

QUEENSBOROUGH COMMUNITY COLLEGE
CITY UNIVERSITY OF NEW YORK
CURRICULUM COMMITTEE

To: Emily Tai, Academic Senate Steering Committee

From: Philip A. Pecorino, Chairperson, Committee on Curriculum

Date: November 20, 2009

Subject: Monthly Report

The Committee on Curriculum has acted to send the following recommendations to the Academic Senate. Recommendations are made of the following types:

I. Deletion of Certificate Programs

II. Course Changes

III. New Courses

IV. New Courses Experimental

V. Veteran Credits

VI. Degree Program Changes

VII. New Degree Program

I. Deletion of Certificate Programs

Department of Social Sciences

Infant Toddler Day Care Certification Program

Rationale:

Too few enrollments. Admissions will cease after Spring of 2010. The Child Development Assistant Certification (CDA) was never required for day care in New York City.

II. Course Changes

Art and Design Department

From: **AR-474 Digital Photography**

4 [class hours], 2 credits. Prerequisite: [AR-473].

Students will learn how to use the digital camera to make images for a variety of photographic applications, and they will use computer-printing technologies to produce final prints. Students will develop skill in using photography as a tool for visual communication.

To: AR-474 Digital Photography

4 studio hours, 2 credits. Prerequisite: AR-461.

Students will learn how to use the digital camera to make images for a variety of photographic applications and they will use computer-printing technologies to produce final prints. Students will develop skill in using photography as a tool for visual communication

Rationale:

AR-473 is a class which teaches Photoshop and the manipulation and printing of digital images. It was foundation knowledge for anyone wishing to work in Digital Photography. There is now a simpler program “Light Room”, that can be used as the basis of a digital darkroom that is far simpler and can be taught in a few sessions. This would allow the class to be used as it is intended on image making without the necessity of a AR-473 pre-requisite. Instead an AR-461 pre-requisite would teach the basic photographic skills and a student then would be able to transition successfully into the digital format. The reduced prerequisites would also open the class up to more students specifically those who would have had taken Introduction to photography.

From: AR-480 [Special Problems in Photography]

4 studio hours 2 credits Offered as needed. Prerequisite: [AR-461 and 462 or 474,] and approval of the Department. A second-year independent study course specializing in the solving of aesthetic, technical and professional problems. Major emphasis is on motivation and independent decision-making, enabling the student to develop a personal and creative style.

To: AR-480 Special Problems in Studio Art

4 studio hours 2 credits Offered as needed. Prerequisite: 6 credits in elected art discipline and approval of the Department. A second-year independent study course specializing in the solving of aesthetic, technical and professional problems. Major emphasis is on motivation and independent decision-making, enabling the student to develop a personal and creative style

FROM: AR-481 Special Problems in [Photography]

4 studio hours 2 credits Offered as needed. Prerequisite: [AR-461 and 462 or 474,] and approval of the Department. A second-year independent study course specializing in the solving of aesthetic, technical and professional problems. Major emphasis is on motivation and independent decision-making, enabling the student to develop a personal and creative style.

TO: AR-481 Special Problems in Studio Art

4 studio hours 2 credits Offered as needed. Prerequisite: 6 credits in elected art discipline and approval of the Department. A second-year independent study course specializing in the solving of aesthetic, technical and professional problems. Major emphasis is on motivation and independent decision-making, enabling the student to develop a personal and creative style .

B) In the Department of Nursing

From:

NU101 [Introduction to Universal Self-Care Needs/Deficits]

3 class hours, 12 clinical hours, 7 credits

Prerequisites: Completion of pre-clinical sequence with at least a 3.0 grade-point average, satisfactory score on Mathematics Placement Tests or MA 010, MA013, completion of speech remediation, if required, and completion of the Pre-Admission RN Exam

Co-requisites: BI 302 SS 520 BCLS Certification

[Provides an introduction to the practice of nursing with an emphasis on professional behaviors in the acute and community healthcare settings. The theoretical basis and practical application of nursing concepts underlying the practice of nursing as it applies to normalcy/health across the life cycle in emphasized. Universal self-care needs/deficits, communication techniques both written and oral, legal/ethical parameters of nursing, normal nutrition, and basic pharmacology, as well as teaching- learning principles are described and utilized in beginning practice. The nursing process as a problem-solving tool provides the basis for patient care. Students learn basic assessment skills as they apply to individuals and communities. Critical thinking techniques, which are necessary for diagnosing and treating human responses to actual or potential health problems, are utilized. Learning experiences are provided tin the college laboratories, hospitals and community settings.]

To:

NU101 Safe and Effective Nursing Care of Clients Level I

Prerequisites: Completion of pre-clinical sequence with at least a 3.0 grade-point average, satisfactory score on Mathematics Placement Tests or MA 010, MA013, completion of speech remediation, if required, and completion of the Pre-Admission RN Exam

Co-requisites: BI 302 SS 520 BCLS Certification

NU 101 provides the student with the theoretical basis and practical application of nursing concepts underlying the practice of safe and effective nursing care - across the life cycle - with a focus on the aging population. Primary emphasis is placed on meeting the client's basic self-care needs. Communication techniques (written and oral), legal/ethical parameters of healthcare, basic pharmacology, cultural considerations and teaching-learning principles are described and utilized with individuals and small groups. The nursing process, as a problem-solving tool, provides the basis of patient care. Students learn basic assessment skills for individual clients. Critical thinking techniques, necessary for diagnosing and treating human responses to actual or potential health problems are utilized. Clinical experiences in the college laboratories, hospitals, nursing homes and community settings provide the basis for the development of professional behaviors.

