

NURSING RN TO BS

November 2018

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Program Announcement: Undergraduate Degree Program

Form 1A
Version 2017-03-27

Before submitting a proposal for a new program leading to an undergraduate degree, a SUNY campus must submit a cover letter signed by the Chief Executive or Chief Academic Officer and a completed Program Announcement (PA) to the SUNY Provost at program.review@suny.edu. The PA procedure is described at the end of this form.

Section 1. General Information									
a) Institutional Information	List each campus (and its 6-digit SED Institution Code) where the entire program will be offered: Binghamton University, State University of New York 4400 Vestal Parkway East, Binghamton, NY, 13902 Institutional SED: 211000								
b) Program Locations	List the name and address of each off-campus location (e.g., extension site or extension center) where courses (but not the entire program) will offered, or check here <input checked="" type="checkbox"/> if not applicable. If applicable, send documentation to show that SUNY policy on off-campus locations has been followed. Will 50% or more of the program be offered at a distance? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No								
c) Proposed Program Information	<table border="1"> <tr> <td>Program Title:</td> <td>Nursing; RN to BS</td> </tr> <tr> <td>Award(s) (e.g., A.A.S., B.A.):</td> <td>B.S.</td> </tr> <tr> <td>Number of Required Credits:</td> <td>Minimum [126] If tracks or options, largest minimum []</td> </tr> <tr> <td>Proposed Program Codes:</td> <td>HEGIS Code [1203.10] 6-digit CIP 2010 Code [51.3801]</td> </tr> </table> <p>If the program will be accredited, list the accrediting agency and expected date of accreditation: Commission on Collegiate Nursing Education (CCNE) Expected date of accreditation: Within one year after first graduating cohort</p> <p>If applicable, list the New York State certificate title(s) and type(s) to which the program leads: NA</p> <p>If applicable, list the New York State professional licensure title(s) to which the program leads: NA (students will be licensed registered nurses prior to admission)</p>	Program Title:	Nursing; RN to BS	Award(s) (e.g., A.A.S., B.A.):	B.S.	Number of Required Credits:	Minimum [126] If tracks or options, largest minimum []	Proposed Program Codes:	HEGIS Code [1203.10] 6-digit CIP 2010 Code [51.3801]
Program Title:	Nursing; RN to BS								
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Proposed Program Codes:	HEGIS Code [1203.10] 6-digit CIP 2010 Code [51.3801]								
d) Campus Contact	Name and title: Donald G. Nieman, Executive Vice President for Academic Affairs and Provost Telephone: 607-777-2141 E-mail: dnieman@binghamton.edu								
e) Chief Executive or Chief Academic Officer Approval	Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. <i>E-signatures are acceptable.</i> Name and title: Donald G. Nieman, Executive Vice President for Academic Affairs and Provost Signature and date: If the intended program will be offered jointly with one or more other institutions, provide the following information for each institution: Partner institution's name and 6-digit SED Code: Name, title, and signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):								

Section 2. Program Summary

In 300 or fewer words, describe the proposed program, including its purpose, content, structure and duration.

This year, both the New York State Assembly and the NYS Senate passed bills mandating that newly licensed registered nurses in NYS earn a bachelor’s degree within 10 years after initial licensure. This was signed into law by Governor Andrew Cuomo on 12/18/2017. An RN to BS program at the Decker School of Nursing (DSON) will broaden Binghamton University’s reach across the state to enhance the leadership abilities of associate degree-prepared registered nurses, especially those living in rural areas, to better address the state’s and nation’s health care crisis and to work with an increasingly diverse population. The RN to BS Program will build on the knowledge and experience of registered nurses who have successfully completed an associate’s degree or diploma in nursing and who have passed the NCLEX-RN licensure exam. DSON plans to create an online RN to BS Program. The program for RN to BS bachelor of science degree in nursing will require 126 credit hours of study, consisting of 32 credits of upper division nursing courses (30 credits of core courses and 2 credits of nursing elective) and 94 credits of nursing prerequisites, General Education courses and electives. Previous coursework will be evaluated and transferred to meet several of these requirements.

Expected Enrollment	When Program Begins	In Year 5
Full-time students	38	244
Part-time students	19	226

Section 3. Curriculum

Provide a list of all courses in the curriculum (including Liberal Arts and Sciences, SUNY General Education Requirement, Transfer Path courses) to show the entire structure and content of the program. Expand or duplicate this table as needed for tracks, concentrations and specializations.

The program for the Bachelor of Science degree in nursing requires 126 credit hours of study, consisting of 32 credits of DSON nursing courses, plus 94 credits of prerequisites, including general education requirements. A minimum of 45 credits must be upper division, inclusive of the 32 core DSON nursing courses once admitted to the program. Previous coursework is evaluated and transferred to meet several of these requirements.

Candidates must be graduates of an associate's degree or diploma nursing program with nursing coursework grades of "C-" or better and a cumulative GPA of 2.5 (on a 4.0 scale). The GPA is in-line with other SUNY RN-BS programs. Candidates will also be required to have an unencumbered registered nursing license in the state where they plan to complete the RN to BS clinical requirement.

Diploma program graduates are also required to earn 24 nursing credits by passing three Excelsior College examinations with scores of C- or better: adult nursing, mental health nursing and maternal child nursing. These credits are included in the 94 prerequisite credits.

As noted, prerequisite course completion is required prior to starting the core nursing courses. These include:

Prerequisite	Binghamton course
Composition I	Composition (DSON students need 6 credits of composition. This can include course(s) that meet the SUNY Basic Communication – Both Oral and Written – General Education requirement.
Composition II	
Anatomy & Physiology I	BIOL 251
Anatomy & Physiology II	BIOL 347

Microbiology	BIOL 224 or BIOL 319
Intro Psychology	PSYC 111
Developmental Psychology	PSYC 220 (Fulfills Binghamton University's Wellness General Education requirement)

All courses must be taken for at least three credits. It is expected that anatomy, microbiology and physiology include a laboratory component that meets the SUNY Natural Sciences General Education requirement.

General Education courses are required of all students pursuing a first bachelor's degree at Binghamton University, and these are to be completed prior to admission to the RN to BS program. Specific nursing prerequisites cover some of the General Education requirements; in general, Decker students are also responsible for the following:

General Education Requirements
American History
Basic Communication (oral) (Unless met with Basic Communication – both Oral and Written Communication)
Foreign Language – one college level course
Humanities
Mathematics (DSO strongly recommends that prospective students take a statistics course, especially if considering entering graduate school in the future)
Social Sciences
The Arts
Other World Civilization
Physical Activity (Binghamton General Education requirement)

Students will also have transfer and/or validation of 24 credits of nursing from their associate degree program.

Students not having prerequisite courses can take them at Binghamton University as a nonmatriculated students and on a space available basis.

Core DSON Curriculum

The core program consists of ten upper-division nursing courses and one upper-division nursing elective.

Once accepted for admission, students will complete the following 32 credits:

Upper Division (as applicable)					
Course Title	Credits	GER	LAS	MAJ	TPath
NURS 380 Professional Role Development: Transitions	3			X	
NURS 381 Health & Illness Across the Lifespan I	3			X	
NURS 382 Population Health: Promotion and Prevention	3			X	
NURS 383 Research Methods in Nursing	3			X	
NURS 384 Population Health: Chronic Illness	3			X	
NURS 386 Assessment Across the Life Span	3			X	
NURS 388 Health Care Policy & Health Disparities	3			X	
NURS 391 Health & Illness Across the Lifespan II	3			X	
NURS 483 Professional Issues in Nursing Leadership	3			X	
NURS 484 Leadership and Management	3			X	
Nursing Elective	2			X	
Credit Totals	32			32	

**Optional, Illustrative Questions to Consider:
For other SUNY campuses responding to the Program Announcement**

- Do you have a similar or related program?
- What has been your experience with the program?
- Would the introduction of this program have any effect, positive or negative, on your institution? If so, please specify.
- Do you perceive a need for this kind of program?
- Does the program offer an opportunity for articulation or inter-institutional cooperation?

Your response must be in writing, from your President, and addressed to the President of the proposing campus, with a copy to the SUNY Provost at program.review@suny.edu.

Procedure for Program Announcements (PA)

1. **SCOPE.** A SUNY campus must send a PA to the SUNY Provost at program.review@suny.edu before submitting a proposal for a new program leading to an undergraduate degree. Unless requested by the SUNY Provost, a PA is not required for a program leading to an undergraduate certificate, for a new program being created by combining existing registered programs (e.g., multi-award programs and/or multi-institution programs), or for a new program being created from a track, specialization, or concentration in a registered program.
2. **SUNY PROVOST'S REVIEW.** The SUNY Provost's Office reviews each PA for accuracy and completeness as well as for substantive issues, such as alignment with campus mission and SUNY policy, and requests changes when needed.
3. **PUBLICATION FOR COMMENTS.** Once a PA is acceptable to the SUNY Provost, it is announced on the SUNY Program Review listserv in a weekly *Program Review Update*, which starts a 30-day intra-SUNY comment period. The listserv includes all campus presidents, chief academic officers, and others upon request. The PA enables other SUNY campuses – particularly those with experience with related programs – to provide information to the proposing campus that can be used to construct a sound program proposal.
4. **COMMENTS FROM OTHER CAMPUSES.** The President of each interested campus must send comments within 30 days of a PA's publication in the *Program Review Update* to the President of the proposing campus, with a copy to the Provost at program.review@suny.edu. Comments may include advice and suggestions about possible articulation opportunities, enrollment trends in related programs, and opportunities for cooperation, as well as concerns or objections.
5. **FOLLOWING THE COMMENT PERIOD.** Once the 30-day comment period for a PA ends, and any concerns and/or objections have been resolved, the campus may prepare a full proposal for the SUNY Provost and, when required, begin the external evaluation process.
6. **EXPIRATION.** A PA expires one year after its publication in the *Program Review Update*. If the proposing campus does not submit a program proposal to the SUNY Provost before a PA expires, the campus must submit another PA to start the process again.



New Program Proposal: Undergraduate Degree Program

Form 2A

Version 2017-08-28

This form should be used to seek SUNY’s approval and New York State Education Department’s (SED) registration of a proposed new academic program leading to an associate and/or bachelor’s degree. Approval and registration are both required before a proposed program can be promoted or advertised, or can enroll students. The campus Chief Executive or Chief Academic Officer should send a signed cover letter, and this completed form (unless a different form applies¹), which should include appended items that may be required for Sections 1 completed form and appended items should be sent as a single, continuously paginated document.² If Sections 7 and 8 of this form apply, External Evaluation Reports and a single Institutional Response should also be sent, but in a separate electronic document. Guidance on academic program planning is available [here](#).

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¹Use a **different form** if the proposed new program will lead to a graduate degree or any credit-bearing certificate; be a combination of existing registered programs (i.e. for a multi-award or multi-institution program); be a breakout of a registered track or option in an existing registered program; or lead to certification as a classroom teacher, school or district leader, or pupil personnel services professional (e.g., school counselor).

²This email address limits attachments to 25 MB. If a file with the proposal and appended materials exceeds that limit, it should be emailed in parts.

Section 1. General Information		
a) Institutional Information	<i>Date of Proposal:</i>	
	<i>Institution's 6-digit SED Code:</i>	211000
	<i>Institution's Name:</i>	Binghamton University, State University of New York
	<i>Address:</i>	4400 Vestal Parkway East, Binghamton NY, 13902 Binghamton, NY 13902
	<i>Dept. of Labor/Regent's Region:</i>	Southern Tier
b) Program Locations	<i>List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code):</i> Binghamton: 211000	
	<i>List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will offered, or check here [] if not applicable:</i>	
c) Proposed Program Information	<i>Program Title:</i>	RN to BS Program
	<i>Award(s) (e.g., A.A., B.S.):</i>	B.S.
	<i>Number of Required Credits:</i>	Minimum [126] If tracks or options, largest minimum []
	<i>Proposed HEGIS Code:</i>	1203.10
	<i>Proposed 6-digit CIP 2010 Code:</i>	51.3801
	<i>If the program will be accredited, list the accrediting agency and expected date of accreditation:</i>	
<i>If applicable, list the SED professional licensure title(s)³ to which the program leads:</i>		
d) Campus Contact	<i>Name and title:</i> Donald G. Nieman, Executive Vice President for Academic Affairs and Provost	
	<i>Telephone:</i> 607-777-2141 <i>E-mail:</i> dnieman@binghamton.edu	
e) Chief Executive or Chief Academic Officer Approval	<i>Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. E-signatures are acceptable.</i>	
	<i>Name and title:</i> Donald G. Nieman, Executive Vice President for Academic Affairs and Provost	
	<i>Signature and date:</i>	
<i>If the program will be registered jointly⁴ with one or more other institutions, provide the following information for <u>each</u> institution:</i>		
<i>Partner institution's name and 6-digit SED Code:</i>		
<i>Name, title, and signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):</i>		

³ If the proposed program leads to a professional license, a specialized form for the specific profession may need to accompany this proposal.

⁴ If the partner institution is non-degree-granting, see SED's CEO Memo 94-04.

Attestation and Assurances

On behalf of the institution, I hereby attest to the following:

That all educational activities offered as part of this proposed curriculum are aligned with the institutions' goals and objectives and meet all statutory and regulatory requirements, including but not limited to Parts 50, 52, 53 and 54 of the Rules of the Board of Regents and the following specific requirements:

That credit for study in the proposed program will be granted consistent with the requirements in §50.1(o).

That, consistent with §52.1(b)(3), a reviewing system has been devised to estimate the success of students and faculty in achieving the goals and objectives of the program, including the use of data to inform program improvements.⁵

That, consistent with §52.2(a), the institution possesses the financial resources necessary to accomplish its mission and the purposes of each registered program, provides classrooms and other necessary facilities and equipment as described in §52.2(a)(2) and (3), sufficient for the programs dependent on their use, and provides libraries and library resources and maintains collections sufficient to support the institution and each registered curriculum as provided in §52.2(a)(4), including for the program proposed in this application.

That, consistent with §52.2(b), the information provided in this application demonstrates that the institution is in compliance with the requirements of §52.2(b), relating to faculty.

That all curriculum and courses are offered, and all credits are awarded, consistent with the requirements of §52.2(c).

That admissions decisions are made consistent with the requirements of §52.2(d)(1) and (2) of the Regulations of the Commissioner of Education.

That, consistent with §52.2(e) of the Regulations of the Commissioner of Education: overall educational policy and its implementation are the responsibility of the institution's faculty and academic officers, that the institution establishes, publishes and enforces explicit policies as required by §52.2(e)(3), that academic policies applicable to each course as required by §52.2(e)(4), including learning objectives and methods of assessing student achievement, are made explicit by the instructor at the beginning of each term; that the institution provides academic advice to students as required by §52.2(e)(5), that the institution maintains and provides student records as required by §52.2(e)(6).

That, consistent with §52.2(f)(2) of the Regulations of the Commissioner of Education, the institution provides adequate academic support services and that all educational activities offered as part of a registered curriculum meet the requirements established by state, the Rules of the Board of Regents and Part 52 of the Commissioner's regulations.

CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST	
Signature	Date
Type or print the name and title of signatory	Phone Number

⁵ The NY State Education Department reserves the right to request this data at any time and to use such data as part of its evaluation of future program registration applications submitted by the institution.

Section 2. Program Information

2.1. Program Format

Check all SED-defined formats, mode and other program features that apply to the **entire program**.

- a) **Format(s):** Day Evening Weekend Evening/Weekend Not Full-Time
- b) **Modes:** Standard Independent Study External Accelerated Distance Education
NOTE: If the program is designed to enable students to complete 50% or more of the course requirements through distance education, check Distance Education, see Section 10, and append a Distance Education Format Proposal.
- c) **Other:** Bilingual Language Other Than English Upper Division Cooperative 4.5 year 5 year

2.2. Related Degree Program

NOTE: This section is not applicable to a program leading to an associate's or a bachelor's degree.

2.3. Program Description, Purposes and Planning

- a) What is the description of the program as it will appear in the institution's catalog?

The RN to BS Program is a fully online program that builds on the knowledge and experience of registered nurses who have successfully completed an associate's degree or diploma in nursing and who have passed the NCLEX-RN licensure exam. The RN-BS program meets the needs of working nurses returning to school or new graduates of associate degree and diploma programs.

Proposed Catalog Description:

The RN to BS Program is available to registered nurse students. Students who have practice experience as a registered nurse and who have completed all courses prerequisite to the nursing major, as well as the General Education requirements and elective credits are eligible for consideration. Registered nurses with a degree in another field or who have taken a significant number of courses in other colleges are eligible. Candidates for the program must have a cumulative grade-point average of 2.5 in prior academic work, including courses prerequisite to the nursing major.

Purpose:

The purpose of this proposal is to create an online RN to BS Program (Distance Education Format Proposal accompanies this proposal). The program for RN to BS bachelor of science degree in nursing will require 126 credit hours of study, consisting of 32 credits of upper division nursing courses (30 credits of core courses and 2 credits of nursing elective) and 94 credits of nursing prerequisites, General Education courses and electives. Previous coursework will be evaluated and transferred to meet several of these requirements.

Plan

This program will allow registered nurses who hold a diploma* or an associate degree in nursing from a National League for Nurses (NLN) or Commission on Collegiate Nursing Education (CCNE) accredited program, have a GPA of 2.5, and have successfully fulfilled the pre-requisite coursework, to complete the core nursing curriculum for the baccalaureate degree in one calendar year. It is not required that these pre-requisites be part of the previous degree; they can be taken as stand-alone courses, from different institutions. However, it is required that students complete a minimum of 45 upper division credits, inclusive of the DSON RN to BS nursing courses.

(*Diploma program graduates are required to earn 24 nursing credits by passing three Excelsior College examinations with scores of C- or better: adult nursing, mental health nursing and maternal child nursing. These 24 credits are included within the 94 credits of nursing prerequisites.)

Qualified candidates will be admitted once all preadmission requirements are met. They will then complete the following proposed DSON courses:

Course Number	Course Name	New Credits
NURS 380	Professional Role Development: Transitions	3
NURS 382	Population Health: Promotion and Prevention	3
NURS 384	Population Health: Chronic Illness	3
NURS 386	Assessment Across the Life Span	3
NURS 381	Health & Illness Across the Lifespan I	3
NURS 388	Health Care Policy & Health Disparities	3
NURS 391	Health & Illness Across the Lifespan II	3
NURS 383	Research Methods in Nursing	3
NURS 483	Professional Issues in Nursing Leadership	3
NURS 484	Leadership and Management	3
	Nursing Elective	2
Total Credits		32

b) What are the program's educational and, if appropriate, career objectives, and the program's primary student learning outcomes (SLOs)? *NOTE: SLOs are defined by the Middle States Commission on Higher Education in the Characteristics of Excellence in Higher Education (2006) as "clearly articulated written statements, expressed in observable terms, of key learning outcomes: the knowledge, skills and competencies that students are expected to exhibit upon completion of the program."*

The BS in nursing offers education in leadership, communication, and critical thinking that expands upon the associate degree. Nursing is never stagnant, and as new technologies are being added and administrators are changing the ways nurses interact with their patients, additional education is increasingly important. Leadership training is also often required if nurses wish to advance to administrative, teaching or research positions. The BS is required for those nurses who wish to enroll in graduate school for advanced practice nursing roles.

The Decker School uses the AACN Essentials for Baccalaureate Nursing Practice (2008) as an organizing curricular framework. End-of-program outcomes are listed with the corresponding baccalaureate core essential.

- BS Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice
 - Synthesize concepts and principles from science, nursing and humanities into nursing practice.
- BS Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety
 - Use leadership skills to enhance the quality of nursing and health practices.
- BS Essential III: Scholarship for Evidence-Based Practice
 - Critique research findings for applicability for evidence-based nursing practice.
 - Provide professional nursing care at the primary, secondary and tertiary levels of prevention based on knowledge from theory, evidence-based practice and research.
- BS Essential IV: Information Management and Application of Patient Care Technology
 - Participate in efforts to meet emerging health needs through implementation of evolving nursing roles.
- BS Essential V: Healthcare Policy, Finance, and Regulatory Environments
 - Exhibit basic knowledge of healthcare policy, finance and regulatory environments that influence nursing practice.
- BS Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes
 - Participate collaboratively with other healthcare providers and members of the community in promoting the health, safety and well-being of all.
 - Participate in efforts to meet emerging health needs through implementation of evolving nursing roles.
- BS Essential VII: Clinical Prevention and Population Health

- Provide professional nursing care at the primary, secondary and tertiary levels of prevention based on knowledge from theory, evidence-based practice and research
- Apply nursing process to assist diverse client systems in a variety of settings to achieve optimal health.
- BS Essential VIII: Professionalism and Professional Values
 - Demonstrate accountability for professional standards of moral, legal and ethical conduct.
- BS Essential IX: Baccalaureate Generalist Nursing Practice
 - Demonstrate accountability for professional standards of moral, legal and ethical conduct.
 - Use communication processes effectively with individuals and groups

c) How does the program relate to the institution's and SUNY's mission and strategic goals and priorities? What is the program's importance to the institution, and its relationship to existing and/or projected programs and its expected impact on them? As applicable, how does the program reflect diversity and/or international perspectives? For doctoral programs, what is this program's potential to achieve national and/or international prominence and distinction?

Binghamton University is a premier public university dedicated to enriching the lives of people in the region, state, nation and world through discovery and education and to being enriched by partnerships with those communities. One of SUNY's priorities is "Healthier New York," including educating students for nursing careers to aid in the addressing the health dilemmas that plague the health care system, including access disparities and critical shortages in the health care workforce. The DSON RN-BS program will broaden our reach across the state to enhance the leadership abilities of associate degree-prepared registered nurses, especially those living in rural areas, to better address the state and nations health care crisis and to work with an increasingly diverse population. According to the Health Resources and Services Administration's (HRSA) Rural Health Information Hub, New York covers 47,214 square miles, with a 2016 estimated population of 19,745,289 people, 1,380,908 of whom live in rural New York. Rural counties in upstate New York are experiencing severe shortages and challenges retaining RNs. Enhanced leadership skills should aid in retention and moving to an online format will provide access for those rural nurses who are place-bound by family and work responsibilities. This in turn will enhance the health care of rural people, a vulnerable population that faces challenges in availability, accessibility, and acceptability to health care. Moving to an online format will also increase the diversity of the student pool. With a population estimate of 193,639 in July 2017, Broome County has a population that is 86.1% White with 83.1% identifying as White alone, not Hispanic or Latino; the surrounding counties have similar demographics. The online format will extend DSON's boundaries well beyond our regional area, allowing for more diverse student recruitment. More detail on diversity is found in Section 2.4.c.

As with all DSON programs, the RN to BS program will adhere to the American Nurses Association's *Nursing: Scope and Standards of Practice, 3rd Edition*, which includes Standard 8: Culturally Congruent Practice – "The registered nurse practices in a manner that is congruent with cultural diversity and inclusion principles."

d) How were faculty involved in the program's design? Describe input by external partners, if any (e.g., employers and institutions offering further education)?

The RN-BS Committee, chaired by Frances Srnka-Debnar, PhD, Director of the RN-BS program, will meet monthly to address curricular, admissions, student and other program needs. The committee will develop and update courses, which are then brought to the DSON Undergraduate Curriculum Committee for discussion and vote, this is followed by discussion and final vote/approval by the DSON Faculty Council. This committee and process was utilized in the development of the program/course changes in this proposal. External input will come from the DSON Community Advisory Committee, which works with DSON to serve the health care needs of the community through collaboration on issues such as trends and challenges in nursing practice, interprofessional partnerships, curriculum-evaluation, planning and development, student practice experiences, and growth of diversity in the workforce.

e) How did input, if any, from external partners (e.g., educational institutions and employers) or standards influence the program's design? If the program is designed to meet specialized accreditation or other external standards, such as the educational requirements in Commissioner's Regulations for the Profession, **append** a side-by-side chart to show how the program's components meet those external standards. If SED's Office of the Professions requires a specialized form for the profession to which the proposed program leads, **append** a completed form at the end of this document.

The RN to BS program will not be required to meet the educational requirements in NYS Office for the Professions Commissioner's Regulations for the Profession regarding the Professional study of Nursing (§64.1) because the students will have attained their registered nursing license prior to admission. The current DSON undergraduate and graduate programs were fully accredited by the Commission on Collegiate Nursing Education (CCNE) in 2007 and a five-year Continuous Improvement Progress Report was submitted in June 2014. DSON will continue to assure that the revised program meets the same standards.

Commission on Collegiate Nursing Education Standards:

Standard I

Program Quality: Mission and Governance

The mission, goals, and expected program outcomes are congruent with those of the parent institution, reflect professional nursing standards and guidelines, and consider the needs and expectations of the community of interest (COI). Policies of the parent institution and nursing program clearly support the program's mission, goals, and expected outcomes. The faculty and students of the program are involved in the governance of the program and in the ongoing efforts to improve program quality.

The DSON mission remains congruent and contributes to stated SUNY and BU's missions. In 2013, The DSON philosophy and mission statements were reviewed as part of an ongoing review process as outlined in our Comprehensive Evaluation Plan. The RN to BS curriculum is congruent with the mission and goals as it advances students' knowledge about human healthcare, health promotion and the treatment of illness in individuals, families and communities, with an emphasis on rural and other vulnerable populations. The RN to BS program also shares the same program outcomes as the traditional BS in Nursing program.

The RN to BS faculty will be members of the DSON Faculty Council, and the RN to BS program development committee was created as an ad hoc of Faculty Council.

The COI includes, but is not limited to, current and prospective students, faculty, clients, the university, clinical agencies, preceptors, employers, families, alumni, grantors, major donors, regulatory and accrediting bodies. DSON uses a variety of mechanisms to gain input from the COI, both as an individual school and with assistance from the university Office of Institutional Research and Assessment (OIRA). An example of a newer evaluation mechanism is the destination and employment survey at time of graduation and three months post-graduation. Periodically, surveys are sent to agencies where our students gain clinical experience as well as those that may employ our graduates to gain feedback regarding the school and programs and to assess future community needs regarding health care.

Faculty and students are actively involved in the governance of the university through participation on university committees and the Faculty Senate; invitations to join committees will be extended to RN to BS students. Within the school, the Faculty Council is the major deliberative and legislative body for all matters within the DSON. The current standing committees of the DSON include: Committee on Committees, Undergraduate Curriculum Committee, Undergraduate Educational Policies Committee, Undergraduate Admissions Committee, and the Master's/DNP Program Committee. These committees are responsible for most of the development, review and revision of current academic program policies. Faculty and student participation in university-wide committees are as outlined in the *Binghamton University Handbook for Faculty and Professional Staff*.

All academic and personnel policies of the DSON are congruent with BU's policies. All BU policies are clearly indexed and published on the BU website:

<https://www.binghamton.edu/academics/provost/faculty-staff-handbook/index.html>

Standard II

Program Quality: Institutional Commitment and Resources

The parent institution demonstrates ongoing commitment to and support for the nursing program. The institution makes resources available to enable the program to achieve its mission, goals, and expected outcomes. The faculty, as a resource of the program, enable the achievement of the mission, goals, and expected program outcomes.

The budget for the DSON is reviewed annually by the dean, the associate and assistant dean and the provost office, and this process has continued in budgeting as it relates to the proposed RN to BS program. The budget is comprised of three sources: a state allocation which is based on tuition generated by the unit, research and program grants and BU Foundation monies which are part of DSON endowments. For the last six years, the SUNY central office has made competitive grants available to support high-needs academic areas. DSON has been successful in competing for these funds. Beginning in academic year 2014-2015, the university methodology for assigning teaching assistants has been changed from an allocation of lines that support tuition and stipend to an allocation of a lump sum that can be used by the unit with more discretion. The budget has been sufficient to cover the retention of faculty and expected outcomes for students and faculty.

Support for the DSON comes from: 1) state funding, based on tuition, 2) training and research grants and 3) endowments to the school from a variety of sources. State funding currently provides 71%, the university foundation and endowments provide 22%, and training/research grants provide 7%.

Academic support services continue to be adequate for students and faculty to meet program requirements and to achieve the mission, goals, and expected program outcomes. Examples of the academic support services for teaching, research, and scholarship include the DSON Innovative Simulation and Practice Center, Kresge Center for Nursing Research, The O'Connor Office of Rural Health Studies, Center for Nursing Practices, BU Libraries, Innovative Technology Center, BU Center for Learning and Teaching (CLT), University Center for Training and Development, and Information Technology Services. DSON has an ITS specialist (shared with the School of Pharmacy) and a full-time media specialist, both of whom will play intricate roles in the development and implementation of the online RN to BS.

The DSON employs 48 full-time faculty positions inclusive of the dean, associate dean, graduate program director, and undergraduate program director. Of these full-time faculty lines 20 FTE's teach in the undergraduate program, which will include the RN to BS courses. Faculty are sufficient in number to accomplish the mission, goals, and expected program outcomes; academically prepared for the areas in which they teach; and experientially prepared for the areas in which they teach.

