THE
UNIVERSITY
OF RHODE ISLAND   **APPENDIX B**
Revised 10-2009
Full Proposal Form RIBGHE

A Proposal for an Online RN to BS degree
Date: 12/27/2014

A.   PROGRAM INFORMATION

   A1. Name of institution
      University of Rhode Island

   A2. Name of department, division, school or college
      College of Nursing

   A3. Title of proposed program and Classification of Instructional
      Programs (CIP) code
      Program title: RN to BS
      Classification code (CIP) 51.3801

   A4. Intended initiation date of program change. Include anticipated date for
   granting. First degrees or certificates, if appropriate.
      Initiation date: Summer 2015
      First degree date: Estimated summer 2016

   A5. Intended location of the program
      Fully Online

   A6. Description of institutional review and approval process
                                                   Approval Date
      Department   NA
      College   12/4/2014
      CAC
      Faculty Senate
      President of the University

A7. Summary description of proposed program (not to exceed 2 pages)

Research studies have shown that hospitalized patients have improved outcomes and reduced mortality rates when cared for by RNs with Baccalaureate degrees. (ref) In 2010, the Institute of Medicine of the National Academies published <u>The Future of Nursing: Leading Change, Advancing Health</u> which stated, "*To respond to these demands of an evolving health care system and meet the changing needs of patients, nurses must achieve higher levels of education and training. One step in realizing this goal is for a greater number of nurses to enter the workforce with a baccalaureate degree or progress to this degree early in their career."*[1] and recommended that "*Academic nurse leaders across all schools of nursing should work together to increase the proportion of nurses with a baccalaureate degree from 50 to 80 percent by 2020."*[2] In response to this recommendation a large number of health care institutions in Rhode Island as well as nationally are supporting all registered nurses returning to school for their Baccalaureate degrees in nursing, thus creating a significant market for this program at this time. In addition in RI alone, over 300 students in RI graduate annually from accredited Associate Degree or Diploma Nursing programs. This situation is duplicated regionally and nationally.

To meet this growing demand for RN to BS programs, The URI College of Nursing is establishing an online RN to BS degree to provide its highly respected and academically rigorous program to nurses who would not be able to attend classes on its campus. An online program provides access to working nurses who can study on their own schedule while meeting the required class deadlines. Students in the online RN to BS program will be expected to meet the same learning outcomes as students in our campus and hospital based programs. As with those programs they will be required to take 18 credits of Nursing, 3 credits of statistics, 3 credits in Pharmacology, and additional credits to meet the University's general education requirements and the 120 credits needed for graduation. Up to 75 credits can be transferred in from an Accredited Nursing Degree/Diploma program and 30 credits must be taken at URI. URI's College of Nursing admission's standards require students to have an unencumbered registered nurse license in the United States.

The online program will be offered in an accelerated calendar of 3 terms (fall, spring, and summer) each with 2 seven-week sessions. This type of schedule is specifically designed for adult learners as it allows them to begin their program in any session, rather than just September and January and to attend the University year round. It also allows them to focus on one course at a time and still be eligible for financial aid or to accelerate their progress through the program.

Changes recommended by the American Association of Colleges of Nursing in their white paper, *Expectations for Practice Experiences in the RN to Baccalaureate Curriculum* (2012),[3] and accepted by the Commission on Collegiate Nursing Education which accredits URI's College of Nursing provide guidance in the provision of practical experience in RN to BS programs. The online RN to BS program will incorporate practice experiences as prescribed by the white paper to ensure that the program prepares "*students to attain all end of program competencies*

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[1] *http://books.nap.edu/openbook.php?record_id=12956&page=7*
[2] http://books.nap.edu/openbook.php?record_id=12956&page=281
[3] http://www.aacn.nche.edu/aacn-publications/white-papers/RN-BSN-White-Paper.pdf

delineated in the Baccalaureate essentials." As a result students will be prepared "*to care for a variety of patients across the lifespan and across the continuum of care.*" (p. 1) Faculty who teach the courses are responsible for identifying the outcomes for the practical experience, and assessing whether they are met.

Some changes were made to the courses that comprise the existing RN to BS program. First, a new course on adult health assessment (NUR 447) was created to replace the choice of NUR 446, an RN directed study or NUR 503, a graduate level advanced physical assessment course. Additionally, NUR 246 (2 credits) and NUR 346 (4 credits) have been reconfigured into NUR 247 (3credits) and NUR 347 (3 credits) which together meet the same objectives as the original two courses. The reconfiguration makes it simpler to fit the courses in the accelerated format without any loss of content or student learning outcomes.

All courses are being designed specifically for asynchronous online delivery by URI nursing faculty who have been trained in online teaching and courses design. Along with the training, the Office of Online Education is providing Instructional Design assistance. The courses are using similar Sakai templates to ensure ease of navigation for students and are designed to meet the best practice standards of two national organizations, Quality Matters[4] and the Consortium for Online Learning (formerly Sloan-C)[5]

A8. Signature of the President

David M. Dooley

A9. Person to contact during the proposal review
Name: Title: Diane Martins, Coordinator of RN to BS program
Phone: 401 874 2766
Email: DCmartins@uri.edu

A10. Signed agreements for any cooperative arrangements made with other institutions/agencies or private companies in support of the program.
Attached is the contract with Academic Partnerships who will provide marketing and student support services including pre-admissions support, and retention support throughout the program.

B. RATIONALE: There should be a demonstrable need for the program

B1. State the program objectives.

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[4] https://www.qualitymatters.org/higher-education-program
[5] http://onlinelearningconsortium.org/

The program objectives are the same as those for the face to face RN to BS program and are designed to meet the standards as defined outlined by the American Association of Colleges of Nursing in "The Essentials of Baccalaureate Education for Professional Nursing Practice (2008).[6] The nine essentials are:

1. Obtain a solid base in liberal education as the cornerstone for the practice and education of nurses.
2. Demonstrate the knowledge and skills in leadership, quality improvement, and patient safety which are necessary to provide high quality health care
3. Analyze current scholarly evidence and translate it into ones practice.
4. Apply knowledge and skills in information management and patient care technology into the delivery of quality patient care
5. Demonstrate an understanding of how healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare system and are important considerations if professional nurse practice
6. Demonstrate excellent communication and collaboration skills in delivering high quality and safe patient care.
7. Demonstrate how 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
8. Articulate professional values of altruism, autonomy, human dignity, integrity and social justice are fundamental to the discipline of nursing
9. Demonstrate the nursing skills necessary to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of health care environments including the variations of care, the increased complexity, and the increased use of healthcare resources inherent in caring for patients.

B2. Explain and quantify the needs addressed by this program, and present evidence that the program fulfills these needs.

In response to the Institute of Medicine of the National Academies recommendation that all *schools of nursing should work together to increase the proportion of nurses with a baccalaureate degree from 50 to 80 percent by 2020,* RI hospitals including Care New England Systems and Lifespan Systems have worked with URI's College of Nursing (CON) on compliance. Lifespan Hospitals in RI ((Miriam Hospital, Rhode Island Hospital/Hasbro Children's, Bradley Hospital and Newport Hospital) have had ongoing programs for their RN's to return to school for their BS in Nursing with URI's CON. Care New England (Kent County Memorial Hospital, Memorial Hospital of Rhode Island, Women and Infants Hospital, Butler Hospital, and VNA of Care New England) have recently developed a collaborative agreement with the CON to provide access for their nurses to an RN to BS Program.

