Faculty Educator specializing in the higher education academic setting. Students will engage in classroom theory, laboratory practicum and clinical teaching activities. Experience in developing lesson plans for in-service education and lecture</u>

			<u>presentations will be a part of the focus in the socialization into the role of nurse educator.</u>
Liberal Arts	[] Yes [X] No	Liberal Arts	[] Yes [X] No
Course Attribute [WI]		Course Attribute [WI]	
General Education Component	X Not Applicable ___ <i>Required</i> ___ English Composition ___ Mathematics ___ Science ___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World ___ <i>College Option</i>	General Education Component	X Not Applicable ___ <i>Required</i> ___ English Composition ___ Mathematics ___ Science ___ <i>Flexible</i> ___ World Cultures ___ US Experience in its Diversity ___ Creative Expression ___ Individual and Society ___ Scientific World ___ <i>College Option</i>
Effective		Effective	Fall 2023

Rationale: At the recommendation of the NYSED Office of the Professions, NURS 621 Nursing Education Practicum I: in the Nursing Professional Development Role and NURS 624 Nursing Education Practicum II: in the Academic Faculty Role was combined into one course. The revised course is NURS 621 Practicum: Professional Development Nurse Educator Role and Academic Faculty Educator Role.

Assessment:

Is this an administrative change? Yes, mandated by NYSED Office of the Professions.

If not an administrative change, is this change the result of departmental assessment? N/A

If so, please describe.

If this change is not in response to assessment, please outline how this change will be assessed in the future.

It will be included in the Department of Nursing Systematic Plan of Evaluation schedule of assessment. The first cycle of assessment for this course will begin the first year of its implementation.

Program Code: 42526

York College
The City University of New York
School of Health Sciences and Professional Programs Department of Nursing

Course Syllabus

Fall 2023

Course Number: NURS 621

Course Title: Practicum: Professional Development Nurse Educator Role and Academic Faculty Educator Role

Lecture Hours: 3 Hours **Practicum**

Hours: 9 Hours **Credits:** 6 credits

Pre-requisites: Department Permission and NURS 612, NURS 615, and NURS 618

Faculty: TBD

Contact: TBD

Office Hours: TBD

Please note: The course instructor has the right at any time to change course readings and assignments.

Course Description: This practicum course provides the student the opportunity to work with an education preceptor to complete 135 hours of teaching and learning experiences with a nurse educator specializing in Professional Development in a non-academic setting and a nurse Faculty educator specializing in the higher education academic setting. Students will engage in classroom theory, laboratory practicum and clinical teaching activities. Experience in developing lesson plans for in-service education and lecture presentations will be a part of the focus in the socialization into the role of nurse educator.

COURSE STUDENT LEARNING OUTCOMES (SLOs): By the end of the course the student is expected to:

1. Demonstrate effective teaching and evaluation methods in classroom and clinical learning situations. *(1, 5)
2. Collaborate with the nurse educator preceptor and stakeholders to perform in the role of a nurse educator. *(1,2)
3. Apply knowledge and skills in the practice setting. *(1, 2, 3,)
4. Evaluate teaching strategies that advance nursing education of learners. *(1, 2, 6, 7)
5. Analyze current health care, nursing, and education issues, trends and standards for relevancy to educating learners using evidence-based practice. *(1-11)
6. Apply theories, principles, and strategies of teaching and learning in ways that meet the needs of the diverse learning styles. *(1-11)
7. Engage in scholarship that reflects teaching and learning, educational theories and principles, and standards and policies that guide the practice of the nurse educator.

*(1-11)

8. Incorporate legal, ethical, and professional standards of teaching. *(8)

9. Integrate knowledge, acquired in previous courses as it applies to the development and effectiveness of the educator role. *(1-11)

*The end-of-program student learning outcomes are in congruence with the Essentials of Master's Education in Nursing (American Association of Colleges of Nursing), NLN Scope of Practices for Academic Nurse Educators (National League for Nursing), Nursing: Scope and Standards of Practice (American Nurses Association) & ANPD Scope of Practice Standards (Association for Nursing Professional Development).

REQUIRED READINGS:

Billings, D., & Halstead J.A. (2020). *Teaching in nursing: A guide for faculty 6th edition*. St. Louis, MO: Elsevier.

Jeffery, A. D., Longo, M. A., & Nienaber, A. (2016). *Guide to professional development assessing and enhancing nurse competency*. Indianapolis, IN: Sigma Theta Tau International.

National League for Nursing (2012). The American Association of Colleges of Nursing (AACN), The Essential of Masters Education in nursing practice for academic nurse educators. New York, NY.

Oermann, M. H, DeGagne, J. & Phillips, B.C. (2022). Teaching in nursing and role of the educator. (3rd ed.). New York, NY: Springer Publishing

RECOMMENDED RESOURCES:

American Psychological Association. (2020). Publication manual of the American Psychological Association (7th ed.). Washington, DC.

Bradshaw, M. J. & Hultquist B. L. (2021). *Innovative teaching strategies in nursing and related health professions 8th edition*. Sudbury, MA: Jones and Bartlett

Keating, S.B. (2018). Curriculum development and evaluation in nursing (4th ed.). New York, NY: Springer Publishing Company.

