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PROPOSAL TO THE ACADEMIC SENATE

TITLE: Bachelor of Science in Nursing, Full Proposal

SUBMITTED BY: School of Education and Health Sciences
                     Department of Health & Sport Science

DATE: December 22, 2017; Revised January 17, 2018; Approved April 27, 2018

ACTION: Legislative Authority

REFERENCES: Constitution of the Academic Senate of the University of Dayton,
                     Article II. B. 1

                     Academic Senate DOC 2014-04 Actions pertaining to degree programs
                     and academic departments

                     School of Education and Health Sciences Congress Constitution,
                     Article II, p. 2

                     University of Dayton Advising Guide, 2017 Edition

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BACHELOR OF SCIENCE IN NURSING (BSN)
DEGREE PROGRAM PROPOSAL

1. Rationale for the new program, definition of the focus of the program and a brief description of its disciplinary purpose and significance, including unique features of the program (e.g., international study, service learning, research, etc.)

We propose to establish a Bachelor of Science in Nursing (BSN) degree program in the School of Education and Health Sciences (SEHS). The program will be a new offering in the Department of Health and Sport Science (HSS). The rationale for the new BSN program includes (i) fit with SEHS mission and strategic plan and (ii) opportunities for creating baccalaureate- and graduate-level nursing education.

Mission Fit
- The SEHS mission is to educate "leaders in education and health care who transform society through faith, community building, service, wellness and scholarship." The proposed BSN program fits the HSS *health science* mission, which includes undergraduate dietetics, exercise science and physiology, and pre-physical therapy programs.

New Degree Program Opportunities
- This proposal to initiate a BSN program for post-licensure nurses is an opportunity for the University of Dayton (UD) to offer a nursing degree without the complexity and cost of developing a four-year, pre-licensure program that would compete with area programs for clinical training sites. The proposed *1+2+1* pathway program includes: first-year enrollment at UD (*1*), second- and third-year enrollment (*2*) in the Sinclair Community College (SCC) Associate Degree Nursing (ADN) program, and fourth-year enrollment at UD (*1*) to complete the BSN degree.
- The relatively low SCC tuition costs for years 2-3 will significantly increase the affordability of this bachelor's degree program.
- Establishment of a BSN program also creates a curricular foundation for subsequent development of graduate nursing programs.

The proposed University of Dayton BSN program is considered a *post-licensure BSN degree completion program*, also known as a registered nurse (RN)-to-BSN program. RN-to-BSN programs enable nurses with associate's degrees and nursing licenses to develop stronger clinical reasoning and analytical skills. BSN credentials are necessary to advance in nursing careers and meet increasing employer requirements (American Association of Colleges of Nursing (AACN); 2017).

There are two primary drivers to the increasing demand for BSN-prepared nurses in the work force. The 2010 Institute of Medicine (IOM) *The Future of Nursing* report called for 80% of nurses to complete a baccalaureate degree by 2020. Additionally, many professional practice settings, including magnet-designated hospitals and academic health centers, prefer or require the baccalaureate degree for specific nursing roles (AACN, 2015). See Appendix A for additional information about nursing employment drivers and employer requirements.

There are two unique aspects of this new program: (i) the cooperative agreement with Sinclair Community College (SCC) and (ii) new HSS interdisciplinary service learning opportunities.

Cooperative Agreement
- The proposed plan of study will enable students to complete an associate's degree in nursing (ADN) and a BSN degree through a cooperative agreement between SCC and UD. Within this agreement, pre-licensure students will be dually enrolled in UD/BSN and SCC/ADN degree programs. This design is referred to as a *pathway* or *1+2+1 program*. Pathway programs are innovative approaches to increasing the number of nurses who achieve the BSN credential (Sharpnack et al., 2017).
- There are six other 1+2+1 programs in the United States. Two of these programs are in Ohio; Wittenberg University has a cooperative agreement with Clark State Community College and Defiance College partners with Northwest State Community College. Pathway programs are evolving with input from the Ohio Nursing Action Coalition (OAC).
- Enrollment in the fourth-year BSN completion program will not be limited to SCC/ADN graduates. ADN graduates from community colleges other than SCC will be eligible to apply to the UD/BSN program. UD will confer the BSN degree only to individuals who have passed the NCLEX exam and are licensed, without sanctions, to practice nursing in the state of Ohio.
- Students entering the program via either the first- or fourth-year enrollment option will benefit from the student experience, academic rigor, and Marianist education that are integral to UD.

Interdisciplinary Service Learning Opportunities
- The proposed program will integrate interdisciplinary courses and service-learning opportunities.
- Pathway (1+2+1) students will participate in an interdisciplinary seminar open to all HSS students that culminates in a service-learning project in the spring semester of the third year of the program.
- Two fourth-year BSN courses will be interdisciplinary and open to all HSS students.
- The addition of RNs to the body of students enrolled in UD health science programs will increase the potential for creation of more student-designed service learning projects to positively impact the wellness of the Dayton area community.

