New Graduate Course Approval Cover Form
Montana State University

This four-page form collects basic information about the proposed new course, provides information on the approval process, and includes all required approvals. Additional information (see INFO sheet) is also required as part of the New Course Packet.

Proposed New Course Information

Requested Rubric, Course Number, Core Designation (if needed): NRSG 609

Course Title: Advanced Practice Nursing Leadership
Abbreviated Course Title (≤ 30 chars): Adv Practice Nursing Leadership
First Semester to be Offered: Summer 2014
Submitted by: Lynn Taylor
Submitter's Contact Info: Phone, Email: x 3600; lynnt@mg
Instructor: Alice Running, PhD, RN, APRN
Department: Nursing
College: Nursing

New Graduate Course Review Process

Instructor completes the New Course Packet.

Department Head's signature indicates that course has been approved by the process used within the Department.

The Chair of the College Curriculum Committee signs to indicate College academic approval (if required).

The College Dean signs to indicate that adequate resources are available to offer the course. Supporting information (Dean's Statement) is typically required.

The New Course Packet (as PDF) is submitted to the Graduate School for approval by the Dean.

Provost's Office reviews the new course request.

Approved new course sent to Registrar for inclusion in the Catalog and Schedule of Classes

Note: This diagram illustrates the typical flow path, but at any review step there can be a request for additional information or modifications. Careful review in early steps is the best way to speed the overall process. * Special topics courses (x91) do not require review by the College Curriculum Committee, but cannot be offered more than two times without committee review.

APPROVALS

Submitter: [Signature]
Date: [Date]

Department Head: [Signature]
Date: [Date]

Chair, College Curriculum Comm.: [Signature]
Date: [Date]

Graduate School Dean: [Signature]
Date: [Date]

Assoc. Provost: [Signature]
Date: [Date]
INFORMATION NEEDED FOR COMMON COURSE NUMBERING

The process for identifying a common course number for a new course is as follows:

1. Course learning outcomes are prepared for the new course.
2. The person submitting the new course request looks at the CCN website to see if a course with similar outcomes already exists in the MUS system.
   
   www.mus.edu/ITools/CCN/ccn_default.asp
   
   • If a course exists with at least 80% of the same outcomes, the course is considered "equivalent" to the proposed new course, and the new course should use the existing rubric and course number.
   
   • If no "equivalent" course is found, the person submitting the new course request should identify a unique course number that has not been used by any other course in the MUS system.

3. The requested rubric and course number are submitted as part of the new course packet.

4. The Provost’s Office submits the learning outcomes and the requested rubric and course number to the MUS to have a course number assigned to the course. (This will typically be the requested course number, but it could be changed.)

5. The assigned common course number is reported back to the person submitting the new course request.

Requested Rubric, Course Number, Core Designation (if needed):
Course Title: NRSG 609
Abbrev. Course Title \[\leq 30\text{char}]\]: Advanced Practice Nursing Leadership
Credits: 2 (lecture)
Department Offering Course: Nursing
College: Nursing

Is this course "equivalent" to a course in the MUS System?: □ Yes  □ No

Learning Outcomes for the Course:

1. Examine the professional role characteristics and expected outcomes of advanced practice nursing.
2. Critique regulatory, legislative, professional, public and legal issues facing advanced practice nursing in complex rural and urban health care systems.
3. Analyze and demonstrate the essential qualities of effective nurse leaders.
4. Analyze complex issues related to coordinating and leading healthcare teams.
5. Effectively collaborate intra- and inter-professionally to improve health outcomes.
6. Demonstrate clinical scholarship
INFORMATION REQUIRED BY THE REGISTRAR

The data needed to enter the new course into the MSU Catalog and Schedule of Classes is collected on this page. Once the new course has been approved, this page is automatically forwarded to the Registrar for data entry.

Assigned Rubric, Course Number, Core Designation (if needed):

NRSG 609

Course Title (for Catalog):

Advanced Practice Nursing Leadership

Course Title (for Schedule of Classes, 30 characters, max.):

First Semester to be Offered:

Restricted Entry/Consent of Instructor Required:

2029

Nursing

College:

Nursing

Is the requested course number available? (x4155 to check):  Yes   No

Frequency of course offering:

☐ Annually  ☑ Alternate Years, starting _______

Semester(s) offered (check all that apply):

_checksums:

Summer  ☑ Fall  ☐ Spring

Summer Options (check all that apply):

_checkboxs:

First 6 weeks  Second 6 weeks  ☑ 12 weeks

Credits by mode of instruction:

Lecture: 2

Seminar: 

Independent Study: 

Lab/Studio: 

Recitation/Discussion: 

TOTAL CREDITS: 2

Primary Mode(s) of Delivery:

☒ Face-to-face  ☐ Web-Enhanced (small on-line comp.)

