

FORM A
Board of Regents, State of Iowa

**REQUEST TO IMPLEMENT A NEW BACCALAUREATE, MASTERS,
DOCTORAL, OR FIRST PROFESSIONAL DEGREE PROGRAM**
January 28, 2015

THE PURPOSE OF ACADEMIC PROGRAM PLANNING: Planning a new academic degree program provides an opportunity for a Regent university to demonstrate need and demand as well as the university's ability to offer a quality program that is not unnecessarily duplicative of other similar programs offered by colleges and universities in Iowa.

Institution: _____

CIP Discipline Specialty Title: _____

CIP Discipline Specialty Number (six digits): _____

Level: B _____ M _____ D _____ FP _____

Title of Proposed Program: _____

Degree Abbreviation (e.g., B.S., B.A., M.A., Ph.D.): _____

Approximate date to establish degree: Month _____ Year _____

Contact person: (name, telephone, and e-mail) _____

College that will administer new program: _____

Please provide the following information (use additional pages as needed). Do not use acronyms without defining them.

1. Describe the proposed new degree program, including the following:
 - a. A brief description of the program. If this is currently being offered as a track, provide justification for a standalone program.

Students who have completed an Associate Degree in Nursing (ADN, or RN) from an accredited program (accredited by the Iowa Board of Nursing and the Accreditation Commission for Education in Nursing) will enter the BSN degree program at ISU. Credit hours earned from the ADN (typically 74-86) will be accepted toward the BSN degree. Additional coursework at the junior and senior level will be offered by ISU in alignment with the accreditation standards of the Commission on Collegiate Nursing Education. The RN to BSN educational model is a common pathway and a similar program has been offered by the University of Iowa as an online program for several years (see appendix). ISU-FSHN is uniquely poised to provide the BSN degree because of our long-standing programs in dietetics and human nutrition. These curricula will be integrated into the requirements for the BSN program.

- b. A statement of academic objectives;

Per the Iowa Board of Nursing requirements the program will, collaboratively with Des Moines Area Community College, meet national nursing accreditation standards using the Commission on Collegiate Nursing Education (CCNE) "Essentials of Baccalaureate Education for Professional Nursing Practice.

Essential I: Liberal Education for Baccalaureate Generalist Nursing Practice

- A solid base in liberal education provides the cornerstone for the practice and education of nurses.

Essential II: Basic Organizational and Systems Leadership for Quality Care and Patient Safety

- Knowledge and skills in leadership, quality improvement, and patient safety are necessary to provide high quality health care.

Essential III: Scholarship for Evidence Based Practice

- Professional nursing practice is grounded in the translation of current evidence into one's practice.

Essential IV: Information Management and Application of Patient Care Technology

- Knowledge and skills in information management and patient care technology are critical in the delivery of quality patient care.

Essential V: Health Care Policy, Finance, and Regulatory Environments

- Healthcare policies, including financial and regulatory, directly and indirectly influence the nature and functioning of the healthcare systems and thereby are important considerations in professional nursing practice.

Essential VI: Interprofessional Communication and Collaboration for Improving Patient Health Outcomes

- Communication and collaboration among healthcare professionals are critical to delivering high quality and safe patient care.

Essential VII: Clinical Prevention and Population Health

- Health promotion and disease prevention at the individual and population level are necessary to improve population health and are important components of baccalaureate generalist nursing practice.

Essential VIII: Professionalism and Professional Values

- Professionalism and the inherent values of altruism, autonomy, human dignity, integrity, and social justice are fundamental to the discipline of nursing.

Essential IX: Baccalaureate Generalist Nursing Practice

- The baccalaureate-graduate nurse is prepared to practice with patients, including individuals, families, groups, communities, and populations across the lifespan and across the continuum of healthcare environments.
- The baccalaureate graduate understands and respect use of healthcare resources inherent in caring for patients.

c. What the need for the program is and how the need for the program was determined;

