ICC Minutes for Tuesday, May 1, 2018
NHE 106
9:00 a.m.

ICC Members Present:
Rosamel Benavides-Garb, Rock Braithwaite, Carl Hansen, Chris Hopper, Dale Oliver, Clint Rebik, Chris Hopper, Pascal Berrill, Gregg Gold, Heather Madar, Cindy Moyer, Marissa Ramsier, Bruce O’Gara, Anne Paulet, Jenni Robinson, Sarah Fay Philips Jodie Slack, Rick Zechman,
GEAR: John Steele, Mary Virnoche
APC: Kerri Malloy
Student(s): Starr GreenSky (AMP), Tina Llopis
Minutes-taker: Tina Llopis
Guests: Alison Pritchard, Denise Vanden Bos, Sheila Rocker Heppe, Vince Biondo

<table>
<thead>
<tr>
<th>1. Call for addition to the agenda</th>
<th>1. Call for addition to the agenda</th>
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<tbody>
<tr>
<td>None</td>
<td>None</td>
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<tr>
<th>2. Approval of Minutes</th>
<th>2. Approval of Minutes</th>
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<tr>
<td>April 17, 2018</td>
<td>Approved</td>
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<tr>
<th>3. Reports from the CDC, AMP, APC, PPR and GEAR</th>
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<tbody>
<tr>
<td>AMP: Nursing Program, getting feedback for revised curriculum guidelines for GEAR.</td>
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<tr>
<td>APC: none</td>
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<tr>
<td>GEAR: Using assessments coming in to track data. Made excel matrix of self reported SLOs, there are about 240 GEAR courses. Working to compile ones that are missing and request reports.</td>
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<td>PPR: none</td>
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<th>4. Consent Calendar</th>
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<td>N/A</td>
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<th>5. Voting Action Calendar From the AMP</th>
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<tr>
<td>Program approved to move to senate. *Committee request to urgently move to next senate meeting agenda</td>
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A post-licensure Bachelors of Science in Nursing.
This program will fill a critical regional need for increasing the educational level of professional nurses. It is a post-licensure program designed carefully to further the education of nurses who have completed the Nursing program at the College of the Redwood. The BSN program will be self-supported through Tuition, and direct support from external communities and health-care agencies.

Note that the faculty for this proposed program do not yet exist. The proposed curriculum is modified from existing models nursing programs to address our regional context. The curriculum was vetted by an external evaluator who was formerly head of the nursing programs at CSULA.

Program description – See 17-311 in Nolij. The following proposed Catalog copy provides a quick overview of the curriculum.

Bachelor of Science Degree
with a major in Nursing (BSN)
Department Chair
Rock Braithwaite, Ed.D.

Department of Kinesiology and Recreation Administration
Kinesiology and Athletics 305
707-826-4536
Humboldt.edu/kra

The BSN Program
The mission of the RN to BSN Program is to prepare nurse leaders who are culturally competent in rural areas populated by diverse communities, including indigenous communities. The HSU graduate nurse is an effective practitioner who seeks solutions to societal health needs and problems, understands ethical disparities in healthcare and advocates for the physical and psychosocial health of the region’s communities. The nursing curriculum leads to the Bachelor of Science degree with a major in Nursing (BSN). The RN-BSN program is available to registered nurses who have completed an RN program (associate degree). The program is designed to accommodate working
nurses with approximately half of the coursework available online.

Students completing this program will be able to:

- Demonstrate leadership in nursing practice with ethical reasoning and actions to promote advocacy, collaboration, and social justice
- Demonstrate accountability for self and nursing practice including continuous engagement in life-long learning
- Improve patient health outcomes by accessing, analyzing, and interpreting data and information at the individual/family and community level
- Implement a systematic approach to analyze real or potential problems for the purpose of developing, testing, and evaluating innovative solutions within healthcare settings for rural populations
- Use communication theories/techniques and demonstrate communication/collaboration with colleagues, transdisciplinary groups, including the use of informatics, to promote relationships with individuals/families and communities
- Plan and provide patient-centered, empathic, and coordinated care that contributes to safe and high quality outcomes for diverse populations.

**Preparation**

Students who possess a California Registered Nursing license and an Associate of Arts or Associate of Science Degree in Nursing (ADN) are eligible to apply for the program. Applicants are screened competitively based on a variety of indicators. In order to be accepted to the RN-BSN Program, students must meet admission criteria, including completion of all the prerequisites for admission to the Nursing major prior to acceptance into the major. All students who wish to be accepted must submit (by February 15) an application to the Nursing program during the spring semester of each academic year in addition to being admitted to Humboldt State University.
## REQUIREMENTS FOR THE MAJOR

The following are admission requirements:

- Associate of Arts or Associate of Science Degree in Nursing (ADN) and completion of 70 units
- California Registered Nursing (RN) license without restrictions
- 2.75 or higher GPA in Nursing courses and from all transfer institutions

For a description of degree requirements to be fulfilled in addition to those listed below for the major, please see “The Bachelor’s Degree” section of the catalog, pp. 66-81. The Upper Division Area B General Education requirement is met by the coursework within the Bachelor of Science degree for Nursing. Students must earn a C or better in all BSN courses in the major.

