Proposal for a New Academic Program

Institution: Oregon State University - Cascades

College/School: College of Public Health and Human Sciences, School of Biological and Population Health Sciences

Department/Program Name: Nursing/ RN to BSN Program

Degree and Program Title: BSN; Bachelor of Science in Nursing

1. Program Description

a. Proposed Classification of Instructional Programs (CIP) number: 51.3801

CIP Number: **51.3801** Title: **Registered Nursing/Registered Nurse (RN, ASN, BSN, MSN)** Definition: A program that generally prepares individuals in the knowledge, techniques and procedures for promoting health, providing care for sick, disabled, infirmed, or other individuals or groups. Includes instruction in the administration of medication and treatments, assisting a physician during treatments and examinations, Referring patients to physicians and other health care specialists, and planning education for health maintenance. Action: **Moved from 51.1601 to 51.3801** *Source:* US Department of Education, National Center for Education Statistics, Classification of Instructional Programs, 2010.

b. Brief overview (1-2 paragraphs) of the proposed program, including its disciplinary foundations and connections; program objectives; programmatic focus; degree, certificate, minor, and concentrations offered:

In partnership with Central Oregon Community College (COCC) and St. Charles Healthcare System, we propose an RN to BSN program that unites industry, education, and the workforce to address the technical and professional skills required in the high need area of nursing through the development of **OSU's fully online RN to BSN program.**

The Institute of Medicine (IOM) published "The Future of Nursing" report in 2010. The Report recommended that by 2020 the nursing workforce should include 80% bachelor of science in nursing (BSN) prepared nurses at the bedside to meet the increasingly complex patient needs in the evolving health care environment.

In response to this recommendation, the St. Charles Healthcare System in Central Oregon is committed to increasing the percentage of BSN-trained nurses in its workforce. As of 2016, less than 40% of nurses working in an acute care setting in Central Oregon enter the workforce with a bachelor of science in nursing. The numbers drop to less than 30% for nurse leaders, nurses at critical access hospitals and long-term care facilities. Currently, there are over 700 acute care nurses in Central Oregon alone who do not have their BSN and new graduates from RN programs are becoming increasingly aware of the importance of completing their BSN. A major reason for this discrepancy has been limited access to affordable RN to BSN programs for Central Oregon nurses.

The RN to BSN program provides students from across Oregon who possess an associate's degree in nursing and an unencumbered Oregon license to practice as an RN, with the skills required to engage in evidence-based practice and to function successfully as a member of a 21st century collaborative care team. Specifically, **this (initially) fully ONLINE program offered through OSU's top-ranked Ecampus emphasizes preparation of nurses with a public health focus. The program will have both a part-time and full-time option. As one of only two public institutions in Oregon to offer such a degree, OSU is well-positioned to produce high-quality nurses at an affordable price.**

Full Category I Proposal: New Undergraduate Degree Program

New Program Title: **Bachelor of Science in Nursing (BSN)**

- Degree Type: **Bachelor of Science in Nursing (B.S.N.)**
- Program Level: **Undergraduate**
- Master of Interdisciplinary Studies (MAIS) Participant: **No**
- Academic Home:
  OSU-Cascades Branch Campus
  School of Biological and Population Health Sciences
  College of Public Health and Human Sciences
- Contacts: **Kara Witzke, 541-322-2063; kara.witzke@osucascades.edu**
- Option(s):
  - Undergraduate Option(s): **None**
  - Graduate Options: **NA**
- Areas of Concentration: **NA**
- Minors:
  - Undergraduate: **None**
  - Graduate: **NA**
- CPS #: **101363**
  https://secure.oregonstate.edu/ap/cps/proposals/view/101363
- CIP #: **51.3801 /** NCES Title: **Registered Nursing/Registered Nurse (RN, ASN, BSN, MSN)**
- SIS #: **XXX - To be assigned by the Registrar's Office**
- College Code: **23**
- Course Designator: **NUR (New Course Designator)**

- Courses: **See the proposal for a list of required and elective courses**
- Program Total Credit Hours: **180 (Major: 42 nursing + 14 support)**
- Pre-Professional/Professional Model: **No**
- Thesis or Non-Thesis: **No**
- Delivery Mode(s): **Online via Ecampus**
- Location(s): **OSU-Cascades (Bend)**
- Enrollment HC-Anticipated): **186** (beginning Fall Term 2021)
- Graduates (Anticipated): **78** (by the end of AY 2021-22)
- Accreditation: **None (Will seek accreditation from the Commission on Collegiate Nursing Education (CCNE))**
- Program Unique to Public Higher Education Institutions in Oregon: **Yes**
- Proposed Effective Term: **Fall Term 2019 (Banner SIS: 202001)**
- Embedded Proposals: **None**

c. Course of study – proposed curriculum, including course numbers, titles, and credit hours.

OSU Graduation Requirements:

- 180 quarter credit hours required for a baccalaureate degree
- 60 upper-division credits for a baccalaureate degree
- 45 OSU credits to meet credits in residence for an OSU baccalaureate degree

RN to BSN degree requirements:

- Associate Degree in Nursing (ADN) verified by transcript and unencumbered Oregon RN licensure.
- OSU Transfer student admissions requirements
  - 36 transferable credits
  - Grade of C- or better earned in the following courses:
  - College-level writing beginning with WR 121 (English Composition) or equivalent, and
  - Mathematics equivalent to MTH 105 (Introduction to Contemporary Mathematics) or MTH 111 (College Algebra) or higher
  - Minimum cumulative GPA of 2.25 on transferable credits

OSU Baccalaureate Core after transfer (see details below).

BSN Support Core courses to be completed at OSU, 14 credits (6 upper-division credits)

- H 100 (4) Introduction to Public Health
- ST 201 (4) Principles of Statistics or an equivalent transfer course
- Upper Division BSN Support Electives (6 credits): PHL 444 Biomedical Ethics (4); LEAD 342 Team and Organizational Leadership (3); LEAD 442 Leadership Skills for Career Success (3); H 312 HIV/AIDS and STIs in Modern Society (3); H 333 Global Public Health (3). Additional upper-division elective courses can be approved by the Executive Director.

RN to BSN upper-division credit hours to be completed at OSU (42 quarter credit hours)

Additional credits may be required to meet the OSU Graduation requirements (graduation requirement is 180 credits, including 60 upper-division credits).

Students may elect to take additional elective credits at a community college before transferring into the BSN to complete 180 total college credits.

BSN Program Detailed Curriculum

Catalog Description

The RN to BSN Nursing Program educates nurses to promote economic, social, cultural and environmental progress for the people of Oregon, the nation, and the world. The BSN nurse advances the discipline through advocacy for access to quality health care and implementation of evidence-based practice. The program is designed for nurses who have completed an associates in nursing degree and who possess an unencumbered Oregon RN license to complete their bachelor degree in nursing and advance their careers.

Baccalaureate Core:

- Complete all Baccalaureate Core requirements not completed with Associates in Nursing degree and other transfer work.
- AAS or ADN degrees must complete the following Baccalaureate Core requirements. *Student may elect to complete some of the Baccalaureate Core with courses at community colleges while working toward their Associate's degree. Use the Baccalaureate Core transfer articulation table for the Oregon community college to determine approved Baccalaureate Core transfer courses.*

Skills:

- Writing II* (3) [may be completed with ADN support WR 122 or 227, see AAS degree requirements]
- Speech* (3)
- Fitness* (3)
- Mathematics* (3-4): MTH 105 (3), MTH 111 (4) or higher required for OSU transfer admissions

Perspectives:

- Physical Science (4) [may be completed with ADN support course in Chemistry, see Baccalaureate Core tables]
- Biological or Physical Science* (4)
- Cultural Diversity* [completed with NUR 415]
- Literature and the Arts* (3-4)
- Social Processes and Institutions* (3-4)
- Western Culture* (3-4)

Difference Power and Discrimination* (3-4)

Synthesis:

- Contemporary Global Issues (3-4)
- Science, Technology, Society (3-4)

(*) indicates courses that can be completed by transfer work from an Oregon Community College.