Standard III

Program Quality: Curriculum and Teaching-Learning Practices

The curriculum is developed in accordance with the program's mission, goals, and expected student outcomes. The curriculum reflects professional nursing standards and guidelines and the needs and expectations of the community of interest. Teaching-learning practices are congruent with expected student outcomes. The environment for teaching-learning fosters achievement of expected student outcomes.

The DSON undergraduate program objectives, including those of the RN to BS program, are derived from critical elements found in the school's philosophy and mission which are congruent with BU's mission that is "... dedicated to enriching the lives of people in the region, state, nation and world..." The DSON philosophy encompasses social justice and equity in health care. These values carry through to the school's mission that is inclusive of meeting the health needs of rural and vulnerable populations. All DSON undergraduate outcomes are consistent with relevant nursing standards and guidelines, and all of the undergraduate program courses are reviewed annually by undergraduate faculty to ensure that all courses incorporate the relevant essentials.

Teaching-learning practices and environments for the DSON continue to flourish to support the achievement of student outcomes. Course content in the RN to BS provides a variety of teaching-learning practices within the distance education format. Faculty have the freedom to choose instructional strategies that best meet the needs of the specific learners and best illustrate content. The University CLT supports faculty development of educational technologies in addition to supporting student learning via creative teaching techniques to meet unique individual learning needs. Many of the teaching-learning practices are aimed at providing real world examples of current clinical practices.

All DSON curriculum and teaching-learning practices, including those of the RN to BS program, consider the needs and expectations of the identified COI. The primary COI for all programs is the enrolled students and faculty. Classes and clinical experiences follow a relatively predictable pattern that allows students and faculty to plan for their responsibilities within the curriculum. Evaluation of student performance is conducted and supervised by qualified faculty in the DSON for both course and clinical practice experiences. All courses follow a DSON course outline template that includes the course and any related clinical objectives as well as the evaluation methods used to assess the achievement of the objectives and outcomes. The DSON grading criteria are clearly delineated in all course syllabi. All students are provided with the course

syllabus and requirements by the first class of the semester. Students have the opportunity to clarify expectations for the course and clinical experience. Evaluation in course and clinical are conducted through a variety of methods and include but are not limited to: examinations, papers, projects, case studies, research, clinical evaluation tools with a rubric, direct clinical supervision, supervision by a preceptor with faculty oversight and other formative and summative assessments. Students, not making progress toward meeting an outcome, are notified by the faculty and a mutually agreeable remediation plan is created to meet the specific outcome if possible. Formative and summative evaluations of all students are expected from faculty. Students also conduct self-assessments related to their perceived progress toward meeting objectives. The DSON has an established grading policy to award letter grades that is published in program specific handbooks and the BU Bulletin.

As outlined in the DSON comprehensive evaluation plan, curriculum and teaching-learning practices are evaluated at regular intervals and more frequently if needed to foster on-going improvement. The DSON maintains a comprehensive evaluation plan that specifies the evaluations that need to be completed, the person responsible for oversight, and the feedback loop. The RN to BS program will be included in this comprehensive evaluation plan.

Standard IV

Program Effectiveness: Assessment and Achievement of Program Outcomes

The program is effective in fulfilling its mission and goals as evidenced by achieving expected program outcomes. Program outcomes include student outcomes, faculty outcomes, and other outcomes identified by the program. Data on program effectiveness are used to foster ongoing program improvement.

In 2014 the DSON purchased an institutional subscription to Survey Monkey™ in an effort to assist with collecting outcome data. An employer survey was recently launched to gather more data specific to employer satisfaction with DSON graduate alumni. Historically, this survey was sent primarily to local stakeholders who have a long history of employing DSON graduates. However, in our most recent one-, three- and five-year alumni survey, we inquired where the graduate was employed and requested permission to contact those employers. If alumni granted permission, an employer satisfaction survey was sent to those specific employers. As employer satisfaction survey return rates have historically been under 30%, qualitative employer feedback is obtained through personal contact and during the Deans Advisory Council Meetings. The RN to BS program will be included in this process.

Faculty outcomes are assessed in a variety of ways, including formal mandated reviews for those on tenure track and promotion requests for those already tenured. Clinical faculty rank criteria are used when promotion is sought. Furthermore, BU requests that all faculty submit an annual report that catalogues teaching, scholarship, practice and service outcomes. These are submitted to the provost; the dean receives a copy and the data are compiled by the Office of Institutional Research and Assessment (OIRA) for assessment of contribution to mission of the university and reported to the dean and administrative team. Faculty are also asked to submit a list of scholarship outcomes such as grants and manuscripts to the DSON Kresge Center for Nursing Research, these outcomes are then reported to the university level Advisory Committee on Scholarship and Research (ACSR) which evaluates status of the Research Centers across campus on a yearly basis and reports to the VP of Research.

f) Enter anticipated enrollments for Years 1 through 5 in the table below. How were they determined, and what assumptions were used? What contingencies exist if anticipated enrollments are not achieved?

According to the American Association of Colleges of Nursing (AACN, 2017), BSN nurses are valued for their skills in critical thinking, leadership, case management, and health promotion, as well as their ability to practice in a variety of inpatient and outpatient settings. AACN (2017) also notes that there are currently 747 RN to BS programs that build on the education of diploma and associate degree programs, preparing students for a broader practice base. The Bureau of Labor Statistics (October 24, 2017) predicts a 15% growth in employment for RNs from 2016 to 2026, noting that RNs with a BS degree will have better job prospects than those without one. To be competitive in this field, DSON plans to offer a fully online version of the RN to BS program, as well as a campus-based program. The distance format provides nurses, especially those living in rural areas, the flexibility of obtaining their education, while juggling their rigorous work schedule and family obligations. Students will be able to complete their nursing coursework completely online and engage in clinical practicums where they live and work.

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	38	19	57	47.5
2	75	56	131	103
3	113	113	226	169.5
4	169	169	338	253.5
5	244	226	470	353

While the BS in 10 Law applied to new associate degree (AD) graduates, an increasing number of NYS hospitals require hires to have a BS in nursing, increasing the numbers of AD nurses who will be seeking their BS. According to the NYS Office of the Professions, there were 17,215 licensed registered nurses in NYS in 2017. Approximately 50% are AD-prepared (Center for Health Workforce Studies, University of Albany, CHWS, 2012), thus creating an estimated 8606 AD nurses in NYS. There are approximately 51 RN to BS programs in NYS (www.rntobsn.com). If just looking at an even distribution, that would be a potential 169 RN to BS students per program, at this point in time. The Bureau of Labor Statistics predicts that employment of RNs to grow 15% from 2016-2026; however, this does not take into account the aging of the current workforce (median age, 43.7; data.usa), which should result in increased enrollment.

According to statements made by AACN in the 04/26/2017 edition of Inside Higher Ed, the number of registered nurses who earned bachelor's degrees in nursing increased by 170 percent since 2010 because of the rapid expansion of online RN-to-BSN programs. Since the recommendation from Institute of Medicine (IOM, which is now the Health and Medicine Division of the National Academy of Sciences), more than 100 new college BSN programs have cropped up across the country, and enrollment numbers are steadily rising. Simultaneously, colleges that already offered RN-to-BSN programs are enrolling almost 80 percent more students than they did seven years ago, and the numbers rose from about 77,000 in 2011 to 137,000 now. Online offers some opportunities to expand the numbers of nurses at baccalaureate or higher degrees, and online degree programs are vital to RNs working in small communities or remote areas.

Contingency plan:

As for enrollment management and meeting targets, the contingency plan includes monthly analysis of enrollment by reviewing application numbers, deposits, yield, and actual enrollment/starting courses. This will be followed by quarterly comparisons that would initiate changes in marketing, recruitment, and enrollment, if needed.

The RN to BS can continue with a smaller number of students if enrollment predictions are not met early on; adjuncts and course assistants will be utilized in numbers to meet and financial needs. This will allow the program to continue with current faculty at no extra cost.

g) Outline all curricular requirements for the proposed program, including prerequisite, core, specialization (track, concentration), internship, capstone, and any other relevant component requirements, but do not list each General Education course.

Program prerequisites/admission requirements are discussed in Section 2.4

Core

The core program consists of ten upper division nursing courses and one upper division nursing elective. Once accepted for admission, students will complete the following 32 credits:

Course Number	Course Name	New Credits
NURS 380*	Professional Role Development: Transitions	3
NURS 382	Population Health: Promotion and Prevention	3
NURS 384	Population Health: Chronic Illness	3
NURS 386	Assessment Across the Life Span	3
NURS 381	Health & Illness Across the Lifespan I	3

NURS 388	Health Care Policy & Health Disparities	3
NURS 391	Health & Illness Across the Lifespan II	3
NURS 383	Research Methods in Nursing	3
NURS 483	Professional Issues in Nursing Leadership	3
NURS 484**	Leadership and Management	3
	Nursing Elective	2
Total Credits		32

*NURS 380 is pre- or co-requisite to all other courses

**NURS 484 requires pre- or co-requisite of NURS 483

Clinical Experience

Students will complete 60 hours of clinical related to their Evidence-Based Quality Management (EBQM) project in NURS 484. A clinical evaluation form is used to assess student learning (clinical evaluation form part of NURS 484 syllabus found attached to SUNY Form 2A). DSON is currently using Castle Branch for student background checks and is considering also using it as an electronic platform for student clinical evaluations. This would allow electronic completion of the evaluations, allow updating of the template, allow immediate and repeated access for the student who would be able to clarify progress, allow access across courses for faculty, and maintain storage of the records.

Capstone

The capstone project focuses on an evidence-based quality assurance or EBQM project. Integrated into NURS 484 Leadership and Management, this is an in-depth project that includes close collaboration with a clinical setting as well as assessment, planning, preparation (literature review), intervention and evaluation through a quality assurance process. Presentation of the project within the clinical setting and a written paper are used to address this learning outcome.

h) Program Impact on SUNY and New York State

h) (1) *Need:* What is the need for the proposed program in terms of the clientele it will serve and the educational and/or economic needs of the area and New York State? How was need determined? Why are similar programs, if any, not meeting the need?

This year, both the New York State Assembly and the NYS Senate passed bills (A1842B, 01/13/2017; and S6768, 06/16/2017, respectively) mandating that newly licensed registered nurses in NYS earn a bachelor's degree within 10 years after initial licensure. Per both bodies: "The legislature hereby finds and declares that with the increasing complexity of the American healthcare system and rapidly expanding technology, the educational preparation of the registered professional nurse must be expanded. The nurse of the future must be prepared to partner with multiple disciplines as a collaborator and manager of the complex patient care journey. Shorter lengths of stays, higher patient acuity, and more sophisticated technologies and procedures are increasing the complexity of patient care - which in turn places great demands on nursing competencies." The Bill was signed into law by Governor Andrew Cuomo on 12/18/2017. The need for RN to BS programs will increase as graduates of associate degree programs in NYS are now required to obtain their bachelor's degree.

h) (2) *Employment:* For programs designed to prepare graduates for immediate employment, use the table below to list potential employers of graduates that have requested establishment of the program and state their specific number of positions needed. If letters from employers support the program, they may be **appended** at the end of this form.

While some students may complete this program to obtain alternate employment in health care settings that either require that RNs have their BS and/or that pay more for them to have the degree, most will obtain the degree because it is now a NYS requirement (BS in 10 for all new associate and diploma graduate registered nurses) or because they desire to progress to a graduate program to pursue advanced practice, education, or administration graduate nursing degrees.

There are significant benefits for RNs holding BS degrees. BS nurses make more money, with a median salary of \$69,000 compared to \$39,100 for an RN without the degree (Nurse Journal). They are more marketable in today's evolving health care system, which has more emphasis on preventative care and jobs in community health, including public health, home health, schools, and travel agencies. They are also more marketable because American Association of Colleges of Nursing

(AACN) aggregated data shows that show that BS prepared nurses had lower patient mortality rates, lower failure to rescue rates, and higher proficiency at diagnoses and evaluating nursing interventions; these increase their options for jobs as case managers and critical care nurses. Finally, the BS provides a gateway to graduate programs, which enable them to become advanced practice nurses, administrators, educators or researchers.

h) (3) Similar Programs: Use the table below to list similar programs at other institutions, public and independent, in the service area, region and state, as appropriate. Expand the table as needed. *NOTE: Detailed program-level information for SUNY institutions is available in the Academic Program Enterprise System (APES) or Academic Program Dashboards. Institutional research and information security officers at your campus should be able to help provide access to these password-protected sites. For non-SUNY programs, program titles and degree information – but no enrollment data – is available from SED's Inventory of Registered Programs.*

The following table represents the nursing BS enrollments for NYS SUNY schools. The NYSED Inventory of registered Programs site does not differentiate among the various nursing BS programs (traditional, RN-BS, second degree):

Term	Campus Name	Award Level Description	HEGIS4 Code and Description	SED Code	Home Institution Student Count
Fall 2016	Alfred State	Baccalaureates	(1203) Nursing-Ba & Higher	33834	69
				38216	23
				38217	203
	Binghamton	Baccalaureates	(1203) Nursing-Ba & Higher	03113	416
	Brockport	Baccalaureates	(1203) Nursing-Ba & Higher	03435	760
	Buffalo Univ	Baccalaureates	(1203) Nursing-Ba & Higher	03232	525
				28143	59
	Canton	Baccalaureates	(1203) Nursing-Ba & Higher	32770	125
	Delhi	Baccalaureates	(1203) Nursing-Ba & Higher	31944	546
				36018	94
	Downstate Medical	Baccalaureates	(1203) Nursing-Ba & Higher	03383	178
	Empire State	Baccalaureates	(1203) Nursing-Ba & Higher	32219	558
	Plattsburgh	Baccalaureates	(1203) Nursing-Ba & Higher	03912	225
				36569	145
				37177	35
	SUNY Poly	Baccalaureates	(1203) Nursing-Ba & Higher	11245	100
				26488	1
Stony Brook	Baccalaureates	(1203) Nursing-Ba & Higher	03337	235	
			21240	1	
			21591	143	
Upstate Medical	Baccalaureates	(1203) Nursing-Ba & Higher	89171	62	
Spring 2017	Alfred State	Baccalaureates	(1203) Nursing-Ba & Higher	33834	52
				38216	21
				38217	183
	Binghamton	Baccalaureates	(1203) Nursing-Ba & Higher	03113	409
	Brockport	Baccalaureates	(1203) Nursing-Ba & Higher	03435	687
				31685	0
	Buffalo Univ	Baccalaureates	(1203) Nursing-Ba & Higher	03232	500
				21839	0
				28143	67
	Canton	Baccalaureates	(1203) Nursing-Ba & Higher	32770	123
	Delhi	Baccalaureates	(1203) Nursing-Ba & Higher	31944	561
				36018	84
	Downstate Medical	Baccalaureates	(1203) Nursing-Ba & Higher	03383	127
	Empire State	Baccalaureates	(1203) Nursing-Ba & Higher	32219	517
	Plattsburgh	Baccalaureates	(1203) Nursing-Ba & Higher	03912	218
				36569	131
				37177	40

Fall 2017	SUNY Poly	Baccalaureates	(1203) Nursing-Ba & Higher	11245	80
				26488	2
	Stony Brook	Baccalaureates	(1203) Nursing-Ba & Higher	03337	232
				21240	1
				21591	162
	Upstate Medical	Baccalaureates	(1203) Nursing-Ba & Higher	89171	54
	Alfred State	Baccalaureates	(1203) Nursing-Ba & Higher	33834	45
				38216	17
				38217	214
	Binghamton	Baccalaureates	(1203) Nursing-Ba & Higher	03113	406
	Brockport	Baccalaureates	(1203) Nursing-Ba & Higher	03435	568
				31685	202
	Buffalo Univ	Baccalaureates	(1203) Nursing-Ba & Higher	03232	529
				21839	53
28143				57	
Canton	Baccalaureates	(1203) Nursing-Ba & Higher	32770	115	
Delhi	Baccalaureates	(1203) Nursing-Ba & Higher	31944	539	

Term	Campus Name	Award Level Description	HEGIS4 Code and Description	SED Code	Home Institution Student Count
Fall- 2017	Delhi	Baccalaureates	(1203) Nursing-Ba & Higher	36018	114
	Downstate Medical	Baccalaureates	(1203) Nursing-Ba & Higher	03383	107
	Empire State	Baccalaureates	(1203) Nursing-Ba & Higher	32219	502
	Plattsburgh	Baccalaureates	(1203) Nursing-Ba & Higher	03912	218
				36569	124
				37177	43
	SUNY Poly	Baccalaureates	(1203) Nursing-Ba & Higher	11245	92
				26488	3
	Stony Brook	Baccalaureates	(1203) Nursing-Ba & Higher	03337	240
				21591	147
Upstate Medical	Baccalaureates	(1203) Nursing-Ba & Higher	89171	102	

Rows 1 - 66 (All Rows)

Non-SUNY schools in NY with RN-BSN Programs – unable to obtain enrollment data:

Institution	Delivery Method All Are Post-licensure RN to BS Programs	Degree
Adelphi University	Hybrid	BS
Briarcliffe College	Online	BS
College of New Rochelle	Campus/Hybrid/Online	BS
College of Staten Island - CUNY	Campus/Hybrid	BS
Concordia College - New York	Campus	BS
D'Youville College	Online	BS
Daemen College	Campus/Hybrid/Online	BS
Elmira College	Campus	BS
Excelsior College	Online	BS
Hartwick College	Hybrid	BS
Keuka College	Campus/Hybrid	BS
Le Moyne College	Campus/Hybrid/Online	BS
Lehman College - CUNY	Online	BS
María College	Campus/Hybrid	BS
Mercy College	Online	BS
Mount Saint Mary College	Hybrid	BS
Niagara University	Campus	BS

Nyack College	Campus	BS
Pace University	Online	BS
Roberts Wesleyan College	Campus/Online	BS
Saint Francis College	Campus	BS
Saint John Fisher College	Online	BS
Saint Joseph's College - New York	Campus	BS
School of Professional Studies - CUNY	Online	BS
Trocaire College	Hybrid	BS
University of Rochester	Hybrid	BS
Utica College	Online	BS

h) (4) Collaboration: Did this program's design benefit from consultation with other SUNY campuses? If so, what was that consultation and its result?

There was no consultation with other SUNY campuses.

h) (5) Concerns or Objections: If concerns and/or objections were raised by other SUNY campuses, how were they resolved? N/A

h) (6) Undergraduate Transfer: The State University views as one of its highest priorities the facilitation of transfer for undergraduate students. To demonstrate adequate planning for transfer under SUNY's student mobility policy, **Section 9** of this form on **SUNY Undergraduate Transfer** must be completed for programs leading to Associate in Arts (A.A.) and Associate in Science (A.S.) and for baccalaureate programs anticipating transfer enrollment.

Seamless Transfer

DSON follows the SUNY Transfer Path for Nursing, as found at: https://www.suny.edu/attend/get-started/transfer-students/suny-transfer-paths/pdf/transferSUNY_Nursing.pdf

The Student Services Office at Decker will evaluate each student's transcripts for transfer credits, and they will inform prospective students if they do not meet the preadmission requirements.

2.4. Admissions

a) What are all admission requirements for students in this program? Please note those that differ from the institution's minimum admissions requirements and explain why they differ.

The program for the Bachelor of Science degree in nursing requires 126 credit hours of study, consisting of 32 credits of DSON nursing courses, plus 94 credits of prerequisites, including general education requirements. A minimum of 45 credits must be upper division, inclusive of the 32 core DSON nursing courses once admitted to the program. Previous coursework is evaluated and transferred to meet several of these requirements.

Candidates must be graduates of an associate's degree or diploma nursing program with nursing coursework grades of "C-" or better and a cumulative GPA of 2.5 (on a 4.0 scale). The GPA is in-line with other SUNY RN-BS programs, as noted here:

Institution	Delivery Method	Admission GPA
	All Are Post-licensure RN to BS	
Stony Brook University	Campus/Hybrid	2.5
SUNY - Brockport	Hybrid	None listed
SUNY - Buffalo	Online	2.5

SUNY - Canton	Campus/Online	C or better
SUNY - Delhi	Online	2.8
SUNY - Downstate Medical Center	Campus/Hybrid/Online	2.7
SUNY - Empire State	Campus/Online	None listed
SUNY - Plattsburgh	Campus/Online	2.5
SUNY - Polytechnic Institute	Campus	C or better
SUNY - Upstate Medical University	Campus/Online	2.6

Candidates will also be required to have an unencumbered registered nursing license in the state where they plan to complete the RN to BS clinical requirement.

Diploma program graduates are also required to earn 24 nursing credits by passing three Excelsior College examinations with scores of C- or better: adult nursing, mental health nursing and maternal child nursing. These credits are included in the 94 prerequisite credits.

As noted, prerequisite course completion is required prior to starting the core nursing courses. These include:

Prerequisite	Binghamton course
Composition I	Composition (DSON students need 6 credits of composition. This can include course(s) that meet the SUNY Basic Communication – Both Oral and Written – General Education requirement.
Composition II	
Anatomy & Physiology I	BIOL 251
Anatomy & Physiology II	BIOL 347
Microbiology	BIOL 224 or BIOL 319
Intro Psychology	PSYC 111
Developmental Psychology	PSYC 220 (Fulfills Wellness General Education requirement)

All courses must be taken for at least three credits. It is expected that anatomy, microbiology and physiology include a laboratory component that meets the SUNY Natural Sciences General Education requirement.

General Education courses are required of all students pursuing a first bachelor's degree at Binghamton University, and these are to be completed prior to admission to the RN to BS program. Specific nursing prerequisites cover some of the General Education requirements; in general, Decker students are also responsible for the following:

General Education Requirements
American History
Basic Communication (oral) (Unless met with Basic Communication – both Oral and Written Communication)
Foreign Language – one college level course
Humanities
Mathematics (DSON strongly recommends that prospective students take a statistics course, especially if considering entering graduate school in the future)
Social Sciences
The Arts
Other World Civilization
Physical Activity (Binghamton General Education requirement)

Students will also have transfer and/or validation of 24 credits of nursing from their associate degree program.

Students not having prerequisite courses can take them at Binghamton University as a nonmatriculated students and on a space available basis.

b) What is the process for evaluating exceptions to those requirements?

Applications are reviewed by the Undergraduate Admissions and Educational Policies Committee in collaboration with the BN to BS Program Director and the Undergraduate Program Director.

c) How will the institution encourage enrollment in this program by persons from groups historically underrepresented in the institution, discipline or occupation?

Recruitment practices and procedures will be in accordance with those established by the Binghamton University Office of Diversity, Equity, and Inclusion, and with its Road Map goal of “uniting to foster a diverse and inclusive campus culture.”

Binghamton's Mary E. Mahoney (MEM) Nursing Support Group helps students from underrepresented populations pursue a career in nursing. MEM pairs new students with experienced advisors and mentors who help them through all phases of nursing school. In addition, members participate in civic engagement projects such as coordinating clothing drives and offering holiday shops for area schoolchildren. While RN-BS students are already nurses, inclusion in the MEM Nursing Support Group can enhance the educational experience of students from underrepresented populations.

Academic Partnerships (detailed in Form 4 Distance Education) features an integrated, comprehensive approach to supporting primarily public institutions, and recruitment is one of their responsibilities. Their recruitment is a combination of field recruitment through conferences, employer relationships and community college relationships, along with digital marketing and traditional channels. In addition, Academic Partnerships will focus on association recruitment: for examples, the Black Nurses Association, National Association of Hispanic Nurses, Native American Nurses Association, Asian American Pacific Islander Nurses Association, American Association for Men in Nursing, Gay and Lesbian Medical Association, National Organization of Nurses with Disabilities, and the Rural Nurses Organization.

Other strategies include use of gender neutral language and gender-neutral images, as well as those that address other aspects of diversity; assuring that students share the same learning experiences; faculty/student mentoring; and active recruitment of underrepresented nursing faculty.

Most important is creating an online program to enhance the diversity of the program, as Broome and regional counties do not have very diverse populations:

Race and Hispanic Origin Percentages of Broome and Neighboring Counties

	Broome	Delaware	Sullivan	Orange	Tioga	Cortland	Chenango
White	86.1	95.3	85.0	80.6	96.6	94.8	96.5
Black/African American	6.0	2.0	9.9	12.6	0.9	1.9	1.0
American Indian/Alaskan Native	0.3	0.3	0.7	0.8	0.2	0.3	0.4
Asian	4.7	1.0	1.7	2.9	0.8	1.1	0.6
Native Hawaiian/Other Pacific Islander	0.1	-	0.1	0.1	-	-	-
Two or more races	2.8	1.3	2.7	2.9	1.4	1.8	1.4
Hispanic/Latino	4.3	3.8	16.2	20.6	2.0	2.7	2.2
White/Not Hispanic or Latino	83.1	92.2	71.8	64.1	94.9	92.6	94.7

Retrieved from US Census Bureau (www.census.gov).

DSON has traditionally served the regional rural population, which is also an underrepresented population, and we will continue this trend by recruiting associate and diploma prepared nurses from the regional rural areas. The region served

by the programs of DSON and from which many students are recruited comprise of Broome, Cayuga, Chemung, Chenango, Cortland, Delaware, Otsego, Sullivan, Tioga, and Tompkins. Cayuga, Chenango, Cortland, Delaware, Otsego, Sullivan, and some parts of Sullivan counties are designated as rural via the HRSA Rural Health Grants Eligibility Analyzer. The region includes areas that are designated as medically underserved or mental health professional shortage areas by the Health Resources and Services Administration (HRSA).

2.5. Academic and Other Support Services

Summarize the academic advising and support services available to help students succeed in the program.

The Decker School of Nursing Undergraduate Advising Office works to ensure students have the resources they need to succeed academically and personally. Our professional advising staff works with faculty to help students transition to the rigor of college coursework, make the most out of their time at Binghamton and progress to graduation in a timely fashion. The wellbeing of our students is our top priority, and we strive to provide a safe and comfortable environment for everyone we work with.

The following student support services will be available to RN to BS students:

Academic Support Service	Missions supported
<u>DSON Support Services</u>	
<u>DSON Academic Advising and Student Services</u>	Educational Access and Support. Promotes undergraduate and graduate student learning and individualized academic progression.
<u>DSON Innovative Simulation and Practice Center (ISPC)</u>	Teaching. The Center provides state of the art skills and simulation technologies available to students and faculty. Virtual experiences will be available to online students.
<u>DSON Kresge Center for Nursing Research</u>	Research and Scholarship. Facilitates faculty and student support for grant preparation and research help.
<u>DSON The O'Connor Office of Rural Health Studies</u>	Research and Scholarship. Assists students and faculty with topics related to rural health care and research in Delaware and surrounding counties.
<u>DSON Elder Services Center</u>	Teaching, Scholarship, Service. Supports clinical, research, and educational programs to improve the health of elders in the region.
<u>DSON Interdisciplinary Tobacco Use Research Program (ITURP)</u>	Learning, Teaching, Research and Scholarship, Service. Using a collaborative framework with anthropology and psychology, facilitates student research and supports clinical and education programs around tobacco use.
<u>University Support Services</u>	
<u>Binghamton Libraries</u>	Learning, Teaching, Research, and Scholarship. Provides subject and instructional support, referencing assistance, and interlibrary loan.
<u>Services for Students with Disabilities</u>	Educational Access and Support. Facilitates educational access, including accommodations, for students with disabilities as well as supporting student success.
<u>Student Support Services</u>	Education Access, Learning. Promotes academic success and personal growth for <u>first-generation students, income-eligible students, and/or students with disabilities</u>
<u>University Counseling Center</u>	Learning. Enhance the psychological well-being of students so they can take full advantage of the educational opportunities at the University.
<u>Office of Diversity, Equity and Inclusion</u>	Educational Access, Learning, and Teaching. Partners with the campus community, works to foster a diverse and inclusive culture that is welcoming for all students, faculty, staff and the Greater

Academic Support Service	Missions supported
	Binghamton community.
<u>Binghamton Center for Learning and Teaching (CLT)</u>	Teaching and Learning. For students, the CLT provides university tutoring services through the <u>University Tutorial Services</u> . For faculty, the CLT provides avenues for instructional enrichment, including internet-ready physical space, and information about effective instructional approaches and technologies. Another service within the CLT is <u>University Testing Center</u> .
<u>Information Technology Services</u>	Educational Access, Teaching, Research, and Scholarship. Supports teaching, learning, research and the student experience across all campuses of Binghamton University by providing responsive support, technology expertise and innovative solutions.
<u>English Language Institute</u>	Educational access, Learning, Teaching. Provides the campus community with academic English courses, programming, tutoring and general support so that all members of Binghamton University can be successful in their professional and academic endeavors.
<u>The Writing Initiative</u>	Learning. Fosters the academic and civic literacies essential for success
<u>Fleishman Center for Career and Professional Development</u>	Learning. Prepares students in all majors for advanced education, careers and purposeful living.

2.6. Prior Learning Assessment

If this program will grant credit based on Prior Learning Assessment, describe the methods of evaluating the learning and the maximum number of credits allowed, or check here [X] if not applicable.