### BSN Courses (27 units)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tr>
<td>NRSG 348</td>
<td>Development for Professional Practice</td>
<td>3</td>
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<tr>
<td>NRSG 350</td>
<td>Pathophysiology for Nursing Practice</td>
<td>3</td>
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<tr>
<td>NRSG 372</td>
<td>Health Assessment and Promotion across the Lifespan</td>
<td>2</td>
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<tr>
<td>NRSG 373</td>
<td>Health Assessment and Promotion across the Lifespan Lab</td>
<td>1</td>
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<tr>
<td>NRSG 390</td>
<td>Nursing Informatics and Information Literacy and Competency</td>
<td>3</td>
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<tr>
<td>NRSG 460</td>
<td>Nursing Leadership and Care Management</td>
<td>3</td>
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<tr>
<td>NRSG 470</td>
<td>Community/Public Health Nursing</td>
<td>3</td>
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<tr>
<td>NRSG 471</td>
<td>Community Public Health Nursing Lab</td>
<td>3</td>
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<tr>
<td>NRSG 490</td>
<td>Introduction to Nursing Research</td>
<td>3</td>
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<tr>
<td>HED 451</td>
<td>Nutrition for Chronic Disease</td>
<td>3</td>
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Lower Division Units Awarded for NCLEX-RN (10 units)

Upper Division Units Awarded for NCLEX-RN (7 units)
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
<th>Description</th>
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| 17-301      | HED 451 Nutrition and Chronic Disease | 3 | NEW COURSE 
Nutrition as a management strategy in the treatment of chronic diseases. Consideration of cardiovascular diseases, obesity and diabetes, and how they can be prevented and treated with nutrition and associated lifestyle changes. |
| 17-302      | NRSG 348 Transitional Concepts in Baccalaureate Nursing | 3 | NEW COURSE 
Socialization and development into professional nursing roles including the nurse as professional, advocate, provider, and coordinator of care. Focus on nursing process and selected issues in professional practice. |
| 17-303      | NRSG 350 Pathophysiology for Nursing Practice | 3 | NEW COURSE 
Concepts of disease process throughout the lifespan including cellular function and integrative body functions. Focus on the pathophysiologic rationale for nursing interventions. |
| 17-304      | NRSG 372 Health Assessment and Promotion Across the Lifespan | 2 | NEW COURSE 
Health assessment including history taking, physical examination and diagnostic testing; principles of health promotion across the life span and concepts of patient education. |
| 17-305      | NRSG 373 Health Assessment and Promotion Across the Lifespan | 1 | NEW COURSE 
Health assessment including history taking, physical examination and diagnostic testing, health promotion and patient education experiences in a variety of settings |
| 17-306      | NRSG 390 Nursing Informatics and Information Literacy Competency | 3 | NEW COURSE 
Introduction to nursing information literacy and information science, and information systems. |
Research skills to strengthen evidence-based practice for consumer-centered computer-supported care. Innovation in nursing care delivery systems.

17-307
NRSG 460 Nursing Leadership and Care Management (3) NEW COURSE
Introduction to organizational theory, socioeconomic political trends and healthcare delivery systems. Focusing on competent nursing practice in leading, managing in comprehensive care coordination of vulnerable populations.

17-308
NRSG 470 Community/Public Health Nursing (3) NEW COURSE
Synthesis of nursing theories and public health science applied to assessing and promoting the health of communities and aggregates at risk in the population, including the risks to communities from bio-terrorism.

17-309
NRSG 471 Community/Public Health Nursing Lab (3) NEW COURSE
Application of the nursing process, levels of prevention and public health theories and strategies in vulnerable clients, families, and aggregates.

17-310
NRSG 490 Introduction to Nursing Research (3) NEW COURSE
Nursing research process and concepts applicable to clinical practice; reading, analyzing and critiquing research; development of skills in writing professional nursing papers according to the conventions of the genre. A review of statistics used in research including inferential statistics.

6. Information/ Discussion
Comment/Feedback on GEAR
Based on conversations with AMP and with GEAR, we will discuss the following parts of the implementation plan (I’m using GE Area C2 as an example:

1) Feedback on Area-Specific GEAR curriculum Guides

We request your feedback on the draft guidelines for area C2 (Humanities: Literature, Philosophy, Languages Other than English) in two areas:

6. Information and Discussion
Discussion
* Committee member request that summaries go out in Spring 2019, rather than October.
1) **GEAR SLO’s** – Are the GEAR Program-Level SLO’s in the proposed guidelines a reasonable fit for any course offered in C2? In particular, is it reasonable for any course in C2 to be asked to participate in a university-wide assessment of this (these) SLO(s)? If not, please offer suggestions.

2) **Content Guidelines** – Are these guidelines, which have been used as the standard for approving new C2 courses, sufficient for determining whether a newly proposed course is appropriate for C2? If not, please offer suggestions.

*Send your written feedback to the chair of the ICC committee by the end of the day, October 15, 2018.*

*Sincerely,*

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**2) GEAR course summaries**

Once the GEAR curriculum guides are approved (by the end of Fall 2018), each department or program which is offering a General Education course will submit (through Curriculog) a course summary, including:

1) **Course basics:**
   - Expected mode(s) of delivery (On-line, hybrid, face-to-face, etc.)
   - Expected offerings (section size, number of sections, frequency)
   - Required facilities/support (e.g., lab, studio, technology, field trips, etc)

2) **Course SLO’s**

3) **Course Abstract (250 or fewer words)**
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| 4) | GEAR Assignment Inventory  
(for the one or two GEAR  
program outcomes) |
| 5) | Typical 15-week schedule,  
including, as appropriate,  
lecture/discussion topics,  
reading/research topics,  
assignments, projects, labs,  
service learning, etc. |

The course summaries are due October 15, 2019.