

EAST CAROLINA UNIVERSITY
UNC-GA Mission Review
Academic Program Development Form

COLLEGE/SCHOOL: East Carolina University DEPARTMENT School of Nursing

API DISCIPLINE SPECIALTY TITLE: Health Professions

API DISCIPLINE SPECIALTY NUMBER: 1200

LEVEL: Bachelor X Master _____ 1st professional _____ Doctoral _____

PROPOSED YEAR OF: Establishment _____ Deletion _____ Redesign 1992

DESCRIPTION OF PROGRAM AND RELATIONSHIP TO INSTITUTIONAL MISSION AND UNIT VISION:

The University and the Division of Health Services mission statements speak to serving the needs of students at all levels and meeting varied learning needs and learning styles of learners. The School of Nursing is committed to the development of a RN-BSN track that will better meet the needs of the practicing RN who desires the BSN degree.

This track will use a combination of testing to validate previous learning, actual transfer of credit and a bridge course to facilitate transition in roles. Special sections of existing courses will be used to meet the particular needs of the returning RN.

The RN student will apply for admission to the University and the School of Nursing using regular admission processes. Through advisement by the Director of Student Services in the School of Nursing, an individualized plan of study will be developed to include required prerequisites and cognates, testing for validating previous experiences and course plans for each semester of study. Previous learning will be validated through the use of standardized tests developed by the National League for Nursing for the purpose of educational mobility. The bridge course will serve the purpose of introducing the student to the baccalaureate nursing program, socializing the RN to the transition in roles from technical to professional nursing and providing for mastery of selected concepts in the theory and application of the nursing program. Modifications in course offerings for the RN will primarily be related to times of class offering and methods of meeting class objectives. A combination of late afternoon, early evening and block course time will be used to meet the needs of the working RN. The possibility of weekend course offerings will also be explored. Preliminary discussions have been held with the Division of Continuing Education. The director of University College has offered support in planning and offering evening and possible weekend classes.

The RN-BSN track will meet the same level and terminal objectives as the generic BSN. The major differences are teaching methods, modified course requirements and scheduling to meet special needs of the adult learner who is employed full-time in the field already.