Baccalaureate Core: Writing I, Mathematics, Biological Science completed with OSU transfer admissions requirements and Microbiology requirement required for Associate's

degree in Nursing. Writing II, Physical Science can be completed with ADN support courses.

Associate of Arts Oregon Transfer degrees must complete the following Baccalaureate Core requirements*. Students who have completed an AAOT in Nursing from an Oregon Community College will have completed all Skills, Perspectives, and Difference, Power, Discrimination Baccalaureate Core requirements.*

BSN Major Core:

The required curriculum for the nursing major will be comprised of 42 quarter credit hours:

- NUR 411 (1) Informatics in Nursing
- NUR 412 (3) Transition to Professional Nursing
- NUR 413 (3) Advanced Health Assessment
- NUR 414 (3) Nursing Epidemiology
- NUR 415 (3) Nursing Practice in a Multicultural Society [fulfills Core: Cult Div]
- NUR 416 (4) Population-focused and Community-based Nursing Practice: I
- NUR 417 (5) Population-focused and Community-based Nursing Practice: II
- NUR 418 (3) Health Care System Issues in Nursing Practice
- NUR 419 (2) Health Care Quality in Nursing Practice
- NUR 420 (4) Nursing Research and Evidence Based Practice [fulfills WIC]
- NUR 421 (3) Aging and End of Life Issues in Nursing
- NUR 422 (3) Health Promotion in Nursing Practice
- NUR 423 (5) Nursing Leadership

BSN Support Courses:

14 credits from various departments.

- H 100 Introduction to Public Health (4)
- ST 201 Principles of Statistics (4)

Electives (6 credit hours) from the following list of existing courses currently taught via Ecampus (additional upper-division support courses may be approved by Executive Director):

- PHL 444 Biomedical Ethics (4) [fulfills Core: Synth Sci Tech & Soc]
- LEAD 342 Team and Organizational Leadership (3)
- LEAD 442 Leadership Skills for Career Success (3)
- H 312 HIV/AIDS and STIs in Modern Society (3) [fulfills Core: Synth Global Issues]
- H 333 Global Public Health (3) [fulfills Core: Pers, Soc Proc & Inst]

Depending on the courses students choose to complete various Baccalaureate Core requirements, additional upper-division electives may need to be taken to meet the 60 upper-division credit minimum.

OSU RN to BSN Courses
Course Descriptions

The required curriculum for the nursing major is comprised of 42 quarter credit hours.

NUR 411 Informatics in Nursing (1 credit): Provides an overview of nursing informatics as a means to improve information management in health care. Consideration of health care technologies with ethical and financial criteria in relation to the quality of their outcomes.

Text recommendation: Health Informatics: An Interprofessional Approach by Ramona Nelson and Nancy Staggers (Elsevier 2014)

NUR 412 Transition to Professional Nursing (3 credits): Provides an overview of the nursing metaparadigm: client, nurse, health/illness and environment. Nursing theoretical perspectives will be discussed as a foundation for professional nursing practice as care provider and manager of care. Special emphasis will be on the practice of the baccalaureate nurse.
Text recommendation: Professional Nursing Concepts and Challenges by Beth Perry Black (Elsevier 2014)

NUR 413 Advanced Health Assessment (3 credits): Builds on previous health assessment knowledge and skills focusing on comprehensive health assessment skills. Using a lifespan approach, students examine the physical, cultural, psychosocial, spiritual and nutritional variables through the use of health history and health assessment.
Text recommendation: Health Promotion Throughout the Lifespan by Carole Edelman and Elizabeth Kudzma (Elsevier 2014)

NUR 414 Nursing Epidemiology (3 credits): Presents the basic concepts and methods of epidemiology applied to population focused health care and nursing practice. Emphasis is placed on the use of epidemiologic reasoning in deriving inferences about the etiology of health outcomes from population data and in guiding the design of health service programs. Prereq: ST 201 Principles of Statistics
Text recommendation: Epidemiology by Leon Gordis (Elsevier, 2014) 5th Edition

NUR 415 Nursing Practice in a Multicultural Society (3 credits): Provides an overview of the influence of culture on health care practices and the delivery of nursing care for individuals, groups, and communities. Emphasis is on increasing awareness of culturally diverse nursing care and the impact of cultural beliefs, values, and practices upon health and health care delivery. [Satisfies the Perspectives: Cultural Diversity Baccalaureate Core requirement]
Text recommendation: Ritter, L. A. & Graham, D. H. (2017). Multicultural Health 2nd edition. Burlington, MA: Jones and Bartlett Learning

NUR 416 Population-focused and Community-based Nursing Practice: I (2 credits didactic and 2 credits hours clinical) Introduces the concepts and principles of community health and the practice of evidence-based community health nursing. The nursing process is applied to the care of individuals, families, and groups within the community. Emphasis on health promotion and illness prevention. Consideration of cultural competence in nursing care. Application of the content will occur in the 60-hour independent clinical practicum, under the direction of the faculty, to develop and implement a community-based project.
Text recommendation: Community/Public Health Nursing Practice 5th Edition by Francis A. Maurer and Claudia M. Smith (Elsevier 2013)

NUR 417 Population-focused and Community-based Nursing Practice: II (3 credits of didactic and 2 credits of clinical) Builds on NUR 416 through the application of the theories and principles of population-focused in a community setting. Emphasis will be on community health measures which promote and maintain the health of the community. Application of community health nursing principles occurs in the 60-hour independent clinical practicum under the supervision of the faculty.
Text recommendation: Community/Public Health Nursing Practice 5th Edition by Francis A. Maurer and Claudia M. Smith (Elsevier 2013)

NUR 418 Health Care System Issues in Nursing Practice (3 credits): Consideration of the current and emerging forces that will affect health care delivery across the health care continuum. Issues related to health-care relevant policy, finance, and regulation, with special attention to the impacts on nursing care will be included.
Text recommendation: Policy and Politics in Nursing and Health Care 7th Edition by Diana J. Mason, Deborah B. Gardner, Freida Hopkins Outlaw & Eileen T. O'Grady. (Elsevier 2016)

NUR 419 Health Care Quality in Nursing Practice (2 credits): Explores strategies that contribute to building a culture of safe, quality nursing practice. The focus is on incorporating quality assessment and improvement strategies as evidence based practice in an interdisciplinary environment.
Text recommendation: Program textbooks plus resources from current literature.

