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# graduate COMMITTEE curriculum PROPOSAL FORM

## A. Cover page (rover over text for more instructions- please delete red instructions)

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| A.1[. Course or program](#_acknowledge) | Graduate nursing programs (MSN, DNP, CGS) | | | | |  |
| Academic Unit | | School of Nursing | | | | | |  |
| A.2. [Proposal type](#type) | Program[:](#creation) Revision | | | | |  |
| A.3. [Originator](#Originator) | Justin DiLibero | | [Home department](#home_dept) | | Graduate Nursing | |
| A.4. [Rationale](#Rationale)  Additional Information for [new programs](#type) | The purpose of this request is for a change in modality to allow students across our graduate nursing programs the ability to participate in > 50% of courses remotely while providing an ideal balance between flexibility, socialization, infrastructure, and support. This change is aligned with the College’s strategic priority of expanding flexible online and adult-learning options. <https://www.ric.edu/meet-rhode-island-college/president-frank-d-sanchez/strategic-plan>. These changes are essential to improving equitable access to graduate nursing education, and for optimizing recruitment and retention efforts. In addition, the ability to participate remotely increases access to our programs across a broader geographic region, and increases the nimbleness of programs, enhancing programmatic adaptability during times of disruption.  The Rhode Island College School of Nursing provides graduate nursing education including the Master of Science in Nursing (MSN) Degree; Certificate of Graduate Studies, and the Doctor of Nursing Practice Degree DNP. Masters degree options including: Adult/Gerontology Acute Care Nurse Practitioner, Adult/Gerontology Acute Care Clinical Nurse Specialist, and Population Public Health Nursing. The Nurse Anesthesia option has been transitioned from the MSN to an entry-level DNP level in accordance with the requirements of the Council on accreditation. The last MSN-level cohort of Nurse Anesthesia students is expected to graduate in December of 2023. Currently, Rhode Island College offers four Certificate of Graduate Study (CGS) options including: Nurse Care Management, Health Care Quality and Patient Safety, Post-Masters Adult/Gerontology Acute Care Nurse Practitioner, and Post-Masters Adult/Gerontology Acute Care Clinical Nurse Specialist. Doctor of Nursing Practice options include a Masters to Doctor of Nursing Practice in Leadership and a BSN to DNP with Specialization in Nurse Anesthesia.  The graduate nursing programs at Rhode Island College aim to provide an innovative “Hy-Flex” model in which courses will be offered in hybrid format using a blend of synchronous and asynchronous course work. While the hybrid model is already used across our programs, students currently participate in < 50% of courses remotely. In the Hy-Flex Model, students will be able to participate in > 50% of courses remotely and will have the ability to choose how to participate in synchronous sessions of Hy-Flex courses – either in-person, virtually through video conferencing, or asynchronously by watching the recorded session in blackboard. In addition, students may choose the mode that works best for them from course to course and from session to session.  Under the Hy-Flex Model, instructors deliver their course as they normally would. The predominant shift is towards high-quality remote learning and is not based on more traditional asynchronous online learning. In-person classes will be held on campus in video-enabled classrooms, allowing students (virtual or in-person) and faculty to see and interact with one another through a shared physical/virtual space. This format provides the flexibility and accessibility necessary for many adult learners while providing the enhanced structure and benefits that these students also require (Ross-Gordon, J., 2011). The change towards increased remote learning is in line with national trends towards increasing online and distance [learning in graduate nursing education](https://www.aacnnursing.org/News-Information/News/View/ArticleId/24969/data-spotlight-distance-education) (AACN, 2021).  Only courses designated as hybrid will offer Hy-Flex participation. Courses designated as Asynchronous will not offer synchronous sessions, and courses designated as in-person will not offer Hy-Flex participation. The designation of course format is based on best practices in relation to course content, ensuring alignment with facilitation of expected student learning outcomes. Courses based on reflection and discussion will be designated as “hybrid”, courses based on more concrete concepts may be offered “asynchronously” (i.e. NURS 704 Clinical Research/Analytic Methods) and courses requiring physical demonstration of skills not amenable to remote formats (i.e NURS 506 Advanced Health Assessment) will be designated “in-person.” Currently, only NURS 506 is expected to require in-person designation. Thus programs, that do not require NURS 506 can be completed completely remotely.  This model provides the flexibility for students to participate in the way that aligns with their own learning style preferences, and scheduling requirements, increasing accessibility for students who may not be able to make attend classes on campus; thereby providing more equitable access to graduate nursing education.  The purpose of this proposal is to change the mode of delivery for the graduate nursing programs only. No other change changes to program goals or curriculum are anticipated. The HyFlex model is intended to provide more equitable access to graduate nursing education, increase flexibility required of adult learners, and provide the infrastructure and support necessary to support optimal program quality and student learning outcomes. These changes will enhance recruitment and retention efforts and increase accessibility to students across a wider geographic region. These changes are consistent with [national trends](https://www.aacnnursing.org/News-Information/News/View/ArticleId/24969/data-spotlight-distance-education) (AACN, 2021) in the delivery of graduate nursing education and are essential to ensure that our programs remain relevant to our constituents into the future.  References:  American Association of Colleges of Nursing. (2021). Data spotlight: Distance learning in masters nursing programs. AACN. Retrieved from: <https://www.aacnnursing.org/News-Information/News/View/ArticleId/24969/data-spotlight-distance-education>  Ross-Gordon, J. (2011). Research on adult learners: Supporting the needs of a student population that is no longer traditional. Association of American Colleges and Universities. | | | | | |
| A.5. [Student impact](#student_impact) | Improves flexibility, provides more equitable access to graduate nursing education. Enhances recruitment and retention efforts. Supports future regional expansion. | | | | | |
| A.6. [Impact on other programs](#impact) | None | | | | | |
| A.7. [Resource impact](#Resource) | [Faculty PT & FT](#faculty" \o "Need to hire new full-time or part-time faculty? This is where you indicate if this proposal will be affecting FLH in your department/program.): | None | | | | |
|  | [Library:](#library) | None | | | | |
|  | [Technology](#technology) | We are seeking resources for 4 ea. Of the OWL 360 degree 1080p HD Smart Video Conferencing Camera, Microphone and Speaker to support optimal synchronous delivery of courses via online and hy-flex modalities. The cost of the OWL software is $1049/ea. This is a one-time capital expenditure. | | | | |
|  | [Facilities](#facilities): | None | | | | |
| A.8. [Semester effective](#Semester_effective) | Summer 2023 (pending approval of OPC and NECHE) | A.9. [Rationale if sooner than next Fall](#Semester_effective) | |  | | |
| A.10 [Changes to the website](#Signature_2) | None | | | | | |