O'Connor, A. B. (2015). *Clinical instruction and evaluation: A teaching resource 3rd edition*. Sudbury, MA: Jones and Bartlett

Content Outline
NURS 621: Practicum Professional Development Nurse Educator Role

Week/Date	Reading Assignments	Topics and Assignments	SLOs	Supplemental Readings
Week 1 Date	Jeffery, Longo, & Nienaber, (2016) Chapter 1 Begin Professional Development Preceptorship	<p>Course Introduction & Overview</p> <p>Standards of Practice For Nursing Professional Development (Practice Standards)</p> <p>Capstone Project Discussion</p> <ul style="list-style-type: none"> • Identification of the Preceptor • Identification of at least two journals for article submission of Capstone project • Presentation of draft inquiry letter to editor for selected journals for article submission <p>Practicum Journal Discussion: Practicum journal recording of practicum activities submitted every two weeks</p> <ul style="list-style-type: none"> • First submission Week 3 <p>Students to meet with academic advisors every 3 weeks</p>	2	<p>Nursing Professional Development Practice Model</p> <p>http://c.ymcdn.com/sites/www.anpd.org/resource/resmgr/Docs/NPD_Practice_Model.jpg</p>
Week 2 Date	Jeffery, Longo, & Nienaber, (2016) Chapter 1	Standards of Practice For Nursing Professional Development (Professional Performance)	2	

Week 3 Date	Jeffery, Longo, & Nienaber, (2016) Chapter 7 ANA Code of Ethics http://nursingworld.org/DocumentVault/Ethics-1/Code-of-Ethics-for-Nurses.html	Ethical and Legal Considerations Discuss the performance of students with regard to legal and ethical issues	7	ANA Code of Ethics http://nursingworld.org/DocumentVault/Ethics-1/Code-of-Ethics-for-Nurses.html
Week 4 Date	Jeffery, Longo, & Nienaber, (2016) Chapter 2, 3 & 8 Billings & Halstead (2016) Chapter 5	Review of Teaching & Learning Strategies using Technology Evidence-based teaching in the capstone project Nursing Professional Development Activities <ul style="list-style-type: none"> • Orientation • Patient Education • In-services Quality Improvement and Research Designing and Developing Professional Development Activities	1, 2, 3, 4, 5, 7, 8	ANPD White Paper: Role of Nursing Professional Development in Helping Meet Institute of Medicine's Future of Nursing Recommendations http://c.ymcdn.com/sites/www.anpd.org/resource/resmgr/Docs/Final-IOM_Position_Statement.pdf
Week 5 Date	Jeffery, Longo, & Nienaber, (2016) Chapter 4 & 7 Billings & Halstead (2016) Chapter 17	Implementing Professional Development Activities Continuing Education Activities	1,8	
Week 6 Date	Jeffery, Longo, & Nienaber, (2016) Chapter 5 & 8 Billings & Halstead (2016) Chapter 16	Evaluation of Learners Addressing Diverse Learning Needs	4,8	

Week 7 Date	Jeffery, Longo, & Nienaber, (2016) Chapter 6 Professional Development Preceptorship Ends	Evaluation of Educational Program <ul style="list-style-type: none"> • Importance of program evaluation • Levels and types of evaluation 	4,6,8	
Week 8 Date	Oermann, Marilyn Chapter 2 & 3 Bradshaw et. al. Chapter 1 & 5 Begin Higher Education Faculty Preceptorship	AACN Essentials Core Competencies for Professional Nurse Educator NLN Core Competencies of Academic Nurse Educators Capstone Project Discussion: Update <ul style="list-style-type: none"> • Report status of practicum preceptor and practicum activities • Report status of journals article inquiry • Report submission of letter of inquiry to editor for selected journals Practicum Journal Discussion: Update Report of practicum activities Best Practice Teaching and Learning Methods for the capstone project Effective learning for capstone project audience		How to become a more effective learner: https://www.verywell.com/how-to-become-a-more-effective-learner-2795162

Week 9 Date	National League for Nursing (2012, pp.14-16) Oermann, Marilyn Chapter 4, 5, 6, & 7 Bradshaw et. al. Chapter 13, 15, 16, 23 & 28	Define NLN Competencies Competency I: Facilitate learning: Discussion – Nurse educator’s responsibilities in creating an effective learning environment (include examples for your practicum) Discuss successful teaching and learning strategies of the nurse educator Integration of technology and simulation into nursing capstone project Role plays: Pitfalls to application of theory, teaching and technology in the classroom and laboratory Discuss traditional teaching and learning versus Online teaching and learning for capstone project (Include advantages and disadvantages)	1,3,4,5	Classroom observations with purpose: http://www.nea.org/assets/docs/HE/Thriving.Sept2012.pdf (Peer observations). Articles: Advantages and disadvantages of online education: https://www.ccaurora.edu/programs-classes/online-learning/benefits-online-education https://elearningindustry.com/advantages-and-disadvantages-of-online-learning http://www.uis.edu/colrs/research/journal/
Week 10 Date	National League for Nursing (2012, pp.14-16) Oermann, Marilyn Chapter 4, 5, 6, & 7 Bradshaw et. al. Chapter 13, 15, 16, 23 & 28	Competency II: Facilitate learner development and socialization. Discuss the nurse educator’s role in facilitating effective learner development and socialization (include examples for the Capstone Project)	1,2,4,5	http://www.medscape.com/viewarticle/715465#vp_2