NUR 420 Nursing Research and Evidence Based Practice (4 credits): Overview of the research process and utilization in professional nursing practice. Discussion of evidence-based practice as the foundation for safe, quality care. Reading and interpreting current research and using writing as a tool for learning on a critical issue in nursing will be the focus of this course. (Writing Intensive Course), Prereqs: NUR 414 Epidemiology, Writing II requirement
Text recommendation: Reading, Understanding and Applying Nursing Research by James Fain (F. A. Davis, 2017)

NUR 421 Aging and End of Life Issues in Nursing (3 credits): Overview of the impact of the aging population on health care. Common ethical dilemmas encountered in health care will be explored. Application of ethical principles to the complicated situations encountered by inter-professional teams, with special consideration of those related to end-of-life care for the professional nurse.
Text recommendation: Ethical Dimensions in the Health Professions 6th edition by Ruth Purtilo and Regina Doherty. (Elsevier 2015)

NUR 422 Health Promotion in Nursing Practice (3 credits): Builds on prior learning and focuses on preventative health care and health promotion for individuals, families, and communities. Consideration is given to the influence of culture and lifespan development. Using biophysical, environmental, spiritual, sociocultural and economic determinants of health, the focus is on the role of nurses in improving health outcomes with individuals, families, and communities.
Text recommendation: Foundations for Health Promotion 4th Edition by Jennie Naidoo and Jane Wills (Elsevier 2017)

NUR 423 Nursing Leadership (3 credits didactic and 2 credits clinical): Explores the role of the nurse leader, integrating prior learning with an understanding of the nature of leadership as well as leadership and management theories. An introduction to the principles of project management with application to a clinical leadership project is included. Consideration of individual student growth, particularly related to the student outcomes of the program and personal goals for future growth will be a focus. Application of the content will occur in the 60-hour independent clinical practicum, under the direction of the faculty, to develop and implement a clinical leadership project.
Text recommendation: The New Leadership Challenge: Creating the Future of Nursing, 5th edition by Sheila C. Grossman and Theresa M. Valiga (F. A. Davis, 2017)

Curriculum Plan

Based on survey feedback (presented in section 4), we will initially launch the RN to BSN with a part-time program. *The start date for the full-time program has NOT been determined and will depend on demand and resources. It is being included here so that we would not have to seek separate approval if and when we decide to launch the full-time program.*

Part-time program: Assuming all lower division Baccalaureate Core courses are completed prior to starting the RN to BSN program, the 42 credits of nursing core courses plus the 14 credits of BSN Support Courses can be completed in 2 calendar years (8 terms) of part-time study. The part-time curriculum plan assumes 6-8 credits per term, including two summer sessions.

Full-time program: Assuming all lower division Baccalaureate Core courses are completed prior to starting the RN to BSN program, the 42 credits of nursing core courses plus the 14 credits of BSN Support Courses can be completed in one calendar year (4 terms) of full-time study. The full-time curriculum plan assumes 15-17 credits per term, including summer session.

Part Time Curriculum Plan (6 - 8 credit hours/term, 2 calendar years to complete including summers)

BSN Program Information

BSN program admissions requirements: Associate Degree in Nursing (ADN) verified by transcript and unencumbered Oregon RN licensure and meet OSU transfer admissions requirements.
Students who are admitted into the BSN complete the following major requirements. The following part time academic program reflects completion of BSN major requirements. Students graduating from OSU must also meet OSU University Requirements.

2-YEAR PLAN
Cohort model with new cohorts starting fall, winter, and spring terms:

Term 1:
NUR 412 (3 cr) – Transition to Professional Nursing
ST 201 (4 cr) – Principles of Statistics (if not already completed) or BSN Support UD Elective

Term 2:
NUR 414 (3 cr) – Epidemiology
NUR 413 (3 cr) – Advanced Health Assessment

Term 3:
H 100 (4 cr) – Introduction to Public Health (if not already completed) or BSN Support UD Elective
NUR 422 (3 cr) – Health Promotion In Nursing Practice

Term 4:
NUR 418 (3 cr) – Health Care System Issues in Nursing Practice
NUR 420 (4 cr) – Nursing Research and Evidence Based Practice (satisfies WIC)

Term 5:
NUR 416 (3 cr) – Population-focused and Community-based Nursing Practice I
NUR 421 (4 cr) – Aging and End of Life Issues in Nursing

Term 6:
NUR 417 (5 cr) – Population-focused and Community-based Nursing Practice II
NUR 411 (1 cr) – Informatics in Nursing

Term 7:
NUR 423 (5 cr) – Nursing Leadership
NUR 419 (2 cr) – Health Care Quality in Nursing Practice

Term 8:
NUR 415 (3 cr) – Nursing Practice in a Multicultural Society (satisfies Perspectives: Cultural Div)
BSN Support Upper Division Elective (3 cr) – if not already completed Term 1
BSN Support Upper Division Elective (3 cr) – if not already completed Term 3

- Students must complete BSN major requirements and OSU University requirements for graduation.
  OSU University Requirements include:
  - 180 college credits (60 credits must be upper division)
  - 45 out of last 75 credits must be taken at OSU
  - all courses required in the Baccalaureate Core
- Students may complete other coursework required for graduation before, during or after completion of NUR courses.

Full Time Curriculum Plan (13 - 15 credits/term)
One Calendar Year to Complete including summer
Start date for this program has NOT been determined and will depend on demand and resources. It is being included here so that we would not have to seek separate approval if and when we decide to launch the full-time program.

1-YEAR PLAN

Term 1:
ST 201 (4 cr) – Principles of Statistics (if not already completed)
H 100 (4 cr) – Introduction to Public Health (if not already completed)
NUR 412 (3 cr) – Transition to Professional Nursing
NUR 413 (3 cr) – Advanced Health Assessment
NUR 411 (1 cr) – Informatics in Nursing

Term 2:
NUR 414 (3 cr) – Epidemiology
NUR 416 (3 cr) – Population-focused and Community-based Nursing Practice I
NUR 421 (4 cr) – Aging and End of Life Issues in Nursing
BSN Support Upper Division Elective (3 cr) – if not completed Term 1

Term 3:
NUR 417 (5 cr) – Population-focused and Community-based Nursing Practice II
NUR 419 (2 cr) – Health Care Quality
NUR 420 (4 cr) – Nursing Research and Evidence Based Practice (satisfies WIC)
NUR 422 (3 cr) – Health Promotion Across Lifespan

Term 4:
NUR 415 (3 cr) – Nursing Practice in a Multicultural Society (satisfies Perspectives: Cultural Div)
NUR 418 (3 cr) – Health Care System Issues
NUR 423 (5 cr) – Nursing Leadership
BSN Support Upper Division Elective (3 cr) – if not completed Term 1

- Students must complete BSN major requirements and OSU University requirements for graduation.
  OSU University Requirements include:
  - 180 college credits (60 credits must be upper division)
  - 45 out of last 75 credits must be taken at OSU
  - all courses required in the Baccalaureate Core
- Students may complete other coursework required for graduation before, during or after completion of NUR courses.

d. Manner in which the program will be delivered, including program location (if offered outside of the main campus), course scheduling, and the use of technology (for both on-campus and off-campus delivery).

- The RN to BSN Program will be housed in the College of Public Health and Human Sciences. The Executive Director will physically reside on the OSU-Cascades campus.
- The program will be offered completely online using the OSU Ecampus platform and services, including course development support. Academic advising will be provided by an advisor on the OSU-Cascades campus.
- All nursing faculty will be hired to teach remotely. Instructional faculty (besides the Executive Director) will not be required to retain a physical presence (nor office space) on the OSU campuses.
- The program will launch with the part-time program option only.

e. Adequacy and quality of faculty delivering the program.

Staffing plan specific to new NUR courses (assumes we begin with part-time option)

- The Executive Director and all faculty will be new hires.
- The administrative authority of the chief nurse administrator is comparable to that of chief administrators of similar units in the institution. He or she consults, as appropriate, with faculty and other communities of interest to make decisions to accomplish the mission, goals, and expected program outcomes. The chief nurse administrator is perceived by the communities of interest to be an effective leader of the nursing unit.
- The Commission on Collegiate Nursing Education (CCNE) dictates the minimum qualifications of the chief nursing administrator and associated faculty:
  From the accreditation guidelines, item II-C. The chief nurse administrator:
  - is a registered nurse (RN);
  - holds a graduate degree in nursing;
  - holds a doctoral degree if the nursing unit offers a graduate program in nursing;
  - is academically and experientially qualified to accomplish the mission, goals, and expected program outcomes;
  - is vested with the administrative authority to accomplish the mission, goals, and expected program outcomes; and
  - provides effective leadership to the nursing unit in achieving its mission, goals, and expected program outcomes.
  - The title of the chief nurse administrator will be “Executive Director of Nursing” The position will be hired following a national search and will be a full-time, 12-month Clinical Associate Professor or Clinical Professor. The director will be the

primary administrator/lead for the program and will also teach one class per term.