The Robert Wood Johnson Foundation and the Institute of Medicine established an initiative to address the Future of Nursing: Leading Change, Advancing Health. Within this report, Key Message #2 states Nurses should achieve higher levels of education and training through an improved education system that promotes seamless academic progression, with the suggestion that “One step to 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.” Furthermore, Recommendation 4 of the report is to Increase the proportion of nurses with a baccalaureate degree to 80 percent by 2020. The Iowa Task for Advancing Nursing Education (April 2014) reported that in 2012 there were 46,780 nurses registered in Iowa with only 29% holding the BSN degree, hence there is an immediate need to provide BSN level education for Iowa nurses.

d. The relationship of the proposed new program to the institutional mission and how the program fits into the institution’s and college’s strategic plan;

ISU and both CALS and CHS have strategic goals to prepare students for global challenges, including optimizing health and well-being. ISU is committed to providing high quality educational opportunities that fulfill critical needs of society.

ISU-FSHN has experience in providing healthcare degrees as they have accredited programs in both Dietetics and the Dietetic Internship. Hence, there are efficiencies of course offerings among these programs and the BSN degree that would facilitate the development of this new program at ISU. The three institutions, ISU, MGMC and DMACC, as well as other interested groups, would work collaboratively to develop and offer the RN-BSN degree offered through ISU-FSHN.

e. The relationship of the proposed new program to other existing programs at the institution; describe how the proposed program will enhance other programs at the university. Will the proposed program duplicate existing programs at the university?

As noted, FSHN will dovetail the nursing curriculum with current course offerings in the nutritional sciences and dietetics majors to optimize learning outcomes for students. Opportunities to incorporate existing courses from other departments into the curriculum will be investigated to meet the requirements of accreditation. Nursing students will bring a new dimension to the ISU campus and likely will integrate into extra-curricular programs that promote health and well-being. The BSN does not duplicate an existing program at ISU.

f. The relationship of the proposed new program to existing programs at other colleges and universities in Iowa, including how the proposed program is different or has a different emphasis than the existing programs.

As noted, there are 20 accredited BSN programs in Iowa. The BSN offered by ISU will emphasize the connection between nutrition and health which will be unique. ISU offers the only BS in nutritional sciences and the only accredited dietetics program in the state. Therefore, students matriculating from ISU BSN will be distinguished by having been immersed in a model of dietary prevention of disease. Considering that dietary habits are the primary factor for development of the major chronic diseases (obesity, diabetes and cardiovascular disease) and strong evidence that dietary intake is associated with increased risk for certain cancers, a focus on nutrition assessment, intervention, and education for nurses is essential. Nurses will not be trained to provide nutrition intervention and education relative to scope of practice issues. Rather nurses will be aware of the relevance to conduct nutrition assessment and refer appropriately.

g. Special features or conditions that make the institution a desirable, unique, or appropriate place to initiate such a degree program.

A benefit of the ISU-FSHN RN-BSN degree will be a seamless path for graduates of the DMACC RN degree program and RN students from other programs to earn the BSN degree. Due to the close proximity of DMACC to ISU, and the willingness of both campuses to collaborate, the development of a coordinated program will be straightforward. Additionally, collaborators, including MGMC, Mid Iowa Community Action Agency, Heartland Area Agency on Aging, residential living communities, local school districts and likely others, will be engaged to assist ISU-FSHN in offering experiential learning opportunities for the BSN students. This will encourage faculty-clinician collaborations between and across these institutions which are likely to further advance health-related research and community projects. There are direct benefits to the state of Iowa by increasing the number of nurses with the BSN degree, thereby addressing the stated goals of the RWJ and IOM report. A minimal investment will be needed to launch the program, and existing degree programs at ISU (e.g. dietetics, dietetics, kinesiology and health) may be enhanced through interactions with the BSN students. In summary, this is an exciting opportunity to build a new collaborative academic program, by leveraging existing programs, that addresses a statewide need in healthcare with great potential to create new synergies and opportunities across the participating institutions.

h. Are the university's personnel, facilities, and equipment adequate to establish and maintain a high quality program?

No new facilities are needed to establish the program. CHS has included the BSN degree program in planning for a substantial building remodeling that is under discussion. Should the program expand beyond 100 students, additional classroom space for hands-on laboratories will likely be needed.

i. How does student demand for the proposed program justify its development?

