
ABSENT: Elizabeth Howie, Paul Peterson, Terri Sinclair, Amy Tully, Tom Secrest, Jason Eastman, Brent Lewis, and Jeff Linder.

APPROVAL OF MINUTES: February 5, 2010 and February 19, 2010 minutes were approved.

CONSENT AGENDA:

All consent agenda items were approved as they appeared and presented in the March agenda.

PROVOST AND OTHER ADMINISTRATIVE REPORTS:

- Provost Sheehan gave the presidents regrets for not being able to attend but will see everyone at the Thursday town hall meeting.
- Thanked everyone for taking time to meet January 19th for the special meeting regarding the Associate of Arts and Associate of Science transfer program and how it will help recruitment.
- Working on Fall session and looking ahead to Spring.

EXECUTIVE COMMITTEE REPORT:

Michael Ruse, Chair, had a couple of announcements:

The Chair reported on the action from the special meeting of the Faculty Senate for the five-year pilot program to accept transfer students with AA and AS degree to satisfy the core curriculum requirements.

The Chair reported on the three Administrative Actions that were signed off by the Administration.

- AA #15 College of Humanities and Fine Arts and College of Science changes in programs and courses.
- AA #16 College of Science program changes in programs and courses.
AA #17 College of Humanities and Fine Arts changes and new programs and courses. Women and Gender Studies, and Honors Program changes to program and courses.

AA#18 Waiver of Core curriculum requirements for transfer students with AA & AS degrees.

QUASI COMMITTEE OF THE WHOLE:

None

OLD BUSINESS:

Calendar Committee moved that the academic calendar for spring 2011 be changed to conform to the start date, end date, and Spring break dates of the Horry Georgetown Technical College calendar.

Motion approved.

PENDING BUSINESS: None

NEW BUSINESS:

Michael Roberts, Easton Selby and John Stamey presented a motion to Faculty Senate regarding the Academic Integrity Code.

Academic Integrity Code
March 5, 2010

A. Statement of Community Standards

Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. Members of this community are accountable for their actions and are committed to creating an atmosphere of mutual respect and trust.

B. Expectations of Community Members

All members of our community – students, faculty, staff and administrators – share responsibility for promoting a culture of academic integrity. Each group plays a different role and, together, cultivates mutual respect and ethical behavior.

Students

- Understand and abide by the Code of Student Conduct
- Take responsibility for personal behavior
- Actively oppose every instance of academic dishonesty

Faculty Members

- Serve as mentors, advisors and educators for students
- Uphold and enforce University rules and guidelines
- Clarify academic expectations for students

Administrators and Staff

- Educate the campus and surrounding communities about academic integrity
- Ensure reasonable and consistent enforcement of standards

C. Honor Pledge
Students will receive copies of the Honor Pledge, learn what it means and commit to the statement of community standards. Students will take the following pledge:

Coastal Carolina University is an academic community that expects the highest standards of honesty, integrity and personal responsibility. As members of this community, we are accountable for our actions and are committed to creating an atmosphere of mutual respect and trust.

On my honor, I pledge:
- That I will take responsibility for my personal behavior; and
- That I will actively oppose every instance of academic dishonesty as defined in the Code of Student Conduct.

From this day forward, my signature on any University document, including tests, papers and other work submitted for a grade is a confirmation of this honor pledge.

D. Prohibited Conduct

1. Plagiarism, cheating and all other forms of academic dishonesty
   a. Examples of plagiarism include, but are not limited to, the following:
      (i) borrowing words, sentences, ideas, conclusions, examples and/or organization of an assignment without proper acknowledgment from a source (for example, a book, article, electronic documents, or another student's paper);
      (ii) submitting another person's work in place of his/her own;
      (iii) allowing someone else to revise, correct or edit an assignment without explicit permission of the instructor;
      (iv) submitting work without proper acknowledgment from commercial firms, Web sites, fraternity or sorority files or any other outside sources, whether purchased or not;
      (v) allowing another person to substitute for them any part of a course for them, including quizzes, tests, and final examinations;
      (vi) submitting any written assignments done with the assistance of another without the explicit permission of the instructor;
      (vii) submitting work that was originally prepared for another class without the explicit permission of the instructor;
      (viii) knowingly aiding another student who is engaged in plagiarism.
   b. Examples of cheating include, but are not limited to, the following:
      (i) using unauthorized information, materials or assistance of any kind for an assignment, quiz, test, or final examination;
      (ii) knowingly aiding another student who is engaged in cheating.