☒ On-Line Only  ☐ Blended (significantly on-line portion)

Time and Location — Call the Registrar’s Office at x4155 to find a time and location for the course.

 Assigned Day(s):  ☐ M  ☐ Tu  ☐ W  ☐ Th  ☐ F  ☐ Sa  ☐ Su

 Assigned Time(s):  

 Assigned Building:  

 Assigned Room:  

Capacity (room capacity, or enrollment “cap”): 35

Co- and Pre-Requisites — Courses numbered 200 and above are normally expected to have prerequisites. When listing multiple prerequisites, please separate courses with “and” if both are required, or “or” if only one is required.

Prerequisite(s):

Co-Requisite(s):

NRSG 601 Advanced Health Assessment, NRSG 602 Advance

Course Description — Provide a course description of 40 words or less for the MSU Catalog.

Prepares doctor of nursing practice students for direct and indirect advanced practice nursing roles and core competencies in organizational and systems leadership. Emphasis on leadership, communication, collaboration, negotiation, team functioning, confl
DEAN’S STATEMENT

The reviewing committees are being asked to take a closer look at the resources required for each proposed new course. In many cases new courses will replace existing courses and the new course request is effectively resource neutral, however that is not always the case. For example, a new elective course that would result in distributing an existing student population across a larger number of courses would represent a significant increase in expenditures for the new course, and no increase in total student credit hours. A funding mechanism for such a course would need to be identified.

The Dean’s Statement is the place to document how the costs of the proposed new course will be covered.

Additional resources are not needed for this course. As the DNP courses are implemented in the College, the master’s nurse practitioner courses are being deleted.

Helen Melland, Dean
NEW GRADUATE COURSE NARRATIVE
Updated: 12/31/2013

REQUIRED DOCUMENTATION FOR REVIEW OF NEW GRADUATE COURSES

1. Course Description:
   a. What are the special goals or purposes of the course that support a “graduate” level of the course? This course prepares doctor of nursing practice students for direct and indirect advanced practice nursing roles and core competencies in organizational and systems leadership.
   b. Is this course intended to be a required part of a new degree curriculum option, major, or minor? Yes, this course is part of the new Doctor of Nursing Practice (DNP) degree.
   c. Provide a course syllabus containing all major topics to be covered. Syllabus attached
   d. List required texts or other required references. Please refer to the syllabus

2. Level of Offering:
   a. Has the course been offered previously as a 591? No
      i. If so, when?
      ii. What was the enrollment?
      iii. What level of students took the course?
      iv. What were the evaluations?
   b. Does the course represent an upgraded version of an undergraduate level course? No
      i. If so, how has the course been changed to justify offering it at the graduate level? (Be specific)
   c. What are the prerequisites for this graduate course? (List exact MSU courses - e.g. ESCI XXX or equivalent) NRSG 601 Advanced Health Assessment; NRSG 602 Advanced Physiology/Pathophysiology; NRSG 603 Advanced Pharmacology I
   d. What performance requirements are placed on students which make this a graduate course? Students will be expected to perform as advanced practice nurses
      i. Specifically state the written requirements or products of this course.
      The expectation for this course is that students will spend approximately 4-6 hours per week working on the course. These 4-6 hours will be inclusive of all reading required for the course, time spent in on-line discussions, time spent searching for evidence and any other time spent to complete the work required for the course.

   ii. How will the student's learning be assessed and graded?
      Attend all classes, read assignments prior to class, and participate in learning activities.
      Complete assignments on time, or notify the instructor regarding emergency situations
      All material must be completed and turned in on the due date. Any late submissions will not be graded.
      All written material must be work-processed.
      Grading Scale: 90 - 100% = A
                      80 - 89%  = B
                      70 - 79%  = C
                      60 - 69%  = D
      A minimum of 70% is necessary for a passing grade.
3. Relationship to other courses, curricula, and Departments:
   a. Does this course build on or interrelate with other courses in your curriculum or related curricula? If so, which one(s)? Yes This is a required course in the DNP curricula
   b. Does this course replace one or more courses that will not be offered? No If so, which one(s)? N/A
   c. Will this course be co-convened with an undergraduate course? If so, what additional requirements will students enrolled in the graduate course be expected to fulfill? N/A
   d. Do the topics in the proposed course duplicate or reiterate those in other courses in this or any other department? If so, how do the coverages and education experiences differ, and how are these duplications or reiterations justified? No
   e. When the course is to be co-sponsored, taught by faculty from more than one department, or when content overlaps areas of common concern, the concurrence of all department heads and deans involved must be indicated. N/A What liaison has been conducted with other departments? State reactions, both favorable and unfavorable.

