

Status: PENDING

PROGRAM REQUEST
Nursing-BS

Last Updated: Ahijevych, Karen Louise
03/09/2011

Fiscal Unit/Academic Org	Nursing - D1700
Administering College/Academic Group	Nursing
Co-administering College/Academic Group	
Semester Conversion Designation	Re-envisioned with significant changes to program goals and/or curricular requirements (e.g., degree/major name changes, changes in program goals, changes in core requirements, structural changes to tracks/options/courses)
Current Program/Plan Name	Nursing
Proposed Program/Plan Name	Nursing-BS
Program/Plan Code Abbreviation	NURSING-BS
Current Degree Title	Bachelor of Science in Nursing

Credit Hour Explanation

Program credit hour requirements		A) Number of credit hours in current program (Quarter credit hours)	B) Calculated result for 2/3rds of current (Semester credit hours)	C) Number of credit hours required for proposed program (Semester credit hours)	D) Change in credit hours
Total minimum credit hours required for completion of program		186	124.0	120	4.0
Required credit hours offered by the unit	Minimum	91	60.7	61	0.3
	Maximum	91	60.7	61	0.3
Required credit hours offered outside of the unit	Minimum	61	40.7	34	6.7
	Maximum	61	40.7	34	6.7
Required prerequisite credit hours not included above	Minimum	35	23.3	25	1.7
	Maximum	35	23.3	25	1.7

Explain any change in credit hours if the difference is more than 4 semester credit hours between the values listed in columns B and C for any row in the above table

Differences in credit hours between the quarter and semester based BSN curriculum are due to the changes in the AACN Baccalaureate Essentials and to the change in allocation of credit hours for clinical hours from a 4:1 ratio to a university required 3:1 ratio.

Program Learning Goals

Note: these are required for all undergraduate degree programs and majors now, and will be required for all graduate and professional degree programs in 2012. Nonetheless, all programs are encouraged to complete these now.

Program Learning Goals

- At graduation, BSN graduates are prepared to enter professional nursing practice as a generalist and have the foundation for graduate studies in nursing. They will be prepared to:
 - 1. Integrate knowledge from a liberal education, the sciences, and nursing to address the health care of individuals, families, groups, communities, and populations across the life span in diverse and global health care systems and environments.
 - 2. Apply a systematic process for application and evaluation of scientific evidence related to the principles of health promotion, risk reduction, disease prevention, and illness management across the continuum of dynamic healthcare environments.
 - 3. Apply the knowledge and skills of information management and patient care technologies to deliver high quality nursing care that addresses legal, ethical, historical, and emerging issues.
 - 4. Communicate effectively and work collaboratively with individuals, families, groups, communities, and populations and within nursing and with other health disciplines to design, manage, and deliver high quality and safe patient-centered care.
 - 5. Demonstrate a commitment to leadership and professionalism through the delivery of socially, ethically, and fiscally responsible care while embracing the concept of life-long learning.

Assessment

Assessment plan includes student learning goals, how those goals are evaluated, and how the information collected is used to improve student learning. An assessment plan is required for undergraduate majors and degrees. Graduate and professional degree programs are encouraged to complete this now, but will not be required to do so until 2012.

Is this a degree program (undergraduate, graduate, or professional) or major proposal? Yes

Does the degree program or major have an assessment plan on file with the university Office of Academic Affairs? Yes

Summarize how the program's current quarter-based assessment practices will be modified, if necessary, to fit the semester calendar.

There are no anticipated changes to the program's current quarter-based assessment practices needed to fit the semester calendar.

Program Specializations/Sub-Plans

If you do not specify a program specialization/sub-plan it will be assumed you are submitting this program for all program specializations/sub-plans.

Pre-Major

Does this Program have a Pre-Major? Yes

New first quarter freshmen (NFQF) are admitted to pre-nursing if they have earned a score of 25 or higher on the ACT or 1195 or higher on the SAT. Students must maintain a grade point average of 3.0 while enrolled in pre-nursing. If their grade point average drops below 3.0, the student is instructed to change majors; however, they are still permitted to apply to nursing while enrolled in another major. In addition to Nursing 1100 Nursing Survey, students enrolled in pre-nursing must complete seven prerequisite courses which are listed on the BSN advising sheet. While enrolled in pre-nursing, students apply to the nursing major. If admitted, enrollment in nursing begins in the sophomore year. OSU students in other majors may transfer to pre-nursing if they have a grade point average of 3.0 or higher and attend a transfer orientation provided by staff in the College of Nursing Office of Student Affairs.

