# 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) | **NURS 100: HEALTHCARE CAREERS: Foundations for Success** |  |
| [Replacing](#Ifapplicable)  |  |
| A. 1b. Academic unit | **| School of Nursing |**  |  |
| A.2. [Proposal type](#type) | **Course: creation |**  |  |
| A.3. [Originator](#Originator) | **L. Connelly** | [Home department](#home_dept) | **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.  | In 2021 The American Association of Colleges of Nursing released major revisions to the standards for accreditation for academic nursing Programs (AACN, 2021). The revised standards reflect the dynamic changes occurring in the healthcare environment and are designed to support the needs of students, graduates, and the healthcare system. All nursing programs are expected to meet these standards by Fall of 2024. This course is designed to meet the needs associated with the new accreditation requirements as well as the broader needs of all Nursing Intended Major (IM) students. Importantly, of all nursing IM students, less than 30% are admitted to the nursing program, and less than 50% graduate with any degree from Rhode Island College. This course is designed to better meet the needs of all Nursing IM students with regard to enhanced preparation to successfully meet the second application requirements for the nursing program, as well as a wide array of related healthcare majors across the college. Intended Nursing IM students require an array of competencies that are foundational to success in nursing and other health-related programs. In addition to foundational competencies in time management, organization, and active learning, students must also develop core competencies in areas such as professionalism, communication, self-care, resilience, and self-reflection. NURS100 is designed to meet the changing accreditation requirements while enhancing the structure to support the success of all intended nursing major students. |
| A.5. [Student impact](#student_impact)Must include to explain why this change is being made? | NURS 100 replaces RIC 100 for Nursing Intended Majors. NURS 100 is designed as a 2-credit course to support an active learning design with a focus on competence attainment and outcomes-based learning. Importantly, this course will be implemented in the context of broader changes to the nursing curriculum, which reflects a net reduction of 3 credits, with the addition of the 2-credit NURS 100 Course. Furthermore, by focusing on the specific needs of healthcare career intended majors, it is expected that this course will support improvement in student program progression. As with RIC 100, this course will not be required for students who transfer in with 24 credits or more.  |
| A.6. [Impact on other programs](#impact)  | NURS 100 will be available for students Intended Nursing Major Students only. RIC 100 (or its equivalent) will be accepted for students transferring into the major. |
| A.7. [Resource impact](#Resource) | [*Faculty PT & FT*](#faculty):  | Nursing IMs are currently cohorted into RIC 100 sections. These sections are taught by professional advisors and/or faculty members. No changes to the teaching structure is anticipated, whereby instructors who teach RIC 100 sections for cohorts of nursing IM students will instead teach sections of NURS 100 for these cohorts. The course is changing to 2 credits. The Office of Academic Advising has confirmed the ability to support professional advisors who current teach cohorts of RIC 100 for Nursing IM students to teach the 2 credit NURS 100 course.  |
| [*Library*:](#library) | **None** |
| *Technology (for in person delivery)*The VP of Information Services should be consulted prior to submission and their acknowledgement signature included. | **\_X\_\_RIC Campus \_** No special technology needed. |
| *Technology: (for online delivery. Must be RIC supported)*The VP of Information Services should be consulted prior to submission and their approval signature included. | **n/a** |
| [*Facilities*](#facilities): |  |
| 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: |
| A. 12 **Check to see if your proposal will impact any of our** [**transfer** **agreements,**](file:///C%3A%5CUsers%5CSAbbotson%5CDocuments%5CCurriculum%5CManualandWebsite%5Ctransfer%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. |

**B.** [**NEW OR REVISED COURSES**](#delete_if) **FOR WHICH FULL CONTACT HOURS ARE MET IN PERSON and listed as such in the catalog. If the course will be also taught in other modes just fill out the questions that are noted at the top of sections C and/or D, as applicable.**

