SUFFOLK COUNTY COMMUNITY COLLEGE
LETTER-OF-INTENT
TO COLLEGE ASSOCIATE DEAN FOR
CURRICULUM DEVELOPMENT

PROPOSER E-MAILS LETTER-OF-INTENT AS WORD DOCUMENT TO DR. PHILIP CHRISTENSEN, COLLEGE ASSOCIATE DEAN FOR CURRICULUM DEVELOPMENT. Dr. Christensen determines which campuses are affected by proposal and fills out the Response to Proposal Form below. Dr. Christensen returns the Letter-of Intent and Response to Proposal forms to proposer with copies to the appropriate Executive Deans.

Proposer Cheryl Shaffer
Campus: A X E G X

Department/Discipline Nursing

Telephone 851-6970

E-mail shaffec@sunysuffolk.edu

Name of Curriculum/Course Proposal A.A.S. to A.S./ 64 credit new curriculum

Date 10/1/14

College Associate Dean for Curriculum Development completes form below this line.

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Type of Proposal

Course

New

Revised

Adoption

Curriculum

New X A.A. A.S. X A.A.S

Revised Certificate

Expedited Revision

This proposal requires the following approval(s)

Single Campus

*College X

*College approval is required when the proposal has an impact on more than one campus.
Description of proposal idea and rationale.
(Proposer should present description of proposal idea on this page along with a rationale for the proposal.)

Federal health reform has resulted in a new paradigm for patient care, and nursing education is adapting to rapid changes in the healthcare delivery system. The American Hospital Association’s 2014 report has demonstrated a nationwide decrease in inpatient hospital admissions. Medicare’s Hospital Readmission Reduction Program has resulted in the early discharge of acutely and chronically ill patients from the hospital into outpatient and community settings. Resultant outpatient volume has risen significantly according to Medicare Payment Advisory’s study in 2013. The Affordable Care Act has focused attention on health promotion and prevention. This has meant that acute care in healthcare delivery has been relocated from the hospital to more community and population-based settings with the result that high acuity patients are being admitted to rehabilitation and long-term care facilities. A greater need for home care has also been a byproduct of the change. Registered Nurse (RN) employment growth has now been predicted in these areas (Bureau of Labor Statistics, 2014). A regional impact of this sea of change is a transformation in registered nurse employment here on Long Island.

On local, state, and national levels, nursing education is responding to these developments, and the national objective is to raise nursing’s baseline degree levels. Currently, about 50% of all RN’s nationwide have a baccalaureate degree. The Institutes of Medicine (IOM) has set a goal of increasing the number of baccalaureate-prepared nurses to 80% by 2020. Colleges and universities have been working to help associate’s degree nurse (ADN) graduates transfer seamlessly to baccalaureate of science in nursing (BSN) degree tracks.

Nationally, associate of science (A.S.) and associate of applied science (A.A.S.) programs continue to produce the largest number of RN’s. Nonetheless, the BSN graduate is better prepared to provide increasingly complex care expected of the RN workforce, and the New York State Legislature is considering a bill that would mandate RN’s with an ADN degree to complete a BSN within 10 years of entry in practice. Assembly approval in June of 2014 has moved this legislation to the Senate. The College School of Nursing has been proactive in preparing for BSN-in-10 legislation that would change the education of newly licensed RN’s in New York State. The bill would not negatively impact enrollment in associate’s degree programs in New York.
In a recent national survey, 72% of employers prefer BSN graduates to those with ADN degrees. Locally, 87% of our 2013 alumni have found RN employment, but only 27% are working in a hospital setting. It is believed that this low hospital setting employment rate is largely due to the achievement of “magnet status” certification in many local hospitals. This designation includes a plan that requires progress towards the goal of 80% of an RN staff in possession of a baccalaureate or higher degree by 2020.

The School of Nursing faculty has long encouraged its students to prepare for eventual admission to a post-licensure baccalaureate completion program. A BSN degree will result in higher salaries and greater promotional opportunities for our alumni. Approximately 70% of our graduates have enrolled in a baccalaureate program within one year of graduation. This far exceeds the national rate of only 25% ADN graduates enrollment in a completion program. However, obstacles to admission do exist. Many local post-licensure RN-BSN programs have been created for the ADN graduates. However, the road to RN-BSN admission is costly and difficult to navigate. The A.A.S. program does not include liberal arts and science prerequisite courses needed for the next level.

The nursing faculty believes that an A.S. degree with liberal arts and sciences credits aligned to meet the general education requirement (SUNY-GER) will better prepare our graduates for admission in a RN-BSN completion program. On September 18, 2014, the faculty voted unanimously to propose a 64 credit A.S. degree program that would replace the current A.A.S. degree. This redirection in curriculum and degree will better align our program learning outcomes with those certified by governance in September 2011. In light of healthcare delivery changes, there is a need for graduates to possess skills in organizational processes, understanding of expanded client populations, and the use of research findings. The proposed A.S. degree will build a solid foundation in mathematics, science and liberals arts, which will assist our nursing students in preparing for core nursing classes at Suffolk, and this degree better aligns with RN-BSN programs. This liberal arts foundation will be required for baccalaureate-level courses and these competencies must also be enhanced in the ADN programs. This curriculum revision will allow the faculty to improve the core curriculum while bringing it within the 64 credit limit through removal of non-clinical courses and scaffolding their content into core courses.

