

Signature 08.13.07  
GRADUATE SCHOOL  
SEP 14 2007  
ILLINOIS STATE UNIVERSITY

**GRADUATE**  
NEW/REVISED/DELETED GRADUATE PROGRAMS COVER SHEET  
(Degree Programs, Sequences, Graduate-Level Certificates)  
Graduate Curriculum Committee  
2007-08

Deadlines for receipt by Graduate Curriculum Committee:  
Revised Degree Program, Sequence, Graduate Certificates: October 1, 2007, for inclusion in 2008-09 catalog.  
New Sequence, New Graduate Certificate: September 14, 2007, for inclusion in 2008-09 catalog.  
New Degree Program: February 8, 2008, for inclusion in 2009-10 catalog.

DEPARTMENT/SCHOOL Mennonite College of Nursing DATE September 4, 2007  
TITLE OF DEGREE, SEQUENCE, OR CERTIFICATE Gerontological Nurse Practitioner (GNP)

**Proposed Action:** (Refer to Part I, Section C of *GCC Proposal Guidelines and Procedures*.)

- New\* (Check one):
- Degree Program\*\* (goes beyond Graduate Curriculum Committee)
  - Sequence (goes beyond Graduate Curriculum Committee)
  - Post-Master's Graduate Certificate (goes beyond Graduate Curriculum Committee)
  - Post-Baccalaureate Graduate Certificate (goes beyond Graduate Curriculum Committee)
  - Graduate Certificate
- Change in requirements for: (Check one.)
- Degree Program
  - Sequence
  - Certificate
- Other program revisions
- Deletion of: (Check one.)
- Degree Program (goes beyond Graduate Curriculum Committee)
  - Sequence (goes beyond Graduate Curriculum Committee)
  - Post-Master's Graduate Certificate (goes beyond Graduate Curriculum Committee)
  - Post-Baccalaureate Graduate Certificate (goes beyond Graduate Curriculum Committee)
  - Graduate Certificate

\*Attach approved *Request for New Program Approval: Reporting of Financial Implications* form (available at [www.academicssenate.ilstu.edu/documents.html](http://www.academicssenate.ilstu.edu/documents.html)).

\*\*Obtain the New Program Request (NEPR) format from the Office of the Provost.

**Summary of proposed action.** For all proposals, provide current title and current catalog copy. Provide new title and new catalog copy for new programs, and for revised programs if catalog copy/title is altered. For revised programs, provide a summary of the changes. (Refer to New/Revised/Deleted Programs checklist in *GCC Guidelines and Procedures*.)

**Gerontological Nurse Practitioner (GNP) Sequence**  
**(42 semester hours plus 12 hours core)**

Gerontological Nurse Practitioners (GNP) are advanced practice nurses with specialized education in the diagnosis, treatment and management of acute and chronic conditions often found among older adults and generally associated with aging. Many such conditions lead to functional decline requiring therapeutic interventions to restore or maintain an optimal level of function, or when appropriate, palliative care at the end of life. Such chronic or debilitating conditions are often complex and can occur in younger adults. The GNP has the clinical expertise to care for such aging persons and the families or caretakers who provide day to day assistance to these individuals.

In addition to the 12 hour core, there are 11 hours of support courses for advanced practice nursing (NUR 441, NUR 442, NUR445), and 31 hours of specialty course work for the GNP sequence (NUR 443, NUR 444, NUR 445, NUR 446, NUR 447, NUR 448, NUR 449, NUR 509).

