

Montana University System New Academic Program Proposal Summary

Campus: Montana Tech

Program Title: Nursing

1. **How does this program advance the campus' academic mission and fit priorities?**
Science and the application of science with a response to the needs of industry fit the long-standing campus mission and priorities of Montana Tech.
2. **How does this program fit the Board of Regents' goals and objectives?**
This program is responsive to market, employment and economic development needs of the State (Goal D)
3. **How does this program support or advance Montana's needs and interests?**
Montana Tech believes that this proposal is essential to respond to the current national, state and local nursing shortage. The BSN will help to meet the needs of an increasingly complicated health industry facing the citizens of Montana. St James Healthcare and many health care facilities statewide are hiring traveling health professionals from out of state to fill current needs. These dollars paid in wages leave the community and the tax base of the state.
4. **How will this program contribute to economic development in Montana? (Note projected annual economic impact both regionally and statewide.)**
Montana Tech anticipates that all RN graduates will be highly sought after (with an annual salary of \$43,000-\$48,000). ASN graduates can work as registered nurses while completing the BSN degree requirements.
5. **What is the program's planned capacity? 180 Break Even FTE 106**

Academic Year	CNA Students		LPN Students		ASN Students		BSN Students		Total Enrollment
	Enrollment	Graduates	Enrollment	Graduates	Enrollment	Graduates	Enrollment	Graduates	
AY03	10	18	80	36	40	36	0	0	130
AY04	10	18	40	36	80	36	20	38	150
AY05	10	18	10	8	120	72	20	38	160
AY06	10	18	10	8	80	36	60	36	160
AY07	10	18	10	8	80	36	80	36	180
AY08	10	18	10	8	80	36	80	36	180

Due to the current local, state, and national healthcare worker shortage, it is anticipated that all graduates will be offered employment upon graduation for the foreseeable future.

6. Resource Allocation

Values are for Year 1 of the proposed program

Total program budget? Expenditures **\$604,525** Revenues **\$643,374**

Faculty FTE? 9.33 Staff FTE 0.5

Does this program require new resources? Yes (state allocation) Amount? \$245,934

How will the campus fund the program? Current funding is adequate with the increased tuition and state allocation for a north campus programs of ASN and BSN.

If internal reallocation is necessary, name the sources? No

PROGRAM DESCRIPTION

1. **Briefly describe the proposed new program. Please indicate if it is an expansion of an existing program; a new program; a cooperative effort with another institution, business, or industry; and an on-campus or off-campus program. Attach any formal agreements established for cooperative efforts.**

The proposed student-focused nursing program will consist of an "upper division" leading to the BSN.

Current licensure as a registered nurse is required for entry into the upper division (BSN completion)

component. Completion of the upper division (BSN completion) will require two years of academic coursework (48 additional credits).

Montana Tech’s program also facilitates bachelor education for currently licensed non-BSN registered nurses by allowing them to apply for entry into the upper division component (BSN) without repeating any prior nursing coursework. All applicants to the upper division component must complete prerequisite general education to be eligible. Transfer of general education will be evaluated on a course-by-course basis.

Upper Division Component (Proposed Bachelor of Science in Nursing)

- The role of the baccalaureate degree nurse is to plan, deliver and coordinate care for clients including individuals, families and communities in a variety of structured and unstructured settings. The emphasis of the baccalaureate prepared nurse is on care management, complex care situations and unpredictable outcomes.
- Thirty-two credits of nursing coursework and sixteen credits of required non-nursing support coursework (48 credits) are included in this component.
- In order to be eligible for application to the upper division component (BSN), students must be a currently licensed registered nurse and complete all degree requirements for the ASN. Following successful completion of the upper division component, the student would be eligible to apply for a Bachelor of Science in Nursing degree from Montana Tech. Graduates have the option of exiting into employment as a registered nurse and/or continue their nursing education by enrolling in a Master of Science in Nursing program (MSN) or related studies.

2. Summarize a needs assessment conducted to justify the proposal. Please indicate how the assessment plan was developed or executed and the data derived from this effort.