2. Description of the effect and actions to be taken (if any) on other degree programs and/or departments that are impacted by the proposed degree program

The BSN program will effect several UD departments and programs beyond HSS. The most significant impact will be on HSS.

HSS Impact and Action
Initiation of the proposed program will impact all HSS department members. There will be additional faculty and staff effort required to conduct faculty searches; there also will be additional work for department governance committees (e.g. Curriculum Committee, Promotion and Tenure Committee). We also anticipate increased enrollment in existing HSS courses.

This increase in course enrollments will be accommodated by offering summer courses (i.e., HSS 305 Human Anatomy, HSS 307 Human Physiology). While it is anticipated that there may be some competition with existing HSS programs, the nursing program also will help the department to recruit prospective students who currently eliminate UD as an option due to the absence of a BSN program. The addition of nursing faculty colleagues expands the clinical skills and faculty capacity of the HSS department, which will be an asset for teaching, scholarship and service.

Other units impacted:
- College of Arts and Sciences: Increased student enrollment in CAP, Biology, Chemistry, and Math courses.
- University Libraries: The Roesch Library has been consulted (see Appendix B). Additional nursing journal holdings may be considered. The budget supports these additions.
- Enrollment Management and Marketing: Revision of recruitment materials and admissions guidelines and procedures.
- Student Development: Counseling center, health center, housing and residence life, multicultural affairs, new student programs, parking services, public safety, and recreation.

We have engaged in regular communication and consultation with the above-listed constituents. Letters of support and consultation can be found in Appendix B.

3. Prospective enrollment, including supportive evidence

There is significant student and employer demand for BSN programs. The AACN (2015a) reported that nursing programs rejected more than 68,000 qualified applicants during the 2014-15 academic year due to insufficient faculty resources, clinical sites, clinical preceptors, classroom space, and budget constraints. See Appendix A for additional information about the drivers of demand for nursing education.

There are two candidate pools for enrollment in the UD BSN program:
- Traditional first-year students who enter the pathway (1+2+1) program directly from high school.
- Conventional RN-to-BSN completion students.

Pathway (1+2+1) enrollment: The letter of institutional agreement (see Appendix C) states that SCC will reserve 25 positions for annual student cohorts to matriculate into their ADN program. Therefore we plan to annually admit 25 first-year students in the Pathway cohort. Based on current SCC ADN completion rates, we conservatively project that 18 of the 25 students originally admitted to each cohort will matriculate successfully into the fourth year of UD/BSN courses. This forecast is supported by Ohio NCLEX pass rate data of 75-100% from 2014-2016 (Ohio Board of Nursing, 2016). The estimate is conservative given that pathway students will be considered *advanced placement* entrants into the SCC/ADN program based on SCC admission policies.

Conventional RN-to-BSN completion: Our initial enrollment target is 12 students per cohort, per semester, beginning in Spring 2019. The number of students admitted to the RN-to-BSN program will be determined by student demand and availability of qualified nursing faculty.

Internal transfers: We anticipate there will be limited transfer opportunities for UD students not directly admitted to the BSN completion program as first-year students. When there is attrition from the cohort of students directly admitted to the program before the beginning of SCC coursework, HSS will fill these positions with UD students who have completed all required first-year courses. Eligibility for these attrition-based positions will be based on HSS internal transfer requirements. The goal is to fill all 25 positions allocated annually by SCC. Students who decide to transfer out of the BSN completion program will be advised on transfer requirements for other UD majors, similar to current advising procedures for HSS students who decide to switch majors.

4. Efforts to attract and retain students from underrepresented groups

According to the AACN (2015b) *Enhancing Diversity in The Workforce* report, "RNs from minority backgrounds are more likely than their white counterparts to pursue baccalaureate and higher degrees in nursing" (Para. 4). National efforts to attract individuals from underrepresented groups into the nursing profession also have become more focused. For example, Johnson & Johnson and the IOM launched the landmark initiative *Campaign for Nursing's Future*, which focuses on diversifying the nursing workforce (Washington, Alverez, Perez, & Spetz, 2017).

Emphasis on recruiting underrepresented minority population groups is consistent with current UD efforts to increase student diversity. Enrollment Management works diligently to recruit students of diverse ethnic, socioeconomic and geographic backgrounds. Thus, SEHS and HSS will continue to work closely with all stakeholders to develop strategies to enroll a diverse BSN cohort, including the Flyer Promise and SEHS Scholarship programs.

The tuition model for the BSN program, currently in development, will be in keeping with University efforts to increase socioeconomic diversity. Regardless of the final tuition model, the proposed program will be a relatively affordable UD degree option because of SCC enrollment in Years 2-3. The ADN/BSN nursing program collaboration has been recognized as a catalyst for positive change in nursing education and is linked to development of a more diverse nursing workforce (Godfrey, 2016; Perfetto, 2015). We also will focus on enrolling Miami Valley area residents in the program, with potential for local health care provider partnerships.