On October 2, 2014 School of Nursing course and program coordinators, academic chairpersons, and the 64-credit faculty committee met and developed a proposed 64 credit A.S. degree plan. The new curriculum proposal was presented to the full faculty for discussion and vote on October 16, 2014, also unanimous in support of the proposed curriculum. The objective of this proposal is to meet the requirements of SUNY Seamless Transfer by eliminating redundant nursing content while meeting, at the same time, Transfer Path Core as well as SED and SUNY liberal arts/general education requirements for the A.S. degree. More specifically, three nursing courses have been eliminated—NUR116: Nursing Success, NUR123: Health Assessment and NUR275: Nursing: Past, Present, and Future—and requisite content has been folded into existing clinical courses (e.g. NUR101: Fundamental of Nursing has been increased by .5 credits). In
addition, the lecture component of NUR136: Adult Mental Health Nursing has been reduced by .5 credits and NUR246: Child Health Nursing and NUR248: Maternal/Child Health Nursing have also been reduced by .5 credits each, due to census data that confirm the shift in child care and maternal care from hospital to outpatient.

To meet the mandate for general education (SUNY-GER) as well as the SED 30-credit requirement in Liberal Arts and Sciences for A.S. degrees, the nursing program proposal has added Introduction to Literature (ENG102), American History (HIS103 or HIS104), Statistics (MAT103), Biomedical Ethics (PHL211), and Civilization: The Human Experience (IND101 or IND102), a course which fulfills both Humanities and Western Civilization requirements, while removing an English elective, SOC101: Introduction to Sociology, and PSY210: Lifespan Development, and the Physical Education (PED) credits for the Day program. (The net impact is a 3 credit increase in Liberal Arts and Sciences courses as well as better distribution across SUNY-GER and Suffolk Core Graduation Requirements.) The overall goal of this proposed new program is to meet the changing healthcare delivery needs of students, employers, and the wider community.

The School of Nursing supports the objectives of physical education, including the prevention of the onset of disease and wellness, as these concepts are infused throughout the Nursing curriculum. As such, one of the program learning outcomes for our graduating students is to demonstrate proficiency in concepts of Health Promotion and Maintenance. This learning outcome is defined as providing care measures that increase a patient’s level of well-being across the lifespan, including promotion of self-care, encouraging good health lifestyle choices, and use of health screening measures.

Nursing students regularly demonstrate fitness. All candidates entering the nursing program must meet safety and technical standards with or without reasonable accommodations. These standards include personal and professional attributes essential to the profession including motor and physical endurance. Continually, throughout the program, students need to possess the ability to perform fine and gross motor movements and also possess the physical strength to provide patient care. Examples of motor skills and physical endurance include but are not limited to manipulating equipment requiring physical dexterity and the performance of required duties during clinical rotations such as lifting/moving objects, bending, turning and reaching (above shoulder height) and transferring, turning and positioning patients.
References


Federal health reform mandates a new paradigm for patient care, and our nursing program has no choice but to respond to these challenges if we are to prepare nurses for today’s health care delivery systems. Both nationally, and in New York State, the nursing profession is recognizing the BSN graduate as better prepared to provide increasingly complex care expected of the RN workforce, and, as noted in your rationale, the New York State Legislature is considering a bill that would mandate RNs with an associate’s degree (ADN) to complete a BSN within 10 years of entry in practice. Even today, placement of our recent graduates in hospital settings is becoming problematic, with more and more hospitals requiring the BSN for entry-level nurses.

This proposal for a new A.S. degree program in nursing addresses two major challenges:

- Preparation of associate’s degree nurses for licensure and entry into practice as RNs;
- Seamless transfer to baccalaureate programs (within a minimum of 64 credits).

The nursing faculty is to be commended for taking on this challenge, compounded by having to meet several, and sometimes conflicting, curriculum policies, including requirements of SUNY-GER and Seamless Transfer, NYSED, local SCCC graduation requirements (see catalog, p. 88), and, in the case of nursing, the Accreditation Commission for Education in Nursing (ACEN) and the New York State Office of Professions.