As noted in 1.c, the stated goal of the Future of Nursing report is to have 80% of nurses with a BSN degree. DMACC graduates about 200 RNs each year, and it is estimated that perhaps as many as 20% of these students would be seeking opportunities to pursue the BSN degree. MGMC currently encourages all of their RNs to pursue their BSN degree within 6 years of employment. Most major medical centers are also moving toward requiring the BSN degree for their nursing staff.

2. *Describe the state and/or national workforce need and/or demand for graduates of the proposed program currently and in the foreseeable future (provide documentation about the current sources of data used to estimate need and demand).*

This is a quote from an article published in the Atlantic on February 3, 2016:
<http://www.theatlantic.com/health/archive/2016/02/nursing-shortage/459741/>

“America’s 3 million nurses make up the largest segment of the health-care workforce in the U.S., and nursing is currently one of the fastest-growing occupations in the country. Despite that growth, demand is outpacing supply. According to the Bureau of Labor Statistics, 1.2 million vacancies will emerge for registered nurses between 2014 and 2022. By 2025, the shortfall is expected to be “more than twice as large as any nurse shortage experienced since the introduction of Medicare and Medicaid in the mid-1960s,” a team of Vanderbilt University nursing researchers wrote in a 2009 paper on the issue.”

The news article references a study published in the American Journal of Medical Quality 27(3):241-249, 2012.

The conclusions of this study were:

- 1) Nursing shortage will increase between 2009 and 2030
- 2) The shortages in the Midwest will be 76,170 nurses by 2030
- 3) The shortage of nurses will negatively impact the quality of health care

3. List all other public and private institutions of higher education in Iowa currently operating programs similar to the proposed new degree program. (For comparison purposes, use a broad definitional framework, e.g., such identification should not be limited to programs with the same title, the same degree designation, having the same curriculum emphasis, or purporting to meet exactly the same needs as the proposed program.)

In Iowa there are 20 academic programs (see appendix) that have baccalaureate nursing programs (BSN) approved by the Iowa Board of Nursing. There are at least two ways the BSN degree is awarded. Several programs, including Coe College and The University of Iowa provide a 4-year BSN degree. Others offer the RN-BSN option which accepts credits earned toward the RN degree (the RN is typically a 3-year degree program) and provides sufficient additional credits for the BSN. The University of Iowa provides the RN-BSN option as an online offering and serves about 156 students per year, focused on the currently employed nurse population throughout the state. Information was not readily available to estimate the overall capacity these programs provide, however experts in the field have identified a critical need for more opportunities, including regional locations, for nurses holding the RN to complete the BSN degree.

If the same or similar program exists at another public or private institution of higher education in Iowa, respond to the following questions:

a. Could the other institution reasonably accommodate the need for the new program through expansion? Describe collaboration efforts with other institutions.

While there are many BSN options for residents of Iowa, the capacity of programs in central Iowa is inadequate. The DMACC system matriculates a significant number of RN graduates,

and most of them find immediate work in the greater Des Moines metro. The capacity of RN to BSN programs in the Des Moines area is insufficient to accommodate these students. Additionally, the location of ISU in central Iowa makes it accessible to RNs working in medical centers in the area.

b. With what representatives of these programs has there been consultation in developing the program proposal? Provide a summary of the response of each institution consulted.

ISU President Steven Leath and DMACC President Robert Denson discussed the possibility of ISU assisting DMACC graduates from the DMACC-RN program by having ISU offer the RN-BSN degree. Pamela White, former Dean of CHS, engaged the Chair of the Department of Food Science and Human Nutrition (FSHN), Ruth MacDonald, in this discussion and she reached out to both Kendra Ericson, DMACC Director of Nursing Education, and Neal Loes, Vice President, Chief Nursing Officer at Mary Greeley Medical Center (MGMC). The DMACC nursing program is eager to collaborate with ISU on development of the BSN program, and discussions have already begun. Additionally, we anticipate other health care settings including acute and long term care as well as schools and community action agencies in the central Iowa region will be interested in collaborating with ISU on this program by providing experiential learning opportunities for students.

c. Has the possibility of an inter-institutional program or other cooperative effort been explored? What are the results of this study? (Consider not only the possibility of a formally established inter-institutional program, but also how special resources at other institutions might be used on a cooperative basis in implementing the proposed program solely at the requesting institution.)