5. Evidence of need for the new major or degree, including opportunities for employment of graduates

The current nursing shortage is projected to persist at least through 2030 (AACN, 2017; HRSA, 2013; HRSA, 2014). The Bureau of Labor Statistics (BLS) projects the nursing workforce to grow by 19% from 2014 to 2024, much faster than the average for all occupations. "Growth will occur for a number of reasons, including an increased emphasis on preventive care; growing rates of chronic conditions, such as diabetes and obesity; and demand for healthcare services from the baby-boom population, as they live longer and more active lives" (BLS, 2016, Para 5).

Most Dayton-area and national employers require newly hired nurses to hold a BSN or enroll in a BSN completion program. See Appendix D for Dayton area employment requirements for nursing graduates, which indicate demand for program enrollment and strong employment options for BSNs.

6. Identification and discussion of similar programs at the University and peer institutions

UD does not offer nursing degrees. However, the health science courses currently offered in HSS and SEHS (i.e., dietetics, physician assistant, and physical therapist) provide an excellent foundation for the nursing program.

There are six 1+2+1 pathway programs accredited in the United States. See Appendix E for the list of (i) existing 1+2+1 pathway, (ii) regionally located four-year BSN and (iii) other area RN-to-BSN completion programs.

7. Description of the proposed curriculum

The total required degree hours will be 130 credit hours.

Common Academic Program (CAP). The proposed curriculum fulfills all UD CAP requirements. The general education requirements for this baccalaureate degree, per the Ohio Department of Higher Education (2015), will be no less than 36 semester hours. See Appendix F for CAP program fulfillment for the proposed program.

Sciences. The health science curriculum is designed to deliver rigorous preparation in basic sciences within a four-year completion plan. Students entering via the pathway track will complete some health science courses at UD and other sciences courses within the SCC/ADN program. See Appendix G for the proposed curriculum.

Nursing. Graduates of the UD BSN program will meet the competencies and standards set forth by the Baccalaureate Essentials, Quality and Safety Education for Nurses standards (AACN, 2009) and the Commission on Collegiate Nursing Education (AACN, 2013, 2017). These elements, coupled with the UD and SCC mission and vision statement, will meet current and future nursing trends. These trends are likely to include competencies in: lifelong transformative education, service, informatics, evidence-based practice and population health. Conventional RN-to-BSN completion students will complete all pre-requisites and then follow the fourth year plan for the proposed program. See Appendix G.

BSN Completion (RN-BSN) Pathway. External transfer students with an ADN and RN licensure will be able to apply for admission to the BSN completion program. Program admission will be based on individual transcript reviews, as is the case for other external transfer students. External transfer students will be required to (i) meet all CAP requirements (see Appendix G) and (ii) complete all required UD Nursing degree courses (see Year 4 of Appendix H). These courses meet the same academic requirements as those met by the typical UD undergraduate student. The BSN completion students will be able to complete the BSN in a timeframe (4 semesters) similar to that of 1+2+1 BSN students.

Delivery Model. The pathway delivery model begins with face-to-face courses at UD (Year 1), continues with SCC and UD courses (Years 2-3), and concludes with two semesters of face-to-face, online, and/or hybrid coursework. Hybrid coursework is the intended delivery model for RN-to-BSN students because, as licensed nurses, they are likely to be employed concurrent with completion of BSN requirements. Conventional RN-to-BSN students will complete pre-requisites offered by UD, and then join in face-to-face, online, and/or hybrid courses. See Appendix H for additional information about the flow of student matriculation.

8. Availability and adequacy of staff, faculty, information resources, and facilities faculty/staff resources

The projected faculty and staff needs are as follows:
- Program development has begun with the oversight of a consultant/interim nursing program director.
- There will be a search for a 12-month, full-time tenure track Nursing Program Director to oversee program implementation and remaining program approvals and accreditation. Administrative duties will necessitate a 12-month appointment. The Program Director will have teaching, research, and service responsibilities during the academic year.
- Additional resources include a one nine-month clinical faculty member and an additional departmental (HSS) administrative support person.

The Program Director and clinical faculty member will be selected in accordance with CCNE accreditation standards (AACN, 2014). Accreditation standards require BSN program administrators to hold a doctoral degree from an accredited institution; the clinical faculty member must have a Master of Science degree in nursing. See Appendix I for additional information regarding required faculty qualifications.

Information Resources
UD Libraries currently possesses the journals and resources, such as the Cumulative Index to Nursing and Allied Health Literature (CINAHL) and Ohio Link, which nursing students will require. Ohio Link provides a broad array of resources to support the nursing curriculum. Students may benefit from either the Lippincott or Elsevier nursing database. These resources are under consideration but have not been purchased at this time. See Appendix B for a letter of consultation from the Library.

Facilities
There will be a need for (i) office/work spaces for the nursing program director and clinical faculty member and (ii) formal and informal student learning spaces. We anticipate being able to meet these needs within Fitz Hall.

9. Projected Additional Investment associated with the Program and Evidence of Institutional Commitment and Capacity to Meet this Financial Investment

UD is well poised to initiate a BSN program through the SCC ADN partnership and BSN-completion programs. See Appendix B for letters of support from Dean Kelly (SEHS), Dean Pierce (College of Arts and Sciences), and Associate Dean Jenkins (University Libraries).

