

UCC has finished the review of the new option for the Bachelor of Science in Business Administration: Option in **Global Supply Chain Management**.

The College of Business Administration has proposed a new option in Global Supply Chain Management. Students who take this option will learn about the flow of goods and information between the production sites and the consumer. Students have to learn about for example Logistics Management, Pricing, Supply Chain Information Management, and Category Management. Compared to the current track (Supply Chain Management) the new option is more focused on the Operation Management side of the Supply Chain Management.

The originator had to develop a series of new courses for this new option:

- MIS420:** Supply Chain Information Management
- MKTG450:** Consumer Demand and Channel Collaboration
- MKTG451:** Category Management
- OM435:** Project Management
- OM440:** Pricing and Revenue Management
- OM441:** Business Logistics Management
- OM442:** Procurement Management

UCC has reviewed the proposal for the new option and the accompanying courses and came to the conclusion that the curriculum for the new option is sound and UCC supports the proposal.

UCC has finished the review of the new option for the Bachelor of Science in Nursing: Option **Accelerated Entry Level Baccalaureate (ELB)**.

The School of Nursing has proposed the above new option to allow students, who have already earned an undergraduate degree in another discipline and are now seeking a career change, to earn a degree in Nursing within two years. The documentation provided by the School of Nursing shows a national and especially a regional need for the education of nurses with a baccalaureate degree and also a demand from students with an undergraduate degree who apply to the School of Nursing. These students must have completed already the course work for the preparation for the major before they enter the ELB option. Classes will be partially delivered to these students with help of distance learning methods. For this reason a number of existing courses had to be rearranged into new courses without adding or deleting any content from the generic nursing courses. The new courses are:

- NURS300:** Fundamentals of Nursing Communication and Skills
- NURS301:** Practicum: Fundamentals of Nursing
- NURS314:** Health Assessment, Teaching, and Health Promotion
- NURS315:** Practicum: Health Assessment and Teaching
- NURS316A:** Pathophysiology and Pharmacology I
- NURS613B:** Pathophysiology and Pharmacology II

- NURS322:** Nursing of Adults in the Acute Care Setting I
NURS323: Practicum: Nursing of Adults in the Acute Care Setting I
NURS324: Nursing of Adults in the Acute Care Setting II
NURS325: Practicum: Nursing of Adults in the Acute Care Setting II
NURS330: Nursing Care of Women, Childrearing Families, and Children
NURS331: Practicum: Nursing Care of Women, Childrearing Families, and Children
NURS360: Psychiatric-Mental Health Nursing
NURS361: Practicum: Psychiatric-Mental Health Nursing
NURS447: Practicum: Community Health Nursing and Nursing Case Management
NURS495: Externship for Accelerated ELB Students

UCC has reviewed the proposal for the curriculum and we think that the proposed new option is an important addition to the existing curriculum of the School of Nursing and we thank the originator for the development of the new courses. UCC supports the proposal.

UCC has finished the review of the new minor in Communication: **Critical Intercultural Communication.**

The Department of Communication has proposed a new minor with 21 units. The new minor is a collection of existing courses from the Department of Communication, so no new courses had to be developed. The courses included in this new minor are all centered around the topic of intercultural communication. The new minor has also only one core course in common with the existing minor in communication.

UCC has reviewed the proposal for the new minor and we think that the proposed collection of courses is a good choice for an interesting new minor. UCC supports the proposal.

BUDGET & LONG RANGE PLANNING COMMITTEE REPORT TO SENATE

November 7, 2007

Voting Members: Judy Papenhausen, Patricia Stall, Kathleen Watson (chair), Robert Yamashita, Hua Yi

Ex-officio Members: David Barsky, Vicki Golich, Wayne Veres

The Budget and Long Range Planning Committee (BLP) has investigated and discussed P-Forms for three proposed program options: Option in Global Supply Chain Management, Option in Management Information Systems, and an Accelerated Baccalaureate in Nursing. BLP has reviewed the immediate and long range prospects for these proposed programs and has considered the resource implications of initiating each of the options. BLP submits the following analysis of the impact of these programs to the Academic Senate to guide Senators in their consideration of each proposal.