**Menonite College of Nursing at Illinois State University**

**Gerontological Nurse Practitioner Course Listings**

<b>Course Number</b>	<b>Course Name</b>	<b>Course Description</b>
NUR 401	Theoretical Foundations of Nursing and Health Care	Focuses on nursing theory in advanced practice. Specific nursing theories and shared theories from other disciplines are examined.
NUR 403	Professional Roles and Issues in Health Care	Theories and concepts relevant to professional, ethical, legal, and policy issues germane to contemporary advanced nursing practice are explored.
NUR 405	Epidemiology and Aggregate Based Health Promotion	Theoretical foundations, scientific principles, and research methodologies related to epidemiology are studied and opportunities for practical applications are provided.
NUR 407	Scientific Inquiry and Research Design in Nursing and Health Care	Rigorous and methodical research approaches are explored. Students analyze, evaluate, and interpret studies contributing evidence for practice and knowledge development.
NUR 441	Pathophysiology for Advanced Gerontological Nursing	Understand and differentiating the normal biological processes of aging and the pathophysiology of acute and chronic conditions of older adults.
NUR 442	Pharmacotherapeutics for Advanced Gerontological Nursing	Knowledge of advanced pharmacotherapeutics provides an in-depth examination of the physiological, economic, and legal aspects of prescribing in clinical practice.
NUR 443	Capstone Interdisciplinary Quality and Safety Initiative – I	Advanced practice includes monitoring the quality of care at all organizational levels within the context of a health care team.
NUR 444	Capstone Interdisciplinary Quality and Safety Initiative – II	Interdisciplinary learning is content focused on knowledge and skills needed to be a collaborating team member focused on patient-centered care.
NUR 445	GNP I: Diagnostic Reasoning for Advanced Practice Gerontological Nursing	Skills of history taking and conducting physical exams are used to construct a differential diagnosis and develop a patient-centered plan.
NUR 446	GNP II: Social and Cultural Adaptations to Aging	Increase awareness of attitudes, values, and expectations regarding aging and their impact on care of older adults and their families.
NUR 447	GNP III: Health Promotion and Syndromes of Aging	Focus is on planning and implementing therapeutic interventions for promoting healthy behaviors, maximizing functional capacity, and minimizing disability in aging.
NUR 448	GNP IV: Clinical Management of Acute and Chronic Disease	Focus on the key characteristics of older adults that have major implications for the management of acute and chronic disease.
NUR 449	GNP V: Palliative Care and End of Life Issues	Principles of palliative care are essential throughout the course of a chronic progressive incurable disease at the end of life.
NUR 509	Introduction to Nursing Informatics	Overview of nursing informatics theory, practice, policy and research trends emphasizing knowledgeable use to support advanced nursing practice and research.

Note: All descriptions are shown in the Illinois State University Course Catalog. All courses require graduate standing at MCN or consent.

Table 1. Full-time Curriculum Plan.

	<b>Didactic credits</b>	<b>Clinical credits</b>	<b>Clinical hours</b>
<b>Summer I – 3 credits</b> NUR 509 Introduction to Nursing Informatics	3		
<b>Fall I – 11 credits</b> NUR 401: Theoretical Foundations of Nursing and Health Care*	3		
<i>NUR 441: Pathophysiology for Advanced Gerontological Nursing</i>	3		
<i>NUR 445 GNP I: Diagnostic Reasoning for Advanced Gerontological Nursing</i>	3	2	120
<b>Spring I – 11 credits</b> NUR 407: Scientific Inquiry and Research Design in Nursing and Health Care*	3		
<i>NUR 442: Pharmacotherapeutics for Advanced Gerontological Nursing</i>	3		
<i>NUR 446 GNP II: Social and Cultural Adaptations to Aging</i>	3	2	120
<b>Summer II – 5 credits</b> NUR 447 GNP III: Health Promotion and Syndromes of Aging	3	2	120
<b>Fall II – 12 credits</b> NUR 405: Epidemiology and Aggregate Based Health Promotion*	3		
<i>NUR 448 GNP IV: Clinical Management of Acute and Chronic Illness</i>	3	3	180
<i>NUR 443: Capstone Interdisciplinary Quality and Safety Initiative – I</i>	2	1	60
<b>Spring II – 12 credits</b> NUR 403: Professional Roles and Issues in Health Care*	3		
<i>NUR 449 GNP V: Palliative Care and End of Life Issues</i>	3	3	180
<i>NUR 444: Capstone Interdisciplinary Quality and Safety Initiative – II</i>	2	1	60
<b>Total Credits – 54</b> *Core Courses	40	14	840