2.7. Program Assessment and Improvement

Describe how this program's achievement of its objectives will be assessed, in accordance with SUNY policy, including the date of the program's initial assessment and the length (in years) of the assessment cycle. Explain plans for assessing achievement of students learning outcomes during the program and success after completion of the program. **Append** at the end of this form, a **plan or curriculum map** showing the courses in which the program's educational and, if appropriate, career objectives – from Item 2.3(b) of this form – will be taught and assessed. **NOTE:** *The University Faculty Senate's Guide for the Evaluation of Undergraduate Programs is a helpful reference.*

The RN to BS program will adhere to the American Association of College of Nursing's (AACN) Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (AACN, 2013, plus 2016 Supplemental Resource), as well as AACN's White Paper on the Expectations for Practice Experiences in the RN to Baccalaureate Curriculum (AACN, 2012).

The DSON evaluates student learning through several internal and external mechanisms. Internally, course coordinators work with the director of undergraduate program to assure that the curriculum promotes achievement of course-specific student learning outcomes, and that they build toward student achievement of end of program outcomes. Course coordinators work with faculty teaching in the didactic and clinical sections to assure student learning is being assessed in a systematic manner within each section, across the course and the program. Student learning is evaluated by faculty at the course level, using didactic and clinical objectives (in clinical courses). Student learning outcomes, against which student learning is assessed, have been developed by the course faculty and are mapped to the Essentials for Baccalaureate Education, established by the AACN. Examinations on course content are evaluated by faculty for topic(s) of weak student performance to determine any areas of omission in lecture/readings/discussions, and corrections are made as needed. Additional coursework assignments (papers, presentations, etc.) are factored into a final course

grade. Feedback from clinical preceptors is incorporated into student clinical evaluations. Student self-evaluations are presented during the evaluation process to facilitate discussion between student and preceptor on the progress that the student is making toward meeting the clinical learning objectives.

The Undergraduate Curriculum Committee, inclusive of the director of undergraduate program, evaluates the curriculum on an ongoing basis. The most recent mapping of the undergraduate courses was conducted in 2017-2018. This committee will also evaluate the RN-BS curriculum to assure that it continues to meet AACN criteria, as the RN to BS program will also be subjected to accreditation.

The director of undergraduate program is responsible for revision and update of the University wide assessment program, WEAVE, which is a mechanism used by Binghamton University to ensure each program and the university are meeting Middle States criteria. WEAVE establishes program-specific measurements of learning with benchmarks that indicate successful learning. The associated finding of each learning measurement is evaluated against its benchmark annually. If a finding does not meet its benchmark, a remediation plan is established.

The University conducts a Senior Destination survey at the time of spring graduation. The brief survey request answers to questions of post-graduation plans: employment (looking or hired), graduate school (intending or accepted), other (military service, volunteer service, etc.). There is a follow-up survey at 6 months to those who did not reply. The results are aggregated and reported to each school for a snapshot of the employment/graduate school rates.

These measures feed into several mechanisms that allow external evaluation, including but not limited to annual reports to the NYSED OPPROGS, the annual AACN report, the 5-year CCNE Continuous Improvement Process report (CIPR) and the 10-year CCNE self-report study and site visit. The school (including all undergraduate programs) filed the latest NYSED annual report March 1, 2018, and the CIRP in June 2014. Faculty are currently in the process of completing the CCNE Self-Study Report (SSR) that is due to the visiting team in September 2018, with the CCNE and NYS site visits scheduled for November 2018. As determined by CCNE, some of the markers of program success that are evaluated include percentage of program graduates who complete the program within a specified time period and employment rates within the first year after graduation. Both of these measures must meet federally set benchmarks.

Program completion rates demonstrate program effectiveness. (CCNE)

- Number of graduates (benchmark: 70% of all possible graduates for the academic or calendar year)
- Number who graduate within specified time range (benchmark: 70% of all possible graduates for the academic or calendar year)

Assessment cycle: annual

Assessment of student success after program completion:

- Employment rates demonstrate program effectiveness (CCNE)
- As these graduates are already licensed, the employment rate could be employment progression to a position that requires a BS.
- Graduate school attendance within 5 years of BS program completion.
- This data will be captured through graduation, 1 year, 3 year, and 5-year surveys of all graduates in the program.

Assessment cycle: annual

Section 3. Program Schedule and Curriculum

Complete the **SUNY Undergraduate Program Schedule** to show how a typical student may progress through the program. This is the registered curriculum, so please be precise. Enter required courses where applicable, and enter generic course types for electives or options. Either complete the blank Schedule that appears in this section, or complete an Excel equivalent that computes all sums for you, and can be found [here](#). Rows for terms that are not required can be deleted.

NOTES: *The Undergraduate Schedule must show all curricular requirements and demonstrate that the program conforms to SUNY's and SED's policies.*

- *It must show how a student can complete all program requirements within SUNY credit limits, unless a longer period is selected as a format in Item 2.1(c): two years of full-time study (or the equivalent) and 64 credits for an associate degree, or four years of full-time study (or the equivalent) and 126 credits for a bachelor's degree. Bachelor's degree programs should have at least 45 credits of upper division study, with 24 in the major.*
- *It must show how students in A.A., A.S. and bachelor's programs can complete, within the first two years of full-time study (or 60 credits), no fewer than 30 credits in approved SUNY GER courses in the categories of Basic Communication and Mathematics, and in at least 5 of the following 8 categories: Natural Science, Social Science, American History, Western Civilization, Other World Civilizations, Humanities, the Arts and Foreign Languages*
- *It must show how students can complete Liberal Arts and Sciences (LAS) credits appropriate for the degree.*
- *When a SUNY Transfer Path applies to the program, it must show how students can complete the number of SUNY Transfer Path courses shown in the Transfer Path Requirement Summary within the first two years of full-time study (or 60 credits), consistent with SUNY's Student Seamless Transfer policy and MTP 2013-03.*
- *Requests for a program-level waiver of SUNY credit limits, SUNY GER and/or a SUNY Transfer Path require the campus to submit a Waiver Request –with compelling justification(s).*

EXAMPLE FOR ONE TERM: Undergraduate Program Schedule

Term 2: Fall 20xx	Credits per classification						
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Prerequisite(s)
ACC 101 Principles of Accounting	4			4	4		
MAT 111 College Mathematics	3	M	3	3			MAT 110
CMP 101 Introduction to Computers	3						
HUM 110 Speech	3	BC	3			X	
ENG 113 English 102	3	BC	3				
Term credit total:	16	6	9	7	4		

Special Cases for the Program Schedules:

- *For a program with multiple tracks or with multiple schedule options (such as full-time and part-time options), use one Program Schedule for each track or schedule option. Note that licensure qualifying and non-licensure qualifying options cannot be tracks; they must be separate programs.*
- *When this form is used for a multi-award and/or multi-institution program that is not based entirely on other SUNYs, use the schedule to show how a sample student can complete the proposed program. **NOTE:** Form 3A, Changes to an Existing Program, should be used for new multi-award and/or multi-institution programs that are based entirely on existing programs.*
- *SUNY policy governs the awarding of two degrees at the same level.*
- *Minors require neither SUNY approval nor SED registration.*

a) If the program will be offered through a nontraditional schedule (i.e., not on a semester calendar), what is the schedule and how does it impact financial aid eligibility? **NOTE:** *Consult with your campus financial aid administrator for information about nontraditional schedules and financial aid eligibility.*

Given that DSON will be providing a carousel of courses throughout the calendar year, courses will be offered during

time periods that fall into the summer and winter sessions. Binghamton University's financial aid policy will apply to these sessions, as follows:

Financial Aid for Summer & Winter Session

WINTER SESSION

Binghamton University does not offer aid for winter as a separate semester.

If the bill for winter session is not paid by the student, the bill will roll into the spring 2019 bill, at which time spring aid can be applied. If the student has enough spring financial aid to cover both winter and spring semester after the first spring payment due date, no late fees will apply for winter session.

SUMMER SESSION

Financial aid sources for the summer are available for matriculated Binghamton University undergraduate and graduate students who are in good academic standing. Students enrolled for at least six (6) credits during summer session may be eligible to use Federal Direct Student Loans, Federal Parent Loans and Alternative Loans to help finance the summer session. Pell eligible students will receive the award automatically based on eligibility.

Retrieved from: <https://www.binghamton.edu/financial-aid/funding-needs/summer-winter-session.html>

b) For **each existing course** that is part of the proposed undergraduate major (including cognates and restricted electives, but not including general education), **append a catalog description** at the end of this document.

See Appendix II

c) For **each new course** in the undergraduate program, **append a syllabus** at the end of this document. **NOTE:** Syllabi for all courses should be available upon request. Each syllabus should show that all work for credit is college level and of the appropriate rigor. Syllabi generally include a course description, prerequisites and corequisites, the number of lecture and/or other contact hours per week, credits allocated (consistent with *SUNY policy on credit/contact hours*), general course requirements, and expected student learning outcomes.

See Appendix III

d) If the program requires external instruction, such as clinical or field experience, agency placement, an internship, fieldwork, or cooperative education, **append a completed External Instruction form** at the end of this document.

See Form 2E

NOTE: The University Faculty Senate's *Internships and Co-ops, A Guide for Planning, Implementation and Assessment* is a helpful reference: <http://www.system.suny.edu/media/suny/content-assets/documents/faculty-senate/Internship-Guide--update-10.19.16.pdf>

SUNY Undergraduate Program Schedule (OPTION: You can paste an Excel version of this schedule AFTER this line, and delete the rest of this page.)

Program/Track Title and Award: Nursing, RN to BS

- Indicate academic calendar type: [] Semester [] Quarter [] Trimester X Other (describe): 7.5-week courses
- Label each term in sequence, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)

Name of SUNY Transfer Path, if one exists: Nursing See Transfer Path Requirement Summary for details

Use the table to show how a typical student may progress through the program; copy/expand the table as needed. Complete all columns that apply to a course.

Term 1: Fall (First half)										Term 2: Fall (Second half)									
See KEY					See KEY					See KEY					See KEY				
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites				
NURS 380 Professional Role Development: Transitions (7.5 weeks)	3			X		Yes	Completion of preadmission requirements	NURS 384 Population Health: Chronic Illness (7.5 weeks)	3			X		Yes	NURS 380				
NURS 382 Population Health: Promotion and Prevention (7.5 weeks)	3			X		Yes	NURS 380	NURS 386 Assessment Across the Life Span (7.5 weeks)	3			X		Yes	NURS 380				
Term credit totals: 6																			
Term 3: Spring (First half)										Term 4: Spring (Second half)									
See KEY					See KEY					See KEY					See KEY				
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites				
NURS 381 Health & Illness Across the Lifespan I (7.5 weeks)	3			X		Yes	NURS 380	NURS 391 Health & Illness Across the Lifespan II (7.5 weeks)	3			X		Yes	NURS 380				
NURS 388 Health Care Policy & Health Disparities (7.5 weeks)	3			X		Yes	NURS 380	NURS 383 Research Methods in Nursing (7.5 weeks)	3			X		Yes	NURS 380				
Term credit totals: 6																			
Term 5: Summer (first half)										Term 6:									
See KEY					See KEY					See KEY					See KEY				
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites				
NURS 483 Professional Issues in Nursing Leadership	3			X		Yes	NURS 380												
NURS 484 Leadership and Management	3			X		Yes	Pre/Co-req: N483												
Nursing Elective	2			X		No													
Term credit totals: 8																			
Term 7:										Term 8:									
See KEY					See KEY					See KEY					See KEY				
Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites	Course Number & Title	Cr	GER	LAS	Maj	TPath	New	Co/Prerequisites				
Term credit totals:																			
Term credit totals:																			
Program Totals (in credits):																			
Total Credits: 32					SUNY GER: NA					LAS: Major: 32					Upper Division: 32				
										Upper Division Major: 32					Number of SUNY GER Categories:				

KEY Cr: credits GER: SUNY General Education Requirement (Enter Category Abbreviation) LAS: Liberal Arts & Sciences (Enter credits) Maj: Major requirement (Enter credits) TPath: SUNY Transfer Path Courses (Enter credits) New: new course (Enter X) Co/Prerequisites(s): list co/prerequisite(s) for the noted courses Upper Division: Courses intended primarily for juniors and seniors SUNY GER Category Abbreviations: American History (AH), Basic Communication (BC), Foreign Language (FL), Humanities (H), Math (M), Natural Sciences (NS), Other World Civilizations (OW), Social Science (SS), The Arts (AR), Western Civilization (WC)

Section 4. Faculty

- a) Complete the **SUNY Faculty Table** on the next page to describe current faculty and to-be-hired (TBH) faculty.
- b) **Append** at the end of this document position descriptions or announcements for each to-be-hired faculty member.
Appendix IV

***NOTE:** CVs for all faculty should be available upon request. Faculty CVs should include rank and employment status, educational and employment background, professional affiliations and activities, important awards and recognition, publications (noting refereed journal articles), and brief descriptions of research and other externally funded projects. New York State's requirements for faculty qualifications are in Regulation 52.2 <http://www.highered.nysed.gov/ocue/lrp/rules.htm>.*

- c) What is the institution's definition of "full-time" faculty?

Faculty are full time when they have full-time commitments to a department, division or school. Their full-time obligations in teaching, research, and service are defined by the dean and chair of the unit in which they are employed.

SUNY Faculty Table

Provide information on current and prospective faculty members (identifying those at off-campus locations) who will be expected to teach any course in the major. Expand the table as needed. Use a separate Faculty Table for each institution if the program is a multi-institution program.

(a)	(b)	(c)	(d)	(e)	(f)
Faculty Member Name and Title and/or Rank at the Institution (Include and identify Program Director.)	% of Time Dedicated to This Program	Program Courses Which May Be Taught (Number and Title)	Highest and Other Applicable Earned Degrees (include College or University)	Discipline(s) of Highest and Other Applicable Earned Degrees	Additional Qualifications: List related certifications and licenses and professional experience in field.
PART 1. Full-Time Faculty					
Margaret Miller White	25	Undergraduate Director	MS, Med, RN	Nursing, Education	RN
Frances Srnka-Debnar * Program Director	100	RN-BS Coordinator, NURS 382, NURS 483, NURS 484	PhD	Nursing	RN
Rosa Darling	50	NURS 381, NURS 391, NURS 382	PhD	Nursing	RN
Rosemary Collier	50	NURS 388, NURS 383	BS, PhD	Psychology, Nursing	RN, Binghamton University: Teaching Online Certification Program
Alison Dura	50	NURS 381, NURS 391, N384	MS	Nursing	RN
Andin Kovarik Roeber	50	NURS 386, NURS 381, NURS 391	DNP	Nursing	RN, FNP
Deborah Palmer	50	NURS 382, NURS 381, NURS 391	MS	Nursing	RN, COS-C
Joycc-Rhodes-Keefe	50	NURS 383, NURS 483, NURS 484	MS (PhD to be completed 12/17)	Nursing	RN, RNC
Michelle Summers	50	NURS 380, NURS 386, NURS 388	MS (PhD student)	Nursing	RN, RN-BC, FNP-C Certificate in Nursing Education
Part 2. Part-Time Faculty					
Vickie Slavetskas (Part-time as of January 2018)	100%, but equal to 25% FTE	NURS 483, NURS 484	MS	Nursing	Board certified by the ANCC in nursing administration, advanced (CNAA, BC) certified in 2000; Binghamton University: Teaching Online Certification Program
Part 3. To-Be-Hired Faculty (List as TBH1, TBH2, etc., and provide expected hiring date instead of name.)					
TBH1: Academic Year None Summer 3 Course Assistants 3 Adjunct Faculty	100 for all	All courses	PhD or DNP preferable; MSN required	Nursing (required) for all	For all: RN; Experience in distance education required; experience teaching RN-BS students preferred.
TBH2: Academic Year 2 Course Assistants	100 for all	All courses	PhD or DNP preferable; MSN required	Nursing (required) for all	For all: RN; Experience in distance education required; experience teaching RN-BS

(a) Faculty Member Name and Title and/or Rank at the Institution (Include and Identify Program Director.)	(b) % of Time Dedicated to This Program	(c) Program Courses Which May Be Taught (Number and Title)	(d) Highest and Other Applicable Earned Degrees (include College or University)	(e) Discipline(s) of Highest and Other Applicable Earned Degrees	(f) Additional Qualifications; List related certifications and licenses and professional experience in field.
Summer 9 Course Assistants 5 Adjunct Faculty					students preferred.
TBH3: Academic Year 22 Course Assistants Summer 16 Course Assistants 6 Adjunct Faculty	100 for all	All courses	PhD or DNP preferable; MSN required	Nursing (required) for all	For all: RN; Experience in distance education required; experience teaching RN-BS students preferred.
TBH4: Academic Year 42 Course Assistants Summer 18 Course Assistants 9 Adjunct Faculty 1 PT Clinical Site Coordinator	100 for all 100%, equal to 50% FTE	All courses NA	PhD or DNP preferable; MSN required MS preferred; MS required	Nursing (required) for all BS in nursing	For all course assistants: RN; Experience in distance education required; experience teaching RN-BS students preferred. RN Experience in placing RN to BS students preferred
TBH5 Academic Year 66 Course Assistants Summer 27 Course Assistants 9 Adjunct Faculty	100 for all	All courses	PhD or DNP preferable; MSN required	Nursing (required) for all	For Clinical Assistant Professor and Course Assistants: RN; Experience in distance education required; experience teaching RN-BS students preferred.

Section 5. Financial Resources and Instructional Facilities

- a) What is the resource plan for ensuring the success of the proposed program over time? Summarize the instructional facilities and equipment committed to ensure the success of the program. Please explain new and/or reallocated resources over the first five years for operations, including faculty and other personnel, the library, equipment, laboratories, and supplies. Also include resources for capital projects and other expenses.

DSON will be utilizing additional support services from Blackboard that are above those already utilized by the university. DSON will contract with Blackboard for 24/7 Help Desk (for all DSON on-line programs)

- The 24/7 help desk startup and implementation costs, annual costs thereafter, and any annual overage charges, will be split between all phase one on-line programs evenly.
- Contract negotiations for contract term dates 6/1/2019 – 5/31/2020.
- Includes start-up/implementation fee (one time) of \$11,437.50.
- Includes estimated first-year cost based on 1,000 incidents of \$8,670.00.
- Overages will be calculated based on assessing a 20% premium for interactions exceeding agreed upon incident volume.

The cost of this is noted in the Business Plan.

No new library, equipment, laboratory or supplies. Faculty and other personnel expenses are noted in Part B.

As noted previously, Binghamton has contracted the services of Academic Partnerships. Per Addendum A, dated May 1, 2017, Academic Partnerships receives 50% of the revenue of the online RN to BS program for five years. Academic Partnerships is assuming all marketing, recruiting, and promotion costs for the Online Programs outlined in the Executive Contract dated January 2, 2018.

Instructional Connections, a part of Academic Partnership's proprietary portfolio of strategic relationships and initiatives, provides Course Assistants to institutions that offer high growth online courses and programs. The role of the Course Assistant is to directly support the Faculty of Record within the online asynchronous courses. Each Academic Coach that is hired is a highly qualified, experienced practitioner in their field of study and has earned a minimum of a graduate degree from an accredited university. In addition, Instructional Connections employs, manages, supervises, and pays the Course Assistants in support of University Faculty.

- Contract negotiations for contract 5 years from the date of the agreement.
- The DSON faculty course lead will be responsible for overseeing all students enrolled in the course, and will work closely with 25 of these students. Course Assistants will be hired through Instructional Connections as follows: 1 for every 25 students beyond the 25 students the lead faculty member works with.
- Instructional Connections will identify Course Assistants who will work closely with faculty to support students enrolled in the program. DSON will have oversight and exercise overall academic supervision of all Course Assistants engaged in the program.
- Payment to Instructional Connections for Course Assistants is outlined as follows: \$1,500 per section for Undergraduate level courses.

- b) Complete the five-year SUNY Program Expenses Table, below, consistent with the resource plan summary. Enter the anticipated academic years in the top row of this table. List all resources that will be engaged specifically as a result of the proposed program (e.g., a new faculty position or additional library resources). If they represent a continuing cost, new resources for a given year should be included in the subsequent year(s), with adjustments for inflation or negotiated compensation. Include explanatory notes as needed.

Expenses will be for personnel due to the addition of adjunct faculty and course assistants (as per charts below) and a half-time clinical coordinator (fourth year), as well as stipend for full-time faculty to convert courses to online format ($\$2,500 \times 10$ courses = \$25,000) in the first year.

Table 1 – Student Enrollments

Year	Full-time Students	Part-time Students	Total Students	Estimated FTE
1	38	19	57	47.5
2	75	56	131	103
3	113	113	226	169.5
4	169	169	338	253.5
5	244	226	470	353

Table 2 – Faculty/Staff Salary Needs

	Academic Year	Summer
Year 1	\$25,000 Course Building Total = \$25,000	\$12,000 – Faculty Adjuncts (3) \$4,500 – Course Assists (3) Total = \$16,500
Year 2	\$3,000 – Course Assists (2) Total = \$3,000	\$20,000 - Faculty Adjuncts (5) \$13,500 - Course Assists (9) Total = \$33,500
Year 3	\$33,000 – Course Assists (22) Total = \$33,000	\$24,000 - Faculty Adjuncts (6) \$24,000 - Course Assists (16) Total = \$48,000
Year 4	\$63,000 - Course Assists (42) \$25,000 – PT Clinical Site Coordinator Total = \$88,000	\$36,000 - Faculty Adjuncts (9) \$28,500 - Course Assists (18) Total = \$64,500
Year 5	\$99,000 – Course Assists (66) \$25,000 – PT Clinical Site Coordinator Total = \$124,000	\$36,000 – Faculty Adjuncts (9) \$40,500 – Course Assists (27) Total = \$76,500

Section 6. Library Resources

- a) Summarize the analysis of library collection resources and needs *for this program* by the collection librarian and program faculty. Include an assessment of existing library resources and accessibility to those resources for students enrolled in the program in all formats, including the institution's implementation of SUNY Connect, the SUNY-wide electronic library program.

There are no new library needs at this time as the resources are sufficient for our existing, traditional BS program, and the RN to BS program students will utilize the same resources. Online students have access to the library guides: <https://libraryguides.binghamton.edu>, access to the BU library online resources, and access to library assistance from the DSON designated librarian. Students may also request books.

- b) Describe the institution's response to identified collection needs and its plan for library development.

Collection needs are adequate at this time.

Section 7. External Evaluation

SUNY requires external evaluation of all proposed bachelor's degree programs and may request an evaluation for a proposed associate degree or certificate program in a new or emerging field or for other reasons.

Is an external evaluation required? No Yes

If yes, list below all SUNY-approved evaluators who conducted evaluations (adding rows as needed), and **append at the end of this document** each original, signed *External Evaluation Report*. **NOTE: To select external evaluators, a campus sends 3-5 proposed evaluators' names, titles and CVs to the assigned SUNY Program Reviewer, expresses its preferences and requests approval.**

<u>Evaluator #1</u>	<u>Evaluator #2</u>
Name:	Name:
Title:	Title:
Institution:	Institution:

Section 8. Institutional Response to External Evaluator Reports

As applicable, **append** at the end of this document a single *Institutional Response to all External Evaluation Reports*.

Section 9. SUNY Undergraduate Transfer

The State University views as one of its highest priorities the facilitation of transfer.

- a) For a **proposed Associate in Arts (A.A.) or an Associate in Science (A.S.) degree**, demonstrate that the program's graduates will be able to transfer into at least two parallel SUNY baccalaureate programs and complete them within two additional years of full-time study, per SUNY policy, by listing the transfer institutions below and **appending** at the end of this document:
- two completed SUNY Transfer Course Equivalency Tables, one for each transfer institution; and
 - a letter from the Chief Academic Officer of each transfer institution asserting acceptance of the completed Transfer Course Equivalency Table.

Program proposals must include two articulation agreements with parallel programs. Every effort should be made to obtain two SUNY articulation agreements for this requirement. In the event that such articulations are not possible, campuses are encouraged to work with their campus reviewer to find appropriate alternatives.

Baccalaureate Degree Institution	Baccalaureate Program SED Code and Title	Degree

- b) For a **proposed baccalaureate program**, document articulation with at least two parallel SUNY associate degree programs for seamless transfer, by **appending documentation of articulation**, such as SUNY Transfer Course Equivalency Tables and/or letters of support from Chief Academic Officers at associate degree institutions or their designees. **If transfer does not apply to this program, please explain why.**

All requirements other than the 32 DSON nursing credits are admission requirements. Thus transfer does not apply to this program.

NOTE: *Transfer course equivalency tables are needed, despite SUNY Transfer Paths, to ensure that all courses in an A.A. or A.S. program will be accepted for transfer. Official SED program titles and codes can be found on NYSED's Inventory of Registered Programs [here](#).*

Section 10. Application for Distance Education

- a) Does the program's design enable students to complete 50% or more of the course requirements through distance education? [] No [X] Yes. If yes, **append** a completed SUNY Distance Education Format Proposal at the end of this proposal to apply for the program to be registered for the distance education format.
- b) Does the program's design enable students to complete 100% of the course requirements through distance education? [] No [X] Yes

Section MPA-1. Need for Master Plan Amendment and/or Degree Authorization

- a) Based on guidance on Master Plan Amendments, please indicate if this proposal requires a Master Plan Amendment.

No Yes, a completed Master Plan Amendment Form is **appended** at the end of this proposal.

- b) Based on *SUNY Guidance on Degree Authorizations* (below), please indicate if this proposal requires degree authorization.

No Yes, once the program is approved by the SUNY Provost, the campus will work with its Campus Reviewer to draft a resolution that the SUNY Chancellor will recommend to the SUNY Board of Trustees.

***SUNY Guidance on Degree Authorization.** Degree authorization is required when a proposed program will lead to a new degree (e.g., B.F.A., M.P.H.) at an existing level of study (i.e., associate, baccalaureate, first-professional, master's, and doctoral) in an existing disciplinary area at an institution. Disciplinary areas are defined by the New York State Taxonomy of Academic Programs. Degree authorization requires approval by the SUNY Provost, the SUNY Board of Trustees and the Board of Regents.*

List of Appended and/or Accompanying Items
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- a) **Appended Items:** If materials required in selected items in Sections 1 through 4 and Sections 9, 10 and MPA-1 of this form apply to this proposal, they should be appended as part of this document, after this page, with continued pagination. In the first column of the chart below, please number the appended items, and append them in number order.

Number	Appended Items	Reference Items
NA	<i>For multi-institution programs</i> , a letter of approval from partner institution(s)	Section 1, Item (e)
NA	<i>For programs leading to professional licensure</i> , a side-by-side chart showing how the program's components meet the requirements of specialized accreditation, <u>Commissioner's Regulations for the Profession</u> , or other applicable external standards	Section 2.3, Item (e)
NA	<i>For programs leading to licensure in selected professions for which the SED Office of Professions (OP) requires a specialized form</i> , a completed version of that form	Section 2.3, Item (e)
NA	<i>OPTIONAL: For programs leading directly to employment</i> , letters of support from employers, if available	Section 2, Item 2.3 (h)(2)
Appendix I	<i>For all programs</i> , a plan or curriculum map showing the courses in which the program's educational and (if appropriate) career objectives will be taught and assessed	Section 2, Item 7
Appendix II	<i>For all programs</i> , a catalog description for each existing course that is part of the proposed undergraduate major (including cognates and restricted electives)	Section 3, Item (b)
Appendix III	<i>For all programs with new courses in the major</i> , syllabi for all new courses in a proposed undergraduate major	Section 3, Item (c)
Form 2E	<i>For programs requiring external instruction</i> , a completed <u>External Instruction Form</u> and documentation required on that form	Section 3, Item (d)
Appendix IV	<i>For programs that will depend on new faculty</i> , position descriptions or announcements for faculty to-be-hired	Section 4, Item (b)
Form 2F	<i>For all A.A. and A.S. programs</i> , Transfer Equivalency Tables and letters of support from at least two SUNY baccalaureate institutions; <i>for baccalaureate programs that anticipate transfer student enrollment</i> , documentation of seamless transfer with at least two SUNY two-year programs	N/A
FORM 4	<i>For programs designed to enable students to complete at least 50% of the course requirements at a distance</i> , a <u>Distance Education Format Proposal</u>	Section 10
NA	<i>For programs requiring an MPA</i> , a <u>Master Plan Amendment Form</u>	Section MPA-1

- b) **Accompanying Items - External Evaluations and Institutional Response:** If Sections 7 and 8 of this form indicate that external evaluation is required as part of this proposal, please send a separate electronic document to program.review@suny.edu that contains the original, signed *External Evaluation Reports* and a single *Institutional Response* to all reports. The file name should indicate the campus, program title, award and content of the file (e.g., BuffaloU-English-PhD-ExEval).

