Wilkes University Curriculum Committee

PROPOSAL SUBMITTAL FORM

1. Originator: Emily Havrilla, PhD(c), RN
   School of Nursing
   Office: (570) 408-4069
   emily.havrilla@wilkes.edu

2. Proposal Title: NSG 290 A: Transition to Baccalaureate Nursing I and NSG 290 B:
   Transition to Baccalaureate Nursing II

3. Check only one type of proposal: (double click on the appropriate check box and change
   default value to “checked”).

☐ New Program. (Major or Minor Degree Programs). This requires prior review and approval by
   the Provost and APC.
☐ Elimination of Program. (Major or Minor Degree Programs). This requires prior review and
   approval by the Provost and APC.
☐ Program Revision. Significant revisions to a program require review and approval by the
   Provost. The Provost determines if review and approval by APC is necessary.
☐ General Education Revision. Submissions only accepted from the General Education
   Committee (GEC). Must be reviewed and approved by the Provost.
☐ Creation of new departments, elimination of existing department. This requires prior review
   and approval by the Provost and APC.
☐ Course additions or deletions not affecting programs (such as elective courses, transition of
   “topics” courses to permanent courses).
☐ Change in course credit or classroom hours.
☐ Incidental Changes. Includes changes in course/program title, course descriptions, and course
   prerequisites. (Although these changes do require approval by the Curriculum Committee, they
   do not go before the full faculty for approval).
X Other (Specify) New Course Addition: NSG 290 A and NSG 290 B
4. Indicate the number of course modification forms that apply to this proposal:

   2  Course Addition Form (plus syllabi)
   ____________ Course Deletion Form
   ____________ Course Change Form

5. Executive Summary of Proposal.

The School of Nursing is seeking approval of two new courses, NSG 290 A and NSG 290 B which will be offered over 8 weeks. These courses contain the same content as NSG 290: Transition to Baccalaureate Nursing which is currently offered over 16 weeks. The undergraduate students enrolled in the RN-BS program would have issues with obtaining financial aid due to federal regulations at the undergraduate level as they relate to credit/semester formulas. Dividing the content into two separate courses would enable students in the RN-BS program to access Title IV funding earlier and it would maximize their eligibility for financial aid within the online program semester structure. NSG 290 would remain unchanged as it is included in the RN-MS curriculum.

6. Other specific information. (Not applicable for incidental changes.)

The addition of NSG 290 A and NSG 290 B to the RN-BS Program (undergraduate) within the School of Nursing will not affect any other programs. The existing version of NSG 290 will remain unchanged within the RN-MS Program (graduate) and will continue to run over 16 weeks.

7. Program Outline. (Not applicable for incidental changes).

These courses will be delivered through the University’s partnership with Hot Chalk. All courses in the RN-BS program require the completion of NSG 290 A followed by NSG 290 B. Subsequent to these courses, the remaining courses do not serve as pre-requisites to each other with the exception of NSG 348 Baccalaureate Capstone, which is the last required nursing course taken in the RN-BS Program. The current sequence of nursing courses is:

NSG 290 A: Transition to Baccalaureate Nursing I
NSG 290 B: Transition to Baccalaureate Nursing II
NSG 346: Contemporary Issues and Trends in Nursing
NSG 347: Leadership and Management Practicum
NSG 341: Nursing Informatics
NSG 344: Concepts of Genetics and Genomics in Nursing
NSG 343: Cultural Competency and Diversity in Nursing
NSG 342: Introduction to Nursing Research
NSG 348: Baccalaureate Capstone
8. Signatures and Recommendations. (please date)

- Signatures of involved Department chair(s) and Dean(s) indicate agreement with the proposal and that adequate resources (library, faculty, technology) are available to support proposal.
- If a potential signatory disagrees with a proposal he/she should write “I disagree with this proposal” and a signed statement should be attached to this submission.

<table>
<thead>
<tr>
<th>Susan Malkemes, Chairperson</th>
<th>08/04/15</th>
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<tbody>
<tr>
<td>Print Name/Title Signature</td>
<td>Date</td>
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<tr>
<td>Department chair(s) of all potentially affected programs</td>
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<tr>
<th>Dean(s) of any potentially affected College/School.</th>
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<tr>
<td>Print Name/Title Signature Date</td>
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<tr>
<td>Susan Hirtzak                                    8-5-15</td>
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<tr>
<td>For Anne Skladen</td>
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<table>
<thead>
<tr>
<th>Provost (For new programs, significant revisions and revisions to the General Education Program revisions only).</th>
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<tbody>
<tr>
<td>Provost should check here ___ if this proposal is a program revision AND the significance of the revision requires review and approval by APC prior to Curriculum Committee.</td>
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<th>Print Name/Title Signature Date</th>
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<tbody>
<tr>
<td>Chair, Academic Planning Committee. For new programs, program revisions sent via the provost. Signature indicates that the proposal has been reviewed and approved by APC.</td>
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<tr>
<th>Print Name/Title Signature Date</th>
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<tbody>
<tr>
<td>Chair, General Education Committee. For revisions to General Education program only. (Signature indicates that the proposal has been approved by GEC).</td>
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</table>
Wilkes University Curriculum Committee
COURSE ADDITION FORM