2. Furnishing false information to any University official, faculty member or University office to obtain academic advantage.

3. Forging, altering or misusing any University document or record to obtain academic advantage.

E. Resolution Process for Academic Violations

1. Alleged academic violations should be reported in writing to the instructor of the class or the Office of Academic Integrity within ten (10) business days of receiving knowledge of a possible violation. The report may be submitted by anyone who is aware of the violation, including the student who committed the violation or any student, faculty or staff member who
observed or has knowledge of the violation. The faculty member will report the alleged violation through the Academic Integrity on-line reporting system. (Case files will be maintained by the Office of Academic Integrity.)

2. Reports of academic violations should include the following information:
   a. name of the accused student,
   b. type of violation,
   c. name(s) of witness(es), and
   d. name of person filing the complaint.

Note: Anonymous written reports may alert a faculty member to an existing problem in the classroom, but these reports cannot serve as the sole basis for disciplinary action. Intentionally making a false accusation may also be an integrity code violation.

3. A student who has been charged with an academic violation may not withdraw from the class or the University without the permission of the Academic Integrity Officer or designee.

4. Hearing Process
   a. Student-Faculty Hearing
      (i) Within ten (10) business days of receiving knowledge of a possible violation, the student will receive notice in writing of:
         • the alleged violation,
         • a summary of student rights and responsibilities, and
         • the date, time, and location of student-faculty hearing, which will take place no later than ten (10) business days from the date of notice. If the violation occurs within the last two weeks of a semester or during a period between semesters, the hearing will occur as soon as practical the following semester. Faculty may give an Incomplete for the course if a violation is pending.
         • Unusual circumstances may warrant adjustments in the timeline.

      (ii) At the student-faculty hearing, the alleged violation(s) and possible sanction(s) will be reviewed. The student may respond to the charge(s) in writing in advance of the hearing and/or may respond verbally at the hearing. If a student does not attend the hearing, the hearing may proceed in the student’s absence.

      (iii) Participants at a student-faculty hearing will include the instructor and the accused student, and may also include the student(s), faculty or staff member(s) who observed and reported the infraction. At the request of the faculty member or student, an Academic Integrity Officer may be present at this meeting.

      (iv) At the student-faculty hearing, the faculty member will determine if the student is in violation of the alleged misconduct.

      (v) If the student is found in violation, the faculty member will determine a sanction (see Section F). One of the following will occur:
         a. the student agrees with the faculty member’s decision; or
         b. the student does not agree with the faculty member’s decision or believes that the University process has been violated. The student may submit a written request for an appeal hearing with the College Academic Integrity Committee (CAIC).

      (vi) The Office of Academic Integrity will receive all reports of alleged violations. Students who have been found in violation of a previous offense (academic or non-
academic) will be referred to the CAIC for sanctioning. More serious sanctions will automatically be considered for students with more than one violation.

b. College Academic Integrity Committee (CAIC)

(i) The CAIC will consist of the department chairperson (or a representative appointed by the college dean if there is no chairperson), a faculty member (appointed by the college dean) and a student (appointed by the college dean.) The college dean will select the student from a list of nominees developed by the Student Government Association. The student appointee must be in good disciplinary standing, meaning that he/she is not on probation or has no incomplete sanctions. Also, the student member must have completed at least 60 credit hours, be a full-time student and have a GPA of 2.5 or better.

(ii) The CAIC will notify the accused student in writing of the date, time, location, and purpose of the hearing. At the hearing, the CAIC will review the case and the student will have an opportunity to respond. If the student does not respond to the notification, the hearing may proceed in the student’s absence.

(iii) The CAIC may uphold or modify the decision from the student-faculty hearing. In second-offense cases, the CAIC will not issue a lower-level sanction than was assigned in the faculty hearing.

c. Appeal Process

If the student does not agree with the decision of the CAIC or believes that the University process has been violated, he/she may submit a written appeal to the Office of the Provost. The decision from the Provost is the final step in the process. Grades that result from a violation of the academic integrity code are not subject to the general petition process or the repeat forgiveness option.