4. Students Served:
   a. Does the proposed course serve:
      i. Majors only? Yes
      ii. Non-majors only? State area(s) or discipline(s) to be served. No
      iii. Both majors and non-majors? Indicate what specific efforts will be made to make the course materials relevant to all disciplines served. How are faculty and students in the other areas to be served being made aware of this course?

5. What is the anticipated course enrollment? 35

6. Resources (including instructor):
   a. Are department financial resources sufficient for offering this course? Yes
   b. Does the instructor have the requisite academic training to offer this course? Yes
      i. Describe these qualifications briefly and include a vita (if the instructor is non-tenured). Tenured instructor
   c. Are the library holdings adequate to support this course? Yes

7. Course Evaluation:
   a. How will the students evaluate the course and instructor? Knapp eval and in-house new course evaluation form
   b. How will the department evaluate the course and instructor? Same as above.

8. Other Supporting Material: Include any additional information you feel is needed to support this request.

Note: When using the December 2013 New Graduate Course form, it is not necessary to also submit a Graduate Course Change form, as required in the past.
NRSG 609 Advanced Practice Nursing Leadership

Credits: 2 (lecture – D2L)
Semester Offered: Summer
Prerequisites: Advanced Health Assessment; Advanced Physiology/Pathophysiology; Advanced Pharmacology I
Degree: DNP

Faculty
Alice Running PhD, RN, APRN
Professor, Course Coordinator
206 Sherrick Hall
994-7505
alice.running@montana.edu
Mondays 0900 – 1200 OR by appointment

Course Description: This graduate nursing course prepares doctor of nursing practice students for direct and indirect advanced practice nursing roles and core competencies in organizational and systems leadership. Emphasis will be placed on leadership, communication, collaboration, negotiation, team functioning, conflict resolution, and scholarship.

Course Objectives:
1. Examine the professional role characteristics and expected outcomes of advanced practice nursing.
2. Critique regulatory, legislative, professional, public and legal issues facing advanced practice nursing in complex rural and urban health care systems.
3. Analyze and demonstrate the essential qualities of effective nurse leaders.
4. Analyze complex issues related to coordinating and leading healthcare teams.
5. Effectively collaborate intra- and inter-professionally to improve health outcomes.
6. Demonstrate clinical scholarship.

DNP Essential #2: Organizational and systems leadership for quality improvement and systems thinking.
DNP Essential #5: Health care policy for advocacy in health care.
DNP Essential #6: Inter-professional collaboration for improving patient and population health outcomes.

Textbooks:
Journals: (to get your started ☝️)
Research and Theory for Nursing Practice
Journal of Nursing Management
Collegian
Canadian Journal of Nursing Leadership
Nursing Outlook
Nursing Administration Quarterly
Nursing Clinics of North America
Nursing Economics
Health Care Manager
Journal of the American Medical Directors Association

CONCEPT OF THE COURSE:

NRSG609 will emphasize the application of information from your readings, and the experiences you bring from your very diverse backgrounds. The textbooks have been chosen to explain the historical development of the DNP, and provide examples of the role and scope of the degree to date. Additionally, as learners you will gain perspective from the stories told by industry leaders related to the profession of nursing, and finally you will be introduced to the practice of reflection which is thought by some to be the most important characteristic of exceptional leaders. Nursing’s growing body of evidence can be found in up to date journal articles (while still appreciating the earlier works) and over the course of the semester you will become familiar with the nursing journals being used to broaden the science and professional foundation.

GENERAL COURSE PLAN:

Each week reading assignments will be posted in the content section of the D2L course. Discussion threads will be provided for group assignments, and for general course postings. In addition to assigned readings from your text books, you will be required to become familiar with the evidence provided in the nursing literature regarding leadership, advocacy, health policy and collaboration.

Desire to Learn Web-based Platform:

DTL is used in this course for:

- Communicating course information and announcements (content)
- Providing weekly assignments (content)
- Discussion threads
- Providing links to relevant web sites (see Web Sites)
- Submitting assignments (dropbox)

TIME EXPECTATION:
The expectation for this course is that students will spend approximately 4-6 hours per week working on the course. These 4-6 hours will be inclusive of all reading required for the course, time spent in on-line discussions, time spent searching for evidence and any other time spent to complete the work required for the course.

BEHAVIORAL EXPECTATIONS:

MSU expects all students to conduct themselves as honest, responsible and low-abiding members of the academic community and to respect the rights or other students, members of the faculty and staff and the public to use, enjoy and participate in the University programs and facilities. For additional information reference www.montana.edu/policy/student_conduct/cg600.html
COLLABORATION:

University policy states that, unless otherwise specified, students may not collaborate on graded material. Any exceptions to this policy will be stated explicitly for individual assignments. If you have any questions about the limits of collaboration, you are expected to ask for clarification.