From:

**NU102[Nursing Care of Persons with Developmental Self-Care Needs and Selected Self-Care Deficits:
]**

Intermediate Level, Part I Writing Intensive

5 class hours, 12 clinical laboratory hours, 9 credits

Prerequisites: NU101, BIO 302 (both completed with a C or better), SS 520 BCLS Certification

[Provides the student with the theoretical basis and application of nursing concepts underlying the practice of nursing as it relates to select developmental self-care needs/deficits across the life cycle. End of life issues and spiritual aspects of care are included. Emphasis is placed on assisting patients with selected self-care needs/deficits to achieve and maintain their optimal level of self-care. Relevant therapeutic nutrition, pharmacology and holistic healing modalities are presented and discussed. Instruction on physical assessment and critical thinking strategies continues from NU-101. Learning experiences are provided in the college laboratories as well as selected hospitals and community health care settings]

To:

NU102 Safe and Effective Nursing Care of Clients Level II

5 class hours, 12 clinical laboratory hours, 9 credits

Prerequisites: NU101, BIO 302 (both completed with a C or better), SS 520 BCLS Certification

NU 102 provides the student with the theoretical basis and application of nursing concepts underlying the safe and effective practice of nursing as it relates to self-care needs - across the life cycle - with a focus on the adult and pediatric client. Psychosocial, end-of-life, spiritual and cultural aspects of care are included. Teaching-learning principles are utilized for clients across the life span. Relevant therapeutic nutrition, pharmacology and holistic healing modalities are presented. Students continue to develop communication and assessment skills as well as critical thinking strategies. Professional practice is further developed utilizing evidenced-based research. Clinical experiences take place in the college laboratories, hospitals and community settings.

From:

NU201 [Nursing Care of Adults and Family with Developmental Self-Care Needs and Selected Self Care Deficits:]

Intermediate Level, Part II

5 class hours, 12 clinical laboratory hours, 9 credits

Prerequisites: Nu102, BIO 311(both completed with C or better), BCLS Certification

[Provides the student with the theoretical basis and application of nursing concepts underlying the practice of nursing as it relates to selected developmental self-care needs/deficits within the context of family. Emphasis is placed on assisting adults and families across the life cycle with selected self care needs/deficits to achieve and maintain their optimal level of health. Related therapeutic nutrition and pharmacology continue as a focus of practice. Refinement of assessment, critical thinking strategies and health promotion skills along with development of professional accountability continues. Learning experiences are provided in the college laboratory as well as selected hospitals and community health care settings.]

To:

NU201 Safe and Effective Nursing Care of Clients Level III

5 class hours, 12 clinical laboratory hours, 9 credits

Prerequisites: Nu102, BIO 311(both completed with C or better), BCLS Certification

NU 201 provides the student with the theoretical basis and application of nursing concepts underlying the practice of nursing as it relates to self care needs - across the life cycle - with a focus on assisting adults and families to achieve and maintain an optimal level of health and wellness. Related therapeutic nutrition and pharmacology continue as a focus of practice. Refinement of assessment, teaching-learning, communication and critical thinking strategies continues. Development of professional accountability continues with emphasis on writing and evidenced- based research. Learning experiences are provided in the college laboratory, acute care, maternal-child, and community health care settings.

From:

NU202 [Advanced Nursing Care of Persons with Complex Self-Care Needs/Deficits]

5 class hours, 12 clinical laboratory hours, 9 credits

Prerequisites: NU 201(Completed with a C or better), BCLS Certification

Co-requisite: NU 203

[Provides the knowledge and skills needed to manage nursing care of persons with complex physiological and psychosocial self-care needs/deficits. Opportunity is provided for increased self-direction in the utilization of the nursing process and accountability for professional practice. Emphasis is on advanced assessment, management and critical thinking strategies with a focus on communication techniques utilized in interdisciplinary collaboration. Clinical experiences are provided in college laboratories, hospitals and community health care settings.]