**Delete section B. if the proposal does not include a new or revised IN-PERSON course. As in section A. do not highlight but simply delete suggested options not being used. Always fill in b. 1 and B. 3 for context. NOTE: course learning outcomes and topical outlines only needed for new or substantially revised courses.**

|  | Old ([for revisions only](#Revisions))ONLY include information that is being revised, otherwise leave blank.  | NewExamples are provided within some of the boxes for guidance, delete just the examples that do not apply. |
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| B.1. [Course prefix and number](#cours_title)  |  | NURS100 |
| B.2. Cross listing number if any |  | The course will not be cross listed; however, completion of RIC 100, or its equivalents (i.e. COLL 150, COLL 101, HON 150) will be considered to meet the requirement for the program. |
| B.3. [Course title](#title)  |  | Healthcare Careers: Foundations for Success |
| B.4. [Course description](#description)  |  | Students are introduced to healthcare professions, and prepared with essential knowledge, attitudes and skills necessary for success in these programs. |
| B.5. [Prerequisite(s)](#prereqs) |  | **Admission as a Nursing Intended Major** |
| B.6. [Offered](#Offered) please read the screen tips to do this correctly, alternate years needs to be assigned odd/even, and a specific semester. |  | **Fall | Spring | Summer |** |
| B.7. [Contact hours](#contacthours)  |  | 2 |
| B.8. [Credit hours](#credits) |  | 2 |
| B.9. [Justify differences if any](#differences) |  |

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| B.10. [Grading system](#grading)  |  | Pass/Fail (U/S) |
| B.11. [Type of cours](#instr_methods)e  | **|**  | Seminar |
| B.12. CATEGORIES 12. a. [How](#required) to be used |  | Required for major/minor  |
|  12 b. Is this an Honors  course? |  | **| NO** |
|  12. c. [General Education](#ge) N.B. Connections must include at  least 50% Standard Classroom instruction. |  | **| NO**  |
|  12. d. Writing in the  Discipline (WID) |  | **| NO** |
| B.13. [How will student performance be evaluated?](#performance)  |  | **Attendance | Class participation | Presentations |Papers |** **Class Work |Quizzes |****| Projects |**  |
| B.14 [Recommended class-size](#class_size" \o "Check appendix XVIII in the UCC Manual for Best Practices) |  | **25** |
| B.15. [Redundancy statement](#competing) |  | As is the case with students placed into specific section of RIC 100 reserved for Nursing IM students, students will be placed into NURS 100 on a space available basis. Other students will continue to take RIC 100 or an equivalent course (COLL 101, COLL 100, COLL 150, HON 150). Students who completed one of these courses will be considered to have met the NURS 100 requirement. |
| B. 16. Other changes, if any |  |

| B.17**.** [**Course learning outcomes**](#outcomes)**: List each one in a separate row** | [**Professional Org.Standard(s)**](#standards)**, if relevant** | [**How will each outcome be measured?**](#measured) |
| --- | --- | --- |
| Explore healthcare careers, including nursing to identify personal areas of interest  |  | Discussion responses; Small group presentations and a Case study. |
| Discuss competencies necessary for success in nursing and other healthcare careers |  | Discussion and quizzes |
| Reflect on the moral and ethical responsibilities of students and healthcare professionals. |  | Reflective writing; Case study (in class); and a Simulation |
| Develop skills for academic success |  | Small group discussion, assignments: calendar tool activity |
| Identify academic resources and support services available on campus |  | Discussion board post describing resource and contact; Guest speaker with journal; web-based Scavenger hunt |
| Develop an individualized blueprint for success.  |  | Complete a Rhode Map with courses; Self-reflection on areas of strength and growth. |

