# http://www.ric.edu/webcommunications/images/SealWithText_Small_Black.pngUNDERGRADUATE CURRICULUM COMMITTEE (UCC) PROPOSAL FORM

## **Cover page** scroll over blue text to see further important [instructions](#instructions): [if not working select “COMMents on rollover” in your Word preferences under view] **please read these.**

**N.B. ALL numbered categories in section (A) must be completed. Please do not use highlight to select choices within a category but simply delete the options that do not apply to your proposal (e.g. in A.2 if this is a course revision proposal, just delete the creation and deletion options and the various program ones, so it reads “course revision”) Do not delete any of the numbered categories—if they do not apply leave them blank. If there are no resources impacted, please put “none” in each A. 7 category.**

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| --- | --- | --- | --- | --- | --- |
| A.1. [Course or program](#Proposal) | **UNdergraduate Onanian School of Nursing RN-BSN Program (online)** | | | |  |
| [Replacing](#Ifapplicable) | **RN-BSN Program (mixed modality—will not be deleted until taught out)** | | | |
| A. 1b. Academic unit | **| Onanian School of Nursing |** | | | |  |
| A.2. [Proposal type](#type) | **Program:** [**creation**](#creation) | | | |  |
| A.3. [Originator](#Originator) | **Donna Huntley-Newby** | [Home department](#home_dept) | **Undergraduate Nursing** | | |
| A.4. [Context and Rationale](#Rationale) Must include additional information listed in smart tip for all [new programs](#type). If **online** course or program, you need to explain what mode(s) you plan to use and why you need that specific delivery. | The Zvart Onanian School of Nursing is requesting a change in modality to an online RN-BSN program. The reputation of the program as well as the demand/request from potential students and employers in our geographical area and the post-pandemic nationwide emphasis for online RN-BSN programs is driving this change. This program’s focus is working adult learners and is aligned with the college’s priority of expanding online learning options and to meet the nursing workforce needs for Rhode Islanders. This program is also designed to meet the new framework outlined by the American Association of Colleges of Nursing(AACN) New Essentials: Core Competencies for Professional Nursing Education and the content necessary for nursing practice.  The Onanian School of Nursing historically through its mission has fostered change to achieve health care outcomes for Rhode Islanders and in this instance is fostering change to seamlessly achieve the baccalaureate degree for associate and diploma nurses in Rhode Island through an online program. According to the American Association of Colleges of nursing there are 5.2 million registered nurses nationwide(Smiley et al., 2023) and 29, 709 in Rhode Island (Rhode Island Board of Registration and Nursing Education, 2023). Most registered nurses enter practice with a baccalaureate degree offered by a four-year college/university, or an associate degree offered by a community college. Employers have expressed a preference for nurses with baccalaureate preparation. This is especially true within our state related to healthcare organizations who have achieved magnet designation as well as those aspiring to this designation. To be considered for magnet, the healthcare institution is required to have a minimum of 80 percent baccalaureate prepared nurses. The latest survey on the Employment of New Nurse Graduates report that 28% of employers require new hires to have a bachelor’s degree while 72% strongly prefer baccalaureate prepared nurses(AACN, 2022). The education and experience gained with the BSN is necessary to meet the changing dynamics of the healthcare system and also to promote and ensure optimal patient outcomes. As a program we have enhanced professional development through the delivery of content related to the social determinants of health, social, political, cultural and economic issues that influence health care outcomes. This is consistent with data that hospitals that have a higher proportion of baccalaureate prepared nurses demonstrate a lower rate of 30-day impatient mortality (Porat-Dahlerbruch & Aiken, 2022). Program outcomes and excellence of the Onanian RN-BSN Program has been recognized as one of the top ten in the country by RNtoBSN.org.  