Montana Tech Registered Nursing Student Profile

Montana Tech recently profiled its current RN students and recent applicants to its RN program.

Year one of the current ASN program: There were 17 qualified applicants. All were long practicing LPN’s who graduated from certificate programs. They were new to college level coursework and had few transferable general education courses.

Year two of the current ASN program: Of the 25 qualified applicants, only four were long practicing certificate LPN’s. The other 21 (84%) were recent graduates of Montana Tech’s AAS-PN program. All 21 of these AAS-PN graduates started nursing education at Montana Tech with a stated goal of becoming Registered Nurses.

Year three of the ASN program: There were 48 qualified applicants for the ASN program. Eight (16.6%) were long practicing certificate LPN’s. 40 (83.3%) were graduates of Montana Tech’s AAS-PN program. All of these applicants started nursing education at Montana Tech with a stated goal of becoming Registered Nurses.

Profile of Montana Tech ASN Applicants

Applicants	Certificate LPN	Traditional Student (AAS-PN Graduate)
AY 2001	94% (16)	6% (1)
AY 2002	16% (4)	84% (21)
AY 2003	16.6% (8)	83.3% (40)

Conclusion

The majority of students seeking nursing education at Montana Tech identify Registered Nursing as their goal during initial contact/advising. Relatively few currently practicing LPN’s are applying to the RN program.

Montana Tech Nursing Student Surveys

In Fall 2001, 46 third semester AAS-PN nursing students were surveyed regarding their plans to apply to the ASN program. 98% indicated they were planning to apply to the ASN program.

In February 2002, a survey was sent to Montana Tech students with a declared major in nursing. 221 surveys were sent; 132 returned (60% return rate):

124 of 132 (94%) indicated their degree preference was a BSN.

129 of 130 (99%) said they wanted their BSN from Montana Tech. (Please see Appendix A).

Other Supportive Data

Montana Initiative for Nursing Transformation (MINT)

MINT conducted a Montana Nursing Workforce study in October 2001. A survey item pertaining to preferred educational preparation asked employers to identify the number of “current employees (2001) and number of RN employees (2002-2003) for each level you would like to employ if you had the option to select by educational level and if adequate supplies were available”. Survey results indicated that Montana employers have an increasing desire to employ BSN prepared nurses. (Please see Appendix B).

National Organization Position Statements

The American Association of Colleges of Nursing (AACN) recognizes the BSN degree as the minimum educational requirement for professional nursing practice.

- “While graduates can begin practice as a RN with an associate degree or hospital diploma, the BSN degree is essential for nurses seeking to perform at the case-manager or supervisory level or move across employment settings.” (AACN, 2002)
- “More nurse executives are indicating their desire for the majority of their hospital staff nurses to be prepared at the baccalaureate level to meet the more complex demands of today’s patient care. In fact, the words “BSN preferred” are appearing more frequently in classified ads for registered nurses nationwide.” (AACN, 2002)

In February 2000, the American Nurses Association (ANA) Board of Directors reaffirmed its longstanding position on baccalaureate nursing education.

- “ANA believes that baccalaureate nursing education is necessary to prepare the nursing workforce for the challenges of a complex and changing health care system.” (ANA, 2000)
- “ANA has long supported increased accessibility to high-quality educational and career mobility programs that utilize flexible approaches to individuals seeking academic degrees in nursing.” (ANA, 2000)
- “A major plank in ANA’s legislative platform focuses on ensuring continued support for nursing education both at the baccalaureate and graduate levels.” (ANA, 2000)

Federal Employment Educational Requirements

The U.S. Air Force, Army, and Navy as well as the United States Public Health Services require registered nurse employees to hold at least a BSN.

3. Explain how the program relates to the Role and Scope of the institution as established by the Board of Regents.

The proposed addition of the BSN completion degree is designed to be in congruency with Montana Tech’s Strategic Plan and Mission. The major theme of the strategic plan is to set goals that will keep Montana Tech at the forefront of those disciplines that currently serve the citizens of Montana, the nation, and the world while developing the areas that will serve the future. The complex issues of health care can be served through advanced science education with technological enhancements. Montana Tech provides graduates with the knowledge and skills necessary for successful lives and careers.