To:

Nu202 Safe and Effective Nursing Care of Clients Level IV

5 class hours, 12 clinical laboratory hours, 9 credits

Prerequisites: NU 201(Completed with a C or better), BCLS Certification

Co-requisite: NU 203

NU 202 provides the student with the knowledge and skills needed to manage safe and effective care of clients - across the life cycle - with complex physiological and psychosocial needs. Opportunity is provided for increased self-direction in the management of care for groups of clients in acute care and community settings utilizing evidenced-based research. Emphasis is on advanced assessment and critical thinking strategies to promote effective clinical decision making. Interdisciplinary communication and collaboration are emphasized. Teaching and learning practices are implemented for the elderly client in community centers. Professional behaviors related to healthcare policy, finance and regulation, and policy formation are introduced. Clinical experiences are provided in college laboratories, hospitals and community settings with the inclusion of a mental health and community health experience

Rationale:

Revision of the Nursing Program Course Descriptions and Course Objectives:

The National League of Nursing (NLN) is the accreditation organization for programs of nursing. NLN provides the framework for the organization of nursing curricula. Nursing education is moving away from a single, theoretical framework such as Orem, to a more eclectic theoretical approach. In addition, NLN has revised the curricula development framework for associate degree programs to more accurately reflect the current practice of nursing and expected graduate competencies. Previously, the roles of provider of care, manager of care, and member within the discipline of nursing were used as the framework for practice competencies of the graduate of an associate degree nursing program. This framework limited the descriptive parameters of the nursing program's current courses and objectives. After analysis of the current nursing courses, the faculty determined that the framework of 8 core components, and an eclectic approach to the teaching of nursing practice, is more comprehensive and more accurately reflect the competencies expected of our nursing student in the current nursing courses. Therefore, the course descriptions and objectives were revised to reflect this framework. This was done without the need to revise the course content.

III. New Courses

A) Art and Design Department

AR 483 Portfolio Project In Studio Art

2 credits: Independent study equivalent to 4 studio hours

Prerequisite: 15 Credits in Studio Arts, AR-310 or AR-311, and at least one Art History elective.

Description:

A second-year, independent study course specializing in the solving of aesthetic, technical and professional problems. Major emphasis is on building a portfolio for presentation for employment or application for 4-year degree programs based on student-generated creative project in the medium of the individual student's concentration. The student meets with the course instructor and/or faculty adviser for regularly scheduled meetings to present their work as it develops, or for critique and discussion. There is a required term paper, due one week in advance of the final review at the end of the semester. A committee of art department faculty participates in the review and grading. Any incompletes are the decision of the committee only, and are based on the presentation of work during final review.

Rationale:

Because in the creative arts so much of learning has to be inferred as opposed to proven, the work of this class will be evaluated by the entire studio faculty, and through that process common, shared standards will be applied to the work. Many art programs have such a portfolio review. The Queens BFA program requires a successful program review in the second year to move on; Purchase has such a panel review at the end of every year, and students can be dropped from the program if they fail to meet the criteria. Obviously as a CC we want to use such a review as a teaching tool more than a culling mechanism, but it could certainly be used to set standards.

AR-483 will be useful in establishing some of the standards sought by Middle States in a way that is at the same time useful to the students, appealing to the faculty and consistent with the spirit, intent and traditions of the visual arts. AR-483 will be a capstone course.

B.) Department of Health, Physical Education, and Dance:

A.A.S Degree Program in Massage Therapy

HA-206 Pregnancy Massage

1 hour lecture and 3 hours laboratory, 2 credits

Prerequisites: CPR and First Aid Certification, BI-302, BI-331, HA-101, HA-104; or permission of instructor; offered in fall or spring

This course provides in-depth knowledge needed to offer safe and effective massage treatments to pregnant clients. The anatomy and physiology of body changes and complications, benefits, indications, and cautions of pregnancy massage, along with massage techniques, Eastern and Western, for common discomforts during pregnancy are

included along with communication, ethical considerations, and documentation. The course also prepares students to give safe and effective massage to women during labor and childbirth as well as during the postpartum period.

HA-207 Hospital-Based Massage

1 hour lecture and 3 hours laboratory, 2 credits

Prerequisites: CPR and First Aid Certification, medical clearance, liability/malpractice insurance, BI-302, BI-331, HA-101, HA-104, and permission of instructor; offered in fall or spring

This course is designed for students majoring in Massage Therapy or Nursing who plan to provide massage for seriously ill patients in a hospital setting, with an emphasis on oncology massage. It includes medical terminology, devices, and documentation. The course presents an overview of complementary and alternative therapies, including energy-based techniques that are commonly used with seriously ill patients, along with how to modify massage therapy according to patients' needs. Students will gain practical experience providing massage in the hospital.

HA-208 Sports Massage

1 hour lecture and 3 hours laboratory, 2 credits

Prerequisites: CPR and First Aid Certification, BI-302, BI-331, HA-101, HA-104; or permission of instructor; offered in fall or spring

This course will enable students to assess athletic clients in order to apply appropriate massage techniques in safe and effective ways. The course includes theory and philosophy of sports massage, pathologies and dysfunctions, and specialized clinical methods to resolve pain syndromes. Students will gain practical experience working with the college's athletic teams.

HA-209 Thai Massage

1 hour lecture and 3 hours laboratory, 2 credits

CPR and First Aid Certification, BI-302, BI-331, HA-103; HA-104; or permission of instructor; offered in spring

This course is designed for advanced massage therapy students. This course provides an introduction to traditional Thai massage and Thai culture. The lecture will review the history and theoretical foundations of Thai massage and discuss the role of massage in traditional Thai medicine. The practicum will prepare students to use stretches and pressure with hands, arms, knees, and feet to deliver a basic two-hour massage sequence in the front, side, back, and seated positions.