It should be noted that:   * Less than half of the outcomes achieved in the Bachelor of Science in Nursing Program are met in Associate Degree Programs(Kumm,2014;AACN,2019;National RN-BS Faculty Forum, 2022. * BSN graduates are significantly better prepared in the areas of quality and safety, evidence-based practice, and data informed decision making (TJC, 2019). * BSN graduates are better prepared to address broader influences of patients including cultural, social, political, and healthcare delivery system issues (AACN, 2019). * A higher percentage of BSN prepared nurses is associated with better outcomes related to morbidity and mortality, hospital length of stay, quality outcomes, nurse satisfaction and retention (Kuten, Lee(2013);Aiken,2017). * Rhode Island has the lowest percentage of BSN prepared nurses in New England and broader surrounding region. * Average percentage of BSN prepared nurses nationally =65.2% * Percentage of BSN prepared nurses in Rhode Island = 53.4% * RI is the only state to experience a DECREASE in the percentage of BSN prepared nurses from 2010-2018 in New England and the broader surrounding region.   Harrison & Aiken et al.(2019) reported that associate degree nurses have stated that they would be able to balance work and family responsibilities while completing online classes. In Rhode Island, there are presently no RN-BSN programs offered by our state schools. This is an opportunity for the Zvart Onanian School of Nursing to provide a cost effective and quality online RN-BSN program for working adults who have graduated from associate degree and diploma programs. Upon graduation they will have the competencies to promote and provide quality healthcare outcomes for Rhode Islanders.  In summary, this proposal highlights the needs and current opportunity to provide an online RN-BSN program at Rhode Island College. Several curriculum changes are requested to be consistent with other RN-BSN online programs related to transfer credits, residency requirements and our general education curriculum. These include a change in the RIC residency requirement from 45 credits to 30 credits. This aligns with RN-BSN programs throughout New England/United States and our accreditation standards. This would consist of 22 nursing credits and 8 elective credits. Transfer credits accepted would increase from 75 – 90 credits which is also consistent with other online programs and our accreditation standards—see table below for examples   |  |  |  |  |  | | --- | --- | --- | --- | --- | | School | Admission GPA | Class Format | Advertised Program Length | Transfer Credits | | **Rhode Island College** | **2.5** | **13 wks.** | **2yrs** | **75** | | Maine School of Health Professions |  | 8 wks. | 18 Months | 90 | | Capella University |  | 12 weeks | 9 months | 90 | | University of Bridgeport | 2.5 | 7 weeks | 12 months | 90 | | Emmanuel College | 2.0 | 7 weeks | 16 months | 96 | | Sacred Heart | 2.5 |  | 10 months to 1.5 yrs. | 90 | | University of Massachusetts | 2.5 |  | 3-5 semesters | 90 | | Quinnipiac University | 2.7 |  | 1 year | 90 | | Southern New Hampshire University | No GPA requirement |  | 12 months | 90 | | Western Governors University | 2.5 |  | 18 months | 81 | | Laboure College | 2.5 | 7 weeks | 16 months | 90 |    In addition to the above list, SNHU and Chamberlain also allow 90 transfer credits. Students do not complete traditional clinical courses as the clinical requirements have been met in their associate degree RN preparation program.    All faculty teaching in the program will receive training in best practices in online teaching in learning, courses will be reviewed for alignment with best practices, and courses will be evaluated annually for effectiveness in the areas of student satisfaction and student learning outcomes as part of our annual performance improvement plan.  The majority of students have their gen-ed requirements met upon admission and with this design will mostly just need 8 elective credits to meet the residency requirements. We have mapped out pathways based on existing courses and would welcome discussion of additional courses that could be offered in a 7-week online format to expand on these offerings.  AACN(2021). The Essentials: Core competencies for professional nursing education> <https://www.aacnnursing.org/Portals/0/PDFs/Publications/Essentials-2021.pdf>  AACN(2023). Employment of new graduates and employer preference for baccalaureate-prepared nurses. *AACN Research Brief*. Retrieved 1/8/2024. <Https://www.aacnnursing.org/Portals/0/PDFs/Data/Research-Brief-10-23.pdf>  Collins, J.