Attachments

- CoN letter to OAA.pdf: Letter from College of Nursing
(Letter from the College to OAA. Owner: Polivka, Barbara Jaszczuk)
- BSN Program Rationale final.doc: Traditional BSN program rationale
(Program Rationale Statement. Owner: Polivka, Barbara Jaszczuk)

Comments

- This is the proposal for the BS in Nursing for the traditional undergraduate student (by Polivka, Barbara Jaszczuk on 01/28/2011 04:05 PM)

Workflow Information

Status	User(s)	Date/Time	Step
Submitted	Polivka, Barbara Jaszczuk	02/11/2011 04:49 PM	Submitted for Approval
Approved	Polivka, Barbara Jaszczuk	02/11/2011 04:49 PM	Unit Approval
Revision Requested	Cody, Sandra Jane	02/11/2011 04:57 PM	SubCollege Approval
Submitted	Cody, Sandra Jane	02/11/2011 04:57 PM	Submitted for Approval
Approved	Polivka, Barbara Jaszczuk	02/15/2011 04:57 PM	Unit Approval
Approved	Bauldoff, Gerene Sue	02/15/2011 07:07 PM	SubCollege Approval
Approved	Ahijevych, Karen Louise	03/09/2011 01:02 PM	College Approval
Pending Approval	Soave, Melissa A	03/09/2011 01:02 PM	CAA Approval



January 12, 2011

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Dear Dr. Smith:

On behalf of the faculty of the College of Nursing, we are pleased to submit these semester conversion proposals. The College of Nursing currently administers the programs listed below; all are being converted to semesters.

- Undergraduate Programs:
 - BS in Nursing
 - Traditional option
 - RN to BSN option
- Graduate Programs:
 - Masters Programs
 - Adult Clinical Nurse Specialist specialty
 - Adult Nurse Practitioner specialty
 - Adult Acute Care Nurse Practitioner specialty
 - Family Nurse Practitioner specialty
 - Clinical Nurse Leader specialty
 - Dual Women's Health and Nurse-Midwifery specialty
 - Nurse-Midwifery specialty
 - Neonatal Nurse Practitioner specialty
 - Nursing and Health Systems Management specialty
 - Nursing Administration sub-specialty
 - Public Health Nursing sub-specialty
 - Nursing Science specialty
 - Pediatric Nurse Practitioner specialty
 - Pediatric Acute Care specialty
 - Adult Psychiatric and Mental Health Nurse Practitioner and Clinical Nurse Specialist specialty
 - Child and Adolescent Psychiatric and Mental Health specialty
 - Women's Health Nurse Practitioner specialty
 - PhD in nursing
 - Doctor of Nursing Practice (DNP)
- Graduate minor in Integrated Determinants of Health

The Baccalaureate and Master's programs in the College of Nursing are accredited by the Commission on Collegiate Nursing Education (CCNE). Accreditation was obtained in 2009 for 10 years. The DNP program began admitting students in 2008. In November 2010 we had a very positive DNP accreditation visit; we anticipate formal approval by October 2011. The pre-licensure programs (traditional undergraduate and graduate entry pre-licensure programs) are also approved by the Ohio Board of Nursing (2007 to 2012). All nursing curricula in the college meet the American Association of Colleges of Nursing (AACN) Essentials for Nursing Education.

AACN Essentials exist for Baccalaureate, Master's, and Doctoral Education for Advanced Nursing Practice (DNP) programs (<http://www.aacn.nche.edu/Education/essentials.htm>). In addition, the AACN approved *Essentials for Research-Focused Doctoral Programs in Nursing* guide our PhD program (<http://www.aacn.nche.edu/Education/pdf/PhDposition.pdf>).

The baccalaureate program has an option for traditional undergraduate students and another for students who are licensed registered nurses (RN to BSN). In the traditional option, students are admitted after completion of prerequisite courses, typically at the beginning of the sophomore year. Students are admitted to the RN to BSN option after completing all prerequisite courses.

The master's program offers several options for students. These include the traditional masters and the graduate entry options. Students in the traditional master's option are registered nurses who primarily have a baccalaureate degree in nursing. Students in the graduate entry option enter with the minimum of a baccalaureate degree in another discipline and pursue a master's degree in nursing. Graduate entry students complete a pre-RN licensure accelerated plan of study that parallels the traditional baccalaureate plan. All students in the master's program pursue specialization in one of the graduate specialties (e.g., adult health nurse practitioner, pediatric nurse practitioner, family nurse practitioner, neonatal nurse practitioner, woman's health nurse practitioner, nurse-midwifery, psychiatric mental health nursing, and nursing and health systems management).

The DNP program prepares graduates to provide leadership and excellence in nursing practice, including direct patient care and areas that support the delivery of clinical practice, such as administration, education, and health policy. DNP students are all post-master's students.

The PhD program prepares nurse scientists who can advance the knowledge base for nursing practice through research and scholarly activities and promote the delivery of quality health care through leadership in practice and education. Students in the PhD program are either post-master's or BS to PhD students.

The semester curricula were developed with careful thought and input from College of Nursing faculty, students, and staff. The quarter to semester (Q2S) conversion process began in autumn 2009 when six Q2S workgroups were formed to review existing quarter-based curricula and develop semester-based curricula. The workgroups were chaired by a College of Nursing faculty member and included five to eight faculty members. Each workgroup included faculty who were both familiar with the existing curricula and those that were less familiar (had not specifically taught in that program). This mix of faculty provided an opportunity for diverse and new perspectives. Each workgroup also included a staff member from the college's student affairs office.

The six workgroups were:

1. Traditional undergraduate
2. RN to BSN
3. Masters Core
4. Graduate Entry pre-licensure
5. PhD
6. DNP (Doctor of Nursing Practice)

Q2S workgroups met every two weeks throughout the 2009-2010 academic year. Initially, each workgroup developed a curriculum map of the existing quarter-based program, reviewed program goals, course objectives, and the AACN Essentials for nursing education documents (Baccalaureate, Masters, & DNP). The workgroups also explored curricula from other similar institutions.