Rationale:

The Department proposes to replace HA-201, the Massage Program's third Eastern course, with electives that will include integrated Eastern/Western treatment options and will respond to the greater demands of the market. Pregnancy Massage continues to be in demand and is offered in hospital birthing units. In collaboration with the Nursing Department, this proposal includes Hospital-Based Oncology Massage to be offered to both Massage Therapy and Nursing majors as well as to practicing nurses and licensed massage therapists in the community who would be interested in taking the course. A Sports Massage elective will prepare graduates to work with professional athletes and dancers. Thai Massage is an Eastern form of massage that is offered in massage practices, spas and other workplaces and would enhance students' employability. All of the proposed elective courses can be taken in the third or fourth semester of the program. In addition, each of the proposed elective courses can be offered to Licensed Massage Therapists in the community for college credit and continuing education units as well as to Queensborough's students to enhance their potential

C.) Nursing Department

NU-204 Nursing and Societal Forces

3 class hours, 3 credits

Prerequisite: NU-201 (completed with grade of C or better); co-requisite: NU-202

Description:

This course will explore health care issues and concerns through the integration of knowledge from nursing, social, and political sciences. The legal, political, and ethical parameters of nursing will be

examined within the framework of the wellness/ illness continuum. Strategies for the resolution of societal issues and concerns, which impact nursing and the health care delivery system, will be analyzed. This is a Writing Intensive course.

Rationale:

NU-204 was created as described below for the proposed dual/joint program with Hunter. The Department has decided to replace the current NU-203 in its regular Nursing program with NU-204, both to give students greater transferability and to keep the QCC graduation requirements for the AAS in Nursing the same for students in both programs.

Barriers to educational mobility of AD graduates to the BS level include, among others, the perceived difficulty in credit transfer causing repetition of course content. To help eliminate this problem, the faculties of Hunter College School of Nursing (HBSON) and Queensborough Community College Department of Nursing (QCC) decided, as part of their curricular collaboration, to redesign NUR 379 – *Nursing and Societal Issues* (HBSON's first course) to meet the needs of both programs thus creating a "bridge" course (NU-204) which will facilitate seamless progression between the two programs. Students will be credited for NU-204 in both departments.

Concepts from the former NU-203 – *Issues and Trends in Nursing* (QCC) have been included in NU-204 but expanded to include course content from the redesigned NUR-379. Increased use of Internet sources for class readings to enhance facility in accessing databases on-line, expanded study of the politics and policies of current healthcare issues and enhanced discussion of the role of the nurse as manager and change agent are included in the new NU-204 course. Since NU-204 is a pre-licensure course at QCC, student preparation of resumes and cover letters, as well as interviewing techniques, will remain.

IV. New Courses--- Experimental

Department of Speech and Theatre

TH-134 Stage Makeup

1 lecture hour & 2 studio hours/week 2 credits

Prerequisites: (and/or) co-requisites: none

Course description :

Theory and practice of theatrical stage makeup. Project based learning with a concentration on the design and practical application of stage makeup for a variety of characters. Proper use of tools and materials used in the application of stage makeup techniques. Comprehension of terminology and function used in makeup design.

Rationale –This was cited as a deficiency during program review by external reviewers.

This course will serve the A.S. Degree Program in Visual and Performing Arts, and possibly the proposed A.A.S. in Visual and Performing Arts.

This will be offered for two semesters as an experimental course and then if revised and approved it might be offered every other semester with a projected enrollment of 15.

V. Veteran Credits

Proposed resolution:

Resolved: That QCC will grant transfer credit to US military veterans as follows: Upon submission of appropriate documentation, veterans will be waived from health and physical education degree requirements and will be granted one transfer credit as PE540 (Introduction to Physical Fitness). Veterans may receive up to 30 transfer credits based on evaluation of their military transcripts and/or official DSST examination scores. All transfer credit for military service will be based on specific equivalencies, as determined by each academic department chair (or designee), between courses offered at the College and documented experiences on ACE transcripts or from DSST examination scores.

VI. Degree Program Changes

A.) In the Department of Health, Physical Education, and Dance:

PROPOSED PROGRAM CHANGES FOR THE

A.A.S Degree Program in Massage Therapy

FROM:

Requirements for the Major

HA-100§ Foundations of Therapeutic Massage	3
BI-330 Myology	3
BI-331 Kinesiology	3
BI-325 Neurophysiology	3
HA-101 Eastern Massage Therapy I	2
HA-103 Eastern Massage Therapy II	2
HA-201 Eastern Massage Therapy III	2
HA-102 Western Massage Therapy I	2
HA-104 Western Massage Therapy II	2
HA-202 Western Massage Therapy III	2
HA-203 Massage Practicum I	2
HA-204 Massage Practicum II	3
HA-220 Pathology for Massage Therapy I	3
HA-221 Pathology for Massage Therapy II	3
HA-205§ Professional Issues in Massage Therapy	2

TO:

