

COVER / SIGNATURE SHEET
for Undergraduate Program Proposals

TYPE OF PROPOSAL (check one): New Academic Major* New Academic Minor
 Revision of Existing Major** Revision of Existing Minor

*Append SUNY Form 2A *New Undergraduate Degree Program Proposal*

**Append SUNY Form 3A *Program Revision Proposal: Changes to an Existing Program*

Both forms can be found at <http://system.suny.edu/academic-affairs/acaproplan/app/forms/>.

PROGRAM TITLE: Nursing, BS

PROPOSING DEPARTMENT/PROGRAM: SSE Deans' Office

PROPOSING SCHOOL/COLLEGE (if interdisciplinary, check all that apply):

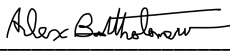
Business Fine & Performing Arts Science & Engineering
 Education Liberal Arts & Sciences

RECOMMENDATIONS TO APPROVE:


*By signing below, you confirm that **consultation with the Library Collections Developer** has taken place and that there are **sufficient faculty, financial, facility and equipment resources** to support and sustain the proposed new or revised program.*

Department Chair(s)/Program Director(s): TBD Date _____

_____ Date _____

Chair(s), School/College Governing Body(ies):  Date 10/17/2024
(if applicable)

_____ Date _____

Academic Dean(s):  Date 10/17/24

_____ Date _____

Chair, Curriculum Committee: Kathleen Murphy Date 10/29/2024

FACULTY SENATE APPROVAL:

Presiding Officer of the Faculty: _____ Date _____

PROVOST/VICE PRESIDENT FOR ACADEMIC AFFAIRS' APPROVAL:

Vice President: _____ Date _____



New Program Proposal: Undergraduate Degree Program

Form 2A

Version 2022-10-31

This form should be used to seek SUNY’s approval and New York State Education Department’s (SED) registration of a proposed new academic program leading to an associate and/or bachelor’s degree. Approval and registration are both required before a proposed program can be promoted or advertised or can enroll students. The campus Chief Executive or Chief Academic Officer should send a signed cover letter and this completed form (unless a different form applies¹), which should include appended items that may be required for Sections 1 through 6, 9 and 10 and MPA-1 of this form, to the SUNY Provost at program.review@suny.edu. The completed form and appended items should be sent as a single, continuously paginated document.²

Guidance on academic program planning is available [here](#).

Table of Contents

NOTE: Please update this Table of Contents automatically after the form has been completed. To do this, put the cursor anywhere over the Table of Contents, right click, and, on the pop-up menus, select “Update Field” and then “Update Page Numbers Only.” The last item in the Table of Contents is the List of Appended and/or Accompanying Items, but the actual appended items should continue the pagination.

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

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

| Section 1. General Information | |
|--|--|
| a) Institutional Information | Date of Proposal: 10/17/24 |
| | Institution's 6-digit SED Code: 233500 |
| | Institution's Name: SUNY New Paltz |
| | Address: 1 Hawk Drive New Paltz, NY 12561 |
| | Dept of Labor/Regent's Region: 8 – Hudson Valley Region |
| b) Program Locations | List each campus where the entire program will be offered (with each institutional or branch campus 6-digit SED Code): 233500 |
| | List the name and address of off-campus locations (i.e., extension sites or extension centers) where courses will be offered, or check here [X] if not applicable: |
| c) Proposed Program Information | Program Title: Nursing |
| | Award(s) (e.g., A.A., B.S.): B.S. |
| | Number of Required Credits: <i>Minimum [120] If tracks or options, largest minimum []</i> |
| | Proposed HEGIS Code: 1203 |
| | Proposed 6-digit <u>CIP 2020 Code</u> : 51.3801 |
| | If the program will be accredited, list the accrediting agency and expected date of accreditation: Accrediting agency: Commission on Collegiate Nursing Education (CCNE) Expected date of accreditation: Approximately 5 years after program launch |
| | If applicable, list the SED professional licensure title(s) ³ to which the program leads: N/A |
| d) Campus Contact | Name and title: William McClure, Provost & Vice President for Academic Affairs Telephone: 845-257-3280 E-mail: mclclurew@newpaltz.edu / provost@newpaltz.edu |
| e) Chief Executive or Chief Academic Officer Approval | Signature affirms that the proposal has met all applicable campus administrative and shared governance procedures for consultation, and the institution's commitment to support the proposed program. E-signatures are acceptable. Name and title: Darrell P. Wheeler, President Signature and date: |
| | If the program will be registered jointly⁴ with one or more other institutions, provide the following information for <u>each</u> institution: N/A |
| | Partner institution's name and 6-digit SED Code: Name, title, and signature of partner institution's CEO (or append a signed letter indicating approval of this proposal): |

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

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

Attestation and Assurances

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

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

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

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

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

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

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

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

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

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

| CHIEF ADMINISTRATIVE or ACADEMIC OFFICER/ PROVOST | |
|---|---------------------|
| Signature | Date |
| Type or print the name and title of signatory | Phone Number |
| Darrell P. Wheeler, President | 845-257-3288 |

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

Section 2. Program Information

2.1. Program Format

Check all SED-defined [formats, mode and other program features](#) that apply to the **entire program**.

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

2.2. Related Degree Program

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

2.3. Program Description, Purposes and Planning

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

In keeping with SUNY New Paltz's history of excellence in nursing education, we propose a new program that will meet the complex needs of nursing in the 21st century. The RN-to-BS program at SUNY New Paltz is designed to provide current RNs who hold associate degrees or diplomas a flexible, convenient, and seamless pathway to a bachelor's degree in nursing. Offered in a format that accommodates the busy schedule of working professionals, the program combines online classes with in-person practica and is structured to maximize transfer credit and ensure a smooth transition to baccalaureate education.

The two-year, upper-division program includes a 41-credit major tailored for NYS registered nurses seeking a bachelor's degree in nursing, as required by New York State effective 2020. Students in this comprehensive program will explore a range of subjects, gaining invaluable preparation for varied clinical settings and leadership roles. The program's core nursing courses align with the recommendations in the National Academy of Medicine's 2021 report [The Future of Nursing 2020-2030](#) and with the [AACN Essentials](#), which outlines the core competencies for baccalaureate education. This robust academic foundation ensures that graduates are well prepared to practice as nursing leaders capable of delivering culturally sensitive care that is grounded in evidence, based on the principles of social justice, and focused on eliminating health disparities in the United States.

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

Our goal is to provide a contemporary RN-to-BS completion program that reflects excellence in nursing education, prepares students to meet the highest standards of the profession, and supplies the pipeline to baccalaureate-prepared nurses in the Hudson Valley. The program culminates in the completion of a Bachelor of Science degree that builds upon the RN's pre-licensure education and prepares graduates for practice in the 21st century.

The proposed program's primary student learning outcomes (SLOs) align with [The Essentials: Core Competencies for Professional Nursing Education](#) and the accreditation criteria established by the Commission on Collegiate Nursing Education (CCNE), the autonomous accrediting agency of AACN. These resources provide a roadmap for nursing education programs to guide the preparation and development of the future workforce. Students who successfully complete New Paltz's baccalaureate nursing program will be able to:

1. Integrate knowledge from liberal arts and sciences to enhance nursing's body of knowledge and inform contemporary professional practice. (Essential I)
2. Provide evidence-based, person-centered care to diverse individuals, families, and communities across the lifespan. (Essential II)
3. Advocate for health care equality using principles of social justice and professional values to address health care disparities in the United States and globally. (Essential III)
4. Engage in scholarly inquiry and critically appraise research findings to integrate best practices in nursing. (Essential IV)
5. Integrate quality improvement principles to support a culture of safety and ensure the provision of value-based, equitable care. (Essential V)
6. Demonstrate proficiency in written and oral communication skills to support interprofessional partnerships between clients, families, and other members of the healthcare team to ensure the delivery of safe, culturally appropriate care. (Essential VI)
7. Employ a systems-based philosophy of care that optimizes resources within the healthcare system and community to promote positive patient outcomes and improve healthcare delivery overall. (Essential VII)
8. Integrate the use of healthcare technologies and information management systems to promote the delivery of safe, ethical, and compassionate patient care. (Essential VIII)
9. Cultivate a professional nursing identity grounded in nursing's commitment to ethical principles, human dignity, and social justice. (Essential IX)
10. Demonstrate a commitment to personal growth, self-care behavior, professional knowledge, and capacity for leadership. (Essential X)

While there are numerous online programs available for nurses and nursing students, no such options are currently available at public institutions in the Hudson Valley. An RN-to-BS program delivered in a format that blends flexible, asynchronous online learning with face-to-face practicum experiences offers a desirable alternative path to baccalaureate degree completion.