The projected additional investment associated with the program includes funding new faculty and staff positions, adjunct instructors, library resources and office/instructional spaces as described in previous section. We believe that the revenue generated by this program will, in time, exceed the projected additional investments.

Regarding institutional commitment, preliminary inquiries within UD have yielded favorable feedback from the SEHS Dean's Council, Dean of the College of Arts and Sciences, and Vice President for Enrollment Management. In addition, the SCC Dean of Health Sciences and Nursing program department chair are supportive of the proposed pathway program. See Appendix B for a complete list of individuals consulted in regard to the proposed BSN program. Further, SCC Provost Collins has provided a formal letter of support for this partnership (see Appendix C).

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APPENDIX A
BSN Nurse Employment Drivers and Employer Requirements

Eighteen of the 25 (72%) of UD peer institutions have BSN programs; four additional institutions offer graduate-level nursing degrees. Overall, 88% of UD peer institutions offer nursing degree options.

The 2010 Institute of Medicine (IOM) report on *The Future of Nursing* called for transformation of nurse education. *The Future of Nursing* report found that 20th century nurse preparation practices do not meet the demands and realities of 21st century health care and called for a higher standard of entry-level preparation for nursing practice. Subsequent research has demonstrated that interventions performed by BSN-prepared nurses yield better patient outcomes than those of associate degree of nursing (ADN) nurses. Blegen et al. (2013) found that hospitals with a higher percentage of BSN nurses had better health outcomes, including: lower congestive heart failure mortality, decubitus ulcers, failure to rescue and postoperative pulmonary embolism as well as shorter length of stay. Blegen et al. (3013) found utilization of BSN nurses to be associated with an average reduction of 2.12 deaths per 1,000 patients.

The Institute of Medicine of the National Academies (2010) called for 80% of U.S. nurses to be prepared at the BSN level by 2020. In 2014, the American Association of Colleges of Nursing (AACN) surveyed nursing schools regarding employer requirements for employment of nurses. According to the AACN survey, 45.1% of hospitals and healthcare settings require new hires to have a BSN, up 1.4% from 2013. AACN (2014b) also reported that 79.6% of employers expressed a strong preference for BSN graduates. Auerbach, Buerhaus, and Staiger (2015) reported an increase in employment of BSN nurses in acute care hospitals and decrease in the hiring of ADN nurses in these settings. These findings demonstrate that employers (i) have recognized that BSN-prepared nurses improve health outcomes and (ii) are adjusting their hiring requirements accordingly.

The AACN (2015) has also reported that nursing programs rejected more than 68,000 qualified applicants during the 2014-15 school year. This is attributed to a lack of clinical teaching sites and faculty shortages. Student demand for BSN programs is strong in west Ohio (Hanover Research, 2016).

The nursing shortage is a concern for the employer workforce. According to the Bureau of Labor Statistics (BLS; 2016) *Employment Projections 2012-2022,* the nursing workforce will increase from 2.71 million in 2012 to 3.24 million in 2022, a 19% (much faster than average) growth rate. BLS also projected the need for 525K replacement nurses through 2022, which represents overall employment growth of more than a million nurses over the ten-year period.

The ADN/BSN Nursing collaboration is recognized as an innovative and effective approach to increasing the number of well-qualified nurses entering the work force. Pathway programs prepare BSN nurses while mitigating competition for clinical teaching sites and qualified nursing faculty.

Graduates will meet the mandates of major Dayton-area networks (Premier, Kettering) and hospitals (Dayton Children's Hospital, VA Medical Center) to increase BSN staffing.

APPENDIX B
Evidence of Consultation and Support

UNIVERSITY *of*

DAYTON

To: SEHS and UD Curriculum Review Committees

From: Kevin R Kelly, Dean

Date: November 6, 2017

Re: Support for Proposed Bachelor of Science in Nursing Program

I am writing to affirm that SEHS is committed to providing the additional faculty, staff and facilities required to develop and implement the Bachelor of Science in Nursing (BSN) Program as described in this proposal. The School will provide the resources required to achieve the proposed learning goals and meet accreditation requirements. This commitment is based on my understanding of the additional funding that has been committed by the Office of the Provost to develop and implement the BSN program.

UNIVERSITY *of*
DAYTON

January 11, 2018

Dr. Kevin Kelly
Dean, SEHS
University of Dayton

RE: BSN Program Proposal

Dear Dean Kelly,

Thank you for the opportunity to review the full proposal from the School of Education and Health Sciences (SEHS) to establish a Bachelor of Science in Nursing (BSN) Program.

The College supports this proposal. Delivered in partnership with Sinclair Community College, it clearly fits your academic unit's mission and strategic plan and presents favorable opportunities to advance broader University priorities as well. The two pathways for students enrollment make sense and appear appropriately responsive to relevant financial, scheduling and credentialing considerations.