In addition, in RI alone over 300 RNs without BS degrees graduate each year from CCRI and other accredited nursing and diploma programs. Students with an AS degree as their highest level of attainment are much less employable in RI's acute care settings.

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[6] http://www.aacn.nche.edu/education-resources/baccessentials08.pdf

An online program will allow us to offer this program regionally, providing flexibility to students. The number of online programs has increased across the country and have been successful.

B3. If an external advisory or steering committee was used to develop the program, identify committee members and their affiliations and describe the committee's role.
No external advisory or steering committee was used.

C.   INSTITUTIONAL ROLE: The program should be clearly related to the published role and mission of the institution and be compatible with other programs and activities of the institution.

C1.   Explain how the program is consistent with the published role and mission of the institution and how it is related to the institution's academic planning.
Consistent with the University's Mission and its Academic Plan, the University has begun a carefully considered process to offer 100% on line certificates and degrees. After conducting research on the skill, knowledge, and competency areas that the global economy requires of workers and areas of future business growth in Rhode Island, we are designing online programs and certificates that will be accessible to Rhode Island residents (and beyond) to increase individuals' employability and advancement in fields critical to the knowledge economy.

C2.   Explain the relationship of the program to other programs offered by the institution.
This is an online version of URI's College of Nursing existing RN to BS program. Students will be accepted separately into this program. It will be offered on an accelerated calendar and will be 100% online.

D.   INTERINSTITUTIONAL CONSIDERATIONS: The program should be consistent with all policies of the Board of Governors pertaining to the coordination and collaboration between public institutions of higher education. (Consult the Board of Governors' *Coordination Plan for Academic Programs in Rhode Island Public Institutions of Higher Education* [www.ribghe.org/publicreg.htm] for guidelines and restrictions regarding the types and levels of programs the institutions are allowed to offer.)

D1.   List similar programs offered in the state and region, and compare the objectives of similar programs.
URI has a face to face RN to BS degree program.
RIC offers a RN to BS degree on campus.
Salve Regina offers a Nursing Completion program on campus
There are no online RN to BS(N) degrees offered by public RI institutions; one is offered by New England Institute of Technology.

Four private institutions offer an online RN to BS(N) degree in CT:
Quinnipiac University

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Sacred Heart University
Southern CT State University
St. Vincent's College

Six institutions in Massachusetts offer online RN to BS(N) degrees
Anna Maria College
Fitchburg State College
Northeastern University
University of Massachusetts-Dartmouth
University of Massachusetts-Amherst
University of Massachusetts-Boston

Outcomes for all accredited programs are similar in that they all must meet the Essentials of Baccalaureate Education for Professional Nursing Practice (American Association of Colleges of Nursing (2008).

D2. **Estimate the projected impact of program on other public higher education institutions in Rhode Island (e.g. loss of students or revenues), provide a rationale for the assumptions made in the projections, and indicate the manner in which the other public institutions were consulted in developing the projections.**

Rhode Island College offers a small face-to-face program and is not able to accommodate the numbers of students who would like to enter their program. Thus we don't expect this online program to have any impact on their program. However, this new option supports the Associate in Nursing Degree program at the Community College of Rhode Island (CCRI). With the existing articulated transfer agreement between URI and CCRI, we expect that providing an affordable online option for their graduates will create a seamless continuation for CCRI students toward a Baccalaureate degree. Having this pathway ensures that CCRI graduates will be employable given the hospital requirements for Baccalaureate education for new graduate hires.

D3. **Using the format prescribed by RIOHE, describe provisions for transfer students (into or out of the program) at other Rhode Island public institutions of higher education. Describe any transfer agreements with independent institutions. The institution must also either submit a Joint Admissions Agreement transition plan or the reason(s) the new program is not transferable. (See** *Procedure for Strengthening the Articulation/Transfer Component of the Review Process for New Programs* **which can be found at** *www.ribghe.org/publicreg.htm.***)**

There is an existing articulated program plan which provides seamless transition for students who complete the Associate Degree in Nursing from the Community College of Rhode Island to URI's RN-BS program in the College of Nursing. The program can be viewed http://www.ritransfers.org/wp-content/uploads/2012/07/PtoP_Nursing_updated-13-14.pdf

D4. **Describe any cooperative arrangements with institutions offering similar programs. (Signed copies of any agreements pertaining to use of faculty, library, equipment, and facilities should be attached.)**
None

D5. **If external affiliations are required, identify providing agencies (Indicate the status of any arrangements made and append letters of agreement, if appropriate.)**
None

D6. **Indicate whether the program will be available to students under the New England Board of Higher Education's (NEBHE) Regional Student Program (RSP).**
No, there is no regional RN to BS program as they exist in all New England states

E. **PROGRAM: The program should meet a recognized educational need and be delivered in an appropriate mode.**

E1. Prepare a typical curriculum display for one program cycle for each sub-major, specialty or option, including the following information:

a. **Name of courses, departments, and catalog numbers and brief descriptions for new courses, preferably as these will appear in the catalog. In keeping with each institution's timetable for completion of student outcomes assessment, each institution should provide an assessment plan detailing what a student should know and be able to do at of the program and how the skills and knowledge will be assessed. For example, if a department brings forth a new program proposal but that department is not slated to have its student outcomes assessment completed until 2008, the program could be approved but with the provision that the department return no later than 2008 and present to the Academic and Student Affairs Committee its student outcomes for that particular program.**

See syllabi for the following new courses:
NUR 247 (3 credits)
NUR 347 (3 credits)
NUR 447 (3 credits)

b. **Required courses in area of specialization and options, if any**
There are no separate specializations

c. **Course distribution requirements, if any, within program, and general education requirements**
Course distributions are exactly the same as the existing RN to BN program - 6 core nursing courses, 1 pharmacology course, 1 statistics course, and the appropriate courses to meet the University's General Education requirements.

    d. Total number of free electives available after specialization and general education requirements are satisfied

    Up to 10 elective credits

    e. Total number of credits required for completion of program or for graduation. Present evidence that the program is of appropriate length as illustrated by conformity with appropriate accrediting agency standards, applicable industry standards, or other credible measure, and comparability of lengths with similar programs in the state or region.

    Students must have completed a total of 120 credits, up to 75 of which can be transferred in from an ACEN (formerly NLN) accredited associate's degree or diploma nursing program, 30 must be from URI.

    f. Identify any courses that will be delivered or received by way of distance learning. (Refer to *www.ribghe.org/publicreg.htm* for the *Standards for Distance Learning in the Rhode Island System of Public Higher Education*.)

    All courses will be offered by way of distance learning. They will all be offered in an asynchronous online format.

E2. Describe certification/licensing requirements, if any, for program graduates and the degree to which completion of the required course work meets said requirements. Indicate the agencies and timetables for graduates to meet those requirements.

    For admission to the program, students must have an unencumbered active RN license from the United States. There are no additional licensure or certification requirement upon graduation.

E3. Include the learning goals (what students are expected to gain, achieve, know, or demonstrate by completion of the program) and requirements for each program

See E4a.