F. Sanctions

1. Following the student-faculty hearing, the faculty member may impose one (1) or more of the following sanctions when a student is found in violation:

   a. Written warning
   b. Grade of F on the assignment
   c. Grade of FX in the course- (If a penalty grade of FX is imposed in the course, the student will not be able to drop the course, petition a grade change or use the grade forgiveness policy.)
   d. Required to attend an academic integrity workshop
   e. Other educational sanctions (in consultation with the Academic Integrity Officer)

2. The CAIC, Provost or designee may impose one (1) or more of the following sanctions when a student is found in violation:

   a. Any student-faculty hearing sanctions
   b. Loss of privileges
   c. Disciplinary suspension from the University
   d. Permanent Dismissal from the University

Students who do not complete required sanctions may be referred to the CAIC for additional sanctions.
Robert Salvino, Chair, Building and Grounds Committee, to present: Two motions before the Faculty Senate for their approval

Motion 1.
Motion to recommend an ad hoc Task Force to study and make recommendations for actions addressing safety and liability concerns with traffic on campus.

Motion 2.
To change the charge of the Buildings and Grounds Committee in the Faculty Manual. The wording in the Faculty Manual was written without consideration of state mandates, deadlines, etc., in construction projects. Many projects are beyond this committee’s purview and are determined by mandatory State bids, schedules and deadlines. It is recommended that the Buildings & Grounds committee consider rewording the charge in the Faculty Manual to reflect such.

A motion to amend the text to include traffic and safety issues was made seconded and passed.

The main motion as amended passed and the text reads as follows:

Building and Grounds

Membership: Five faculty (one elected from each College and one elected from the Library,) Two students. Ex Officio: Vice President for Finance & Administration/designee; Director of University Projects and Planning/designee; Representative from Law Enforcement.

Purpose: The committee should be aware of all projects posted on the facilities website. The duties of this committee are to consider and recommend suggested campus improvements regarding campus buildings and grounds, including traffic, parking and safety issues, classroom maintenance and housekeeping, campus beautification and other special requests involving the physical plant of the University. Recommended improvements will reflect a sustainable, functional, aesthetically pleasing, safe and cohesive campus environment. Recommendations passed by the Faculty Senate will be forwarded to the Executive Vice President, the Senior Vice President for Finance & Administration and the Provost.

Motion 1 was superseded by the amendment to motion 2 and was referred back to committee.

Dan Jolles, Student Government Association (SGA) President gave a report regarding 12 new clubs that have been formed, and on a program that the students started called Smart Ride. This is a transportation program that is student-led and has established a partnership with 12 area taxi companies to provide discounted or flat rates to students. They have printed up over 4,000 Smart Ride cards to hand out to students on campus with additional cards to come. This card along with their ID card will get them this special rate. The response from the students has been very positive.

The Chair announced that the final item under New Business concerning any action proposed under Quasi Committee of the Whole would be postponed until after Quasi Committee of the Whole had an opportunity to discuss the issue of the budget cuts.
Ken Small, Co-Chair, academic Affairs committee to present:

**Department of Health Promotion**

1. **Bachelor of Science in Nursing Completion Program**  
Proposal for a new undergraduate program

**Title of proposed program and degree:** Bachelor of Science in Nursing Completion Program  
**CIP code:** 51.1601  
**Proposed starting date (Semester and Year of initiation):** Spring 2011  
**Semester and year of first graduates:** Spring 2012

**Justification Statement:** The University revised its mission statement in 2007 and received approval of the new mission from the South Carolina Commission on Higher Education (SCCHE) in fall 2007. It states: Coastal Carolina University has---become a regional comprehensive university with a tradition of a strong liberal arts core. Coastal Carolina University seeks to develop students who are both knowledgeable in their chosen fields and prepared to be productive, responsible, healthy citizens with a global perspective. Coastal Carolina University commits its resources to ----building baccalaureate and selective master's programs of national and/or regional significance in the arts and sciences, business, humanities, education and health and human services. Coastal Carolina University fully embraces its leadership role as a regional center of economic and intellectual resources, lifelong learning, cultural and recreational opportunities and athletic programs. (Coastal Carolina University Catalog, 2009-2010)

The Bachelor of Science in Nursing Completion program, a health service program, is consistent with the mission of Coastal Carolina University. It is being proposed in response to regional needs for nurses that are both liberally educated and have a broader knowledge of the roles in nursing. The Bachelor of Science in Nursing Completion program is an example of Coastal Carolina University's commitment to lifelong learning. This degree will allow registered nurses a seamless opportunity to continue their education following graduation from an Associate Degree in Nursing program with minimal loss of credit or duplication of knowledge and skills. The Bachelor of Science in Nursing Completion program and Coastal Carolina University are committed to providing student-centered advising and a learning environment that offers students the opportunity to obtain nursing knowledge and skills that will be the foundations for their leadership role in nursing in the future.