Review of Proposed Option in Global Supply Chain Management

Background: The department of Information Systems and Operations Management (ISOM), formerly known as High Technology Management (HTM), consists of two main disciplines: Information Systems (IS) and Operations Management (OM). Currently, the department is offering one option which offers a combination of courses in both IS and OM areas. Last year the department was reorganized to better reflect its specialized areas, and as a result the name was changed to ISOM. With the new structure it now makes more sense to offer two separate options, each focusing on one of the two disciplines. The proposed Global Supply Chain Management (GSCM) option is a program that focuses on supply chain management.

Program Demand: Currently there is a supply chain management track under the Global Business Management (GBM) option. The proposed GSCM option will integrate those courses with presently offered courses in operations management and marketing. The growth rate of the current supply chain track in GBM indicates that students are attracted to the program content. Under the GBM option, a demanding language requirement (that exceeds normal University required proficiency) has restricted the demand for the option. Since the proposed GSCM program does not have that language requirement, it should expect a higher enrollment than that of GBM's supply chain track, which will now be discontinued. The proposed GSCM will also draw students from the current HTM option. The proposers estimate about thirty percent of the current HTM students will choose GSCM. That will add approximately 50 students to GSCM—ensuring a very good start point. The proposers state that Supply Chain has been rated by Newsweek as one of the fastest growing job areas in the U.S. The only other school in the area to have a supply chain program is USD. CSUSM does not compete for the same students as USD. Discussions with USD about their supply chain program reveal that their graduates are typically all hired before they graduate, which indicates a high demand from the business world.

Resource Implications: Many of the course offerings are already part of the old HTM option, the GBM supply chain option, and the marketing option. The proposers suggest seven new electives to accommodate multiple career paths that could be chosen with the option. However, only one or two would be offered in the initial stage and additional offerings would depend on

enrollment growth. There are presently sufficient electives in global, marketing and operations management to support the option.

The originators suggested that a source for software and data for course offerings is Oracle Academy in which teaching modules have been created for supply chain and enterprise data analysis. The program proposers estimate the costs for Oracle Academy at \$500/year. Although this may be the base charge for the software there are possible missing implementation and recurring costs. For example costs to host the software, servers, and faculty development/training have not been included and may be substantially more than the cost of the software. Additionally the proposal mentions data warehousing and Teradata. There may be some costs to host the software and faculty development/training time.

BLP would like to express our appreciation to the originators of the proposal for their collegiality and their quick responses to our many questions throughout the review process.

Review of Proposed Option in Management Information Systems

Background: The department of Information Systems and Operations Management (ISOM), formerly known as High Technology Management (HTM), consists of two main disciplines: Information Systems (IS) and Operations Management (OM). Currently, the department is offering one option which offers a combination of courses in both IS and OM areas. Last year the department was reorganized to better reflect its specialized areas, and as a result the name was changed to ISOM. With the new structure it now makes more sense to offer two separate options, each focusing on one of the two disciplines. This proposal is for the Information Systems portion.

Program Demand: The MIS proposal is essentially a name change of the current HTM option to better reflect the nature of the courses offered. Some students may choose the Operations Management emphasis which is proposed as the Global Supply Chain Management option. The proposers estimated about 30% will choose Supply Chain; therefore 70%, or over 100 students, will choose the Management Information Systems option. Additionally, with the name change to better reflect the content, more students are expected to be attracted to the option.

Resource Implications: Only one new course (Electronic Commerce: Applications and Strategies) is put forward in the MIS proposal. Therefore they do not expect any increase in library support. The proposers have discussed the matter with the business librarian, Ann Fiegen, and subsequently sent her relevant material to help her better understand the needs.

Since Summer 2007, IITS has been in discussions with CoBA for technology build out expenses for Markstein Hall room 303. The technology expenses for room 303 would include the cost of two servers and 31 desktop computers. The estimate is \$59,000, primarily covered by group II money. Additionally IITS will need to administer a virtual networking lab that allows students to program routers and switches plus other networking labs. IITS would need .25 of a staff person which is approximately \$15000/year. Once the lab is installed there needs to be a request to ensure the technology is refreshed on a three year cycle. For instance if this lab was installed in 2008, there would need to be a request to add permanent funding to the refresh program for the

amount of \$20,650 starting in 2011. We understand that MIS might not be the only user of this room but the IT costs are fixed.

BLP would like to express our appreciation to the originators of the proposal for their collegiality and their quick responses to our many questions throughout the review process.