Workgroup minutes and documents produced were posted on a college Carmen Semester Conversion web site accessible to all college faculty and staff. Workgroups also reported regularly to faculty at faculty meetings, Undergraduate/Graduate Studies committee meetings, and at faculty forums. Student input was obtained via student representatives on the graduate studies committee (n=4), the undergraduate studies committee (n=3), the PhD sub-committee (n=1), and the DNP sub-committee (n=2) as well as via an electronic survey of undergraduate students, and focus groups with graduate entry students. Input was obtained from OSU Medical Center representatives attending the undergraduate studies committee meeting and from adjunct faculty.

Draft curricula were developed by each Q2S workgroup by spring 2010. Once the draft curricula were vetted with faculty, course design teams were formed for each new semester-based course. All college faculty were appointed to at least one course design team. Each team was comprised of three to six faculty members. The course design teams developed draft syllabi that included: course description, course objectives, and course content. These draft syllabi were then submitted to the appropriate Q2S workgroup for comments and feedback. This process continued until the Q2S workgroup approved each course. Once each course was approved by the Q2S workgroup it was forwarded to the appropriate college curriculum committee (Undergraduate Studies Committee or Graduate Studies Committee) for review and approval.

In addition to the Q2S workgroups and the course design teams described above, directors of the Master's specialty programs regularly met to discuss the curricula for semester-based graduate specialties. Faculty from each specialty developed semester-based curricula for their specialty courses. These courses and programs were submitted to the Graduate Studies Committee for approval.

During autumn 2010 and winter 2011 each program curriculum and all semester courses were presented to the full faculty and approved by college faculty during a faculty meeting.

Many of the college baccalaureate, master's and DNP courses include direct clinical experiences to allow students to develop and refine the knowledge and skills they need to manage care. Clinical experiences are considered as laboratory experiences per Faculty Rule 335-8-24(A)(3). In the current quarter-based system, the college has used a 3:1 or a 4:1 ratio for clinical hours per quarter credit hours. In the semester-based system we will adhere to a 3:1 system for all undergraduate and graduate clinical courses (Faculty Rule 335-8-24(A)(3)). Therefore, semester credit hours for courses that include a clinical experience include a didactic component and a clinical component. Credit hours for the didactic component were calculated using 750 minutes per semester credit hour; credit hours for clinical experiences were calculated using 2,250 minutes per semester credit hour.

Based on the university's course numbering system guidelines, we have developed a course numbering system for college courses. The numbering system allows for courses in the same content area, but offered at different levels to have the same last 3 digits (e.g., Health Assessment for sophomore undergraduate students = 2410; Advanced Health Assessment for graduate students = 7410). Refer to attachment for specifics.

The faculty in the College of Nursing is committed to assuring progress toward graduation will not be delayed by the conversion to semesters (this applies to students currently meeting program requirements under normal conditions and without delays due to atypical circumstances such as illness, incompletes, or failure in prior course work). For a number of our programs, we are bound by our accrediting bodies to ensure that our program offerings under the semester system will be, at the very least, of equal quality as is currently. We assure students that they will be provided with information and experience necessary to be successful in program completion. Our

approach for advising students at all levels will be first and foremost, to maintain open dialogue with our students via the college's student web and student newsletter. At the undergraduate level, advisors will work with individual students to assure that both courses within nursing as well as courses needed to fulfill elective requirements are met. Advisement for the RN to BSN students will continue to be the responsibility of the program director and the academic advisor. At the graduate level, faculty will continue to work with advisees for individual program planning.

The transition policy is based on the following principles:

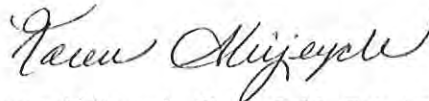
- Each semester requirement may be met by either taking an appropriate semester course or by completing an equivalent in a quarter course such that all accreditation requirements are met.
- Excess credit hours in nursing courses will not be substituted to fulfill required elective credits.
- Quarter clinical clock hours will be counted towards the total required hours in graduate specialties necessary for certification.

We recommend that the College of Nursing proposals for semester-based baccalaureate, masters, and doctoral programs in nursing be approved.

Sincerely,



Elizabeth R. Lenz, Ph.D., R.N., F.A.A.N.
Dean and Professor



Karen Ahijevych, Ph.D., R.N., F.A.A.N.
Associate Dean for Academic Affairs
and Professor

Bachelor of Science in Nursing – Traditional Option

Rationale for program changes

The Undergraduate Curriculum of the College of Nursing was revised in response to the updated competencies delineated in the 2008 AACN *Essentials of Baccalaureate Education for Nursing Practice (BSN Essentials)* (<http://www.aacn.nche.edu/education/pdf/BaccEssentials08.pdf>). The revised competencies include key concepts occurring in health care such as patient safety, quality improvement, patient-centered care, evidence-based practice, and informatics. In addition, key components of the *Institute of Medicine and Quality and Safety Education for Nurses* reports were incorporated into the curriculum. The last major revision to the curriculum occurred in 2000. The semester conversion has provided a unique opportunity to revise the curriculum to address these updates.