The College applauds the requirement that students admitted to the 1+2+1 pathway must complete all CAP requirements. The BSN students will be better nurses, no doubt, having completed CAP's learning outcomes. The proposal projects enrollment of 25 first-year students each year, with 18 of the 25 successfully matriculating to the fourth year. This enrollment projection will place additional pressure on department composites and seat capacities in the College. This pressure will be greatest in Biology, Chemistry and Mathematics, particularly given current and projected university-wide undergraduate enrollments. The College is confident it can manage these pressures with further consultation and support from the Provost's Office.

Best,

Jason Pierce

Jason Pierce
Dean

Sent via email of 10/09/2017

From Fred W. Jenkins, Ph.D.
Associate Dean for Collections and Operations, University Libraries
Professor, University Libraries and Department of Religious Studies
University of Dayton

To: Corinne Daprano, Margaret Barkley, Lisa Kreeger

Dear Corinne,

Thanks for meeting with us last week to review library resources for the proposed BSN program. Based on the information provided by Lisa Kreeger, we are confident that we have the resources in place to support the program and meet accreditation expectations.

Fred

Fred W. Jenkins, Ph.D.
Associate Dean for Collections and Operations, University Libraries
Professor, University Libraries and Department of Religious Studies
University of Dayton

University of Dayton Consultation

Name	Role
Shauna Adams	Congress President, School of Education and Health Sciences
Paul H. Benson	Provost
Jason Eckert	Director of Career Services
Beth Harrison	Director of Office of Learning Resources
Steve Herndon	Assistant Dean of Students, Executive Director of Housing and Residence Life
Fred W. Jenkins	Associate Dean for Collections and Operations, University Libraries
Kevin Kelly	Dean, School of Education and Health Sciences
Michael Krug	Director of Budgets for Academic Affairs
Angie Petrovic	Associate Athletics Director
Jason Pierce	Dean, College of Arts and Sciences
Danielle Poe	Associate Dean, College of Arts and Sciences
Jason Reinoehl	Vice President, Enrollment Management
Chris Schramm	Associate Vice President and Dean of Students
Joseph Valenzano	Academic Senate President
Cari Wallace	Assistant Vice President for Student Development
Joe Cairo	Public Safety
Mary Eilbeck	Executive Director, Dining Services

External Stakeholder Consultation

Organization	Role
Cedarville University	• Dean, School of Nursing
Kettering College	• Dean for Academic Affairs • Nursing Program Director
Premier Health Partners	• Chief Nursing Officer • Chief Learning Officer
Sinclair Community College	• Provost • Nursing Program Administrator • Dean of Health Sciences • Registrar
Wittenberg University	• Director of Nursing • Dean, School of Community Education
Wright State University	• Interim Dean, School of Nursing

Internal Approval of Full Proposal
October 11, 2017: Approved by SEHS Department of Health & Sport Science
October 30, 2017: Approved by SEHS Undergraduate Academic Affairs Committee
November 17, 2017: Approved by SEHS Congress

APPENDIX C
Provost's Financial Viability Memo

UNIVERSITY *of*

DAYTON

February 8, 2018

To: Anne Crecelius, Chair, Academic Policies Committee, Academic Senate
            Joe Valenzano III, President, Academic Senate
From: Paul H. Benson, Provost
Subject: Financial viability of the proposed BSN degree program

cc: Kevin Kelly, Dean, School of Education and Health Sciences
            Corinne Daprano, Chair, Department of Health and Sport Science

Before making a recommendation on the proposal to establish a BSN degree program in partnership with Sinclair Community College, the Academic Policies Committee has requested that the University confirm the financial viability of the program. In particular, because the second and third years of the program will lower the total cost of the program to students, the Committee has expressed concern that there will not be sufficient resources to invest in the academic quality of the program and to ensure its sustainability. The purpose of this memo is to respond to that concern.

The University is fully committed to making all necessary and appropriate investments in the quality and sustainability of the BSN degree program, as currently proposed. Those investments include faculty, staff, facilities, and other operating costs. This commitment also has been confirmed in Dean Kelly's November 6, 2017 memo to the curriculum review committees in the School of Education and Health Sciences and the Academic Senate.

The reason that such investment is possible is that students' tuition for this program will correspond to the costs that the University must bear, as opposed to those expenses that Sinclair Community College must support. The reduced tuition in the second and third years of the program only affects those personnel, facilities, and operating expenses that Sinclair must bear. The cost for the UD courses the BSN students will take in those intermediate years, along with the cost of the academic support and co-curricular opportunities that students will have through UD, will be covered through proportional UD tuition charges in those years. In other words, the reduced total cost of the program simply reflects the fact that Sinclair's expenses are heavily subsidized through public funding.

Budgetary projections for proposed degree programs are not submitted to the Academic Senate for review. Those reviews are carried out by the Provost's office before we give permission for a new program proposal to be submitted to the Senate. Consequently, this memo should suffice to confirm that the necessary financial analyses have been carried out and satisfy the University's budgetary expectations.