(2011). Good to Great. Harper Business: New York.  Harrison, J.M., Aiken, L.H., Sloane, D.M., Brooks-Carthon, J.M., Merchant, R.M.,Berg, R.A., & McHugh, M.D.(2019). In hospitals with more nurses who have baccalaureate degrees, better outcomes for patients after cardiac arrest. *Health Affairs, 38(7)*, 1087-1094. DOI:10.1377/hlthaff.2018.05064.  Institute of Medicine(2011). *The future of nursing :leading change, advancing health.* DOI:17226/12956. National Academies Press, Washington, D.C.  Porat-Dahlerbruch,J., Aiken, L.H., Lasater,K.B., & McHugh, M.D.(2022, March). Variations in nursing baccalaureate education and 30-day inpatient surgical mortality. *Nursing Outlook,* 70(2), 300-308.  Smiley, R.A., Allgeyer, R.L.,Shobo,Y., Lyons,K.C., Letourneau,R., Zhong, E., Kaminski-Ozturk,N & Alexander,M.(2023),April). The 2022 National Workforce Survey. *Journal of Nursing Regulation, 14(Supplement), S16-S17.* DOI:Https://doi.org/10.1016/S2155-8256(23)00047.9. | | | | |
| A.5. [Student impact](#student_impact)  Must include to explain why this change is being made? | This program will provide equitable access for working adults to achieve the baccalaureate degree in nursing. It will enhance recruitment and will support future regional expansion of this program. Students completing the baccalaureate degree will enhance health outcomes, be more competitive for career advancement and graduate education. | | | | |
| A.6. [Impact on other programs](#impact) | **None** | | | | |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty): | Faculty will teach out courses presently offered to the currently enrolled 8 students and then will transition to the online curriculum. All presently enrolled students(n=8) have completed NURS 207 and 225W, so NURS 207 will be deleted but NURS 225 is used in the regular Nursing program. 2 current students will still need NURS 316, 6 students will need NURS 376. | | | |
| [*Library*:](#library) | None – Will continue to work with the School of Nursing Liaison | | | |
| *Technology (for in person delivery)*  The VP of Information Services should be consulted prior to submission and their acknowledgement signature included. | **\_\_\_RIC Campus \_\_\_NEC \_\_\_Other \_x\_\_\_ None** | | | |
| *Technology: (for online delivery. Must be RIC supported)*  The VP of Information Services should be consulted prior to submission and their approval signature included. | **Blackboard**  Course content will be delivered via LMS platform – Blackboard Ultra. Office hours via Zoom.  Later hours may be needed from the HELP Center. | | | |
| [*Facilities*](#facilities): | **None** | | | |
| A.8. [Semester effective](#Semester_effective) | **Fall 2024** | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | |
| A.10. INSTRUCTIONS FOR CATALOG COPY: Use the Word copy versions of the catalog sections found on the UCC Forms and Information page. Cut and paste into a single file **ALL the relevant pages from the college catalog that need to be changed.** Use tracked changes feature to show how the catalog will be revised as you type in the revisions. If totally new copy, indicate where it should go in the catalog. If making related proposals a single catalog copy that includes all changes is preferred. Send catalog copy as a separate single Word file along with this form. | | | | | |
| A.11. List here (with the relevant urls), any RIC website pages that will need to be updated (to which your department does not have access) if this proposal is approved, with an explanation as to what needs to be revised:  <https://www.ric.edu/department-directory/zvart-onanian-school-nursing/nursing-undergraduate-programs/rn-bsn-program>  This will need to be deleted and the new online program added when approved  Writing in the Discipline new course NURS 208W will need to be added and NURS 225W deleted. | | | | | |
| A. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](file:///C:\Users\SAbbotson\Documents\Curriculum\ManualandWebsite\transfer%20agreements) **and if it does explain in what way. Please indicate clearly what will need to be updated, including any changes in prefix numbers/titles for TES.** | | | | | |
| A. 13 Check the section that lists “Possible NECHE considerations” on the UCC Forms and Information page and if any apply, indicate what that might be here and contact Institutional Research for further guidance. | | | | | |