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

The proposed RN-to-BS program addresses several key elements of both [SUNY's mission](#) and [that of SUNY New Paltz](#). Consistent with SUNY's commitment "to provide to the people of New York educational services of the highest quality, with the broadest possible access," New Paltz is dedicated to "providing high-quality, affordable education to students from all social and economic backgrounds." This program offers an *affordable* opportunity for students to obtain a bachelor's degree in nursing that will build on their education and experience as associate-degree and diploma nurses and enable them to pursue professional nursing positions that soon will be open only to those with baccalaureate degrees or higher. Similar RN-to-BS programs at private institutions in our region charge tuition that is significantly higher than SUNY tuition, often putting those programs beyond the reach of students of modest means.

SUNY is also committed "to meet[ing] the needs of both traditional and non-traditional students and to address[ing] local, regional and state needs and goals." Likewise, "SUNY New Paltz is an active contributor to the schools, community institutions and economic/cultural life of our region ... Our goal is for students to gain knowledge, skills, and confidence to contribute as productive members of their communities and professions." The proposed program is geographically grounded and will rely on in-person practicum experiences at Hudson Valley venues, as well as courses delivered in a flexible, online format. These features are consistent with our intentional focus on serving working adults, supporting local workforce needs, and strengthening our engagement with community medical providers and regional hospitals. Though several SUNY comprehensive universities offer RN-to-BS programs, only New Paltz – with our Hudson Valley location and our well-established relationships with nearby SUNY community colleges with associate-degree nursing programs – is ideally suited to contribute to local/regional development of a nursing workforce that meets the needs of mid-Hudson practice partners.

The robust curriculum we propose is designed to prepare our nursing graduates to be leaders in their field, capable of delivering culturally sensitive care that is grounded in evidence, based on the principles of social justice, and focused on eliminating health disparities in the United States. This goal, too, aligns with priorities related to diversity, equity, inclusion, and social justice, which SUNY and SUNY New Paltz share.

For many years, New Paltz offered undergraduate- and graduate-level nursing programs, including an upper-division RN-to-BS program that we deactivated in 2009 and discontinued in 2012. The circumstances that prompted those actions – a history of low enrollment, a shortage of nursing faculty that limited recruitment and retention of fully credentialed instructors, a tenuous connection to New Paltz’s liberal arts core – are of less relevance today. While there is still a nationwide shortage of nursing faculty, our online delivery model provides greater flexibility for prospective faculty and promises to expand the pool of available instructors. Because of increased demand for nurses in general, and for BSN-prepared nurses in particular, this approach will support robust recruitment and ensure program sustainability.

A major driving force for associate degree nurses pursuing a BSN is the "BS in 10" law, which mandates that new RNs obtain a BSN within 10 years of initial licensure. Additionally, hospitals and healthcare providers seeking *Magnet* status that recognizes excellence in nursing, are increasingly prioritizing BSN-prepared nurses since 80% of the nursing staff must have a BS in nursing. Consequently, providing flexible and affordable pathways to baccalaureate education is essential for meeting these demands. Local healthcare providers in the Hudson Valley have expressed their commitment to increasing the number of baccalaureate-prepared nurses in their workforce to align with these standards.

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

The nursing courses for the RN-to-BS curriculum were developed by our consultant, Associate Professor Dr. Lisa Schulte (DNS, MS, RN), who has extensive experience in program development as well as instructional and administrative experience at SUNY Ulster and SUNY Empire. Dr. Schulte drew extensively on recommendations from AACN’s 2021 publication, *The Essentials*, for guidance in structuring and designing the curriculum.

Nursing faculty from various RN-to-BS programs advised us on the program development process and generously shared relevant resources. These include Dr. Linda Millenbach (Ph.D., RN), former on-site director of UAlbany’s program, former chair of nursing at Maria College, and current adjunct lecturer at Utica University; Dr. Lisa Lally (DNS, MS, RN), former director of the Baldwin Nursing Program at Siena College; Dr. Lydia Rotonda (DNP, RN, CNS, FNAP), Senior Associate Dean for Graduate Education & Innovation, University of Rochester School of Nursing; and Dr. Jeanne-Marie Havener (Ph.D., RN, CNS) from the NYS Office of the Professions. Faculty and staff colleagues at SUNY New Paltz worked with Dr. Schulte to ensure that the proposed curriculum meets SUNY and NYSED requirements for general education, liberal arts and sciences credits, and seamless transfer.

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

In addition to consulting the external faculty identified above, members of the program development team met with key area healthcare executives to assess their nursing graduate needs. Our discussions with local nurse leaders provided valuable insights into their expectations for our graduates, enabling us to integrate this content into the curriculum and ensuring that the needs of the Hudson Valley healthcare workforce are met.

- Dr. Cindy-Lou Killikelly, Chief Nursing Officer from the Institute for Family Health, expressed strong support for the New Paltz RN-to-BS program and highlighted the need for graduates with specific skills and competencies relevant to the family health setting.
- Dr. Deborah Hewett, Assistant Vice President, Nursing Professional Development at Nuvance Health, articulated specific expectations for graduates, emphasizing the importance of increasing the number of BSN-prepared nurses to meet the evolving healthcare demands of acute care nursing.

- Michele Gramoglia, President and CEO of Woodland Pond, also voiced robust support for the program, underscoring the importance of equipping graduates with the skills required for high-quality, patient-centered care in the long-term care setting.

Early input from SUNY Ulster, our primary partner institution, helped us to focus the program’s design on the needs of locally based associate-prepared RNs, most of whom are adult learners interested in a flexible online curriculum that will accommodate their work, family commitments and scheduling needs.

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

| Year | Anticipated Headcount Enrollment | | | Estimated FTE |
|------|----------------------------------|-----------|-------|---------------|
| | Part-time | Full-time | Total | |
| 1 | 15 | 20 | 35 | 27.5 |
| 2 | 20 | 40 | 60 | 50 |
| 3 | 20 | 40 | 60 | 50 |
| 4 | 25 | 60 | 85 | 72.5 |
| 5 | 25 | 90 | 115 | 102.5 |

The primary student pool will be graduates of RN programs at our most common transfer partner institutions as well as local employers (Nuvance Health, Institute for Family Health, Woodland Pond, Health Alliance, MidHudson Regional Hospital, Ellenville Hospital, Garnet Health). Our main transfer schools are SUNY Ulster (30 RN graduates/year), SUNY Dutchess (40 RN/year), SUNY Columbia-Greene (58 RN/year), SUNY Sullivan (50 RN/Year) and SUNY Orange (90 RN/year). (Note that these numbers are from AY21-22 as reported to IPEDS). Most of our students will initially come from SUNY Ulster and DCC but we expect to attract significant numbers of full-time students from Sullivan, Columbia-Greene and Orange. Initially, we estimate 25 students the first year growing by year 5 to over 100 FTE. Vassar Hospital and the Institute for Family Health have indicated that a significant number of their RNs will need to complete a BSN within the next five years. We anticipate enrolling 15 to 20 part-time students initially.

We anticipate a good number of students in the program will be older than our typical baccalaureate student (80% are younger than 30 years old). Data from NLN’s 2018 report show that 63% of RN to BS program students are over 30 years old. That is consistent with local community college RN program graduation statistics. Most two-year RN students start work right away. But that is undoubtedly going to change (SUNY Ulster has been advising their students to consider completing the BS sooner than later). The statistics suggest that most of our initial RN-to-BS students will be older, working and possibly with families, and therefore situated in the demographic of part-time and online students. Nevertheless, as we partner with more community colleges, we expect to see more students transition directly to our BS completion program and therefore, be full time students from the start. Our previous nursing program’s enrollment was close to 150 after switching to an online modality (before it was closed down in 2010); if we get the majority of the ~70 graduates from DCC and Ulster CC as full-time students, enrollments could be as high as 50 FTE initially. Our staffing plan is flexible, allowing us to ramp up hiring quickly if needed.