**Documentation of need:** According to the U.S. Labor and Statistic web site, nursing is expected to have the largest number of new jobs for any occupation. Job opportunities in hospitals are expected to grow more slowly while it is expected to significantly increase in outpatient facilities, physician offices and day surgery centers. Registered nurses with a bachelor's degree will have better job prospects than those without a bachelor's degree. In addition, master's prepared nurses will be in high demand as these serve as lower-cost primary care providers. There will be approximately a 22% increase in employment of nurses over the next 10 years. (U.S. Department of Labor, Bureau of Labor Statistics at [http://www.bls.gov/oco/ocos08.3.htm](http://www.bls.gov/oco/ocos08.3.htm))

In 2007 there are 17,568 Associate prepared nurses and 9849 Baccalaureate prepared nurses practicing in South Carolina. Enrollment in nursing programs in South Carolina in 2005 was 66% in Associate programs and 34% in Baccalaureate programs. New graduates between 2003 and 2005 were 75% Associate graduates and 25% Baccalaureate graduates. Enrollment in Bachelor of Science Completion programs for registered nurses in South Carolina dropped from 124 to 109 between 2003 and 2005 with only 119 students graduating from this type program. (Office of Research and Statistics, South Carolina Budget and Control Board, Jan. 2009)

Between 2004 and 2007, the region that is served by Coastal Carolina University
experienced an estimated 28% increase in population, with a large percent of that growth due to individuals of retirement age moving to the coast to retire. This age group is at high risk for the most expensive chronic diseases such as Diabetes, Heart disease, Stroke and Cancer. There are approximately 5,000 registered nurses in Coastal Carolina University’s service area, 73% are Associate degree graduates and 27% are Baccalaureate degree graduates. There is not a Bachelor of Science Completion program in the area that provides face to face delivery which allows a registered nurse to complete an undergraduate degree. (Office of Research and Statistics, South Carolina Budget and Control Board, Jan. 2009)

A needs survey conducted by Coastal University found that there was a demand for a Bachelor of Science Completion program of nurses. An e-mail survey of associate degree nursing students at HGTC was conducted during the Spring 2009 semester indicated that 75 anticipated 2009 graduates were interested in seeking a Bachelor’s degree in nursing; of these, 65 stated that they would be interested in taking the program at Coastal Carolina University. An area hospital e-mail survey conducted during the Spring 2009 semester indicated a need for 330 Baccalaureate prepared nursing positions. These positions are currently held by associate and diploma prepared registered nurses. The hospital survey also revealed that employees of the hospital would have up to 90% of their tuition paid for a Bachelor of Science in Nursing Completion program.

**Relationship to other institutions:** There are ten existing Bachelor of Science in Nursing Completion programs in the State of South Carolina. These programs are offered at eight state-supported institutions (University of South Carolina’s four campuses, South Carolina State University, Clemson University and Francis Marion University and Lander University) and at two private colleges (Bob Jones University and Charleston Southern University). These programs have similar course and credit hour requirements and use a variety of delivery modes. The Bachelor of Science in Nursing Completion program proposed by Coastal Carolina University will be similar.

The Bachelor of Science in Nursing Completion program at Coastal Carolina University will provides for transfer of registered nurses with Associate Degree in nursing into a baccalaureate nursing program with minimal loss of credits or duplication of knowledge and skills. Coastal Carolina University will award credit for a maximum of 36 semester hours of nursing for successful completion of an Associate Degree in Nursing program and successfully passing NCLEX-RN licensure examination.

An important feature of this program is that it will be conducted on site at a centrally located site for nurses in the Horry and Georgetown counties and Department of Health and Environmental Control, Region 6. This proposed program does not represent local duplication because there is not another Bachelor of Science in Nursing Completion program in this area. This proposed program has received the full support of the five major hospitals in this region.

The most unique feature of this program is that it will be a cooperative effort between Coastal Carolina University and Horry Georgetown Technical College to promote baccalaureate education for the Horry Georgetown Technical College nursing graduates. Horry Georgetown Technical College Nursing Department resides at the new Robert I Speir Health Education Complex on the Grand Strand campus in Myrtle Beach, South Carolina. This is a beautiful facility that is fully equipped with 5 simulation lab and classrooms equipped with the latest teaching technology. Based on a Memorandum of Agreement implemented between the two institutions in January 2010, faculty and students from Coastal Carolina University will have access to classrooms and laboratory space in the Speir building to conduct courses and to recruit
and advise nursing students well in advance of their admission to the Bachelor of Science in Nursing Completion program. This will make the transition to baccalaureate nursing seamless and will avoid duplication of offerings of junior level nursing classes.