Week 11 Date	National League for Nursing (2012, pp.19) Oermann, Marilyn Chapter 8	<p>Competency V: Functions as a change agent and leader Discuss strategies of the capstone project that might influence organizational change. How are these strategies implemented?</p> <p>Competency VII: Engage in scholarship Discuss how the nurse educator might engage in scholarship to effect change during the practicum (include examples).</p>	1,2,4,5	Leading the call to reform: http://www.nln.org/docs/default-source/about/nln-vision-series-%28position-statements%29/nlnvision_1.pdf?sfvrsn=4
Week 12 Date	Oermann, Marilyn Chapter 9 National League for Nursing (2012, p. 20).	<p>Competency VI: Pursue continuous quality improvement in the nurse educator role Discuss how quality improvement might impact policies, standards, and other issues.</p> <p>Assessment methods Scholarship in nursing education: Evidence-based teaching in nursing</p>	1,2,3,4,5,6	
Week 13 Date	National League for Nursing (2012, p. 17) Oermann, Marilyn Chapter 12	<p>Competency III: Use assessment and evaluation strategies in the practicum Include: Cognitive, psychomotor and affective domains; and evidence-based assessment and evaluation practices</p> <p>Effective clinical teaching and evidence-based practice</p> <p>Explore the development and use of evaluation strategies in the classroom, laboratory and clinical settings.</p>	1,3,4,5,6	http://www.nln.org/docs/default-source/about/nln-vision-series-%28position-statements%29/nlnvision_1.pdf?sfvrsn=4

		<p>Competency VIII: Function within the educational environment.</p> <p>Discuss how political and institutional forces impact the role of the nurse educator (include examples).</p> <p>Explore the types of environments in which teaching takes place</p> <p>Discuss how social and economic forces impact the role of the nurse educator.</p>		
Week 14	Oermann, Marilyn Chapter 14 Keating, S. (2015, Ch. 16)	<p>Discussions conceptual models of evaluation.</p> <p>Examine program assessment and evaluation methods developed for capstone project.</p> <p>Examine the activities of students for effectiveness for the capstone project.</p> <p>Explore the evaluation methods for the diverse learning needs of students for the capstone project.</p>	1,2,3,4,5,6	<p>Establishing Evidence-based Practice: Improving proficiencies</p> <p>http://onlinelibrary.wiley.com/doi/10.1111/wvn.12021/full</p>
Week 15 Date		<p>Course Review & Summary</p> <p>Summary of Journal activities – (Submission)</p>	1,2,3,4,5,6,7,8	

TEACHING/LEARNING STRATEGIES

Lecture and discussion
Simulation and role play
Audio-visual media
Power Point Presentation
Individual presentations
Hospital clinical
Journaling
Assignments: Reading & Writing

STUDENT EVALUATION AND FEEDBACK

Is conducted through the tools listed below:

Content area	Course tools	Assessment	Resources
Announcements	Send email	Presentations	Documents
Course Information	Discussion board	Surveys	Power Point presentations
Professor Contact	Blackboard	My Grades (online grade book)	Links
Course Documents – Weekly Lectures and Activities			Group pages
Assignments & Upload	Home page		
External Links			

FINAL COURSE GRADING CRITERIA:

Assignment 1: Education Practicum	Pass/Fail
Education Practicum Attendance	40%
Assignment 2: Blackboard-Online discussion board	25%
Assignment 3: Reflective Journaling	25%
Completion of Draft manuscript for Capstone Project	<u>10%</u>
	100%

Communication: Students can communicate via email; phone; and/or discussion board posts. All emails/ phone messages will be responded to by TBD within 24-48 hours. Students can also meet with TBD in Science Building - open office hours are: TBD or by appointment. All assignments are to be submitted either through the Blackboard Assignments & Upload and/or email- rwright@york.cuny.edu

Nursing 621-Hybrid - Web hardware and software application requirements:

- Access to a computer at home.

- A broadband internet connection from home.
- A web browser such as Internet Explorer, Safari, Mozilla FireFox.
- A CUNY Portal/Blackboard account Click here if you do not have access to Blackboard click here- ([what is CUNY Portal/Blackboard account?](#)) ; or the Portal Help desk: Room AC 2E03 email: portalhelp@york.cuny.edu (7182625300)
- A York College email also called Live at York email Click here if you do not have York college email- ([what is Live at York email?](#))
- Microsoft Office Programs Word; Microsoft PowerPoint; and Adobe Reader for pdf files.
- CUNY has developed two new tutorials- Student Blackboard Basics I and II. These tutorials provide information regarding all required Blackboard functions and can be accessed at: <http://york.cuny.edu/student/blackboard/student> (the last two links on this page).

Please attend the 2-hour workshop offered by the York Educational Technology Computer Center before or during the first two weeks of the course. Please tell the instructor your name, my name and the course (Nursing 609) so you can receive credit for attending.

<http://www.york.cuny.edu/it/acet/blackboard/student/workshops> Blackboard content areas used in this course:

ASSIGNMENTS AND ACTIVITIES

Assignment 1: Practicum: Nurse Educator Role: Professional Development and Academic Faculty experience.

This practicum experience will offer the student an opportunity to learn the role of the Professional Development nurse educator and the Academic faculty nurse educator. The student will complete 135 hours with a preceptor in a healthcare setting and a higher education academic setting for instruction and socialization into the nurse educator role. The student will select a preceptor prior to the start of the practicum and communicate with the Course Coordinator the logistics of the practicum. The Course Coordinator will validate the clinical site and preceptor. The preceptor will complete a mid-semester evaluation at 67.5 hours. A final evaluation to be completed at the end of the semester after the student has completed a total of 135 hours.