Review of Proposed Accelerated Baccalaureate in Nursing

Background: The proposal is for a 15-month accelerated version of the presently offered Baccalaureate in Nursing, delivered through Extended Learning. The accelerated entry level baccalaureate (ELB) degree option is designed for “second degree” students who are seeking a career change to nursing after already completing a baccalaureate degree in another discipline.

Program Demand: The demand for nursing baccalaureates is well documented. In the initial applicant pool (2006) for the CSUSM generic nursing program, 70 post baccalaureate students requested admission. They would have preferred an accelerated ELB option but none existed. Presently no accelerated entry level baccalaureate in nursing is offered in the San Diego area.

Resource Implications: The ELB option will be supported by Extended Learning through special sessions. The faculty and support staff salaries, student disposable and consumables supplies, production and copying of student materials and a 25% proportion of the normal equipment maintenance and maintenance contracts will be supported by Extended Learning. Since the curriculum content is the same as the generic option, no additional library holdings, AV media or other instructional equipment is required. Distance learning will be the delivery method for didactic courses, and broadcasting will be to various sites, reaching students throughout San Diego County and surrounding regions. A grant (\$345,000) from Kaiser Permanente will support development of the ELB option, including providing release time to buy out faculty time for developing web based learning modules.

The ELB option would start in the Spring semester, and therefore have less impact on lab overload since the generic program starts in the Fall, creating staggered semesters for lab usage.

For students whose first baccalaureate degree did not include all courses needed for preparation for the major, they would take regular undergraduate courses. This could create an impact on the sciences labs. If the use of labs was extended to Saturday, there would be a need for greater IITS support on the weekends.

Once the grant start-up money ends, Extended Learning will charge the necessary tuition and fees to cover costs. In addition to the original grant, Kaiser has added another half-million for student scholarships.

BLP would like to express our appreciation to the originators of the proposal for their collegiality and their quick responses to our many questions throughout the review process.

For the complete curriculum packet associated with this proposal, visit the Curriculum Review website: http://www.csusm.edu/academic_programs/Curriculum_Review_07_08/index.htm
 This proposal is in Packet #2.

Proposed Catalog Language for the Option in Global Supply Chain Management

The business model for leading companies has significantly changed over the last ten years to focus on creating a seamless supply chain that will use company assets more efficiently, take cost out of the supply chain, and create value for the consumers. The Global Supply Chain Management Option emphasizes the understanding of the complexity of the global supply chain and the competence to satisfy consumer demand in the global marketplace by getting the right product to the right consumer at the right time at the right price, in a cost-effective manner. The option provides students with knowledge of cross-disciplinary models and theories as well as the ability to apply those concepts in today's constantly changing marketplace.

Foundations of Business Courses (16 units)

BUS 302	Foundations of Business Environments	2 units
BUS 304	Data Analysis	4 units
MIS 304*	Management Information Systems	4 units
FIN 302	Introductions to Corporate Finance	2 units
MGMT 302	Foundations of Management	2 units
MKTG 302	Foundations of Marketing	2 units

Core GSCM Courses (14 units)

OM 305*	Operations Management	4 units
OM 428*	Supply Chain Management	4 units
MKTG 450	Consumer Demand and Channel Collaboration	4 units
GBM 427	Cross Cultural Negotiating and Global Business	2 units

GSCM Electives (16 units)

	MKTG 448	Global and Cross-Cultural Marketing	4 units
	or MGMT 461	Management in Different Cultures	4 units
space >	MKTG 451	Category Management	4 units
	OM 406*	Decision Models	4 units
	OM 440	Pricing and Revenue Management	4 units
	GBM 430	Import-Export Operations	2 units
	OM 435	Project Management	2 units
	OM 442	Procurement and Supplier Management	2 units
	OM 441	Business Logistics Management	4 units
space >	MIS 420	Supply Chain Information Management	4 units
	ACCT 406	Cost Measurement, Management, and Control	2 units
	or ACCT 423	International Accounting	2 units

Capstone (4 units)

BUS 444 Strategic Management 4 units

Senior Experience (5 units)

BUS 492 Problem Assessment 1 unit

BUS 493 Problem Analysis 4 units

* These courses are currently abbreviated with HTM, but have been requested to change their abbreviation to OM or MIS as part of the proposal.

