

Bachelor of Science in Nursing



Program Proposal

October 2014

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**COVER SHEET
NEW DEGREE PROGRAM PROPOSAL**

Program Information

Program Name: RN-Baccalaureate –Bachelor of Science in Nursing

Institution Name: Columbia Basin College

Degree: BS Nursing

Level: Bachelor

CIP Code: 51.3801

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Introduction

Columbia Basin College (CBC) submitted a Statement of Need for a Bachelor of Science (BSN), Registered Nurse to Baccalaureate Program (RNB) to the State Board of Community and Technical Colleges (SBCTC) in February, 2014. CBC was granted permission to proceed with the degree proposal, and will be enrolling junior-level students beginning September, 2016. The RNB program will build on the knowledge gained in CBC's two-year Associate of Applied Science in Nursing (ADN) program.

The United States is currently facing a nursing shortage that is expected to intensify as the nation's population ages, the need for healthcare expands, and the present nursing workforce ages and retires. It is estimated that 55% of the Registered Nurse (RN) workforce is over the age of 50.¹ In addition, the US healthcare system demands highly educated nurses who can practice safely and effectively while demonstrating a complex array of skills, abilities, and knowledge. Today's nurses must be life-long learners who are self-directed, can adapt to an environment where knowledge and innovation change at a rapid rate,² and have a deep commitment to patient safety and quality outcomes.

In 2005, the National League for Nursing proposed that new models of nursing education be developed that no longer relied upon tradition, past practice, and good intentions.³ Nursing programs must be designed to involve students as active participants, be flexible to meet constantly changing demands, responsive to students' learning needs, accessible to diverse student populations, and accountable to the public. The Institute of Medicine (IOM) calls for nurses to be educated in new ways that better prepare them to meet the needs of the population they serve. The IOM recommends that 80% of RNs should hold a baccalaureate degree or higher by the year 2020.⁴ Currently, only 50% of RNs across the country and 29% of RNs in this region hold a BSN degree.⁵

The interest in nursing is strong; however, thousands of students are turned away annually from all levels of nursing programs because of the shortage of qualified faculty.⁶ Statistics published by the Washington State Nursing Care Quality Assurance Commission indicate the aggregate

¹ Budden, J. S., Zhong, E. H., Moulton, P., & Cimiotti, J. P. (2013). Supplement: The National Council of State Boards of Nursing and the Forum of State Nursing Workforce Centers 2013 national workforce survey of Registered Nurses. *Journal of Nursing Regulation*, 4(2), S1-S72.

² Benner, P., Sutphen, Leonard, V., & Day, L. (2010). *Educating nurses: A call for radical transformation*. San Francisco, CA: Jossey-Bass.

³ National League for Nursing (2005). *Position statement: Transforming nursing education*. <http://www.nln.org/aboutnln/positionstatements/transforming052005.pdf>

⁴ Institute of Medicine. (2010). *The future of nursing: Leading change, advancing health*. http://www.nap.edu/catalog.php?record_id=12956

⁵ Nursing Care Quality Assurance Commission (2014). *Nursing education programs 2012-2013 annual school report: Statistical summary and trends analysis*. <http://www.doh.wa.gov/Portals/1/Documents/6000/669269.pdf>

⁶ American Association of Colleges of Nursing. (2014). *Nursing faculty shortage fact sheet*. <http://www.aacn.nche.edu/media-relations/FacultyShortageFS.pdf>

admission rate of qualified applicants to all BSN programs is 60.4%.⁷ This demonstrates a clear need for additional pathways and programs to move qualified applicants into advanced degrees.

The Statement of Need documents the overwhelming necessity and demand for an RNB program in this area as evidenced from the support by local healthcare employers, practicing nurses, and nursing students. The proposed CBC RNB program will create an additional pathway for Associate Degree Nursing-prepared RNs to augment their education, open new avenues for career opportunities, and favorably position them for future changes in licensure requirements. The Associate Degree provides an excellent foundation in nursing, but time constraints do not allow the program to deliver the breadth of liberal arts education and global perspectives required for ADN graduates to practice in an increasingly complex and culturally-diverse healthcare environment. The proposed RNB program will build on the highly successful ADN program at CBC by providing the graduate with additional skills in leadership, quality management, advanced technology and informatics, clinical prevention, population-based health, and integration of evidence into nursing practice. Additionally, a solid base in liberal education will equip the graduate with skills to practice in a holistic and inclusive manner across the continuum of healthcare settings.