Appendix D
Sinclair Community College Provost's Letter of Commitment

SINCLAIR COMMUNITY COLLEGE

Dayton Campus
444 West Third Street
Dayton, Ohio 45402-1460

TO: Paul Benson, Provost, University of Dayton
FROM: Dave Collins, Provost, Sinclair Community College *Dave*
DATE: February 12, 2018
RE: UD BSN degree program

Sinclair Community College is pleased to partner with the University of Dayton on a Bachelor of Science in Nursing (BSN) degree program that will increase the number of BSN graduates in our region and provide Sinclair Associate Degree Nursing (ADN) graduates with another local baccalaureate option.

Through this partnership, Sinclair Community College commits to support the University of Dayton BSN program by:

1. Beginning in the Fall of 2020, reserving up to 25 slots in Sinclair's ADN program for University of Dayton BSN students.

2. Aligning administrative processes, such as billing, advising, and assessment with the University of Dayton, in order to ensure students have a smooth transition between institutions.

Sinclair believes this partnership will be a positive contribution to both institutions and serve our region well. We look forward to continuing our collaboration with the University of Dayton.

APPENDIX E
Dayton / Regional Employer BSN Requirements

Local Agency	Current Hiring Directive
Premier Network	BSN or enrollment in BSN completion program, with degree completion deadlines (typically 5 years from hire), required for new hires.
Kettering Health Network	BSN or enrollment in BSN completion program, with degree completion deadlines (typically 5 years from hire), required for new hires.
Dayton Children's Hospital	BSN required for some positions; other positions require ADN plus commitment to obtain BSN within 5 years of hire
Dayton VA Medical Center	BSN required per VA website
Local school districts	BSN required in most districts
Home health companies	Requirements vary; many have BSN preferred
Local nursing homes/extended care facilities	ADN is accepted

APPENDIX F
Pathway (1+2+1), Four-Year Regional BSN
and BSN Completion Programs

Pathway (1+2+1)	Location	# Total Credits	# Science Credits	Notes
Daeman College	Amherst, New York	120	17	Science: A&P 1 & 2, Microbiology, Pathophysiology, General Chem
Defiance College	Defiance Ohio	114-115	19	Science: A&P 1 & 2, Microbiology, Human Disease, Chem
Mount Mary University	Milwaukee, Wisconsin	128 min	20	Science: Human Anatomy, Human Physiology, Intro to Bio, Chem, Microbiology
University of Wisconsin	Green Bay, Green Bay, Wisconsin	121	16	Science: A&P 1 & 2, Microbiology, Chem
University of Pittsburgh, Bradford Campus	Bradford, Pennsylvania	122	16	Science: A&P 1 & 2, Microbiology, Chem
Wittenberg University	Springfield, Ohio	130	15	Science: A&P 1 & 2, Microbiology, Chem
4-yr Regional BSN	**Location**	**# Total Credits**	**# Science Credits**	**Notes**
Wright State	Dayton, Ohio	120	20	Science: A&P 1 & 2, Chem, Bio, Microbiology
Cedarville University	Cedarville, Ohio	129	17	Science: A&P 1 & 2, Chem, Bio, Microbiology
Miami University, Hamilton Campus	Hamilton, Ohio	124	18	Science: A&P 1 & 2, Chem, Bio, Microbiology, Pathophysiology
Miami University, Middletown Campus	Middletown, Ohio	124	18	Science: A&P 1 & 2, Chem, Bio, Microbiology, Pathophysiology
BSN Completion	**Location**	**# Total Credits**	**# Science Credits**	**Notes**
Mount Carmel College of Nursing	Columbus, Ohio	128	12	Science: Human Anatomy, Human Physiology, Microbiology
The Ohio State College of Nursing	Columbus, Ohio	120	12 to 16	Science: Biology, Chem, Anatomy, Microbiology

Common Academic Program Requirements	Credit Hours	SCC Courses	UD Courses
FIRST-YEAR HUMANITIES COMMONS			
HST 103 West and World	3		Fall Year 1
REL 103 Introduction to Religious and Theological Studies	3		Spring Year 1
PHL 103 Intro to Philosophy	3	Spring Year 3	
ENG 100 Writing Seminar I	3		Fall Year 1
SECOND-YEAR WRITING SEMINAR			
ENG 200 Writing Seminar II	3	Fall or Spring Year 2 ENG 1201 Composition II	
ORAL COMMUNICATION			
CMM 100 Principles of Oral Communication	3		Spring Year 1
MATHEMATICS			
MTH 207 Introduction to Statistics	3		Spring Year 1
SOCIAL SCIENCE			
SSC 200 Social Science Integrated	3		Summer or during Fall/Spring of year 2 or 3, if offered online.
ARTS			
	3	Fall Year 3	
NATURAL SCIENCES (Need 7 semester hours)			
CHM 123 General Chemistry & Lab			Fall Year 1
BIO 151 Concept of Biology & Lab			Spring Year 1
CROSSING BOUNDARIES			
Faith Traditions	3	Can take at SCC HIS 2217 East Asian History Also, Historical Study	Can take at UD HST 260 History Pre-Modern East Asia Also, Historical Study
Practical Ethical Action	3		Fall Year 4 PHL 315 Medical Ethics Also, Adv. Philosophy
Inquiry	3		Spring Year 1 MTH 207 Intro to Statistics