Pre-requisite requirement of a nursing assistant equivalent course

A number of baccalaureate nursing programs require students complete a basic nursing assistant course as a pre-requisite to admission to the nursing major. We have decided to implement this as a requirement in the semester curriculum. We will accept completion of a nursing assistant course from multiple venues – including high school, health care agencies, community college, or the military. Non-academic agencies that provide this course do not award credit hours. Consequently, transfer or earned credit hours will not count towards degree completion. In addition, we will annually offer *N1101 Nursing Assistant Education* to pre-nursing students, a remedial course that will also not count towards degree completion. Having knowledge of basic nursing assistant skills, such as measurement of vital signs, prior to admission to the nursing major will strengthen the skill set of our students prior to interactions with patients in a clinical setting. Currently these basic skills are addressed in *N301 (Foundational Nursing Concepts)*. This pre-requisite requirement (*N1101* or equivalent content) will serve as the foundation for the nursing knowledge and skills that will be taught in *N2410 Health Assessment* and *N2270 Nursing Care of Adults and Older Adults I*.

Other pre-requisite/co-requisite changes

Designating foundational courses in science and social sciences as prerequisites allows for the development of content addressing *BSN Essentials* competencies. Pre-requisite courses that were required in the quarter system that continue to be pre-requisites for the nursing major include:

- 1) General chemistry with laboratory (*Chemistry 1110*) from two-quarter series (*101, 102 or 121, 122*)
- 2) Biology with laboratory (*Biology 1101 or 1113*)
- 3) Anatomy with laboratory (*Anatomy 2199*)
- 4) English (*English 1110*)
- 5) Sociology (*1101 or equivalent*)
- 6) Psychology (*Psychology 1100*)

Modifications in pre-requisites/co-requisites include:

- 1) **Nutrition 310** will be discontinued as a pre-requisite due in part to its two semester chemistry requirement. In the semester based curriculum, students will be required to complete *Nutrition 2210* as a co-requisite prior to graduation. Additional nutrition content will be addressed in numerous courses throughout the curriculum. This will also allow for greater flexibility for student scheduling.
- 2) **Microbiology 509** was a first quarter co-requisite for nursing major students in the quarter system. The semester equivalent course (*Microbiology 4090*) will now be a co-

requisite in the nursing major to be completed prior to graduation. This change will also allow greater flexibility for student scheduling.

- 3) **Human Physiology 2520** added as a pre-requisite to provide introduction to normal physiology. This change reflects a modification from an integrated science three quarter series in the quarter based nursing major (*N385.01, .02, .03*) that incorporated an integrated approach to the topics of normal physiology, pathophysiology and pharmacology). This change is a result of student and faculty feedback regarding the extent of content in the quarter based *N385* series (See *N2450* below for additional information).
- 4) **N1420 A Nursing Perspective: Life Span Development Within a Family Context** is being added as a co-requisite. *N1420* is a modification from the current *N337 Life Span Development* course which is a requirement for sophomore students in the quarter system. Changing *N1420* to a co-requisite will allow students to complete this course prior to being admitted to the nursing major. Changes were made in the course description and objectives to reflect the *BSN Essentials* focusing on the theories related to aging and care of the adult and older adult. A greater emphasis will be placed on adult and older adult concepts and theories. Older adult theories currently taught in *N403 (Care of the Older Adult)* will be integrated into this course. The addition of this content explains that this life span development course (*N1420*) will remain a 3 credit hour course (instead of a 2 credit hour semester course per a direct 2/3 conversion).

N2100 Introduction to Professional Nursing: Concepts and Practice

N2100 will introduce students to the profession of nursing and expose students to the changes that are occurring in the health care environment. While some of this content was originally covered in the *N301 series*, concentrated coursework will allow students to gain a better appreciation for the important role that nursing plays in a dynamic health care environment.

N2410 Health Assessment

Based on student and faculty input, the physical assessment skills currently taught in the quarter-based *N301 (Foundational Nursing Concepts)* series necessary for quality nursing care will be taught in this new stand alone course. Students will learn health assessment skills in the Technology Learning Center located in the College of Nursing. Once students master the skills in a laboratory setting, students will apply the skills with patients in a clinical setting.

N2460 Introduction to Therapeutic Communication for Health Professionals

N2460 will provide students with the opportunity to examine communication skills across a variety of mediums. Importantly, in our technology-driven society it is critical that students possess the necessary skills to directly communicate with patients, families, and members of the health care team in an effective manner. Emerging communication modalities are included in the course. In the quarter system, therapeutic communication content was integrated into the 3-quarter *N301 series*. In addition, introduction of therapeutic communication techniques and the nurse-patient relationship content from *N512 (Psychiatric Mental-Health Nursing)* has been integrated into *N2460*.

N2450 Pathophysiology for Nursing Practice; N2470 Introduction to Pharmacology for Nurses

Content from the 3-quarter *N385 3-course series (Integrated Sciences for Nursing Practice)* has been incorporated into *N2450* and *N2470*. These changes to the structure of the *N385* sequence are a result of student and faculty feedback. Students requested a separate pharmacology course instead of having this specific content integrated within the three *N385* courses. Thus, *N2470* was developed to address the pharmacology principles required to

provide safe nursing care. Content related to normal physiology will not be included in *N2450* as students will be required to take *Human Physiology 2520* as a prerequisite to the nursing major.