The RNB curriculum will be created utilizing *The Essentials of Baccalaureate Education for Professional Nursing Practice (2008)* by the American Association of Colleges of Nursing (AACN)⁸. The curricular elements and framework will be reviewed for appropriate rigor, relevance, and quality by subject matter experts who are experienced in baccalaureate education, teaching, and nursing practice.

In 2009, CBC was granted accreditation by the Northwest Commission of Colleges and Universities (NWCCU) to offer baccalaureate degrees. The college currently offers three Bachelor of Applied Science (BAS) degrees: BAS in Project Management, BAS in Cybersecurity, and BAS in Applied Management. Baccalaureate degree programs play an important role in CBC's commitment to meet local workforce and economic demands. The college campuses are located in an area whose economy is driven, in great part, by healthcare facilities. The Tri-Cities Metropolitan Statistical Area (MSA) includes Benton and Franklin counties, with a population of 253, 340.⁹ The three hospitals based in the Tri-Cities MSA rank 6th, 12th, and 14th in the top 20 employers in the area. There are 2,121 licensed RNs in Benton-Franklin (BF) counties providing 854 RNs per 100,000 residents. The BF county area has the second lowest RN-to-resident ratio in the state of Washington.¹⁰ CBC plans to develop the BSN degree to meet local employer demands for highly skilled employees, and to ensure that area

⁷ Nursing Care Quality Assurance Commission (2014). *Nursing education programs 2012-2013 annual school report: Statistical summary and trends analysis*. <http://www.doh.wa.gov/Portals/1/Documents/6000/669269.pdf>

⁸ <http://www.aacn.nche.edu/education-resources/BaccEssentials08.pdf>

⁹ Tri-City Development Council (July, 2013). *Major industry employers*. http://www.tridec.org/site_selection/tri-cities_demographics/labor_forceemployment/

¹⁰ Skillman, S., Andrilla, H. & Reeves, M. (2011). *Washington State data snapshot: Registered Nurses (RNs)*. http://depts.washington.edu/uwrhrc/uploads/RN_Snapshot_2011.pdf

residents have access to the education they need to succeed in their nursing careers. The college board of trustees, administration, and program faculty are committed to building a high-quality sustainable program. The following proposal outlines the essential details of the plan.

Criteria 1: Curriculum Demonstrates Baccalaureate Level Rigor

CRITERIA	STANDARD
1. Curriculum demonstrates baccalaureate level rigor.	Describe curriculum including: (1) program learning outcomes; (2) program evaluation criteria and process; (3) course preparation needed by students transferring with a technical associate degree; (4) general education components; and (5) course work needed at junior and senior levels in the BSN.

Mission of the College

CBC upholds an environment of diversity, fairness, equity, and sustainability, providing opportunities for the people of Benton and Franklin counties to succeed in their pursuit of higher educational achievement, meaningful employment, and basic skills development, while promoting cultural enrichment and well-being for its community.¹¹

In addition to providing access to associate degree education, CBC provides professional and technical students with bachelor degree programs designed to meet Benton and Franklin counties economic and workforce development needs. CBC’s priority is to build on current Associate in Arts and Sciences (AA) and Associate in Applied Science (AAS) programs so local employees can return to CBC for advanced degrees. CBC’s mission serves as the foundation for the Health Science Division outcomes, the RNB program outcomes, and the mission and philosophy of the Nursing program.

Mission and Philosophy of the RNB Program

The mission and philosophy of the RNB program is distinct from the ADN program and reflects the breadth and depth of learning obtained with completion of the Baccalaureate degree. The Mission of the RNB program is to provide high-quality, student-centered nursing education that augments the knowledge and skills of current RNs. The program provides an innovative education with a solid foundation in nursing science, humanities, management, leadership, and community health. Students will be exposed to rich learning experiences to allow them to:

- Develop the confidence and competence to respond to health care issues, and influence policy on a local, national and global perspective.
- Integrate research and evidence into practice.
- Utilize information management technologies for safe and efficient patient care delivery.