APPENDIX I
PLAN SHOWING THE COURSES IN WHICH THE PROGRAM'S EDUCATIONAL
OBJECTIVES WILL BE TAUGHT AND ASSESSED
REFERENCE ITEM: SECTION 2, ITEM 7

End of Program Outcomes/BS Essentials	N380	N381	N382	N383	N384	N386	N388	N391	N483	N484
BS Essential I	I	R	R		R	R		R	R	M
BS Essential II	I			R	R	R			R	M
BS Essential III	I	R	R	R	R			R	R	M
BS Essential IV	I	R			R			R	R	M
BS Essential V			I				R		R	M
BS Essential VI	I	R		R	R	R	R	R	R	M
BS Essential VII	I	R	R	R	R	R	R	R	R	M
BS Essential VIII	I		R	R	R	R	R		R	M
BS Essential IX	I	R	R		R	R	R	R	R	M

I = Introduced; R = Reinforced; M = Mastered

Courses:

- NURS 380 Professional Role Development: Transitions**
- NURS 381: Health & Illness Across the Lifespan I**
- NURS 382 Population Health: Promotion and Prevention**
- NURS 383 Research Methods in Nursing**
- NURS 384 Population Health: Chronic Illness**
- NURS 386 Assessment Across the Lifespan**
- NURS 388 Health Care Policy & Health Disparities**
- NURS 391 Health & Illness Across the Lifespan II**
- NURS 483 Professional Issues in Nursing Leadership**
- NURS 484 Leadership and Management**

End of Program Outcomes/BS Essentials:

BS Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

- Synthesize concepts and principles from science, nursing and humanities into nursing practice.

BS Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

- Use leadership skills to enhance the quality of nursing and health practices.

BS Essential III: Scholarship for Evidence-Based Practice

- Critique research findings for applicability for evidence-based nursing practice.
- Provide professional nursing care at the primary, secondary and tertiary levels of prevention based on knowledge from theory, evidence-based practice and research.

BS Essential IV: Information Management and Application of Patient Care Technology

- Participate in efforts to meet emerging health needs through implementation of evolving nursing roles.

BS Essential V: Healthcare Policy, Finance, and Regulatory Environments

- Exhibit basic knowledge of healthcare policy, finance and regulatory environments that influence nursing practice.

BS Essential VI: Interprofessional Communication and Collaboration for Improving Health Outcomes

- Participate collaboratively with other healthcare providers and members of the community in promoting the health, safety and well-being of all.
- Participate in efforts to meet emerging health needs through implementation of evolving nursing roles.

BS Essential VII: Clinical Prevention and Population Health

- Provide professional nursing care at the primary, secondary and tertiary levels of prevention based on knowledge from theory, evidence-based practice and research
- Apply nursing process to assist diverse client systems in a variety of settings to achieve optimal health.

BS Essential VIII: Professionalism and Professional Values

- Demonstrate accountability for professional standards of moral, legal and ethical conduct.

BS Essential IX: Baccalaureate Generalist Nursing Practice

- Demonstrate accountability for professional standards of moral, legal and ethical conduct.
- Use communication processes effectively with individuals and groups

APPENDIX II
CATALOG DESCRIPTION FOR EACH EXISTING COURSE THAT IS PART OF THE
PROPOSED UNDERGRADUATE MAJOR
RN to BS COURSE DESCRIPTIONS
REFERENCE ITEM: SECTION 3, ITEM (b)

POSSIBLE NURSING ELECTIVES

NURS 220 Stress Management

Course Description:

This course explores stress management through practice and theory. Topics will include recognizing stressors, the physiological and mental effects of stress, and the health of the individual due to prolonged stress responses. A variety of stress management techniques will be discussed and practiced including exercise, nutrition, breathing, progressive muscle relaxation, visualization, meditation, and cognitive strategies like goal setting and time management. (2 credits)

NURS 348 Wound Care in Nursing

Course Description:

This course will give the student/RN a foundation in the fundamental concepts of types of wounds: surgical, trauma, venous, arterial, neuropathic and pressure ulcers. Emphasis will be on assessment of types of wounds and treatment options available. Factors that affect the skin's ability to heal as well as age related changes will be discussed. Case studies will be presented after lecture content. Opportunities for discussion will be provided for students regarding application of the basic treatment options available for various wound types. Advantages/ disadvantages of each type of wound care product will be discussed. Students will lead the class in a presentation on selected wound care topics and provide a forum for sharing ideas regarding the application of these topics to health care in the clinical setting.

NURS 370 Disaster Preparedness

Course Description:

This course prepares community health nurse to take a leadership role in community disaster preparedness and disaster management. Nature of disasters, their effect on the health of people and communities and the implications for public health are appraised in relation to the role that community health nurses have in planning for and responding to natural, manmade and Na-Tech disasters. Particular emphasis on identification of vulnerable and at-risk populations, the coordination of resources and agency responses, the management of emergency shelters, and community intervention for recovery. Students formulate a community disaster plan in response to a selected natural, manmade or Na-Tech disaster. Basic nursing roles, responsibilities in disaster planning and management, and issues related to disaster response will be explored.

NURS 431 Basics of Emergency Nursing

Course Description:

An elective course designed to introduce and familiarize the nursing student with some basic concepts and skills involved in emergency nursing. The learner will be exposed to principles of triage, focused assessment, and care for the patient in the Emergency Department setting. This course will review procedures performed in the ED, as well as corresponding equipment and protocols. We will review the core elements of recognizing life-threatening conditions, and response and care for the Emergency Department patient. We will discuss the principles of triage and placement of the patient, as well as the path of care from pre-hospital to disposition, including discharge, transfer, or definitive care.

APPENDIX III
SYLLABI FOR ALL NEW COURSES FOR UNDERGRADUATE MAJOR
RN to BS
REFERENC (c)

BINGHAMTON
DECKER

PROFESSIONAL ROLE DEVELOPMENT: TRANSITIONS
Course Syllabus

7.5-Week Session

Credit Hours: 3

TIME: Asynchronous. Distance accessible course

Prerequisite(s):

Completion of required general education prerequisites; transfer and/or validation of 24 credits of nursing. Nurs 380 is the first course in the RN to BS curriculum.

Course Description:

Using technology to educate students for 21st century health care practice will enhance nursing education, quality of care, and optimize patient safety. NURS 380 introduces key concepts from nursing history, theory, and philosophy. This course utilizes the integration of simulation technology as a teaching tool in the education of health professionals. In collaboration with faculty, RN-BS students learn how facilitators function with baccalaureate nursing students in simulation scenarios. Patient care technology and health care informatics are discussed; combining computer and information science with nursing science to manage and process nursing data, information, and knowledge to support nursing practice and care delivery. Communication and collaboration are key components. Scholarly writing will be demonstrated by the completion of a group process paper. Evidence-based practice is incorporated to prepare students for today's health care environment while enhancing the quality of the environment through new training and educational models.

Course Requirements:

Required Texts:

Friberg, E.E. & Cresia, J. L., (2016). *Conceptual foundations: The bridge to professional nursing practice*. (6th ed.). St. Louis: Mosby. (ISBN 978-0-323-29993-0)

Recommended Texts & Other Readings:

The APA manual and Bastable texts will also be used in other courses. You may use any other textbooks purchased for NURS 380 as needed to supplement class materials.

Bastable, S.B. (2014). *Nurse as educator: Principles of teaching and learning for nursing practice (4th ed)*. Boston, MA: Jones and Bartlett (ISBN-13-978-1-4496-9417-3)

Decker School of Nursing Handbook. Available online

http://www.binghamton.edu/dson/academics/undergrad/undergrad_handbook.html

American Psychological Association (2010). Publication manual of the American Psychological Association. (6th ed). Washington, DC. (ISBN-13:978-1-4338-05615)

Credit Hours and Expectations for Online 7-Week Courses: 3-credit course notes:

This course is a 3-credit course, which means that students are expected to do at least 17.5 hours of course-related work each week of the 7.5-Week Session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

Baccalaureate Essentials:

Numbers in parentheses after course objectives are the corresponding Baccalaureate Essential(s) referenced from the *American Association of Colleges of Nursing* titled *The Essentials of Baccalaureate Education for Professional Nursing Practice*. These essentials have been linked to the End of Program objectives, which are available in the student handbook.

Course Objectives: The student will:

1. Discriminate between peer-reviewed and non-peer-reviewed articles and scholarly and unscholarly resources from electronic databases to retrieve acceptable sources. (*Essentials: II, III*)
2. Demonstrate the correct use of APA format in a written graded paper. (*Essential: I*)
3. Communicate verbally and in writing in a comprehensive and succinct manner. (*Essential: I*)
4. Apply principles of group process in a paper written in a scholarly manner. (*Essentials: I, IV, VI*)
5. Analyze specific dynamics of group process and its implications for baccalaureate nursing practice. (*Essential: VI*)
6. Differentiate characteristics of technical and professional nursing education and practice within an historical-futuristic perspective. (*Essential: III*)
7. Guide communication process and therapeutic relationships effectively with individuals and groups. (*Essentials: IV, VI*)
8. Use critical thinking to analyze the impact of current issues and trends in nursing and health care. (*Essential: VII*)
9. Apply teaching/learning theories and concepts and actively participate in a simulation activity. (*Essential: IX*)
10. Demonstrate computer literacy related to informatics and health care technology through analysis of information verbally and in writing. (*Essential: IV*)
11. Demonstrate accountability as an adult learner in the process of baccalaureate nursing education. (*Essentials: VIII, IX*)

Course Goals:

On completion of N380, the registered nurse student will do the following:

A. Communication Skills

1. Actively engage in the process of transition from registered nurse to baccalaureate practice.
2. Demonstrate focused observational skills in the assessment of verbal and nonverbal behavior with depth and accuracy.
3. Identify major patterns in one's own style of communication, including strengths and areas for growth.
4. Demonstrate the ability to communicate effectively in complex interactive discussion board assignments.

B. Group Dynamics

1. Demonstrate growth in the ability to relate sensitively and perceptively to group members through online interaction and discussion.
 2. Actively participate in all phases of group development including termination through timely and consistent module submission as per syllabus
 3. Actively evaluate a simulation scenario as a teaching-learning exercise.
- C. Concepts and Frameworks Integral to Professional Practice
1. Discuss the basic principles of the Teaching - Learning process in simulation activities.
 2. Conduct a brief review of the literature relating to a selected nursing topic.
 3. Apply the theory of group process in nursing.
 4. Demonstrate knowledge of nursing informatics.
 5. Describe changes in evidence based practice related to the research process.

Assignments:

Assignment	Percentage	Due Date
Discussion Board/Modules	35%	Weekly: 1 through 7
Exams (pre/post-test only)	20%	Week 1 & 7
Group Process paper	25%	Week 6
Simulation assignment and synopsis discussion	20%	Week 7 and 7.5
Total	100%	End of 7.5 Week session

Topic Outline/Schedule:

DATE	TOPIC	READINGS/ASSIGNMENTS WITH DUE DATES
Week 1 (Date)	<i>Introduction to the Course: Orientation video recording is posted</i> Module 1: Socialization & Educational Mobility within the Profession	Pretest due and counts towards points of your course grade. <i>Friberg & Cresia, Chapters 2 & 3, including discussion of chosen article. Plus PowerPoint Presentations</i>
Week 2 (Date)	Module 2: Communication, Group Process & APA Due Week 3	<i>Friberg & Cresia, Chapter 8 plus recording with PowerPoint Presentation</i>
Week 3 (Date)	Module 3: Teaching/Learning & Simulation Due Week 4	<i>Friberg & Cresia, Chapters 9 & 10, recording with PowerPoint Presentation</i>
Week 4 (Date)	Module 4: Evolution of Nursing-- The Historical Perspective Due Week 5	<i>Friberg & Cresia, Chapter 1, No recording. Read PowerPoint Presentation</i>
Week 5 (Date)	Module 5: Nursing Theories & Models; DSON Philosophy & Conceptual Framework Due Week 6	<i>Friberg & Cresia, Chapter 5, Word Document & PowerPoint. PowerPoint Presentation</i>

Week 6 (Date)	<u>Module 6: Informatics, health care technology, and telehealth</u> Due Week 7	<i>Friberg & Cresia, Chapters 13 & 19</i> No recording. Read PowerPoint Presentation & above chapters GROUP PROCESS PAPER DUE
Week 7 (Date)	<u>Module 7: Emerging Issues in Nursing Education: Evidence-Based Practice & The finale-- Transition: Pro/Con Discussion on Entry Level into Practice</u> Due End Week 7	<i>Friberg & Cresia, Chapter 4</i> No recording. Read PowerPoint Presentation (Chapter 20 also recommended) posttest & simulation assignment due
Week 7.5 (Date)	<u>Student discussion of synopses of final project</u>	Students post 500 word synopsis of final project for class discussion.

POINT SYSTEM EQUALS GRADING SYSTEM FOR DSON.

A	=	93-100 points
A -	=	90-92 points
B+	=	87-89 points
B	=	83-86 points
B -	=	80-82 points
C+	=	77-79 points
C	=	73-76 points
C -	=	70-72 points
D	=	60-69 points
F	=	less than 60 points

**BINGHAMTON UNIVERSITY
DECKER SCHOOL OF NURSING
NURS 381: HEALTH & ILLNESS ACROSS THE LIFESPAN I
Course Syllabus
7.5-Week Session**

Credit Hours: 3

TIME: Asynchronous. Distance accessible course

Prerequisite(s):

Completion of required general education prerequisites; transfer and/or validation of 24 credits of nursing; NURS 380

Course Description:

N381 will examine the origin and development of disease and connections to clinical nursing across the health continuum. To this end, it investigates how acute and chronic conditions and their associated alterations in bodily structure and function can precipitate crises, affect quality of life, and influence client system growth, development, and adaptation.

The conceptual models of pathophysiology learned in this course provide students with a rational basis for nursing actions in both clinical nursing courses and professional practice. Students will learn to recognize and categorize diseases, link clinical manifestations with pathologies, and relate disease management strategies and pharmacologic therapies to the underlying pathophysiology at the application level.

This course will be presented from the standpoint of nursing. There is a certain amount of base knowledge that must be learned which concerns both pathophysiology and pharmacology. In addition to that information, this course will look at the role of the nurse in relation to drugs - responsibility in giving, ascertaining effectiveness, and patient teaching. The patient is seen as a whole being and the need for pharmacology will affect that being. The nurse can be a vital component of a positive relationship, which includes medications as part of care.

Course Requirements:

Required Texts:

Burchum, J.R. and Rosenthal, L. D. (2015) *Lehne's pharmacology for nursing care: 9th edition*. Elsevier Health Sciences. (ISBN: 9780323321907)

Porth, C. M., & Gaspard, K. J. (2015). *Essentials of pathophysiology (CoursePoint)*. ISBN:9781469894805.

Recommended Texts & Other Readings:

You may use any other textbooks purchased for other classes as needed to supplement class materials.

Credit Hours and Expectations for Online 7-Week Courses: 3-credit course notes:

This course is a 3-credit course, which means that students are expected to do at least 17.5 hours of course-related work each week of the 7.5-Week Session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

Baccalaureate Essentials:

Numbers in parentheses after course objectives are the corresponding Baccalaureate Essential(s) referenced from the *American Association of Colleges of Nursing* titled *The Essentials of Baccalaureate Education for Professional Nursing Practice*. These essentials have been linked to the End of Program objectives, which are available in the student handbook.

Course Objectives:

1. Use a conceptual approach to explore human responses that are of major concern to nurses. (*Essentials: I, IX*)
2. Examine specific disease processes that affect health and human function. (I)
3. Apply concepts from the humanities and sciences to clinical problems throughout the lifespan continuum. (*Essentials: I, VII*)
4. Differentiate appropriate pathophysiologic terminology related to selected disease processes. (*Essential: I*)
5. Correlate the subjective and objective clinical manifestations of specific disorders with their underlying pathophysiologic mechanisms. (*Essentials: VII, IX*)
6. Explain the use of diagnostic testing in evaluation of patient conditions. (*Essentials: VII, IX*)
7. Articulate the clinical significance of findings from laboratory and diagnostic tests. (*Essentials: VII, IX*)
8. Differentiate physical compensatory mechanisms from maladaptive responses deviations from health. (*Essentials: I, IX*)
9. Discuss the scientific rationale, multi-systemic effects, and potential risks for specific medical/surgical disease management strategies and therapeutic/pharmacologic modalities. (*Essentials: I, VI*)
10. Develop critical thinking, diagnostic reasoning, and clinical judgment through the application of course concepts to clinical scenarios. (*Essentials: I, III, IX*)
11. Describe the nursing role in drug therapy. (*Essentials: IV, IX*)
12. Apply the nursing process in specific drug therapy. (*Essentials: IV, VII*)
13. Identify the common characteristics of all drugs. (*Essential: I*)
14. Differentiate between the actions, use, desired effects, and adverse effects of various groups of drugs. (*Essential: I*)
15. Recognize the major classifications of drugs and their characteristics. (*Essential: I*)
16. Identify factors that alter patient response to drugs (e.g. cultural attitudes, physical disease). (*Essentials: I, III, VII*)
17. Describe measures that can be taken to enhance drug therapy. (*Essentials: I, III, VI*)
18. Discuss rationale for use of specific drug therapy in patient care. (*Essentials: I, VII*)

Assignments:

Assignment	Percentage	Due Date
Discussions	35%	Weekly: 1 through 7
Quizzes	20%	Weeks 1, 3, and 4
Case Study, and synopsis discussion (week 7.5)	20%	Weeks 2, 5, and 6 and 7.5
Cumulative Final Exam	25%	Week 7
Total	100%	End of 7.5 Week session

Topic Outline/Schedule:

DATE	TOPIC	READINGS/ ASSIGNMENTS WITH DUE
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		DATES
Week 1 [Date]	Stress and Disease Principles of Pharmacology	Porth , pp. 31-47, 206-219. Burchum & Rosenthal , Ch. 1-11 Quiz
Week 2 [Date]	Inflammation and Infection Pain/Anesthesia/Anti-inflammatories	Porth , pp. 49-69, 311-317 Burchum & Rosenthal , Ch. 69, 71-74 Case Study
Week 3 [Date]	Respiratory Respiratory medications	Porth , Ch. 21-23 Burchum & Rosenthal , Ch. 76, 77 Quiz
Week 4 [Date]	Cardiovascular Cardiac medications	Porth , Ch. 17-20 Burchum & Rosenthal , Ch. 41, 44-51 Quiz
Week 5 [Date]	Fluids, Electrolytes, Acid-Base	Porth , Ch. 8 Burchum & Rosenthal , Ch. 42 Case Study
Week 6 [Date]	Endocrine (including Diabetes) Endocrine medications	Porth , Ch. 31-33 Burchum & Rosenthal , Ch. 57-62, 65, 75 Case Study
Week 7 [Date]	Gastrointestinal GI Medications	Porth , Ch. 29 Burchum & Rosenthal , Ch. 78-80 Final Exam (Cumulative)
Week 7.5 (Date)	<u>Student discussion of synopses of case study</u>	Students post 500 word synopsis of case study for class discussion.

POINT SYSTEM EQUALS GRADING SYSTEM FOR DSON.

A	=	93-100 points
A -	=	90-92 points
B+	=	87-89 points
B	=	83-86 points
B -	=	80-82 points
C+	=	77-79 points
C	=	73-76 points
C -	=	70-72 points
D	=	60-69 points
F	=	less than 60 points

**BINGHAMTON UNIVERSITY
DECKER SCHOOL OF NURSING
NURS 382
Population Health: Promotion and Prevention
Course Syllabus
7.5-Week Session**

Credit Hours: 3

TIME: Asynchronous. Distance accessible course.

Prerequisite(s): Completion of required general education prerequisites; transfer and/or validation of 24 credits of nursing; NURS 380

Course Description:

This course introduces the student to health promotion and disease prevention concepts. These concepts will be applied to individual, family, community, and governmental systems to understand the factors that influence health behaviors. Several theoretical frameworks will guide exploration of factors that influence the health and wellness of social systems. These frameworks include systems theory, health belief model, transtheoretical model of change, ecological model, community health nursing theory, and teaching/learning theory. Cultural competence and transcultural nursing theory will be discussed throughout the content of the course.

Learning experiences will occur online and in community settings. In the community setting, students will apply theoretical frameworks, assess health promotion and disease prevention factors, and enhance one's ability to work effectively in groups. Students will visit a school system and assess health promotion resources available to the school-age child and adolescent or an elder care facility to assess health promotion resources available to well elders in the community. Students will complete a health promotion-teaching group project for their target population.

This course will enable the student to begin to develop the professional behaviors of client/family/community advocate and work toward empowering all client systems to attain/maintain optimal health.

Required Texts:

American Psychological Association (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC. (ISBN-13: 978-1433805615)

Bastable, S.B. (2014). *Nurse as educator: Principles of teaching and learning for nursing practice (4th ed.)*. Boston, MA: Jones and Bartlett. (ISBN-13: 978-1449697501)

Decker School of Nursing Handbook. Available online

http://www.binghamton.edu/dson/academics/undergrad/undergrad_handbook.html

Stanhope, M., & Lancaster, J (2014). *Foundations of nursing in the community: Community-oriented practice (4th ed.)*. St. Louis, MO: Mosby Elsevier. (ISBN-13: 978-0323100946)

Recommended Texts & Other Readings:

You may use any other textbooks purchased for other classes as needed to supplement class materials.

Credit Hours and Expectations for Online 7-Week Courses: 3-credit course notes:

This course is a 3-credit course, which means that students are expected to do at least 17.5 hours of course-related work each week of the 7.5-Week Session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

Baccalaureate Essentials:

Numbers in parentheses after course objectives are the corresponding Baccalaureate Essential(s) referenced from the *American Association of Colleges of Nursing* titled *The Essentials of Baccalaureate Education for Professional Nursing Practice*. These essentials have been linked to the End of Program objectives, which are available in the student handbook.

Course Objectives:

1. Apply basic concepts derived from systems theory, developmental theory, teaching/learning theory, transcultural nursing theory, health belief model, transtheoretical change theory, ecological model, and community health nursing theory used in the assessment of the client: individual, family and community systems (*Essentials: VIII, IX*).
2. Identify transcultural, socioeconomic, governmental, and environmental factors that influence the availability and utilization of community resources (*Essentials: V, VIII, IX*).
3. Use systems theory in examining factors that influence the health of individuals, families and communities (*Essentials: IX*).
4. Identify primary, secondary, and tertiary levels of prevention (*Essentials: VII, IX*).
5. Implement primary and secondary levels of prevention for identified population (*Essentials: III, VII, IX*).
6. Assess the health status of selected individual/family/community systems (*Essentials: VII, IX*).
7. Use identified value systems consistent with the nursing code of ethics and standards for nursing practice (*Essential: VIII*).
8. Assume responsibility for one's own learning and movement toward self- evaluation and self-actualization (*Essential: VIII*).
9. Demonstrate academic writing for a university-level audience (*Essential: I*).
10. Integrate APA format into scholarly writing (*Essential: I*).
11. Provide critical feedback on peer's writing pieces (*Essential: I*).
12. Revise writing through instructor and peer feedback (*Essential: I*).

Assignments:

Assignment	Percentage	Due Date
Weekly Discussions	35%	Weekly: 1 through 7
Rural Health Issues Paper	20%	Week 2
Worlds Apart Paper	20%	Week 5
Teaching Learning Project/Paper, and synopsis discussion	25%	Week 7 and 7.5
Total	100%	End of 7.5 Week session

Topic Outline/Schedule:

DATE	TOPIC	READINGS/ ASSIGNMENTS/ DUE DATES

Week 1 [Date]	Community/ Public Health Nursing History of Public Health Nursing Healthy People 2020/ Rural Healthy People 2010	Community and Public Health Nursing: Stanhope and Lancaster: Chapter 1 Appendix C: (pp.622-633), Core Functions of Public Health Nursing (p.185T) Healthy People 2020: Stanhope and Lancaster: Chapter 2, 3 Website for Healthy People 2020: http://www.healthypeople.gov Rural Healthy People 2020: See folders on line History: Stanhope and Lancaster: Chapter 2
Week 2 [Date]	Levels of Prevention/Health Promotion and Disease Prevention Health Literacy Teaching/ learning Theory: [School Health] Health Promotion for the School Age Population Working with Families in the Community	Levels of Prevention: Stanhope and Lancaster: pp. 11b, 160-161 Health Literacy: Stanhope and Lancaster: Chapter 11 Bastable: Chapter 7 School Age Population: Stanhope and Lancaster: Chapter 20 Teaching/Learning: Stanhope and Lancaster: Chapter 11 Bastable: Chapter 1, 2, 3, 4, 9 Blooms Taxonomy/Sample Questions School Health: Stanhope and Lancaster: Chapter 31 Family: Stanhope and Lancaster, Chapters 18 and 20 Rural Health Issues Paper due
Week 3 [Date]	General Systems Theory Health Belief Model Transtheoretical Model of Change Ecological Model	General Systems Theory Health Belief Model: Bastable: Chapter 6 Transtheoretical Model for Change: Bastable: Chapter 6 Ecological Model: Fielding, Teutsch, Breslow. <u>A Framework for Public Health in the United States.</u> Public Health Reviews, Vol. 32, No 1, 174-189. Richard, Gauvin, and Raine. Ecological Models Revisited: Their Uses and Evolution in Health Promotion Over Two Decades. Annu. Rev. Public Health 2011. 32:307-26.
Week 4 [Date]	Health Promotion /Disease Prevention: Adult and Older Adult Vulnerability	Health Promotion of the Aggregate: Adult and Older Adult: Stanhope and Lancaster: Chapter 20 Vulnerability and Poverty: Stanhope and Lancaster: Chapter 21

		Homelessness/Poverty: Stanhope and Lancaster: Chapter 23 Rural/Migrant populations: Stanhope and Lancaster: Chapter 22
Week 5 [Date]	Healthcare Financing Socioeconomic influences of Health Care Financing Affordable Care Act	Healthcare Financing: -Stanhope and Lancaster: Chapter 8 Affordable Care Act: (folder on BB) Government and Policy: Stanhope and Lancaster: Chapter 28 Worlds Apart Paper due
Week 6 [Date]	Cultural Competency Client Advocacy in the Community	Cultural Competency: Stanhope and Lancaster: Chapter 5 Advocacy: Stanhope and Lancaster: Chapter 13
Week 7 [Date]	Evidenced-Based Practice in Health Promotion Disaster Management Global Health	Evidence-Based Practice: Stanhope and Lancaster: Chapter 10 Disaster Management: Stanhope and Lancaster: Chapter 14 Teaching Learning Project/Paper due
Week 7.5 (Date)	<u>Student discussion of synopses of final project</u>	Students post 500 word synopsis of final project for class discussion.

POINT SYSTEM EQUALS GRADING SYSTEM FOR DSON.

A	=	93-100 points
A -	=	90-92 points
B+	=	87-89 points
B	=	83-86 points
B -	=	80-82 points
C+	=	77-79 points
C	=	73-76 points
C -	=	70-72 points
D	=	60-69 points
F	=	less than 60 points

**BINGHAMTON UNIVERSITY
DECKER SCHOOL OF NURSING
NURS 383
Research Methods in Nursing
Course Syllabus
7.5-Week Session**

Credit Hours: 3

TIME: Asynchronous. Distance accessible course

Prerequisite(s): Completion of required general education prerequisites; transfer and/or validation of 24 credits of nursing; NURS 380

Course Description:

This course focuses on the study and analysis of research within nursing practice. The learner will have the opportunity to explore a variety of research articles, and methodologies as well as examine how theory and research relate to practice. The learner will be exposed to steps of the research process in enough depth to be able to critique research at a baccalaureate level. In keeping with the Philosophy of the Decker School of Nursing, it is expected that this course will enable the learner to continue on a trajectory of life-long learning in the areas of theory and research. Discussion will take place to support learning and meaning of course objectives.

Course Requirements:

Required Texts:

Polit, D., & Beck, C.T. (2017). Essentials of nursing research: Appraising evidence for nursing practice, 9th edition. Philadelphia: Lippincott Williams & Wilkins. (ISBN 1496351290, 9781496351296)

Recommended Texts & Other Readings:

You may use any other textbooks purchased for other classes as needed to supplement class materials.

Credit Hours and Expectations for Online 7-Week Courses: 3-credit course notes

This course is a 3-credit course, which means that students are expected to do at least 17.5 hours of course-related work each week of the 7.5-Week Session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

Baccalaureate Essentials:

Numbers in parentheses after course objectives are the corresponding Baccalaureate Essential(s) referenced from the *American Association of Colleges of Nursing* titled *The Essentials of Baccalaureate Education for Professional Nursing Practice*. These essentials have been linked to the End of Program objectives, which are available in the student handbook.