MKTG 450 Consumer Demand and Channel Collaboration 4 units

Catalog description:

Meeting consumers' needs while operating the most efficient supply chain possible is a paradox. Students will examine the role of consumer demand as part of a project to analyze consumer data and participate in collaborative discussions to identify a solution that improves supply chain activities. The objective is to create a plan to get the right product to the right consumer at the right time with the right price to meet consumer needs and create an efficient supply chain process.

MKTG 451 Category Management 4 units

Catalog description:

Both retailers and manufacturers want to ensure that the right product is at the right place at the right price for consumers to purchase. Retailers identify how consumers group products (e.g., pet food) and create categories (e.g., pet care) around which suppliers and retailers develop joint strategies. Strategic decisions involve partners working collaboratively analyzing data to determine the role and importance of the category, the best placement of products on the shelves, and best promotions to be used.

**Curriculum associated with Global Supply Chain Management Option
November 7, 2007**

	Pre- fix	Num- ber	New Course #	Course/Program Title	Form	Type Action	Proposal Originator	Rec'd by Curr.& Sched.	C&S Sent to Senate	AS Sent to UCC	UCC Action	Action Date
New Courses appearing in Item 9 of the P Form												
1	MIS	420		Supply Chain Information Management	C	New	Fang Fang	4/18/07	8/23/07	8/23/07	Approved	10/29/07
2	MKTG	450		Consumer Demand and Channel Collaboration	C	New	Camille Shuster	4/18/07	8/23/07	8/23/07	Approved	10/29/07
3	MKTG	451		Category Management	C	New	Camille Shuster	4/18/07	8/23/07	8/23/07	Approved	10/29/07
4	OM	435		Project Management	C	New	Mohammad Oskoorouchi	4/18/07	8/23/07	8/23/07	Approved	10/29/07
5	OM	440		Pricing and Revenue Management	C	New	Robert Aboolian	4/18/07	8/23/07	8/23/07	Approved	10/29/07
6	OM	441		Business Logistics Management	C	New	Robert Aboolian	4/18/07	8/23/07	8/23/07	Approved	10/29/07
7	OM	442		Procurement and Supplier Management	C	New	Soheila Jorjani	4/18/07	8/23/07	8/23/07	Approved	10/29/07
Other Courses												
1	OM	481		Special Topics in Operations Management - 1 unit	C	New	Robert Aboolian	4/18/07	8/23/07	8/23/07	Approved	10/29/07
2	OM	482		Special Topics in Operations Management - 2 units	C	New	Robert Aboolian	4/18/07	8/23/07	8/23/07	Approved	10/29/07
3	OM	483		Special Topics in Operations Management - 3 units	C	New	Robert Aboolian	4/18/07	8/23/07	8/23/07	Approved	10/29/07
4	OM	484		Special Topics in Operations Management - 4 units	C	New	Robert Aboolian	4/18/07	8/23/07	8/23/07	Approved	10/29/07
5	OM	485		Special Topics in Operations Management with Lab	C	New	Robert Aboolian	4/18/07	8/23/07	8/23/07	Approved	10/29/07
6	OM	498		Independent Study in Operations Management	C	New	Robert Aboolian	4/18/07	8/23/07	8/23/07	Approved	10/29/07
7	HTM	302	OM 302	Foundations of Operations Management	C-2	Change	Robert Aboolian	4/18/07	8/23/07	8/23/07	Approved	10/29/07
8	HTM	305	OM 305	Operations Management	C-2	Change	Robert Aboolian	4/18/07	8/23/07	8/23/07	Approved	10/29/07
9	HTM	406	OM 406	Decision Models: A Computer Integrated Approach	C-2	Change	Robert Aboolian	4/18/07	8/23/07	8/23/07	Approved	10/29/07
10	HTM	428	OM 428	Supply Chain Management	C-2	Change	Robert Aboolian	4/18/07	8/23/07	8/23/07	Approved	10/29/07

Proposed Catalog Description:

Following are the proposed changes to the existing catalog description of the nursing program as a result of the addition of the ELB option. Changes to the existing catalog copy on the first two pages are shaded.

For the complete curriculum packet associated with this proposal, visit the Curriculum Review website: http://www.csusm.edu/academic_programs/Curriculum_Review_07_08/index.htm
This proposal is in Packet #7.