4. Please state what effect, if any, the proposed program will have on the administrative structure of the institution. Also indicate the potential involvement of other departments, divisions, colleges, or schools.

Minimum effect on the administrative structure is anticipated and minimum effect on other departments, colleges or schools is anticipated. It is requested that with approval of this proposal that the Nursing program will be housed in conjunction with the Healthcare Informatics program in a new Department of Health Sciences within the College of Math and Sciences. Administrative support will be provided to the department.

A nursing program director with the appropriate educational professional credentials for voluntary outside

accreditation will administer the program on a full-time basis. The nursing director will oversee the development, implementation and evaluation of the program, including both the lower and upper division components.

General education courses will continue to be taught by qualified faculty. Nursing courses will continue to be taught by qualified nurse educators. Annual contracts with various affiliates provide off-campus experiences.

5. Describe the extent to which similar programs are offered in Montana, the Pacific Northwest, and states bordering Montana. How similar are these programs to the one herein proposed?

Montana currently has six colleges/universities that offer degrees in professional nursing at the ASN and/or BSN level.

PROFESSIONAL NURSING EDUCATION IN MONTANA

Montana has 6 professional nursing (RN) programs

Definitions: MSU=Montana State University

REGISTERED NURSING PROGRAMS	
College/University	Type of Degree(s) Offered
Carroll College (Helena)	Bachelor of Arts in Nursing
Miles Community College (Miles City)	Associate of Science in Nursing (ASN)
Montana State University (Bozeman)	Bachelor of Science in Nursing (BSN) Master of Science in Nursing (MSN)
Montana Tech of the University of MT (Butte)	Associate of Science in Nursing (ASN)
MSU-Northern (Havre)	Associate of Science in Nursing (ASN) Bachelor of Science in Nursing (BSN) Completion Program
Salish-Kootenai College (Pablo)	Associate of Science in Nursing (ASN) Bachelor of Science in Nursing (BSN) Completion Program

Carroll College and Montana State University-Bozeman offer generic baccalaureate nursing education. General education is emphasized during the first two years and nursing-specific coursework is emphasized in the last two years.

Miles Community College, Montana State University-Northern and Salish-Kootenai College award the Associate of Science in Nursing (ASN) degree. ASN curricula typically provide students with immediate exposure to nursing subjects and technical practice. This degree is generally limited to 72 credits to meet National League for Nursing Accreditation Commission (NLNAC) standards (a voluntary, outside accrediting agency).

MSU-Northern and Salish-Kootenai College also offer a BSN completion program. BSN completion programs typically combine additional general education and higher level nursing coursework.

Montana Tech currently offers a one-year “bridge” ASN program. Admission requirements include licensure as a practical nurse. The proposed curriculum eliminates the LPN requirement and is designed to allow students direct access to RN education. Students would now be able to complete the ASN degree in two, rather than three academic years. The associated reduction in overall credits makes the program eligible for outside voluntary accreditation by NLNAC.

In the proposed curriculum, Montana Tech’s lower division general education and nursing courses all articulate or transfer into the upper division. Additionally, after successful completion of the lower division, students have the option of exiting out to employment and/or continuing their nursing education. This option supports Montana Tech’s Nursing Department’s philosophy of educational mobility, articulation, access to education and varying levels of educational preparation of nurses. Giving students the opportunity to work as registered nurses while continuing their nursing education positively supports the economic development of Montana.

Montana Tech’s multi entry/exit concept also allows graduates from other registered nursing programs to apply for entry into the upper division to obtain the Bachelor of Science in Nursing degree (BSN).

6. Please name any accrediting agency(ies) or learned society(ies) that would be concerned with the particular program herein proposed. How has this program been developed in accordance with the

criteria developed by said accrediting body(ies) or learned society(ies)?