¹¹Columbia Basin College (2012) *Mission statement*. <http://www.columbiabasin.edu/index.aspx?page=259>

- Cultivate opportunities for inter-professional collaboration that advocate for improved health for individuals, families and communities from diverse populations through effective communication.
- Foster self-awareness and strengthen professional values through the involvement in issues affecting community health.
- Contribute to a solid foundation for lifelong learning and graduate education.

Philosophy of Nursing

The faculty believes that Nursing is interpreted as a service to mankind in fulfillment of basic human needs. This includes health education; prevention and treatment of disease; rehabilitation of the recovering individual; and support of the dying. The individual is viewed as a member of a family and of a community, all of whom are concerned with preservation and restoration of health or achieving a peaceful death. We believe that the individual exists in dynamic equilibrium with the environment. We believe that individuals influence, and are influenced by, the internal and external forces that surround them. We believe that each individual, regardless of age, gender, race, creed, or ethnic background, has as an inherent right to comfort, dignity and autonomy in health care decisions. To achieve these rights, nursing care should be directed toward assisting the patient to make informed choices. This holistic approach is implemented through the use of the nursing process and use of scientific and social principles.

RN to BSN education prepares RNs with advanced knowledge, skills, and attitudes expected of graduates of baccalaureate nursing programs. Additional competencies in population and global health, leadership, management of complex systems, utilization of technology (including informatics), and advanced research skills will allow graduates to practice effectively in a variety of healthcare environments.

Program Learning Outcomes

The program learning outcomes developed for the RNB program reflect the CBC RNB Mission and the incorporate *The Essentials of Baccalaureate Education for Professional Nursing Practice (2008)*. Graduates will be competent in research and scholarly inquiry, health information technology, professional values and role development, leadership, communication, and population and global health.

The CBC RNB program will prepare graduates to:

1. Incorporate knowledge from the arts, humanities, and sciences in the planning and provision of holistic nursing care. (Essential I)
2. Formulate nursing practice decisions using research and evidence from nursing science. (Essential III)
3. Integrate and demonstrate the nursing core values of altruism, autonomy, human dignity, integrity, advocacy and social justice in the care of individuals, families and communities throughout the life span and across the continuum of health care environments. (Essential VIII and IX)

4. Apply principles of leadership, and knowledge of quality improvement and organizational systems in designing, managing and coordinating safe, quality, and cost effective patient-centered care. (Essential II)
5. Utilize evolving information systems and technological advances to monitor and maximize patient safety and outcomes. (Essential IV)
6. Demonstrate coordination in the delivery of healthcare services through effective communication and collaboration with individuals, families, communities, and interdisciplinary healthcare teams. (Essential VI)
7. Advocate for responsible, humane health care policies. (Essential V)
8. Integrate clinical reasoning, assessment data, and clinical skills to promote the health of communities and vulnerable populations across the lifespan and continuum of healthcare environments. (Essential VII)

One Nursing Degree: Multiple Pathways

The Bachelor of Science in Nursing (BSN) is the only recognized baccalaureate degree for nurses. This degree incorporates a strong “applied” core component (clinical) with nursing theory and other academic courses. Students may earn a BSN through three basic pathways:

- **Academic transfer pathway:** two years of academic transfer curriculum at a community college, followed by two years at a four-year college or university nursing program;
- **Non-transfer student pathway:** four years at a college or university with entry to nursing program during the junior year,
- **RN to Bachelor of Science in Nursing (RN-BSN) pathway:** one year of academic pre-requisites, followed by two years of clinical nursing curriculum at a community college to earn the Associate Degree in Nursing (ADN). Students may continue on to earn the BSN by taking an additional four to six quarters of upper-division general education and nursing courses.

There are two main differences between the RN-BSN pathway, and the academic transfer and non-transfer student pathways. These differences are related to the sequence in which students’ complete clinical and academic work, and timing of the Bachelor’s Degree and RN certification.