**Didactic Course Credits – 40**  
**Clinical Course Credits – 14**  
**Clinical Hours - 840**

Table 2. Part-time Curriculum Plan

Course of Study	Didactic Credits	Clinical Credits	Clinical Hours
<b>Summer I (3)</b> NUR 509 Introduction to Nursing Informatics	3		
<b>Fall I (6)</b> NUR 401: Theoretical Foundations of Nursing and Health Care*	3		
<i>NUR 441: Pathophysiology for Advanced Gerontological Nursing</i>	3		
<b>Spring I (6)</b> NUR 407: Scientific Inquiry and Research Design in Nursing & Health Care*	3		
<i>NUR 442: Pharmacotherapeutics for Advanced Gerontological Nursing</i>	3		
<b>Fall II (8)</b> NUR 405: Epidemiology and Aggregate Based Health Promotion*	3		
<i>NUR 445 GNP I: Diagnostic Reasoning for Advanced Gerontological Nursing</i>	3	2	120
<b>Spring II (8)</b> NUR 403: Professional Roles and Issues in Health Care*	3		
<i>NUR 446 GNP II: Social and Cultural Adaptations to Aging</i>	3	2	120
<b>Summer III (5)</b> <i>NUR 447 GNP III: Health Promotion and Syndromes of Aging</i>	3	2	120
<b>Fall III (6)</b> <i>NUR 448 GNP IV: Clinical Management of Acute and Chronic Illness</i>	3	3	180
<b>Spring III (6)</b> <i>NUR 449 GNP V: Palliative Care and End of Life Issues</i>	3	3	180
<b>Summer IV (6)</b> <i>NUR 443: Capstone Interdisciplinary Quality and Safety Initiative – I</i>	2	1	60
<i>NUR 444: Capstone Interdisciplinary Quality and Safety Initiative – II</i>	2	1	60
<b>Total Credits – 54</b> *Core Courses	40	14	840

Total Didactic Credits – 40

Total Clinical Credits – 14

Total Clinical Hours - 840

## REQUEST FOR NEW SEQUENCE OF GRADUATE DEGREE

**Institution:** Illinois State University  
**School:** Mennonite College of Nursing  
**Proposed Program Title:** Gerontological Nurse Practitioner (GNP)  
**Previous Program Title:** N/A  
**CIPS Classification:** N/A  
**Date of Implementation:** Fall Semester 2008-2009 Academic Year

### Description of Proposed Program

Gerontological Nurse Practitioners (GNP) are advanced practice nurses with specialized education in the diagnosis, treatment and management of acute and chronic conditions often found among older adults and generally associated with aging. Many such conditions lead to functional decline requiring therapeutic interventions to restore or maintain an optimal level of function, or when appropriate, palliative care at the end of life. Such chronic or debilitating conditions are often complex and can occur in younger adults. The GNP has the clinical expertise to care for such aging persons and the families or caretakers who provide day to day assistance to these individuals. Practice sites of GNPs include traditional ambulatory care clinics; care management companies, acute and sub-acute hospitals; private homes; and all levels of long term care.

### Rationale for Proposal

Advanced knowledge and expertise in the area of geriatric nursing is greatly needed as the population of older adults continues to rise and demand a greater proportion of health care resources. The 2000 Census counted nearly 35 million people in the U.S. who were 65 years of age and older and expect that figure to double to 70 million by 2030. At that time, demographers estimate that one in five Americans will be over 65 years of age and that the fastest growing segment of that population are the oldest old – those in their 80's or 90's.

In order to respond to this growing population of elderly individuals, there needs to be a corresponding growth in the number of advanced practice nurses prepared to meet the physical, emotional, social, and economic requirements associated with aging in our society. Geriatric nursing competency has been associated with decreased mortality rates, reduced disability and illness, improved quality of life, and decreased health care costs. However, there is a critical shortage of nurses educated in geriatrics and gerontological care.

Nationally only 4% of all Advanced Practice Nurses have gerontological certification (American Nurses Credentialing Center, 2007). In the state of Illinois, available programs reside in the Chicago or St. Louis area, leaving an acute need for gerontological nursing education in central Illinois.

Developing and implementing a master's degree advanced practice nursing sequence with a geriatric focus fits closely with other aging initiatives pursued by Mennonite College of Nursing, particularly with the long term care industry. Thus, this proposed program is aligned with objectives for both the college and university.

*Mennonite College of Nursing Major Objective 4:* Increase and enhance collaborative partnerships that will allow the college to pursue innovations in nursing education.

*Educating Illinois Goal 7:* A partner fully engaged in outreach with business, industry, government, and education.

The master's degree (MSN) has historically been the degree for specialized advanced nursing practice, such as the GNP specialization. However, graduate education in nursing occurs within the context of societal demands and needs as well as the inter-professional work environments. Over the past two decades, the explosion in information technology and new scientific evidence has resulted in extended lengths of educational programs in nursing and other health professions. Many MSN programs have expanded significantly, creating curricula that appreciably exceed the usual credit load and duration for a typical master's degree.