Common Academic Program Requirements	Credit Hours	SCC Courses	UD Courses
Integrative	3		Spring Year 4 ENG 366 Health Lit. and Social Justice Also, Diversity and Social Justice
ADVANCED STUDY			
Philosophy and/or Religious Studies	3		Fall Year 4 PHL 315 Medical Ethics Also, Practical Ethical Action
Historical Studies	3	Can take at SCC HIS 2217 East Asian History Also, Faith Traditions	Can Take at UD HST 260 History Pre-Modern East Asia Also, Faith Traditions
DIVERSITY AND SOCIAL JUSTICE			
ENG 366 Health Lit. and Social Justice			Also, Integrative
MAJOR CAPSTONE			
BSN Capstone			Spring Year 4 Baccalaureate Capstone

APPENDIX H
BSN Curriculum and Pathway

Year	Semester	Campus	Credit Hours	Course
1	Fall	UD	1	Intro to First Year Course
			3	ENG 100 Writing Seminar I
			2	HSS XXX*: Intro to Health Care Delivery
			4	CHM 123 & L General Chemistry I
			3	HST 103 West and World
			3	PHL 103 Intro to Philosophy
1	Spring	UD	3	PSY 101 Intro to Psychology
			3	CMM 100 Oral Communication
			3	MTH 207 Introduction to Statistics
			4	BIO 151 & 151L Concepts of Biology
			3	REL 103 Intro to Religion
1	Summer 1	UD	4	HSS 305 Human Anatomy with Lab
1	Summer 2	UD	4	HSS 307 Human Physiology with Lab
1	Summer	UD	3	SSC 200 Social Science Integrated**
1	Summer	SCC	1	BSN Introduction to Nursing
Additional SCC requirements: CPR; Criminal Background Check; Medical/Health requirements				
2	Fall	SCC	3	ALH 2202 General Pharmacology
			7	NSG 1400 Health Illness I:Foundational Concepts in Nursing
			2	NSG 1450 Professional Nursing I:Intro to the Role of the Prof. Nurse
			3	ENG 1201
		UD	1	HSS XXX Seminar 1: Healthcare Professional Identity
2	Spring	SCC	2	NSG 1650 Professional Nursing II: Healthcare Systems Concepts
			7	NSG 1600 Health and Illness II: Health & Wellness Concepts
			3	SOC 1101 Introduction to Sociology
		UD	1	HSS XXX Seminar 2: Healthcare Professional Identity

*New course - course number is pending
**SSC 200 (online or classroom based) – this course can be taken in the summer or during Fall/Spring of year 2 or 3, if offered online.

Year	Semester	Campus	Hours	Course
3	Fall	SCC	7	NSG 2400 Health & Illness III: Concepts in Managing Complex Care (7 Semester hrs.)
			2	NSG 2450 Professional Nursing III: Leadership & Management of Care (2 Semester hrs.)
			3	ART 2230 or other art elective
		UD	2	HSS XXX Seminar 3: Community Presence (plan service learning project)
3	Spring	SCC	8	NSG 2600 Concept Synthesis (8 Semester hrs.)
			3	HIST 2217
			3	PHI 2206 Introduction to Ethics
		UD	2	HSS XXX Seminar 4: Community Presence (implement service learning project)
4	Fall	UD	3	BSN Professional Roles and Standards
			3	BSN Interdisciplinary Health Assessment
			3	BSN Evidence-based Practice (Interdisciplinary)
			3	BSN Informatics and Technology
			3	PHL 315 Medical Ethics
4	Spring	UD	3	BSN Systems Based Leadership
			3	BSN Healthcare Advocacy
			3	BSN Population-based Health
			3	BSN Baccalaureate Capstone Course
			3	ENG 366 Health Literature & Social Justice

APPENDIX I
BSN Completion Courses Mapped to Baccalaureate Essentials

The American Association of Nursing (2009) established *Baccalaureate Essentials*, which outline the curriculum content and expected competencies of graduates from nursing baccalaureate and graduate degree programs. The *Essentials* are considered the gold standard elements and framework for building nursing curricula. BSN programs across the country adhere to these guidelines. The proposed fourth-year curriculum model is built upon the framework of numbers II-IX of the *Baccalaureate Essentials*. (CAP courses fulfill the requirements for *Baccalaureate Essential* I.) This proposed curriculum entails eight courses in the nursing major (24 credit hours) and allows room for RN-to-BSN completion students to fulfill additional credit requirements.