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

| Course Title | Credits | Pre/Corequisite Course |
|--|----------------|--|
| NOTE: All students entering the program will have earned their AAS, AS or Diploma in Nursing prior to beginning courses in our program. | | |
| REQUIRED CORE COURSES (37 credits) | | |
| NUR300 Professional Socialization/Transition to Baccalaureate Nursing (WI) | 4 | Admission to the RN-to-BS program |
| NUR343 Pharmacology | 4 | NUR300, NUR320 |
| NUR320 Health Assessment of the Individual and Family | 4 | NUR300 NUR343 |
| NUR315 Nursing Informatics | 4 | NUR 300, NUR320, NUR343 |
| NUR400 Research in Nursing: Translating Evidence into Nursing Practice | 4 | NUR300, NUR320, NUR343, NUR315 |
| NUR401 Quality and Safety for Nursing | 4 | NUR300, NUR320, NUR343, NUR315, NUR400 |
| NUR420 Leadership in Contemporary Nursing | 4 | NUR300, NUR320, NUR343, NUR315 NUR400, NUR401 |
| NUR422 Population Health: Community as Client | 4 | NUR300, NUR320, NUR343, NUR315 NUR400, NUR401, NUR420 |
| NUR430 Nursing Capstone: Integrating Nursing Knowledge into Practice | 5 | NUR300, NUR343, NUR320, NUR315, NUR400, NUR401, NUR420, NUR422 |
| | | |
| Required Upper-Division NUR Elective | 3 | |
| | | |
| Total Credits for the Major | 40 | |
| Transfer Credits (an estimate based on total credits required for AAS and AS Nursing programs at SUNY Ulster, Dutchess, Orange, Columbia-Greene, and Sullivan) | 63-64 | |
| Additional credits to meet graduation and degree requirements (General Education credits; upper-division and/or LAS credits, as needed). | 16-17 | |
| Total Degree Credits | 120-121 | |

(h) Program Impact on SUNY and New York State

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

The need for baccalaureate nursing programs is great, as [AACN's Nursing Workforce Fact Sheet](#) attests:

- *Nursing is the nation's largest healthcare profession, with nearly 4.7 million registered nurses (RNs) nationwide. Of all licensed RNs, 89% are employed in nursing.*

- *The median age of RNs is 46 years. More than one-quarter of registered nurses report that they plan to leave nursing or retire over the next five years.*
- *The federal government projects that more than 203,000 new registered nurse positions will be created each year from 2021-2031.*
- *Registered Nurses comprise one of the largest segments of the U.S. workforce as a whole and are among the highest paying large occupations. Nearly 55% of RNs worked in general medical and surgical hospitals, with an average salary of \$77,600 per year according to the Bureau of Labor Statistics.*
- *Employment of registered nurses is projected to grow by 5% from 2021 to 2031. Growth in the RN workforce 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.*
- *Most healthcare services involve some form of care by nurses. Registered nurses are in high demand in both acute care and community settings, including private practices, health maintenance organizations, public health agencies, primary care clinics, home health care, nursing homes, minute clinics, outpatient SurgiCenters, nursing school-operated clinics, insurance and managed care companies, schools, mental health agencies, hospices, the military, industry, nursing education, and healthcare research.*
- *Most registered nurses today enter practice with a baccalaureate degree offered by a four-year college or university, or an associate degree offered by a community college.*
- *Employers are expressing a strong preference for new nurses with baccalaureate preparation. Findings from AACN's latest survey on the Employment of New Nurse Graduates show that nearly 28% of employers require new hires to have a bachelor's degree while 72% strongly prefer baccalaureate-prepared nurses.*

Although several SUNY comprehensive universities offer RN-to-BS programs, none are as uniquely positioned as SUNY New Paltz to meet the specific needs of the mid-Hudson region. Our strategic location in the Hudson Valley and our established partnerships with nearby SUNY community colleges with associate-degree nursing programs make us ideally suited to contribute to the local and regional development of a nursing workforce that aligns with the needs of our practice partners.

While numerous online RN-to-BS programs exist, none are currently available at public institutions within the Hudson Valley. The unique blend of flexible, asynchronous online learning with face-to-face practicum experiences offered by our program fills a critical gap, providing a compelling alternative path to baccalaureate degree completion. This approach not only meets the needs of local working adults but also reinforces our commitment to serving the local community and contributing to the region's healthcare workforce development.

Our program leverages well-established partnerships with local community colleges and healthcare providers in the Hudson Valley, creating a seamless pathway for nursing students from associate-degree programs to advanced practice. These relationships, which may not be as deeply rooted or well-developed in other programs, ensure that our graduates are uniquely prepared to meet the specific needs of our local healthcare community.

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

| Employer | Need: Projected positions | |
|-----------------------------|---------------------------|---------------|
| | In initial year | In fifth year |
| Vassar Hospital / Nuvance | 5 to 10 | 5 to 10 |
| Institute for Family Health | 5 to 10 | 5 to 10 |
| Woodland Pond | 5 to 10 | 5 to 10 |

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

| Institution | Program Title | Degree | Enrollment or Awards |
|---|---------------|------------|----------------------|
| Mount Saint Mary College | Nursing RN | BS | 103 |
| Empire State University | Nursing | BS Nursing | 93 |
| SUNYC Tech Delhi | Nursing RN | BS Nursing | 129 |
| Touro University (Brooklyn & Valhalla campuses) | Nursing RN | BS | 44 |
| Pace University | Nursing RN | BS | 218 |
| Maria College, Albany | Nursing | BS | 25 |
| SUNY Polytechnic Institute, Utica | Nursing | BS | 25 |
| Utica University | Nursing | BS Nursing | 251 |
| SUNY Albany | Nursing | BS | N/A (reg'd 3/2023) |
| SUNY Binghamton | Nursing | BS | 190 |

The universities and colleges listed above offer upper-division Nursing (RN-to-BS) programs to students in the Hudson Valley. Five of the nine are private universities with higher tuition than SUNY's, thus increasing students' overall cost of attendance. SUNY Empire State's and SUNY Delhi's programs are strictly online. SUNY Poly is 75% online and SUNY Binghamton's program has online courses with clinical requirements. SUNY New Paltz's proposed program will offer students the valuable opportunity to interact and learn with colleagues and nurse leaders in a face-to-face clinical practicum.

| Methodology | SUNY | Private |
|-------------|------|---------|
| Online | 2 | 2 |
| Hybrid | 0 | 0 |
| Both | 0 | 0 |
| Total | 2 | 2 |

The above table demonstrates the need for an affordable public option that enables associate degree-prepared nurses to obtain a bachelor's degree. Additionally, the data indicates that no public options are available in Hudson Valley. The SUNY New Paltz RN-to-BS program will provide a flexible and affordable pathway to support the "BSN-in-10" law.

SUNY New Paltz's proposed RN-to-BS program distinguishes itself through its emphasis on clinical practicum experiences tailored to meet the specific needs of our community healthcare institutions. This "grow your own" approach enables regional healthcare providers to cultivate future leaders equipped to address the unique health challenges within their communities. This personalized model prepares students for leadership roles while ensuring that the healthcare workforce remains responsive to unique community needs. Additionally, the program fosters networking opportunities with local healthcare professionals, enhancing students' career prospects upon graduation. The program's focus on building strong local clinical ties guarantees that graduates are well-prepared to make meaningful contributions to both their profession and the communities they serve.

With strong partnerships with our local healthcare institutions, the proposed RN-to-BS program not only addresses the professional needs of these partners but also aligns with the college's mission of promoting regional well-being. By customizing clinical practicum experiences to meet the specific needs of local healthcare providers, the program reinforces SUNY's broader commitment to serving both local and regional communities. This collaborative approach ensures that the healthcare workforce is adaptable to the evolving demands of the region while fulfilling the college's goal of being an active contributor to the local community.