NURSING

The purpose of the nursing profession is to help patients/clients achieve health goals. Nurses provide health care for individuals, families and communities by performing supportive, preventive, therapeutic, and restorative interventions. Nurses are employed in institutional and community- based health care settings. They can provide health related interventions through independent action or as a collaborating member of a health care team.

The nursing curriculum at CSUSM is built on a self-care model. This model assumes that persons are usually capable of providing their own needs related to health. Sometimes persons cannot take care of themselves because of injury, disease, or insufficient health-related knowledge. Nursing care helps such people recover their self-care abilities through health promotion, health maintenance and health restoration.

The Nursing program at CSUSM places strong emphasis on delivering skillful, culturally sensitive nursing care. Each student will be proficient in a language-other than- English and be aware of culturally driven health care practices. Students will be able to provide nursing care to diverse individuals and communities. Students take advantage of clinical experiences in a variety of acute care and community settings, and are able to provide nursing case management interventions for a variety of vulnerable populations.

The Nursing Program at Cal State San Marcos prepares students for multiple career tracks within the profession. Students who complete the undergraduate program will have knowledge and skills for general nursing practice, will be well prepared for entry into graduate level nursing programs, and will be qualified to assume leadership roles in health care organizations, clinics, and community agencies.

The baccalaureate degree program is designed for **three** groups of students with different options. Students who have had no previous nursing education follow the generic or basic program/option. **Students who have completed an undergraduate degree in another discipline but who wish a second degree in Nursing complete the accelerated entry level baccalaureate (ELB) option.** Students who have completed an associate degree program in nursing (ADN) at a community college and seek completion of their baccalaureate degree follow the RN-to-BSN option. The generic program is a full-time program designed to be completed in four years (including the three intervening summers).

The accelerated ELB option is designed to be a full-time program and is completed in four semesters and one four week intersession. The RN-to-BSN program is also a full-time program and is designed to be completed in three years (including three summers).

[[Change to catalog copy unrelated to creation of new option]]

Program Approval

The pre-licensure components of the CSUSM nursing program (generic and accelerated ELB) have been approved by the California Board of Registered Nursing (BRN).

[[Change to catalog copy unrelated to creation of new option]]

Impacted Status

The Nursing major is an impacted program and more qualified applicants apply than can be accepted into the major. All students desiring to enter the generic BSN program must submit a supplemental application to the School of Nursing between October 1 and November 30 for the subsequent academic year beginning each fall semester. In order to meet admission eligibility, student must complete and document all supplemental criteria by the end of the spring semester prior to the fall semester in which they are seeking admission. Students will then be rank ordered according to a 40 item point system and selected for admission to the major based on the following supplemental criteria*:

- GPA in pre-nursing core requisites (10 points)
- Overall GPA (6 points)
- English language proficiency as determined as the score on the TEAS standardized exam (6 points)
- Proficiency in a second language (6 points)
- Previous education or work experience (8 points)
- Residency in preferred geographic area (4 points)

Preparation

High school students are encouraged to take Algebra or college preparatory math, Spanish, Chemistry and Biology. A familiarity with computers is also encouraged.

Accelerated Entry Level Baccalaureate Students

Admission requirements for the ELB program program are:

- Completion of a baccalaureate degree in a discipline other than nursing
- GPA of 3.0 in the last 60 semester units of completed courses
- Completion of courses listed in the catalog as preparation for the major (55 Units) including pre-nursing core (29 units) and other supporting course work (26 Units) required of other BSN students

The ELB option is offered through Extended Learning and students are admitted to the self-support special sessions. Students will pay extended education fees for this option.

Transfer Students

For the returning RN student, it is anticipated that many of the required general education courses may have been completed at a community college. These students will be required to meet the same mandatory standards either by transferable course work, certification of general education requirements by previous academic institutions, or by completion of general education requirements at CSUSM. These courses will be included in the maximum transfer credit of 70 lower-division units from a community college. Imbedded in these 70 units are 32 units, which will be articulated for lower-division nursing courses from a Board of Registered Nursing (BRN) approved, and regionally accredited, community college nursing program. Some prerequisite and required preparatory courses for the nursing major are also imbedded in the 51 units of required general education courses.

[[Following are the proposed addition to the existing catalog description of the nursing program for the ELB option; insert between the requirements for Generic Option and the requirements for the RN-to-BSN Option.]]