E4. Demonstrate that student learning is assessed based on clear statements of learning outcomes and expectations.
    a. Include the learning goals (what students are expected to gain, achieve, know, or demonstrate by completion of the program) requirements for each program

Program outcomes that will be achieved by graduates of this program are:
1. Knowledge and Inquiry: Demonstrates knowledge of concepts, theories, evidence-based practice and develops a sense of inquiry.
2. Nursing Practice: Provides care to clients across the lifespan and in a variety of settings, and shows an ability to skillfully assess strengths and health needs, identify problems, formulate outcomes, design and implement interventions, and evaluate effectiveness.

3. Professionalism: Demonstrate ethical and professional behaviors, and engage in the process of lifelong learning.
4. Communication and Collaboration: Communicate effectively and interact collaboratively with clients, health professionals, and other colleagues in the provision of needed health services.
5. Societal and Global: Demonstrates knowledge of societal and global issues on health and health care.
6. Leadership: Integration of leadership, quality improvement, and patient safety into the design, management, and coordination of care.

b. Demonstrate that student learning is assessed based on clear statements of learning outcomes and expectations.

Each course syllabus contains clear behavioral objectives that reflect one or more of the program outcomes and also clear descriptions of the methods of evaluation for the course. Each objective corresponds to an evaluation method so it is clear how student learning is assessed.

F.   **FACULTY AND STAFF: The faculty and support staff for the program should be sufficient in number and demonstrate the knowledge, skills, and other attributes necessary to the success of the program**

F1. Describe the faculty who will be assigned to the program. Indicate total full-time equivalent (FTE) positions required for the program, the proportion of program faculty who will be in tenure-track positions, and whether faculty positions will be new positions or reassignment of existing positions.

The Faculty Coordinator will be a full time tenure-track faculty who allots 50% of her time to coordination of the RN to BS program. She has currently been devoting 25% of her time to the RN BS face to face program. As this online program grows in numbers of students, this Faculty Coordinator position will be expanded to full time. Other faculty teaching each of the 6 nursing courses in the program will be hired as our full time faculty teaching overload or as per course faculty hired to teach individual courses.

F2. List anticipated support staff, the percent of their time to be spent in the program, and whether these are reassignments or new positions. Indicate total full-time equivalent (FTE) positions required for the program.
In addition to the Faculty Coordinator, a full time RN BS advisor position will be added. This will be a new position. A portion (25%) of our full time secretary's time will be allotted to this program with an additional secretarial position added as enrollments grow.

F3. Summarize the annual costs for faculty and support staff by indicating salaries and fringe benefits (adjusted for the proportion of time devoted to the program). Distinguish between existing resources and new resources. Specify in the narrative if resources are to be provided by more than

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one department. (Include the salary and benefits information on the budget form that can be found at *www.ribghe.org/publicreg.htm*.)

Associate Professor Diane Martins will continue to coordinate this online RN to BS program in her existing position. Currently all faculty teaching in the RN to BS program are compensated through CCE and paid separately for teaching in this program. This would continue to be the case with faculty in this online program.

F4. Provide assurance that the institution's chief academic officer has worked with the director of human resources (or equivalent) in the development of the faculty and staff projections and estimates and that they agree on the adequacy of the estimates.

The Associate Dean of the College of Nursing has reviewed the faculty and staff projections and agrees on the adequacy of the estimates. The Director of Human Resources has also reviewed this proposal and concurs with the faculty and staff projections provided in the plan**.**

G.   STUDENTS: The program should be designed to provide students with a course of study that will contribute to their intellectual, social and economic well-being. Students selected should have the necessary potential and commitment to complete the program successfully.

G1. Describe the potential students for the program and the primary source of students. Indicate the extent to which the program will attract new students or will draw students from existing programs and provide a specific rationale for these assumptions.

Based on the marketing research by Academic Partnership, the program is designed to attract new students from the region who are looking for the convenience of an online option. It will be marketed online, through regional hospitals to their RN's without their BS, and to CCRI graduates. We expect that over time, it will draw students who would have enrolled in our campus based program, as this has been the experience of other institutions.

G2. Estimate the proposed program size and provide projected annual full-time, part-time, and FTE enrollments for one complete cycle of the program. Provide a specific rationale for the assumptions made in the projections. (Depending on the nature of the program, use the FTE or part-time estimates of enrollment on the budget form, which can be found at *www.ribghe.org/publicreg.htm*.)

The program will be offered in 3 terms: fall, summer, spring. Each term will have two seven-week sessions.   Students may be admitted to any session within any term. A part time students will take one nursing or general education course each term, a full time student would take one nursing course and a general education course each term. How long a student will take to complete the program depends on their choice of full time or part time and their transfer status. Students transferring in 75 credits and attending full time would be able to complete the program in 4 terms (8 sessions) or approximately 15 months.

We expect slightly under 200 students to enroll during year one. This estimate is based on market research done by Academic Partnerships and its experience with similar online RN to BS programs in other Universities. We expect approximately half to be full time (6 credits each term) and the other half to be part time (3 credits per term).

G3. Indicate how the institution provides programs and services designed to assist students in achieving their academic goals.

URI with Academic Partnerships provides support for online students from admission through graduation. Under the College of Nursing's supervision, Academic Partnerships will provide an initial point of contact for potential students to describe the program, ensure students meet the admission criteria, remind students of upcoming deadlines and/or missing files, and provide referrals to the appropriate URI offices for financial aid and academic questions.   Academic advising will be done by the College of Nursing staff. Through Academic Partnerships, URI will provide each enrolled student with a coach who will contact the student to welcome her/him, provide additional information on the program, respond to non-academic questions, and make appropriate referrals to URI offices.   Coaches will contact students regularly from enrollment through graduation. Library services are available online. Online students have access to all other URI services through email, phone, or video conferencing.

G4. List the program admission and retention requirements for students. Provide descriptions of the specific criteria and methods used to assess students' ability to benefit from the program. Describe how satisfactory academic progress will be determined.

Admissions requirements include an active unencumbered RN license and GPA of 2.4 from an accredited nursing associate's degree or diploma.[Note that the entering GPA will be re-evaluated for its appropriateness after the first cohort of students has completed the program.] Students must meet the same standards of satisfactory academic progress as students in our classroom-based program: C or better in all required nursing courses and all required pre-requisite courses while maintaining an overall GPA of 2.2.

G5. Indicate available funds for assistantships, scholarships and fellowships. (Include this information on the budget form, which can be found at _www.ribghe.org/publicreg.htm_.)

None

H. ADMINISTRATION: Administrative oversight for the program should be sufficient to ensure quality.

H1. Indicate how the program will be administered and the degree to which this work will affect the administrative structure in which it is located.

It will be administered in the current CON structure.

H2. Indicate the titles of the persons who will have administrative responsibility for the program and the percent of time each will spend on the program.

Dean – 5%
Associate Dean for Academic Affairs – 10%
Assistant Dean for Students – 20%
Coordinator of RN to BS – 25%
Coordinator/Advisor Online RN to BS (New Position) – 100%

H3. Indicate additional annual administrative salaries and related costs to be associated with the program. Distinguish between existing resources and new resources. (Include this information on the budget form, which can be found at _www.ribghe.org/publicreg.htm_.)