Specifically, the proposal meets the following minimum requirements:

- 30 credit hours of clinical nursing courses as required by NCLEX and NYSED to sit for the RN licensure exam (as confirmed by Renee Gecsedi, Associate in Nursing Education, Office of Professions, NYS Department of Education [10/09/14].) See Appendix.
- 30 credit hours of SUNY-GER in a minimum of 7 of 10 areas, including one course each in Basic Communication and English
- 30 credit hours of SED mandated Liberal Arts and Sciences credit hours

With these several mandates accounted for, it is impossible for the A.S. degree nursing program to meet the full requirement of SCCC Core Education Graduation Requirement (Catalog, p. 88). The total of 30 credits (nursing clinical courses), 3 credits (math), and 18 credits (composition, introduction to psychology, and science as required by SUNY Transfer Path in Nursing) comes to 51 credits, leaving 13 credits to meet the mandated 9 credits (Humanities), remaining 6 credits (Social Sciences, less PSY101), 2 credits (PED), and 1.5 credit College Seminar (currently 1 credit NUR116). In summary, the faculty is left with a conundrum: how to fit 18.5 credit hours into 13 credits.

That’s not to say that this proposal has ignored the Core Requirements. In fact, every effort has been made to meet the spirit of the Core, as outline below:

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<tr>
<th>Requirement</th>
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<tr>
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</tr>
<tr>
<td>ENG102</td>
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</tr>
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<tr>
<td>Social Sciences</td>
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</tr>
<tr>
<td>College Seminar</td>
<td>1.5</td>
<td>0*</td>
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*In the past, a number of programs were approved that allowed ENG102 to count twice: both as ENG102 and as HUM (e.g. Human Services/A.S.); in like manner, IND101 or IND102, which is approved by SUNY-GER both for Western Civilization and Humanities, could fulfill both categories. While a majority of nursing students are not currently required to take physical education courses, wellness is infused throughout the Nursing curriculum. Students study concepts of Health Promotion and Maintenance and then put these concepts into practice in physically demanding clinical assignments. Finally, the NUR116: Nursing Success learning objectives for have not been eliminated. Rather they have been incorporated into the additional .5 credits of NUR101 (for library skills, etc.) or the mandatory nursing orientation (time and stress management, etc.) which is required of all incoming students.

Thus, I have every confidence in the merits of this proposal, which meets Federal and state mandates as well as the SUNY Seamless Transfer initiative. Please proceed with your proposal by completing a New Curriculum Proposal Form. Remember to address any impact this proposal will have on existing programs (i.e. the current A.A.S. degree in Nursing).

This is a multi-campus proposal requiring a vote of affected departments at all three campuses as well as an Executive Dean’s Acknowledgement of Support Form from all three campus executive deans. After the New Curriculum Proposal is completed, email the proposal packet, along with the Executive Dean’s Acknowledgement of Support Form, to Tina Good, chair of the College Curriculum Committee.
Appendix

NYS Nursing: Laws, Rules & Regulations: Part 52.12

Office of the Professions

Commissioner's Regulations

Part 52.12, Registration of Curricula

a. Programs which prepare for admission to licensing examinations.
   1. The curriculum for a program preparing for admission to the licensing examination for registered
      professional nurse shall meet the following standards:
         i. The program leading to the diploma in nursing shall include a minimum of the equivalent
            of 30 semester hours in nursing and shall be at least two years in length.
         ii. The program leading to an associate degree with a major in nursing shall include a
             minimum of 36 semester hours or the equivalent in nursing.
         iii. The program leading to a baccalaureate or higher degree with a major in nursing shall
             include a minimum of 40 semester hours or the equivalent in nursing.
   2. The curriculum for a program preparing for admission to the licensing examination for licensed
      practical nurse shall meet the following standards:
         i. The curriculum offered by an agency or institution other than a college shall be a
            minimum or nine months in length.
         ii. The curriculum offered by a college shall be a minimum or two semesters or the equivalent
             in length.
   3. Clinical facilities. A written contract or agreement shall be executed between the institution
      conducting the nursing program and the cooperating clinical facility or agency, shall be signed by
      the responsible officer or each party, and shall set forth the responsibilities or each party.

b. Programs and courses in nursing other than those that prepare for admission to a licensing
   examination.
   1. Nurse practitioner programs.
      i. Definitions of terms.
         a. For purposes of this paragraph, the term 'nurse practitioner program means an
            educational program which meets the requirements of this paragraph and which
            has for its objective the education of nurses who will, upon completion of their
            studies in such programs, be qualified to provide services, within the scope of
            practice permitted by section 6910 of the Education Law.
         ii. Registration. No nurse practitioner program shall be offered until such program has been
             registered by the department.
         iii. Admission. Licensure as a registered nurse in New York or another jurisdiction of the
             United States shall be required for admission to a registered program, except that in a
             combined program of education as a registered professional nurse and as a nurse
             practitioner, registered by the department or accredited by an accrediting agency
             acceptable to the department, the nurse practitioner component may be taken upon
             successful completion of the registered nurse component.
cc: Dr. Maria DeLongoria, Associate Vice President for Academic Affairs
Dr. James Keane, Campus Executive Dean, Michael J. Grant Campus
Dr. Dorothy Laffin, Campus Executive Dean, Eastern Campus
George Tvelia, Interim Campus Executive Dean, Ammerman Campus
Tina Good, Chair, College Curriculum Committee