Accelerated Entry Level Baccalaureate Students

Since students seeking this option are second degree students, many if not all of the general education units may have been already completed. Students must meet all graduation requirements (p.83) to receive a second degree. Students must also meet all preparation for the nursing major courses or their equivalents (54 units). The minimum number of units required for this degree is 65

Preparation for the Major

(54 Units)

PRE-NURSING CORE	29
BIOL 160	4
BIOL 175	4
BIOL 176	4
CHEM 100	3
CHEM 100L	2
GEO 102	3
GEW 101	3
GEM 100	3
Lower-Division General Education Critical Thinking (A3) course	3

OTHER SUPPORTING COURSEWORK
(25 Units)

ANTH 200*	3
ANTH 301^	3
BIOL 215	3
BIOL 323#^	3
PHIL 345^	3
PSYC 100	3
SOC 303^	4

Growth and Development

(Choose one of the following): 3

PSYC 210

SOC 204

Major Requirements

(65 Units)

NURS 300	4
NURS 301	3
NURS 314	4
NURS 315	2
NURS 316A	2
NURS 316B	2
NURS 322	4
NURS 323	4
NURS 324	4
NURS 325	4
NURS 330	4
NURS 331	4
NURS 360	2
NURS 361	2
NURS 352	3
NURS 440	3
NURS 442	3
NURS 447	4
NURS 450	3
NURS 451	2
NURS 495	2

* Students who have already met the General Education Interdisciplinary Social Sciences (D7) requirement with a course taken at another institution may substitute that course for ANTH 200

Students who have taken a lower-division nutrition course may substitute another Upper-Division General Education Science and/or Mathematics (BB) course for BIOL 323.

^ Clears an UDGE requirement if students have earned at least 60 units of baccalaureate-level coursework at time of completion.

Course Descriptions for New Courses being Created for the Accelerated ELP Option

NURS 300 Fundamentals of Nursing Communication and Skills (4 units)

Introduction to professional and clinical issues in nursing. Theoretical and conceptual approaches to nursing, the nursing process, basic nursing skills, communication, legal/ethical issues, basic leadership and cultural issues are included within the context of Orem's Self-Care Nursing model. Describes the dimensions of the professional role as provider of care, teacher, advocate, coordinator of care, and member of the profession.

NURS 301 Practicum: Fundamentals of Nursing (3 units)

Structured simulated experience in the Nursing Skills Laboratory and clinical activities in long-term nursing settings. Focuses on application of clinical skills and techniques, medication administration, therapeutic communication and use of nursing process.

NURS 314 Health Assessment, Teaching, and Health Promotion (4 units)

Introduction to health assessment including history-taking, physical examination of body systems, and documentation of findings across the life span. Includes the principles of patient education and health promotion and concept integration into the formation of nursing care plans.

NURS 315 Practicum : Health Assessment and Teaching, (2 units)

Clinical application of health assessment techniques across the life span including history-taking, physical examination of body systems, and documentation in the simulated environment of Nursing Skills Laboratory. Application of assessment skills and the formation and implementation of patient education/health promotion nursing care plans in long term care settings

NURS 316A Pathophysiology and Pharmacology I (2 units)

Introduction to the pathophysiologic basis for nursing diagnosis and nursing interventions used for deviations of the integumentary, sensory, musculoskeletal, gastrointestinal, respiratory and cardiovascular systems and the common pharmacological agents used for treatment of system dysfunction.

NURS 316B Pathophysiology and Pharmacology II (2 units)

Introduction to the pathophysiologic basis for nursing diagnosis and nursing interventions used for deviations of the endocrine, hematological, renal/genitourinary, and neurological systems and the common pharmacological agents used for treatment of system dysfunction.

NURS 322 Nursing of Adults in the Acute Care Setting I (4 units)

Principles of nursing care delivery focusing on adults and older adults experiencing health deviations of the integumentary, sensory, musculoskeletal, gastrointestinal, respiratory and cardiovascular, endocrine, hematological, renal/genitourinary systems in acute care settings. Focus on chronic system dysfunction where applicable. Uses nursing process as the foundation for standard nursing interventions

NURS 323 Practicum: Nursing of Adults in the Acute Care Setting I (4 units)

Clinical practice focusing on adults and older adults in acute care settings experiencing health deviations of the integumentary, sensory, musculoskeletal, gastrointestinal, endocrine, hematological, renal/genitourinary, respiratory, and cardiovascular systems. Focus on chronic dysfunction where applicable. Nursing care is provided through the use of Orem's Self-Care model.