Course Objectives: Through participation in this course the student will:

1. Evaluate ethical issues in relation to research. (*Essentials: III, VIII*)
2. Critique research at a beginning level of analysis. (*Essentials: II, III, VI*)
3. Describe the relationship of theory, research, and practice. (*Essentials: II, VII*)
4. Examine the steps in the research process. (*Essential: III*)
5. Identify research questions in nursing practice. (*Essentials: II, III*)
6. Identify basic research designs. (*Essential: III*)
7. Examine basic sampling techniques appropriate to design. (*Essential: III*)
8. Identify data analysis appropriate to design. (*Essential: III*)
9. Analyze nursing research findings for application to practice. (*Essentials: II, III*)

Assignments:

Assignment	Percentage	Due Date
Discussions with Article Worksheets	35%	Weekly: 1 though 7
Exam 1	20%	Week 3
Exam 2	20%	Week 5
Final Exam	25%	Week 7
Synopsis discussion	0%	Week 7.5
Total	100%	End of 7.5 Week session

Topic Outline/Schedule:

DATE	TOPIC	READINGS/ ASSIGNMENTS WITH DUE DATES
Week 1 [Date]	Intro to nursing research, Article critiques, Evidence based practice in nursing	Polit & Beck, Chapters: 1, 2, 3, 4
Week 2 [Date]	Benchmark data, performance improvement and healthcare outcomes	Polit & Beck, Chapter: 8
Week 3 [Date]	Research Problems, Purposes, Questions & Hypotheses, Review of Literature, Ethics in nursing research, Theory and conceptual frameworks	Polit & Beck, Chapters: 5, 6, 7 Exam 1
Week 4 [Date]	Research Design, Populations and sampling, Data collection and measurement	Polit & Beck, Chapters: 9, 10, 11, 12
Week 5 [Date]	Descriptive and inferential statistics; Discussion, implications and conclusions.	Polit & Beck, Chapter: 14 Exam 2
Week 6 [Date]	Descriptive and inferential statistics; Discussion, implications and conclusions.	Polit & Beck Chapter: 15
Week 7 [Date]	Qualitative research, other types of research, epidemiology, population research	Polit & Beck Chapters: 11, 12, 13 Exam 3
Week 7.5 (Date)	<u>Student discussion of synopses of key points learned in course</u>	Students post 500 word synopsis of key points learned from course for class discussion.

POINT SYSTEM EQUALS GRADING SYSTEM FOR DSON.

A	=	93-100 points
A -	=	90-92 points
B+	=	87-89 points

B	=	83-86 points
B-	=	80-82 points
C+	=	77-79 points
C	=	73-76 points
C-	=	70-72 points
D	=	60-69 points
F	=	less than 60 points

**BINGHAMTON UNIVERSITY
DECKER SCHOOL OF NURSING
NURS 384
Population Health: Chronic Illness
7.5-Week Session**

Credit Hours: 3

Curriculum Placement: Open

TIME: Asynchronous. Distance accessible course.

Prerequisite(s): Completion of required general education prerequisites; transfer and/or validation of 24 credits of nursing; NURS 380

Course Description:

This course provides a foundation for the assessment and design of community health strategies for families, populations, and communities. Concepts of chronic illness and disease management are discussed as they relate to the various roles embedded within community-based practice. Care management of chronic disease trajectories in community settings are discussed in depth. Urban or rural community health settings are utilized to develop the Community Assessment Project. Vulnerable populations are the primary focus of assessment and designed interventions.

Course Requirements:

Required Texts:

American Psychological Association (2010). *Publication manual of the American Psychological Association*. (6th ed.). Washington, DC. (ISBN-13: 978-1433805615)

Anderson, E., & McFarlane, J. (2007). *Community as Partner: Theory and Practice in Nursing (6th ed.)*. Philadelphia, New York, Baltimore: Lippincott. (ISBN-13: 978-1605478555)

Bastable, S.B. (2014). *Nurse as educator: Principles of teaching and learning for nursing practice (4th ed.)*. Boston, MA: Jones and Bartlett. (ISBN-13: 978-1449697501)

Decker School of Nursing Handbook. Available online

http://www.binghamton.edu/dson/academics/undergrad/undergrad_handbook.html

Stanhope, M., & Lancaster, J (2014). *Foundations of nursing in the community: Community-oriented practice (4th ed.)*. St. Louis, MO: Mosby Elsevier. (ISBN-13: 978-0323100946)

Recommended Texts & Other Readings:

You may use any other textbooks purchased for other classes as needed to supplement class materials.

Credit Hours and Expectations for Online 7-Week Courses: 3-credit course notes:

This course is a 3-credit course, which means that students are expected to do at least 17.5 hours of course-related work each week of the 7.5-Week Session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

Baccalaureate Essentials:

Numbers in parentheses after course objectives are the corresponding Baccalaureate Essential(s) referenced from the *American Association of Colleges of Nursing* titled *The Essentials of*

Baccalaureate Education for Professional Nursing Practice. These essentials have been linked to the End of Program objectives, which are available in the student handbook.

Course Objectives:

Upon successful completion of this course, the student will:

1. Apply the community assessment wheel model to a selected special population. Complete a windshield survey. (*Essentials: I, III, IX*)
2. Discuss ways in which nursing theories/conceptual frameworks and evidence-based research support holistic nursing care to direct nursing practice in simple to complex patient situations (*Essentials: I, IX, X*)
3. Discuss at various levels (individual, families, groups, communities, and populations) the impact of long-term chronic illness on quality of life and health outcomes. (*Essentials: III, IV, IX*)
4. Incorporate nursing concepts and principles in various practice settings and among diverse populations (*Essentials: I, III, VII, IX*)
5. Identify developmental, social, cultural, environmental and educational factors that may influence nursing judgment and clinical reasoning directed at disease management for clients in the community (*Essentials: I, II, VII*)
6. Apply concepts of levels prevention and coordination of care in the provision of holistic nursing care directed at the management of patient systems along the health-illness continuum (*Essentials: I, III*)
7. Incorporate areas of evidenced-based practice and research application to the process of community assessment. (*Essential: VI*)
8. Support nursing's values system based on the code of ethics, legal ramifications, social justice, and transcultural dimensions in the community setting. (*Essential: IV*)
9. Examine how the profession of nursing can impact public policies and strategies to improve health outcomes and quality of life for all individuals, especially among vulnerable populations (*Essential: II*)
10. Describe the basic Principles of Epidemiology used in community assessment. (*Essential: 7*)
11. Demonstrates accountability and responsibility in the attainment of a baccalaureate nursing education (*Essentials: IV, VIII*)

Assignments:

Assignment	Percentage	Due Date
Discussions	35%	Weekly 1 through 7
Community Assessment Project (CAP) CAP Group Contract (Part A) CAP Group Contract (Part B- Priority Health Issue) Group Presentation in Class	25%	Due Week 3 Due Week 4 Due Week 7
Windshield Survey Assignment	10%	Due Week 3
Intimate Partner Violence Case Study Assignment	10%	Due Week 4
Suitcases Left Behind Case Study Assignment	10%	Due Week 5
Final Assignment: Ethics in Community Oriented Practice Case Study Assignment, and final synopsis discussion	10%	Due Week 7 and 7.5
Total Percentage	100%	End of 7.5 Week session

Topic Outline/Schedule:

Date	Topic	Readings/ Assignments/Due Dates
Week 1 [Date]	Windshield Survey Community as Partner Model A. Community Assessment and Evaluation B. Community Data Assessment C. Community Project	Windshield Survey: Stanhope & Lancaster: Chapter 12 Community as Partner Model: Anderson & McFarlane: Chapter 9
Week 2 [Date]	Evidence Based Practice in the Community Nursing Practice in the Community: A. Nursing Practice at the Local, State, and National Levels in Public Health B. The Faith Community Nurse C. Home Health and Hospice D. Occupational Health	Stanhope & Lancaster Chapters: 10, 28, 29, 30, 32
Week 3 [Date]	Vulnerability/Predisposing Factors and Selected Vulnerable Populations (Overview): A. Violence and Human Abuse B. Homelessness, Poverty, Mental Illness, Teen Pregnancy C. Community resources	Stanhope & Lancaster, Chapters: 21, 23, 25, Assignments Due: CAP Group Contract (Part A) Windshield Survey
Week 4 [Date]	Vulnerability: Predisposing Factors and Selected Vulnerable Populations: A. Rural Health and Migrant Health B. Alcohol, Tobacco, and other Drug Problems in the Community	Stanhope & Lancaster Chapters: 22, 24 Assignments Due: CAP Group Contract (Part B) Priority Health Issue Intimate Partner Violence Case Study
Week 5 [Date]	Issues and Approaches in Health Care Populations (Epidemiology): A. Surveillance and Outbreak Investigation B. Infectious Disease Prevention and Control C. HIV, Hepatitis, Tuberculosis and Sexually Transmitted Disease	Stanhope & Lancaster Chapters: 15, 26, 27 Assignments Due: Suitcases Left Behind Case Study
Week 6 [Date]	Influences on Health Care Delivery and Nursing: A. Environmental Health B. Telehealth Ethics in Community Oriented Nursing Practice	Stanhope & Lancaster Chapters: 4, 6
Week 7 [Date]	Social Media and Nursing: Preserving Professionalism in the Age of Sharing	Assignments Due: Ethics in Community Oriented Nursing Practice Case Study

	Community Assessment Project Presentations in class	
Week 7.5 (Date)	Student discussion of synopses of final project	Students post 500 word synopsis of final project for class discussion.

POINT SYSTEM EQUALS GRADING SYSTEM FOR DSON.

A	=	93-100 points
A -	=	90-92 points
B+	=	87-89 points
B	=	83-86 points
B -	=	80-82 points
C+	=	77-79 points
C	=	73-76 points
C -	=	70-72 points
D	=	60-69 points
F	=	less than 60 points

**BINGHAMTON UNIVERSITY
DECKER SCHOOL OF NURSING
NURS 386
Assessment Across the Lifespan
Course Syllabus
7.5-Week Session**

Credit Hours: 3

TIME: Asynchronous. Distance accessible course

Prerequisite(s): Completion of required general education prerequisites; transfer and/or validation of 24 credits of nursing; NURS 380

Course Description:

N386 prepares the Associate Degree or diploma-prepared RN to expand Health Assessment Skills to the level of the Baccalaureate prepared nurse. Previous health assessment skills will be developed to include a holistic view of clients across the life span. Assessments of culture, spirituality, and family will be included. Documentation of findings in a concise and organized format will be emphasized. The laboratory component will provide for additional experience in the use of assessments. Weekly online communication with the course instructor is mandatory throughout the course.

Course Requirements:

Required Texts:

Jarvis, C. (2016). *Physical Examination & Health Assessment (7th ed.)*. St. Louis, MO: Saunders. ISBN: 9781455728107

Recommended Texts & Other Readings:

You may use any other textbooks purchased for other classes as needed to supplement class materials.

Credit Hours and Expectations for Online 7-Week Courses: 3-credit course notes:

This course is a 3-credit course, which means that students are expected to do at least 17.5 hours of course-related work each week of the 7.5-Week Session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

Baccalaureate Essentials:

Numbers in parentheses after course objectives are the corresponding Baccalaureate Essential(s) referenced from the *American Association of Colleges of Nursing* titled *The Essentials of Baccalaureate Education for Professional Nursing Practice*. These essentials have been linked to the End of Program objectives, which are available in the student handbook.

Course Objectives: The student will:

1. Apply concepts and principles from humanities, biological, spiritual, physical, psychological, and social sciences to a holistic assessment of clients. (*Essential: 1*)
2. Demonstrate accurate health assessment skills in performing a focused and/or a comprehensive health history exam. (*Essential: I*)
3. Demonstrate correct use of techniques and equipment integral to a comprehensive, accurate health assessment. (*Essential: I & IX*)
4. Develop a health promotion plan based on a holistic assessment of a client. (*Essential: VII*)
5. Communicate verbally and in writing (on- line) in a comprehensive and succinct manner. (*Essentials: IV & VI*)

6. Maintain professionalism and confidentiality with all online documentation required for the course. (*Essentials: IV & VIII*)
7. Engage in reflective practices to increase self-awareness and personal growth. (*Essentials: II & VIII*)
8. Demonstrate responsibility and accountability as an adult learner in the process of baccalaureate nursing education. (*Essentials: VIII & IX*)

Assignments:

Assignment	Percentage	Due Date
Discussions	35%	Weekly: 1 though 7
Quiz 1	5%	Week 3
Quiz 2	5%	Week 6
Health History/Health Promotion Plan	15%	Week 3
Physical Exam Competency Exam I with self-evaluation	5%	Week 2
Physical Exam Competency Exam II with self-evaluation	5%	Week 4
Physical Exam Competency Exam III Documentation	5%	Week 4
Final Physical Exam Competency Exam	5%	Week 7
Final Physical Exam Competency Exam Documentation	20%	Week 7
Final Synopsis discussion	0%	Week 7.5
Total	100%	End of 7.5 Week session

Topic Outline/Schedule:

DATE	TOPIC	READINGS/ ASSIGNMENTS WITH DUE DATES
Week 1 [Date]	Orientation to NURS 386: Requirements/ Expectations Evidence Based Assessment Cultural Competence: Cultural Care Mental Status Exam Substance Use Assessment Domestic Violence assessment Mandatory NYS HIV /Hepatitis C The Interview Complete Health History Family Assessment	Jarvis: Chapters: 1,2,3,4,5,6, 7 (suggested additional chapters: 8-11) Elsevier Videos Online Module Resources
Week 2 [Date]	Genogram/Family Portrait Skin, Hair & Nails Head, Face, & Neck Eye, Ear, Nose, Mouth, & Throat	Jarvis: Chapters:12,13,14,15,16,17 Elsevier Videos Online Module Resources Assignment:

	Breast and Regional Lymphatic	Physical Exam Competency Exam I with self-evaluation
Week 3 [Date]	Thorax & Lungs Heart & Neck Vessels Peripheral Vascular & Lymphatic System Abdomen	Jarvis: Chapters: 18, 19, 20, 21 Elsevier Videos Online Module Resources Assignment: -Online Quiz #1 -Comprehensive Health History
Week 4 [Date]	Musculoskeletal Neurological Male GU System Anus, Rectum, & Prostate Female GU System	Jarvis: Chapters: 22, 23, 24, 25, 26 Elsevier Videos Online Module Resources Assignments: - Physical Exam Competency Exam II with self-evaluation - Physical Exam Competency Exam III Documentation
Week 5 [Date]	The Comprehensive Physical Exam: Putting it all together The Child/Adolescent The Hospitalized Adult	Jarvis: Chapters: 27, 28, 31 Review Elsevier Videos Online Module Resources
Week 6 date	The Comprehensive Physical Exam: Putting it all together The Pregnant Woman The Older Adult	Jarvis: Chapters: 30, 31 Lab: Practice Lab Competency or Make-up lab Elsevier Comprehensive Physical Exam Video Online Module Resources Practice Head-to-Toe exam Assignment: -Online Quiz #2
Week 7 [Date]		Assignment: - Final Physical Exam Competency Exam with Documentation
Week 7.5 (Date)	Student discussion of synopses of final project	Students post 500 word synopsis of final project for class discussion.

POINT SYSTEM EQUALS GRADING SYSTEM FOR DSON.

A	=	93-100 points
A -	=	90-92 points
B+	=	87-89 points
B	=	83-86 points
B -	=	80-82 points
C+	=	77-79 points
C	=	73-76 points
C -	=	70-72 points

D	=	60-69 points
F	=	less than 60 points

**BINGHAMTON UNIVERSITY
DECKER SCHOOL OF NURSING
NURS 388
Health Care Policy & Health Disparities
Course Syllabus
7.5-Week Session**

Credit Hours: 3

TIME: Asynchronous. Distance accessible course

Prerequisite(s): Completion of required general education prerequisites; transfer and/or validation of 24 credits of nursing; NURS 380

Course Description:

NURS 388 will provide the student content on the impact of educational, ethical, legal, political and social issues on health policy and health care. Proposed health care legislation will be examined for an opportunity for learners to provide written commentary. The role of public health politics and policy development, and the politics of health reform in rural, urban and suburban areas are included. The influence of public policy models applied in community settings is analyzed for their effects on healthcare system development. Perspectives on the American health care delivery system, past, present and future, will guide the analysis of the impact of issues such as our aging population, lack of comprehensive planning on health care, global health concerns and disparity to formulate and evaluate potential societal solutions. A comparison of the American health care system with other countries will be completed to examine disparities.

Course Requirements:

Required Texts:

Mason, D.J., Leavitt, J.K. & Chaffee, M.W. (2012). Policy & Politics in Nursing and Health Care (6th ed). St. Louis: Elsevier (ISBN: 9780323241656)

Recommended Texts & Other Readings:

You may use any other textbooks purchased for other classes as needed to supplement class materials.

Credit Hours and Expectations for Online 7-Week Courses: 3-credit course notes:

This course is a 3-credit course, which means that students are expected to do at least 17.5 hours of course-related work each week of the 7.5-Week Session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

Baccalaureate Essentials:

Numbers in parentheses after course objectives are the corresponding Baccalaureate Essential(s) referenced from the *American Association of Colleges of Nursing* titled *The Essentials of Baccalaureate Education for Professional Nursing Practice*. These essentials have been linked to the End of Program objectives, which are available in the student handbook.

Course Objectives: The student will:

1. Demonstrate basic knowledge of healthcare policy, finance, and regulatory environments, including local, state, national, and global healthcare trends. (*Essentials: V, VI*)
2. Examine legislative and regulatory processes relevant to the provision of health

- care. (*Essential: V*)
3. Explore the impact of sociocultural, economic, legal, and political factors influencing healthcare delivery and practice. (*Essentials: V, VI*)
 4. Discuss the implications of healthcare policy on issues of access, equity, affordability, and social justice in healthcare delivery. (*Essentials: V, VI*)
 5. Use an ethical framework to evaluate the impact of social policies on health care, especially for vulnerable populations. (*Essentials: V, VI, VIII, IX*)
 6. Articulate, through a nursing perspective, issues concerning healthcare delivery to decision makers within healthcare organizations and other policy arenas. (*Essentials: V, VI*)
 7. Participate as a nursing professional in political processes and grassroots legislative efforts to influence healthcare policy. (*Essentials: V, VI*)
 8. Advocate for consumers and the nursing profession. (*Essentials: V*)
 9. Analyze select global health care systems regarding accessibility, scope, and performance. (*Essential: V*)
 10. Compare the health care systems in the United States with select global health care systems. (*Essential: V*)

Assignments:

Assignment	Percentage	Due Date
Discussions	35%	Weekly: 1 through 7
Legislative Project	25%	Due Week 4
Position Statement	20%	Due Week 5
Final: Global Health Project, and final synopses discussion	20%	Due Week 7 and 7.5
Total Percentage	100%	End of 7.5 Week session

Topic Outline/Schedule:

DATE	TOPIC	READINGS/ ASSIGNMENTS WITH DUE DATES
Week 1 [Date]	Refresher on US Government, how policies are made Introduction to Health Care Policy and Nursing	Mason: Chapter 2, 6
Week 2 [Date]	<ul style="list-style-type: none"> • A Framework for Action in Policy & Politics • Advocacy in Nursing and Health Care • Learning the Ropes of Policy, Politics & Advocacy • The Policy Process • Political Analysis & Strategies • Health Policy, Politics, and Professional Ethics 	Mason: Chapter 1, 3, 4 Mason: Chapters 7, 9, 15 Additional materials per BB Discussion Board #1 Due, Choose legislative topic
Week 3 [Date]	<ul style="list-style-type: none"> • The Changing United States Health Care System • Financing Health Care in the United States 	Mason Chapters: 16, 18, 19, 39, 23 Discussion Board # 2 due

	<ul style="list-style-type: none"> • The Affordable Care Act: Historical Context and an Introduction to the State of Health Care in the United States • The United States Military and Veterans Administration Health Systems: Contemporary Overview and Policy Challenges, • Policy Approaches to Address Health Disparities 	
Week 4 [Date]	<ul style="list-style-type: none"> • Contemporary Issues in Government • Lobbying and regulation • Intro to Global Health Systems 	Mason Chapters: 40, 41, 43, 44, 45 Legislative brief due
Week 5 [Date]	<ul style="list-style-type: none"> • Approaches to health disparities, mental health care • The Nursing Workforce; International Health and Nursing Policy and Politics Today: A Snapshot 	Mason Chapters: 23, 24, 33, 60, 91 Discussion Board #3
Week 6 [Date]	<ul style="list-style-type: none"> • Current Issues in Nursing Associations Infectious Disease: A Global Perspective • Global Health Systems 	Mason Chapters: 73, 92 Discussion Board #4
Week 7 [Date]	Global Health Disparities	Global Health Paper due
Week 7.5 (Date)	<u>Student discussion of synopses of final project</u>	Students post 500 word synopsis of final project for class discussion.

POINT SYSTEM EQUALS GRADING SYSTEM FOR DSON.

A	=	93-100 points
A -	=	90-92 points
B+	=	87-89 points
B	=	83-86 points
B -	=	80-82 points
C+	=	77-79 points
C	=	73-76 points
C -	=	70-72 points
D	=	60-69 points
F	=	less than 60 points

**BINGHAMTON UNIVERSITY
DECKER SCHOOL OF NURSING
NURS 391: HEALTH & ILLNESS ACROSS THE LIFESPAN II
Course Syllabus
7.5-Week Session**

Credit Hours: 3

TIME: Asynchronous. Distance accessible course

Prerequisite(s): Completion of required general education prerequisites; transfer and/or validation of 24 credits of nursing; NURS 380

Course Description:

This course will continue to examine the origin and development of disease and connections to clinical nursing across the health continuum. To this end, it investigates how acute and chronic conditions and their associated alterations in bodily structure and function can precipitate crises, affect quality of life, and influence client system growth, development, and adaptation.

The conceptual models of pathophysiology learned in this course provide students with a rational basis for nursing actions in both clinical nursing courses and professional practice. Students will learn to recognize and categorize diseases, link clinical manifestations with pathologies, and relate disease management strategies and pharmacologic therapies to the underlying pathophysiology at the application level.

This course will be presented from the standpoint of nursing. There is a certain amount of base knowledge that must be learned which concerns both pathophysiology and pharmacology. In addition to that information, this course will look at the role of the nurse in relation to drugs - responsibility in giving, ascertaining effectiveness, and patient teaching. The patient is seen as a whole being and the need for pharmacology will affect that being. The nurse can be a vital component of a positive relationship, which includes medications as part of care.

Course Requirements:

Required Texts:

Burchum, J.R. and Rosenthal, L. D. (2015) *Lehne's pharmacology for nursing care: 9th edition*. Elsevier Health Sciences. (ISBN: 9780323321907)

Porth, C. M., & Gaspard, K. J. (2015). *Essentials of pathophysiology (Course Point)*. ISBN:9781469894805.

Recommended Texts & Other Readings:

You may use any other textbooks purchased for other classes as needed to supplement class materials.

Credit Hours and Expectations for Online 7-Week Courses: 3-credit course notes:

This course is a 3-credit course, which means that students are expected to do at least 17.5 hours of course-related work each week of the 7.5-Week Session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

Baccalaureate Essentials:

Numbers in parentheses after course objectives are the corresponding Baccalaureate Essential(s) referenced from the *American Association of Colleges of Nursing* titled *The Essentials of*

Baccalaureate Education for Professional Nursing Practice. These essentials have been linked to the End of Program objectives, which are available in the student handbook.

Course Objectives:

1. Use a conceptual approach to explore human responses that are of major concern to nurses. *(Essentials: I, IX)*
2. Examine specific disease processes that affect health and human function. *(I)*
3. Apply concepts from the humanities and sciences to clinical problems throughout the lifespan continuum. *(Essentials: I, VII)*
4. Differentiate appropriate pathophysiologic terminology related to selected disease processes. *(Essential: I)*
5. Correlate the subjective and objective clinical manifestations of specific disorders with their underlying pathophysiologic mechanisms. *(Essentials: VII, IX)*
6. Explain the use of diagnostic testing in evaluation of patient conditions. *(Essentials: VII, IX)*
7. Articulate the clinical significance of findings from laboratory and diagnostic tests. *(Essentials: VII, IX)*
8. Differentiate physical compensatory mechanisms from maladaptive responses deviations from health. *(Essentials: I, IX)*
9. Discuss the scientific rationale, multi-systemic effects, and potential risks for specific medical/surgical disease management strategies and therapeutic/pharmacologic modalities. *(Essentials: I, VI)*
10. Develop critical thinking, diagnostic reasoning, and clinical judgment through the application of course concepts to clinical scenarios. *(Essentials: I, III, IX)*
11. Describe the nursing role in drug therapy. *(Essentials: IV, IX)*
12. Apply the nursing process in specific drug therapy. *(Essentials: IV, VII)*
13. Identify the common characteristics of all drugs. *(Essential: I)*
14. Differentiate between the actions, use, desired effects, and adverse effects of various groups of drugs. *(Essential: I)*
15. Recognize the major classifications of drugs and their characteristics. *(Essential: I)*
16. Identify factors that alter patient response to drugs (e.g. cultural attitudes, physical disease). *(Essentials: I, III, VII)*
17. Describe measures that can be taken to enhance drug therapy. *(Essentials: I, III, VI)*
18. Discuss rationale for use of specific drug therapy in patient care. *(Essentials: I, VII)*

Assignments:

Assignment	Percentage	Due Date
Discussions	35%	Weekly: 1 through 7
Quizzes	15%	Weeks 1, 5, and 6
Case Study, and synopsis discussion	25%	Weeks 2, 3, and 4, and 7.5
Cumulative Final Exam	25%	Week 7
Total	100%	End of 7.5 Week session

Topic Outline/Schedule:

DATE	TOPIC	READINGS/ ASSIGNMENTS WITH DUE DATES

Week 1 [Date]	Hematology Hematology medications	Porth, Ch. 12-13, Burchum & Rosenthal, Ch. 52-53,55-56 Quiz
Week 2 [Date]	Immunity/Autoimmune Antimicrobials?	Porth, Ch. 15-16 Burchum & Rosenthal, Ch. 83-94 Case Study
Week 3 [Date]	Cancer Oncology medications	Porth, Ch. 7 Burchum & Rosenthal, Ch. 101-103 Case Study
Week 4 [Date]	Genetics	Porth, Ch. 5 Case Study
Week 5 [Date]	Neurological (CVA, CNS, TBI) Neurological medications	Porth, 36-37 Burchum & Rosenthal, Ch. 21-22, 24 Quiz
Week 6 [Date]	Renal	Porth, Ch. 24-27 Quiz
Week 7 [Date]	Shock	Porth, Ch. 20 Burchum & Rosenthal, Ch. 17 Final Exam (Cumulative)
Week 7.5 (Date)	<u>Student discussion of synopses of case study</u>	Students post 500 word synopsis of case study for class discussion.

POINT SYSTEM EQUALS GRADING SYSTEM FOR DSON.

A	=	93-100 points
A -	=	90-92 points
B+	=	87-89 points
B	=	83-86 points
B -	=	80-82 points
C+	=	77-79 points
C	=	73-76 points
C -	=	70-72 points
D	=	60-69 points
F	=	less than 60 points

**BINGHAMTON UNIVERSITY
DECKER SCHOOL OF NURSING
NURS 483
PROFESSIONAL ISSUES IN NURSING LEADERSHIP
Course Syllabus
7.5-Week Session**

Credit Hours: 3

TIME: Asynchronous. Distance accessible course

Prerequisite(s): Completion of required general education prerequisites; transfer and/or validation of 24 credits of nursing; NURS 380

Course Description:

NURS 483 focuses on the application of theories and principles of leadership, administration, management, and organizational structure relative to nursing practice and the health care delivery system. The nature of authority, accountability and responsibility with specific application to nursing will be studied. The topic of power will be approached as a vital and positive force necessary for the attainment of individual and organizational goals/outcomes in the delivery of health care.

The content focus is on current and controversial issues pertinent to the baccalaureate-prepared nurse. Concepts of role transition and nurse wellness are emphasized. Learners examine issues confronting the nursing profession and explore the ethical, legal, political, social, cultural and spiritual contexts. Life-long learning is emphasized. Continuing education and graduate study are explored as avenues through which the nurse continues to develop both personally and professionally. As learners present and participate in course seminars, opportunities are provided for creatively implementing principles of teaching-learning, group process, transcultural analysis, and critical thinking. Experiences in peer and self-evaluation are provided.

Course Requirements:

Required Texts:

American Psychological Association (2010). Publication manual of the American Psychological Association. (6th ed). Washington, DC. (ISBN-13:978-1-4338-05615)

Huber, D.L. (2014). *Leadership and nursing care management* (5thed.). Philadelphia, Pa: Saunders (ISBN-13: 978-1416059844)

Recommended Texts & Other Readings:

Bastable, S.B. (2014). *Nurse as educator: Principles of teaching and learning for nursing practice* (4th ed). Boston, MA: Jones and Bartlett (ISBN-13-978-1-4496-9417-3)

You may use any other textbooks purchased for other classes as needed to supplement class materials.

Credit Hours and Expectations for Online 7-Week Courses: 3-credit course notes:

This course is a 3-credit course, which means that students are expected to do at least 17.5 hours of course-related work each week of the 7.5-Week Session. This includes work done completing assigned readings, preparing written assignments, and other course-related tasks.

Baccalaureate Essentials:

Numbers in parentheses after course objectives are the corresponding Baccalaureate Essential(s) referenced from the *American Association of Colleges of Nursing* titled *The Essentials of Baccalaureate Education for Professional Nursing Practice*. These essentials have been linked to the End of Program objectives, which are available in the student handbook.