Requirements for the Major

HA-100§ Foundations of Therapeutic Massage	3
BI-330 Myology	3
BI-331 Kinesiology	3
BI-325 Neurophysiology	3
HA-101 Eastern Massage Therapy I	2
HA-103 Eastern Massage Therapy II	2
HA-102 Western Massage Therapy I	2
HA-104 Western Massage Therapy II	2
HA-202 Western Massage Therapy III	2
<u>Massage Therapy Elective –one from the list below:</u>	
<u>HA 206,207,208,209</u>	<u>2</u>
HA-203 Massage Practicum I	2
HA-204 Massage Practicum II	3
HA-220 Pathology for Massage Therapy I	3
HA-221 Pathology for Massage Therapy II	3
HA-205§ Professional Issues in Massage Therapy	2

Rationale:

The proposed changes for the degree requirements for Massage Therapy were formulated following extensive research regarding the curricula of massage therapy schools in New York State – both community colleges and trade schools – and the market for massage therapy. The New York Department of Education requires at least 50 hours of Eastern theory and bodywork practice. Queensborough offers 3 semesters of 60 hour classes (180hrs). Other schools offer two semesters of Eastern massage. The massage school owners and program directors in New York State as well as the members of QCC’s Massage Program’s Advisory Committee agreed that the relatively small number of graduates who wish to build practices providing Eastern massage face a hurdle in the need to educate potential clients sufficiently on the nature and benefits of Eastern massage. A small number build successful practices. According to the advisory committee members, Manhattan clients who are savvy about Shiatsu often expect to receive an integrated Eastern/Western treatment.

The Department proposes to replace HA-201, the Massage Program’s third Eastern course, with electives that will include integrated Eastern/Western treatment options and will respond to the greater demands of the market. Pregnancy Massage continues to be in demand and is offered in hospital birthing units. In collaboration with the Nursing Department, this proposal includes Hospital-Based Oncology Massage to be offered to both Massage Therapy and Nursing majors as well as to practicing nurses and licensed massage therapists in the community who would be interested in taking the course. A Sports Massage elective will prepare graduates to work with professional athletes and dancers. Thai Massage is an Eastern form of massage that is offered in massage practices, spas and other workplaces and would enhance students’ employability. All of the proposed

elective courses can be taken in the third or fourth semester of the program. In addition, each of the proposed elective courses can be offered to Licensed Massage Therapists in the community for college credit and continuing education units as well as to Queensborough's students to enhance their potential employability.

B.) In the Department of Nursing

**PROPOSED PROGRAM CHANGES FOR THE
A.A.S. IN NURSING**

FROM: Current Requirements		TO: Proposed Change in Requirements	
ENGLISH COMPOSITION		ENGLISH COMPOSITION	
EN 101 English Composition I	3	EN 101 English Composition I	3
EN 102 English Composition II	3	EN 102 English Composition II	3
LAB SCIENCE		LAB SCIENCE	
BI-301 Anatomy and Physiology I	4	BI-301 Anatomy and Physiology I	4
BI 302 Anatomy and Physiology II	4	BI 302 Anatomy and Physiology II	4
BI 311 Microbiology	4	BI 311 Microbiology	4
SOCIAL SCIENCES		SOCIAL SCIENCES	
SS 310 Sociology	3	SS 310 Sociology	3
SS 510 Psychology	3	SS 510 Psychology	3
SS 520 Human Growth and Development	3	SS 520 Human Growth and Development	3
LIBERAL ARTS AND SCIENCES ELECTIVE	3	LIBERAL ARTS AND SCIENCES ELECTIVE	3
NURSING MAJOR		NURSING MAJOR	
NU-101 Introduction to Nursing Care of Persons with Universal Self-Care Needs/Deficits	7	NU-101 <u>Safe and effective nursing care of client, I</u>	7
NU-102 Nursing Care of Persons with Developmental Self-Care Needs and Selected Self-Care Deficits; Intermediate Level, Part I: Writing Intensive	9	NU-102 <u>Safe and effective nursing care of client, II</u>	9
NU-201 Nursing Care of Adults and Family with Developmental Self-Care Needs and Selected Self-Care Deficits; Intermediate Level, Part II	9	NU-201 <u>Safe and effective nursing care of client, III (WI)</u>	9
NU-202 Advanced Nursing Care of Persons with Complex self-Care Needs/Deficits	2]	NU-202 <u>Safe and effective nursing care of client, IV</u>	<u>3</u>
[NU-203 Issues and Trends in Nursing: Writing Intensive		NU-204 <u>Nursing and Societal Forces (WI)</u>	
Total Credits required for the A.A.S.	[66]	Total Credits required for the A.A.S.	<u>67</u>

Summary of changes:

- The course title and description has been revised for NU-101, 102, 201, and 202. The nursing contents of these courses has not been changed.
- The Writing Intensive Requirement has been moved from NU-102 to NU-201. subject to the approval of the Academic Senate Standing Committee on WID WAC
- A new three credit course, NU-204 Nursing and Societal Forces, will replace the current two credit Issues and Trends in Nursing.