- The CCNE does not dictate how many faculty must be associated with the program, nor do they require a particular type of graduate degree. Therefore, we will hire additional faculty to deliver the nursing courses following national searches, at the instructor or clinical instructor level. We will seek to recruit online nursing instructors who represent the best nursing instructors in their area of expertise. These could be full or part-time faculty depending on their area of expertise, needs of the program, and their desire to teach either full or part-time. Whether full or part-time, by year 3, we anticipate needing 4.5 FTE instructors to deliver the part-time curriculum. From the accreditation guidelines, item II-D, the CCNE dictates that 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.
    - Elaboration: The full-time equivalency (FTE) of faculty involved in each program is clearly delineated, and the program provides to CCNE its formula for calculating FTEs. The overall faculty (whether full-time or part-time) is sufficient in number and qualifications to achieve the mission, goals, and expected program outcomes. Faculty-to-student ratios ensure adequate supervision and evaluation and meet or exceed the requirements of regulatory agencies and professional nursing standards and guidelines.
    - Faculty are academically prepared for the areas in which they teach. Academic preparation of faculty includes degree specialization, specialty coursework, or other preparation sufficient to address the major concepts included in courses they teach. Faculty teaching in the nursing program have a graduate degree. The program provides a rationale for the use of any faculty who do not have a graduate degree.
    - Faculty who are nurses hold current RN licensure. Faculty teaching in clinical/practicum courses are experienced in the clinical area of the course and maintain clinical expertise. Clinical expertise may be maintained through clinical practice or other avenues. Faculty teaching in advanced practice clinical courses meet certification and practice requirements as specified by the relevant regulatory and specialty bodies. Advanced practice nursing tracks are directly overseen by faculty who are nationally certified in that same population-focused area of practice in roles for which national certification is available.
- Additional faculty needed to deliver courses in the core and/or upper-division supporting courses (e.g. H 100, ST 201, PHL 444, LEAD 342, LEAD 442, H 312, H 333) can either be hired by the appropriate unit in Corvallis or Cascades to teach via Ecampus. We can work with each unit/department to decide who will hire the instructor.
- The course rollout plan for the first two years of nursing courses will look like this. (See additional attachment for full cohort delivery model).

1st Term (Fall 2019)	**2nd Term (Winter 2020)**	**3rd Term (Spring 2020)**	**4th term (Summer 2020)**
● RN to BSN Executive Director: Administration & Teach NUR 412	● RN to BSN Executive Director: Administration & Teach NUR 412	● RN to BSN Executive Director: Administration & Teach NUR 412	● RN to BSN Executive Director: Administration & Teach NUR 418

	● Faculty #1: NUR 413, NUR 414	● Faculty #1: NUR 413, NUR 414, NUR 422	● Faculty #1: NUR 420
5th Term (Fall 2020)	**6th Term (Winter 2021)**	**7th Term (Spring 2021)**	**8th term (Summer 2021)**
● RN to BSN Executive Director: Administration & Teach NUR 412 ● Faculty #1: NUR 413, NUR 414, NUR 422 ● Faculty #2: NUR 416, NUR 421	● RN to BSN Executive Director: Administration & Teach NUR 412 ● Faculty #1: NUR 413, NUR 414, NUR 417 ● Faculty #2: NUR 411, NUR 416, NUR 421 ● Faculty #3: NUR 422	● RN to BSN Executive Director: Administration & Teach NUR 412 ● Faculty #1: NUR 413, NUR 414, NUR 417 ● Faculty #2: NUR 411, NUR 416, NUR 421 ● Faculty #3: NUR 419, NUR 422, NUR 423	● RN to BSN Executive Director: Administration & Teach NUR 418 ● Faculty #1: NUR 420 ● Faculty # 2 or #3: NUR 415

The 9th and 10th terms are comprised of supporting upper-division coursework outside of the NUR prefix.

f. Adequacy of faculty resources – full-time, part-time, adjunct.
   - The initial faculty associated with the part-time program are described above in 2(e). If/when the full-time program launches, additional faculty will be hired to teach the program remotely. We anticipate needing 4.5 FTE faculty in addition to the Executive Director, to fully staff the part-time program with full cohorts of 24-30 students.

g. Other staff.
   - OSU's Ecampus will provide staff and resources related to marketing the program, recruiting students, and course development support. They will also partially fund an academic advisor who will reside on the OSU-Cascades campus in Bend. See letter of support from Jane Reynolds, Director of Enrollment Services at OSU-Cascades.

h. Adequacy of facilities, library, and other resources.
   - The Executive Director will require a physical office space on the OSU-Cascades campus (see space evaluation letter). No classroom space or offices for other instructional faculty are required.
   - See library report

i. Anticipated start date.
   - First cohort of students will begin classes Fall 2019

2. Relationship to Mission and Goals

a. Manner in which the proposed program supports the institution's mission, signature areas of focus, and strategic priorities.

Mission of Oregon State University

As a land grant institution committed to teaching, research, and outreach and engagement, Oregon State University promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world. This mission is achieved by producing graduates competitive in the global economy, supporting a continuous search for new knowledge and solutions and maintaining a rigorous focus on academic excellence, particularly in the three Signature Areas of Distinction: Advancing the Science of Sustainable Earth Ecosystems; Improving Human Health and Wellness; and Promoting Economic Growth and Social Progress.

Mission of the Oregon State University RN to BSN Program

The mission of the RN to BSN Nursing Program will be to educate nurses to promote economic, social, cultural and environmental progress for the people of Oregon, the nation, and the world. The BSN nurse advances public health through advocacy for access to quality health care and implementation of evidence based practice. The environment in which this education occurs builds on prior learning and experience. The proposed RN to BSN program will be characterized by accountability, collaboration, and integration of technology that promotes student learning and development as a professional nurse.

Improving human health and wellness is a signature area of distinction for Oregon State University. As such, the RN to BSN program curriculum, with its public health focus, is uniquely designed to improve the quality and delivery of individual and population focused health care for all Oregonians.

Mission Congruence

Oregon State University (OSU)	OSU RN to BSN Program
As a land grant institution committed to teaching, research, and outreach and engagement, Oregon State University promotes economic, social, cultural and environmental progress for the people of Oregon, the nation and the world.	The mission of the RN to BSN Nursing Program is to educate nurses to promote economic, social, cultural and environmental progress for the people of Oregon, the nation, and the world.
… producing graduates competitive in the global economy, supporting a continuous search for new knowledge and solutions …	The BSN nurse advances public health through advocacy for access to quality health care and implementation of evidence based practice.
... maintaining a rigorous focus on academic excellence...	The environment in which this education occurs builds on previous learning and experience. The RN to BSN program is characterized by accountability, collaboration, and integration of technology that promotes student learning and development as a professional nurse.

b. Manner in which the proposed program contributes to institutional and statewide goals for student access and diversity, quality learning, research, knowledge creation and innovation, and economic and cultural support of Oregon and its communities.

As the only state-funded, public RN to BSN program in Oregon, OSU-Cascades will help move Oregon toward the Institute of Medicine's (2010) recommendation for an 80% BSN-trained workforce by providing a high-quality education at an affordable price. In fact, compared to other programs in Oregon, the proposed degree program is less than half the price, making this degree attainable for Oregonians who may not otherwise have that opportunity (see sections 4d and 6 below).