Administrative salaries associate with the program:

Existing or New	Position	Salary	Percentage for Program
Existing	Dean	$ 150,000.000	5.0%
Existing	Associate Dean	$ 110,000.000	10.0%
Existing	Assistant Dean	$ 65,000.000	25.0%
New	Coordinator	$ 65,000.000	100.0%

I. INSTRUCTONAL RESOURCES: The instructional resources should be sufficient in quantity, quality and timeliness to support a successful program.

I1. Estimate the number and cost of relevant print electronic and other non-print library materials needed (and those available) for the program and compare with recommendations of national accrediting agencies, the standards of the Association of College and Research Libraries, and/or any other recognized measures of general library adequacy in terms of collections, staff, space and operations.
See library impact statements

I2. Identify and evaluate other instructional resources and instructional support equipment (such as computers, laboratory equipment and supplies) in terms of overall capability to satisfy the needs of the program. If these instructional resources are considered insufficient or if upgrading is necessary for the development of the program, the additional needs should be detailed and their cost estimated.
As this program mirrors the already existing RN to BS program on campus, no additional equipment or materials are required.

I3. Estimate annual expenditures for instructional resources. Distinguish between existing resources and new resources. The information should reflect the annual operation and maintenance of the instructional resources, recurrent costs and costs for necessary additions. (Include this information on the budget form, which can be found at _www.ribghe.org/publicreg.htm_.)
None

I4. **Provide assurance that the institution's chief academic officer has worked with appropriate library and other staff in the development of the assessments and estimates regarding instructional resources and they are in agreement on the adequacy of estimates.**
Not applicable as no additional resources are required

J.   **FACILITIES AND CAPITAL EQUIPMENT: Facilities and capital equipment should be sufficient in quantity, quality and timeliness to support a successful program.**
Not applicable

J1. Describe the facilities and capital equipment (e.g., classrooms, office space, laboratories, and telecommunications equipment) and assess the adequacy of these resources relative to the program and to the requirements of the American with Disabilities Act and state disability statues.
Not applicable.
The online courses are designed using universal design principles to ensure they are accessible to all students.

J2. If new or renovated facilities are necessary, explain in detail (e.g., requirements, costs, sources of revenue, and expected date of completion). (Include this information on the budget form, which can be found at *www.ribghe.org/publicreg.htm*.**) [Note: the RIBGHE's Facilities Committee is responsible for approving lease, purchase or other agreements and ensuring that the facility meets all building, fire and health codes and ADA requirements.]**
The program will be offered totally online so no facilities are required

J3. Estimate the annual additional expenditures for new program facilities and capital equipment. (Include this information on the budget form, which can be found at *www.ribghe.org/publicreg.htm*.**)**
Not applicable

J4. Indicate whether the needed facilities are included in the institution's master plan.
Not applicable

J5. Provide assurance that the institution's chief academic officer has worked with the facilities director (or equivalent) in the development of assessments and estimates regarding facilities and capital equipment and that they agree on the adequacy of estimates.
Not applicable

K.   **FINANCIAL CONSIDERATIONS: Projected revenues should be sufficient to support a successful program and must cover the estimated costs of the program.**

K1. Expenditures for program initiation and annual operation should be estimated and displayed in the proposed budget. The summary should enable the reader to understand expenditures for a period representative of one full program cycle.
See budget forms and justification

K2. Revenue estimates should be provided for a similar period of time. For a new program, the appropriateness and feasibility of instituting differential tuition and/or fees should be addressed.

NOTE: **Excel budget forms, which are self-calculating, may be downloaded from the RIOHE website at *www.ribghe.org/publicreg.htm*. Contact RIOHE's Academic and Student Affairs division for assistance in completing the forms.**
See budget forms and justification

K3. Describe how current institutional resources will be redeployed or extra institutional resources will be obtained to support the program (e.g., describe program eliminations, staff reallocations and/or external sources of monies).
See budget forms and justification

K4. Provide assurance that the institution's chief academic officer has worked with budget director and controller in the development of the financial projections and that they agree on the adequacy of the estimates.
See letter from the budget office

L.   EVALUATION: Appropriate criteria for evaluating the success of a program should be development and used.

L1. List the performance measures by which the institution plans to evaluate the program. Indicate the frequency of measurement and the personnel responsible for performance measurements. Describe provisions made for external evaluation, as appropriate.
The College of Nursing completes course evaluations at the end of every new course for three cycles and then once every 3 years from that point forward. Modifications are made based on the outcomes through the CON Program Evaluation Committee. The University provides "IDEA" evaluations but currently this is not available for online courses.

L2. Describe and quantify the program's criteria for success.
Graduation Rate: Graduation rate for our face to face course ranges from 78-90%. We expect initially the online course will have a grad rate of 70% which will rise to meet the same rate as the campus based course within 4 years.
Employment: The PEC committee surveys our students upon graduation, and at one and five years post-graduation. Data on employment is collected in these surveys. The PEC also surveys Hospital Partner employers to collect feedback on our graduates.

L3. If the proposed program is eligible for specialized accreditation, indicate name and address of the accrediting agency and a list of accreditation requirements. If specialized accreditation is available but not sought, indicate reasons.

L4. Describe the process that communicates the results of the program evaluation to appropriate institutional stakeholders and uses the outcomes for program improvement.

The Program Evaluation Committee (PEC) provides evaluation summary data to the CON faculty including RN BS program faculty. Faculty are held accountable for making improvements in their courses based on recommendations from the PEC.

Budget Justification
Fully Online RN to BS Program

Program Description: To meet the growing demand for licensed RN's with BS degrees, the URI College of Nursing is establishing a fully online RN to BS program for nurses who would not be able to attend classes on its campus. Students in the online RN to BS program will be expected to meet the same learning outcomes as students in our campus and hospital based programs. As with those programs they will be required to take 18 credits of Nursing, 3 credits of statistics, 3 credits in Pharmacology, and additional credits to meet the University's general education requirements and the 120 credits needed for graduation. Up to 75 credits can be transferred in from an Accredited Nursing Degree/Diploma program and a minimum of 30 credits must be taken at URI.

URI will be working with Academic Partnerships which will provide marketing and student support services, including pre-admissions support, and retention support throughout the program. URI will pay Academic Partnerships 50% of the tuition revenues in return for their services.

Timeline: The program will be offered in a new accelerated calendar designed for fully online programs. The calendar consists of three terms (fall, spring, and summer) each with two seven week sessions. Students will attend classes all year and may enroll during any session. These rolling enrollments make estimating tuition more complex than for those programs that have only one or two starts a year. Full time students will take two courses (6 credits) a session; part time students will take 3 credits per session. Full time students will be able to complete the program in 8 sessions (assuming they need an average of 45 credits).

Enrollment Estimates: Enrollment estimates were done by Academic Partnerships using their market analysis and past experience. They also assume a 70% retention rate.

	Start 1	Start 2	Start 3	Start 4	Start 5	Start 6	Year Total
Year 1							
New Enrollment	35	25	30	34	40	30	194
Ending Enroll	31	50	72	95	121	136	136
Year 2							
New Enrollment	55	39	47	53	62	47	303
Ending Enroll	153	159	168	180	198	205	205
Year 3							
New Enrollment	74	53	63	72	84	63	409
Ending Enroll	221	226	235	247	265	270	270
Year 4							
New Enrollment	90	64	77	87	103	77	498
Ending Enroll	285	286	294	306	323	327	327

Tuition Revenue Estimates: The cost of the program will be $318 per credit or $954 per course with no in or out-of -state differential.   Tuition estimates are based on students taking an average of 1.5 courses per term, in other words a mix of part and full time students and assuming that they enroll in all six sessions per year.