Course Objectives: The student will:

1. Apply concepts derived from leadership and management theories in the provision of health care services to clients, families, and community. (*Essentials: II, VI, VII*)
2. Analyze the ethical, legal, and transcultural implications of issues and dilemmas confronting nurses, health care providers and society from a local urban or rural to a global perspective. (*Essentials: II, V, VI, VII, VIII, IX*)
3. Articulate a personal position in regard to a variety of nursing issues. (*Essentials: VI, VIII, IX*)
4. Analyze the goals and practice of nursing in relation to educational levels, professionalism, health care delivery, and economics. (*Essentials: II, V, VIII, IX*)
5. Review legal rights and responsibilities and the scope of practice of the nurse under federal, state and common law. (*Essentials: V, IX*)
6. Examine the role as a member of the nursing profession with regard to current legislative issues affecting the health of human systems, health care delivery systems and nursing. (*Essential: V*)
7. Explore potential conflicts between such professional attributes as accountability, commitment, and economic security. (*Essentials: V, VIII*)
8. Examine issues related to conflict and strategies appropriate to conflict resolution. (*Essentials: III, VI*)
9. Exhibit behaviors reflecting professional nursing standards, cultural sensitivity, accountability and responsibility. (*Essentials: I, VIII, IX*)
10. Demonstrate proficiency in oral presentations and the ability to improve oral presentations in response to critiques for the fulfillment of the Oral Composition requirement. (*Essential: VI*)
11. Demonstrate skill in listening to and critiquing oral presentations. (*Essential: VI*)

Assignments:

Assignment	Percentage	Due Date
Discussions	35%	Weekly: 1 through 7
Seminar Topic Presentation	20%	Week 2
Issue Presentation, and synopsis discussion	20%	Week 5 and 7.5
Final Paper	25%	Week 7
Total	100%	End of 7.5 Week session

Topic Outline/Schedule:

DATE	TOPIC	READINGS/ ASSIGNMENTS
Week 1 [Date]	Leadership and Management Theory/Roles/Functions Organizational Structure, Decentralization and Shared Governance	Huber, Chapters: 1, 3, 13, 14, 15

Week 2 [Date]	Seminar Topic Presentations are due Delivery Systems Case and Population Management Delivery System Reform Incentive Payment	Huber, Chapters: 12 Seminar Topic Presentation
Week 3 [Date]	Discussion Board 1 due Diversity Legal/Ethical Issues Data Management, Informatics	Huber, Chapters: 6, 26
Week 4 [Date]	Occupational Hazards Workplace/Lateral Violence Conflict & Power	Huber, Chapters: 10, 11, 24
Week 5 [Date]	Issue Presentation due Collective Bargaining Staffing Methods, Scheduling, Turnover Nursing Shortage	Huber, Chapters: 20, 21, Issue Presentation
Week 6 [Date]	Discussion Board 2 due Motivation Performance Appraisal Coaching/Counseling	Huber, Chapters: 23,
Week 7 [Date]	Transition into the Baccalaureate Role Nurse Wellness Impaired Practice Managing Time and Stress	Huber, Chapters: 5, Final Paper
Week 7.5 (Date)	Student discussion of synopses of issues presentation	Students post 500 word synopsis of issues presentation for class discussion.

POINT SYSTEM EQUALS GRADING SYSTEM FOR DSON.

- A = 93-100 points
- A - = 90-92 points
- B+ = 87-89 points
- B = 83-86 points
- B - = 80-82 points
- C+ = 77-79 points
- C = 73-76 points
- C - = 70-72 points
- D = 60-69 points
- F = less than 60 points

**BINGHAMTON UNIVERSITY
DECKER SCHOOL OF NURSING
NURS 484
Leadership and Management
Course Syllabus
7.5-Week Session**

Credit Hours: 3

2 credits didactic

1 credit clinical (60 hours)

Time: Asynchronous Distance accessible course.

Prerequisite(s): Completion of required general education prerequisites; transfer and/or validation of 24 credits of nursing. Nurs 484 may be taken concurrently with Nurs 483. Nurs 484 is the capstone course in the RN to BS curriculum.

Course Description:

Leadership and Management is the culminating course of the nursing program. It includes clinical practice and provides the RN student with an arena for synthesis of the nursing education experience for the baccalaureate degree.

This course focuses on the application of theories and principles of critical thinking, leadership, quality management, evidence-based practice, and change process relative to nursing practice and the health care delivery system. In addition, budget/fiscal management, inter-professional collaboration, and disaster management are discussed. The learner explores the future of nursing and their future roles in professional practice and professional organizations.

The clinical experience provides students with the opportunity to: apply management principles, exercise personal leadership, and evaluate the care given by themselves and others. Special emphasis is placed on process and outcome-based evaluation as an important focus of leadership. Experiences in the clinical setting focus on the role of the professional nurse in providing health and nursing care to individuals, families, and communities with culturally diverse backgrounds. NOTE: There are a total of 60 hours devoted to clinical time related to leadership that will be counted toward clinical hours on the log, which is signed by the student and preceptor(s) and returned to faculty for the final evaluation to be complete.

Nursing 484 builds upon the knowledge and learning experiences acquired in previous academic study. The overall purpose of this course is to help the student integrate basic concepts and principles derived from leadership theory, organizational theory, and planned change theory with health of human systems. The concept of evaluation is viewed as essential to personal and professional growth in this course. Both process and outcome oriented evaluation strategies will be used in self-assessment, client/family-centered care, interaction with other health care providers, and the analysis of roles and systems. It is expected that students have met, and will continue to meet all prior program level objectives.

Course Requirements:

Required Texts:

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Credit Hours and Expectations for Online 7-Week Courses: 3-credit course notes:

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Baccalaureate Essentials:

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Course/Clinical Objectives:

1. Apply concepts derived from leadership and management theories in the provision of health care services to clients, families, and community. (*Essentials: II, VI, VII*)
2. Consistently use the nursing process to assist a caseload of individuals, families, or groups to achieve optimal health. (*Essentials: II, VI, VII*)
3. Consistently demonstrate responsibility and accountability to the client, oneself, the nursing profession, and society for one's nursing practice. (*Essentials: VIII*)
4. Participate in the change process to influence nursing practice and health care system policies and practices. (*Essentials: V, IX*)
5. Examine factors related to safety, effectiveness, and cost; and their impact on practice in the planning and delivery of nursing services. (*Essentials: II, IX*)
6. Implement an organized plan of health teaching and counseling with individuals and groups based on assessed needs. (*Essentials: I, III, IV, VI*)
7. Critique the nursing roles within given health care systems using concepts derived from leadership, organizational, and change theories. (*Essentials: II, IX*)
8. Analyze a particular aspect of care in a selected health care setting using principles of quality management and evidenced-based practice. (*Essentials: II, III, IV*)
9. Critique nursing research for its applicability to clinical practice and potential for utilization. (*Essentials: III, IV*)
10. Protect the health, safety, and rights of clients, families, and communities in the provision of nursing care including, but not limited to: medication administration, initiation and regulation of intravenous therapies, pain management, infection control, use of restraints, and management of confidential health information. (*Essentials: II, IV, VI, VII, IX*)
11. Develop confidence in and increased capacity for enacting professional roles as provider of care, designer/manager of care, and member of a profession. (*Essentials: I, IX*)
12. Exhibit behavior consistent with professional nursing values, ethical principles, social policy, and the scope and standards of nursing practice. (*Essentials: VIII, IX*)
13. Analyze the goals and practice of nursing in relation to educational levels, professionalism, health care delivery, and economics. (*Essentials: II, V, VII, IX*)
14. Review legal rights and responsibilities and the scope of practice of the nurse under federal, state, and common law. (*Essentials: V, IX*)

15. Exhibit behaviors reflecting professional nursing standards, cultural sensitivity, accountability, and responsibility. (*Essentials: I, VIII, IX*)
16. Demonstrate proficiency in oral presentations in response to the EBQM assignment. (*Essential: VI*)

Assignments:

Assignment	Percentage	Due Date
Discussions	35%	Weekly: 1 though 7
Clinical	P/F	Weekly
EBQM Proposal	10%	Week 2
Research Critique	20%	Week 3
ICS100/700/800	P/F	Week 5
EBQM Paper	25%	Week 6
Poster Presentation (EBQM Project), and synopsis discussion	10%	Week 7 and 7.5
Total	100%	End of 7.5 Week session

Topic Outline/Schedule:

DATE	TOPIC	READINGS/ ASSIGNMENTS WITH DUE DATES
Week 1 [Date]	Quality Management Evidence Based Practice	Huber Chapters: 16, 17, 18 Clinical Hours
Week 2 [Date]	Change Theory	Huber Chapter: 2 EBQM Proposal due Clinical Hours
Week 3 [Date]	Decision Making/Critical Thinking Delegation	Huber Chapter: 4,9 Research Critique Due Clinical Hours
Week 4 [Date]	Inter-Professional Collaboration Communication Team Building	Huber Chapter: 7, 8 Clinical Hours
Week 5 [Date]	Disaster	Huber Chapter: 25 ICS100/700/800 Due Clinical Hours
Week 6 [Date]	Budget/Fiscal Management	Huber Chapters: 9, 19, 22, 27 EBQM Paper Due Clinical Hours

Week 7 [Date]	Future of Nursing/Professional Organizations	Huber Chapters Poster Presentation (EBQM) Due Clinical Hours
Week 7.5 (Date)	Student discussion of synopses of final project	Students post 500 word synopsis of final project for class discussion.

POINT SYSTEM EQUALS GRADING SYSTEM FOR DSON.

A	=	93-100 points
A -	=	90-92 points
B+	=	87-89 points
B	=	83-86 points
B -	=	80-82 points
C+	=	77-79 points
C	=	73-76 points
C -	=	70-72 points
D	=	60-69 points
F	=	less than 60 points

**N484 Clinical Evaluation Form
Binghamton University DSON**

Semester: _____
Date: _____
Student Name: _____

Dear Preceptor,
Please rank by circling the most appropriate response on how your RN-BS student has met the following objectives during his/her time with you this semester. Any additional comments as feedback would be appreciated. Thank you.

CLINICAL OBJECTIVES:

1. Apply concepts derived from leadership and management theories in the provision of health care services to clients, families, and community.

Did not meet minimally met met met at a high level exceeded expectations
Comments: _____

2. Consistently use the nursing process to assist a caseload of individuals, families, or groups to achieve optimal health.

Did not meet minimally met met met at a high level exceeded expectations
Comments: _____

3. Consistently demonstrate responsibility and accountability to the client, oneself, the nursing profession, and society for one's nursing practice.

Did not meet minimally met met met at a high level exceeded expectations
Comments: _____

4. Participate in the change process to influence nursing practice and health care system policies and practices.

Did not meet minimally met met met at a high level exceeded expectations
Comments: _____

5. Examine factors related to safety, effectiveness, and cost; and their impact on practice in the planning and delivery of nursing services.

Did not meet minimally met met met at a high level exceeded expectations
Comments: _____

6. Implement an organized plan of health teaching and counseling with individuals and groups based on assessed needs.

Did not meet minimally met met met at a high level exceeded expectations
Comments: _____

7. Critique the nursing roles within given health care systems using concepts derived from leadership, organizational, and change theories.

Did not meet minimally met met met at a high level exceeded expectations
Comments: _____

8. Analyze a particular aspect of care in a selected health care setting using principles of quality management and evidenced-based practice.

Did not meet minimally met met met at a high level exceeded expectations
Comments: _____

9. Critique nursing research for its applicability to clinical practice and potential for utilization.

Did not meet minimally met met met at a high level exceeded expectations
Comments: _____

10. Protect the health, safety, and rights of clients, families, and communities in the provision of nursing care including, but not limited to: medication administration, initiation and regulation of intravenous therapies, pain management, infection control, use of restraints, and management of confidential health information.

Did not meet minimally met met met at a high level exceeded expectations
Comments: _____

11. Develop confidence in and increased capacity for enacting professional roles as provider of care, designer/manager of care, and member of a profession.

Did not meet minimally met met met at a high level exceeded expectations
Comments: _____

12. Exhibit behavior consistent with professional nursing values, ethical principles, social policy, and the scope and standards of nursing practice.

Did not meet minimally met met met at a high level exceeded expectations

Comments: _____

13. Analyze the goals and practice of nursing in relation to educational levels, professionalism, health care delivery, and economics.

Did not meet minimally met met met at a high level exceeded expectations

Comments: _____

14. Review legal rights and responsibilities and the scope of practice of the nurse under federal, state, and common law.

Did not meet minimally met met met at a high level exceeded expectations

Comments: _____

15. Exhibit behaviors reflecting professional nursing standards, cultural sensitivity, accountability, and responsibility.

Did not meet minimally met met met at a high level exceeded expectations

Comments: _____

We have met and discussed the RN-BS student's performance in achieving objectives.

Preceptor Signature _____ Date _____

Student Signature _____ Date _____

Faculty Signature _____ Date _____

APPENDIX IV
POSITION DESCRIPTIONS OR ANNOUNCEMENTS FOR PERSONNEL TO-BE-HIRED
REFERENCE ITEM: SECTION 4, ITEM (b)

Job Description: RN to BS Adjunct Faculty

School: Decker School of Nursing

Position title: Adjunct RN to BS Nursing Faculty

Reports to: Director of Undergraduate Nursing Program and RN to BS Director

Location: Remote

Essential Responsibilities:

1. Attend orientation sessions to become familiar with Binghamton University and the Decker School of Nursing mission and teaching philosophy, policies and procedures and the learning management system. Instructs RN-BS courses for the Decker School of Nursing based on schedule needs.
2. Teach assigned courses for RN to BS program, with emphasis on course delivery online, using DSON's learning management system.
3. Follows course syllabus and content, with related objectives to meet student learning needs.
4. Support student learning and development through academic rigor, coaching and mentoring efforts.
5. Provides prompt and meaningful feedback to students in a fair, objective, and consistent manner, using established rubrics and clear grading criteria.
6. Submits assignment and course grades by imparted timelines.
7. Responds to student emails within 24 hours.
8. Work individually with struggling students, providing them 1:1 support, and collaborating with their advisor and the RN-BS Director.

Qualifications:

1. Bachelor's Degree in Nursing required; Master's Degree in Nursing Preferred.
2. Unencumbered RN license in New York State, or State where adjunct faculty is teaching.
3. Experience as a registered nurse and/or experience in teaching distance education courses preferred.
4. Ability to use technology effectively for teaching, including use of Word, PowerPoint, and Adobe Reader.
5. Ability to communicate effectively both verbally and in writing.

Job Description: RN to BS Course Assistant

School: Decker School of Nursing
Position title: RN TO BS Course Assistant
Reports to: Assigned Course Faculty
Location: Remote

Essential Responsibilities:

1. Attend orientation sessions to become familiar with Binghamton University and the Decker School of Nursing mission and teaching philosophy, policies and procedures and the learning management system.
2. Assists faculty teaching in RN TO BS courses for the Decker School of Nursing based on schedule needs.
3. Assists faculty teaching in RN TO BS program, with emphasis on course delivery online, using DSON's learning management system.
4. Follows course syllabus and content, with related objectives to meet student learning needs.
5. Assist course faculty in supporting student learning and development, including, but not limited to grading assignments, managing discussion threads, providing announcements as needed, and managing day-to-day student and course issues.
6. Provides prompt and meaningful feedback to students in a fair, objective, and consistent manner, using established rubrics and clear grading criteria.
7. Responds to student emails within 24 hours.
8. Referring struggling students to the course faculty.

Qualifications:

1. Bachelor's Degree in Nursing required; Master's Degree in Nursing Preferred.
2. Unencumbered RN license in New York State, or State where adjunct faculty is teaching.
3. Experience as a registered nurse and/or experience in teaching distance education courses preferred.
4. Ability to use technology effectively for teaching, including use of Word, PowerPoint, and Adobe Reader.
5. Ability to communicate effectively both verbally and in writing.

Job Description for the Clinical Placement Coordinator

School: Decker School of Nursing

Position title: RN to BS Clinical Placement Coordinator

Reports to: Director of Undergraduate Nursing Program and RN to BS Director

Location: Campus-based

Job included: Placement Coordinator and Student Health and Requirement Record Management

Placement Coordinator Responsibilities:

1. Assist RN to BS students to obtain placement for their leadership course.
2. Communicate via email, phone and/or in person with nurse educators and /or placement coordinators in hospitals and clinics to confirm and vet student placement requests.
3. Coordinate with RN to BS Director to determine the numbers of student placements needed at each 7-week term.
4. Identify facility requirements at each clinical placement location, such as orientation and EHR training, and communicate these clinical entry requirements to instructors and student groups in a timely manner. Keep a record of these facility requirements, updating them as required when the facility changes their expectations
5. Utilize the Castle Branch system to put in requests for groups of students and for precepted positions as to meet facility deadlines
6. Confirm placements with nurse educators and /or placement coordinators in hospitals and clinics institutions by timely follow up communications.
7. Communicate confirmed or changed clinical placement agreements with Director, instructors, campus program coordinators and students for all undergraduate placements in the BSN curriculum, ELM curriculum and RN-BSN curriculum.
8. Ensure that the contract with the facility is current.

Student and Faculty Health and Requirement Record Management

1. Ensure that students and faculty health record are uploaded into the Castle Branch System
2. Communicate with all nursing students and faculty on an ongoing basis to ensure that each student is up to date and that student receives warning when requirements are not met, including immunizations, CPR, liability insurance, health insurance and any other required information.
3. Send health record and all other placement requirement of each student to placement coordinator/nurse educator at clinical placement facility, on time, as required by the facility/agency

Qualifications

1. Bachelor's Degree in Nursing; Master's Degree in nursing preferred.
2. Unencumbered RN license in New York State
3. Excellent computer based organizational skills.
4. Excellent public relations skills using proper etiquette both electronic and interpersonally.
5. Able to develop and maintain excellent working relationships with multiple coordinator/nurses at many institutions.
6. Able to communicate clearly, professionally and calmly with people expressing frustration.



External Instruction Form

Form 2E
Version 2014-11-17

This form is required when external instruction is part of the degree requirements in an academic program. External instruction includes internships, field work, clinical placements, cooperative education, service learning, and the like, which are offered in cooperation with external partners, such as business and industry, health care facilities, public agencies, or schools.

- Use the table below (expanded as necessary) to summarize proposed arrangements for required external instruction in an academic program. List all proposed arrangements. The number of placements listed below should equal or exceed the number of students expected to be in the initial cohort of a new program.

2. Name and Title of Contact Person	Name and Address of Placement Site	# of placements per year
Joanne Buffum Nursing Supervisor	Wilson Medical Center Binghamton, NY	1-2
Deb Spoor Nursing Supervisor	Wilson Medical Center Binghamton, NY	1-2
Hai Tran Education Nurse Specialist	Wilson Medical Center Binghamton, NY	1-2
Irene Sabin CCU Educator	Wilson Binghamton General Hospital Binghamton, NY	1-2
Kathy Jaros Nursing Director	Wilson Binghamton General Hospital Binghamton, NY	1-2
Matthew Smith ICU Nurse Manager	Wilson Medical Center Binghamton, NY	1-2
Michele Steinhauser Faculty	Wilson Medical Center Binghamton, NY	1-2
Dawn Zahar Nursing Supervisor	BGH Wilson Binghamton, NY	1-2
Adam Burton Nurse Manager	Wilson Medical Center Binghamton, NY	1-2
Caralisa Stever Nursing Supervisor	BGH Lourdes Binghamton, NY	1-2
Shelly Eggleton Service Line Administrator	BGH Lourdes Binghamton, NY	1-2
Mary Rose Infection control nurse	Wilson Medical Center Binghamton, NY	1-2
Kristin Maliwacki Case Manager	Lourdes Hospital Binghamton, NY	1-2
S. Eggleton Hospice Service Line Administrator	Lourdes Hospital Binghamton, NY	1-2
Sharon Geidel Nurse Manager	Orange Regional Medical Center Middletown, NY	1-2
Nicole Sewell MICU Director	Orange Regional Medical Center Middletown, NY	1-2
Maureen Daws Director, Palliative Care	UHS Medical Center Binghamton, NY	1-2
Christine English	UHS Medical Center	1-2

Director, Infection Control	Binghamton, NY	
Barbara Bilbry & Amy Francher Public Health Educators	Tioga County Health Department Owego, NY	2-4
Lynne Longtin Nursing Director for Clinical Quality and Nursing Research	Albany Medical Center Albany, NY	1-2
Enid Berg Educator	Orange Regional Medical Center Middletown, NY	1-2
Christopher Costello Wound Care Nurse	Orange Regional Medical Center Middletown, NY	1-2
Emily Post Nurse Manager	Lourdes Hospital Binghamton, NY	1-2
Karen Scovell Patient Flow Supervisor	UHS Medical Center, Wilson Medical Center Binghamton, NY	1-2

Nonlocal students will be required to obtain their own preceptors with the assistance of the RN to BS Program Director, and, starting year 2, the to-be-hired RN to BS Clinical Coordinator.

Preceptor Qualifications

The undergraduate preceptor is a currently licensed RN in the student's state and is employed as an RN in the clinical agency in which the preceptor experience is to occur. Minimum educational preparation is a baccalaureate degree. The preceptor is expected to have a minimum of two years of clinical experience and demonstrated competencies related to the area of assigned clinical teaching responsibilities.

Appointment Agreement

Agreement forms are to be completed and placed on file in the DSON Undergraduate Office prior to the start of the semester.

Roles and Responsibilities

The preceptor will be assigned to no more than one student for any preceptor experience. Faculty must be available in person or by telecommunication for consultation with the preceptor and/or the student. The preceptor will have a written description of preceptor responsibilities for DSON. Preceptors will function according to guidelines/criteria developed by the course faculty as long as they are consistent with the guidelines set forth in this policy. The preceptor will be physically present in the agency and available to the student at all times during the prescribed clinical assignment.

Preceptor Evaluation

Preceptor evaluation will be completed by the students. The course faculty member will review all preceptor evaluations and determine satisfactory and unsatisfactory experiences, make decisions regarding reappointment status, and provide appropriate feedback to preceptors.

3. For clinical placements for programs leading to professional licensure in a health profession, **append** documentation to demonstrate each site's commitment to a numerical range of students each year, and the time period of its commitment. The documentation should be signed by the responsible official at each proposed clinical site. N/A

4. In the table below, list the individual(s) at the campus (or at each campus, in the case of multi-institution programs) who will have responsibility for oversight and administration of external instruction.

Name	Title	Email Address
Frances Srnka Debnar	RN To BS Program Director	fsrnka@binghamton.edu
TBA	RN to BS Clinical Coordinator	To be hired Year 2



Distance Education Format Proposal For A Proposed or Registered Program

Form 4
Version 2016-10-18

When a new or existing program is designed for a distance education format, a campus Chief Executive Officer or Chief Academic Officer should submit a signed cover letter and this completed form to the SUNY Provost at program.review@suny.edu. According to MSCHE, the 50% standard includes only courses offered in their entirety via distance education, not courses utilizing mixed delivery methods. Also, MSCHE requires that the first two programs for which 50% or more is offered through distance education be submitted for Commission review and prior approval of a substantive change.

- All campuses must complete the following sections: Sections 1 - 3, and Part B: Program Specific Issues.
- Part A must be completed if the proposing campus has not previously submitted this form with a completed Part A: Institution-wide Issues, or has made significant changes to its institution-wide distance education operations since last completing Part A. This applies even if the institution has programs registered to be delivered at a distance.

Section 1. General Information	
a) Institutional Information	Institution's 6-digit SED Code: 211000
	Institution's Name: Binghamton University, State University of New York
	Address: 4400 Vestal Parkway East Binghamton, NY 13902
b) Registered or Proposed Program	Program Title: RN to BS Program
	SED Program Code: We need new program code
	Award(s) (e.g., A.A., B.S.): B.S.
	Number of Required Credits: Minimum [126] If tracks or options, largest minimum []
	HEGIS Code: 1203.10
	CIP 2010 Code: 51.3801
c) Distance Education Contact	Name and title: Donald G. Nieman, Executive Vice President for Academic Affairs and Provost
	Telephone: 607-777-2141 E-mail: dnieman@binghamton.edu
d) Chief Executive or Chief Academic Officer Approval	Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. <i>E-signatures are acceptable.</i> Name and title: Donald G. Nieman, Executive Vice President for Academic Affairs and Provost
	Signature and date: If the program will be registered jointly¹ with one or more other institutions, provide the following information for each institution:

¹ If the partner institution is non-degree-granting, see SED's [CEO Memo 94-04](#).

	Partner institution's name and 6-digit SED Code:
	Name, title, and signature of partner institution's CEO (or append a signed letter indicating approval of this proposal):

Section 2: Enrollment

Year	Anticipated Headcount Enrollment			Estimated FTE
	Full-time	Part-time	Total	
1	38	19	57	47.5
2	75	56	131	103
3	113	113	226	169.5
4	169	169	338	253.5
5	244	226	470	353

According to statements made by AACN in the 04/26/2017 edition of Inside Higher Ed, the number of registered nurses who earned bachelor's degrees in nursing increased by 170 percent since 2010 because of the rapid expansion of online RN-to-BSN programs. Since the recommendation from Institute of Medicine (IOM, which is now the Health and Medicine Division of the National Academy of Sciences), more than 100 new college BSN programs have cropped up across the country, and enrollment numbers are steadily rising. Simultaneously, colleges that already offered RN-to-BSN programs are enrolling almost 80 percent more students than they did seven years ago, and the numbers rose from about 77,000 in 2011 to 137,000 now. Online offers some opportunities to expand the numbers of nurses at baccalaureate or higher degrees, and online degree programs are vital to RNs working in small communities or remote areas.

Section 3: Program Information

- a) *Term length* (in weeks) for the distance program: 7.5-week terms
- b) Is this the same as term length for classroom program? No Yes (There is no classroom program)
- c) How much "*instructional time*" is required per week per credit for a distance course in this program? (Do not include time spent on activities that would be done outside "class time," such as research, writing assignments, or chat rooms.) **NOTE: See SUNY policy on credit/contact hours and SED guidance.**

Viewing SUNY Policy and SED Guidance, and developed from the Binghamton University Syllabus Statements on credit hours and course expectations (March 2014) from the Provost's Office: A 4-credit Summer Session (5 week) online course requires a student workload total of 35 hours per week. The equates to 175 hours total for a 4-credit course, or 43.75 hours per credit. Thus a 3-credit course would require a total of 131.25 hours. The workload per week in a 7.5-week course would be 17.5 hours. All courses will be asynchronous; thus there is no specific 'class time'. Students complete their weekly hours according to their own schedule, but post assignments/take exams or quizzes by their due day/time.

- d) What proportion or percentage of the program will be offered in Distance Education format? Will students be able to complete 100 percent of the program online? If not, what proportion will be able to be completed online? Students will be able to complete all 32 upper-division credits fully online.
- e) What is the maximum number of students who would be enrolled in an online course section? **100**

Part A: Institution-wide Issues: Submit Part A only for the first Distance Education program proposed by your institution using this form. SUNY and the State Education Department will keep this in a master file so that your institution will not need to resubmit it for each new proposed online program, **unless there are significant changes, such**

as a new platform.

Part A.1. Organizational Commitment

- a) Describe your institution's planning process for Distance Education, including how the need for distance access was identified, the nature and size of the intended audiences, and the provisions for serving those audiences, including how each student's identity will be verified.

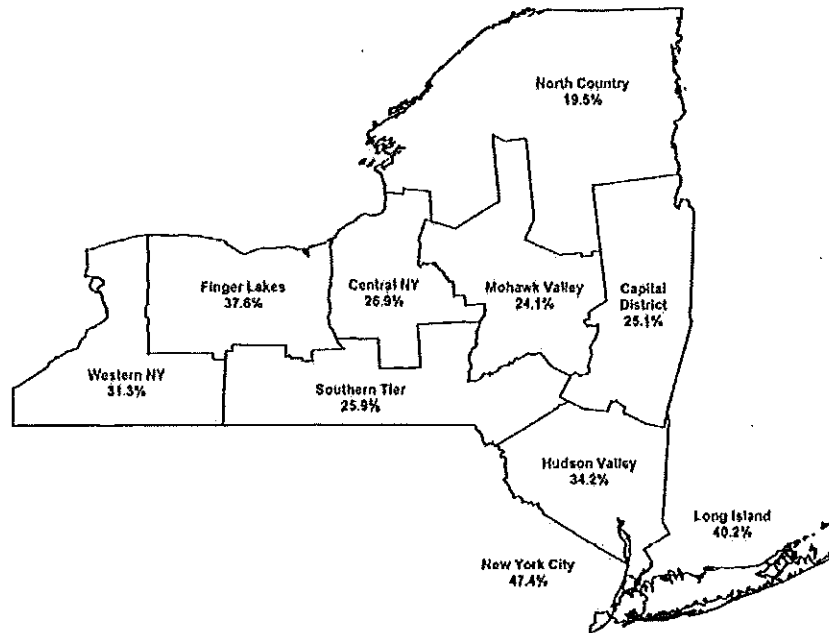
Binghamton University convened an Online Learning Task Force during academic year 2013-14 to develop policies and guidelines for distance education. Working through a group of subcommittees, the Task Force studied national trends and contexts, infrastructure issues, current practices, offerings, and needs across the Binghamton campus, and pedagogical issues and needs particular to distance education courses. The Report of the Task Force, delivered in spring 2014, included a set of guiding principles and recommended policies governing online teaching and learning.