The RN to BSN program is purposefully and specifically designed to attract and prepare diverse nurses in Oregon. The admissions criteria, based on a point structure, will award bonus points to candidates with second language competency and those who currently work in a rural nursing setting or other high need areas of Oregon. In addition, the online program will be initially launched as a part-time program which caters specifically toward working nurses who could not otherwise afford to relocate for a more traditional face-to-face and/or full-time program.

Toward the goal of diversifying the nursing workforce, this program will also support the goal of promoting economic growth and social progress in Central Oregon and more broadly in Oregon as well.

c. Manner in which the program meets regional or statewide needs and enhances the state's capacity to:

   i. improve educational attainment in the region and state;
   ii. respond effectively to social, economic, and environmental challenges and opportunities; and
   iii. address civic and cultural demands of citizenship.

The RN to BSN program will help meet the shortage of BSN-trained nurses in Oregon, and specifically will help address this need in Central Oregon. St. Charles Healthcare System (SCHS) in Central Oregon is committed to increasing the percentage of BSN-trained nurses in its workforce. As of 2016, less than 40% of nurses working in an acute care setting in Central Oregon enter the workforce with a bachelor of science in nursing (BSN) degree. This number drops to 30% for nurse leaders, nurses at critical access hospitals and long term care facilities. Overall, there are over 700 acute care nurses in Central Oregon that do not have a BSN. There are also no local opportunities to obtain the BSN degree. For those who wish to obtain their BSN in Oregon, their choices are limited to private schools outside of Central Oregon, some of which have a religious affiliation. **Furthermore, there are no state-funded, public institutions in Oregon that offer a bachelor's degree in nursing**.

3. Accreditation

a. Accrediting body or professional society that has established standards in the area in which the program lies, if applicable.

The University will seek program accreditation from the Commission on Collegiate Nursing Education (CCNE).

b. Ability of the program to meet professional accreditation standards. If the program does not or cannot meet those standards, the proposal should identify the area(s) in which it is

deficient and indicate steps needed to qualify the program for accreditation and date by which it would be expected to be fully accredited.

Program development is based on CCNE accreditation standards, American Association of Colleges of Nursing (AACN), BSN Essentials and Quality and Safety Education for Nurses (QSEN) Competencies. We do not anticipate a problem attaining accreditation from the CCNE.

c. If the proposed program is a graduate program in which the institution offers an undergraduate program, proposal should identify whether or not the undergraduate program is accredited and, if not, what would be required to qualify it for accreditation.

N/A

d. If accreditation is a goal, the proposal should identify the steps being taken to achieve accreditation. If the program is not seeking accreditation, the proposal should indicate why it is not.

The Nursing Director will submit an application for new applicant status for accreditation as a new program with the Commission on Collegiate Nursing Education (CCNE) during the first term of the first cohort of students in Fall 2019. This will start our "accreditation clock" in which the Director must submit a complete self-study document and host an on-site evaluation by CCNE within 2 years of the date of acceptance as a new applicant.

4. Need

a. Anticipated fall term headcount and FTE enrollment over each of the next five years.

Enrollment Projections assuming 30 students admitted each term in a cohort model, enrolled in <u>part-time plan of study</u> with approximately 86% retention (for projections, model assumes 4 students are lost from each cohort after the first term). Assumes first class of 26 students graduate in Winter 2022. (See Appendix A - Course Development, Headcount and FTE).

Student Headcount/FTE

	Fall	**Winter**	**Spring**	**Summer**
2019-20	30 students	56 students	82 students	78 students
	14 FTE	24 FTE	37 FTE	35 FTE
2020-21	108 students	134 students	160 students	156 students
	50 FTE	61 FTE	71 FTE	66 FTE
2021-22	186 students	212 students	212 students	182 students

	82 FTE	89 FTE	92 FTE	78 FTE
2022-23	186 students	212 students	212 students	182 students
	82 FTE	89 FTE	92 FTE	76 FTE
2023-24	186 students	212 students	212 students	182 students
	82 FTE	89 FTE	92 FTE	76 FTE

b. Expected degrees/certificates produced over the next five years.

Part-time program only

AY 19-20	AY 20-21	AY 21-22	AY 22-23	AY 23-24
0	0	78	78	78

c. Characteristics of students to be served (resident/nonresident/international; traditional/ nontraditional; full-time/part-time, etc.).

This fully-online program will serve resident/nonresident, traditional/nontraditional part-time students initially. Students must have completed all requirements for entry into the program, including an Associate Degree in Nursing (ADN) verified by transcript and an unencumbered Oregon RN license. Although students must have an Oregon RN license, they could be living and working anywhere in the country while completing this degree.

d. Evidence of market demand.

Increased Demand for BSN Nurses

Currently, students who complete an Associate's Degree in Nursing (ADN) can sit for the NCLEX exam and become licensed registered nurses (RNs). Since the 1990's the nursing profession has placed more emphasis on hospitals being excellent places to work, success in recruiting and retaining nurses, more educated nurses and those with specialty certifications, lower nurse burnout and higher nurse satisfaction (McHugh, Kelly, Smith, Wu, Vanak, & Aiken, 2013). Increasingly, hospitals with "Magnet" designation show improved patient outcomes directly related to higher proportion of nurses with bachelor's degrees, specialty certification, and better work environments (McHugh et al., 2013). In fact, "currently, more than three-quarters of employers express a strong preference for BSN-prepared nurses, and almost half of hospitals and other health care settings in the US are now requiring new hires to have a BSN" (Yakusheva, & Weiss, 2017, p.1).

Investment in a baccalaureate-educated workforce and specialty certification has the potential to improve the quality of care (Kendall-Gallagher, Aiken, Sloane, & Cimiotti,

2011). Furthermore, increasing a more educated workforce can be considered cost-effective by a reduction in expensive patient complications and poor outcomes (Aiken et al., 2011).

The Institute of Medicine (IOM) published the Future of Nursing Report in 2010. Among several specific recommendations, was that by 2020 the nursing workforce should include 80% BSN prepared nurses at the bedside to meet the increasingly complex patient needs in the evolving health care environment.

As of 2016, less than 40% of nurses working in an acute care setting in Central Oregon enter the workforce with a bachelor of science in nursing. The numbers drop to less than 30% for nurse leaders, nurses at critical access hospitals and long term care facilities. Currently, there are over 700 acute care nurses who do not have their BSN and new graduates from RN programs are becoming increasingly aware of the importance of completing their BSN.

The Bureau of Labor Statistics has projected 19 percent growth in the job market for RNs between 2012 and 2022, compared to only 11 percent growth for the job market as a whole. But there's a twist: the market currently favors highly experienced, seasoned nurses, and the shortage in this sector of the nursing market is real. According to the 2015 Health care Recruiting Trends Survey, this shortage is defined by nurses who lack the necessary experience and credentials to meet the demands of the profession in the 21st century. This shortage is due to a knowledge gap, and too few BSN-trained nursing graduates.

Needs Assessment

Practicing RNs

A brief survey was sent out to practicing RNs in the OSU-Cascades region. Completed surveys were received from 55 practicing Associate Degree Nurses employed in hospitals. The data is presented in aggregate form.