PLAGIARISM:

Paraphrasing or quoting another’s work without citing the source is a form of academic misconduct. Even inadvertent or unintentional misuse or appropriation of another’s work (such as relying heavily on source material that is not expressly acknowledged) is considered plagiarism. If you have any questions about using and citing sources, you are expected to ask for clarification.

ACADEMIC EXPECTATIONS:

Section 310.00 in the MSU conduct Guidelines states that students must:

A. be prompt and regular in attending classes;
B. be well prepared for classes;
C. submit required assignments in a timely manner;
D. take exams when scheduled
E. act in a respectful manner toward other students and the instructor and in a way that does not detract from the learning experience;
F. make and keep appointments when necessary to meet with the instructor.
G. meet any additional course and behavioral standards as defined by the instructor.

WITHDRAWAL DEADLINES:

2014 Summer Semester

May 12  Summer Session Begins
Classes begin for 12-week and first 6-week sessions

May 26  Memorial Day Holiday
No Classes; Offices Closed

June 23  Summer Second 6-Week Session Begins
Classes second 6-week sessions

July 4  Independence Day holiday
No Classes; Offices Closed

August 1  Classes End; Summer Semester ends

August 20-22 Orientation and Registration
University policy is explicit that the advisor and instructor must approve requests to withdraw from a course with a grade of "W." However, as general practice seems to favor supporting these requests until the last possible date, many students are unaware of this. We therefore recommend that, if you are going to have an earlier effective withdrawal date for your course you state this explicitly.

**STUDENTS WITH DISABILITIES:**

If you have a documented disability for which you are or may be requesting an accommodation(s), you are encouraged to contact your instructor and Disabled Student Services as soon as possible.

**E-MAIL POLICY:**

I expect that you check your university D2L e-mail regularly. You can expect that I will check the course and my e-mail daily M-F.

From Students email policy: Faculty will determine how electronic forms or communication (e.g. email, MyMUS course announcements, chats and message boards) will be used in their classes, and will specify their requirements in the course syllabus. This official student electronic communications policy will ensure that all students are able to comply with electronic-based course requirements specified by faculty. Faculty can therefore make the assumption that students’ official email and MyMSU accounts are being accessed and they can use email, MyMSU course announcements, chats and message boards for their classes accordingly.

**ONLINE POLICIES—NETIQUETTE**

If you were attending a face-to-face class, there would be behavior expectations (cell phones are shut off, common courtesy toward your classmates, etc). Online courses can be a bit more tricky. There is a tendency to “hide” behind the computer and emails, and often, things get said in emails or discussion posts that you might otherwise not have said if you were face to face. So please, THINK BEFORE YOU POST. Ask yourself if what you are about to post or email is something you would say to us or a classmate in person; if you wouldn’t say it in person, then don’t post/email it! Remember, EVERYONE can see what you post on the Discussion Board! If you have something of a more personal nature to discuss, please email me.

**STUDENT EDUCATIONAL RECORDS:**

All records related to this course are confidential and will not be shared with anyone, including parents, without a signed, written release. If you wish to have information from your records shared with others, you must provide written request/authorization to the
office/department. Before giving such authorization, you should understand the purpose of the release and to whom and for how long the information is authorized for release.

*Students have the right to access their educational records by appointment. This information is protected by the Family Educational Rights and Privacy Act (FERPA). For more information contact the Dean of Students Office at 994-2826.*

**CHANGES TO THE SYLLABUS**

As your instructor, I reserve the right to make changes in the syllabus according to the natural progression of the class and as deemed necessary but will adhere to the main components and broad course outline. If a change is deemed necessary, the information will be posted as a “News Item” so you’ll know right away. It is your responsibility to track updates, know deadlines, and submit work on time. If you have questions, problems, or doubts please contact me right away. You’ll enjoy this course and get a lot more out of it if you stay on top of when things are due!

**COURSE REQUIREMENTS:**

- Attend all classes, read assignments prior to class, and participate in learning activities.
- Complete assignments on time, or notify the instructor regarding emergency situations

**EVALUATION AND GRADING CRITERIA FOR A LETTER GRADE:**

All material must be completed and turned in on the due date. Any late submissions will not be graded. All written material must be work-processed.

Grading Scale:

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<th>Percentage Range</th>
<th>Grade</th>
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<tr>
<td>90 - 100%</td>
<td>A</td>
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<td>80 - 89%</td>
<td>B</td>
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<tr>
<td>70 - 79%</td>
<td>C</td>
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<tr>
<td>60 - 69%</td>
<td>D</td>
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A minimum of 70% is necessary for a passing grade.

**Note:** Though you are working in groups for your projects, presentations, and posters, you will receive individual grades for your efforts. Your group assignments will be completed using the appropriate discussion threads so that faculty can determine who is doing what parts of each assignment.
## Class Schedule

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<tr>
<th>Date</th>
<th>Readings</th>
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