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

This program was developed in close consultation with faculty and administrative leaders at Ulster County Community College to ensure that SUNY Ulster's AS Nursing students will be able to transfer seamlessly to New Paltz's proposed BS Nursing program. In addition, the proposed program's design benefitted tremendously from Dr. Lisa Schulte's experience as faculty emerita at SUNY Ulster and SUNY Empire. Additionally, feedback was gathered from faculty across several SUNY campuses that offer nursing programs, allowing for a comprehensive understanding of best practices and curricular alignment. This collaborative effort not only enriched the curriculum but also fostered a sense of shared purpose among the participating institutions. As a result, the program is positioned to effectively meet the educational and professional needs of nursing students while addressing our regional healthcare demands.

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

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

Our RN-to-BS program is designed as a transfer program for students who have completed an Associate Degree in Nursing. Students will have completed all courses on the Nursing Transfer Pathway prior to earning their AS/AAS, and all the courses will be accepted for transfer credit towards the BS degree.

2.4. Admissions

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

The RN to BS program admission requirements are:

- Cumulative GPA of 2.5 or above
- A minimum of 60 semester hours from an associate degree nursing program with nursing coursework grades of "C+" or better

Required courses:

- Anatomy & Physiology I & II
- Microbiology
- English Composition
- Psychology
- Statistics

Note:

Liberal arts and science courses with grades of "C" or better.

Students must satisfy all SUNY, campus, and General Education (GE) requirements to graduate.

Admission to the RN-to-BS Nursing program requires students to have graduated with a minimum GPA of 2.5 and possess an unrestricted New York State RN license. Students who have graduated from an accredited institution with

a minimum cumulative GPA of 2.5 but have not yet obtained licensure may be admitted on a provisional basis. During this provisional period, students may take up to two NUR courses (NUR300, NUR443, and/or NUR320). Once licensure is obtained, students may fully matriculate into the nursing program.

Students who face challenges in passing the licensure exam will receive guidance and support. However, those unable to obtain licensure after multiple attempts will be advised to explore alternative majors that align with their professional goals.

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

This program is restricted to students who have graduated from an accredited nursing associate degree or diploma program. Applications from students with associate degrees from out of state institutions will be reviewed by the Admissions Office for congruency with state and program requirements.

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

SUNY New Paltz is committed to promoting diversity, equity, and inclusion in our RN to BSN program. To increase enrollment from underrepresented populations, we will focus on licensed RNs from underserved communities by implementing targeted strategies. Since many minority nursing students begin their careers at community colleges, we will strengthen partnerships with these institutions, emphasizing flexible online learning options for working RNs, single parents, and those managing multiple responsibilities. Tailored financial aid packages, including scholarships for minority RNs, will reduce financial barriers. We are also dedicated to hiring faculty whose backgrounds are concordant with the populations we serve, ensuring that academic advising and mentorship foster a welcoming, inclusive environment that supports student success. Additionally, we will leverage federal programs, such as HRSA's Workforce Diversity Program, which offers financial support to increase the enrollment and retention of minority nursing students, further promoting a more inclusive workforce.

These efforts align with the national goal of diversifying the nursing profession to better reflect the populations served. Recruiting underrepresented students enriches the educational experience for all, not just those from underrepresented groups.

2.5. Academic and Other Support Services

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

The academic advising and related services that currently support students at SUNY New Paltz will be available to candidates in the proposed program. We provide a variety of campus-based and online services to enrolled students, including orientation programs, course registration services, library services, IT/computer services, financial aid service, health services, advising services, and services to veterans. In addition, RN-to-BS candidates will be assigned a major advisor and receive individualized support remotely and/or on campus. At the course level, New Paltz faculty play an active role in student success through their mentorship as experts in their academic fields and as skilled teachers.

Students also may obtain services from the Center for Student Success, Disability Resource Center, Career Resource Center, and Psychological Counseling Center. The Sojourner Truth Library offers an extensive collection of resources, both print and electronic, as well as individual and group study rooms (by reservation), computers, printers and scanners. On the web, the library's landing page provides access to a full range of library resources, including the online catalog and research guides, 24/7 librarian access (via text, tweet, telephone, online chat, email), and distance-learning services available to online and off-campus students.

Finally, the School of Science and Engineering has a Student Support Specialist trained to deal with nursing program specific issues and will direct students to appropriate sources of help. This is especially useful for programs that are largely online and where students may rarely be able to come to campus.

2.6. Prior Learning Assessment

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

The Prior Learning Assessment (PLA) for the BS in Nursing program allows students to earn up to 4 credits for pre-approved professional certifications issued by the American Nurses Credentialing Center (ANCC). This initiative recognizes the value of professional experience and expertise in the nursing field, helping to streamline the path to a bachelor's degree. PLA credits may be applied toward the 4-credit upper-level nursing elective.

2.7. Program Assessment and Improvement

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

The SUNY New Paltz RN-to-BS Nursing program follows the accreditation criteria established by the Commission on Collegiate Nursing Education (CCNE). Program review will be conducted on a five-year cycle as recommended by the CCNE.

Since this is a new program an initial accreditation visit will be scheduled at the completion of the first year of the program, as recommended by CCNE. This first visit ensures that the program is meeting the AACN Essentials established for baccalaureate education. Program Student Learning Outcomes (SLO) will be cross referenced to the AACN Essentials for Baccalaureate Nursing.

Section 3. Program Schedule and Curriculum

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

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

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

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

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

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

SUNY Undergraduate Program Schedule

Program/Track Title and Award: Nursing BS

- Indicate **academic calendar type**: [X] Semester [] Quarter [] Trimester [] Other (describe):
- **Label each term in sequence**, consistent with the institution's academic calendar (e.g., Fall 1, Spring 1, Fall 2)
- **Name of SUNY [Transfer Path](#)**, if one exists: Nursing See [Transfer Path Requirement Summary](#) for details
- Use the table to show **how a typical student may progress through the program**; copy/expand the table as needed. **Complete all columns that apply to a course.**

FULL-Time Students

Semesters 1 to 2: All entering students will have completed their first two years (four semesters) at an institution other than SUNY New Paltz. AS graduates will matriculate with a minimum of 30 LAS credits, their GE requirements completed and 60 to 63cr in transfer. AAS students will matriculate with at least 20 LA credits and most of the GE completed. All matriculants will need to complete all college requirements in addition to GE and Major, such as a Writing Intensive course, LAS credits to reach 60, upper-division credits to reach 45, and total credits of at least 120.

In semesters 3 to 4 (below), students will take 40 credits in the major, at least 45 upper-division credits (as required by NYSED), sufficient LAS credit to meet the 60-credit minimum for the BS degree, and sufficient elective credits to meet the 120-credit degree total. AAS and Diploma graduates will use elective credits to meet their remaining GE and LAS requirements. Diploma graduates may need additional semesters to complete all their GE and college requirements. A variety of potential elective courses are offered online (60 to 70 each semester).