This will be an inter-institutional program with DMACC. We will develop a transfer agreement for students completing the RN at DMACC to seamlessly enter the ISU BSN program. Once this is in place, we will reach out to other programs in the region that offer RN degrees and invite them to develop a transfer agreement with ISU as well.

d. Do other colleges in Iowa offer programs similar to the proposed program at comparable quality and cost?

There are 20 BSN degree programs offered in Iowa that are approved by the Iowa Board of Nursing. All are offered by private institutions, with the exception of the University of Iowa. The quality of these programs is defined by the accrediting board, and because all have accreditation it is assumed their quality is acceptable. Costs vary depending on the institution. ISU's program will be among the most affordable, based on our standard in-state tuition costs.

e. Are letters of support included with the program proposal?

See attached

4. Estimate the number of majors and non-majors students that are projected to be enrolled in the program during the first seven years of the program.

a. Undergraduate

Undergraduate	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
Majors	50	100	150	200	200	200	200
Non-Majors	00	00	00	00	00	00	00

b. Graduate

Graduate	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6	Yr 7
Majors	00	00	00	00	00	00	00
Non-Majors	00	00	00	00	00	00	00

5. *If there are plans to offer the program away from the campus, briefly describe these plans, including potential sites and possible methods of delivery instruction. Will off-campus delivery require additional **HLC accreditation**?*

The program will be offered on campus only.

6. *Has the proposed program been reviewed and approved by the appropriate campus committees and authorities?*

In progress – the program will be reviewed and approved by all appropriate campus committees:

- FSHN Department curriculum committee
- FSHN Department faculty
- College of Human Sciences curriculum committee
- College of Agriculture and Life Sciences curriculum committee
- College of Human Sciences faculty
- College of Agriculture and Life Sciences faculty
- Faculty Senate Curriculum Committee
- Faculty Senate Academic Affairs Council
- Faculty Senate
- Office of the Provost

7. *List date the program proposal was submitted to the Iowa Coordinating Council for Post High School Education (ICCPHSE) and results of listserv review.*

8. *Will the proposed program apply for programmatic accreditation? When?*

Yes. Spring 2017

9. *Will articulation agreements be developed for the proposed program? With whom?*

Yes, DMACC.

10. Will there be opportunities for student internships?

No

11. Describe the faculty, facilities, and equipment that will be required for the proposed program.

Faculty offices, classrooms, student meeting rooms. Funds have been reallocated to support a director of nursing education to develop, coordinate, and direct the program per the Iowa Board of Nursing.

12. From where will the financial resources for the proposed program come (list all that apply, e.g., department reallocation, college reallocation, grants, new to the university)?

SOURCES	TOTAL AMOUNT
College reallocation (year 1)	100,000
College reallocation (year 2)	50,000

13. Estimate the total costs/total new costs (incremental increases in expenditures) that will be necessary for the next seven years as a result of the new program. Be as specific as possible.

	TOTAL COSTS	TOTAL NEW COSTS
Year 1	100,000	100,000
Year 2	150,000	50,000
Year 3	150,000	salary increases are assumed
Year 4	150,000	
Year 5	150,000	
Year 6	150,000	
Year 7	150,000	

14. Describe the marketing plan developed to communicate the new program and recruit students.

Through the articulation agreements with DMACC, students will be encouraged to complete the BSN after finishing the RN. Contacts will be made with nursing directors of the major medical institutions in central Iowa to connect students with the program. Once accredited, the program will be listed on the Iowa Board of Nursing approved programs which is a primary source of information for those seeking the BSN degree.

15. Describe the program evaluation plan to determine if the program is meeting the intended objectives, if the expected student enrollment has occurred, funding for the program, and any other components that affect the effective operation of the program.

FSHN has a well-established outcomes assessment system for the existing curricula. The learning outcomes for the BSN will be develop in accordance with college, department and

accrediting standards. Assessment of student performance relative to the outcomes will be conducted annually by collecting student artifacts, assessing performance on exams, conducting student interviews and contacting employers that hire our graduates. Accreditation will require ongoing student assessment and documentation, and regular reports and site visits.

16. Include any additional information that justifies the development of this program.