Assignment 2: Blackboard Online Discussion Board

Participation in the Blackboard discussion board is essential to achieving the course student learning outcomes. Each student must create an original thread focused on each of the three case studies. Each student must also reply to at least two peer's threads for each discussion board. Twenty-five percent of the course grade is allotted for discussion board postings. Original posts (threads) should be at least 300 words- include current professional literature found in refereed professional nursing & other journals referenced. Material from the text may be used but should be supplemented with current professional literature. Responses must be at least 150-200 words. Responses should clarify/ expand/ enhance the peer's thread. Do not agree or praise the peer's thread.

Week 2 Online Assignment:

What are some strategies you could employ to help learners find greater value in education?

Week 4 Online Assignment:

How can you use questions to promote critical thinking? What about reflection? Write sample questions for each and share with a peer for critique.

Week 7 Online Assignment:

What types of outcomes or competencies are typically evaluated in clinical practice? Select one on your list and identify clinical evaluation methods for evaluating that outcome or competency. Is clinical evaluation a judgmental process? Why or why not?

Week 8 Online Assignment:

In what areas does your role model appropriate ethical behaviors and actions (as per the ANA Code of Ethics) as a staff educator?

Week 10 Online Assignment:

Select one of these questions to answer in the Discussion Board. Explain your answer and include examples: What are teaching strategies for: (1) Inclusion in multicultural classrooms? (2)

Diverse learning styles? (3) Multigenerational classrooms? (4) Creating a gender-neutral learning environment? (5) Increasing student motivation?

Week 11 Online Assignment:

What are learning management systems? List ways in which they are being used by educational institutions in general and nursing professional development specifically.

Blackboard Discussion Board Grading Rubric

INITIAL POST

Criteria	Absent to poor (69 and below)	Fair (70-79)	Good (80-89)	Excellent (90-100)
<p>Mentions at least 2 specific points from the article or reading.</p> <p>Relation of new information to old information learned in the course to date.</p> <p>Link information in article or reading to personal experience.</p> <p>Discuss critically, do not repeat facts from readings.</p> <p>Length of posting approximately 300 words.</p> <p>(Student references are current professional literature found in professional nursing and other journals and not just the textbook. If a website is used it must be a professional organization or association website) related, well organized and relevant to topic. Follows APA format.</p>	<p>Does not post or posts after required date for response or response not relevant or related to topic.</p>	<p>Initial response without references or Does not use professional literature or is disorganized with many grammatical errors. Used only website or textbook.</p>	<p>Initial response with only 1 reference related to and relevant to topic (student references are current professional literature found in professional nursing and other journals and not just the textbook. If a website is used it must be a professional organization or association website). Not completely organized or relevant to topic but grammatical errors.</p>	<p>Initial post with at least 2 references (student references are current professional literature found in professional nursing and other journals and not just the textbook. If a website is used it must be a professional organization or association website). The post must answer the question, be organized with proper grammar and APA format, and relevant to topic.</p>

RESPONSE TO CLASSMATES

Criteria	Absent to poor (69 and below)	Fair (70-79)	Good (80-89)	Excellent (90-100)
<p>Responds to at least 2 classmates with at least 2 references (Student references are current professional literature found in professional nursing and other journals and not just the textbook. If a website is used it must be a professional organization or association website). Related, organized and relevant to topic. Follows APA format.</p> <p>10. Discuss one point you like and one point you dislike, and explain why.</p> <p>11. Reply to 2 peers (unless instructed otherwise)</p> <p>12. Length should be at least 100 words</p> <p>13. The context should be organized with clear communication</p> <p>14. The sentences should be well-constructed.</p>	<p>Does not respond to any classmate or response not relevant or related to topic.</p>	<p>Responds to only 1 classmate without references or does not use professional literature or is disorganized and difficult to follow. Use only website or textbook. Does not clarify nor critique posting. No evidence of research and/or documentation of research.</p>	<p>Responds to at least 2 classmates but with only 1 reference related to and relevant to topic. Further clarifies classmate's posting and adds to the substance of the contribution using limited research and documentation in the area (only cites textbook or website). Student critiques contribution in a positive manner with limited research and documentation (student references are current professional literature found in professional nursing and other journals and not just the textbook. If a website is used it must be a professional organization or association website). Not completely organized.</p>	<p>Responds to at least 2 classmates with at least 2 references. Further clarifies 2 classmate's posting and adds to the substance of the contribution with researched (cites the current professional literature found in professional nursing and other professional journals and not just the textbook or professional website) related, organized, proper grammar and relevant to topic. Document response or critiques the contribution in a positive manner. Student shares personal experiences in the subject area that further clarifies the topic. Well written and easy to follow. Uses APA format correctly.</p>

Assignment 3: The graduate student will submit a reflective journal at intervals throughout the semester for a total of four reflective of the clinical practicum experiences.

Guidelines for Reflective Journaling:

Provide a summary of each day's activity using the Log form The Practicum hours that are listed on the daily log must correspond with the hours listed on your Weekly Practicum Record.

Objectives: Clearly state the learning objectives for the practicum session.

Discussion Activities: Describe the specific educator skills that you used and the activities that you engaged in to achieve the objectives. The skills and activities include, for example, teaching strategies, curriculum development, assessment of learning, etc.