Statutes and Rules Relating to Nursing issued and enforced by the Montana State Board of Nursing guide and direct professional and practical nursing education programs in Montana.

8.32.1102 STATEMENT OF PURPOSE

(1) These standards provide a basis for the state board of nursing to evaluate and approve nursing education programs and a format for nursing faculty and administrators to plan, implement and evaluate nursing education for the following professional and practical nursing programs:

- A. Professional baccalaureate degree education;
- B. Professional associate degree education;
- C. Practical nursing education.

(2) The following rules must set forth general standards regarding all nursing education and specific standards regarding curricula for baccalaureate degree, associate degree and practical nurse educational programs, faculty qualifications and responsibilities and administrative roles and functions.

(3) These rules represent minimal standards. The board shall interpret the standards to insure that minimum standards are met and to allow faculty flexibility to determine the scope, limits and direction of the nursing education program. The board shall revise these standards periodically to meet the ever-changing health care needs of society and the continuing development of nursing education. (History: Sec. 37-8-202, 37-8-301, MCA; IMP, Sec. 37-8-301, MCA; NEW, 1997 MAR p.626, Eff. 7/1/97.)

The State Board of Nursing currently approves Montana Tech's nursing programs

Montana Tech's proposed ASN and BSN curriculums fall within the guidelines established by NLNAC for accreditation of Associate and Bachelor Degree Nursing Programs. Upon approval of the proposal, Montana Tech would begin the process to seek this accreditation.

7. Prepare an outline of the proposed curriculum showing course titles and credits. Please include any plans for expansion of the program during its first three years.

PROPOSED BACHELOR OF SCIENCE IN NURSING CURRICULUM MAY 2002					
Upper Division - *Admission to Upper Division requires current RN licensure					
NURS XXX		Comprehensive Review of Registered Nursing		4 credits (Waived if graduated as an RN within the last two years)	
Junior Year—Fall Semester			Junior Year—Spring Semester		
NURS 3106	Pathophysiology	3	CHEM 1106	Health Chemistry Lab	1
MATH 1326	Elementary Statistics & Probability	3	NURS 3026	Advanced Health Assessment	4
XXXX	Humanities Elective	3	NURS 3036	Community Health Nursing	4
PTC 3896W	Business & Professional Writing	3	CHEM 1026	Organic Chemistry	3
Total Semester Credits		12	Total Semester Credits		12
Senior Year—Fall Semester			Senior Year—Spring Semester		
HSS 3376**	Professional Ethics	3	NURS 4926W	Undergraduate Research Project	4
NURS 4306	Nursing Management	3	NURS 4406W	Application of BSN Practice	3

NURS 4106	Nursing Theory	3	NURS 4916	Professional Nursing Internship	3
NURS 4206	Nursing Research	3	NURS 4506	Trends & Issues in Professional Nursing	2
Total Semester Credits		12	Total Semester Credits		12
Bachelor of Science in Nursing 48 credits (32 Nursing Credits/16 Non-Nursing Credits)					

Course Descriptions for New Courses for the Proposed BSN Degree

***Prerequisite – Student must have junior status**

NURS 3026 Advanced Health Assessment 3 credits (1 hr lect/2 hrs lab)

This course provides an overview of advanced physical assessment techniques relating to the role of the professional nurse.

NURS 3036 Community Health Nursing 4 credits (2 hrs lect/2 hrs clinical)

This course provides an overview of professional nursing practice in community-based/community health practice settings. The three roles of the Registered Nurse (RN) are emphasized throughout the course, examining how the RN functions as provider of care; manager of care; and member of the discipline of nursing in a community based/ community health setting. The clinical component provides an opportunity to acquire basic skills required in the community based/ community health setting.

*Prerequisite – Student must have junior status.

NURS 4206 Nursing Research 3 credits (3 hrs lect)

This course is designed to introduce the novice researcher to research methodologies utilized in nursing with special emphasis on the role of qualitative research techniques. Students are taught to critically exam research and identify the link between research and nursing practice. Prerequisites NURS 4106, NURS 4126, MATH 1306.