The introductory course, NUR300, will be offered Fall and Spring so that students can start the program either semester

| Semester 1: | | See KEY. | | | | | | | | | | | | | | | |
|--|----|--|-----|-------------------------|----|--------------------------------|-----------------------------------|------------------|--|---------------------------------|--|---------------------------|--|---------------------------------|--|--|--|
| Course Number & Title | Cr | GER | LAS | Maj | UL | New | Co/Prerequisites | | | | | | | | | | |
| NUR300 Professional Socialization/Transition to Baccalaureate Nursing | 4 | | 4 | 4 | 4 | | Admission to the RN to BS program | | | | | | | | | | |
| NUR320 Health Assessment of the Individual and Family | 4 | | 4 | 4 | 4 | | NUR300, NUR343 | | | | | | | | | | |
| NUR343 Pharmacology | 4 | | 4 | 4 | 4 | | NUR300, NUR320 | | | | | | | | | | |
| Elective or GE course (as needed by AAS matriculants) | 3 | TBD | 3 | | | | | | | | | | | | | | |
| Term credit totals | 15 | 3 | 15 | 12 | 12 | | | | | | | | | | | | |
| Semester 3: | | See KEY. | | | | | | | | | | | | | | | |
| Course Number & Title | Cr | GER | LAS | Maj | UL | New | Co/Prerequisites | | | | | | | | | | |
| NUR420 Leadership in Contemporary Nursing | 4 | | 4 | 4 | 4 | | NUR422 | | | | | | | | | | |
| NUR422 Population Health: Community as Client | 4 | | 4 | 4 | 4 | | NUR401, 420 | | | | | | | | | | |
| Elective or GE course (as needed by AAS matriculants) | 3 | TBD | 3 | | 3 | | | | | | | | | | | | |
| Free Elective (UD) | 3 | | 3 | | | | | | | | | | | | | | |
| Term credits | 14 | 3 | 14 | 8 | 11 | | | | | | | | | | | | |
| Semester 2: | | See KEY. | | | | | | | | | | | | | | | |
| Course Number & Title | Cr | GER | LAS | Maj | UL | New | Co/Prerequisites | | | | | | | | | | |
| NUR315 Nursing Informatics | 4 | | 4 | 4 | 4 | | NUR300 | | | | | | | | | | |
| NUR400 Research in Nursing: Translating Evidence into Nursing Practice: A Baccalaureate Course for RN to BS Students | 4 | | 4 | 4 | 4 | | NUR315, 343 | | | | | | | | | | |
| NUR401 Quality and Safety for Nursing | 4 | | 4 | 4 | 4 | X | NUR400 | | | | | | | | | | |
| UD LA Elective | 3 | | 3 | | 3 | | | | | | | | | | | | |
| Term credit totals | 15 | | 15 | 12 | 15 | | | | | | | | | | | | |
| Semester 4: | | See KEY. | | | | | | | | | | | | | | | |
| Course Number & Title | Cr | GER | LAS | Maj | UL | New | Prerequisites | | | | | | | | | | |
| NUR430 Nursing Capstone | 5 | | 5 | 5 | 5 | | NUR420 & 422 | | | | | | | | | | |
| NUR3xx/4xx or related UD LA Nursing Elective (by advisement) | 3 | | 3 | 3 | 3 | | | | | | | | | | | | |
| Elective or GE course (as needed by AAS matriculants) | 3 | | 3 | | | | | | | | | | | | | | |
| Free Elective | 3 | | 3 | | | | | | | | | | | | | | |
| Term credits | 14 | | 14 | 8 | 8 | | | | | | | | | | | | |
| Program Totals (in credits): | | Total: 58 at NP + 63-64 in transfer = 121-122 | | SUNY GER: 0 to 6 | | LAS: 58 at NP + 30 = 88 | | Major: 40 | | Elective & Other: 17 | | Upper Division: 46 | | Upper Division Major: 40 | | Number of SUNY GE Categories: 7-10 (total transfer + NP) | |

KEY Cr: credits GE: [SUNY General Education Framework](#) (Enter Category Abbreviation) LAS: [Liberal Arts & Sciences](#) (Enter credits) Maj: Major requirement (Enter credits) TPath: [SUNY Transfer Path](#) Courses (Enter credits) New: new course (Enter X) Co/Prerequisite(s): concurrent prerequisite(s) for the noted courses. There are serial pre-reqs for most major's courses. Upper Division: Courses intended primarily for juniors and seniors SUNY GE Category Abbreviations: Communication – Written & Oral (CWO), Diversity: Equity, Inclusion & Social Justice (DEISJ), Humanities (H), Mathematics (& Quantitative Reasoning) (M), Natural Sciences (& Scientific Reasoning) (NS), World History & Global Awareness (WHGA), Social Sciences (SS), The Arts (AR), US History & Civic Engagement (USHCE), World Languages (WL). **NOTE: Completed GE Framework categories will be dictated by AAS transcripts; GE categories remaining to be completed will be determined in transfer advising.**

PART-Time Students

It is possible for students to take two courses (6 - 8 crs) a semester and complete the program in 8 semesters if they were working as well. Our experience is that students in similar programs try to complete the program as quickly as possible. Nevertheless, we will advise that 8 cr is about the most an employed nursing student should take on. If summers are possible, the LAS elective courses could be completed then and the whole sequence can be completed in three years. NUR300 will be offered Fall and Spring so that students can start the program either semester.

| | Semester 1 | Semester 2 | Summer 1 | Semester 3 | Semester 4 | Summer 2 | Semester 5 | Semester 6 |
|----------------|------------|------------|--------------|------------|------------|-----------------|---------------------------|-----------------|
| Courses | NUR300 | NUR343 | LAS Elective | NUR400 | NUR420 | LAS Elective | NUR430 | LAS Elective |
| | NUR320 | NUR315 | LAS Elective | NUR401 | NUR422 | UL LAS Elective | UL Nursing Elective (LAS) | UL LAS Elective |
| Credits | 8 | 8 | 6 | 8 | 8 | 6 | 8 | 6 |

NOTE: The specific course chosen for the upper-level Nursing elective requirement will be by advisement. There will be an opportunity to offer timely *Selected Topics* courses (NUR493) when faculty decide something new is worth offering (for example, this would have been *Generative AI and Nursing* in the past few years). There are upper-level courses already offered that would be suitable for the Nursing elective, such as PHI306 *Biomedical Ethics*, ANT364 *Inequality and Human Health (DEISJ)*, SOC308 *Health, Society, and Justice*, SOC323 *Death in American Society*, and others by advisement. We are currently reaching out to these departments.

Section 4. Faculty

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

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

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

New Paltz's definition of "full-time" faculty appears in the *Faculty Handbook*. Full-time faculty positions require a terminal degree, typically a Ph.D. The professional obligation of full-time tenure-line faculty is consistent with the responsibilities traditional to the professoriate, specifically, academic instruction, scholarship/creative activity, and institutional service, representing (respectively) 60%, 20% and 20% of the faculty member's workload. Tenure-line faculty are responsible for teaching from 9 to 12 credit/contact hours or the equivalent each semester, the standard teaching load being three classes per semester. Faculty are expected to conduct scholarly research and to publish their work, to engage in creative activities and to disseminate it, etc. It also is expected that they will be active in service to their department, school, and/or college and, as fitting the mission and priorities of the department, school, and/or college, to contribute service to their disciplines and the wider community.

The professional obligation of full-time lecturers is in instruction (100%), typically 15 credit/contact hours (five classes) or the equivalent per semester.

SUNY Faculty Table

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

| (a) | (b) | (c) | (d) | (e) | (f) |
|---|--|--|---|--|--|
| Teaching Faculty Member Name and Title/Rank (Include and identify Program Director with an asterisk.) | % of Time Dedicated to This Program | Program Courses Which May Be Taught (Number and Title) | Highest and Other Applicable Earned Degrees (include College or University) | Discipline(s) of Highest and Other Applicable Earned Degrees | Additional Qualifications: List related certifications, licenses and professional experience in field. |
| PART 1. Full-Time Faculty | | | | | |
| See Part 3 below | | | | | |
| Part 2. Part-Time Faculty | | | | | |
| Part 3. Faculty To-Be-Hired (List as TBH1, TBH2, etc., and provide title/rank and expected hiring date.) | | | | | |
| TBH1: Tenure Track Instructor (or Assistant Professor): *Program Director | 50% teaching; 20% clinical; 30% Administrative | Any and All | PhD, DNS, or DNP | Nursing | Administrative experience in an Academic setting; clinical experience. RN |
| TBH2: Tenure Track Instructor | 60% teaching; 20% clinical; 20% service | Any and All | MSN, PhD, DNS, or DNP preferred | Nursing or related field | Teaching experience and clinical experience. RN |
| TBH3: Lecturer | 80% teaching, 20% coordinating practica and working with clinical partners | Any and All | MSN | Nursing or related field | Teaching experience and clinical experience. RN |
| TBH (part time): Adjunct | 20% teaching | As needed | MSN | Nursing or related field | Teaching experience and clinical experience. RN |

Section 5. Financial Resources and Instructional Facilities

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

Initially, we are expecting 15 part-time students and 10 full-time students (recent graduates of local two-year RN programs). Part time students will be working RNs who have flexible work schedules so an opportunity to complete the BS sooner than later is attractive. Our discussions with our healthcare-provider partners suggests that anywhere between 50 to 25% of their RN nurse force will need to complete the BS in the next few years. Many of our partners are preparing to pursue Magnet status which necessitates that a significant proportion of their registered nurses (RNs) attain Bachelor of Science (BS) degrees. Consequently, while newly graduated RNs from Associate of Science (AS) and Associate of Applied Science (AAS) programs may wish to pursue their BS degrees immediately, the current practicing nurses will constitute a substantial portion of our enrollments for the foreseeable future.