1. What year did you graduate with your ADN?
   - 8% - 2014
   - 2% - 2015
   - 8% - 2016
   - 82% - other [range from 1974 – 2011]

2. What is your degree of interest in pursuing a baccalaureate degree in nursing (BSN)?
   - 6% - Not interested
   - 18% - Moderately interested
   - 20% - Somewhat interested
   - 56% - Very interested

3. If you identified as having some interest, when would you be interested in beginning the RN to BSN program?
   - 80% - 2018
   - 7% - 2020
   - 9% - 2019
   - 4% - After 2020

4. If you enrolled in an online RN to BSN program, how many credits per quarter would you be interested in taking?
   - 38% - 3 – 6 credits
   - 19% - 9 – 12 credits
   - 36% - 6 – 9 credits
   - 7% - More than 12 credits

5. What is your gender?

12% - Male 88% - Female

6. What is your age?

6% - 20 – 25	8% - 46 - 50
18% - 26 – 30	10% - 51 - 55
18% - 31 – 35	12% - 56 - 60
10% - 36 – 40	2% - Over 60
16% - 41 – 45	

Summary of Practice RN Survey

The gender distribution of the sample mirrors the national data. The age distribution and the year of graduation are consistent. The majority of the sample graduated prior to 2011 and the age range of participants supports that data. Those who completed the survey are very interested in pursuing their BSN and the majority would like to start sooner rather than later. To capture the motivation of this group offering the RN to BSN program in a flexible manner, allowing students to take the number of credits per quarter that fit with their lifestyle would be recommended. The majority of respondents indicated a preference for taking less than 9 credits per quarter.

ADN Students

A survey was sent to the program directors at the community colleges in the region asking that the link to SurveyMonkey be shared with Associate Degree Nursing students. Completed surveys were received from 147 students. The data is presented in aggregate form.

1. What year do you expect to graduate from your ADN Program?
   44% - 2017
   54% - 2018
   2% - 2019

2. What is your degree of interest in pursuing a BSN?

1% - Not interested	4% - Moderately interested
1% - Somewhat interested	94% - Very interested

3. If you identified you have some interest, when would you be interested in beginning the RN to BSN program?
   82% - 2018
   13% - 2019
   5% - 2020

4. If you enrolled in an online RN to BSN program, how many credits per quarter would you be interested in taking?

16% - 3 – 6 credits	53% - 9 – 12 credits
30% - 6 – 9 credits	1% - More than 12 credits

5. Gender

20% - Male	79% - Female	1% - Other

6. Age

28% - 20 – 25	12% - 36 – 40	1% - over 50

23% - 26 – 30	12% - 41 – 45
20% - 31 – 35	3% - 46 – 50

Summary of ADN Student Survey

The students responding to the ADN Student Survey are younger than the practicing nurses with the majority being under the age of 35. The percentage of males is higher than the national average for male students, suggesting greater diversity in the Oregon ADN student population.

As expected, the majority of students enrolled in a 2-year Associate Degree program expect to graduate within the next 2 years. There is a significant amount of enthusiasm and interest expressed by the sample for continuing their education to earn their BSN.

Consistent with the Practice RN survey results, the majority of students would like to begin the ADN to BSN program in 2018. The students are interested in moving quickly through the program with the majority interested in a 9 – 12 credit hours per semester. The number of credits that will fit with the new graduates work and life commitments may decrease and mirror the data from Practicing RNs.

e. If the program's location is shared with another similar Oregon public university program, the proposal should provide externally validated evidence of need (e.g., surveys, focus groups, documented requests, occupational/employment statistics and forecasts).

There are currently NO public RN to BSN programs in Oregon.

f. Estimate the prospects for success of program graduates (employment or graduate school) and consideration of licensure, if appropriate. What are the expected career paths for students in this program?

Based on the IOM (2010) report recommending that at least 80% of the nursing workforce be BSN trained by the year 2020, the prospects are outstanding for graduates of this program. Because the proposed program will be especially attractive to working RNs, the BSN degree will mean greater job security and opportunities for advancement within the nursing specialty of health care. See section 4(d) above for additional support.

5. Outcomes and Quality Assessment

a. Expected learning outcomes of the program.

The curriculum has been designed according to the American Association of Colleges of Nursing, Essentials of Baccalaureate Education for Professional Nursing Practice (2008). This Essentials document serves to transform baccalaureate nursing education by providing the curricular elements and framework for building the baccalaureate nursing curriculum for the 21st century. These Essentials address the key stakeholders' recommendations and landmark documents such as the IOM's recommendations for the core knowledge required of all healthcare professionals. This document emphasizes such concepts as patient-centered care, interprofessional teams, evidence-based practice, quality improvement, patient safety, informatics, clinical reasoning/critical thinking, genetics and genomics, cultural sensitivity, professionalism, and practice across the lifespan in an ever-changing and complex healthcare environment

Essentials I-IX delineate the outcomes expected of graduates of baccalaureate nursing programs. Achievement of these outcomes will enable graduates to practice within

complex healthcare systems and assume the roles: provider of care; designer/manager/coordinator of care; and member of a profession. Essential IX describes generalist nursing practice at the completion of baccalaureate nursing education. This Essential includes practice-focused outcomes that integrate the knowledge, skills, and attitudes delineated in Essentials I – VIII. The time needed to accomplish each Essential will vary, and each Essential does not require a separate course for achievement of the outcomes.

The nine Essentials are:

- Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice - A solid base in liberal education provides the cornerstone for the practice and education of nurses.
- Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety - Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.
- Essential III: Scholarship for Evidence Based Practice - Professional nursing practice is grounded in the translation of current evidence into one's practice.
- Essential IV: Information Management and Application of Patient Care Technology - Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.
- Essential V: Health Care Policy, Finance, and Regulatory Environments - Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and thereby are important considerations in professional nursing practice.
- Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes - Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.
- Essential VII: Clinical Prevention and Population Health - Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.
- Essential VIII: Professionalism and Professional Values – Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.
- Essential IX: Baccalaureate Generalist Nursing Practice – The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments. The baccalaureate graduate understands and respects the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

Building on a foundation of the liberal arts, the graduate will:

OSU RN to BSN Program Outcome	**Corresponding BSN Essential Outcomes***	**Corresponding Quality and Safety Competencies for Nursing (QSEN) ** **

1. Demonstrate leadership knowledge and skills in within the complex healthcare system that integrates an understanding of organizational systems and the internal and external forces that impact them.	I. Liberal Education for Baccalaureate Generalist Nursing Practice II. Organizational and Systems Leadership V. Health care Policy, Finance and Regulatory Environments.	• Teamwork and Collaboration • Quality Improvement
2. Engage in evidence-based practice as a means of enhancing the quality and safety of patient care.	III. Evidence Based Practice IX Baccalaureate Generalist Practice	• Evidence Based Practice • Quality Improvement
3. Utilize information technologies to improve patient care outcomes and the environments in which patient care occurs.	II. Organizational and Systems Leadership IV. Information Management	• Informatics • Teamwork and Collaboration
4. Apply culturally-appropriate approaches that promote health and prevent disease and injury in diverse populations.	VII. Clinical Prevention and Population Health	• Patient-Centered Care • Teamwork and Collaboration • Evidence Based Practice • Safety
5. Develop effective communication skills that facilitate inter- and intra-professional collaborative relationships to enable the nurse to advocate for patients, the nursing profession, and the healthcare system.	I. Liberal Education for Baccalaureate Generalist Nursing Practice VI. Interprofessional Communication and Collaboration	• Teamwork and Collaboration • Quality Improvement • Safety
6. Model professionalism based on a foundation of personal values, ethical principles, and the nursing profession's values and standards.	VIII. Professionalism and Professional Values	• Teamwork and Collaboration

*AACN (2008) The Essentials of Baccalaureate Education for Professional Nursing. Available at http://www.aacnnursing.org/Portals/42/Publications/BaccEssentials08.pdf

**QSEN Institute (2009). QSEN Undergraduate Knowledge, Skills and Attitudes (KSAs). Available at http://qsen.org/competencies/pre-licensure-ksas/

b. Methods by which the learning outcomes will be assessed and used to improve curriculum and instruction.