1. Course Title: Transition to Baccalaureate Nursing I

2. Course Number: NSG 290 A

3. Course Credit Hours:
   Classroom Hours 3   Lab Hours Other

4. Course Prerequisites: RN license or eligibility

5. Course Description (as proposed for the Bulletin):

   This course is the first of two courses designed to facilitate the transition of RN
   students from other educational routes to baccalaureate education and professional
   nursing practice. The course focuses on the integration of knowledge, skills, and
   attitudes in the development of the professional role to enhance quality outcomes for
   individuals, families, and populations across all healthcare settings and in complex
   healthcare environments.

6. Required Documentation:

   Abbreviated Syllabus follows:
Course: Nursing 290 A: Transition to Baccalaureate Nursing I

Credits: 3 (3 credits Theory)

Prerequisites: RN license or eligibility

Course Description: This course is the first of a two courses designed to facilitate the transition of RN students from other educational routes to baccalaureate education and professional nursing practice. The course focuses on the integration of knowledge, skills, and attitudes in the development of the professional role to enhance quality outcomes for individuals, families, and populations across all healthcare settings and in complex healthcare environments.

Course Outcomes:
At the completion of the course, the student will demonstrate competence in:
1. Discussing the issues that influence professional role development and nursing practice.
2. Utilizing evidence based practice as the foundation of professional nursing practice and quality health care.
5. Applying the principles of health promotion and community and population health to meet the needs of high risk population in the community.

Assessment of the student’s progress is an ongoing process involving the student and course instructor. The final grade is the composite of the theoretical component.

The stated course outcomes serve as the basis of evaluation. Tests will be objective and/or subjective. Tests may include materials from course content assigned readings, and clinical assignments. If a discrepancy exists among resources, the required textbook is considered the final authority on the subject.

All unit and final examinations must be taken on the scheduled dates. Test dates are subject to change with adequate notification by the course instructor. If a student is unable to present online for an exam or quiz, the student must contact the course instructor prior to the exam or quiz, requesting permission to reschedule. The rescheduled exam or quiz must be taken 48 hours after the scheduled exam or quiz. If this is not done, a make-up or quiz will not be given and the associated score will be 0.

Equivalence of grades:

Please refer to the Wilkes University School of nursing RN to BS Program Student Handbook or the Wilkes University School of Nursing Graduate Program Student Handbook as appropriate for a description of the equivalence of grades.
Required Textbooks/Materials:


Other Required Materials:

Students are required to have access to OR purchase an otoscope/ophthalmoscope and reflex hammer in order to practice physical examination skills and for the required videotaping. These can be purchased at most uniform stores or on-line. The following are two sites identified as the least expensive on-line:
Amazon site: http://www.amazon.com/Physician-Otoscope-Ophthalmoscope-Diagnostic-Protective/dp/B001FNWOZK

Assignments/Evaluation Methods: Instructions for all assignments will be posted in D2L.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Assigned % of Grade</th>
<th>Due Date</th>
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</thead>
<tbody>
<tr>
<td>Weekly Discussion Postings</td>
<td>30%</td>
<td>Weekly</td>
</tr>
<tr>
<td>Clinical Problem/Evidence Based Practice</td>
<td>20%</td>
<td>Week 3</td>
</tr>
<tr>
<td>Comprehensive Health History Videotape and Write-up</td>
<td>25%</td>
<td>Week 5</td>
</tr>
<tr>
<td>Comprehensive Physical Exam Videotape and Write-Up</td>
<td>25%</td>
<td>Week 7</td>
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Assignments/Evaluation Methods:

<table>
<thead>
<tr>
<th>Module</th>
<th>Content</th>
<th>Assignments</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Historical Perspectives of Professional Nursing Practice</td>
<td>D2L Classroom</td>
</tr>
<tr>
<td></td>
<td>Pathways of Nursing Education</td>
<td>Weekly Discussion</td>
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<tr>
<td></td>
<td>Professionalism and Nursing Roles</td>
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6
|   | Theories and Frameworks for Professional Nursing Practice | D2L Classroom  
Weekly Discussion |
|---|--------------------------------------------------------|---------------------|
| 3 | Evidence Based Practice                                | D2L Classroom  
Weekly Discussion  
Assignment Due: Evidenced Based Practice Paper |
| 4 | Health Assessment in Professional Practice             | D2L Classroom  
Weekly Discussion |
| 5 | Applications of Health Assessment in Professional Practice | D2L Classroom  
Weekly Discussion  
Assignment Due: Comprehensive Health History Videotape and Write-up Due Module 7 |
| 6 | Concepts of Health, Wellness, and Illness. Health and Health Promotion | D2L Classroom  
Weekly Discussion |
| 7 | Ethical/Legal Aspects of Nursing and Health Care       | D2L Classroom  
Weekly Discussion  
Assignment Due: Comprehensive Physical Exam Videotape and Write-Up |
| 8 | Concepts of Patient Safety and Quality Course Summary  | D2L Classroom  
Weekly Discussion |
Wilkes University Curriculum Committee
COURSE ADDITION FORM

1. Course Title: Transition to Baccalaureate Nursing II

2. Course Number: NSG 290 B

3. Course Credit Hours: As listed in the most current University Bulletin
   Classroom Hours 3       Lab Hours       Other: Clinical 1

4. Course Prerequisites: NSG 290 A

5. Course Description (as proposed for the Bulletin):

   This course is the second of two courses designed to facilitate the transition of RN students from other educational routes to baccalaureate education and professional nursing practice. The course focuses on the integration of knowledge, skills, and attitudes in the development of the professional role to enhance quality outcomes for individuals, families, and populations across all healthcare settings and in complex healthcare environments.

6. Required Documentation:

   Abbreviated Syllabus follows:
Course: Nursing 290 B: Transition to Baccalaureate Nursing II

Credits: 4 (3 credits Theory, 1 credit Clinical)

Prerequisites: RN license or eligibility

Course Description: This course is the second of a two courses designed to facilitate the transition of RN students from other educational routes to baccalaureate education and professional nursing practice. The course focuses on the integration of knowledge, skills, and attitudes in the development of the professional role to enhance quality outcomes for individuals, families, and populations across all healthcare settings and in complex healthcare environments.

Course Outcomes:
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<tr>
<td>Community Windshield Survey (Clinical)</td>
<td>10%</td>
<td>Week 2</td>
</tr>
<tr>
<td>Community Health Resources and High Risk Populations (Clinical)</td>
<td>15%</td>
<td>Week 4</td>
</tr>
<tr>
<td>Community Health Case Study (Clinical)</td>
<td>20%</td>
<td>Week 5</td>
</tr>
<tr>
<td>Current Trends in Nursing Paper</td>
<td>25%</td>
<td>Week 7</td>
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Clinical Requirements:
Students are required to complete 45 hours (1 credit) of clinical experience. The clinical practice experience will incorporate course content and facilitate the transition of the student’s role behaviors to the baccalaureate level. Students will complete their clinical requirements by completing the following:
1. Community Assessment/Windshield Survey
2. Community Health Resources
3. Primary Care Case Study
<table>
<thead>
<tr>
<th>Module</th>
<th>Content</th>
<th>Assignments</th>
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</table>
| 1      | Concepts of Community and Population Health                              | D2L Classroom  
          Weekly Discussion                                                        |
| 2      | Concepts of Public Health and Epidemiology                               | D2L Classroom  
          Weekly Discussion  
          **Assignment Due:** Community Windshield Survey                            |
| 3      | Concepts of Community and Population Health  
          Diversity in Health and Illness  
          Vulnerable Populations  
          Violence as a Healthcare Problem                                      | D2L Classroom  
          Weekly Discussion                                                        |
| 4      | Communication and Collaboration                                          | D2L Classroom  
          Weekly Discussion  
          **Assignment Due:** Community Health Resources and High Risk Populations  |
| 5      | Emerging Topics and Trends in Nursing and Health Care  
          Health Care Informatics                                                  | D2L Classroom  
          Weekly Discussion  
          **Assignment Due:** Community Health Case Study                           |
| 6      | Complementary and Alternative Healthcare Practices                       | D2L Classroom  
          Weekly Discussion                                                        |
| 7      | Health Policy and Planning                                               | D2L Classroom  
          Weekly Discussion  
          **Assignment Due:** Current Issue in Health Care Paper                    |
| 8 | Course Summary and Evaluation | D2L Classroom  
Weekly Discussion |