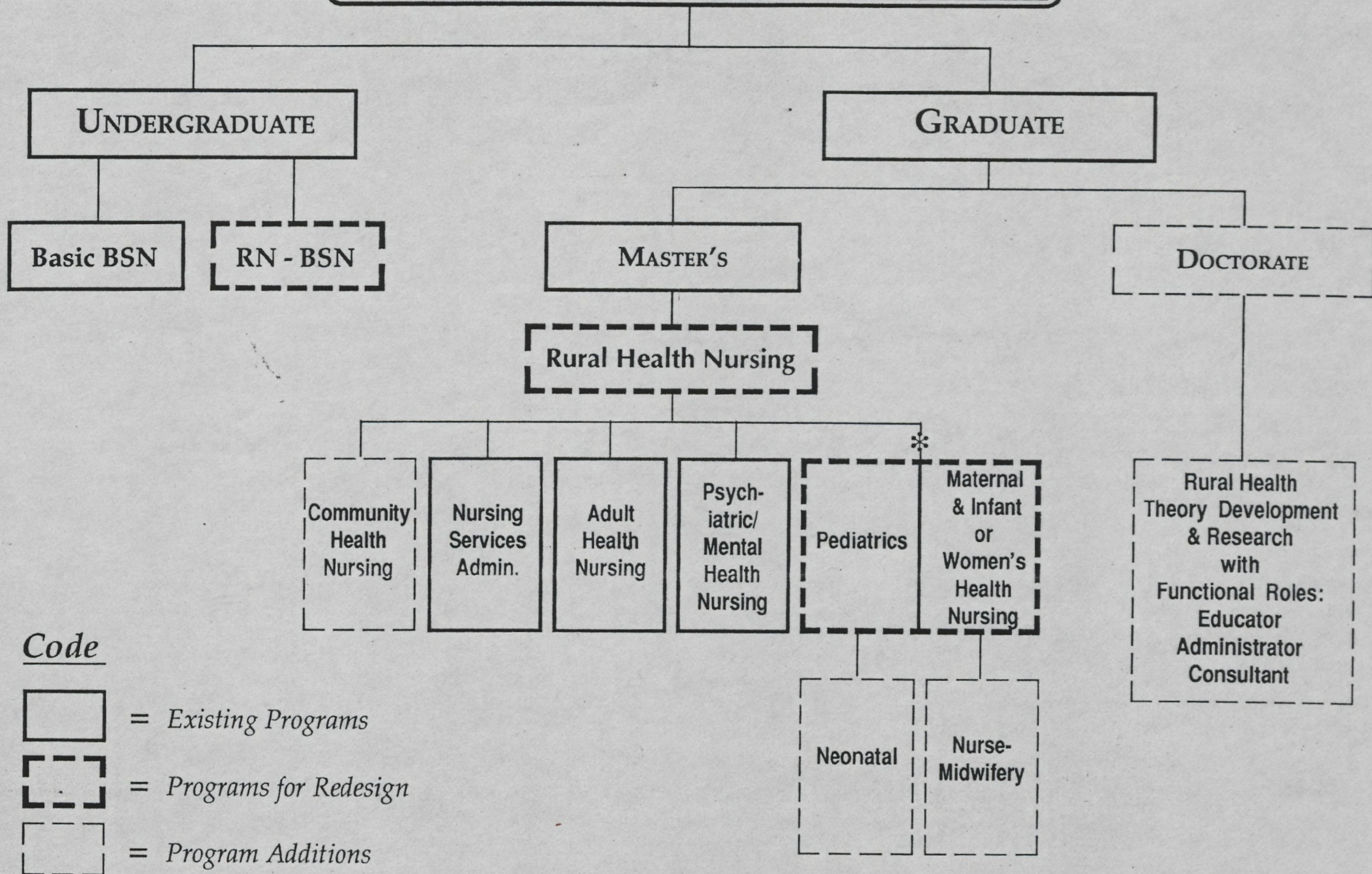
RATIONALE FOR PROGRAM ADDITION/DELETION/REDESIGN:

In response to the Board of Governors directive, the AHECs continued support of increasing access to baccalaureate programs for RNs and our own concern for increasing the opportunities for graduates of diploma and associate degree programs, the School of Nursing faculty members are committed to the development of a program track to meet the unique needs of this population. This commitment is to providing the same high quality education as the generic program but in a manner that accommodates the needs of the adult learner who already has experience as a registered nurse. Studies conducted by numerous nurse researchers indicate that increasing numbers of RNs are enrolling in BSN programs. Studies also indicate that some of the major limiting factors are work/class schedule conflicts, repeating previously mastered skills, and lack of recognition that learning needs differ from those of the generic student. The goal of the RN-BSN program track is to meet these unique needs and make baccalaureate education more accessible to the registered nurse in the area.

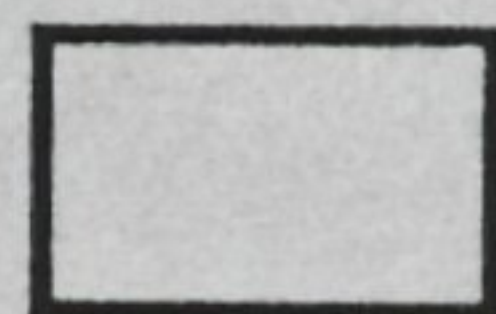
Presently the community colleges in our area that offer the associate degree in nursing are increasing their enrollments and graduates. Many of these nurses indicate the desire for continuing their education. The current hospital administration and nursing administration encourage the acquisition as the baccalaureate degree and offer tuition assistance to their employers. The School of Nursing feels a strong commitment to providing the desired education in a manner that meets the needs of its learner population.