Fees: The students will pay the following one time fees: application ($65), document ($110), and transcript fee ($45). Students will also pay a $15 per session registration fee and a $6/credit technology fee. 3% increases in certain fees are anticipated in years 3 and 4.

Revenue Share: In return for its services Academic Partnerships will receive 50% of the revenue. The rest of the tuition revenue will be shared between the general fund and the program. The program will operate based on a percentage of tuition revenue received from tuition dollars. The share for year one is 75%; for year two is 65%, for year three is 60%, and for year 4 and subsequent years is 50%.   Departments that provide courses in general education, pharmacology, and/or statistics will also receive a revenue share.

Personnel Costs (existing dollars): The College of Nursing will contribute the following existing staff to manage the new program: Dean (5.0%), Associate Dean (10%), Assistant Dean (25%), Associate Professor (25%). The total cost of these existing administrators is $51,152 for year one with an assumption of 3% increases for each of the subsequent years. The total cost (salary and fringe) for the existing Associate Professor is $26,604 for year one, with the same assumption of 3% increases for each of the subsequent years.

Personnel Costs (new dollars):
- Program Coordinator (hired year 1) to coordinate the program and assist with admissions and transfer assessments @$95,680 including fringe.
- Lecturers: Two full time Lecturers will be hired, one for year one, and a second in year two @$82,920 including fringe. They will each teach 6 courses per year.
- Per course instructors will be hired to teach courses not taught by the nursing faculty and/or to teach general education, pharmacology, and statistics courses. Instructors will be hired at @ $4306 including fringe. A 3% increase is calculated for each subsequent year.
- Graduate students will be hired as "graders" for 10 hours a week at an hourly rate to assist faculty in their courses.   The cost per course is $1658 including fringe.
- Faculty course developers will be paid $2,500 to develop the courses as summer recontracting, plus $500 for course revisions every time the course is taught by someone else.

2015-2016
Summer (1 session), Fall (2 sessions). Spring (2 sessions), Summer (1 session)

Justification: From July1, 2015 to June 30, 2016 the program enrolls 6 cohorts of students, one each 7 weeks. All students are transfer students and are a mixture of full and part-time students. Existing administrative personnel include the Dean of the College of Nursing, the Associate Dean of the College of Nursing, and the Assistant Dean of the College of Nursing. A program coordinator will be hired year 1. Existing Faculty include an Associate Profession, a new lecturer position and per course instructors. The instructors will be aided by graduate students paid hourly as graders. Faculty course developers will be paid $2,500 to develop the courses and $500 each time the course is taught for revisions. Per the contract with Academic Partnerships, 50% of the tuition revenue will be paid to them for their services. A net income from tuition and fees of $22,830 is expected.

Enrollment

	Year 1						
	Start 1	Start 2	Start 3	Start 4	Start 5	Start 6	Year Total
New Enrollment	35	25	30	34	40	30	194
Ending Enroll	31	50	72	95	121	136	136

Revenue
    Tuition $722,655
    Fees $63,890
    Existing Programs $77,786

Costs $480,174
Administrators
    Dean (5%)
    Associate Dean (10%)
    Assistant Dean (25%)
    Advisor Online Programs (new) (100%)
Faculty
    Associate Professor (25%)
    Lecturer (new) (100%)
    Per Course lecturers)
    Graduate Student Graders
    Faculty Course Developers

Academic Partnerships $361,328

Net Income $22,830

2016-2017

Summer (1 session), Fall (2 sessions). Spring (2 sessions), Summer (1 session)

Justification: From July1, 2016 to June 30, 2017 the program enrolls 6 cohorts of students, one each 7 weeks. All students are transfer students and are a mixture of full and part-time students. Existing administrative personnel include the Dean of the College of Nursing, the Associate Dean of the College of Nursing, and the Assistant Dean of the College of Nursing. A program coordinator will be hired year 1. Existing Faculty include an Associate Profession, a lecturer, a new lecturer position and per course instructors. The instructors will be aided by graduate students paid hourly as graders. Faculty course developers will be paid $2,500 to develop the courses and $500 each time the course is taught for revisions. Per the contract with Academic Partnerships, 50% of the tuition revenue will be paid to them for their services. A net income from tuition and fees of $233,675 is expected.

Enrollment

	Year 2						
	Start 1	Start 2	Start 3	Start 4	Start 5	Start 6	Year Total
New Enrollment	55	39	47	53	62	47	303
Ending Enroll	153	159	168	180	198	205	205

Revenue
      Tuition $1,521,153
      Fees $111,306
      Existing Programs $ 80,089

Costs $718,297
Administrators
      Dean (5%)
      Associate Dean (10%)
      Assistant Dean (25%)
      Advisor Online Programs (100%)
Faculty
      Associate Professor (25%)
      2 Lecturers (100%)
      Per Course lecturers
      Graduate Student Graders
      Faculty Course Developers

Academic Partnerships $760,577

Net Income $233,675

2017-2018
Summer (1 session), Fall (2 sessions). Spring (2 sessions), Summer (1 session)

Justification: From July1, 2017 to June 30, 2018 the program enrolls 6 cohorts of students, one each 7 weeks. All students are transfer students and are a mixture of full and part-time students. Existing administrative personnel include the Dean of the College of Nursing, the Associate Dean of the College of Nursing, and the Assistant Dean of the College of Nursing. A program coordinator will be hired year 1. Existing Faculty include an Associate Profession, two full-time lecturers, and per course instructors. The instructors will be aided by graduate students paid hourly as graders. Faculty course developers will be paid $2,500 to develop the courses and $500 each time the course is taught for revisions. Per the contract with Academic Partnerships, 50% of the tuition revenue will be paid to them for their services. A net income from tuition and fees of $439,792 is expected.

Enrollment

	Year 3						
	Start 1	Start 2	Start 3	Start 4	Start 5	Start 6	Year Total
New Enrollment	74	53	63	72	84	63	409
Ending Enroll	221	226	235	247	265	270	270

Revenue
    Tuition $2,094,984
    Fees $153,104
    Existing Programs $82,491

Costs $843,295
Administrators
    Dean (5%)
    Associate Dean (10%)
    Assistant Dean (25%)
    Advisor Online Programs (100%)
Faculty
    Associate Professor (25%)
    2 Lecturers (100%)
    Per Course lecturers
    Graduate Student Graders

Academic Partnerships $1,047,492

Net Income $439,792

2018-2019
Summer (1 session), Fall (2 sessions). Spring (2 sessions), Summer (1 session)

Justification: From July1, 2017 to June 30, 2018 the program enrolls 6 cohorts of students, one each 7 weeks. All students are transfer students and are a mixture of full and part-time students. Existing administrative personnel include the Dean of the College of Nursing, the Associate Dean of the College of Nursing, and the Assistant Dean of the College of Nursing. A program coordinator will be hired year 1. Existing Faculty include an Associate Profession, two full-time lecturers, and per course instructors. The instructors will be aided by graduate students paid hourly as graders. Faculty course developers will be paid $2,500 to develop the courses and $500 each time the course is taught for revisions. Per the contract with Academic Partnerships, 50% of the tuition revenue will be paid to them for their services. A net income from tuition and fees of $652,566 is expected.