1. *Sequence in which students complete clinical and academic work.* In the academic transfer and non-transfer student pathways, clinical education takes place during the third and fourth years, after most general education requirements have been met. In the RN-BSN pathway, clinical education takes place during second and third years, after approximately one year of pre-requisite courses.
2. *Timing of Bachelor’s Degree and RN licensure.* In the transfer and non-transfer student pathways, the student earns the BSN degree *prior* to sitting for/being awarded the RN license. For the RN-BSN, the student *must* have the RN license prior to the final year(s) of study to earn the BSN.

Table 1: Multiple Pathways to One Degree: Bachelor of Science in Nursing

Pathway	Year 1	Year 2	Year 3	Degree Earned	Year 4	Degree Earned
Academic Transfer	General Education	General Education	Nursing, including clinical	N/A	Nursing, including clinical	BSN, RN credential
Non-Transfer Student	General Education	General Education	Nursing, including clinical	N/A	Nursing, including clinical	BSN, RN credential
RN-BSN	General Education	Nursing, including clinical	Nursing, including clinical	Associate Degree in Nursing, RN credential	Nursing, General Education	BSN

Course Preparation for ADN to RN-BSN

As the need for baccalaureate-prepared nurses grows, the RN-BSN pathway effectively serves nurses who already have an ADN degree and who have passed the RN National Council of State Boards of Nursing Licensure Exam (NCLEX-RN). The program of study for the ADN provides a solid foundation and allows nurses to build on acquired knowledge, skills, and work experience with the unique benefit of not repeating previously mastered coursework.

CBC's RN-BSN program is designed for students with a specific technical degree: the ADN followed by the acquisition of the RN license. Applicants to the CBC RN-BSN program will meet the following minimum entrance requirements:

- Hold a current, unrestricted RN license in the State of Washington (nurses holding a license in another state will need to obtain a Washington State RN license).
- Have an Associate Degree in Nursing from a regionally accredited institution of higher education as well as specialty / professional accreditation.
- Show evidence of a minimum of one year of recent clinical experience. Nursing clinical hours may be substituted for students who are applying directly from an ADN program.
- Show evidence of minimum of a 2.0 GPA in all nursing pre-requisites and nursing courses. (All nursing pre-requisites must be completed prior to enrollment in the RN-BSN program.)

General Education Components

Based on input from stakeholders and research conducted by the IOM, the *Essentials of Baccalaureate Education for Professional Nursing Practice*, published by the American Association of Colleges of Nursing (AACN), supports the importance of a solid liberal education to create a foundation for practice at the Baccalaureate level. In addition to meeting AACN curricular requirements as outlined in the *Essentials of Baccalaureate Education for Professional*

Nursing Practice, the RN-BSN degree meets SBCTC requirements¹² to include 60 general education credits within the applied baccalaureate degrees in the subject areas identified in Table 2.

Forty credits are met in the ADN program, and the remaining 20 credits are met in the baccalaureate program. Course numbers with an ampersand (&) symbol are common course numbers at all Washington State community and technical colleges. Course numbers without an ampersand refer to CBC College courses, the equivalent of which is taken by students who have completed an Associate Degree in Nursing from another institution.

Table 2: General Education Requirements in the RN-BSN Program

General Education Requirements in the RN-BSN Program			
Subject	Credits	Met in ADN Degree	Met in Baccalaureate
Communication Skills	10	ENGL& 101 or 102 (5) CMST 101, 103, 110, 210&, 220&, 260 (choose one) (5)	ENGL 330 Writing for Health Professionals (5)
Quantitative Skills	5	MATH& 146 Intro to Statistics (5)	
Humanities	10		PHIL 305 Professional Ethics in Healthcare (5) ICS 310 American Diversity (5)
Social Science	10	PSYCH& 200 Life Span Psychology (5)	ECON 315 Economics of Healthcare (5)
Natural Sciences (one lab and one life science course)	10	BIOL& 241 Human Anatomy and Physiology I (5-6) CHEM& 121 Introduction to Chemistry (5)	
Other	15	BIOL& 242 A & P II (5-6) BIOL& 260 Microbiology (5-6)	
Total Credits	60	40	20

**Students must earn a cumulative grade point average of at least 2.00, as calculated by the degree awarding institution (per State Board of Community and Technical Colleges, 2011)

BSN Course Work

Columbia Basin College's RN-BSN program is being designed for the working nurse. Courses will be taught through a low-residency, hybrid model in which degree candidates come to campus one or two times each quarter to meet in person with the instructor and their student colleagues.