Once the RN-BSN track is in place, it is anticipated that this track may be expanded to an RN-BSN-MSN option.

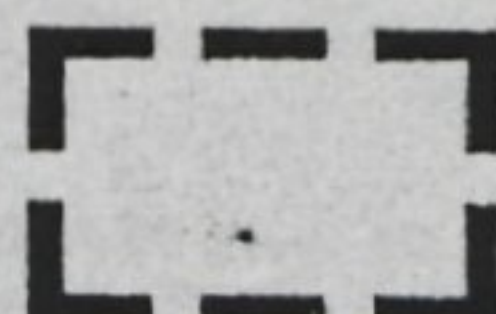
**East Carolina University SCHOOL OF NURSING
10-Year Plan**



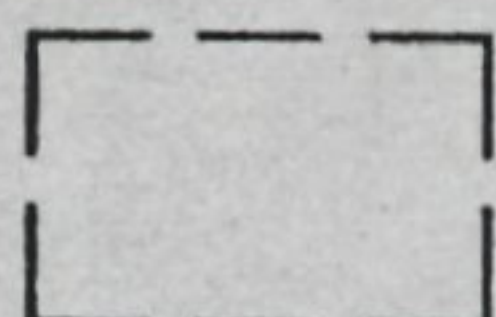
Code



= Existing Programs



= Programs for Redesign



= Program Additions

* Formerly Parent-Child Nursing

ENROLLMENT PROJECTIONS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Black	3	5	7	7	7	10	10	10	10	10
White	25	30	30	35	38	38	40	45	50	60
Other	2	2	2	2	2	3	3	5	5	5
Total	30	37	39	42	47	51	53	60	65	75

Percent non-resident: _____

ADDITIONAL FACULTY AND STAFF REQUIREMENTS:

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000
Faculty	1	0	0	.5	0	0	0	0	.5	0
Staff	.5	.5	0	0	0	0	0	0	0	0
Total	1.5	.5	0	.5	0	0	0	0	.5	0

BUDGETARY IMPLICATIONS:

(A: Annual continuation dollars; B: One-time dollars)

YEAR: 1991

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel	34,000		8,000				42,000	
Operating	3,000		3,000				6,000	
Library	0		0				0	
Computing	0		0				0	
Other	37,000		11,000				48,000	
Total								

Revised 9/20/90

BUDGETARY IMPLICATIONS:

YEAR: 1992

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel	8,000						8,000	
Operating	1,000						1,000	
Library	0							
Computing	0							
Other	0							
Total	9,000						9,000	

YEAR: 1993

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel	0							
Operating	1,000						1,000	
Library								
Computing								
Other								
Total	1,000						1,000	

YEAR: 1994

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel	17,000						17,000	
Operating	0							
Library								
Computing								
Other								
Total	17,000						17,000	

BUDGETARY IMPLICATIONS:

YEAR: 1995

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel	0							
Operating	1,000						1,000	
Library	0							
Computing	0							
Other								
Total	1,000						1,000	

YEAR: 1996

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel	0							
Operating	0							
Library	0							
Computing	0							
Other	0							
Total								

YEAR: 1997

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel	0							
Operating	0							
Library	0							
Computing	0							
Other	0							
Total								

BUDGETARY IMPLICATIONS:

YEAR: 1998

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel	0							
Operating	1,000						1,000	
Library	0							
Computing	0							
Other	0							
Total	1,000							

YEAR: 1999

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel	18,000						18,000	
Operating	0							
Library	0							
Computing	0							
Other	0							
Total	18,000						18,000	

YEAR: 2000

Category	Reallocation of Unit Resources		Self-supporting funds (grants and contracts)		Additional Allocations		Total	
	A	B	A	B	A	B	A	B
Personnel	0							
Operating	2,000						2,000	
Library	0							
Computing	0							
Other	0							
Total	2,000						2,000	