Enrollment

	Year 4						
	Start 1	Start 2	Start 3	Start 4	Start 5	Start 6	Year Total
New Enrollment	90	64	77	87	103	77	498
Ending Enroll	285	286	294	306	323	327	327

Revenue
    Tuition $2,605,851
    Fees $ 190,026
    Existing Programs $84,968

Costs $ 925,354
Administrators
    Dean (5%)
    Associate Dean (10%)
    Assistant Dean (25%)
    Advisor Online Programs (100%)
Faculty
    Associate Professor (25%)
    2 Lecturers (100%)
    Per Course lecturers
    Graduate Student Graders

Academic Partnerships $1,302,926

Net Income $ 652,566

DATE: February 15, 2015

TO: Diane J Goldsmith, Director,
               Learning, Assessment, and Online Education

FROM: Linda Barrett
               Director, Budget and Financial Planning

SUBJECT: Review by the Budget and Financial Planning Office of the Proposal for a Bachelor of
               Science in RN Fully Online

As requested in your email dated January 23, 2015, the Budget and Financial Planning Office has reviewed the proposal for the offering of a Bachelor Of Science Degree in RN Fully Online.

According to the proposal, the Bachelor of Science Degree in RN Fully Online will provide URI students, who cannot attend classes on its campus, the ability to enroll in the classes, in full, online. Students in the online RN to BS program will be expected to meet the same learning outcomes as students in the campus and hospital based programs.

The cost of the program will be $318 per credit or $954 per course with no in or out-of -state differential. It will be offered in a new accelerated calendar designed for fully online programs. The calendar will consist of three terms (fall, spring, and summer) each with two seven week sessions.

The Budget and Financial Planning Office concurs that the Bachelor Of Science Degree in RN Fully Online has no impact on the unrestricted budget as it has been presented. The estimates as presented appear to be adequate.

Please let us know if you require any further information.

cc: Dean Libutti
       Laura Beauvais
       Cheryl Hinkson
       Colleen Robillard

Joint Committee on Academic Planning Pre-Proposal for New Programs

Program Name: RN to BS Online

Degree Type: B.S.in Nursing

Proposer: Diane C Martins

Department(s):

College(s): Nursing

Part 1. Briefly describe program.

To meet growing demand for RNs with Baccalaureate degrees in Rhode Island, regionally, and nationally, the URI College of Nursing is proposing the establishment of an online RN to BS degree to provide its highly respected and academically rigorous program to nurses who would not be able to attend classes on its campus. An online program provides access to working nurses who can study on their own schedule while meeting the required class deadlines. Students in the online RN to BS program will be expected to meet the same learning outcomes as students in our campus and hospital based programs. As with those programs they will be required to take 18 credits of Nursing, 3 credits of statistics, 3 credits in Pharmacology, and additional credits to meet the University's general education requirements and the 120 credits needed for graduation. Up to 75 credits can be transferred in from an Accredited Nursing Degree/Diploma program and 30 credits must be taken at URI. URI's College of Nursing admission's standards require students to have an unencumbered registered nurse license in the United States.

The online program will be offered in an accelerated calendar of 3 terms (fall, spring, and summer) each with 2 seven-week sessions. This type of schedule is specifically designed for adult learners as it allows them to begin their program in any session, rather than just September and January and to attend the University year round. It also allows them to focus on one course at a time and still be eligible for financial aid or to accelerate their progress through the program.

Part 2. How does the program connect to the mission of the University and the strategic themes and goals of the Academic Plan?

Consistent with the University's Mission and its Academic Plan, the University has begun a carefully considered process to offer 100% on line certificates and degrees. After conducting research on the skill, knowledge, and competency areas that the global economy requires of workers and areas of future business growth in Rhode Island, URI is designing online programs and certificates that will be accessible to Rhode Island residents (and beyond) to increase individuals' employability and advancement in fields critical to the knowledge economy. An online RN to BS degree is designed specifically to meet this need of increasing the employability of RN's without BS degrees at a time when employers are specifically looking for their nurses to have the increased knowledge and skills required by a BS degree.

Part 3. Signatures

Proposer: _Diane C. Martins_____ Date: 12-10-14

Chair(s): _____ Date: _____

Dean(s): _____ Date: 12-10-14

JCAP Review Committee Response: Date: _____

_____ We urge you to move the proposal forward for further development

_____ We urge you to re-consider the proposed program

Comments:

Feedback from JCAP on the online RN to BS degree (Dec. 18, 2014):

JCAP urges the CON to move the proposal forward for further development.

The committee recommends the following:

- Obtain commitments from colleges and departments that would be required to develop and teach the online versions of the general education courses necessary to this degree.

- Develop a means of fulfilling the Grand Challenge general education requirement.

- Establish a maximum credit load for students. Determine applicability of financial aid to the online program.

- Determine how the practicums (service in the community) will be established and assessed.

- Establish a means of ensuring that the institution will maintain control of admissions, curriculum, course content, faculty hiring.

- Consider the implications of Intellectual Property rights of the curriculum and the course content.

- Establish terms (agreements) and structures for faculty who would teach both online and face-to-face courses in the RN to BS programs. Determine faculty compensation rates and mechanisms for payment for overload.

Joint Committee on Academic Planning Pre-Proposal for New Programs

Program Name: RN to BS Online

Degree Type: B.S.in Nursing

Proposer: Diane C Martins

Department(s):

College(s): Nursing

Part 1. Briefly describe program.

To meet growing demand for RNs with Baccalaureate degrees in Rhode Island, regionally, and nationally, the URI College of Nursing is proposing the establishment of an online RN to BS degree to provide its highly respected and academically rigorous program to nurses who would not be able to attend classes on its campus. An online program provides access to working nurses who can study on their own schedule while meeting the required class deadlines. Students in the online RN to BS program will be expected to meet the same learning outcomes as students in our campus and hospital based programs. As with those programs they will be required to take 18 credits of Nursing, 3 credits of statistics, 3 credits in Pharmacology, and additional credits to meet the University's general education requirements and the 120 credits needed for graduation. Up to 75 credits can be transferred in from an Accredited Nursing Degree/Diploma program and 30 credits must be taken at URI. URI's College of Nursing admission's standards require students to have an unencumbered registered nurse license in the United States.

The online program will be offered in an accelerated calendar of 3 terms (fall, spring, and summer) each with 2 seven-week sessions. This type of schedule is specifically designed for adult learners as it allows them to begin their program in any session, rather than just September and January and to attend the University year round. It also allows them to focus on one course at a time and still be eligible for financial aid or to accelerate their progress through the program.

Part 2. How does the program connect to the mission of the University and the strategic themes and goals of the Academic Plan?

Consistent with the University's Mission and its Academic Plan, the University has begun a carefully considered process to offer 100% on line certificates and degrees. After conducting research on the skill, knowledge, and competency areas that the global economy requires of workers and areas of future business growth in Rhode Island, URI is designing online programs and certificates that will be accessible to Rhode Island residents (and beyond) to increase individuals' employability and advancement in fields critical to the knowledge economy. An online RN to BS degree is designed specifically to meet this need of increasing the employability of RN's without BS degrees at a time when employers are specifically looking for their nurses to have the increased knowledge and skills required by a BS degree.