To address the expanded credit load of the advanced practice nurse, in 2004 the American Academy of Colleges of Nursing (AACN) called for a transformational change in the educational requirements. They set forth the recommendation that nurses practicing at the highest levels should receive doctoral level preparation. This recommendation emerged from multiple factors, including the expansion of scientific knowledge required for safe nursing practice and growing concerns regarding the quality of patient care delivery and outcomes (Institute of Medicine, 2001; 2003). As a result, national accreditation boards for professional nursing will require curriculum level changes from the master's level to the doctoral level by 2015 for all advanced practice nursing. The terminal degree awarded will be the Doctor of Nursing Practice (DNP).

The faculty at Mennonite College of Nursing recognizes that in proposing this 54 credit GNP sequence, the curriculum moves closer to the expectations of a doctoral level program. The rationale behind the decision to develop the GNP as an expanded master's sequence reflects both the momentum and constraints of the existing resources of the MCN at this time. The College is working to fulfill the objectives of the *Expanding the Teaching-Nursing Home Culture in the State of Illinois* grant (funded by the Illinois Department of Public Health; \$1.4 million for FY 2005-2010) by creating a clinical practice sequence devoted to gerontological expertise. At the same time, we recognize the necessity of expanding our advanced practice nursing curricula to align with the requirements for a practice doctorate.

The American Association of Colleges of Nursing provides some guidance on the transition from master's to doctoral preparation in programs of nursing. The AACN expects that as institutions transition, a variety of program articulations and pathways will evolve. Thus, the rationale behind the expanded requirements for this GNP sequence reflects this transitional state. For example, as proposed, the GNP sequence will require 840 clinical practice hours as a transition to the minimum expectations of 1,000 clinical hours for the DNP. Additionally, the proposed GNP sequence will require students to take NUR 509 *Introduction to Nursing Informatics* (3 credit hours) as a prerequisite, making use of existing faculty resources and courses for the doctoral program.

The College faculty believes that the proposed GNP sequence provides a workable foundation to efficiently incorporate the doctoral level competencies during the transitional years, while avoiding unnecessarily long, duplicative, or protracted programs of study for current and prospective students. At this time, the transitional design of the proposed GNP sequence allows the student to sit for both the Gerontological Nurse Practitioner and the Gerontological Clinical Nurse Specialist certifications exams. Thus, the curriculum exemplifies the broader focus of information technology and systems thinking that will be required of the DNP curricula. At the same time, it provides students with the means of credentialing their expanded knowledge base in the interim.

### **Expected Impact on Existing Campus Programs**

Offering a new GNP sequence at the master's level impacts the MCN graduate program by increasing enrollment in the 12 core credits that make up the core curriculum for all graduate level nursing. In addition, MCN graduate students are required to complete a statistics course prior to or concurrent with initial enrollment in NUR Scientific Inquiry and Research Design in Nursing and Health Care. As a result, enrollment in existing statistics courses on campus may be increased or, as an online curriculum, it is likely that students will complete this requirement at institutions closer to home. Letters of Support are attached from the Department of Sociology and Anthropology and from the College of Applied Science and Technology regarding available spaces for graduate nursing students in their statistics courses (see Appendix A). As an online sequence, the GNP curriculum has the potential to significantly increase the total number of graduate nursing students without a corresponding investment in structural classroom resources.

### **Expected Curricular Changes**

The proposed GNP sequence is based upon the established core curriculum of MCN's graduate program and the curricular guidelines and core competency requirements established by the American Association of Colleges of Nursing. Students in the GNP sequence will enroll in the *12 core credits* of the Master's program, the *11 support credits* of

Advanced Practice Nursing curriculum, 3 *doctoral level credits* in informatics, and the 28 *specialty credits* for Gerontological Nurse Practitioner.