NURS 4306 Nursing Management 3 credits (2 hrs lect/6 hrs clinical)

This course emphasizes the professional nurse's role as manager of care for groups of clients across the health care continuum. Human resource/personnel management concepts, as well as economic theory, are introduced and the student has an opportunity to function in a management role during the supervised clinical experience.

NURS 4406W Application of BSN Practice 3 credits (3 hrs lect)

This capstone course emphasizes the role of the baccalaureate nurse in planning, delivering, and coordinating care for clients, including individuals, families and communities in a variety of structured and unstructured settings. The course emphasizes care management, complex care situations and care of clients with unpredictable outcomes.

NURS 4916 Professional Nursing Internship 3 credits (12–18 hrs clinical)

This internship challenges the student to integrate all prior learning as they identify and develop a clinical focus to pursue during the clinical experience.

NURS 4106 Nursing Theory 3 credits (3 hrs lect)

This course is designed to introduce students to the theoretical underpinnings of nursing practice and the essential link between research theory and practice.

NURS 4926W Undergraduate Research Project 4 credits (4 hrs lab)

The student identifies a nursing topic of current interest and prepares a research paper, journal article or undergraduate thesis. There is an oral presentation and defense of the topic.

NURS 3106 Pathophysiology 3 credits (3 hrs lect)

This course provides information about pathological mechanisms and manifestations of disease as it relates to nursing care of clients throughout the lifespan.

NURS 4506 Trends and Issues In Professional Nursing 2 credits (2 hrs lect)

This course examines the professional, political, social, economic, ethical and legal ramifications of professional nursing practice.

Transition Plan

Montana Tech has developed a comprehensive transition plan to facilitate the proposed changes to the ASN degree and addition of the BSN completion degree. This plan includes a *temporary* 18 credit, one-semester BSN completion degree for 2001-2005 graduates of Montana Tech’s original “bridge” ASN program. (Please refer to Appendix C for complete transition plan details).

FACULTY AND STAFF REQUIREMENTS

1. Please indicate, by name and rank, current faculty that will be involved with the program proposed herein.

Numerous faculty on the Montana Tech campus will continue to be involved in instruction of the ASN and BSN curriculum. Of the 120 total credit hours of instruction between the two degree programs, 72 credits will be taught by nursing faculty and 48 credits by qualified existing faculty in the appropriate areas. Faculty members directly involved in the program:

Faculty Name	Current Title	Degree(s)
Karen VanDaveer	Director of Nursing	1979 B.S. Nursing, Montana State University 1996 Master Degree Nursing, Montana State University
Kelly Amtmann	Nursing Instructor	1988 B.A. Nursing, Carroll College, Helena, MT 1997 Master Degree Nursing, Gonzaga University, Spokane 1998 Family Nurse Practitioner
Maureen Brophy	Nursing Instructor	1980 B.S. Nursing, Montana State University 1996 Master Degree Nursing, Montana State University
Judy Klaboe-Russell	Nursing Instructor	1968 B.S. Nursing, Montana State University 1997 Master Degree Nursing
Allison McIntosh	Nursing Instructor	1985 B.S. Nursing, University of Iowa 1991 Master Degree Nursing, Montana State University
Danette Melvin	Nursing Instructor	1985 B.A. Nursing, Carroll College 2002 M.S.N. (c), Canyon College, Idaho
M. Lynne Peterson	Nursing Instructor	1975 B.S. Nursing, Montana State University Currently enrolled MSN St. Joseph’s College, Maine

2. Please project the need for new faculty over the first five-year program. Include special qualifications or training. If present faculty are to conduct the new program, please explain how they will be relieved from present duties

With a redistribution of some of the clinical lab supervision from direct to preceptor based, current faculty can provide the core of the proposed nursing program. A PhD prepared director will be required in the spring semester of 2004. The overload during the transition period will be handled by adjuncts. (Please see Appendix C).