- See Appendix B for program and course-level assessment plan
- As one of the standing committees of the RN to BSN program, the **Curriculum Committee** will also have a role in curriculum review and annual assessment

- **Purpose**: Maintain and enhance the quality of the curriculum.
- **Functions**:
  1. Coordinate and implement a plan for curriculum evaluation.
  2. Review individual course revisions for consistency with department's mission and the overall curriculum plan for the program.
  3. Propose policies related to implementation of curriculum, including but not limited to attendance and grading.
  4. Fulfill responsibilities as designated in the departmental assessment plan.
- **Membership**:
  1. A minimum of two faculty members (representing at least two quarters of the program).
  2. A minimum of two students (representing more than one admission to the program).
  3. As invited, Nursing Executive Director, *ex officio.*
- **Meetings**: A minimum of one per quarter.

- We will also establish an **RN to BSN Program Advisory Board**
  - **Purpose:** Consistent with the program's mission, the Advisory Board will be a resource in creating and maintaining a program that as its primary goal is the education of nurses who serve those in their care and to contribute to the profession of nursing. One of the unique contributions of the Board is to assist the RN to BSN Program in maintaining relevancy in the lives of students, the healthcare system, and the academic community.
  - **Functions:**
    1. Consider issues in health care and nursing education that have an impact on the preparation of students for the practice of professional nursing.
    2. Provide additional perspectives on the nursing curriculum.
    3. Promote meaningful learning and practice experiences for students.
  - **Membership:**
    1. RN to BSN Executive Director.
    2. Two faculty member representatives from the RN to BSN Program
    3. Faculty member within the university from a related department.
    4. Two representatives from Oregon Nursing Programs/Community Colleges.
    5. Two members from the health care community.
    6. Two current students representing different admissions.
    7. Two alumni of the program.
  - **Meetings:**
    1. Held annually.
    2. Scheduled three months in advance of the meeting with invitation to all members made at that time.
    3. Convened by the Executive Director who with input from the program faculty and relevant board members creates an agenda and distributes it one month prior to the meeting.

c. Nature and level of research and/or scholarly work expected of program faculty; indicators of success in those areas.

The Executive Director will be appointed at the rank of Clinical Associate Professor or Clinical Professor, and will be expected to engage in scholarship in their field/discipline with a 10% workload allocation for this purpose. Faculty at OSU-Cascades are provided $2000/yr in professional development funds to facilitate this expectation. Examples of success in scholarship include, but are not limited to: engaging in scholarly research that results in publishing/presenting abstracts and/or journal articles, writing book chapters, attending conferences, serving on professional committees or in a leadership position with a professional organization, attending teaching workshops, and in this case, accruing clinical hours as a practicing nurse.

Instructors hired to teach at a distance for this program will not be required to participate in research and/or scholarly work related to their discipline.

6. Program Integration and Collaboration

a. Closely related programs in this or other Oregon colleges and universities.

Nursing Programs Approved in Oregon
According to the Oregon Board of Nursing, there are 17 approved Associate Degree Nursing Programs in the State. All of the ADN programs with the exception of one (Sumner College) are housed within the Oregon Community College system.

According to the Accreditation Commission for Education in Nursing [ACEN] website four of these programs are accredited by ACEN. The ACEN accredited nursing programs in Oregon include: Chemeketa Community College, Portland Community College, Treasure Valley Community College and Umpqua Community College.
(www.acenursing.us/accreditedprograms/programsearch.asp)

According to the National League for Nursing Commission for Nursing Education Accreditation [NLN CNEA], one of the Oregon ADN programs has pre-accreditation status with the National League for Nursing Commission for Nursing Education Accreditation [NLN CNEA]. Mt. Hood Community College is in the process of seeking NLN CNEA accreditation.
(http://www.nln.org/accreditation-services/programs-granted-pre-accreditation-status)

According to the Commission on Collegiate Nursing Education (CCNE) website, there are six fully-accredited baccalaureate nursing degree programs in Oregon: Concordia University Portland, George Fox University, Linfield College, Northwest Christian University, Oregon Health & Science University, and University of Portland. Of these programs, four offer the RN to BSN program: Linfield College, Northwest Christian University, Oregon Health & Science University, and University of Portland. Of the four universities that offer the RN to BSN, two offer fully online programs (Linfield and Northwest Christian) and two offer mostly online programs that also require short face-to-face meetings on campus (University of Portland and Oregon Health & Science University).

Although Walla Walla University School of Nursing is based in Washington State, it does have a campus in Portland and advertises an RN to BSN program (oregoncenterfornursing.org). Additionally, there are national online programs that also market in Oregon that need to be considered such as the University of Phoenix and Western

Governors University. Neighboring states such as California and Washington were also considered. The online programs in the state of Washington, other than Walla Walla University, require applicants to hold an unencumbered nursing license in Washington. California online RN to BSN programs were also searched. Although the private college/universities offering RN to BSN programs stipulate that applicants hold a nursing license in California, some of the state universities such as California State University San Marcos seem to accept students licensed in other states. The website for each program was thoroughly reviewed to evaluate the potential competition.

Oregon Health & Science University
The Oregon Health & Science University (OHSU) offers BSN programs on 5 campuses throughout the state (Ashland, Klamath Falls, La Grande, Monmouth, and Portland).

There are two programs of study for the RN to BSN completion program at OHSU. The **face-to-face program** requires students to enroll within one year of graduating from an ADN program. This program is offered on campus in Portland only, using hybrid teaching modalities. The clinical for the face-to-face program has two tracks: acute care or clinical in neighborhoods through the Interprofessional Care Access Network Project (ICAN). This RN to BSN program is only offered as a full-time option and can be completed in 3 terms. Because this version of the OSHU RN to BSN program requires full time face-to-face classroom and structured clinical experiences in the Portland area, it probably is not a direct competitor for Oregon State University – Cascades.

OHSU also offers an **online** RN to BSN completion program that is open to all ADN graduates regardless of when they completed their Associate Degree. The nursing courses in the online option can be completed in 3 quarters if the student is enrolled full-time or over 6 quarters for part-time students (more courses may be needed to meet overall graduation requirements). The online program uses primarily asynchronous online learning for theory classes and clinical courses are hybrid (mix of face to face and online). One two-day intensive class session bringing all of the online students to campus is required. Clinical experiences typically occur in the student's home community. The table below provides specific information for the OHSU online RN to BSN program. Appendix C provides the curriculum required for graduation for the OHSU online RN to BSN program.

Admission Criteria	Cost	Details

● Completion of all prerequisite courses listed below prior to the start of the program. These courses must be 100 level or above and taken for a grade at a regionally accredited institution. The minimum acceptable grade is a "C-." ● Applicants must have a cumulative GPA of 3.0 or higher (all college courses ever taken). ● All applicants are expected to have basic computer competencies in word processing, electronic file management, email and web browsing. ● Must have RN license by the end of the first term.	● 2017 -2018 tuition: $459/credit + $260 in fees per term ● Estimated total cost (39 nursing credits for traditional students): $18,941 ● Estimated total cost (33 nursing credits for OCNE community college transition): $15,927 ● All prerequisites need to be completed before starting the RN to BSN curriculum.	● Total quarter credits required for BSN: 180 ● 39 quarter credits of nursing courses in RN to BSN program ● Up to 36 credits by articulation for nursing course work (previous degree) based on transcript evaluation ● 2.0 cumulative GPA ● CCNE accredited

Linfield College
Linfield College is a private college located in Portland, Oregon. The college offers a traditional entry level BSN program as well as an RN to BSN program completely online. This program would probably be the most direct competitor for Oregon State University – Cascades.