2. **NUR 301 Transition to Professional Nursing**

**Proposal for a new undergraduate course**

**Credit hours:** 3  
**Prerequisites:** Admission to the Bachelor of Science in Nursing Completion Program  
**Course restrictions:** This course is required for a major.  
**Proposed catalog description:**  
NUR 301 Transition to Professional Nursing. (3) (Prereq: admission to the nursing major) Overview of the historical aspects of professional nursing with emphasis on the development of nursing theories, nursing research, legal, ethical principles and their impact on current nursing practice. The role of communication and teaching/learning in nursing practice will be emphasized. Designed to develop the critical reading, thinking and writing skills necessary for a successful university-level study.  
**Justification:** Purposes and objectives of the program rapidly expanding clinical knowledge and mounting complexities in health care mandate that professional nurses possess educational preparation commensurate with the diversified responsibilities required of them. As health care shifts from hospital-centered, inpatient care to more primary and preventive care throughout the community, the health system requires registered nurses who not only can practice across multiple settings - both within and beyond hospitals - but can function with more independence in clinical decision making, case management, provision of direct bedside care, supervision of unlicensed aides and other support personnel, guiding patients through the maze of health care resources, and educating patients on treatment regimens and adoption of healthy lifestyles. In particular, preparation of the entry-level professional nurse requires a greater orientation to community-based primary health care, and an emphasis on health promotion, disease prevention and maintenance, and cost-effective coordinated care. (American Association of Colleges of Nursing, Position Statement, Dec. 2000)

According to a paper published in the September 24, 2003 issue of The Journal of the American Medical Association, the shortage of nurses at the baccalaureate level may be affecting the quality of health care and, most importantly, patient outcomes. In this study, Dr. L. Aiken and colleagues at the University of Pennsylvania showed that there was a 5% decrease in patient deaths and in failure to rescue with a modest 10% increase in the number of baccalaureate prepared nurses. (Aiken, L, et.al. 2003) Most nurses in supervisory position are required to have a baccalaureate degree in nursing. The baccalaureate degree in nursing is also the first step in preparation for advanced degrees in professional nursing. The critical shortage of nurses with advanced degree has impacted the ability of Schools of Nursing to hire more faculty who can educate tomorrow's nurse. As a result, AACN reports that there were 32,323 qualified applicants in 2006 that were turned away from entry level baccalaureate nursing programs. Graduates of baccalaureate programs have the intellectual skills and competencies to provide leadership on healthcare teams, as well as the ability to integrate knowledge, values and critical judgment in diverse health care environments. The baccalaureate prepared nurse is better able to provide team leadership not only in hospitals but also care in the home, the community and in long term care facilities. The primary purpose for creating a completion program that leads to a Bachelor of Science in Nursing at Coastal Carolina University is to offer registered nurses a liberal education and the intellectual skills needed to provide leadership on healthcare teams, as well as the ability to integrate knowledge, values and critical judgment in diverse health care environments. Applicants to this program must have successfully completed thirty five hours of nursing at an accredited school of nursing and must be licensed to practice nursing in South Carolina.
Graduates will be able to provide effective health promotion, primary prevention, early disease detection and chronic disease management for clients and communities of all ages. Having a Bachelor of Science in Nursing degree allows more opportunity for employment, increased responsibility, and career progression. It opens the door for professional certification in specialty areas of nursing practice and leads to an expanded role as a provider, designer, manager, and coordinator of patient care as well as provides the foundation for graduate education. Impact on existing academic programs: Through a variety of student centered academic experiences, the School of Health, Kinesiology, and Sports Studies provides opportunities for individuals to develop the knowledge, attitudes, behaviors, and skills to lead others to optimal levels of wellness. Some overlap in courses may occur between the Bachelor of Science in Nursing Completion program and the Health Promotion program. Collaborative courses will be explored and taught jointly with and between both programs as enrollment and faculty needs dictate. Example of courses that could be taught jointly includes Nutrition (HPRO 404), Personal and Community Health (HPRO 121), Community Health Promotion Strategies (HPRO 350) and Diseases and Disorders (HPRO 382). Students with Associate Degrees in Nursing from most technical colleges will have completed some of the core courses required at Coastal Carolina University. Therefore, it is assumed that most students will need approximately 20 credit hours in additional courses in Fine Arts, History, Foreign Culture/ Language and Humanities. Proposed starting date: January 2011.