| B.18. [**Topical outline**](#outline)**: DO NOT INSERT WHOLE SYLLABUS, JUST A TWO-TIER TOPIC OUTLINE suitable for the contact hours requested. Proposals that ignore this request will be returned for revision.** |
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| 1. **Welcome and introduction**
	1. **Finding Your Why!**
		1. Understanding personal motivations and goals
		2. Activities to identify individual "whys"
		3. Examples of successful individuals and the impact of finding their "why"
	2. **Motivation vs. Discipline**
		1. Differentiating between motivation and discipline
		2. Practical strategies for maintaining discipline during challenging times
	3. **Show Up, Speak Up, Look Up, Team Up, Never Give Up, Lift Others Up!**
		1. Inspirational and motivational aspects of success
		2. Building resilience and supporting others in the journey
2. **Introduction to Healthcare Careers**
	1. Overview of Healthcare Careers
	2. Real-world examples of various healthcare roles
	3. Introduction to the Intended Nursing Pathway and curriuclum
		1. Pathways to nursing and other related healthcare careers
		2. Accreditation and Regulatory Standards
		3. Curriculum Design and Course Sequence
		4. Emphasis on Optimal Learning Outcomes and Success
	4. Self-Reflection
		1. Incorporating self-reflection into professional development
3. **Getting Organized**
	1. Benefits and Challenges
	2. Getting Started
		1. Supplies (binders, schedule books)
		2. Organizing Course Materials at the Start of the Semester
		3. Staying Organized Throughout the Semester
		4. Practical tips for maintaining organization
4. **Building Community**
	1. Importance of a diverse peer network
	2. Successful collaboration and the positive impact of diverse perspectives
	3. Real-world examples of effective teamwork in healthcare settings
5. **Time Management**
	1. Planning and Budgeting
	2. Tools and techniques for effective planning
	3. Prioritizing
	4. School/Work/Life Balance
	5. Planning for the Unexpected
	6. Real-life scenarios for successful balance
6. **Introduction to Active Learning**
	1. b. Teaching Versus Facilitation of Learning and the Myth of "Self-Taught"
	2. The Value of Active Learning
	3. Preparing for Active Learning
	4. Engaging in Active Learning
	5. Putting it into practice
		1. Standard Lecture
		2. Active Learning Assignment
7. **Active Studying Strategies**
	1. a. Reading ➔ Note Taking ➔ Question Writing ➔ Concept Mapping
	2. Be the Teacher
	3. Study Groups
	4. Strategies for effective collaboration and communication
	5. Self-Reflection and Feedback
8. **Effective Communication and Professionalism**
	1. Verbal and Non-Verbal
	2. E-mail and Electronic Communication
	3. Active Listening
	4. Professionalism
	5. Rapport
	6. Specific examples of professional communication in academic and healthcare settings
	7. Scenarios demonstrating the importance of professionalism
9. **Test-Taking Strategies**
	1. General Strategies
	2. Dealing with Test Anxiety
	3. Content Mastery Versus Testing
	4. Putting It to Practice

**10. Leveraging Resources / Financial Literacy** * + - 1. Campus Resources
			2. Nursing Resources
			3. Community Resources
			4. Financial Literacy
1. **Career Trajectory**
	1. Exploration of career paths
	2. Guest speakers or panels featuring professionals in various healthcare roles
	3. Information on internships or shadowing opportunities
2. **Stress Management, Resilience, and Self-Care**
	1. Work-life balance
	2. Perspective
	3. Self-care strategies
	4. Stress management
	5. Real-world scenarios illustrating the importance of self-care in healthcare professions
3. **Getting the Most Out of Academic and Faculty Advising**
	1. Specific tips on how to prepare for advising sessions
	2. Maximizing the advisor-student relationship
4. **Critical Thinking**
	1. Practical exercises or case studies promoting critical thinking skills
	2. Application of critical thinking
5. **Planning for Success**
	1. Creating a personal roadmap for success
	2. Templates or examples for personal roadmaps
	3. Encouragement to revisit and adjust plans regularly
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## **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 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 |
| --- | --- | --- | --- |
| Lisa Connelly | Program Director of BSN Program | Lisa Connelly | 3/7/2024 |
| Sharon Galloway | Chair of Undergraduate Nursing | Sharon Galloway | 3/7/2024 |
| Justin DiLibero | Dean of Nursing | Justin DiLibero | 3/7/2024 |
| Ducha Hang | AVP Student Services | \*Approved by e-mail | 3/8/2024 |
|  |  |  |  |

##### 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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