The GNP sequence requires the addition of **9 new online courses** (attached):

- NUR 441: Pathophysiology for Advanced Gerontological Nursing (3 credit hours)
- NUR 442: Pharmacotherapeutics for Advanced Gerontological Nursing (3 credit hours)
- NUR 443: Capstone Interdisciplinary Quality and Safety Initiative – I (3 credit hours)
- NUR 444: Capstone Interdisciplinary Quality and Safety Initiative – II (3 credit hours)
- NUR 445: GNP I: Social and Cultural Adaptations to Aging (5 credit hours)
- NUR 446: GNP II: Diagnostic Reasoning for Advanced Gerontological Nursing (5 credit hours)
- NUR 447: GNP III: Health Promotion and Syndromes of Aging (5 credit hours)
- NUR 448: GNP IV: Clinical Management of Acute and Chronic Illness (6 credit hours)
- NUR 449: GNP V: Palliative Care and End of Life Issues (6 credit hours)

The GNP sequence builds on the 4 existing core courses of the Master's program:

- NUR 401: Theoretical Foundations of Nursing and Health Care (3 credit hours)
- NUR 403: Professional Roles and Issues (3 credit hours)
- NUR 405: Epidemiology and Aggregate Based Health Promotion (3 credit hours)
- NUR 407: Scientific Inquiry and Research Design in Health Care (3 credit hours)

The GNP sequence builds on a newly developed doctoral level course in informatics:

- NUR 509: Introduction to Nursing Informatics (3 credit hours)



### **Anticipated Staffing Arrangements**

Due to the resource intensive nature of both distance education and nurse practitioner preparation, it is anticipated that the program will require two (2) FTE faculty positions and a part-time (0.5) FTE Academic Support Technologist. Administrative support is expected to require minimal resources and can be absorbed by current staffing within the graduate department.

### **Anticipated Funding Needs and Sources of Funds**

The start up costs for curriculum development, administrative support, travel expenses, and library resources has been funded through an Illinois Department of Public Health grant titled *Expanding the Teaching-Nursing Home Culture in the State of Illinois*. This grant was funded at \$1.4 million for FY 2005 - 2010 with the stipulation that the Mennonite College of Nursing develop an Advanced Practice Nursing sequence in gerontology. The intent of this grant was to make a significant contribution to improve the quality and safety of the Long Term Care industry in Illinois. This grant specifically builds on a collaborative partnership between the Mennonite College of Nursing and Heritage Enterprises, a corporate partner with 33 long term care facilities across central Illinois.

The College expects to continue to expand the Teaching-Nursing Home partnership, and other such collaborative endeavors with corporate and non-profit institutions. The Expanded Teaching Nursing Home project has generated a great deal of interest within the long term care industry and MCN expects to continue to build on these collaborative relationships to generate scholarships and grants to support students and faculty for the GNP sequence. The online GNP sequence is a pivotal piece of these community-campus partnerships intended to reach potential students that would not otherwise be able to complete advanced practice nursing education. In addition, the online format allows MCN to generate revenue in the form of Flex dollars to promote and encourage extended learning opportunities in central Illinois. The College has recently increased capital equipment for distance education through a 3-year Health Resources and Services Administration grant. These resources will also be able to extend the capacity of the College to support extended learning opportunities, such as the GNP sequence.

Further, those students enrolled in the GNP sequence are eligible as graduate students for federal Advanced Education Nurse Traineeships awarded under Title VIII of the Public Health Service. This act authorizes federal monies in the form of grants to meet the cost of education for students enrolled in advanced nursing education programs. Eligible institutions apply yearly and receive formula-based funding. This funding is then allocated by the institution to enrolled students in each of the nursing sequences. Within the past 4 years, MCN has received a yearly average of \$20,000 from this federal program. This money has been distributed to students to assist with the costs of their educational program. The amount of money received by an individual student varies depending on full or part-time status and the semesters remaining to degree completion. The range of monies awarded

per student is approximately \$500 - \$2,000 per year. Students enrolled in the GNP sequence will be eligible for these funds.

**Request for New Program Approval: Reporting of Financial Implications (attached)**

**APPENDIX A**

ILLINOIS STATE  
UNIVERSITY

COLLEGE OF APPLIED SCIENCE  
AND TECHNOLOGY  
*Office of the Dean*



Turner 143  
Campus Box 5000  
Normal, IL 61790-5000  
Telephone: (309) 438-7602  
Facsimile: (309) 438-5037

September 4, 2007

Brenda Recchia Jeffers, PhD, RN  
Professor of Nursing  
Director of Graduate Program, Research & Scholarly Activities  
Mennonite College of Nursing  
Campus Box 5810  
Illinois State University  
Normal, IL 61790-5810

Dear Dr. Jeffers,

I have inquired of Dr. Connor Walters (FCS Chairperson), Dr. Jean Memken (FCS faculty member that teaches the FCS section of Stats 445), and Dr. David Thomas (KNR Director) about the ability to accommodate 2-3 nursing graduate students per year in the FCS and/or KNR sections of Stats 445. These students would be from the new distance Gerontological Nurse Practitioner Sequence and would be in addition to the 2-3 nursing graduate students from another sequence that are being accommodated in the course from time to time.