Going forward, our partner institutions with two-year RN programs plan to encourage graduates to transition to a Bachelor of Science (BS) program immediately upon completing their associate degrees. We anticipate that, over time, our program will attract more full-time RN-to-BS students, resulting in a gradual shift in the composition of the nursing program toward a higher percentage of full-time learners. We project a steady increase in enrollments over the next five years. As these enrollments grow, we can accommodate new students by hiring adjuncts and then if needed the administration has committed to hiring full-time nursing instructors to meet the demand.

- b) Complete the five-year SUNY Program Expenses Table, below, consistent with the resource plan summary. Enter the anticipated academic years in the top row of this table. List all resources that will be engaged specifically because of the proposed program (e.g., a new faculty position or additional library resources). If they represent a continuing cost, new resources for a given year should be included in the subsequent year(s), with adjustments for inflation or negotiated compensation. Include explanatory notes as needed.
(Source: Salaries for PhD and MSN Nurses: <https://www.nursingprocess.org/phd-in-nursing-salary.html>)

| Expenses (in dollars) | | | | | | |
|--|--------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|-------------------------------|
| Program Expense Categories | Before Start (6 months) | Academic Year: 2025-26 | Academic Year: 2026-27 | Academic Year: 2027-28 | Academic Year: 2028-29 | Academic Year: 2029-30 |
| <i>(a) PERSONNEL</i> | | | | | | |
| <i>(i) Faculty</i> | | | | | | |
| <i>Tenure-track, Lecturer, Adjuncts:</i> | \$55,000 | \$120,000 | \$216,000 | \$220,000 | \$276,000 | \$277,000 |
| <i>Reference Librarian (0.5 - 1.0 FTE):</i> | | \$31,000 | \$31,000 | \$47,250 | \$47,625 | \$64,000 |
| <i>(ii) Administrative assistant (1.0 FTE, AAI):</i> | | \$49,000 | \$50,000 | \$51,000 | \$51,000 | \$52,000 |
| <i>(b) Library (nursing subscriptions).</i> | | \$22,230 | \$27,000 | \$27,000 | \$27,000 | \$27,000 |
| <i>(c) Equipment</i> | | \$7,000 | | \$7,000 | | |
| <i>(d) Laboratories</i> | | | | | | |
| <i>(e) Supplies</i> | | \$1,000 | \$1,200 | \$1,300 | \$1,400 | \$1,500 |
| <i>(f) Capital Expenses</i> | | | | | | |
| <i>(g) Faculty Searches</i> | \$2,000 | \$2,000 | | \$2,000 | | |
| <i>(h) CCNE Accreditation costs and annual fees</i> | | \$5,200 | \$13,880 | \$8,340 | \$8,340 | \$8,340 |
| <i>(i) Annual Operational Costs</i> | | \$4,000 | \$4,000 | \$4,000 | \$4,000 | \$4,000 |
| <i>(j) Recruitment</i> | | \$6,000 | \$1,200 | \$1,200 | \$1,200 | \$1,200 |
| <i>(k) Sum of Above</i> | \$57,000 | \$247,430 | \$344,280 | \$369,090 | \$416,565 | \$435,040 |

Teaching Plan (Years 1 - 5)

| Semester | AY 2025-26 | | AY2026-27 | | AY 2027-28 | | AY 2028-29 | | AY 2029-30 | |
|--|-------------------|-----|------------------|-----|-------------------|-----|-------------------|-----|-------------------|-----|
| | F25 | S26 | F26 | S27 | F27 | S28 | F28 | S29 | F29 | S30 |
| NUR courses offered | 3 | 3 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| Number of course sections needed | 3 | 3 | 5 | 5 | 6 | 8 | 10 | 10 | 10 | 10 |
| Crs Taught | 12 | 12 | 30 | 20 | 24 | 32 | 40 | 40 | 40 | 40 |
| FT NUR Fac needed | 1 | 1 | 2 | 2 | 2 | 3 | 3 | 3 | 3 | 3 |
| Number Sections Taught by Faculty | | | | | | | | | | |
| Program Director | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| TT (FT) | | | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| Lec (FT) | | | | | | 3 | 4 | 3 | 4 | 3 |
| Adj (PT) | 1 | 1 | | | 1 | | 1 | 2 | 1 | 2 |

Section 6. Library Resources

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

The Sojourner Truth Library (STL) supported the nursing program until its closure in 2012 with a robust collection of about 420,000 books and periodicals. The collection included over 16,000 titles in medicine, nursing, human anatomy, physiology, and microbiology, and subscriptions to 60 nursing journals. The library provided extensive electronic resources through bibliographic databases such as SearchBank, ProQuest Direct, Lexis-Nexis Academic Universe, and the Health Reference Center-Academic database.

Current database subscriptions, including CINAHL, Medline, and Science Direct, will provide sufficient foundational support for BSN-level students. As the program expands, additional nursing-specific resources will be considered and added to the library's collection based on utilization patterns and emerging needs.

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

As the nursing program is reestablished, new library resources will be developed to support students and faculty. Nursing-specific resources will be evaluated and expanded in the library's collection, based on user demand and evolving needs. Plans are in place to ensure students have access to remote and on-campus library services, including 24/7 access to databases, document delivery services, and tailored support from librarians. This approach aims to provide comprehensive academic support for nursing students and ensure that library resources are aligned with the requirements of the new RN-to-BS program. The budget includes a part-time nursing liaison librarian to service the extra load of nursing students' research needs.

We have added an additional Librarian to the personnel budget to meet library needs of the Nursing program students.

Section 7. External Evaluation

SUNY requires External Evaluation, by two evaluators, of undergraduate programs in the following instances: an associate degree program that requires a Degree Authorization or Master Plan Amendment, an associate degree program in engineering technology, an associate degree program in an allied health area (unless the institution can demonstrate that the allied health program is accredited by an accrediting body for college-level programs in the field), and all baccalaureate degree programs. Additionally, External Evaluation may be requested for an associate degree or certificate program in a new or emerging field or in other extenuating circumstances.

For undergraduate programs, *External Evaluation Reports* are to be submitted to SUNY only if the proposal requires a Degree Authorization or Master Plan Amendment or if the proposal will be reviewed by the NYSED Office of the Professions and is in the discipline of engineering or engineering technology or in an allied health area unless the institution can demonstrate that the allied health program is accredited by an accrediting body for college-level programs in the field. Otherwise, the *External Evaluation Reports* are to be used by the campus to develop its proposal but are not to be submitted as part of this program proposal. If not submitted to SUNY, the Chief Executive Officer or Chief Academic Officer signature on this document will serve as attestation that external evaluation was conducted.

Is *External Evaluation Report* submission to SUNY required? [] No [X] Yes

If yes, please append the *External Evaluation Reports* to this proposal.

Section 8. Institutional Response to External Evaluator Reports

If *External Evaluation Report* submission to SUNY is required, please append a single *Institutional Response* following the *External Evaluation Reports*.

Section 9. SUNY Undergraduate Transfer

The State University views as one of its highest priorities the [facilitation of transfer](#).

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

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

| Baccalaureate Degree Institution | Baccalaureate Program SED Code and Title | Degree |
|----------------------------------|--|--------|
| NA | | |

Section 8. Institutional Response to External Evaluator Reports

If *External Evaluation Report* submission to SUNY is required, please append a single *Institutional Response* following the *External Evaluation Reports*.

Section 9. SUNY Undergraduate Transfer

The State University views as one of its highest priorities the [facilitation of transfer](#).