3. **NUR 305 Health Assessment**

   Proposal for a new undergraduate course

   **Credit hours:** 3  
   **Prerequisites:** Admission to the BSN Completion Program  
   **Course restrictions:** None. This course is required for a major.  
   **Proposed catalog description:** Nursing 305 Health Assessment (3) (Preq: admission to the nursing major) (Coreq: NUR 305L) Provides the knowledge to perform a comprehensive health assessment on adults and on overview of health assessment of special age groups. Emphasis is on identification of normal and abnormal findings with consideration for cultural and ethnic variations and developmental changes across the life span. Designed to develop critical thinking skills necessary to analyze assessment findings and apply to professional nursing practice.  
   **Justification:** This course is included in the junior courses in BSN nursing programs. Although Associate degree nursing program may include some of this content, their focus is on Health Assessment of the ill client in the hospital. This course includes the total health assessment (history, system review and physical) and focuses on screening for illness.  
   **Impact on existing academic programs:** None.  
   **Proposed starting date:** January 2011.

4. **NUR 305L Health Assessment Laboratory**

   Proposal for a new undergraduate course

   **Credit hours:** 3  
   **Prerequisites:** Admission to the BSN Completion Program  
   **Course restrictions:** None. This course is required for a major.  
   **Proposed catalog description:** NUR 305L Health Assessment Lab (2) (6 contact Hrs) (Preq: admission to the nursing major) (Coreq: NUR 305) Provides the student with the opportunity to practice the concepts and skill used when conducting a comprehensive health assessment including a health history, systems review and a complete physical exam.  
   **Justification:** As health care shifts from hospital-centered inpatient care to more primary and preventive care throughout the community, the health system requires registered nurses who not only can practice across multiple settings, both within and beyond hospitals- but can function with more expertise in assessing, screening and management of chronic diseases and teaching health lifestyles for individuals, aggregates and communities.
Good health assessment skills are essential to this role. Psychomotor skills are best learned in real, hands on environment that provides demonstration and constant reinforcement. Impact on existing academic programs: None. Proposed starting date: January, 2011.

5. **NUR 408 Primary Nursing Across the Life Span**
Proposal for a new undergraduate course

**Credit hours:** 3  
**Prerequisites:** NUR 301, NUR 305, and NUR 305L  
**Course restrictions:** None. This course is required for a major.  
**Proposed catalog description:** NUR 408 Primary Nursing Across the Life Span. (3) (Preq: NUR 301, 305, 305L) Introduces major concepts and theories applied to nursing care of groups, families and communities. Growth and development stages throughout the life span provide the framework for this course with emphasis placed on normal development as well as specific health issues and disease complications common to each stage. **Justification:** As health care shifts from hospital-centered, impatient care to more primary and preventative care throughout the community, the health system requires registered nurses who have a greater orientation to community based primary health care and an emphasis on health promotion, disease prevention and maintenance and cost-effective coordinated care. This course will focus on primary and tertiary nursing care for groups of clients across the life span. Impact on existing academic programs: None. Proposed starting date: Fall, 2011.

6. **NUR 410 Community Health Nursing**
Proposal for a new undergraduate course

**Credit hours:** 3  
**Prerequisites:** NUR 301, NUR 305, and NUR 305L  
**Course restrictions:** None. This course is required for a major.  
**Proposed catalog description:** NUR 410 Community Health Nursing (3) (Preq: NUR 301, 305, 305L) (Coreq: NUR 410P, 408) Provides the student with the knowledge and skills to apply health promotion, prevention of disease complications, environmental and epidemiological concepts and teaching/learning principles in working with populations in the community. Emphasis is placed on establishing community partnerships, community assessment strategies and implementation of nursing care programs in the community. **Justification:** As health care shifts from hospital-centered, inpatient care to more primary and preventative care throughout the community, the health system requires registered nurses who can guide patients through the maze of health care resources; educate patients and families on treatment regimens and adoption of health lifestyles. This course provides orientation to community-based primary health care with emphasis on health promotion, disease prevention and maintenance and cost-effective coordinated care. Impact on existing academic programs: Some overlap in course content may occur between the BSN Completion program and the Health Promotion program. Collaborative courses will be explored and taught jointly with and between both programs as enrollment and faculty needs dictate. Proposed starting date: Fall, 2011.