In a Binghamton campus survey administered in 2014, most units on campus indicated that they offer some online-only courses and some hybrid courses, using a variety of software and equipment. Registration occurs mostly through normal channels, and 67% of students attend Binghamton. Only 4% of the campus respondents indicated that they plan to develop online-only degrees. However, while Binghamton is and will remain a residential campus, the Open SUNY initiative also wants us to make programs available online for the benefit of broader audiences in other areas, to enhance workforce development and to provide more educational opportunities for New York's population.

The 2017 Survey of Online Learning conducted by the Babson Survey Research Group (2018) in partnership with the Online Learning Consortium (OLC), Pearson, WCET, StudyPortals, and Tyton Partners, reveals the number of higher education students taking at least one distance education course in 2016 was up 5.6% over the previous year. In 2016, 6,359,121 students were taking at least one distance education course, which was 31.6% of all enrolled students. The proportion of the higher education student body taking distance education courses increased from 2012 to 2015: 25.9% in 2012, 27.1% in 2013, 28.3% in 2014, and 29.7% in 2015. In 2016, 68.9% of all distance education students were enrolled at public institutions. The 2016 Babson survey noted that distance enrollments remain local: 52.8% of all students who took at least one distance course also took an on-campus course, and of those who took only distance courses, 56.1% resided in the same state as the institution at which they were enrolled. The 2014 Babson survey noted that the total number of distance education students at Binghamton University 2014 was 981. According to ANCC, as of June 2017, there were 747 RN to BSN programs available nationwide, including more than 600 programs that are offered at least partially online. Program length varies between 1 to 2 years depending upon the school's requirements, program type and the student's previous academic achievement. Enrollment in RN to BSN programs is increasing in response to calls for a more highly educated nursing workforce. From 2015 to 2016, enrollments increased by 1.0 percent, marking the 13th year of increases in RN to BSN programs. ANCC further notes that RN to Baccalaureate (BSN, BS or Bachelor of Science in Nursing) programs provide an efficient bridge for diploma and ADN-prepared nurses who wish to develop stronger clinical reasoning and analytical skills to advance their careers. RN to BSN programs build on initial nursing preparation with course work to enhance professional development, prepare for a broader scope of practice, and provide a better understanding of the cultural, political, economic, and social issues that affect patients and influence care delivery. These programs are growing in importance since many professional practice settings, including Magnet hospitals and academic health centers, now require or prefer the baccalaureate degree for specific nursing roles. The Magnet Recognition Program® recognizes health care organizations for quality patient care, nursing excellence and innovations in professional nursing practice. Consumers rely on Magnet designation as the ultimate credential for high quality nursing. Developed by ANCC, Magnet is the leading source of successful nursing practices and strategies worldwide. US News & World Report utilizes Magnet designation as a primary competence indicator in its assessment of almost 5,000 hospitals to rank and report the best medical centers in 16 specialties. NY currently has 471 Magnet Facilities.

The nature of the potential target audience is very specific – registered nurses holding diplomas or associate degrees in nursing who want or need to acquire a bachelor's degree in nursing for professional or personal enhancement. Per the Medscape RN/LPN Compensation Report 2017 (n = 5072 RNs), among RNs, only 49% report having a BSN, a small increase from the previous year (47%). This is still short of a goal of the Future of Nursing initiative, which is that 80% of the nursing workforce would have at least a BSN by 2020, just three years away. The size of the overall potential audience

within NY is roughly half of all active registered nurse; although DSON recognizes that this is the same target population for other RN to BS BSN programs. As for RNs in NY, a July 2014 Profile of Active Registered Nurses in NY by the Center for Health Workforce Studies, School of Public Health, University of Albany, nearly 49% of active RNs in New York reported either an RN diploma or associate degree (ADN) as their highest nursing degree, followed by RNs with a bachelor's degree in nursing (BSN) (37%), a master's degree in nursing (13%), or a doctoral degree in nursing (1%). These numbers are from a pool of 223,200 who were actively practicing as RNs. New York City had the highest percentage of active RNs with BSNs at 47%, followed by Long island (40%) and the Finger Lakes (38%), regions. Slightly less than 26% of RNs in the Southern Tier region (served by Binghamton University) reported BSNs as their highest nursing degree.



Percent of RNs with a Bachelor's Degree as their Highest Nursing Degree (Center for Health Workforce Studies, School of Public Health, University of Albany, 2014).

Verification of identity currently occurs with a tool of the offering unit's choice. My Courses/Blackboard, the campus course-management system, provides each student a unique login identity and password, and these have been used to verify identity in several previous online courses. The Online Learning Task Force wrote that "Online courses, whether fully online or hybrid courses, are subject to the same identity verification and academic honesty policies that pertain to traditional face-to-face courses."

- b)** Describe your institution's resources for distance learning programs and its student and technical support services to ensure their effectiveness. What course management system does your institution use?

The Information Technology Services Help Desk is the University's central contact point for questions about the use of information technology. The Help Desk staff will answer questions directly or facilitate a resolution if second level technology support is required. RN to BS students can contact the Help Desk via phone or email. In the spring of 2017, Binghamton University transitioned to a hosted instance of Blackboard and renamed our campus Learning Management System myCourses. MyCourses is a Course Management System used by instructors to generate information, communicate with students, record grades, and implement many other tools that can be beneficial to a successful on-line learning environment. Using myCourses, instructors develop web pages to publish instructional materials, group activities, tests and quizzes, as well as a managed gradebook. My Courses/Blackboard provides many types of tools and features for enriching the learning experience, including file management, discussion boards, web links, assessment abilities, and access to Panopto, which allows students and faculty to record and share videos. Binghamton University also provides access to WebEx to allow for real time web-conferencing.

- c) Describe how the institution trains faculty and supports them in developing and teaching online courses, including the pedagogical and communication strategies to function effectively. Describe the qualifications of those who train and/or assist faculty or are otherwise responsible for online education.

The Binghamton Center for Learning and Teaching has developed resources to train faculty and graduate students as they develop and teach online courses. Led by Vice Provost for Student and Faculty Development Executive Director, Center for Learning and Teaching, a staff of instructional designers provides resources in pedagogy, both face-to-face and online. The Center for Learning and Teaching's Instructional Design Services promote teaching excellence at Binghamton University through various events, consultations, course observation, and customized training programs for instructors at all levels -- from senior faculty to graduate teaching assistants. Binghamton's Instructional Designers also conduct continuous research on teaching best practices via pilot-programs and collaboration with other SUNY institutions; they are available to faculty for one-one consultations and/or departmental consultations for discipline-specific conversations about teaching strategies and can provide them with resources to help faculty teach effectively and efficiently. The instructional designers and their qualifications are:

- Andrea MacArgel managed a K-12 tutoring center and worked as an adjunct instructor in College of Education and Professional Studies at Jacksonville State University. Prior to joining the world of higher education in 2008, Andrea taught middle school mathematics in Pell City, Alabama, and Brooklyn, New York. Her current interests include assessment and open educational resources. Education: MST, Secondary Education-Math, Pace University; BS environmental Science, University of Florida
- Cherie van Putten has been at Binghamton University since 2000, and in the past, she has worked at the ITS Help Desk and the University Center for Training and Development. She keeps in contact with Binghamton students by teaching for the Fleishman Center's Internship program. She is a member of two SUNY-wide faculty development projects, the Tools of Engagement Project and Quality by Design. Her current interests include: faculty professional development and online teaching and learning. Education: Master's degree, Adult Education and BS Marketing, Penn State University.

- d) If your institution uses courses or academic support services from *another provider*, describe the process used (with faculty participation) to evaluate their quality, academic rigor, and suitability for the award of college credit and a degree or certificate.

The RN-BS program will use MyCourses/Blackboard as the Learning Management System, and the courses/curriculum, graduation, and accreditation requirements will remain the purview of the DSON faculty. The DSON Faculty are responsible for academic quality and academic rigor in the development, implementation, and evaluation of the nursing curriculum, as outlined by the AACN and the CCNE.

Binghamton University has partnered with Academic Partnerships (AP) for academic support services. AP takes an integrated, comprehensive approach to supporting primarily public institutions. AP specializes in collaboratively supporting universities in the conversion of their campus-based programs to engaging online formats, attracting and enrolling qualified students into these programs, and providing ongoing student support through graduation. AP services help partner universities scale online enrollment growth, while ensuring consistent high-quality delivery and student experience. Services will be provided under the Binghamton University brand, ensuring complete integration and transparency of university efforts.

AP provides will provide the following services to Binghamton University:

- Marketing, Recruiting, and Promotion: Market and promote the University and its Online Programs using a variety of means as determined by AP. A marketing plan will be presented to the University at least annually, and the University shall review and approve said plan[s]. AP will then operate under the approved marketing plan for the coming year.
- Program Development, Support and Implementation: AP's implementation team will work with the University to launch the University's Online Programs. AP's implementation support services will include: an integration team that works with the University's personnel from key departments; facilitation of various operational planning sessions for Online Programs; development of a "Program Guidelines" document; and

cross-functional project management services, including development of a project plan to drive program implementation activities.

- Academic Support Services: AP will work with faculty and the University on Online Programs' design, including but not limited to: assistance with program-level planning, course mapping, and course conversion of Online Programs into an electronic format; assisting University in structuring multiple start dates; and introducing best practices for the delivery of online programs.
- Enrollment Specialist Representatives (ESRs): ESRs will serve as a primary point of contact for all prospective Students for the Online Programs. The ESRs will help educate Students about the Online Programs. AP's responsibilities include: staffing and equipping a call center for ESRs; providing a team of ESRs to contact potential Students; providing a toll-free number and website for prospective Students; recruiting in compliance with the academic standards of the University and regulatory requirements; and informing potential Students of the Program characteristics and referring potential Students to the University regarding financial aid and/or academic questions.
- Application Support: In addition to recruiting, ESRs will: inform applicants of University application requirements; contact applicants regarding upcoming Online Programs' deadlines; remind applicants to submit necessary paperwork (transcripts, etc.); remind Students of the registration process, registration deadlines and payment deadlines once admitted to the University; and refer Students to appropriate University resources if there are further questions about the Program(s).
- Student Support Services: ESRs will provide Student support and retention services, including, but not limited to the following: following up with Students periodically through graduation; referring Students to University resources if academic questions persist; welcoming new Students and providing upcoming registration dates and/or deadlines; re-engaging inactive Students; and reminding Students of upcoming start dates, registration deadlines and payment deadlines.
- Course Assistant Hires: Instructional Connections, a part of Academic Partnership's proprietary portfolio of strategic relationships and initiatives, provides Course Assistants to institutions that offer high growth online courses and programs. The role of the Course Assistant is to directly support the Faculty of Record within the online asynchronous courses. Each Academic Coach that is hired is a highly qualified, experienced practitioner in their field of study and has earned a minimum of a graduate or higher from an accredited university. In addition, Instructional Connections employs, manages, supervises, and pays the Course Assistants in support of University Faculty.

Binghamton University will be contracting with BlackBoard for 24/7 technology and Help Desk Support.

Marketing, Recruiting, and Promotion Support effectiveness will be evaluated by DSON and Binghamton administrative personnel and will be chiefly based on AP's ability to reach a 90% benchmark on projected student enrollment rates. Academic Support Services will be evaluated by DSON faculty teaching in RN-BS courses. ERS, Application Support and Student Support Services will be evaluated by surveying RN to BS students. Technology effectiveness will be chiefly based on Blackboard's ability to maintain an 80% satisfaction rate on technical support for students and faculty and a 100% rate in resolving technical issues in a reasonable time frame. All evaluations will first be performed one year after the start of the first RN to BS cohort and then annually after that. Faculty and student evaluations will be developed, collected, and analyzed by the DSON Evaluation Committee.

- e) Does your institution have a clear *policy on ownership of course materials* developed for its distance education courses? How is this policy shared with faculty and staff? **NOTE:** You may refer to SUNY's statement on copyright and faculty ownership of instructional content, and/or faculty contract provisions.

We subscribe to the SUNY statement on copyright and faculty ownership found at:

<http://system.suny.edu/academic-affairs/faculty/faculty-ownership/>. The policy is shared with faculty and staff through the Faculty and Staff Handbook, posted on the Binghamton University web.

- a) Describe how your institution provides distance students with *clear information* on:
- **Program completion requirements:** Program completion requirements will be clearly delineated on the DSON university website, which is easily searchable from the Binghamton University Homepage. Student advisement will be provided by the RN-BS Program Director Frances Srnka-Debnar, PhD, RN, Clinical Associate Professor, and Mikala King, DSON Academic Advisor with assistance from other newly-hired academic advisors.
 - **The nature of the learning experience:** This will be delineated in the University Bulletin, the DSON Undergraduate Student Handbook, and each of the RN to BS course syllabi.
 - **Any specific student background, knowledge, or technical skills needed:** The University Bulletin and the course description published online through the Binghamton University website will list requirements for the course in terms of technical equipment and software required or recommended for students in the course, as well as prerequisites in background, knowledge, or technical skills that will be required for student success.
 - **Expectations of student participation and learning:** Expectations for student participation and learning, and definitions of the interactions among faculty and students, are clearly enumerated on the syllabus as well; these expectations are often defined in terms of required papers, tests, presentations, reports, participation in online discussion boards, blogs, and other student submissions of responses to material in the course. Some of these form part of the basis for the grades students will receive in the course.
 - **The nature of interactions among faculty and students in the courses:** This is found in each of the course syllabi. A communications statement will be included as follows (Not included in the attached syllabi as yet, to save space):

COMMUNICATION GUIDELINES

Students are encouraged to use the MyCourses email system to email the instructor and other students. Please feel free to contact me when needed. I can also be reached via email at facultyname.binghamton.edu, or by phone at 607-777-XXXX [faculty may also include other contact information, such as cell phone number]. [Time frame] is/are the best time(s) to call (before XAM/PM Eastern Time); however, you can also leave a message with some good days/time to call you back. I do check my emails daily and respond within 24-48 hours. Calls are also returned within a 24-48-hour period, please make sure to include your phone number.

- **Any technical equipment or software required or recommended:** The University Bulletin and the course description published online through the Binghamton University website will list requirements for the course in terms of technical equipment and software required or recommended for students in the course. The DSON Website also provides specific technology requirements:

Minimum power and memory requirements

The following minimum requirements will ensure sufficient processing power and memory to run current versions of Microsoft Office, and possibly more demanding applications such as an exam-testing platform.

PC minimum requirements	Apple minimum requirements
Microsoft Windows 10 or higher	OS X 10.10 (Yosemite),
Only genuine, U.S.-English, French, Portuguese, Swedish and British versions of Windows Operating Systems are supported	OS X 10.11 (El Capitan),
	OS X 10.12 (Sierra) or higher
	Only genuine versions of Mac Operating Systems are supported

16 GB memory

i5 or greater processor

256 GB or greater hard drive

USB port (newer devices may require an adapter)

3-year manufacturer warranty recommended, but not required

Software

Students may be required to download and/or purchase additional software for the program or for specific courses. If this is the case, they will be provided with instructions and links. If they have any technology-related questions, they can contact Binghamton University's Help Desk at [607-777-6420](tel:607-777-6420) or helpdesk@binghamton.edu.

Get Microsoft Office software free

Binghamton University provides Microsoft Office free of charge to students, faculty and staff for use on their personal computers and devices. To obtain this free software, you must have an active Binghamton email address. Visit the University's [Information Technology Services Office 365 webpage](#) for instructions and more information.

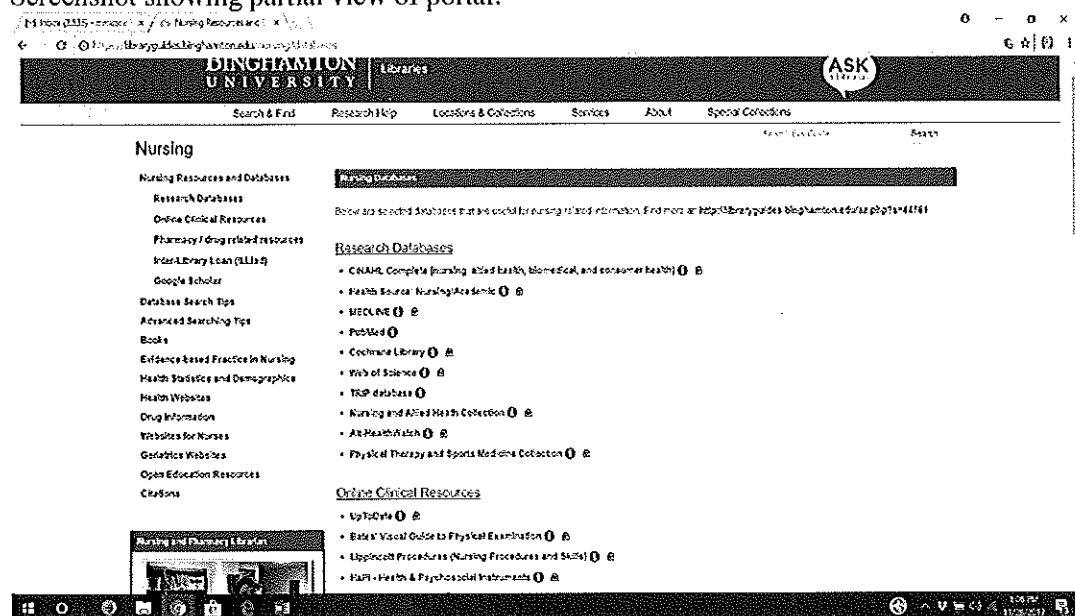
- b) Describe how your institution provides distance learners with adequate *academic and administrative support*, including academic advisement, technical support, library and information services, and other student support services normally available on campus. Do program materials clearly define how students can access these support services?

Binghamton provides this support through web pages designed to assist students with academic advisement and administrative support. Academic advisement is available by phone, email, or in person with the program advisor and the faculty member leading the course. Technical support is available through the IT Help Desk, which answers questions and troubleshoots problems by phone, in person, or online. Library and information services are available to distance learners online; Binghamton offers excellent library access services, including interlibrary loan for materials not available locally, which can be requested online. Program materials posted for online courses link to campus-wide information for accessing support services.

As previously noted, DSON has advisors specific to the RN to BS program. DSON also has an Academic Technology Specialist, Patrick Leiby, whose responsibilities include: lead production of media-rich lecture materials for distance and hybrid learning, including 300 videos for more than 50 different courses; consulting on the development of video policies and procedures; lead production of training and promotional videos; expertise and support with media production for students, staff and faculty; and expertise and support with simulation technology for faculty and staff, as well as a Technical Support Analyst, Jill Raynor, who assists students, staff and faculty with computer hardware and software applications, operating systems, and network connectivity.

DSON also utilizes the services of Neyda Gilman, Librarian for Biology, Nursing, Wellness and Pharmaceutical Sciences. Ms. Gilman directly assists students and faculty in navigating the physical and online libraries and assists with recommendations for new library holdings related to nursing. Ms. Gilman also maintains the DSON library portal, available to students and faculty at <https://libraryguides.binghamton.edu/nursing>.

Screenshot showing partial view of portal:



Library resources can also be accessed directly through My Courses/Blackboard courses. Students would also be able to obtain interlibrary books.

Tutoring is available to online students through STAR-NY, which is a consortium of SUNY schools offering tutoring for introductory courses in Biology, Chemistry, Math, Physics, Nursing and more:

http://www.starny.org/tutoring_schedule.

Distance learning students can also access and benefit from most of our campus services, including the Offices for Students with Disabilities; the Counseling Center, and the Students of Concern Office. DSON does use the Students with Disabilities suggested syllabi inserts found at <https://www.binghamton.edu/dean-of-students/dos-info/faculty.html>.

This has not been included in the attached syllabi to save space.

- c) Describe how *administrative processes* such as admissions and registration are made available to distance students, and how program materials inform students how to access these services.

Administrative processes like admissions and registration are largely online for all Binghamton students, including those living on campus. Students rarely need help finding out how to search, understand, and use these services, but program materials for all online offerings contain a link to campus-wide information for accessing these administrative services.

The DSON website will also be explicit for information relevant to RN to BS students (both prospective students and current students), reflecting the following:

- The “About Decker School of Nursing: contains: Mission/vision/philosophy; End of Program outcomes; Requirements (Health requirements; HIPPA policy; Laptop Requirements).”
- The RN-to-BS (post-licensure BS) site will contain: General information and requirements; curriculum; transfer credit information; application criteria; application procedures; and information about visiting the campus. There are links to: “Apply”; “Request a transfer evaluation;” and one to “Check application status”, and the contact information for the DSON Student Services Office.
- The DSON website also contains links/information about DSON minors; the Undergraduate Student Handbook; Undergraduate advising, and tuition and funding.

The Program Director and Academic Advisor are also available to assist students with the admissions and registrations process.

- d) What *orientation* opportunities and resources are available for students of distance learning?

The Program Director and Academic Advisor will work with the DSON Academic Technology Specialist to develop an orientation video for placement on the DSON website that will discuss: a brief intro to the Decker School of Nursing; the admissions criteria and process; acceptance into the program; academic advising; the Undergraduate Student Handbook; the curriculum along with sample curriculum plans; clinical placement; health and clearance requirements for clinical; library usage; the capstone; and important contact information. Students will also be required to participate in an orientation for MyCourses/Blackboard.

The DSON Undergraduate Student Handbook (<https://www.binghamton.edu/dson/undergrad/handbook.html>) is a valuable online resource for students. This handbook, which is updated annually, includes seven sections: General Information; Academic Policies, Procedures and requirements; Academic Standards for the Undergraduate Program; Undergraduate Transfer Student Information; Undergraduate Curriculum; Policies and Procedures Related to Undergraduate Clinical Experiences; and Additional Information.

Part B: Program-Specific Issues: Submit Part B for each new request to add Distance Education Format to a proposed or registered program.

Part B.1. Learning Design

- a) How does your institution ensure that the *same academic standards and requirements* are applied to the program on campus and through distance learning? If the curriculum in the Distance Education program differs from that of the on-ground program, please identify the differences.
The curriculum will only be offered online.

According to the National Council of State Boards of Nursing (2015):

- Distance education (DE) is comparable to traditional on campus programs/courses;
- Distance education supports national goals of increasing BSN and doctorally-prepared nurses;
- Quality indicators used by nursing accrediting agencies for DE programs are same as for on- campus programs;
- Students and faculty are satisfied with DE programs and courses;
- When using the 7 principles of good education students are more likely to complete courses, be socialized, and be satisfied, and meet learning outcomes; and
- Technology has improved DE delivery and better promotes active learning, student progress tracking, faculty teaching skills, connections between clinical and didactic courses.

Nursing education programs are expected to meet the same learning and program outcomes whether online or on campus (Alliance for Nursing Accreditation Statement on Distance Education Policies [AACN], 2003).

The RN-BS program will adhere to the American Association of College of Nursing's (AACN) Standards for Accreditation of Baccalaureate and Graduate Nursing Programs (AACN, 2013, plus 2016 Supplemental Resource), as well as AACN's Essentials of Baccalaureate Education for Professional Nursing Practice (AACN, 2008; attached syllabi demonstrate integration of the essentials into the course objectives) and their Expectations for Practice Experiences in the RN to Baccalaureate Curriculum White Paper (AACN, 2017). Additionally, the DSON nursing programs are accredited through the Board of Regents of the University of the State of New York and comply with the oversight of the Offices of the Professions of the New York State Education Department's Division of Professional Education through the Office of the Professions, Professional Education Program Review (OPPROGS). The school reports annually to the (NYSED), AACN, and are required to complete 5-year Continuous Improvement Program Review as well as production of a self- study report and onsite program reviews every 5 (for newly accredited programs) to 10 years.

Each course syllabi with the RN to BS program will include pertinent AACN Essentials that are being addressed in that course. Additionally, faculty teaching in the RN to BS program will be included in the ad hoc RN – BS program development curriculum committee, led by the program coordinator, to work specifically on the curriculum proposed for the on-line and on campus programs. This committee will interface with the undergraduate curriculum committee, the undergraduate program director and report to the Faculty Council of DSON. Learning outcomes within each course will be assessed through a variety of activities that include, but are not limited to, critique of readings, participation in course activities such as discussion boards in terms meaningful reflections and depth of understanding, quizzes and examinations, writing assignments/papers, development of presentations to be shared with classmates and or clinical facilities. The DSON will use its standardized grading system that is more rigorous than that of the general university (for example a student who receives a grade below 73 (C) in a nursing course does not "pass" that course and would have to retake the course until grading reflects the content has been mastered). Grading rubrics and grading criteria will be clearly spelled out in syllabi in all nursing courses. Another way that learning outcomes will be assessed in the RN to BS program is the capstone project that focuses on evidence-based quality assurance or EBQA project. Integrated into NURS 484, this will be an in-depth project that includes close collaboration with a clinical setting as well as assessment, planning, preparation (literature review), intervention and evaluation through a quality assurance process. Presentation of the project within the clinical setting and a written paper will be used to address this learning outcome. Course learning outcomes will be planned to assist the student to meet all program objectives by graduation. Learning outcomes on a broader scale will be assessed as the school and university analyzes placement data at the time of graduation and at 6 months with the Senior Destination Survey. The DSON goes further in our attempts to measure employment (a key outcome measure for accrediting bodies) and use a variety of sources beyond the university survey including but not limited to: encouraging students to report employment after graduation to the program, as well as using systems such as LinkedIn @ and Facebook to assess the employment of our students after graduation. Additionally, each program tracks learning outcomes with an Alumni Survey through

Skyfactor® (formerly EBI) where alumni are asked a series of questions that provides feedback on learning, program satisfaction and program effectiveness. This program allows the school to compare our program outcomes to other like schools, historic program outcomes and AACN Essentials.

A process of structured, systematic evaluation (see Part B.3 below) is used in the DSON to assure that end of program objects are met. The internal processes of the school interfaces with the systematic assessment and evaluation process of the university.

- b) Are the courses that make up the distance learning program offered in a sequence or configuration that allows *timely completion of requirements*?

We plan a carousel of courses, which will begin with the courses that are traditionally offered in fall of year one. All courses will be available in one or more terms by the end of year two. The carousel approach will allow online students to move forward over the full year rather than the academic year only. One goal of offering the online cohort program option is a more seamless movement to completion of degree requirements since many of the RN-BS students have full-time work schedules that make campus-class attendance difficult.

- c) How do faculty and others ensure that *the technological tools* used in the program are appropriate for the content and intended learning outcomes?

In addition to the university structure of faculty representation on committees reviewing and choosing technological tools, the DSON and the University have sought consultation with experts in the field of online education and will utilize the services of Academic Partnerships, which will provide services, including information technology for course development and faculty orientation. The University also has the Center for Teaching and Learning (CLT) as a resource for faculty and those teaching in a wide array of formats. Faculty teaching in online courses will receive training on how to use the courseware and how to teach in an online environment. Faculty are also able to seek individual consultation from CLT or attend classes or workshops that may highlight various technological tools to assist with teaching in different modalities. Binghamton and the DSON utilize several technological tools currently including the Blackboard/MyCourses Learning Management System; WebEx webinar software; and Spark virtual chat. The DSON has two staff resources (IT specialist and Media Specialist) within the school who are consulted in choosing technological tools as well as solving technology issues that may occur.

- d) How does the program provide for appropriate and flexible interaction between faculty and students, and among students?

The online program will encourage student to student interactions through discussions, webinars, projects and assignments. The Blackboard/MyCourses teaching platform allows for group interaction and will be a resource for online students. Faculty teaching online will be expected to hold "virtual office hours" with specific times where they will be available to online students. Currently, DSON faculty and students often communicate via email, phone, Google Hangout (in groups or individually), and WebEx, as well as using the MyCourses platform for interaction.

- e) How do faculty teaching online courses verify that the student who registers in a distance education course or program is the same student who participates in and completes the course or program and receives the academic credit?

Binghamton University provides each student with a unique identifier (B#), secure logins and passwords. Proctored exams may be used in some courses. Students are also expected to adhere to the Binghamton University Academic Integrity Policy.

- a) Distance learning programs are expected to produce the *same learning outcomes* as comparable classroom-based programs. How are these learning outcomes identified – in terms of knowledge, skills, or credentials – in course and program materials?

The online RN to BS programs will produce the same learning outcomes as it would if it were offered on campus since it needs to meet criteria for national accreditation. Learning outcomes, and their relationship to the AACN/CCNE Essentials for Baccalaureate Nursing Practice (2008), are noted in the syllabi of all the RN to BS courses (see Appendix III), as well as the DSON Undergraduate Handbook (https://www.binghamton.edu/dson/undergrad/handbook.html#_Toc390084434). Faculty are responsible for the initial and ongoing development and delivery of instruction in distance programs, and for ensuring that their courses meet the AACN/CCNE accreditation requirements, including the Baccalaureate Essentials (noted previously). Ongoing course faculty meetings, designated course mapping meetings, and undergraduate curriculum and policy committee meetings will also safeguard that all distance RN to BS distance education courses meet requirements for accreditation, thus warranting quality, integrity and consistency. This will make the online RN to BS program comparable with the classroom-based version.