**F.** [**PROGRAM PROPOSALS**](#program_proposals) **(FULLY ONLINE):**

**COMPLETE ONLY WHAT IS RELEVANT TO YOUR PROPOSAL. DELETE SECTION F. IF NOT NEEDED. PLEASE ADD IN THE 2020 CIP NUMBER FOR MAJOR REVISIONS OR NEW PROGRAMS IN F. 2; THESE CAN BE FOUND AT** [**HTTPS://NCES.ED.GOV/IPEDS/CIPCODE/BROWSE.ASPX?Y=56**](https://nces.ed.gov/ipeds/cipcode/browse.aspx?y=56) **CONSULT WITH INSTITUTIONAL RESEARCH TO BE SURE YOU SELECT THE CORRECT ONE.**

|  | [Old (for revisions only)](#old_program) | New/revised |
| --- | --- | --- |
| F.1. [Enrollments](#enrollments)  Must be completed. |  | Initial enrollment in the Fall of 2024 is expected to be 10-20 students with an additional cohort of 10-20 in Spring 2025. |
| F. 2. [2020 CIP number](#CIPnumber) |  | **51.3801** |
| F.3. [Admission requirements](#admissions) |  | 1. Admission to Rhode Island College through the Office of Undergraduate Admissions at <https://www.commonapp.org/> and declaration of nursing (RN to BSN) as the major 2. Graduation from an accredited degree/diploma program 3. A minimum cumulative grade point average of 2.5 4. A current unrestricted Rhode Island Nursing license 5. Upon Admission to the School of Nursing, criminal background investigation verification through CastleBranch.com is required. |
| F.4. [Retention requirements](#retention) |  | 1. A minimum grade of C in each nursing course. Only one nursing course may be repeated. Students who sustain another failure (a grade below a C) in any nursing course will be dismissed from the program. 2. The School of Nursing will notify students who have not met the retention criteria. The faculty of the School of Nursing reserves the right to require withdrawal or dismissal of a student who shows evidence, academically or personally, of an inability to carry out professional responsibilities in nursing. Students are expected to adhere to the School of Nursing code of academic honesty. Students have the right to appeal through the Student Outcomes Committee and the dean of the School of Nursing. |
| F.5. [Course requirements](#course_reqs) for each program option. Show the course requirements for the whole program here. |  | Nursing Courses based on The Essentials: Core Competencies for professional Nursing Education(2021)   1. NURS 208W – Scholarly Inquiry and Practice in Nursing – 4 credits 2. NURS 317 - Quality, Economics, Equity and Health Financing – 4 credits 3. NURS 318- Person-Centered Physical and Health Assessment – 4 credits 4. NURS 371 - Global, Community and Health Policy – 4 credits 5. NURS 377-Contemporary Nursing : Issues, Innovation, and Transformation – 4 credits 6. NURS 378 - Capstone – 2 credits   Nursing Credits - 22  Students will transfer up to 90 credits inclusive of 37 nursing credits. Transcripts will be audited to determine achievement of required general education courses.   1. Completion of College Math Milestone and First Year Writing course Requirements 2. Mathematics 3. Natural Science 4. Social and Behavioral Science 5. Arts – Visual and Performing 6. History 7. Literature 8. Advanced Quantitative/Scientific Reasoning   Students who have not completed these requirements would be required to take these courses while enrolled in the online program. Articulation agreements and advisement of potential students would outline the required general education courses.  Additional General Education/Elective Credits –8  The Online RN-BSN program will be a cohort based model using a split semester plan (two seven week sessions per semester). |
| F.6. [Credit count](#credit_count) for each program option |  | **30 credits** |
| F.7. Note any needs for program accreditation (if relevant). ONLINE programs currently need [NECHE approval](#_top), and check to see if other accreditation agencies related to this major accept online programs. |  | **CCNE** |
| F.8 Program modality. | **Online (some synchronous)**  **Online all asynchronous** | **Online all asynchronous** |
| F.9 Will any classes be offered at sites other than RIC campus or the RI Nursing Ed. Center?\* | **YES | NO** | **NO** |
| F. 10. Do these revisions reflect more than 25% change to the [program?\*](file:///C:\Users\sabbotson\Documents\Curriculum\Program%20goals) | **YES | NO** | **Yes** |
| F.11. [Program goals](file:///C:\Users\sabbotson\Documents\Curriculum\Program%20goals)  Needed for all new programs |  | Program Goals   1. Demonstrate clinical judgment and innovation supported by established and evolving nursing knowledge, ways of knowing and knowledge from other disciplines 2. Provide person-centered care across organizations/systems for patients, communities and populations, including family or important others to promote positive health outcomes. 3. Integrate population health concepts spanning public health prevention to disease management to promote the improvement of equitable population health outcomes at the local, regional, national, and global levels. 4. Demonstrate ability to synthesize and apply current evidence that guides clinical practice and patient care decisions. 5. Demonstrate knowledge and use of established and emerging principles of safety science in delivery of care. 6. Demonstrate interprofessional person-centered care that reflects core professional values including altruism, caring, ethics, roles and responsibilities, shared accountability, diversity, equity, and inclusion. 7. Apply knowledge of systems, fiscal impact, social determinants of health, health promotion, improved access, social justice, and systemic racism to improve diverse populations. 8. Use information and communication strategies and informatics processes to improve the delivery of safe, high quality, and efficient healthcare services in accordance with professional and regulatory standards. 9. Acquire a sustainable professional identity that includes self-reflective practice, advocacy, accountability, a collaborative disposition, and ethical comportment that reflects nursing’s characteristics and values. 10. Demonstrate a capacity for leadership that includes a commitment to activities that foster personal health, resilience, and lifelong learning. |
| F.12. Other changes if any |  | **None** |