Results: Evaluate the extent to which the student met the objectives. If the objectives were not met in some way, what could the student have done differently? Describe your reaction to the day's session; what you learned, was it challenging, easy, etc.? Was the preceptor helpful with meeting your objectives?

Objectives for the Practicum Experience: Describe what you want to accomplish for the next session.

Grading Rubric for Reflective Journals (Assignment #2)

Criteria	Exceeds Expectations 3 Pts	Meets Expectations 2 Pts	Less than Expectations 1 Pt
Objectives (25%)	Objectives are relevant and measurable.	Some the objectives are relevant and measurable.	None of the objectives are relevant and measurable.
Discussion Activities (25%)	All relevant teaching/learning strategies are described in terms of meeting the objective(s).	Some of the teaching/learning strategies are described in terms of meeting the objective(s).	None of the teaching/learning strategies are described in terms of meeting the objective(s).
Results (25%)	Results are reported in detail and reflect the degree of achieved objectives.	Results are reported with few details about the achievement of objectives.	Results are missing, sparse, and do not reflect the achievement of objectives.
Objectives for the Next Practicum Experience (25%)	All objectives are provided for the next practicum day.	Some of the objectives are provided for the next practicum day.	None of the objectives are provided for the next practicum day.

YORK COLLEGE/PROGRAM POLICIES and STUDENT SUPPORT SERVICES

Grading Criteria/Evaluation:

Grades will be calculated according to college policy as follows:

A+ 97 - 100 A 93 – 96.9 A- 90 – 92.9

B+ 87 - 89.9 B 83 – 86.9 B- 80 – 82.9

C+ 77 - 79.9 C 70 – 76.9 F 0 – 69.9

INC -Incomplete (counts as an F unless work is completed within six months)

WU -Withdrew unofficially (counts as failure)

W -Withdrew without penalty

Students must earn a B Grade (83-86.9) or better to pass any course in the MSN program for the Department of Nursing.

Academic Integrity

The Nursing Program adheres to the policy and procedures on academic integrity put forth by the City University of New York. For details, refer to York Nursing Student Handbook, York catalogue, and/or CUNY website <https://www.york.cuny.edu/produce-and-print/contents/bulletin/policies-policies>.

Written Work Students are required and must adhere to use the latest edition for the APA Style Publication Manual of the American Psychological Association. Note: The latest edition (6th).

Students are expected to take all exams on the scheduled dates. All make-up final exams will follow the York College policy.

Policy on Accommodations for Disabled Student

A student should make an initial request for accommodation to the Office of Services for Students with Disabilities - 718-262-2191, star@york.cuny.edu. Such consultation shall be confidential, and limited to those officials whose input is necessary to the decision. Students may consult with the Office of Services for Students with Disabilities or the 504/ADA Compliance Coordinator at any time to discuss and understand their rights under the Rehabilitation Act, the ADA, and state and local legislation, and are encouraged to do so.

Student Support Services

Outside class, York College Student Support Services provides counselling, tutoring, computer resources and study skills workshops to improve your academic performance. Please visit AC- 3E03 or visit their web site for more information:
<http://york.cuny.edu/student-development/support-services/services-activities>

YORK College of Staten Island
Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Accounting & Finance	Mary-Jo Kranacher

Please indicate items submitted for Committee approval

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input type="checkbox"/> New Course Proposal		
<input checked="" type="checkbox"/> Course Change Proposal	FINC 475	
<input type="checkbox"/> Course Deletion		
<input type="checkbox"/> Pathways Proposal		
<input type="checkbox"/> Writing Intensive Proposal		

Please provide an executive summary of your proposal

This proposal incorporates all the necessary prerequisites for students to succeed in this upper-level course.

Department Curriculum Committee Approval

Signature	Date
Mary-Jo Kranacher	12/29/2022

Department Approval

Chairperson Signature	Date
Chris Hsu	12/29/2022

Other Departments Affected*

Department	Signature	Approved	Comments Attached

College Curriculum Committee Approval

Signature	Date
	2/7/23

College Senate Approval

Signature	Date

*Signatures of chairs of affected departments indicate only that they have had the opportunity to review the proposal. If a chair objects to a proposal, they should not check the approval box and should attach comments.

Section AV: Course Changes

FROM		TO	
Department	Accounting & Finance	Department	Accounting & Finance
Course [Prefix, #, title]	FINC 475 – Case Studies in Accounting & Finance	Course [Prefix, #, title]	NC
Prerequisite(s)	1. (FINC 322 and FINC 329) OR ACC 202. WRIT 301 or WRIT 302 or WRIT 303 or WRIT 304 or completion of at least 3 Writing Intensive credits at the 100- or 200-level.	Prerequisite(s)	1. (FINC 322 and FINC 329) OR ACC 202.
Corequisite(s)	1.	Corequisite(s)	1.
Hours [total (lecture, lab)]	3 (3,0)	Hours [total (lecture, lab)]	NC
Credits	3	Credits	NC
Catalogue Description	This course provides a comprehensive overview of financial decisions, tools and techniques and their financial impact on the firm using the case study method. Topics covered include ethics in accounting and finance, financial analysis and forecasting, estimating cost of capital, capital budgeting and resource allocation, management of the firm's equity by dividends, share repurchases, initial offering, management of corporate capital structure, analysis of financial tactics and valuation of enterprises for acquisition and buyouts. This is a Writing Intensive course. Not open to students with credit in BUS 475.	Catalogue Description	NC
Liberal Arts	[<input type="checkbox"/>] Yes [<input checked="" type="checkbox"/>] No	Liberal Arts	[<input type="checkbox"/>] Yes [<input checked="" type="checkbox"/>] No
Course Attribute [WI]	WI	Course Attribute [WI]	NC