N2780 Scholarship for Evidence Based Practice

Content from the 3-quarter-based *N360* series (*Introduction to Scientific Inquiry in Nursing Practice*) (1-quarter credit hour each) has been incorporated into *N2780*. In order to meet the *BSN Essentials*, *N2780* will include additional in-depth content related to research utilization and evidence-based nursing; therefore *N2780* will remain a 3-credit semester course (instead of a 2 credit hour semester course per a direct 2/3 conversion of the 3 quarter credit hour *N360* series). Feedback from students supported the faculty decision that this content is most efficiently taught in single semester course.

N3430 Cultural Competence in Health Care: US and Global Contexts

Changes were made in the course description and objectives to reflect the *AACN Essentials for Nursing Cultural Competency for Undergraduate BSN Education*. A greater emphasis will be placed on cultural competence in health care within the United States and globally with an emphasis on health disparities. Global health content currently taught in *N511 (Community Care of Vulnerable Populations)* will be integrated into *N3430*. *N3430* will remain a 3 credit hour course (instead of a 2 credit hour semester course per a direct 2/3 conversion) due to the addition of global health content and the critical nature of this content to clinical practice of nursing.

Integrating N403 (Nursing Care of Older Adults) into curriculum

With the recognition that the older adult population is well represented in the clinical populations of other courses; important concepts from *N403* have been incorporated throughout the curriculum, specifically into *N1420*, *N2460*, *N2450*, *N2470*, *N2270*, *N3270* and *N4340*. Therefore, we will no longer require a stand along course focused on nursing care of older adults (*N403*).

N3270 Nursing Care of Adults and Older Adults II

N3270 incorporates nursing knowledge and technical skills from *N402*, *N403*, and *N501*. This course will allow students to interact with acutely ill patients, across the adult lifespan, in a variety of clinical settings.

N4400 Leadership and Management of Nursing Practice; N4270 Transition to Professional Practice

N503 (Leadership in Clinical Nursing Practice) was divided into *N4400* and *N4270*. *N503* includes both a didactic and a clinical component. *N4400* will be a didactic only course and contain content currently taught in *N503*. *N4270* will primarily be a clinical course that will also include a seminar. *N4270* will allow students to have a capstone experience in a clinical setting that best meets their future career goals. The seminar will provide students with the opportunity to explore issues they may experience as beginning registered nurses.

The College of Nursing faculty feel the proposed changes to the semester based curriculum include the components of the *BSN Essentials* document and will better prepare the generalist baccalaureate prepared nurse for the rapidly changing health care environment.

Table 1. BSN Traditional Option
List of Semester Courses and Quarter Equivalent Courses

Semester Course #	Semester Course Title	Sem. Cr. Hrs.	Quarter Course #	Quarter equivalent course(s)	Qtr. Cr. Hrs.
YEAR ONE - PRE-NURSING					
1100	Nursing Survey	1	100	Nursing Survey	1
1101	Nursing Assistant Education	3		<i>New Course</i>	
YEAR TWO –Nursing Major					
1420	A Nursing Perspective: Life Span Development Within a Family Context	3	337	A Nursing Perspective: Life Span Development of Individuals within a Family Context	3
2100	Introduction to Professional Nursing: Concepts and Practice	3	301.01 301.02 301.03	Foundational Nursing Concepts for Health Promotion and Restoration Across the Lifespan, Cultures, and Settings I, II, III	6
2410	Health Assessment	3	301.01 301.02 301.03	Foundational Nursing Concepts for Health Promotion and Restoration Across the Lifespan, Cultures, and Settings I, II, III	6
2460	Introduction to Therapeutic Communication for Health Professionals	3	301.01 301.02 301.03	Foundational Nursing Concepts for Health Promotion and Restoration Across the Lifespan, Cultures, and Settings I, II, III	6
2270	Nursing Care of Adults and Older Adults I	5	402 403	Nursing Care of Adults; Nursing Care of Older Adults	8,8
2450	Pathophysiology for Nursing Practice	3	385.01 385.02 385.03	Integrated Sciences for Nursing Practice I, II, III	15
2470	Introduction to Pharmacology for Nurses	3		<i>New Course (content previously addressed in N385 series)</i>	
2780	Scholarship for Evidence Based Practice	3	360.01 360.02 360.03	Introduction to Scientific Inquiry in Nursing Practice through Evidence Based Practice	3
YEAR THREE					
3270	Nursing Care of Adults and Older Adults II	7	501	High Acuity Nursing	8
3430	Cultural Competence in Health Care: US and Global Contexts	3	440	Cultural Competence in Health Care	3
4260	Nursing Care of Children and Their Families	4	405	Nursing Care of Children and their Families	5
4280	Nursing Care of Women and Their Families During Reproductive Transitions	4	404	Nursing Care of Childbearing Families	5
YEAR FOUR					
4240S	Concepts in Community Health Nursing	4	511S	Community Care of Vulnerable Populations	6
4340	Psychiatric and Mental Health Nursing	4	512	Psychiatric Mental-Health Nursing	6
4270	Transition to Professional Nursing	6	503	Leadership in Clinical Nursing Practice	8
4400	Leadership and Management of Nursing Practice	3			