VII. NEW DEGREE PROGRAM PROPOSAL

Proposed Dual/Joint AAS/BS Degree in Nursing: Queensborough Community College and Hunter College

NOTE: The entire document is available on the QCC website under the website of the Committee on Curriculum and then under Documents. At

<http://www.qcc.cuny.edu/Governance/AcademicSenate/CURR/Docs/QCC-Hunter-Dual-Joint-Degree-proposal-and-course-changes.pdf>

Purpose and Goals

This purpose of this joint/dual degree program is a curricular collaboration that will result in a higher rate of seamless progression of Queensborough Community College (QCC) nursing graduates through the upper division baccalaureate program at Hunter-Bellevue School of Nursing (HBSON). An additional objective of this new dual/joint degree is to increase the recruitment and retention of Hispanic nursing students. Many more Hispanic nurses are needed to provide culturally and linguistically competent healthcare to the growing Hispanic population in New York City and beyond. Approximately 4% of nurses in New York City are Hispanic, and while that is greater than the national average of 1.8%, it is small for a city whose population is 27% Hispanic (New York Academy of Medicine; Jonas Center for Nursing Excellence, 2006).

It is believed that this dual/joint degree between QCC and HBSON will serve as a model for other CUNY AAS and BS nursing programs, and will be replicated across the university. The inception of this program is timely, even on a national level, as several states already have or are currently pursuing statewide jointly registered programs, including Oregon, Hawaii, and California.

Need and Justification

Because of the accessibility of community colleges across the nation, the number of associate degree (AD) nurses has climbed to over 60% of newly licensed nurse graduates (United States Department of Health and Human Services [USDHHS], 2007b), however only 16% of these AD prepared nurses continue their formal education to the baccalaureate level (USDHHS, 2007b; NYSED, 2003; Cleary, Bevill, Lacey, & Nooney, 2007). On average, nurses who do seek further formal nursing education return to school just once (Bevill, Cleary, Lacey & Nooney, 2007). This single phenomena serves to decrease the pool of nurses prepared to pursue the graduate degrees required to teach nursing, contributing to the current and continuing nursing faculty shortage.

The faculty shortage contributes to the shortage of nurses in general, due to limited availability of academic placements for qualified nursing students. The dearth of nurse educators caused over 125,000 qualified applicants to be denied admission to programs in each of the last three years; over 147,000 were turned away in 2006 alone (National League for Nursing, 2006). The March 2008 report, *The Future of the Nursing Workforce in the United States: Data, Trend, and Implications*, released by Buerhaus and colleagues, states the shortage of nurses may climb as high as 500,000 by 2025 (Buerhaus, Staiger & Auerbach, 2009; Buerhaus, Auerbach & Staiger, 2009). Thus, the shortage of nursing faculty and nurses are interwoven.

Current trends for nursing enrollment at CUNY are consistent with national trends. The number of CUNY AD nursing graduates has increased from 489 in academic year 2002/2003 to 943 in academic year 2007/2008 (93% increase), while graduates from CUNY BS nursing programs increased from 238 to 375 (58% increase) during the same period (CUNY Institutional Research Database, 2008). Although traditional

articulation agreements exist between many community colleges and surrounding baccalaureate nursing programs – including within CUNY – these agreements have not removed all roadblocks. Continuing roadblocks include the inability to transfer all credits earned and repetition of concepts already learned at the community college. These roadblocks increase the cost of obtaining the baccalaureate degree; additional costs are related to completing additional credits as well as the additional time required for completion. A study by Megginson (2008), describes the perceived barriers and incentives to RN-BSN educational mobility, the most frequently cited favorable RN-BSN program characteristic was the acceptance of AD coursework in the transfer of credits. It is imperative that CUNY take measures, such as the implementation of this seamless dual/joint degree, to foster the ease of progression for our AAS nursing students.

A bill currently pending in New York State proposes that professional nurses be required to complete a baccalaureate degree in nursing within ten years of licensure to practice in NYS. Several other states have similar legislation pending. It is important for CUNY to begin preparations for this possible change by creating an infrastructure that will support the needs of our nursing students and the NYC nursing community at large. With or without this legislative initiative, the face of healthcare is changing at breakneck speed. Between 1984 and 2004 the proportion of nurses working in hospitals fell from 68.2% to 57.4% (Jonas Center for Nursing Excellence, 2009). The need to educate nurses for a different, more diverse and complex healthcare setting is imperative

Students

Although the original planning, supported by grant monies from the Robert Wood Johnson Foundation/Jonas Center for Nursing Excellence (RWJF/JCNE) was written to accommodate cohorts of 20-30 students per semester (who would be selected from the incoming QCC, Nu 101 students), the curriculum is being revised in a way that all successful QCC nursing students will be eligible for seamless transfer into the upper division baccalaureate program at HBSON, should they choose to do so at a later date.

An informal survey of the current student body and the January 2009 entering class (Nu 101) demonstrated that 95% of these enrollees are interest in pursuing the BS degree. Providing an opportunity to pursue the baccalaureate degree outside of Queens is important as there is only one BS completion program in Queens at York College. This is a small program with limited enrollment. York College is currently concentrating their efforts on opening a new generic BS in Nursing program. There are three AD programs in Queens, two CUNY programs and one private program, with potential applicants for the limited seats at York College.

The planned joint/dual QCC/HBSON program would be exclusively for QCC students, although the model could be replicated across the university. We anticipate 25%-30% of each incoming QCC class will qualify and participate in the dual/joint degree program.