Part 3. Signatures

Proposer: _Diane C. Martins_____ Date: 12-10-14

Chair(s): _____ Date: _____

Dean(s): _____ Date: 12-10-14

JCAP Review Committee Response: Date: _____

_____ We urge you to move the proposal forward for further development

_____ We urge you to re-consider the proposed program

Comments:

Dear Carolyn,

On behalf of the Office of Student Learning, Outcomes Assessment and Accreditation, I am writing to confirm that the assessment portion of the RNBS online program proposal is in compliance with the parameters of the application, and the expectations for assessment planning and reporting. The proposal articulates clear program goals and learning outcomes which align national standards to the priorities of the URI College of Nursing both in the curricular framework, and in the timeline for the assessment of student learning, using multiple metrics for evaluating the success of the program.

Thank you for your diligence throughout this process. I wish you the best of luck with the next steps toward program approval.

Best regards,

Elaine

Elaine Finan
Assistant Director
Division of Student Learning, Outcomes Assessment and Accreditation
Office for the Advancement of Teaching and Learning
University of Rhode Island, Edwards Hall
64 Upper College Road, Kingston, RI 02881
401-874-9503
web.uri.edu/assessment

THE
UNIVERSITY
OF RHODE ISLAND
COLLEGE OF
ARTS AND SCIENCES

THINK BIG WE DO

OFFICE OF THE DEAN
257 Chafee Social Science Center, 10 Chafee Road, Kingston, RI 02881 USA   p: 401.874.4101   f: 401.874.2892   uri.edu/artsci

January 20, 2015

Diane Goldsmith
Director of Learning, Assessment, and Online Education
Edwards Hall

Dear Diane:

Please convey to the New Program Committee that we in the Dean's Office of the College of Arts and Sciences are happy to be working with you and personnel in the College of Nursing to support the development of the proposed new program: RN to BS Degree. As URI's General Education Program requirements must be met by students in the program, properly designed and targeted courses that satisfy those requirements must be offered. These include courses offered by the College of Arts and Sciences, such as those in Statistics, Writing, Communication Studies, Chemistry, Philosophy, History, English, Spanish, Music, and Economics.

In order to foster timely development of online versions of these courses, we appreciate that there will be support for faculty curriculum development. The plan for financing the development of courses for the RN to BS Degree Program is reasonable and we are excited about being a part of this initiative.

Cordially,

Winifred Brownell
Dean of Arts and Sciences

THE
UNIVERSITY
OF RHODE ISLAND
COLLEGE OF
PHARMACY

THINK BIG WE DO

ASSOCIATE DEAN FOR STUDENT AND ACADEMIC AFFAIRS
Pharmacy Building, 7 Greenhouse Road, Kingston, RI 02881 USA   p:401.874.2761   f:401.874.2181   uri.edu/pharmacy

TO:	Mary Sullivan, Dean
	Diane Goldsmith, Director Learning, Assessment and Online Education
FROM:	Brian J. Quilliam, Ph.D.
	Associate Dean
DATE:	February 6, 2013
RE:	Online RN to BSN Program-BPS 333 (Nursing Pharmacology)

I am writing to provide my support of the College of Nursing's development of an online RN to BSN degree. The College of Pharmacy is excited about this new program and we agree to develop and deliver the proposed BPS 333 (Nursing Pharmacology) course as part of this program.

If you have further questions, please do not hesitate to contact me directly at 401-874-2030 or via email (bquilliam@uri.edu). I wish you success as you develop and implement this program.

Subject selectors will complete this form as requested, assessing library materials and collections as detailed below. Send one copy of the assessment to the faculty member who requested it. Send one copy of the assessment to the Collection Management Officer.

<u>Program</u>:   RN to BS Degree Online_____

<u>Department, College</u>: Nursing_____

<u>Faculty Member</u>: Carolyn Hames_____

<u>Date returned to Faculty</u>: 11 December 2014_____

<u>Librarian Completing Assessment</u>: Robin Devin_____

<u>Collection Management Officer</u>: _____

Assessment of:

- Suitability of existing library resources;
- New library resources required to support the program;
- Information skills education required by the students; and
- Funds needed for library materials and services.

Please include:

1. What library holdings already exist in relevant subject categories, including supporting collections from HELIN. How much money is now allocated in the program area?

    The Library already supports the existing face-to-face RN to BS program. This online program will require use of our existing online databases and journals subscriptions. All required reading not currently available online will be purchased by the students.

2. Does URI have the essential journals as noted in the Faculty Questionnaire? Yes

3. What new resources are required to support the program (including media, electronic, or other non-print materials)? No new resources will be required.

4. What information mastery sessions will be required for the students?

    The program will require the development of a new Library User Guide for the online program. This tool will be created in consultation with the program director from Nursing.

5. What is the approximate cost to acquire the materials necessary? Which of these will be continuing costs? No new costs are associated with the program.

LIBRARY IMPACT STATEMENT (New Program Proposal)
LIBRARIAN'S ASSESSMENT

Subject selectors will complete this form as requested, assessing library materials and collections as detailed below. Send one copy of the assessment to the faculty member who requested it. Send one copy of the assessment to the Collection Management Officer.

Program: RN to BS Online Program _____

Department, College: Nursing_____

Faculty Member: Diane Martins_____

Date returned to Faculty: _12/18/14_____

Librarian Completing Assessment: Joanna M. Burkhardt_____

Collection Management Officer: Joanna M. Burkhardt_____

Assessment of:

- Suitability of existing library resources;
- New library resources required to support the program;
- Information skills education required by the students; and
- Funds needed for library materials and services.

Please include:

1. What library holdings already exist in relevant subject categories, including supporting collections from HELIN. How much money is now allocated in the program area?

   The library already supports the face-to-face version of the RN to BS program. Most of the resources required to support the existing program exist in online format, which will allow their use by students in the online program as well. All required reading for the program that is not already available online will be purchased by the students.

2. Does URI have the essential journals as noted in the Faculty Questionnaire?

   Yes. With regard to the request for Public Health Nursing—URI subscribes to this journal. The vendor only offers this title with a one year embargo, meaning that the current year of the title is not available online. (The title has not been cancelled as appears to be the assumption in the request for LIS.) It should be noted that the library has had level funding for the last decade, so the acquisition of new journals is problematic.

3. What new resources are required to support the program (including media, electronic, or other non-print materials)?

   No new library resources are required to support this program.

4. What information mastery sessions will be required for the students?
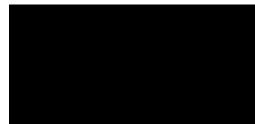
   A new Library User Guide for the course will be created in consultation with the program director from Nursing. No information mastery sessions are required for students.

5. What is the approximate cost to acquire the materials necessary? Which of these will be continuing costs?

   There are no new library resources or costs associated with this program.