Table 2.
TRADITIONAL BSN OPTION - Advising Sheet/Semesters

YEAR ONE					
PREREQUISITES/ PRE-MAJOR				Annual Cr. Hrs. Earned	Program Cr. Hrs. Earned
Autumn	Hr	Spring	Hr		
NURSING 1100	1	ENGLISH 1110	3		
CHEMISTRY 1110	5	PSYCHOLOGY 1100	3		
BIOLOGY 1101 or 1113	4	PHYSIOLOGY 2520	3		
SOCIOLOGY 1101	3	ANATOMY 2199	4		
NURSING 1420	3	NUTRITION 2210	3		
Total Year One	16		16	32	
YEAR TWO					
Autumn	Hr	Spring	Hr		
NURSING 2100	3	NURSING 2270	5		
NURSING 2410	3	NURSING 2470	3		
NURSING 2450	3	NURSING 2780	3		
NURSING 2460	3	GEC	3		
MICROBIOLOGY 4090	4				
Total Year Two	16		14	30	
YEAR THREE					
Autumn	Hr	Spring	Hr		
NURSING 3270	7	NURSING 4260	4		
NURSING 3430	3	NURSING 4280	4		
GEC	3	GEC	3		
GEC	3	GEC	3		
Total Year Three	16		14	30	
YEAR FOUR					
Autumn	Hr	Spring	Hr		
NURSING 4240S	4	NURSING 4270	6		
NURSING 4340	4	NURSING 4400	3		
GEC	3	Elective	3		
GEC	3	Elective	3		
Total Year Four	14		15	29	121

TABLE 3.
TRADITIONAL BSN OPTION - CURRICULUM REQUIREMENTS/SEMESTERS

Summary of Degree Requirements for Students Following General Education Curriculum		
Areas/Courses	Hours	Type of Course/Credit
Quantitative and Writing Skills	12	
English 1110	3	Prerequisite
Second writing course from approved list	3	GEC
Math 1116 or higher	3	GEC
Statistics 1350 or 1450	3	GEC
Natural Sciences	16	
Physiology 2520	3	Prerequisite
Chemistry 1110	5	Prerequisite
Anatomy 2199.03	4	Prerequisite
Biology 1101 or 1113	4	Prerequisite
Social Sciences	6	
Psychology 1100	3	Prerequisite
Sociology 1101	3	Prerequisite
Arts and Humanities	12	
Visual & Performing Arts	3	GEC
Literature	3	GEC
Historical Study	3	GEC
Cultures & Ideas or an additional Historical Study	3	GEC
Nursing Requirements	62	
Nursing 1100	1	CORE
Nursing 1420	3	(Co-Requisite)
Nursing 2100	3	CORE
Nursing 2270	5	CORE
Nursing 2410	3	CORE
Nursing 2450	3	CORE
Nursing 2460	3	CORE
Nursing 2470	3	CORE
Nursing 2780	3	CORE
Nursing 3270	7	CORE
Nursing 3430	3	CORE
Nursing 4240	4	CORE
Nursing 4260	4	CORE
Nursing 4270	6	CORE
Nursing 4280	4	CORE
Nursing 4340	4	CORE
Nursing 4400	3	CORE
Open Option – Microbiology 4090	4	(Co-Requisite)
Open Option – Human Nutrition 2210	3	(Co-Requisite)
Electives	6	
Minimum total credit hours for graduation	121	(30 hours must be from OSU)

TABLE 4.
Traditional BSN Option - Advising Sheet/Quarters

YEAR ONE								
PREREQUISITES/ PRE-MAJOR							Annual Cr. Hrs. Earned	Program Cr. Hrs. Earned
Autumn	Hr	Winter	Hr	Spring	Hr			
NURSING 100 (Elective)	1	CHEMISTRY 102 OR 122	5	ENGLISH 110	5			
CHEMISTRY 101 or 121	5	PSYCHOLOGY 100	5	ANATOMY 199	5			
SOCIOLOGY 101	5	BIOLOGY 101 OR 113	5	STATISTICS 135 or 145	5			
GEC	5							
Total Year One	16		15		15		46	
YEAR TWO								
Autumn	Hr	Winter	Hr	Spring	Hr			
NURSING 301.01	6	NURSING 301.02	6	NURSING 301.03	6			
NURSING 360.01	1	NURSING 360.02	1	NURSING 360.03	1			
NURSING 385.01	5	NURSING 385.02	5	NURSING 385.03	5			
MICROBIOLOGY 509	5	NUTRITION 310	5	NURSING 337	3			
Total Year Two	17		17		15		49	
YEAR THREE								
Autumn	Hr	Winter	Hr	Spring	Hr			
NURSING 402	8	NURSING 403	8	NURSING 404	5			
GEC	5	NURSING 440	3	NURSING 405	5			
		GEC	5	GEC	5			
Total Year Three	13		16		15		44	
YEAR FOUR								
Autumn	Hr	Winter	Hr	Spring	Hr			
NURSING 501	8	NURSING 511	6	NURSING 503	8			
GEC	5	NURSING 512	6	GEC	5			
GEC	5	Elective	5					
Total Year Four	18		15		13		46	185