[Student Support and Advisement]

ADMISSION TO PROGRAM

This program will recruit the initial participants directly from students currently enrolled in the clinical nursing courses at QCC. The program seeks to recruit Hispanic students in particular to meet the healthcare and cultural. The SSA will identify potential enrollees to the nursing major while they are completing the prerequisite sequence. The SSA will offer guidance and support, including referrals to academic and other QCC support services to enhance the potential for successful completion of the sequence. The SSA will assist the QCC nursing department and the college to identify high schools and other potential recruitment venues to target a population of Hispanic descent for the purpose of present nursing as a sustainable career choice.

Students will be selected to participate in the first cohort following the first semester (Nu 101). A grade of B or better in Nu 101 and a GPA of 3.0 or better is required to enter the AAS/BS cohort in the second semester. Those selected for the cohort will follow the same nursing curriculum as non-BS students but will interact with HBSON faculty and students through planned activities and seminars. Students will be assigned to cohort clinical groups and participate in capstone experiences which will include a mentored clinical experience being developed through clinical partnerships. Presently, to participate, students must be enrolled in the day program, as the planned activities and seminars cannot be replicated for the evening students, nor will the Student Support Advocate be available in the evening.

Curriculum

The curricular changes being undertaken by HBSON and QCC are informed by the work of the Oregon Consortium for Nursing Education (OCNE; www.ocne.org), a partnership of eight community colleges with the Oregon Health Science University. Conceptual changes are to be incorporated into all QCC and HBSON RN Pathway nursing courses to form a seamless RN-BSN curriculum. These changes are to include, but are not limited to:

- Increased use of case-based learning, emphasizing the most commonly occurring healthcare problems/pathologies. These cases will be used throughout the curriculum; the complexity of the cases will be increased as the curriculum progresses.
- Increased use of simulation as a clinical learning tool
- Increased gerontological focus to address the American aging demographic
- Increased focus on cultural competence; currently a thread within the QCC curriculum and a major focus in the HBSON curriculum
- Development of collaborative relationships between the faculties and students of the two colleges, including collaboration on learning projects
- Enhanced socialization of QCC students at the baccalaureate level to include attendance at lectures and seminars at the HBSON and the Hunter 68th street campuses
- Increased emphasis on evidence-based practice and utilization of clinical research to enhance patient outcomes, by incorporating of the Institute of Medicine's (IOM) Core Competencies, as well as the competencies of NLN and AACN for safe and effective patient care, therefore preparing both ADN and BS graduates for practice in the 21st century

In addition to the courses required for their AAS degree, students will be encouraged to complete additional liberal arts, science and humanities courses which can be applied to the BS degree. Students will be guided in the selection of these courses by the faculty advisor or SSA to maximize the courses which meet the general education, as well as the pluralism and diversity graduation requirements for Hunter College and the HBSON thereby avoiding potential repetition of credits. Students will be encouraged to complete Chemistry 127, one American History course and Computer-Assisted Statistics (MA 336) as part of this initiative. Hunter College permits no more than 70 credits to be transferred toward the baccalaureate degree. Using these courses as electives for the AAS degree or as additional course work will not exceed maximum transfer presently prescribed by Hunter College in the 2007-2010 catalogue (p. 7).

Queensborough's current Nursing 203 course is being replaced with the HBSON, Nursing 379, Nursing and Societal Forces (to be numbered NU204). This three (3) credit course has been collaboratively redeveloped by the QCC and HBSON faculties. This is the first course in the RN-BS program at the HBSON. QCC students will also transfer an additional three nursing credits as an elective for the Community Nursing component completed in Nu 202. These 6 credits will be applied to the AAS degree and the increase nursing credits transferred to the HBSON to a total of 30. This represents a major change, as 24 credits are traditionally accepted for transfer within the CUNY system as

individuals move from AAS programs to RN-BS programs. The increased transfer of credit will enhance the ability of the student to complete the RN-BS program in a reduced amount of time with reduced tuition expenditure.

COURSES REQUIRED FOR A.A.S. IN NURSING AT QUEENSBOROUGH CC

Program Content and Requirements		SED B-1	Please place an X in the appropriate column	
Course Number and Course Title*		No. of Credits	Is this a new course?	Is this a revised course?
List each course required for the college core (if applicable)**	ENGLISH COMPOSITION			
	EN 101 English Composition I*	3		
	EN 102 English Composition II*	3	NO	NO
	LAB SCIENCE		NO	NO
	BI-301 Anatomy and Physiology I*	4		
	BI 302 Anatomy and Physiology II*	4	NO	NO
	BI 311 Microbiology*	4	NO	NO
	SOCIAL SCIENCES		NO	NO
	SS 310 Sociology*	3		
	SS 510 Psychology*	3	NO	NO
SS 520 Human Growth and Development*	3			
LIBERAL ARTS AND SCIENCES ELECTIVE*	3			
List each course required for the major (include any field experience, research, thesis, or capstone course)**	NURSING MAJOR			
	NU-101 Safe and effective nursing care of client, I	7	NO	NO
	NU-102 Safe and effective nursing care of client, II	9	NO	NO
	NU-201 Safe and effective nursing care of client, III	9	NO	NO
	NU-202 Safe and effective nursing care of client, IV	9	NO	NO
NU-204 Nursing and Societal Forces	3	YES	NO	