General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> College Option	General Education Component	<input checked="" type="checkbox"/> Not Applicable <input type="checkbox"/> Required <input type="checkbox"/> English Composition <input type="checkbox"/> Mathematics <input type="checkbox"/> Science <input type="checkbox"/> Flexible <input type="checkbox"/> World Cultures <input type="checkbox"/> US Experience in its Diversity <input type="checkbox"/> Creative Expression <input type="checkbox"/> Individual and Society <input type="checkbox"/> Scientific World <input type="checkbox"/> College Option
Effective		Effective	Fall 2024

Rationale: This proposal incorporates all the necessary prerequisites for students to succeed in this upper-level course.

Assessment:

Is this an administrative change? Yes

If not an administrative change, is this change the result of departmental assessment?

If so, please describe.

If this change is not in response to assessment, please outline how this change will be assessed in the future.

This course change will not affect the current assessment process.

Program Code: 78794

Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Nursing	Dr. Renée Wright

Please indicate items submitted for Committee approval

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input type="checkbox"/> New Course Proposal	NURS 624 Nursing Educational Practicum II the Academic Faculty Role	
<input type="checkbox"/> Course Change Proposal		
<input checked="" type="checkbox"/> Course Deletion		
<input type="checkbox"/> Pathways Proposal		
<input type="checkbox"/> Writing Intensive Proposal		

Please provide an executive summary of your proposal

At the recommendation of the NYSED Office of the Professions, NURS 621 Nursing Education Practicum I: in the Nursing Professional Development Role and NURS 624 Nursing Education Practicum II: in the Academic Faculty Role was combined into one course. Therefore, NURS 624 has been eliminated from the curriculum.

Department Curriculum Committee Approval

Signature	Date
Dr. Margaret Alexandre	December 15, 2022

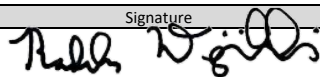
Department Approval

Chairperson Signature	Date
Dr. Renée Wright	December 15, 2022

Other Departments Affected*

Department	Signature	Approved	Comments Attached

College Curriculum Committee Approval

Signature	Date
	2/7/23

College Senate Approval

Signature	Date

*Signatures of chairs of affected departments indicate only that they have had the opportunity to review the proposal. If a chair objects to a proposal, they should not check the approval box and should attach comments.

Section AVI: Courses Withdrawn

NURS 624 Nursing Educational Practicum II the Academic Faculty Role

Rationale: This course has been replaced by another course to provide a broader practicum experience. At the recommendation of the NYSED Office of the Professions, NURS 621 Nursing Education Practicum I: in the Nursing Professional Development Role and NURS 624 Nursing Education Practicum II: in the Academic Faculty Role was combined into one course. The revised course is NURS 621 Practicum: Professional Development Nurse Educator Role and Academic Faculty Educator Role.

Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Nursing	Dr. Renée Wright

Please indicate items submitted for Committee approval

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input checked="" type="checkbox"/> Revised Program
<input type="checkbox"/> New Course Proposal	Master of Science in Nursing Education	
<input type="checkbox"/> Course Change Proposal		
<input type="checkbox"/> Course Deletion		
<input type="checkbox"/> Pathways Proposal		
<input type="checkbox"/> Writing Intensive Proposal		

Please provide an executive summary of your proposal

This proposal is a request to implement a revision to the Master of Science (MS) degree program in Nursing Education at York College in the School of Health Sciences and Professional Programs. York College's Masters of Science in Nursing (MSN) program will prepare students to meet both New York State's Future of Nursing Campaign (2020) recommendations to increase nursing faculty by 2030. AACN, ACEN, NYSED and regulating organizations for accreditation require that an individual hold no less than a Master's degree in Nursing to teach in bachelor's level Nursing programs in higher education. The revised Master of Science degree in Nursing Education Program will be a full-time program, requiring the completion of 45 credits of coursework, including a practicum of 135 hours and capstone project within 16 months (i.e., 2 Fall and 1 Spring semesters; 1 Winter and 1 Summer sessions).

Department Curriculum Committee Approval

Signature	Date
Dr. Margaret Alexandre	December 15, 2022

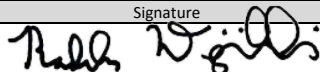
Department Approval

Chairperson Signature	Date
Dr. Renée Wright	December 15, 2022

Other Departments Affected*

Department	Signature	Approved	Comments Attached
N/A	N/A	N/A	

College Curriculum Committee Approval

Signature	Date
	2/7/23

College Senate Approval

Signature	Date

*Signatures of chairs of affected departments indicate only that they have had the opportunity to review the proposal. If a chair objects to a proposal, they should not check the approval box and should attach comments