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

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

| Baccalaureate Degree Institution | Baccalaureate Program SED Code and Title | Degree |
|----------------------------------|--|--------|
| NA | | |
| | | |

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

d)

| Associate Degree Institution | Associate Program SED Code and Title | Degree |
|-----------------------------------|--------------------------------------|--------|
| Ulster Community College | 01616, Nursing | AS |
| Dutchess Community College | 00658, Nursing | AAS |
| Orange Community College | 01501, Nursing | AAS |
| Sullivan Community College | 85021, Nursing | AAS |
| Columbia-Greene Community College | 86164, Nursing | AS |
| Rockland Community College | 41617, Nursing | AS |
| Westchester Community College | 78816, Nursing | AAS |
| Hudson Valley Community College | 00952, Nursing | AAS |

The SUNY New Paltz RN-to-BS program is a completion program for transfer students who have previously earned an associate degree and passed the NCLEX licensure exam. Our articulation agreements with the eight community colleges in the Hudson Valley (listed in the table above) are aligned with SUNY and State Education degree requirements for a seamless entry into our program. Transfer Course Equivalency forms for one AS (UCC) and one AAS program (DCC) are shown below.

SUNY Ulster
 NYSED Code: 01616, Nursing, A.S.

| Course# | Course Title | SUNY GER | Major or SUNY Transfer Path | Credits Granted | |
|----------------------|---------------------------------|----------|-----------------------------|-----------------|----|
| BIO107 | Human Anatomy and Physiology I | NSCI | X | 4 | |
| BIO108 | Human Anatomy and Physiology II | NSCI | X | 4 | |
| ENG101 | College English I | Com Wri | | 3 | |
| ENG102 | College English II | HUM | | 3 | |
| NUR152 | Fundamentals of Nursing I | | X | 7 | |
| NUR153 | Nursing Dosage Calculations 1 | | X | 1 | |
| NUR154 | Nursing II | | X | 8 | |
| NUR252 | Nursing III | | X | 8 | |
| NUR254 | Nursing IV | | X | 9 | |
| LIB111 | Information Literacy | | X | 1 | |
| MAT110 | Quantitative Reasoning | MATH | X | 3 | |
| PSY101 | General Psychology | SOC SCI | X | 3 | |
| PSY210 | Life Span Development | | X | 3 | |
| GenEd | General Ed elective | DEJ | | 3 | |
| GenEd | General Ed elective | TBD | | 3 | |
| | | | | LA Credits | 30 |
| Total Credits | | | | | 63 |

SUNY New Paltz
 NYSED Code: TBD, Nursing, BS

| Course# | Equivalent Course Title | SUNY GER | Major or SUNY Transfer Path | Credits Accepted | |
|---|---------------------------------|----------|-----------------------------|------------------|----|
| BIO296 | Human Anatomy and Physiology I | NSCI | X | 4 | |
| BIO296 | Human Anatomy and Physiology II | NSCI | X | 4 | |
| ENG160 | Composition I | Com WRI | | 3 | |
| ENG180 | Composition II | HUM | | 3 | |
| APL000 | Fundamentals of Nursing I | | X | 7 | |
| APL000 | Nursing Dosage Calculations 1 | | X | 1 | |
| APL000 | Fundamentals of Nursing II | | X | 8 | |
| APL000 | Fundamentals of Nursing III | | X | 8 | |
| APL000 | Fundamentals of Nursing IV | | X | 9 | |
| APL000 | Information Literacy | | X | 1 | |
| MAT143 | Math in the Modern World | MATH | X | 3 | |
| PSY101 | General Psychology | SOC SCI | X | 3 | |
| PSY241 | Lifespan Development | | X | 3 | |
| LAS course | LL LA course | DEJ | | 3 | |
| LAS course | LL LA course | GE5 | | 3 | |
| | | | | LA Credits | 30 |
| Total Credits Transferred | | | | | 63 |
| Remaining Credits Needed for Graduation after Transfer | | | | | 58 |

Dutchess Community College
 NYSED Code: 00658, Nursing, A.A.S.

| Course# | Course Title | SUNY GER | Major or SUNY Transfer Path | Credits Granted | |
|----------------------|----------------------------------|----------|-----------------------------|-----------------|----|
| BIO101 | Anatomy and Physiology I | NSCI | X | 4 | |
| BIO132 | Anatomy and Physiology II | NSCI | X | 4 | |
| BIO212 | Microbiology | | X | 4 | |
| ENG101 | Composition I | Com Wri | | 3 | |
| ENG102 | Composition II | HUM | | 3 | |
| NUR105 | Nursing Science I | | X | 6 | |
| NUR107 | Survey of Professional Nursing | | X | 1 | |
| NUR112 | Nursing Science II | | X | 8 | |
| NUR204 | Professional Issues in Nursing | | X | 1 | |
| NUR213 | Nursing Science III | | X | 8 | |
| NUR215 | Parent-Child Nursing | | X | 3 | |
| NUR216 | Nursing Science IV | | X | 4 | |
| NUR218 | Nursing Synthesis | | X | 2 | |
| PSY111 | Introduction to Psychology | SOC SCI | X | 3 | |
| PSY203 | Developmental Psychology | | X | 3 | |
| BHS103 | Social Problems in Today's World | DEJ | X | 3 | |
| GenEd | American History | US | | 3 | |
| PED1XX | Physical Education | | | 1 | |
| | | | | LA Credits | 30 |
| Total Credits | | | | | 64 |

SUNY New Paltz
 NYSED Code: TBD, Nursing, BS

| Course# | Equivalent Course Title | SUNY GER | Major or SUNY Transfer Path | Credits Accepted | |
|---|-------------------------------------|----------|-----------------------------|------------------|----|
| BIO296 | Anatomy and Physiology I | NSCI | X | 4 | |
| BIO296 | Anatomy and Physiology II | NSCI | X | 4 | |
| BIO296 | Microbiology for nursing | | X | 4 | |
| ENG170 | Rhetoric and Writing | Com WRI | | 3 | |
| ENG180 | Composition II | HUM | | 3 | |
| APL000 | Nursing Science I | | X | 6 | |
| APL000 | Survey of Professional Nursing | | X | 1 | |
| APL000 | Nursing Science II | | X | 8 | |
| APL000 | Professional Issues in Nursing | | X | 1 | |
| APL000 | Nursing Science III | | X | 8 | |
| APL000 | Parent-Child Nursing | | X | 3 | |
| APL000 | Nursing Science IV | | X | 4 | |
| APL000 | Nursing Synthesis | | X | 2 | |
| PSY101 | General Psychology | SOC SCI | X | 3 | |
| PSY241 | Lifespan Development | | X | 3 | |
| SOC276 | Social Problems in a Global Context | DEJ | X | 3 | |
| HIS000 | LL LA course | | X | 3 | |
| APL000 | PE | | | 1 | |
| | | | | LA Credits | 30 |
| Total Credits Transferred | | | | | 64 |
| Remaining Credits Needed for Graduation after Transfer | | | | | 56 |

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

Section 10. Application for Distance Education

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

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

a) Based on guidance on [Master Plan Amendments](#), please indicate if this proposal requires a Master Plan Amendment.

No Yes, a completed [Master Plan Amendment Form](#) is **appended** at the end of this proposal.

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

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

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

APPENDIX: Supplemental Content

Background information leading to the development of the program:

There are three routes to becoming a registered nurse: a 3-year diploma program typically administered in hospitals; a 2-year associate degree (ADN) usually offered at community colleges; and the 4-year baccalaureate degree (BSN) offered at senior colleges and universities. Graduates of all three programs sit for the same NCLEX-RN® licensing examination (AACN, 2017). The difference lies in the breadth and depth of education provided at each juncture and the career opportunities available to each.

Associate degree nurses (ADNs) are generalists in providing care to populations spanning from pediatrics to geriatrics. Their education emphasizes clinical skills development, assessment, intervention, and patient education. Once licensed, ADNs can work in the same settings as bachelor's-prepared nurses; however, ADNs are limited to entry-level positions with limited opportunities for career advancement.