Total credits in the A.A.S. in Nursing program	67	
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NOTE: 30 CREDITS ARE LIBERAL ARTS AND SCIENCES

***MOST UNDERGRADUATE DEGREE TITLES REQUIRE A SPECIFIED PERCENTAGE OF LIBERAL ARTS CONTENT (FOR EXAMPLE, AA, BA REQUIRE 75%; AS, BS, BSED REQUIRE 50%; AAS REQUIRES 33%). WITHIN THE TABLE, IDENTIFY WITH AN ASTERISK ALL COURSES THAT ARE CONSIDERED LIBERAL ARTS AND SCIENCES.**

****IF STUDENTS SELECT FROM CATEGORIES OF COURSES, SPECIFY THE CATEGORIES AND THE NUMBER OF CREDITS REQUIRED IN THE CATEGORY. IN SUCH A CASE, PROVIDE AN ANNOTATED COPY OF THE COLLEGE CATALOG.**

ADDITIONAL COURSES REQUIRED FOR HUNTER COLLEGE B.S. IN NURSING

Program Content and Requirements		SED B-1	Please place an X in the appropriate column	
Course Number and Course Title*		No. of Credits	Is this a new course?	Is this a revised course?
List each course required for the college core (if applicable)**	<u>Stage 1: Academic Foundations (9 credits)*</u>			
	Art/Music elective (see approved list) taken at QCC	3	No	No
	Statistics 113 (MA-336 at QCC)	3	No	No
	U.S. History (see approved list) taken at QCC	3	No	No
	<u>Stage 2: Broad Exposure (39 credits total)*</u>			
	Humanities	3	No	No
	Arts (see approved lists)	3	No	No
	Chemistry 100/101 (CH-127 at QCC)	4.5	No	No
	<u>Stage 3: Focused Exposure (6 credits)*</u>			
	Humanities or Arts (see approved list)	3	No	No
	Social and Natural Sciences (see approved list)	3	No	No
	<u>Pluralism and Diversity (12 credits)*</u>			
	Non-European	3	No	No
	European	3	No	No
6 credits of Nursing meet this requirement	(6)	No	No	
<u>ADDITIONAL GENERAL EDUCATION (15 credits)*</u>	15	No	No	
(One 3 credit course taken at QCC)				
List each course required for the major (include any field experience, research, thesis, or capstone course)**	NURSING MAJOR			
	NUR 379 Nursing and Societal Forces (taken at QCC as NU-204)	(3)	Yes (at QCC)	Yes
	NUR 380 Nursing Research and Theory	3		No
	NUR-381 Health Assessment Through the Lifespan	4.5	No	No
	NUR electives (suggested NUR 340, 351 – meets PD/C requirements)	6	No	No
	NUR 384 Nursing Culturally Diverse Families	3		No
	NUR 480 Promotion of Wellness in the Community	4.5	No	No
	NUR elective (3 credits allowed for NU-202 community content)	3	No	No
	NUR 482 Advancement of Roles and Relationships in Professional Nursing	3	No	No

Total credits in the B.S. in Nursing program	128.5	
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NOTE: 43.5 CREDITS ARE LIBERAL ARTS AND SCIENCES

Suggested Sequence of Courses AAS/ RN at QCC to BS in Nursing at Hunter:

SPRING 2009		FALL 2009		ENROLLED JOINTLY HUNTER/QCC SPRING 2010		SUMMER 2010	
Course Title	Credits	Course Title	Credits	Course Title	Credits	Course Title	Credits
EN 101	3	Nu 101	7	Nu 102	9	CH 127	4.5
SS 510	3	Bio 302	4	BIO 311	4	Gen Ed	3
Bio 301	4	SS 520	3	art or music elective at Hunter	3	(on permit @ QCC for Hunter)	
SS 310	3						
Total credits	13	Total credits	14	Total credits	16	Total credits	7.5
FALL 2010		Graduation from QCC SPRING 2011		SUMMER 2011		FALL 2011	
Course Title	Credits	Course Title	Credits	Course Title	Credits	Course Title	Credits
Nu 201	9	Nu 202 (3 credit elective toward Hunter requirements)	9	Nu 381 (Hunter) offered at QCC	4.5	Nu 380 (Hunter)	3
Lib Arts elective	3	Nu 204 (Hunter 379)	3	MA 336 (on permit @ QCC)	3	Gen Ed	6
U.S. History for Hunter requirement recommended							
EN 102	3						
Total credits	15	Total credits	12	Total credits	7.5	Total credits	9
SPRING 2012		SUMMER 2012		FALL 2012		SPRING 2013	
Course Title	Credits	Course Title	Credits	Course Title	Credits	Course Title	Credits
Nu 384 (PD/B)	3	Gen Ed	6	Nu 480	4.5	Nu 482	3
Nursing elective	3			Humanities	3	Nursing elective	3
suggested 340,351(meets PD/C)				Humanities/Visual or Performing Arts (adv)	3	Gen Ed	3
Gen Ed	3						
Total credits	9	Total credits	6	Total credits	10.5	Total credits	9