All.1 The following revisions are proposed in the Department of Nursing

Program: Masters of Nursing

Program Code: 42526

Effective: Fall 2023

ENCLOSURE 1 Jan 2020

FROM			TO		
Course #	Course Description	Credits	Course #	Course Description	Credits
	Prerequisites for Screening and Progression None			Prerequisites for Screening and Progression None	
	Nursing Major Discipline Requirements	42		Nursing Major Discipline Requirements	<u>45</u>
	NURS 500 Advanced Nursing Science, Research and Scholarship	3		NURS 500 Advanced Nursing Science, Research and Scholarship	3
	NURS 503 Advanced Nursing Theory, Educational Models and Conceptual Frameworks	3		NURS 503 Advanced Nursing Theory, Educational Models and Conceptual Frameworks	3
	NURS 506 Statistical Analysis for Healthcare and Healthcare Economics	3		NURS 506 Statistical Analysis for Healthcare and Healthcare Economics	3
	NURS 509 Advocacy, Public Policy and Healthcare Disparities	3		NURS 509 Advocacy, Public Policy and Healthcare Disparities	3
	NURS 512 Nursing Informatics and Technologies: In Healthcare Systems	3		NURS 512 Nursing Informatics and Technologies: In Healthcare Systems	3
				<u>NURS 515 Advanced Pathophysiology, Health Assessment and Pharmacology</u>	<u>3</u>
	NURS 600 The Educator Role	3		NURS 600 The Educator Role	3
	NURS 603 Teaching and Learning Strategies in	3		NURS 603 Teaching and Learning Strategies in Nursing Education	3

Nursing Education			
NURS 606 Curriculum Development and Evaluation of Program Outcomes	3	NURS 606 Curriculum Development and Evaluation of Program Outcomes	3
NURS 609 Assessment and Evaluation in Nursing	3	NURS 609 Assessment and Evaluation in Nursing	3
NURS 612 Leadership and Legal Issues in the Nurse Educator Role	3	NURS 612 Leadership and Legal Issues in the Nurse Educator Role	3
NURS 615 Simulation and Online Education for the Nurse Educator	3	NURS 615 Simulation and Online Education for the Nurse Educator	3
NURS 618 Clinical Teaching and Achieving Student Clinical Outcomes	3	NURS 618 Clinical Teaching and Achieving Student Clinical Outcomes	3
NURS 621 Nursing Education Practicum I: in the Nursing Professional Development Role	6	<u>NURS 621 Nursing Education Practicum in the Academic Faculty and Professional Development Role</u>	6
Or			
NURS 624 Nursing Education Practicum II: in the Academic Faculty Role	6		
Other Major Requirements None		Other Major Requirements None	
Total credits required for the M.S.—	42	Total credits required for the M.S.	<u>45</u>

Rationale: The revised changes are recommendations from the NYSED Office of the Professions. The changes include the addition of NURS 515: Advanced Pathophysiology, Health Assessment and Pharmacology course, as per American Association of Colleges

of Nurses Masters Essentials Standards and revision of the NURS 621 and NURS 624 practicum courses combine the two courses into one course for a practicum rotation in both the Academic Faculty and Professional Development nurse educator role.

The Master of Science (MS) degree program in Nursing Education at York College in the School of Health Sciences and Professional Programs will prepare students to meet both New York State's Future of Nursing Campaign (2020) recommendations to increase nursing faculty by 2030. The Accreditation Commission for Education in Nursing (ACEN), NYSED Office of the Professions and other regulating organizations require that an individual hold no less than a Master's degree in Nursing to teach in nursing programs of higher education. The proposed new Master of Science degree in Nursing Education Program will be a full-time program, requiring the completion of 45 credits of coursework, including a practicum of 135 hours and capstone project within 16 months (i.e., 2 Fall and 1 Spring semesters; 1 Winter and 1 Summer sessions).

Assessment:

Is this an administrative change?

Yes, as a mandate of the NYSED Office of the Professions.

If not an administrative change, is this change the result of departmental assessment? If so, please describe.

N/A

If this change is not in response to assessment, please outline how this change will be assessed in the future.

It will be included in the Department of Nursing Systematic Plan of Evaluation schedule of assessment. The first cycle this program will begin the first year of implementation.

YORK College of Staten Island
Curriculum Committee Proposal Cover Sheet

Department/Discipline	Contact Person
Accounting & Finance	Mary-Jo Kranacher

Please indicate items submitted for Committee approval

<input type="checkbox"/> New Major Design	<input type="checkbox"/> New Minor Design	<input type="checkbox"/> New Program
<input checked="" type="checkbox"/> Revised Major Design	<input type="checkbox"/> Revised Minor Design	<input type="checkbox"/> Revised Program
<input type="checkbox"/> New Course Proposal	BS in Accounting	
<input type="checkbox"/> Course Change Proposal		
<input type="checkbox"/> Course Deletion		
<input type="checkbox"/> Pathways Proposal		
<input type="checkbox"/> Writing Intensive Proposal		

Please provide an executive summary of your proposal

The two other Accounting concentrations—Public Accounting, Internal Audit and Fraud Examination—allow greater elective options. This proposal will facilitate changes between and among Accounting concentrations for students to/from the General Accounting concentration, and promote improved graduation rates.

Department Curriculum Committee Approval

Signature	Date
Mary-Jo Kranacher	1/16/2023

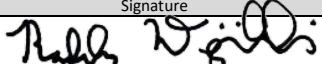
Department Approval

Chairperson Signature	Date
Chris Hsu	1/16/2023

Other Departments Affected*

Department	Signature	Approved	Comments Attached

College Curriculum Committee Approval

Signature	Date
	2/7/23

College Senate Approval

Signature	Date

*Signatures of chairs of affected departments indicate only that they have had the opportunity to review the proposal. If a chair objects to a proposal, they should not check the approval box and should attach comments.