7. **NUR 410P Community Health Nursing Practicum**
Proposal for a new undergraduate course

**Credit hours:** 2  
**Co-requisites:** NUR 410  
**Course restrictions:** None. This course is required for a major.  
**Proposed catalog description:** NUR 410P Community Health Nursing Practicum. (2)(6 contact hrs)(Coreq: NUR 410) Provide the student with the opportunity to observe nurses practicing in roles outside the hospital: such as home health nurses, school nurses, community health nurses, hospice nurses or parish nurses. Students will assess, plan and implement a health promotion or disease complication prevention program for a selected aggregate. **Justification:** As health care shifts from hospital-centered, inpatient care to more primary and preventative care throughout the community, the health system requires registered nurses who can provide education and treatment regimens and adaption to healthy lifestyles. This course offers the
student the opportunity to perform this role collaboratively with a registered nurse that functions in a community nursing role. **Impact on existing academic programs:** There may be some overlap between this practicum and some community activities required of the Health Promotion students. This offers the two programs the opportunity to work collaboratively to give the student the experience working together to provide primary and tertiary prevention programs in the community. **Proposed starting date:** Fall, 2010.

8. **NUR 420  Nursing Leadership and Management**
   Proposal for a new undergraduate course
   
   **Credit hours:** 3  
   **Prerequisites:** NUR 301, NUR 305, and NUR 305L  
   **Co requisites:** NUR 420P  
   **Course restrictions:** None. Course is required for a major.  
   **Proposed catalog description:** NUR 420 Nursing Leadership and Management (3) (Prereq: NUR 301, 305, 305L) (Coreq: NUR 420P) this course introduces concepts in leadership, management and fellowship as they relate to the role of professional nursing in the sociopolitical health care environment. Cost containment and cost effective financial management of human, and material resources is emphasized. Group dynamics, change process, crisis management and the role of quality improvement in professional nursing leadership will be included in this course.  
   **Justification:** Graduates of baccalaureate nursing programs have to have the intellectual skills and competencies to provide leadership on healthcare teams, as well as the ability to integrate knowledge, values and critical judgment in diverse health care environments. This course will provide the student with the knowledge to provide team leadership in hospitals, in home care agencies, in the community and in long term care facilities. **Impact on existing academic programs:** Students who have career goals in nursing administration are will be encouraged to complete CBAD 201 Accounting 1 and CBAD 202 Accounting 2.  
   **Proposed starting date:** Spring, 2012.

9. **NUR 420P  Nursing Leadership and Management Practicum**
   Proposal for a new undergraduate course
   
   **Credit hours:** 2  
   **Prerequisites:** NUR 301, NUR 305, and NUR 305L  
   **Co requisites:** NUR 420P  
   **Course restrictions:** None. Course is required for a major.  
   **Proposed catalog description:** NUR 420P Nursing Leadership and Management Practicum (2) (6 contact hrs) (Coreq: NUR 420) Provide the student with the opportunity to observe nurses practicing in management roles in various health care agencies. Students will get practice experiences in managing costs and budgets, scheduling, quality improvement, and conflict management.  
   **Justification:** Registered nurses need the intellectual skills to provide leadership on healthcare teams, as well as the ability to integrate knowledge, values and critical judgment in diverse health care environments. This practicum will provide the student with the opportunity to practice these skills.  
   **Proposed starting date:** Spring, 2012.

10. **NUR 424  Nursing Research**
    Proposal for a new undergraduate course
    
    **Credit hours:** 3  
    **Co requisites:** STAT 201, STAT 201L  
    **Course restrictions:** None. Course is required for a major.  
    **Proposed catalog description:** NUR 424 Nursing Research. (3)(Prereq: Stat 201, 201L) Provides the student with an overview of the research methods commonly used in nursing research. Ethical/legal issues in health care research are discussed. Emphasis is on evaluating current nursing research for application to evidence-based nursing practice.  
    **Justification:** Baccalaureate nursing graduates who work at various types of health care institutions will be asked to make decisions concerning policy and procedures. In addition, they should be able to understand the research process and participate in nursing research studies.
This course will give the knowledge to do this. In addition, this course is a prerequisite to most graduate nursing programs.

11. NUR 430 Health Care Systems Policies and Policy
Proposal for a new undergraduate course
Credit hours: 3 Prerequisites: Admission to the BSN Completion Program Course restrictions: None. Course is required for a major. Proposed catalog description: NUR 430 Health Care System Politics and Policy. (3)(Prereq: admission to the nursing major) This course focuses on health policy and issues that affect consumers of health care and nursing practice. The organization of the U.S. health care system and the policy making process are explored and the legal, political, economic, social and environmental influences are analyzed. Designed to encourage the students to take an active role as a professional nurse in the political process and policy development process that defines health care in the U.S. Justification: This course prepares the graduate to assume leadership roles that play an active role in trend setting and change in policy and practice in health care in the U.S. Proposed starting date: Spring, 2012.