3. Please explain the need and cost for support personnel or other required personnel expenditures.

Montana Tech currently fills all available clinical placement positions within the existing ASN degree program and anticipates the trend continuing with the proposed revision of the ASN program and addition of the BSN completion program. There is no anticipated increase in clinical placement positions. Staffing in its Student Services, Admissions, Financial Aid, Registration, counseling, testing and other student service areas meets current and anticipated needs.

Additional personnel will be required to support the program. A ½ time Administrative Support position will be required.

CAPITAL OUTLAY, OPERATING EXPENDITURES, AND PHYSICAL FACILITIES

(Refer to Budget Worksheets in Appendix D)

1. Please summarize operating expenditure needs.

The Board of Nursing, on an annual basis requires evidence of professional development. This professional development is achieved through attendance at continuing education conferences, workshops, professional organization meetings, etc.

Montana Tech's current computer hardware and software infrastructure is adequate to meet the computing needs within the current and proposed degree program. Specialized nursing software is a necessary component of the student's instruction and needs to be continually upgraded and enhanced. Equipment for the nursing labs is evaluated annually. Strong campus support and donations of medical equipment from non-profit organizations has helped maintain labs. Student lab fees help support the operating budget utilized for necessary consumable supplies. No additional lab fees have been identified for the proposed courses in the bachelor degree.

Current course fees (No new lab fees are proposed. Existing fees are reallocated to new courses)

NURS 1106	Fundamentals I	\$25.00	Consumable Supplies
NURS 1126	Fundamentals II	\$50.00	Consumables Supplies
		\$35.00	Malpractice Insurance
		\$25.00	(Formerly in NURS 2206)
		\$25.00	(Formerly in NURS 0215)
NURS 2076	Nursing Care of the Child & Family I	\$25.00	Consumable Supplies
NURS 2256	Nursing Care of the Child & Family II	\$25.00	Consumable Supplies

Because of the need to provide students with the most current clinical information, large volumes of printing/duplex copying is a necessary component of any nursing program.

2. Please evaluate library resources. Are they adequate for operation of the proposed program? If not, how will the library need to be strengthened during the next three years?

Library resources and instructional materials for these degrees are comprehensive, up-to-date, and readily available. Access to the following services are available through the Montana Tech Libraries: Digger, the automated card catalog system for both campus libraries; WLN LaserCat, a bibliographic reference tool on CD-ROM providing all holdings currently listed on the WLN database and the internet; multiple indexes and online databases with full-text retrieval capacities; internet resources by subject; electronic journals; and, interlibrary loan capabilities. Current nursing students also benefit from access to materials located at the St. James Healthcare Medical Library.

Since the implementation of the ASN program in 2002, the Library has acquired a large number of nursing/health care related holdings. The Nursing Department and Library Director continually assess ongoing needs.

3. Please indicate special clinical, laboratory, or computer equipment that will be needed. List pieces of equipment or computer hardware presently available in the department.

Additional courses for the proposed BSN completion degree are either community-based preceptor format clinicals or theory/classroom courses. Therefore, no additional clinical, laboratory or computer equipment will be necessary.

(Please see Appendix E).

4. Please describe facilities and space required for the proposed program. Are current facilities adequate for the program? If not, how does the institution propose to provide new facilities.

Current campus facilities are adequate for the instruction and laboratory needs of the program. Faculty office space is inadequate and is currently being evaluated.

EVALUATION OF PROPOSED PROGRAM

1. Please name faculty committees or councils that have reviewed and approved the program herein proposed.

The proposed program was developed by Nursing Department faculty at Montana Tech, with input from the Vice Chancellor for Academic Affairs, the Dean of the College of Mathematics and Sciences, and the Dean of the

College of Technology.

The proposed curriculum is contingent upon approval by University of Montana and Board of Regents. The Montana Tech Curriculum Review Committee and full faculty reviewed and approved the initial draft in Spring 2002.

(Please see Appendix F, for letters of support).

2. If outside consultants have been employed, please list the names of these consultants, their current positions, and titles. Append copies of their written reports (this is required of new doctoral programs).

No outside consultants have been employed.