BSN Essential	Proposed Course Title	Proposed Major Course Components	Credit Hours	For Interdisciplinary Consideration*
II	Systems Based Leadership	Knowledge and skills in leadership, quality improvement, and patient safety; evidence-based approaches to leadership of individuals and teams	3	*
III	Evidence-Based Practice (Interdisciplinary)	Foundations of the research process and information literacy related to seeking evidence; translation of current evidence into practice	3	*
IV	Informatics & Technology	Information management and patient care technology, and their role in safe, effective, quality care	3	*
V	Healthcare Advocacy	Healthcare policy, issues and trends (including financial and regulatory issues) that influence the environment of care and professional practice	3	*

BSN Essential	Proposed Course Title	Proposed Major Course Components	Credit Hours	For Interdisciplinary Consideration*
VI	Interdisciplinary Health Assessment	Advanced health assessment, communication and collaboration within the interprofessional team, and its impact on safe, effective, quality care and patient outcomes	3	*
VII	Population-based Health	Health promotion and disease prevention of communities and populations; Catholic nursing in the global community	3	*
VIII	Professional Roles & Standards	Concepts of professionalism, altruism, autonomy, human dignity, integrity, and social justice; health assessment and interpretation	3	
IX	Baccalaureate Capstone	Comprehensive synthesis of BSN program with a capstone project that demonstrates variations and complexity of care, across the lifespan, to individuals and populations, within the context of available healthcare resources	3	

APPENDIX J
Student Activity

Year	Student Activity
1	• Attend three semesters of course work at UD (CAP & science courses)
Summer 1	• Attend Summer I & II at UD (science courses, intro to nursing course)
2	• Begin the SCC/ADN program • Option to complete some CAP courses at either UD or SCC • Participate in a UD seminar course
3	• Complete the SCC/ADN program • Option to complete some CAP courses at either UD or SCC • Participate in a UD seminar course
Pass the NCLEX exam to obtain a nursing license	
4	• Attend two semesters of UD course work at UD to complete the BSN

Pathway Student Progression

- During the first three semesters, students will be enrolled in face-to-face classes at UD.
    - Students will enroll in on-campus classes during the summer semester between the first and second years.
    - During these first three semesters of the program, students will fulfill science requirements and complete SCC prerequisites and some CAP courses.
- During Years 2-3, students will complete SCC/ADN pre-licensure nursing studies, earn an ADN, and take the NCLEX examination to qualify for nursing licensure.
- During Years 2-3, students will concurrently enroll in UD seminar courses to remain connected to the UD campus and community experience.
    - This four-semester seminar series will culminate in a service project, which will include the option of interdisciplinary study with other HSS students.
    - There also will be an option to take CAP courses at UD during Years 2-3.
- The UD/BSN nursing courses are completed in the fourth year of study after SCC/ADN completion and passage of the NCLEX exam. A hybrid delivery model is proposed with students attending a course one day each week on the UD campus and interacting online between course meetings. Approximately 50% of each course will be offered in an online learning environment. This option creates flexibility for traditional students who desire to work as a RN while completing the baccalaureate degree. Students also will remain enrolled in face-to-face classes, which will provide continuing connection to the UD campus.
    - Both a one- and two-year completion models will be offered to allow newly licensed nurses to begin their nursing practice (pathway students) or BSN- completion students to continue their practice.

APPENDIX K
2013 Commission of Collegiate Nursing Education (CCNE)
Accreditation Standards

CCNE 2013 Standard and Criteria for nurse administrator and faculty in a Baccalaureate program:

Standard 1 (Administration)

The nursing education unit is administered by a nurse who holds a graduate degree with a major in nursing and is doctorally prepared.

1.6 The nurse administrator is experientially qualified, meets governing organization and state requirements, and is oriented and mentored to the role.
1.7 When present, nursing program coordinators and/or faculty who assist with program administration are academically and experientially qualified.
1.8 The nurse administrator has authority and responsibility for the development and administration of the program and has adequate time and resources to fulfill the role responsibilities.
1.9 The nurse administrator has the authority to prepare and administer the program budget with faculty input.

Standard 2 (Faculty)

Qualified and credentialed faculty are sufficient in number to ensure the achievement of the student learning outcomes and program outcomes. Sufficient qualified staff are available to support the nursing education unit.

2.1 Full-time faculty hold a minimum of a graduate degree with a major in nursing; a minimum of 25% of the full-time faculty also hold an earned doctorate or are currently enrolled in doctoral study.
Full- and part-time faculty include those individuals teaching and/or evaluating students in classroom, clinical, or laboratory settings.
2.2 Part-time faculty hold a minimum of a graduate degree with a major in nursing.
2.3 Faculty (full- and part-time) credentials meet governing organization and state requirements.
2.5 The number of full-time faculty is sufficient to ensure that the student learning outcomes and program outcomes are achieved.
2.6 Faculty (full- and part-time) maintain expertise in their areas of responsibility, and their performance reflects scholarship and evidence-based teaching and clinical practices.

APPENDIX L
Approval Sequence and Timeline

The following anticipated approval sequence demonstrates initial enrollment of BSN students:

Key Milestone Dates	
Date	**Milestone**
March, 2018	Board of Trustees Approval University of Dayton
March, 2018	Proposal submitted to ODHE
April, 2018	Course development completed
June, 2018	Program Director hired
September, 2018	ODHE approval
September, 2018	Proposal submitted to HLC
March, 2019	HLC approval
Spring, 2019	First RN-to-BSN completion program students enrolled
Fall, 2019	First 1+2+1 cohort enrolled

The process to obtain accreditation from the Commission of Collegiate Nursing Education (CCNE) will begin once HLC and ODHE approval is complete.