All students will enroll in the same core nursing courses, as well as general education courses in philosophy, economics, humanities, and communications. There are 180 credits in the program, itemized as follows: 90 ADN curriculum credits, 40 credits for RN license, 30 credits in upper-division nursing courses, and 20 general education credits taken during the RN-BSN program. Table 3 identifies the specific courses that will be taught in the RN-BSN program. Course descriptions are shown in Appendix I.

¹² http://www.sbctc.edu/colleg/e_appliedbaccalaureates.aspx

Table 3: RN-BSN Courses

Nursing Course	Credits
NRS 301: Nursing Roles, Dimensions, and Perspectives	3
NRS 320: Scholarship Inquiry: Connecting Research to Practice	5
NRS 340: Introduction to Health Information Technology	5
NRS 350: Applications of Pathophysiology, Pharmacology, and Health Assessment in Diverse Populations	5
NRS 410: Nursing Leadership and Management	5
NRS 420: Population and Global Health	3
NRS 4201: Population and Global Health Practicum	2
NRS 460: Leadership Practicum	2
Total Upper Division Nursing Credits	30
General Education Courses	Credits
ENGL 330: Writing for Health Professionals	5
PHIL 305: Professional Ethics in Healthcare	5
ICS 310: American Diversity	5
ECON 315: Economics of Health Care	5
Total Upper Division General Education	20
Total RN-BSN Coursework	50
ADN Curriculum	90
RN Licensure	40
Total Credits	180

The core nursing courses were selected to fulfill the requirements of the *AACN Essentials of Baccalaureate Education for Professional Nursing Practice*. There are nine *Essentials* that provide the framework for developing the BSN curriculum (core courses, course student learning outcomes (SLOs), unit objectives, and content):

1. Liberal education for baccalaureate generalist nursing practice.
2. Basic organizational and systems leadership for quality care and patient safety.
3. Scholarship for evidence-based practice.
4. Information management and application of patient care technology.
5. Healthcare policy, finance, and regulatory environments.
6. Interprofessional communication and collaboration for improving patient health outcomes.
7. Clinical prevention and population health.
8. Professionalism and professional values.
9. Baccalaureate generalist nursing practice.

A gap analysis comparing the current ADN curriculum with the nine *BSN Essentials* and outcomes was conducted by the ADN faculty. Curricular elements and outcomes that were deemed to belong to in the BSN curriculum were identified and courses were developed to fill the gap. Core courses include content in informatics, research and evidence-based practice, advanced pathophysiology, role transition and nursing theory, population-based and global health, and leadership and management. Junior and senior level coursework will meet all nine required *Essentials* at the level of rigor expected of a BSN program as evidenced by increased level of inquiry expected of a working RN, and development of higher level course student learning outcomes (analyzing, evaluating and creating).

The first cohort of RN-BSN students (25 students) will be admitted to the program for full-time study. It is projected that some students may need a part-time option. The Outreach and Retention Specialist will work with students to develop a modified plan of study to meet distinct needs. The full-time course of study is 30 credits to be completed in four quarters. Sample full-time and part-time student schedules are outlined in Tables 4 and 5.

Table 4: Sample Full-Time RN-BSN Student Schedule

Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter
NRS 301: Nursing Roles, Dimensions, and Perspectives	NRS 320: Scholarship Inquiry: Connecting Research to Practice	NRS 340 Introduction to Health Information Technology	NRS 410: Nursing Leadership & Management
ENG 330: Writing for Health Professionals	NRS 350 Applications of Pathophysiology, Pharmacology, & Health Assessment in Diverse Populations	NRS 420: Population and Global Health	ECON 315 Economics of Health Care
ICS 310 American Diversity	PHIL 305: Professional Ethics in Healthcare	NRS 4201: Population and Global Health Practicum	NRS 460 Leadership Practicum
(15 credits)	(15 credits)	(10 credits)	(12 credits)