**TRADITIONAL BSN OPTION
CURRICULUM REQUIREMENTS/QUARTERS**

Summary of Degree Requirements for Students Following General Education Curriculum		
Areas/Courses	Hours	Type of Course/Credit
Quantitative and Writing Skills	19-20	
English 110	5	Prerequisite
Second writing course from approved list	5	GEC
Math 116 or higher	4-5	GEC
Statistics 135 or 145	5	GEC
Natural Sciences	20	
Biology 101 or 113	5	Prerequisite
Chemistry 101 and 102 or 121 and 122	10	Prerequisite
Anatomy 199	5	Prerequisite
Social Sciences	10	
Psychology 100	5	Prerequisite
Sociology 101	5	Prerequisite
Arts and Humanities	20	
Visual & Performing Arts or Culture & Ideas or Literature (2 courses)	10	GEC (2)
Historical Study (2 courses)	10	GEC (2)
Breadth GEC Course	5	GEC
Nursing Requirements	106	
Nursing 301.01, 301.02, 301.03	18	CORE
Nursing 360.01, 360.02, 360.03	3	CORE
Nursing 385.01, 385.02, 385.03	15	CORE
Nursing 337	3	CORE
Nursing 402	8	CORE
Nursing 403	8	CORE
Nursing 404	5	CORE
Nursing 405	5	CORE
Nursing 440	3	CORE
Nursing 501	8	CORE
Nursing 503	8	CORE
Nursing 511	6	CORE
Nursing 512	6	CORE
Human Nutrition 310	5	GEC
Microbiology 509	5	GEC
Elective Course Work	5	Elective
Minimum total credit hours for graduation	185-186	(45 hours must be from OSU)

Transition Plan

Students in the Traditional BSN option follow a structured lock-step curriculum plan. The following are the standard transition plans that will be followed by most students. The transition plan for any out of sequence students will be based on the individual need of each student. An advisor will meet with each out of sequence student in 2011 and in 2012 (prior to semester conversion) to develop a plan based on the missing core coursework. Students will be absorbed into the semester curriculum immediately when the course(s) is/are offered.

Bachelor of Science in Nursing – Traditional Option

For Traditional BSN students who started in Aut. 2009

<i>Autumn 2009</i>		<i>Winter 2010</i>		<i>Spring 2010</i>	
<i>Course #</i>	<i>Qtr. Cr.</i>	<i>Course #</i>	<i>Qtr. Cr.</i>	<i>Course #</i>	<i>Qtr. Cr.</i>
Chemistry 101/121	5	Biology 101/113	5	Anatomy 199	5
Psychology 100	5	Chemistry 102/122	5	English 110	5
GEC	5	Sociology 101	5	GEC	5
N100	1				
<i>Autumn 2010</i>		<i>Winter 2011</i>		<i>Spring 2011</i>	
<i>Course #</i>	<i>Qtr. Cr.</i>	<i>Course #</i>	<i>Qtr. Cr.</i>	<i>Course #</i>	<i>Qtr. Cr.</i>
N301.01	6	N301.02	6	N301.03	6
N385.01	5	N385.02	5	N385.03	5
N360.01	1	N360.02	1	N360.03	1
Microbiology 509	5	Nutrition 310	5	N337	3
<i>Autumn 2011</i>		<i>Winter 2012</i>		<i>Spring 2012</i>	
<i>Course #</i>	<i>Qtr. Cr.</i>	<i>Course #</i>	<i>Qtr. Cr.</i>	<i>Course #</i>	<i>Qtr. Cr.</i>
N402	8	N403	8	N404	5
GEC	5	N440	3	N405	5
GEC	5	GEC	5	GEC	5
<i>Autumn 2012</i>		<i>Spring 2013</i>			
<i>Course #</i>	<i>Sem. Cr.</i>	<i>Course #</i>	<i>Sem. Cr.</i>		
N4240S	4	N4270	6		
N4340	4	N4400	3		
GEC	3	GEC	3		
GEC	3				

Full-time traditional bachelor's students will complete most of the quarter based BSN requirements during the 2010-2012 academic years then complete the Senior level semester courses during the 2012-2013 academic years.

For Traditional BSN students who started in Aut. 2010

Autumn 2010		Winter 2011		Spring 2011	
Course #	Qtr. Cr.	Course #	Qtr. Cr.	Course #	Qtr. Cr.
Chemistry 101/121	5	Biology 101/113	5	Anatomy 199	5
Psychology 100	5	Chemistry 102/122	5	English 110	5
GEC	5	Sociology 101	5	GEC	5
N100	1				
Autumn 2011		Winter 2012		Spring 2012	
Course #	Qtr. Cr.	Course #	Qtr. Cr.	Course #	Qtr. Cr.
N301.01	6	N301.02	6	N301.03	6
N385.01	5	N385.02	5	N385.03	5
N360.01	1	N360.02	1	N360.03	1
Microbiology 509	5	Nutrition 310	5	N337	3
Autumn 2012		Spring 2013			
Course #	Sem. Cr.	Course #	Sem. Cr.		
N3270	7	N4260	4		
N3430	3	N4280	4		
GEC	3	GEC	3		
GEC	3	GEC	3		
Autumn 2013		Spring 2014			
Course #	Sem. Cr.	Course #	Sem. Cr.		
N4240S	4	N4270	6		
N4340	4	N4400	3		
GEC	3	GEC	3		
GEC	3				

Full-time traditional bachelor's students will complete their first year in the nursing major in the quarter based curriculum. They will then complete the junior (2012-2013) and senior level (2013-2014) semester courses.