Drs. Walters and Memken (FCS) have indicated this should not be problematic. See their comments on the attached sheet. However, Dr. Thomas (KNR) is a bit less optimistic. In recent times, there have been fewer resources to teach a summer offering of the course. If resources continue to be scarce, he is unsure that a third KNR section can be offered in the spring when unexpected demand, particularly from another CAST unit (AGR) occurs. See his comments on the attached sheet. There is also the TEC section of 445 which is offered in the fall. I believe there are two nursing graduate students enrolled in it this fall semester.

It is with some caution that I say to you that the CAST units of FCS, KNR, and perhaps TEC can accommodate a grand total of 4-6 nursing students per year in various sections of Stats 445. When a third section of the KNR offering cannot be taught in the spring nor a summer section taught, then seats may be limited. It would appear, for now, that the needs of your nursing graduate students can be met, primarily in the spring FCS section. Should demand from KNR and AGR students not be high, it also appears nursing graduate students could be accommodated in the two KNR sections offered each spring.

Respectfully yours,

Deborah Gentry, Ed.D.  
Professor and Associate Dean

Department of Agriculture, Department of Criminal Justice Sciences, Department of Family & Consumer Sciences,  
Department of Health Sciences, Department of Military Science, Department of Technology,  
School of Information Technology, and School of Kinesiology & Recreation

ILLINOIS STATE  
UNIVERSITY

COLLEGE OF APPLIED SCIENCE  
AND TECHNOLOGY  
*Office of the Dean*



Turner 143  
Campus Box 5000  
Normal, IL 61790-5000  
Telephone: (309) 438-7602  
Facsimile: (309) 438-5037

cc: J. Wood, Interim Dean, C. Walters, FCS Chair, D. Thomas, KNR Director, J. Memken, FCS

Comments from FCS

An extra two students does not seem like an unfair accommodation but Jean will be the best judge of that. -CW

Having the additional students in the FCS section would not be a problem. With most of the students being either dietetics or child life, I use quite a few medical examples in class.... I only occasionally have a student from KNR or AGR or TEC in my section. It has primarily been FCS students for the last couple of years. -JM

Comments from KNR

If the seats are available, it should not be a problem. However, when there is high demand, there might be a problem.

For instance, we had to make space for 5 additional students from Ag last year which meant it was just enough to trigger an addition of another section [a 3<sup>rd</sup> section]. We then had to pay a faculty member an overload for this section. I'm not sure this will be possible in the future. This year we are short 6.75 faculty in the fall and 7.75 in the spring. We already have several faculty teaching overloads. In the spring, we will not be able to add additional sections even if demand is high. We just don't have the faculty to teach an additional section.

We do plan on offering two section of stats in the spring 08, but will not be able to offer a third section like we did last spring.

We also stopped offering stats in the summer. We did this when we switched to the E model since other classes generated more students and therefore more money. ... We have no plans of adding stats back in unless there is additional revenue. -DT

Department of Agriculture, Department of Criminal Justice Sciences, Department of Family & Consumer Sciences,  
Department of Health Sciences, Department of Military Science, Department of Technology,  
School of Information Technology, and School of Kinesiology & Recreation



DEPARTMENT OF SOCIOLOGY & ANTHROPOLOGY

Campus Box 4660 • Normal, IL 61790-4660  
Telephone: (309) 438-8668 • Facsimile: (309) 438-5378

**MEMO TO:** Brenda Jeffers, Associate Professor  
5810 Mennonite College of Nursing

**FROM:** Diane Zosky, Interim Chair  
4660 Sociology & Anthropology

**DATE:** August 30, 2007

**SUBJECT:** SOC 440 course

As the interim chair of the Department of Sociology and Anthropology, I support the request to accommodate the needs of the Gerontological Nurse Practitioner distance education masters students in nursing by allowing 2-3 more students in the SOC 440 Intermediate Statistics course. The addition of 2-3 more students will not overly burden enrollment for the course. If you have any questions, please feel free to contact me at 8-5792 or email at [dlzosky@ilstu.edu](mailto:dlzosky@ilstu.edu).

DLK:mem