All.1 The following revisions are proposed in the Department of Accounting & Finance**Program:** BS in Accounting (Concentration in General Accounting)**Program Code:** 78794**Effective:** Fall 2024

FROM			TO		
<i>Course #</i>	<i>Course Description</i>	<i>Credits</i>	<i>Course #</i>	<i>Course Description</i>	<i>Credits</i>
Program Prerequisites		9	Program Prerequisites		9
ECON102	Microeconomics	3	ECON102	Microeconomics	3
ECON103	Macroeconomics	3	ECON103	Macroeconomics	3
ECON220	Economics Statistics	3	ECON220	Economics Statistics	3
OR			OR		
FINC125	Financial Mathematics II	3	FINC125	Financial Mathematics II	3
Required Courses		33	Required Courses		33
ACC101	Principles of Accounting I	3	ACC101	Principles of Accounting I	3
ACC102	Principles of Accounting II	3	ACC102	Principles of Accounting II	3
ACC201	Intermediate Accounting I	3	ACC201	Intermediate Accounting I	3
ACC202	Intermediate Accounting II	3	ACC202	Intermediate Accounting II	3
ACC335	Auditing I	3	ACC335	Auditing I	3
ACC345	Cost Accounting I	3	ACC345	Cost Accounting I	3

BUS283	Business Law I	3	BUS283	Business Law I	3
OR			OR		
FINC245	Regs for Accountants and Financial Professionals	3	FINC245	Regs for Accountants and Financial Professionals	3
FINC201	Foundations of Finance	3	FINC201	Foundations of Finance	3
OR			OR		
FINC321	Principles of Finance	3	FINC321	Principles of Finance	3
BUS201	Computer Applications in Business	3	BUS201	Computer Applications in Business	3
OR			OR		
FINC150	Financial Data Analytics	3	FINC150	Financial Data Analytics	3
FINC250	Financial Data Analytics II	3	FINC250	Financial Data Analytics II	3
FINC475	Case Studies in Accounting and Finance	3	FINC475	Case Studies in Accounting and Finance	3
OR			OR		
BUS481	Strategic Management	3	BUS481	Strategic Management	3
Concentrations		18	Concentrations		18
Students must choose one of three concentrations.			Students must choose one of three concentrations.		

I. Concentration in Internal Audit and Fraud Examination			I. Concentration in Internal Audit and Fraud Examination		
ACC238	Fraud Examinations	3	ACC238	Fraud Examinations	3
ACC260	Internal Audit I	3	ACC260	Internal Audit I	3
ACC261	Internal Audit II	3	ACC261	Internal Audit II	3
ACC339	Advanced Fraud Examination	3	ACC339	Advanced Fraud Examination	3
Concentration I Electives: Students must choose 6 additional credits in Accounting and Finance			Concentration I Electives: Students must choose 6 additional credits in Accounting and Finance		
II. Concentration in Public Accounting			II. Concentration in Public Accounting		
ACC203	Intermediate Accounting III	3	ACC203	Intermediate Accounting III	3
ACC301	Advanced Financial Accounting	3	ACC301	Advanced Financial Accounting	3
ACC350	Income Taxation	3	ACC350	Income Taxation	3
ACC351	Advanced Income Taxation	4	ACC351	Advanced Income Taxation	4
Concentration II Electives: Students must choose 5 additional credits in Accounting and Finance			Concentration II Electives: Students must choose 5 additional credits in Accounting and Finance		
III. Concentration in General Accounting			III. Concentration in General Accounting		
ACC210	Computer Applications in Accounting	3	ACC210	Computer Applications in Accounting	3

ACC240	International Accounting	3	ACC240	International Accounting	3
ACC251	Financial Statement Analysis	3	ACC251	Financial Statement Analysis	3
ACC245	Budgeting and Comptrollership Accounting	3	ACC245	Budgeting and Comptrollership Accounting	3
Concentration III Electives: Students must choose 6 additional credits from the following list:			Concentration III Electives: Students must choose 6 additional credits from the following list:		
ACC290	Accounting Internship	1	ACC290	Accounting Internship	1
ACC291	Accounting Internship	2	ACC291	Accounting Internship	2
ACC292	Accounting Internship	3	ACC292	Accounting Internship	3
ACC346	Cost Accounting II	2	<u>ACC293</u>	<u>Accounting Internship</u>	3
ACC491	Accounting Independent Study I	1	ACC346	Cost Accounting II	2
BUS301	Management Theory and Practice	3	ACC491	Accounting Independent Study I	1
FINC101	Fundamentals of Financial Planning & Wealth Mgmt	3	BUS301	Management Theory and Practice	3
FINC322	Investments and Securities Analysis	3	FINC101	Fundamentals of Financial Planning & Wealth Mgmt	3
FINC329	Corporate Finance	3	FINC322	Investments and Securities Analysis	3
FINC492	Finance Independent Study II	2	FINC329	Corporate Finance	3
Total Accounting Program credits		60	FINC492	Finance Independent Study II	2
			<u>FINC493</u>	<u>Finance Independent Study III</u>	3

	Total Accounting Program credits	60
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Rationale: The two other Accounting concentrations—Public Accounting, Internal Audit and Fraud Examination—allow greater elective options. This proposal will facilitate changes between and among Accounting concentrations for students to/from the General Accounting concentration, and promote improved graduation rates.

Assessment:

Is this an administrative change? Yes

If not an administrative change, is this change the result of departmental assessment?

If so, please describe.

If this change is not in response to assessment, please outline how this change will be assessed in the future.