

Curriculum Review Committee Monthly Report

The Committee met on May 1, 2025 and recommended for approval the following:

1. New Courses:

- EIT 299: Special Topics
 - i. EIT 299 is a special topics course students can take for a maximum of 3 credits. The topics of the course can vary depending on how the student and faculty choose to use it, and it will be used to help students focus on specific skills identified for specialization. For the Process Operator program, the course will be 3 credits with the following outcomes and course topics covered: Introduction to Instrumentation, Psi Level, pH Probes and Transmitters, Temperature Measurement, Introduction to Valves, Introduction to Advanced Instruments, Psi, Level, Flow, Ph Probes and Transmitters, Temperature Measurement, Introduction to Valves, Introduction to Control Systems.
- THTR 121: Stage Makeup
 - i. This course focuses on the history of makeup and basic approaches to applying make-up for the stage and screen. Make-up supplies will be studied, as well as techniques for corrective, old-age, character, stylized, and special effects makeup.

2. Change Course: Catalog Description Changes

- NURS 456: Senior Synthesis Seminar
 - i. This major senior project course engages students in an in-depth exploration of a practice area or issue, with a significant focus on rural healthcare settings. The course will require the comprehensive integration of knowledge acquired in the liberal arts, sciences, and baccalaureate nursing courses. Emphasizing leadership development, students will identify how they can lead initiatives based on best practices to advance nursing practice and improve patient outcomes specifically within underserved rural areas. Students will also be guided in identifying innovative practices and solutions that address gaps in care unique to rural populations, aiming to enhance overall health outcomes. Students will also identify areas for professional opportunities and continuing education as methods for engaging in lifelong learning.
- NURS 443: Nursing Leadership and Management Theory
 - i. This course explores essential leadership and management concepts for professional nursing practice in today's diverse healthcare environments, with a specific focus on developing students' leadership abilities within the framework of systems-based care, particularly in rural settings. It examines the multifaceted responsibilities of the professional nurse as a leader within both structured and unstructured healthcare systems, emphasizing inter- and intra-professional collaboration and partnerships. The course explores the cost of care, safety, legal guidelines, regulatory factors, and measurement of patient satisfaction, while also highlighting the use of informatics to support decision-making and improve patient outcomes. A key component involves embracing diversity and inclusion within the profession, preparing students to lead effectively in diverse healthcare environments. Students will foster leadership skills that prioritize resilience, agility, and the capacity to navigate change in complex and evolving healthcare systems. Through the integration of continuous learning and self-reflection, students will be encouraged to develop adaptability, preparing them as influential leaders who can guide teams, advocate for patients, and drive equitable, systemic improvements in care delivery.
- NURS 436: Population Focused Community Health Practicum
 - i. Building upon foundational public and community health nursing concepts, this course engages students in experiential learning activities focused on their application to promote optimal health and wellness for rural communities and underserved populations. Students will collaborate with peers from various disciplines to develop and implement interprofessional planning and interventions specifically tailored to the unique needs of rural populations. Through project-focused work, students will apply their knowledge of social determinants of

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health, epidemiology, and policy advocacy to address health challenges and promote positive health outcomes in these communities.

- NURS 312: Health Assessment and Health Promotion
 - i. Explores assessment of the healthcare needs of diverse and underserved populations in both structured (hospital/clinical) and unstructured (community/home-based) healthcare settings. The importance of the nurse in identifying health promotion and disease prevention issues for individuals and communities is explored. Refines and expands the nurse's perspective on health assessment through integration of an expanded knowledge base in risky behaviors and common health deviations of populations while focusing on equitable and culturally responsive, evidence-based care.
- NURS 449: Nursing Leadership and Management Practicum
 - ii. Students will engage in experiential learning activities focused on the application of leadership and management concepts, theories, roles, and evidence to address a leadership or management issue within a selected organization or clinical area. This experience provides opportunities to apply leadership concepts within the framework of systems-based care and foster inter- and intra-professional collaboration, as well as promoting diversity, inclusion, and adaptability within the nursing profession. A key focus includes navigating leadership challenges specifically in rural settings, where resource limitations and unique population needs demand resilience, agility, and innovative solutions. Collaboration with a preceptor/mentor and faculty member is integral for project development and implementation, preparing students to drive positive change, address health disparities, and improve health outcomes in both rural and broader healthcare contexts, thus solidifying their leadership skills to meet the unique challenges faced by diverse and underserved populations, particularly in rural areas.
- NURS 437: Diversity and healthcare policy in rural environments
 - iii. Students will explore the influence of diversity and healthcare policy on local, national, and global issues of healthcare equity, access, affordability, and social justice. This course incorporates a critical analysis of nursing practices that promote culturally sensitive care, enhance health equity, address diversity in patient populations, and examine the nurse's crucial role as an advocate in shaping health policy to improve healthcare access and reduce health disparities.

3. Change Course: Credit Change

- NURS 417: Information Systems and Quality Management
 - i. Course will be offered at 3 credits fixed for the RN-BSN program at Great Basin College. However, our request going to CCN will be to make the course variable credit 3-4 at the NSHE level as other institutions teach the course with this prefix.