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| A.10. INSTRUCTIONS FOR CATALOG COPY: This single file copy must include all relevant pages from the college catalog, and show how the catalog will be revised.  (1) Go to the “Forms and Information” on the graduate committee’s website  <https://www.ric.edu/department-directory/graduate-curriculum-committee/forms-and-information>  Scroll down until you see the Word files for the current catalog.  (2) Download ALL catalog sections relevant for this proposal, including course descriptions and/or other affected programs.  (3) Place ALL relevant catalog copy into a single file. Put page breaks between sections and delete any catalog pages not relevant for this proposal.  (4) Using the track changes function, revise the catalog pages to demonstrate what the information should look like in next year’s catalog.  (5) Check the revised catalog pages against the proposal, making sure that program totals are correct when adding or deleting course credits. |

## D. Signatures

##### D.1. Approvals:

##### Required from department chairs, program directors, and deans from the academic unit originating the proposal.

| Name | Position/affiliation | [Signature](#_Signature" \o "Insert electronic signature, if available, in this column) | Date |
| --- | --- | --- | --- |
| Debra Servello | Program Director of MSN | Debra Servello | 10/19/2022 |
| Kara Misto | Program Director of DNP | Text, letter  Description automatically generated | 10/19/22 |
| Justin DiLibero | Chair of Graduate Nursing | Justin DiLibero | 10/10/2022 |
| Carolynn Masters | Dean of Nursing | Carolynn Masters | 10/19/22 |

##### D.2. [Acknowledgements](#acknowledge):

##### Required from all departments (and corresponding dean) impacted by the proposal. Signature does not indicate approval. Concerns should be brought to the attention of the graduate committee chair for discussion.

| Name | Position/affiliation | [Signature](#Signature_2) | Date |
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