12. HPRO 380 Essentials of the US Health Care System
Proposal for a new undergraduate course
Credit hours: 3 Prereq: Sophomore standing. Proposed catalog description: This course is an introduction to the basic structures and operations of the United States health system and focuses on the major core challenges of the delivery of health care. The foundation and history of United States health care; the health care workforce, philosophy, nature, and scope of health organizations including hospitals, primary, ambulatory and long term care facilities, administration and financing of health care and government in the health system will be discussed. Justification: This course is one of four proposed HPRO course which will be part of a proposal for a Health Services Leadership option for Health Promotion majors. Due to interest in health-services related students in other majors, we are not placing HPRO prerequisites on enrollment so that students in other majors may also enroll in these courses. Career growth has been documented in this area. Seven of the twenty fastest growing occupations in the U.S. are health related. Over the next eight years, it is estimated there will be a 26% increase in health education positions; a 16% increase in medical and health management positions, and; a 21% increase in health services.

A motion to go to Quasi Committee of the Whole was made, seconded and passed.

QUASI COMMITTEE OF THE WHOLE

The Chair announced that members of Administration had previously agreed to exit the meeting during the discussion of the University budget cuts so that the Senate could speak freely and openly about this issue.

A motion was made by the Vice-Chair to enter Executive Session in order to discuss the budget cuts and personnel issues that are involved in the budget cutting process.

The motion was seconded and passed.

The Senate came out of Executive Session and the Chair reported that no action was taken.
The Committee discussed and formulated a motion for Senate consideration.

**Motion:** The Senate requests that detailed budgets for all administrative offices, departments (including athletics), and centers from 2008/2009, 2009/2010, and projections for 2010/2011 be provided to the Executive Committee for dissemination to the Senate by the end of business, Tuesday, March 16, 2010. The records should include the number of staff and the cost of those personnel. The Senate further requests detailed organizational charts from 2008 through the present.

The motion was made seconded and passed.

A motion to leave Quasi Committee of the Whole was made, seconded and passed.

**NEW BUSINESS (continued)**

A motion to extend the meeting by 15 minutes in order for the Senate to consider the motion from Quasi Committee of the Whole was made, seconded, and passed.

The Motion out of Quasi Committee of the Whole was discussed as moved and seconded from Committee.

The Senate lost quorum for a short period of time during which time discussion was held but no action was taken. Quorum was restored and a motion to amend the motion by including temporary staff and to exclude Colleges and the Library from the request (offices/departments at the Dean level and below) was made and seconded. A friendly amendment was accepted by the mover and second to include consultants.

The amendment passed.

A motion to amend by adding a request for plans and policies concerning tuition increases specifically for the next two academic years including plans for notification of students and parents was made, seconded.

The motion to amend passed.

A motion to amend by stating that no concrete action on budget cuts be taken until the senate has time to review these documents and make recommendations was made and seconded.

A motion to extend the meeting by 10 minutes was made, seconded and passed.

A motion to amend the amendment to give a date certain was attempted to be formulated giving the Senate 14 days from receipt. The motion was seconded but then withdrawn.

A motion to amend the amendment by adding “a reasonable amount of time” was made seconded and passed.
The amended amendment was passed.

A request for a reading of the main motion as amended was made.

A motion to accept the main motion as amended as per the official recorded record of the meeting in lieu of a precise reading was made, seconded and passed which constituted passage of the Main motion.

Motion: The Senate requests that detailed budgets for all administrative offices, departments (including athletics), and centers (excluding the Colleges and the Library and their offices and departments from the Dean level down) from 2008/2009, 2009/2010, and projections for 2010/2011 be provided to the Executive Committee for dissemination to the Senate by the end of business, Tuesday, March 16, 2010. The records should include the number of staff, temporary staff and consultants, and the cost of those personnel. The Senate further requests detailed organizational charts from 2008 through the present. The Senate requests plans and policies concerning tuition increases specifically for the next two academic years including plans for notification of students and parents of any projected increases. The Senate requests that no concrete action on budget cuts be made until the senate has time to review these documents and make recommendations.

ADJOURNMENT: 5:30 p.m. due to time.

Respectfully submitted,

Approved by Susan Slavik, Secretary

Moe Murphy
Faculty Senate Recorder