Admission Criteria	Cost	Details
● Unencumbered RN license ● Graduation or concurrent enrollment in an ADN program ● GPA of 2.75 for all previous college work	Tuition and fees for 2017-2018 ● Admission/application $50 ● Tuition $495 per credit ● Online fee $50 per credit ● Credit for prior learning $525 ● Experiential learning fee (NURS 476) $100	● 24 NURS semester credits ● Part-time, fully online, 2 years ● RN to BSN courses offered every semester allowing for program flexibility ● No transfer credit expiration ● Total credits required – 125 ● CCNE Accredited ● Curriculum is community based and focuses on nurses being leaders in their community.

Northwest Christian College
Northwest Christian College is a private Christian university located in Eugene, OR. NCC offers a fully online RN to BSN program to nurses with licenses from Oregon, California, Arizona, Alaska, Nevada, Texas, Vermont and South Carolina. They are currently seeking approval to offer their online RN-BSN program in Washington, Utah, and Alabama. They also offer a fully online Master of Science in Nursing (MSN) with a concentration in Nurse Leadership in Health Systems.

Admission Criteria	Cost	Details
● Unencumbered RN license from OR, CA, AZ, AS, NV, VT, SC ● Graduation from an accredited RN program ● Transfer GPA of 2.0	Tuition and fees for 2017-2018 ● Tuition $465 per credit for online RN to BSN	● Up to 30 credits may be given for prior experience through PLA 205 ($50 per credit) ● 30 semester credits of upper-division nursing courses ● Total credits required – 124 semester credits ● CCNE Accredited ● 8-week courses (with a new start date every 8 weeks) ● Bible and Theology requirements are built into the major

University of Portland
The University of Portland is a private Catholic university located in Portland, OR. UP offers both freshman and transfer-entry BSN programs as well as an RN to BSN completion program. The RN to BSN is structured as a part-time, hybrid-format, with classroom content delivered online, and individualized, face-to-face support by faculty in the practice experiences.

Admission Criteria	Cost	Details
● Completion of an associate degree in nursing; ● An active R.N. license by the start of the program; ● Completion of the statistics prerequisite within the last five years and completed by the start of the program.	Tuition and fees for 2017-2018 ● Tuition $1368 per credit + $50 professional fee per credit hour	● Part-time program; 2 courses (6 credits) per semester ● 30 semester credits of upper-division nursing courses (5 semesters) ● Online delivery with one day on campus each semester ● Total credits required – 121 semester credits, including 39 NRS credits ● Must maintain 3.0 GPA ● CCNE Accredited

Walla Walla University
Walla Walla University's main campus in the state of Washington but there is a campus presence in Oregon. The Portland campus advertises an RN to BSN program. Students enrolling in the RN to BSN program at Walla Walla University are required to take an entrance exam to validate their nursing knowledge from their ADN program. Across the country, the typical practice is that credits awarded for the ADN program are validated by transcripts and licensure as an RN. We believe that this entrance exam will deter students from applying for the RN to BSN program at Walla Walla University, thereby decreasing the potential of being a competitor with Oregon State University – Cascades.

Admission Criteria	Cost	Details
● Current, unencumbered Oregon nursing license. ● Cumulative GPA of 2.75 ● Completion of all prerequisite courses at a regionally accredited university or community college ● 3 letters of reference from teachers, employers or co-workers (must be delivered in hard copy.)	● Tuition – 12 - 16 credits $8,700 per semester ● Lab Fees – 8 credits x $60 = $480 ● Required General Fee $294	● CCNE Accredited ● Approved by the Oregon Board of Nursing ● BSN requirement is 192 quarter credits and 96 must be from a 4-year college or university. ● Must pass a standardized examination to validate nursing knowledge to received advanced standing as a senior level nursing student. *Upon completion the RN with a current license will be granted 15 lower level nursing credits and 29 upper level nursing credits making them exempt from NRSG 210, 211, 212, 213, 321, 331, 344 and 354.

California State University – San Marcos

California State University – San Marcos is presented as an example of an online program that requires an unencumbered RN license but not necessarily a California license. The majority of state and private college/university programs required "licensure as an RN in the State of California prior to enrollment." (San Francisco State University for example). Therefore, although less likely than in-state RN to BSN programs, a California based program may be considered by students who graduated from one of the four ADN programs with programmatic accreditation* (ACEN) when searching for an RN to BSN program that fits their needs.

Admission Criteria	Cost/duration	Miscellaneous
● Unencumbered RN license ● Minimum of 2.0 GPA in the last 60 transferable credits. ● Successfully completed an associate degree or diploma program in nursing from an ACEN accredited program.*	● $305 per credit hour ● Student fees $65 per 16 week semester ● Lab fees as applicable ● Able to complete 38 required credits in 14 months	● 38 RN to BSN specific semester credits ● At least 9 credits of UD coursework at CSUSM also required. ● CCNE accredited ● Admits cohorts of 24 students per semester ● Courses offered in 8-week blocks ● Collaboration with 3 California community colleges.

University of Phoenix
The University of Phoenix is a national for-profit online program that is well known for their RN to BSN and graduate level nursing programs. It is difficult to acquire specific information about the program without requesting to "meet" with an academic advisor.

Admission Criteria	Cost/duration	Miscellaneous
● Unencumbered RN license ● Successfully completed an associate degree or diploma program in nursing	● Lower level courses (100 – 200 level) $410/credit ● Upper level courses (300 -400 level) $510/credit ● Resource fee $140 per semester	● CCNE accredited ● Transfer up to 87 credits into the program ● Number of nursing credits required is based on prior learning and experience.

b. Ways in which the program complements other similar programs in other Oregon institutions and other related programs at this institution. Proposal should identify the potential for collaboration.

See paragraphs above in 6(a) about how our program differs from similar programs that may "compete" with ours.

OSU's RN to BSN program is designed so that graduates from Oregon's ADN programs have a clear pathway to a bachelor's degree. We will publish a table that clearly shows how an Oregon ADN degree and AAOT degree from a Community College will meet the requirements for the OSU BSN. The convenience and affordability of this program will be very attractive to graduates from ADN programs in Oregon, including Central Oregon Community College located in Bend, OR. We have collaborated with COCC for the past two years to develop this program and will retain a strong partnership with them to recruit students into our program following successful completion of the associates degree. To this end, we will develop an articulation plan with Central Oregon Community College (and other regional community colleges) that allows students to complete their BSN in as little time as possible, and will publish this information on our website.

c. If applicable, proposal should state why this program may not be collaborating with existing similar programs.

This RN to BSN program is a cohort-based, online program designed to be taken at OSU-Cascades via Ecampus. We will be the only state-funded, public institution in Oregon to offer this degree and as such, are not collaborating with another public institution.

d. Potential impacts on other programs.

Our program will be the most affordable RN to BSN program in Oregon. At $208 per credit, plus an $80/credit Ecampus fee, the total cost of our 42 credits of nursing courses is $12,096. For students who also need to complete the 14 credits (4 courses) of BSN Support Courses through Ecampus at OSU, the total cost is $16,128. For students with an AAOT and an Oregon RN license, the program that includes required Baccalaureate Core courses that must be taken at OSU and additional upper-division electives to meet

the 60-credit upper-division requirement could be higher. This cost could be lower for students who have completed more graduation requirements beyond the AAOT.

The strong reputation of OSU's Ecampus (ranked in the top 10 nationally), plus the lower cost of our program may draw students away from the other Oregon programs and/or out-of-state programs listed earlier. Since there are no other state-funded, public institutions in Oregon that offer the RN to BSN, we will not compete with other like universities.

7. External Review

If the proposed program is a graduate level program, follow the guidelines provided in *External Review of New Graduate Level Academic Programs* in addition to completing all of the above information.

N/A