Baccalaureate nursing programs encompass all the course work taught in associate degree and diploma programs and add course work that places a greater emphasis on critical thinking, leadership, and health promotion. Upper-level nursing courses enhance professional development, provide a broader scope of practice, and better prepare the nurse to care for acutely ill patients in a complex health care arena (AACN, 2017).

In a landmark study published in the September 24, 2003 issue of the *Journal of the American Medical Association* (JAMA), Dr. Linda Aiken and her colleagues at the University of Pennsylvania identified a clear link between higher levels of nursing education and better patient outcomes. This extensive study found that surgical patients have a "substantial survival advantage" if treated in hospitals with higher proportions of nurses educated at the baccalaureate or higher degree level. In hospitals, a 10 percent increase in the proportion of nurses holding BS degrees decreased the risk of patient death and failure to rescue by 5 percent (Aiken, Clarke, Cheung, Sloane, & Silber, 2003). The findings of this groundbreaking study led the national charge to increase the number of nurses educated at the BS level. A call to action has been made by national, federal, and nursing stakeholder organizations, for colleges of nursing to design creative initiatives to promote academic progression and increase the number of baccalaureate prepared nurses (NLN, 2011).

As a result of Dr. Aikens' study and others, in October 2010, the Institute of Medicine released its landmark report on ***The Future of Nursing***, initiated by the Robert Wood Johnson Foundation, which called for increasing the number of baccalaureate-prepared nurses in the workforce to 80% by 2020. The expert committee charged with preparing the evidence-based recommendations in this report stated that to respond "to the demands of an evolving health care system and meet the changing needs of patients, nurses must achieve higher levels of education" (IOM, 2010). This goal was reinforced by the *Future of Nursing 2020-2030* report from the National Academy of Medicine (NAM), which emphasized the continued need to elevate educational attainment among nurses. The report highlights that advanced education is critical not only for leadership roles but also for addressing health equity and enhancing community-based care. By advocating for a better-educated nursing workforce, the report aligns with previous calls to increase the percentage of baccalaureate-prepared nurses, ensuring that the profession evolves to meet the growing complexity of healthcare demands.

The nation's Magnet hospitals, which are recognized for nursing excellence and superior patient outcomes, moved to require all nurse managers and nurse leaders to hold a baccalaureate or graduate degree in nursing by 2013 (ANCC, 2017). Institutions applying for Magnet designation must also show what plans are in place to achieve the IOM recommendation of having an 80% baccalaureate prepared RN workforce by 2020 (ANCC, 2017). To meet this goal, area hospitals are actively recruiting BSN-prepared nurses and implementing initiatives to support the continuing education of their current staff. These hospitals are providing tuition reimbursement, flexible scheduling, and partnerships with academic institutions to facilitate RN-to-BSN transitions, ensuring a well-prepared nursing workforce capable of addressing the evolving complexities of healthcare.

BSN Curriculum Map: Program Learning Outcomes
within Course Learning Outcomes

| Program Learning Outcomes | Course Learning Outcomes | | | | | | | | |
|--|---|--|------------------------------------|----------------------------|----------------------------------|--|---|---|--|
| | Professional Socialization NUR 300 | Leadership for Contemporary Nursing NUR 420 | Nursing Informatics NUR 315 | Pharmacology NUR343 | Health Assessment NUR 320 | Research in Nursing: Translating Evidence into Nursing Practice NUR 400 | Quality and Safety for Nursing NUR 401 | Population Health: Community as Client NUR 422 | Nursing Capstone: Integrating Nursing Knowledge into Practice NUR 430 |
| <p>1. Integrate knowledge from liberal arts and sciences to enhance nursing's body of knowledge and inform contemporary professional practice.</p> <p><i>(AACN Competency 1: Knowledge for nursing practice)</i></p> | CLO 1,2, 8 | CLO 1, 2, 3 | CLO 1 | CLO 1,2,3 | CLO 1,2 | CLO 1,4,5 | CLO 1 | CLO 1,3 | CLO 1,2,5 |
| <p>2. Provide evidence-based, person-centered care to diverse individuals, families, and communities across the lifespan.</p> <p><i>(AACN Competency 2: Person-centered care)</i></p> | CLO 4, 7 | CLO 2, 4 | CLO 2,3,5 | CLO 1,2,3,4 | CLO 1,3,4 | CLO 1,4,5,6 | CLO 2 | CLO 2,3,4 | CLO 1,2,,5 |

BSN Curriculum Map: Program Learning Outcomes
within Course Learning Outcomes

| | | | | | | | | | |
|---|-------------|----------|-------------|----------------|---------|-----------------|--------------|-----------|-------------|
| <p>3. Advocate for health care equality using principles of social justice and professional values to address health care disparities in the United States and globally.</p> <p><i>(AACN Competency 3: Population health)</i></p> | CLO 4, 7, 8 | CLO 1,2 | CLO 2,4,5 | CLO 1,3,4 | CLO 3,5 | CLO 1,5 | CLO 5 | CLO 3,4,5 | CLO 1,2,3,5 |
| <p>4. Engage in scholarly inquiry and critically appraise research findings to integrate best practices in nursing</p> <p><i>(AACN Competency 4:Scholarship)</i></p> | CLO 6 | | CLO 5 | CLO 1,2 | CLO1,4 | CLO 1,2,3,4,5,6 | CLO 2, 3 | CLO 1,3,5 | CLO1,2,3 |
| <p>5. Integrate quality improvement principles to support a culture of safety and ensure the provision of value-based, equitable care.</p> <p><i>(AACN Competency 5: Quality and Safety)</i></p> | CLO 7,8 | CLO 1, 2 | CLO 2, 3, 5 | CLO 1, 2, 3, 4 | CLO 3 | CLO 4,6 | CLO1,2,3,4,5 | CLO 3,5 | CLO 1,2,5 |

BSN Curriculum Map: Program Learning Outcomes
within Course Learning Outcomes

| | | | | | | | | | |
|--|--------------------|-------------|-----------|----------------|-------|-------|--------------|-----------|-------------|
| <p>6. Demonstrate proficiency in written and oral communication skills to support interprofessional partnerships between clients, families, and other members of the healthcare team to ensure the delivery of safe, culturally appropriate care. <i>(AACN Competency 6: Interprofessional Partnerships)</i></p> | CLO 1, 2, 4, 5 & 6 | CLO 2, 3 | CLO 3 | CLO 2, 3, 4 | CLO 1 | CLO 7 | CLO 4 | CLO 5 | CLO 5 |
| <p>7. Employ a systems-based philosophy of care that optimizes resources within the healthcare system and community to promote positive patient outcomes and improve healthcare delivery overall. <i>(AACN Competency 7: System-based practice)</i></p> | CLO 6, 8 | CLO 4,5,6,7 | CLO 2,3,5 | CLO 1, 2, 3, 4 | CLO 1 | CLO 6 | CLO1,2,3,4,5 | CLO 3,4,5 | CLO 1,2,3,5 |
| <p>8. Integrate the use of healthcare technologies</p> | | | | | | | | | |

BSN Curriculum Map: Program Learning Outcomes
within Course Learning Outcomes

| | | | | | | | | | |
|--|---------------|------------|---------------|----------|---------|-------|---------|-----------|----------|
| and information management systems to promote the delivery of safe, ethical, and compassionate patient care. <i>(AACN Competency 8: Informatics and Healthcare Technologies)</i> | | | CLO 1,2,3,4,5 | CLO 1, 2 | CLO 1 | | | | |
| 9. Cultivate a professional nursing identity grounded in nursing's commitment to ethical principles, human dignity, and social justice. <i>(AACN Competency 9: Professionalism)</i> | CLO 1 2, 3, 7 | CLO 2, 4,7 | CLO 4 | | CLO 2,3 | CLO 5 | CLO 1,5 | CLO 2,3,4 | CLO1,2,4 |
| 10. Demonstrate a commitment to personal growth, self-care behavior, professional knowledge, and capacity for leadership. <i>(AACN Competency 10: Personal, Professional, and Leadership Development)</i> | CLO 1, 3,5 | CLO1, 2 7 | | CLO 5 | | CLO 7 | CLO 5 | CLO 5 | CLO 4 |