URI DRAFT RN to BS V7

	YEAR 2							YEAR 3							
	SUMMER 2	FALL 1	FALL 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	FALL 1	FALL 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	FALL 1	FALL 2

COURSES TAUGHT

COHORT 1

	SUMMER 2	FALL 1	FALL 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Nursing	NUR 247 (3)	NUR 253 (3) / STATS 220 (3)	BPS 330 (3)	NUR 447 (3)	NUR 347 (3)	NUR 443 (3)	NUR 444 (3)
Gen Ed	COMM		SOC SCI 1	LANG CULT1	LETTERS	FA AND LIT	Lang Cult 2

COHORT 2

	FALL 1	FALL 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	FALL 1
Nursing	NUR 247 (3)	BPS 330 (3) / STATS 220 (3)	NUR 253 (3)	NUR 347 (3)	NUR 447 (3)	NUR 443 (3)	NUR 444 (3)
Gen Ed	WRITING	SOC SCI 1		LETTERS / FA AND LIT	FA AND LIT	Lang Cult 2	NAT SCI 1

COHORT 3

	FALL 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	FALL 1	FALL 2	SPRING 1
Nursing	NUR 247 (3)	NUR 253 (3) / STATS 220 (3)	BPS 330 (3)	NUR 447 (3)	NUR 347 (3)	NUR 443 (3)	NUR 444 (3)	
Gen Ed		SOC SCI 1		COMM	WRITING	Letters 2	NAT SCI 1	COMM2

COHORT 4

	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	FALL 1	FALL 2	SPRING 1
Nursing	NUR 247 (3)	BPS 330 (3)	NUR 253 (3) / STATS 220 (3)	NUR 347 (3)	NUR 447 (3)	NUR 443 (3)	NUR 444 (3)
Gen Ed	LANG CULT 2	COMM		LETTERS 2	WRITING	COMM2	WRITING / FA AND LIT / LANG CULT

COHORT 5

	SPRING 2	SUMMER 1	SUMMER 2	FALL 1	FALL 2	SPRING 1	SPRING 2
Nursing	NUR 247 (3)	NUR 253 (3) / STATS 220 (3)	BPS 330 (3)	NUR 447 (3)	NUR 347 (3)	NUR 443 (3)	NUR 444 (3)
Gen Ed	WRITING		SOC SCI 2		LETTERS / WRTING	WRITING / FA AND LIT / LANG CULT	SOC SCI 2 / LETTERS 2 / FA AND LIT 2.

COHORT 6

	SUMMER 1	SUMMER 2	FALL 1	FALL 2	SPRING 1	SPRING 2	SUMMER 1
Nursing	NUR 247 (3)	BPS 330 (3)	NUR 253 (3) / STATS 220 (3)	NUR 347 (3)	NUR 447 (3)	NUR 443 (3)	NUR 444 (3)
Gen Ed	WRITING	SOC SCI 2		LETTERS	WRITING / FA AND LIT / LANG CULT	SOC SCI 2 / LETTERS 2 / FA AND LIT 2.	COMM 2 / LANG CULT 2 / NAT SCI 1

COHORT 7

	SUMMER 2	FALL 1	FALL 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2	FALL 1
Nursing	NUR 247 (3)	NUR 253 (3) / STATS 220 (3)	BPS 330 (3)	NUR 447 (3)	NUR 347 (3)	NUR 443 (3)	NUR 444 (3)	
Gen Ed		SOC SCI 2	NAT SCI 1	FA AND LIT	WRITING / FA AND LIT / LANG CULT	SOC SCI 2 / LETTERS 2 / FA AND LIT 2.	COMM 2 / LANG CULT 2 / NAT SCI 1	LETTERS / COMM / SOC SCI

Notes

- ASSUMES PROGRAM WILL START IN JULY OF 2016 (SUMMER 2)
- ASSUMES 6 STARTS PER YEAR (2 IN FALL, SPRING AND SUMMER)
- "NURSING" CAROUSEL CONTAINS 8 COURSES, INCLUDING STATS AND PHARMACY
- "GEN ED" COURSES WOULD BE TAUGHT OUTSIDE OF NURSING CAROUSEL; STUDENTS WOULD BE ADVISED WHAT TO TAKE AND WHEN (REPRESENTED IN BLUE)
- CORE NURSING COURSES OFFERED ONE PER START, WITH NUR 247 ALWAYS TAUGHT FIRST AND NUR 253 ALWAYS TAUGHT BEFORE ANY OTHER NURSING COURSES
- NURSING 443 ALWAYS TAUGHT IMMEDIATELY BEFORE 444
- STUDENTS NEED A TOTAL OF 120 CREDITS TO GRADUATE AND MUST MEET THE GENERAL EDUCATION REQUIREMENTS
- 45 CREDITS MUST BE AT THE BACCALAUREATE LEVEL
- STUDENTS MUST TAKE 30 CREDIT HOURS AT URI TO GRADUATE (24 HOURS IN "NURSING CAROUSEL") ADDITIONAL SIX HOURS CAN COME FROM ANY COURSE URI OFFERS THROUGH THE PARTNERSHIP TO MEET GEN ED REQUIREMENTS
- ASSUMES STUDENTS NEED SIX HOURS PER SEMESTER FOR FINANCIAL AID. LIKELY STUDENTS WOULD TAKE A NURSING COURSE AND A GEN ED COURSE TO ACHIEVE CREDITS NEEDED FOR AID.
- TIME TO COMPLETION:LESS THAN 15 MONTHS (TOC ONLY FOR NURSING COURSES; DOES NOT TAKE INTO ACCOUNT GEN ED NEEDS)

RN to BS ONLINE PROGRAM PLAN

Revised 12-2014

Name	**RN License (copy) Completed** ☐
Student ID#	**RN Insurance Completed** ☐
Address	**Criminal Background Check Completed** ☐
Home Phone	**Health Record uploaded** ☐
Cell Phone	
Email	**Transcript from RN program Submitted** ☐

General Education Curriculum
(At least 2 of these courses must be designated Diversity [D] courses)

Course	Cr. Grade
Communications (C)	**6 total**
a) C-WRT*	3 _____
b) C	3 _____
Mathematics (M) (Statistics)	**3 total**
a) STA 220	3 _____
Natural Sciences (N)	**6 total**
a) _____	3 _____
b) _____	3 _____
Social Sciences (S)	**6 total**
	3 _____
a) _____	3 _____
b) _____	

A total of 15 credits earned in the following three divisions:

Letters (L)	**3-6 total**	
a) _____	3	_____
b) _____	3	_____
Foreign Language Culture (FC)	**3-6 total**	
a) _____	3	_____
b) _____	3	_____
Fine Arts and Literature(A)	**3-6 total**	
a) _____	3	_____
b) _____	3	_____

General Education Credits   36

Required Nursing Courses
18 Credits

Course No.	Cr.	Grade
NUR 253	3	_____
NUR 247	3	_____
NUR 347	3	_____
NUR 443	3	_____
NUR 444	3	_____
NUR 447	3	_____
Total Credits	18	

Other Required Courses

Course No.	Cr.	Grade
BIO 121*	4	_____
BIO 242*	3	_____
BIO 244*	1	_____
MIC 201*	4	_____
BPS 333	3	_____
Total Credits	15	

* Students need a grade of C (73%) or better in ALL nursing courses and in each foundation course (*).

* TOTAL CREDITS REQUIRED FOR DEGREE = 120

Additional STUDENT Information

Basic Nursing Program

CREDIT TRANSFER

Graduation:

Date_____GPA_____

School_____

Nursing courses successfully completed with a "C" or better & RN Licensure Credits
NUR 1XX   41 awarded__

Free Electives (10-Credits)

Course	Grade	Credit
_____		
_____		
_____		
_____		
_____		
_____		