The Alliance for Nursing Accreditation Statement on Distance Education Policies (AACN, 2003), notes: “All nursing education programs delivered solely or in part through distance learning technologies must meet the same academic program and learning support standards and accreditation criteria as programs provided in face-to-face formats, including the following:

- 1) Student outcomes are consistent with the stated mission, goals, and objectives of the program;
- 2) The institution assumes the responsibility for establishing a means to assess student outcomes. This assessment includes overall program outcomes, in addition to specific course outcomes, and a process for using the results for continuous program improvement.
- 3) Mechanisms for ongoing faculty development and involvement in the area of distance education and the use of technology in teaching-learning processes are established. Appropriate technical support for faculty and students is provided.
- 4) When utilizing distance learning methods, a program provides learning opportunities that facilitate development of students' clinical competence and professional role socialization and establishes mechanisms to measure these student outcomes.
- 5) When utilizing distance learning methods, a program provides or makes available resources for the students' successful attainment of all program objectives.
- 6) Each accreditation and program review entity incorporates the review of distance-education programs as a component of site visitor/evaluator training.”

- b) Describe how the *means chosen for assessing student learning* in this program are appropriate to the content, learning design, technologies, and characteristics of the learners.

Students will be assessed via discussions, presentations, papers, case studies, video skills, quizzes and examinations, with the mechanisms for assessment based on course/student outcome needs. Student will also engage in practicum experiences. Blackboard/MyCourses allows for content posting (multiple formats, including audio/visual) discussions, journals, blogs, and wikis. It also has access to Panopto Video Platform, which provides video management and recording for faculty and students. DSON also utilizes WebEx to allow for real-time, synchronous interaction with students. These features allow for varied, outcome-based, means of assessing student learning. The student experience will also end with their developing an evidence-based project, which demonstrates the cumulative result of their learning.

Students will complete 60 hours of clinical related to their EBQM project in NURS 484. A clinical evaluation form is used to assess student learning (clinical evaluation form part of NURS 484 syllabus found attached to SUNY Form 2A). DSON is currently using Castle Branch for student background checks and is considering also using it as an electronic platform for student clinical evaluations. This would allow electronic completion of the evaluations, allow updating of the template, allow immediate and repeated access for the student who would be able to clarify progress, allow access across courses for faculty, and maintain storage of the records.

Part B.3. Program Evaluation

- a) What process is in place to monitor and *evaluate the effectiveness* of this particular distance education program on a regular basis?

The current DSON evaluation process described here will also be used with the online program. The DSON Evaluation Committee has a structured evaluation process (and document) that was reviewed and revised in Spring 2017 and approved the DSON Faculty Council in April 2017. This document identifies evidence required, where evidence is stored, person or group responsible for the information, frequency of evaluation and the feedback loop for sharing information with the community of interest. The document is set up by CCNE Standards and key elements within each standard which allows the committee to assure that accreditation standards are being addressed in our systematic review.

The university and DSON uses WEAVE an assessment and planning management system to standardize and document the evaluation process. Each program coordinator /director (in consultation with faculty and curricular committees) has established for each program (including RN to BS) the Following: Major Program Goals; Student Learning Outcomes / Objectives to be measured; Targets for each outcome. Annually the program coordinator documents the findings for each target (met or not met). For those targets that are not met, an action plan is filed, and findings reassessed at a later date. Evidence to support the assessment of whether the target was met or not is uploaded. Frequently these are grading rubrics, grading sheets with redaction of names, it may include a copy of a student paper with redacted names and student permission. The system also allows Documentation such as an accreditation report to be appended to the goals within the software. All of these options are utilized with the DSON program assessments.

The program directors and evaluation committee track specific outcomes such as program completion rate, employment status and alumni satisfaction (as described in 3B a)

- b) How will the evaluation results will be used for *continuous program improvement*?

The CCNE Standards are incorporated within self-studies, which are compiled every 5 to 10 years, dependent on accreditation status, as well as our annual reports to NYSED Office of Professional Programs. These data and documents are utilized within the continuous program improvement process as documented in WEAVE. The DSON systematic process involves the Undergraduate Curriculum Committee, the undergraduate program director, the assistant dean of enrollment and academic success, the undergraduate academic advisor, and the evaluation committee, and will also involve the RN to BS program director. Students participate in course evaluation for all their courses, and course faculty prepare end of course reports, which include suggestions for individual course improvement.

- c) How will the evaluation process assure that the *program results in learning outcomes appropriate to the rigor and breadth* of the college degree or certificate awarded?

Curriculum review is an ongoing process within the DSON and each program director as well as the associate dean is responsible for assuring that there is systematic evaluation of programs and the school as a whole. Learning outcomes are assessed in a myriad of ways and through various ongoing processes with input from several key personnel (described in 3Ba). The faculty and administration are mindful of the reputation the school has for producing qualified and well-prepared graduates and thus have a vested interest in assuring that the appropriate rigor and breadth of the education not only for the RN to BS online program proposed but for all programs within the DSON. Accreditation standards and the DSON and Binghamton University systematic review processes assist in the establishment and evaluation of learning outcomes appropriate to the degree.

To ensure that the learning outcomes are appropriate to the rigor and breadth of the college degree awarded, the program will also adhere to the National Council of State Boards of Nursing Quality Indicators in Distance Education, which includes, as examples, the following principles:

- Courses designed following seven principles of best practice (High expectations; Time on task; Active learning; Interaction among classmates; Interaction with faculty; Prompt feedback; Respect for diversity);
- Course design promotes student progress in course;
- Learning activities are varied;
- There is a connection between learning outcomes in clinical and didactic courses;
- Students receive clinical supervision from faculty/ preceptors who are licensed in the host state;
- Faculty/preceptors have appropriate credentials;
- Home school provides oversight for clinical placement and supervision of students;
- Resources are adequate to support the DE program, curriculum, courses and student learning; and,
- Faculty in DE didactic courses are licensed in state in which they teach (home state) and meet educational requirements of the nursing program, and faculty/preceptors in DE clinical courses are licensed/credentialed in state in which they are teaching clinical.

Part B.4. Students Residing Outside New York State

SUNY programs must comply with all “authorization to operate” regulations that are in place in other U.S. states where the institution has enrolled students or is otherwise active, based on each state’s definitions.

- a) What processes are in place to monitor the U.S. state of residency of students enrolled in any distance education course in this program while residing in their home state?

The program director will examine state of residence as part of the admission criteria to the program. The DSON website will clearly indicate which states are authorized to operate in. The program will not accept applications for states which we do not have authorization in. This information will be updated as new information becomes available or as new state authorizations are received. Additionally, the campus has applied for membership in the National Council for State Authorization Reciprocity Agreements (S.A.R.A.).

From the NYS Education Department (<http://www.nysed.gov/higher-ed-authorization/state-authorization-reciprocity-agreement-sara>)

State Authorization Reciprocity Agreement (SARA) is an agreement among member states, districts and territories that establishes comparable national standards for the approval of interstate postsecondary distance education courses and programs.

On September 13, 2016, the New York State Board of Regents adopted new regulations requiring out-of-state institutions of higher education to seek and obtain New York State Education Department (NYSED) approval to offer distance education to New York State residents, and to permit the Department to enter into the State Authorization Reciprocity Agreement (SARA). New York State joined SARA on December 9, 2016.

New York State institutions participating in SARA are authorized to conduct distance education activity in other SARA member states under the terms and provisions of SARA. Please refer to the [SARA Policy and Operations Manual \(link is external\)](#) for more information about coverage under the SARA agreement. A list of states and institutions participating in the State Authorization Reciprocity Agreement is available on the [SARA States & Institutions webpage \(link is external\)](#).

- b) Federal regulations require institutions delivering courses by distance education to provide students or prospective students with contact information for filing complaints with the state approval or licensing entity in the student’s state of residency and any other relevant state official or agency that would appropriately handle a student’s complaint. What is the URL on your institution’s website where contact information for filing complaints for students in this program is posted? *NOTE: Links to information for other states can be found at [here](#).*

Students from other states wishing to file complaints will be able to access the link to appropriate SUNY information through the State Higher Education Executive Officers Association (SHEEO) website

<http://www.sheeo.org/stateauth/Complaint%20Process%20Links.pdf> The SHEEO will be acknowledged for this document.

In accordance with our humanistic philosophy, effective interpersonal communication based on mutual trust and respect is an essential part of nursing. The Decker School of Nursing strongly supports a climate in which attempts to understand differences are guided by these principles. We believe that most issues can be mutually resolved at the informal level, and that learning can be enhanced through the use of this process. The following procedure shall be used to resolve an academic grievance brought by students or faculty at the Decker School of Nursing. A grievance involves a case in which one party believes another party has harmed him or her directly and seeks some redress or resolution of a perceived harm. Possible cases may include, but are not limited to, disagreements over course or program requirements, the process by which a grade was determined, intellectual property, unfair treatment, or whether due process was followed. Interpersonal conflicts that do not affect a student's grades, academic progress, intellectual property and the like cannot be grieved. The formal grievance procedure is preceded by an informal process for seeking resolution and an informal mediation process. The DSON strongly supports that all efforts to resolve the issue at the informal level are exhausted prior to resorting to the formal process. The informal or mediated process must be completed prior to beginning the formal process.

The DSON Grievance Policy is accessible to RN to BS Students via the Undergraduate Handbook at: <https://www.binghamton.edu/dson/undergrad/handbook.html#grievance>.

I. Overview RN to BS On-line Program

The intent of this academic business plan and the accompanying implementation timeline and budget overview is to outline the scope of work related to creating an online RN to BS.

Program Description

- The RN to BS in nursing offers education in leadership, communication, and critical thinking that expands upon the associate degree and that is required for nurses who wish to enroll in graduate school for advanced practice nursing roles. The RN to BS Program builds on the knowledge and experience of registered nurses who have successfully completed an associate's degree or diploma in nursing and who have passed the NCLEX-RN licensure exam. This program meets the needs of working nursing returning to school and new graduates of associate degree and diploma programs.
- This program will be available in an online format to registered nurse students.
- Registered nurses who have completed all course prerequisite to the nursing major, including general education requirements and elective credits, are eligible for consideration.
- Registered nurses with a bachelor's degree in another field will also be eligible, as long as they meet the admissions requirements

New Law

- In 2017, the New York State Assembly and the NYS Senate, passed bills (A1842B – 1/13/2017 and S6768 – 6/16/2017), mandating that newly licensed registered nurses in NYS earn a bachelor's degree within 10 years of initial licensure. Governor Andrew Cuomo signed this bill into law on December 18, 2017.
- With the approval of this new law, as a school, we anticipate our RN to BS program enrollments will increase significantly.

II. Context

Current Academic Unit

- The Decker School of Nursing currently employs 48 full-time faculty positions, inclusive of the dean, associate dean, graduate program director, and undergraduate program director. Of these full-time faculty lines, 20 full-time equivalencies are dedicated to teaching in the undergraduate program, which will include the RN to BS Program. The total number of full-time equivalencies dedicated to the RN to BS Program courses from the total faculty we currently have is five.

Enrollment Trends

- The American Association of Colleges of Nursing reported that enrollment in RN to BSN programs increased every year for 9 years, with a 288% increase from 2003 to 2011 (American Colleges of Nursing, 2012).
- The Institute of Medicine's report (2011) recommended that 80% of registered nurses (RNs) be educated at the baccalaureate level by the year 2020.
- Baccalaureate-prepared nurses are more marketable in today's evolving health care system with its greater emphasis on preventative care and community health. Potential employment areas include public health, home health, schools, and travel agencies. A BS degree in nursing is a usual requirement to qualify for the advanced practice roles of the future, which require graduate education.
- BS nurses make more money, with a median salary of \$69,000, compared to \$39,100 for an RN without the degree (Nurse Journal).
- Hospitals currently either require or give preference to the hiring of nurses who have a BS degree.

Support Services

- The Decker School of Nursing Undergraduate Advising Office works to ensure students have the resources they need to succeed academically and personally. Our professional advising staff works with faculty to help students transition to the rigor of baccalaureate-level college coursework and progress to graduation in a timely fashion. The well-being of our students is our top priority.
- Academic support services continue to be adequate for students and faculty to meet program requirements and to achieve the mission, goals, and expected program outcomes.

III. Benefits

Gains from Establishing the Programs

- Offering a RN to BS online program will address Healthy People 2020, plus Binghamton University's and SUNY's "Healthier New York" priorities. Enhancing the education of registered nurses will aid in addressing health dilemmas that include disparities and health equity, as well as the critical shortages in the health care workforce.
- Online education is more acceptable, and often even necessary, for nurses in rural areas who tend to be place-bound and who work with populations that consistently face health care disparities. Rural people are a vulnerable population that faces challenges in availability, accessibility, and acceptability to health care.
- The online program will broaden DSON's overall diversity, since Broome and regional counties do not have very diverse populations (supporting statistics can be found in Form 2A). This will affect both student and faculty diversity, as online programs also allow for hiring of qualified adjuncts across the country.

Mission, Vision, and Goals of DSON

- Students educated in our undergraduate and graduate programs will learn to practice nursing from an evidence-based program. Consistent with our tradition as a public institution, the school provides educational access and support to culturally and economically diverse students in a culture of diversity, respect and success, with coursework and clinical experiences designed to promote socially just and competent care of all persons.
- The DSON at Binghamton University will continue its role as a leading institution in nursing education, and over the next five years will emerge as a major contributor to nursing research and healthcare advancement.
- The school's ultimate goals are to prepare future leaders in nursing, healthcare and healthcare research, and to promote the research and scholarship of our faculty and students, with a particular focus on solving the most challenging health problems in rural and other vulnerable populations.

Mission, Vision, and Goals of the University

- Binghamton University is an institution dedicated to higher education, one that combines an international reputation for graduate education, research, scholarship and creative endeavor with the best undergraduate programs available at any public university.
- Binghamton University is a premier public university dedicated to enriching the lives of people in the region, state, nation and world through discovery and education and to being enriched by partnerships with those communities.

IV. Cost

Blackboard Contract – 24/7 Help Desk (for all DSON on-line programs)

- The 24/7 help desk startup and implementation costs, annual costs thereafter, and any annual overage charges, will be split between all phase one on-line programs evenly.
- Contract negotiations for contract term dates 6/1/2019 – 5/31/2020.
- Includes start-up/implementation fee (one time) of \$11,437.50.
- Includes estimated first-year cost based on 1,000 incidents of \$8,670.00.
- Overages will be calculated based on assessing a 20% premium for interactions exceeding agreed upon incident volume.

Instructional Connections

Instructional Connections provides Course Assistants to institutions that offer high growth online courses and programs. The role of the Course Assistant is to directly support the Faculty of Record within the online asynchronous courses. Each Academic Coach that is hired is a highly qualified, experienced practitioner in their field of study and has earned a minimum of a graduate degree from an accredited university. In addition, Instructional Connections employs, manages, supervises, and pays the Course Assistants in support of University faculty.

- Contract negotiations for contract 5 years from the date of the agreement.
- The DSON faculty course lead will be responsible for overseeing all students enrolled in the course, and will work closely with 25 of these students. Course Assistants will be hired through Instructional Connections as follows: 1 for every 25 students beyond the 25 students the lead faculty member works with.
- Instructional Connections will identify Course Assistants who will work closely with faculty to support students enrolled in the program. DSON will have oversight and exercise overall academic supervision of all Course Assistants engaged in the program.
- Payment to Instructional Connections for Course Assistants is outlined as follows:
 1. \$1,500 per section for Undergraduate level courses
 2. \$2,000 per section for Graduate level courses

Marketing, Recruiting, and Promotion

- Academic Partnerships shall market and promote the University and its Online Programs using a variety of means as determined by AP. A marketing plan will be presented to the University at least annually, and the University shall review and approve said plan(s). AP will then operate under the approved marketing plan for the coming year. As necessary, the Parties will meet quarterly to update the marketing plan, prior to implementation.
- Academic Partnerships is assuming all marketing, recruiting, and promotion costs for the Online Programs outlined in the Executive Contract dated January 2, 2018.

DSON Faculty and Staff hires: Years 1 – 5

	Academic Year	Summer
Year 1	\$25,000 Course Building Total = \$25,000	\$12,000 – Faculty Adjuncts (3) \$4,500 – Course Assists (3) Total = \$16,500
Year 2	\$3,000 – Course Assists (2) Total = \$3,000	\$20,000 - Faculty Adjuncts (5) \$13,500 - Course Assists (9) Total = \$33,500
Year 3	\$33,000 – Course Assists (22) Total = \$33,000	\$24,000 - Faculty Adjuncts (6) \$24,000 - Course Assists (16) Total = \$48,000
Year 4	\$63,000 - Course Assists (42) \$25,000 – PT Clinical Site Coordinator Total = \$88,000	\$36,000 - Faculty Adjuncts (9) \$28,500 - Course Assists (18) Total = \$64,500

	\$99,000 – Course Assists (66)	\$36,000 – Faculty Adjuncts (9)
Year 5	\$25,000 – PT Clinical Site Coordinator	\$40,500 – Course Assists (27)
	Total = \$124,000	Total = \$76,500

V. Operating Plan

In working towards a Fall 2019 launch of phase one online programs, which include the RN to BS Program, we have organized implementation team roles and responsibilities.

The Steering Committee

The Steering Committee will oversee all aspects of the project, is responsible for making executive decisions regarding the adaptation of the programs to the online accelerated model, and champions the design of processes in support of the online model. Additionally, the Committee has ultimate responsibility for overall project progress including contract compliance, budget, policy, and resources. The Committee will be tasked with making high-level decisions and providing assistance in circumstances where the Project Implementation Team is not able or does not have the authority to make decisions.

The Committee will meet on a regularly scheduled basis beginning at the onset of the project. As the project progresses, the Committee will meet regularly. The meetings will be scheduled in advance and their time and location noted. It is imperative that the meetings are structured so that issues being forwarded from the Project Implementation Team will be addressed and resolved. The Project Manager (PM) reports to the Steering Committee and meets with the Steering Committee as necessary to discuss progress on items submitted for resolution. The Committee reports progress to the university executive sponsor as designated.

Responsibilities:

- Creates and communicates the vision for change
- Empowers action (allocates resources and enables autonomy)
- Identifies quick wins
- Creates sense of urgency
- Identifies the appropriate people to participate
- Makes sure that the project has the appropriate visibility and importance assigned
- Monitors project progress and project health

Members:

- Project Manager, DSON
- Executive Sponsor / Dean, DSON
- Assistant Dean of Academic Affairs, DSON
- Executive Vice President for Academic Affairs and Provost

- Vice Provost for Student and Faculty Development and Executive Director of the Center for Learning and Teaching
- Vice Provost for Undergraduate Education and Enrollment
- Senior Vice Provost and CFO
- Associate VP for Business Affairs
- Associate Provost for Institutional Research, Effectiveness, & Planning

Project Manager

The Project Manager (PM) is responsible for managing the project on a day-to-day basis. The designated PM should be experienced in project management, possess qualities such as leadership, be respected by the Project Implementation Team members, be able to communicate with superiors and subordinates, be the “face” of the project, and be flexible. It is recommended that the PM has strong working knowledge of the university’s business processes. The Project Manager is a member of the Steering Committee and the Project Implementation Team. The PM provides regular progress reports to the Steering Committee.

Project Implementation Team

The Project Implementation Team is responsible for the overall implementation of tasks, timelines, and resolving issues. The Project Implementation Team ensures proper attendance of non-project personnel and meets on a specified schedule. The team is comprised of functional and/or technical representatives from the offices/departments affected by the project. The Project Implementation Team’s primary responsibility is to drive completion of each deliverable within the designated time frame. In addition to its primary role, the Project Implementation Team makes recommendations to the Steering Committee, provides status reports to appropriate reporting hierarchy, and reviews issues to develop appropriate responses.

Members:

- Project Manager, DSON
- Assistant Dean of Academic Affairs, DSON
- Assistant Dean of Enrollment and Academic Success, DSON
- Assistant Dean of Administration and Finance, DSON
- Academic Technology Specialist, DSON
- Assistant Dean & Director of Graduate Admissions
- Director of Undergraduate Admissions
- Director of Technology Support Services
- Director of Enterprise Systems and Applications
- Director, Financial Aid and Student Records
- Director, Student Accounts Office
- Director, Course Building & Academic Space Management

Project Work Teams

Project Work Teams are established, as needed, to perform specific activities in the project plan. The members of the Work Teams are responsible for providing information to the project team and assisting them in making decisions, as well as recommending overall solutions. Work Teams are comprised of two or more individuals (faculty, staff, administration, students, AP personnel) assigned to a specific project activity and are formed and dissolved as necessary. Furthermore, the Work Team completes sub-components of project deliverables, documents and writes reports pertinent to their tasks, ensures completion of tasks, and provides regular status updates.

Overview of Academic Partnerships Responsibilities

Academic Partnerships (AP) specializes in supporting universities in the conversion of their campus-based programs to engaging online formats, attracting and enrolling qualified students into these programs and providing ongoing student support through graduation.

AP services are designed to help partner universities scale up online enrollment growth while ensuring consistent high-quality student experience and program delivery. Services will be provided under the university brand, ensuring complete integration and transparency of university efforts.

Core Services:

Partner Support

- Preparing systems, processes & teams for online enrollment growth
- Project management & implementation support
- Continuous optimization & automation of the student experience

Integrated Marketing

- Market research & analysis
- Digital marketing
- Field marketing & employer-based partnerships
- Traditional marketing & PR

Enrollment Services

- Initial and ongoing student contact
- Dedicated in-house enrollment specialist team
- Application and registration support

Retention Services

- New student onboarding
- Ongoing student engagement communications
- High-risk student outreach

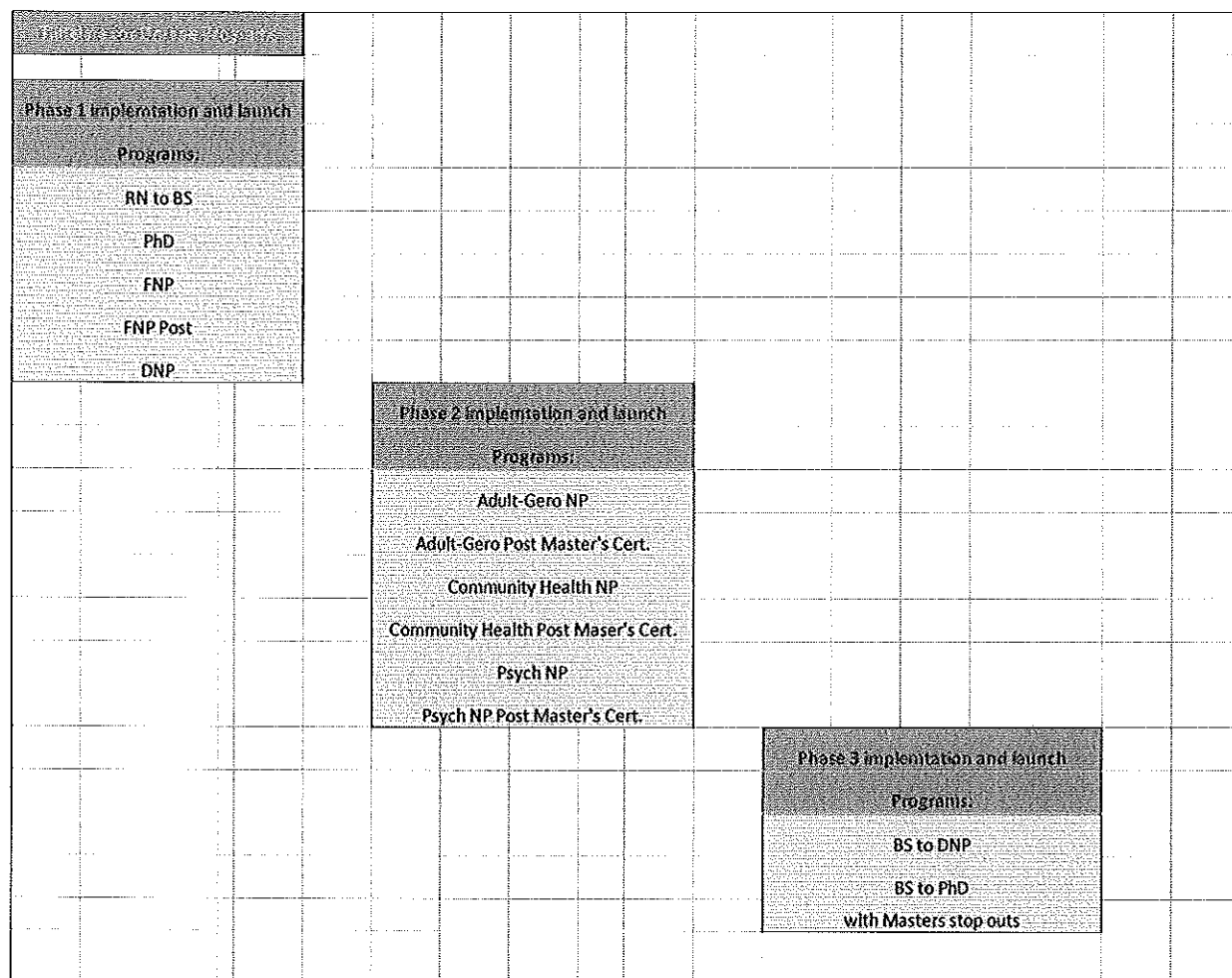
Academic Services

- Faculty support for online course conversion
- Best practices and strategies for course delivery
- Resources, templates, tools & workshops for faculty

Data Analytics

- Data-driven insights and support underpinning all AP services
- Strategies and tactics driven by behavioral data
- Evidence-based insights into student experience, performance and program efficiency

Timeline of implementation of three phases of online programs:



- *All phases will utilize the same operation plan as we work towards implementation and launch of each phase.*

VI. Financial Plan

SUNY Program Expenses Table*	RN to BS Proposal					
	Expense (in dollars)					
Program Expense Categories	Before Start	Year 1	Year 2	Year 3	Year 4	Year 5
a) Personnel (Faculty, Adjuncts, Course Assistants)	\$0	\$16,500	\$36,500	\$81,000	\$151,000	\$200,500
b) Library	\$0	\$0	\$0	\$0	\$0	\$0
c) Equipment	\$0	\$0	\$0	\$0	\$0	\$0
d) Laboratories	\$0	\$0	\$0	\$0	\$0	\$0
e) Supplies, OTPS Blackboard	\$0	\$4,100	\$4,100	\$4,100	\$4,100	\$4,100
f) Capital Expenses	\$0	\$0	\$0	\$0	\$0	\$0
Other (Course building)	\$25,000	\$0	\$0	\$0	\$0	\$0
h) Sum of Rows Above	\$25,000	\$20,600	\$40,600	\$85,100	\$155,100	\$204,600

* Assumes Enrollment Targets Met

Financials*	RN to BS Proposal					
	Before Start	Year 1	Year 2	Year 3	Year 4	Year 5
Annual Collections	\$0	\$471,531	\$1,050,046	\$1,617,270	\$2,267,267	\$2,977,414
University Expenses (incl. Fringe, Benefits, Overhead, Program Costs, Fees to	\$25,000	\$103,429	\$322,662	\$513,735	\$712,243	\$937,562

Units)						
Payment to Academic Partners	\$0	\$235,766	\$525,023	\$808,635	\$1,133,634	\$1,488,707
University Profit/Loss	-\$25,000	\$132,336	\$202,361	\$294,900	\$421,390	\$551,145

* Assumes Enrollment Targets Met

VII. Design

Suggested RN to BS Course Sequence

Fall 1	Fall 2	Spring 1	Spring 2	Summer
NURS 380 Professional Role Development: Transitions 3 credits (7.5 weeks)	NURS 384 Population Health: Chronic Illness 3 credits (7.5 weeks)	NURS 381 Health & Illness Across the Lifespan I 3 credits (7.5 weeks)	NURS 391 Health & Illness Across the Lifespan II 3 credits (7.5 weeks)	NURS 483 Professional Issues in Nursing Leadership 3 credits (7.5 weeks)
NURS 382 Population Health: Promotion and Prevention 3 credits (7.5 weeks)	NURS 386 Assessment Across the Life Span 3 credits (7.5 weeks)	NURS 388 Health Care Policy & Health Disparities 3 credits (7.5 weeks)	NURS 383 Research Methods in Nursing 3 credits (7.5 weeks)	NURS 484 Leadership and Management 3 credits (7.5 weeks)
				Nursing Elective 2 credits (7.5 weeks)
Total credits: 12		Total credits: 12		Total credits: 8
Total credits: 32				

All courses will be available in one or more terms by the end of year two. The carousel approach will allow online students to begin the program in any of the six terms.