For Traditional BSN students who will start in Aut. 2011

Autumn 2011		Winter 2012		Spring 2012		Summer 2012	
Course #	Qtr. Cr.	Course #	Qtr. Cr.	Course #	Qtr. Cr.	Course #	Sem. Cr.
Chemistry 101/121	5	Biology 101/113	5	Anatomy 199	5	N1101 (or equivalent)	3
Psychology 100	5	Chemistry 102/122	5	English 110	5		
GEC	5	Sociology 101	5	Physiology 232	5		
Autumn 2012		Spring 2013					
Course #	Sem. Cr.	Course #	Sem. Cr.				
N2100	3	N2270	5				
N2460	3	N2470	3				
N2410	3	N2780	3				
N2450	3	GEC	3				
Microbiology 4090	4	GEC	3				
Autumn 2013		Spring 2014					
Course #	Sem. Cr.	Course #	Sem. Cr.				
N3270	7	N4260	4				
N3430	3	N4280	4				
GEC	3	GEC	3				
GEC	3	GEC	3				
Autumn 2014		Spring 2015					
Course #	Sem. Cr.	Course #	Sem. Cr.				
N4240S	4	N4270	6				
N4340	4	N4400	3				
GEC	3	GEC	3				
GEC	3						

Full-time traditional bachelor's students will complete their freshmen year pre-requisite courses in the quarter based curriculum including the Nursing Assistant pre-requisite. They will then complete the Nursing Major courses in semesters (2012-2015).

Table 6: Traditional BSN Option - Semester Curriculum Map

	Program Learning Goals* (Program Outcomes)				
	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5
Required Pre-requisite Courses (offered outside of the unit)					
Biology (an introductory level course with lab)	B				
Chemistry (an introductory level course)	B				
Anatomy (an introductory level course with lab)	B				
Physiology (an introductory level course)	B				
Sociology (introductory level or higher course covering basic principles)	B				
Psychology (introductory level or higher course covering basic principles)	B				
English 1110 or equivalent	B				
Co-requisite Courses (offered outside of the unit)					
Microbiology (w/ lab)	B				
Human Nutrition	B				
Additional General Education Courses					
GEC (Second writing course)	B/I				
GEC (Math 1116 or higher)	B				
Data analysis	B				
GEC (Arts)	B/I				
GEC (Literature)	B/I				
GEC (Historical Study)	B/I				
GEC (Cultures & Ideas/Additional historical study)	B/I				
GEC Social Science 1	B/I				
GEC Social Science 2	B/I				
Required Courses (Traditional BSN Option)					
N1420 A Nursing Perspective: Life Span Development w/in a Family Context	B	B		B	
N2100 Introduction to Professional Nursing: Concepts and Practice	B	B	B	B	B
N2460 Introduction to Therapeutic Communication for Health Professionals	B	B	B	B	
N2410 Health Assessment	B	B	B	B	B
N2450 Pathophysiology for Nursing Practice	B	B			
N2270 Nursing Care of Adults I	B	B	B/I	B/I	B/I
N2470 Introduction to Pharmacology for Nurses	B	B			
N2780 Scholarship for Evidence-Based Practice	B	B	B	B	B
N3270 Nursing Care of Adults II	I/A	I/A	I	I	I/A
N3430 Cultural Competence in Health Care: US and Global Contexts	B/I	B/I	B/I	I	I
N4260 Nursing Care of Children and Their Families	I	I	I	I	I
N4280 Nursing Care of Women & Families During Reproductive Transitions	I	I	I	I	I
N4340 Psychiatric and Mental Health Nursing	I	I	I	I/A	I
N4240S Concepts in Community Health Nursing	I	I	I	I	I
N4400 Leadership in and Management of Nursing Practice	A	A	A	A	A
N4270 Transition to Professional Practice	A	A	A	A	A

***Program Goals:**

1. Integrate knowledge from a liberal education, the sciences, and nursing to address the health care of individuals, families, groups, communities, and populations across the life span in diverse and global health care systems and environments.
2. Apply a systematic process for application and evaluation of scientific evidence related to the principles of health promotion, risk reduction, disease prevention, and illness management across the continuum of dynamic healthcare environments.
3. Apply the knowledge and skills of information management and patient care technologies to deliver high quality nursing care that addresses legal, ethical, historical, and emerging issues.
4. Communicate effectively and work collaboratively with individuals, families, groups, communities, and populations and within nursing and with other health disciplines to design, manage, and deliver high quality and safe patient-centered care.
5. Demonstrate a commitment to leadership and professionalism through the delivery of socially, ethically, and fiscally responsible care while embracing the concept of life-long learning.

LEGEND: B = beginning; I = intermediate; A = advanced