NURS 324 Nursing of Adults in the Acute Care Setting II (4 units)

Principles of nursing care delivery focusing on adults in the acute care and critical care settings experiencing health deviations of neurological and immune systems including neoplastic diseases and trauma. Focus is on patients experiencing acute neurological, neurovascular, cardiovascular and respiratory conditions and those with complex, multi-system failure.

Accelerated ELB Option Course Descriptions (cont.):

NURS 325 Practicum: Nursing of Adults in the Acute Care Setting II (4 units)

Clinical practice focusing on adults in acute care and critical care settings experiencing health deviations of neurological and immune systems including neoplastic diseases and trauma. This also includes those experiencing acute neurological, neurovascular, cardiovascular and respiratory conditions and those with complex, multi-system failure.

NURS 330 Nursing Care of Women, Childrearing Families, and Children (4 units)

Introduction to the principles of nursing care and assessment of women and infants in obstetrical settings with normal childbearing experiences, women in gynecological settings and infants and children in pediatric settings experiencing health deviations of the various body systems. Introduction to family nursing and health promotion in childrearing families.

NURS 331 Practicum: Nursing Care of Women, Childrearing Families, and Children (4 units)

Clinical practice focusing on women and infants and the application of family nursing concepts and health promotion with childrearing family in obstetrical and community settings. Application of nursing care for women in gynecological and infants and children in pediatric settings with acute health deviations of the various body systems.

NURS 360 Psychiatric-Mental Health Nursing (2 units)

Principles of nursing care delivery to individuals demonstrating acute and chronic deviation in social and psychological functioning, behavioral dysfunction and/or substance abuse/dependence..

NURS 361 Practicum: Psychiatric-Mental Health Nursing (2 units)

Clinical experience in a variety of settings implementing the nursing process with clients demonstrating acute and chronic deviation in social and psychological functioning, behavioral dysfunction and/or substance abuse/dependence.

NURS 447 Practicum: Community Health Nursing and Nursing Case Management (4 units)

Clinical experience is provided by rotation through two settings, one in community settings such as public health, home health, and/or hospice and the other in an acute care setting. In the community settings, students perform population-focused public health and home health nursing practice with identified high-risk or vulnerable populations. In the acute care settings, the student identifies high-risk clients and initiates early discharge planning and implements nursing case management interventions

NURS 495 Externship for Accelerated ELP Students (2 Units)

Designed for the accelerated nursing student to work in a clinical setting and enhance clinical skills under the supervision of a clinical preceptor as a role model. Assessment of the student's basic nursing knowledge and use of the nursing care process will be performed using a standardized nursing examination.

For the complete curriculum packet associated with this proposal, visit the Curriculum Review website: http://www.csusm.edu/academic_programs/Curriculum_Review_07_08/index.htm
 This proposal is in Packet #7.

Proposed Catalog Language for Minor in Critical Intercultural Communication

Minor in Critical Intercultural Communication

The cultural diversity both within and outside of the United States and its implications, the global interdependencies of nations and media systems, and potentialities for conflict demand individuals who can communicate effectively across cultural and national boundaries. The Minor in Critical Intercultural Communication emphasizes the dialectical relationships among communication, culture, context, and power. Students will take courses emphasizing theories of cultural and intercultural communication, methodologies appropriate to the study of communicative styles within, between, and among cultural groups and their effect on relations among groups, intercultural conflict negotiation, and the role that intercultural communication plays in the development of public policy, in mediated systems, and in social and political discourse.

Restrictions in the Minor: Communication Majors, Mass Media Majors, and Social Sciences Majors with the primary field of Communication may apply only COMM 330 and one other upper-division course (3 units) to both the Minor and the Major. All courses applied to the Minor must be completed with a grade of C (2.0) or better. Up to six units of credit in COMM 495 and/or COMM 499A,B,C may be applied toward the Minor.

Upper-Division Core

9 units

COMM 320	3
COMM 330	3
COMM 451	3

Communication Electives

12 units selected from:

COMM 310	3
COMM 350	3
COMM 425	3
COMM 430	3
COMM 450	3
COMM 454	3
COMM 495	3
COMM 499A,B,C	1-3

<i>Total Units:</i>	<i>21</i>
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