\* If answered YES to either of these questions will need to inform Institutional Research and get their acknowledgement on the signature page.

## **G. Signatures**

* **Changes that affect General Education in any way MUST be approved by ALL Deans and COGE Chair**.
* Changes that directly impact more than one department/program MUST have the signatures of all relevant department chairs, program directors, and their relevant dean (e.g. when creating/revising a program using courses from other departments/programs). Check UCC manual 4.2 for further guidelines on whether the signatures need to be approval or acknowledgement.
* Proposals that do not have appropriate approval signatures will not be considered.
* Type in name of person signing and their position/affiliation.
* Send electronic files of this proposal and accompanying catalog copy to [curriculum@ric.edu](mailto:curriculum@ric.edu) to the current Chair of UCC. Check UCC website for due dates. **Do NOT convert to a .pdf.**

##### G.1. Approvals: required from programs/departments/deans who originate the proposal. THESE may include multiple departments, e.g., for joint/interdisciplinary proposals.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Donna Huntley-Newby | Program Director of RN-BSN Program |  | 3/17/24 |
| Sharon Galloway | Chair of Undergraduate Nursing | Sharon Galloway | 3/17/2024 |
| Justin DiLibero | Interim Dean of Onanian School of Nursing | \*Approved by email | 3/17/2024 |
| Shelia Y. Flemming | Interim Dean Social Work | \*Approved by email | 3/18/24 |
| Marianne Raimondo | Dean, School of Business | \*Approved by email | 3/18/24 |
| Quenby Hughes | Dean, Faculty of Arts and Sciences | \*Approved by email | 3/28/24 |
| Carol Cummings | Interim Dean, FSEHD | \*Approved by email | 3/18/24 |
| Suchandra Basu | Chair, COGE | \*Approved by email | 4/19/2024 |
| Miguel Nino | Assistant Vice President for Adult and Online Education | \*Approved by email | 3/18/24 |
| Jen Giroux | Associate Vice President of Professional Studies and Continuing Education | \*Approved by email | 3/18/24 |

##### G.2. [Acknowledgements](#acknowledge): REQUIRED from OTHER PROGRAMS/DEPARTMENTS (and their relevant deans if not already included above) that are IMPACTED BY THE PROPOSAL. SIGNATURE DOES NOT INDICATE APPROVAL, ONLY AWARENESS THAT THE PROPOSAL IS BEING SUBMITTED. CONCERNS SHOULD BE BROUGHT TO THE UCC COMMITTEE MEETING FOR DISCUSSION; all faculty are welcome to attend.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
| --- | --- | --- | --- |
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