****Courses may be completed over additional quarters based on individual student needs****

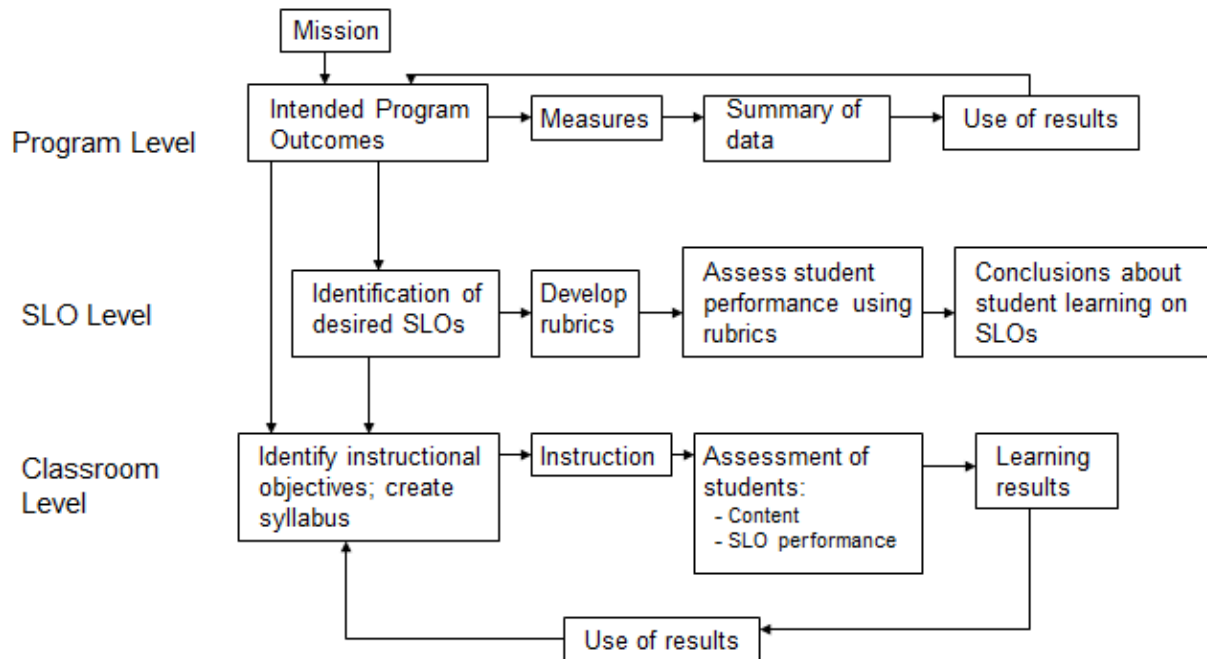
Table 5: Sample Part-Time RN-BSN Student Schedule (if needed)

Year One			
Fall Quarter	Winter Quarter	Spring Quarter	Summer Quarter
NRS 301: Nursing Roles, Dimensions, and Perspectives ENG 330: Writing for Health Professionals (10 credits)	NRS 320: Scholarship Inquiry: Connecting Research to Practice NRS 350 Applications of Pathophysiology, Pharmacology, and Health Assessment in Diverse Populations (10 credits)	ICS 310 American Diversity (5 credits)	ECON 315 Economics of Health Care (5 credits)
Year Two			
PHIL 305: Professional Ethics in Healthcare (5 credits)	NRS 420 Population and Global Health NRS 4201 Population and Global Health Practicum (5 credits)	NRS 340 Introduction to Health Information Technology (5 credits)	NRS 410: Nursing Leadership & Management NRS 460 Leadership Practicum (7 credits)

Program Evaluation Criteria and Process

As illustrated in Figure 1, students who graduate from the CBC RN-BSN program will meet three levels of the CBC Assessment Model: classroom / course learning outcomes, college-wide Student Learning Outcomes (SLOs), and program level graduate outcomes.

Figure 1: Overview of the CBC Assessment Model



Classroom / Course Level: At the course level, each RN-BSN nursing and general education course will be reviewed and approved by the College Curriculum Committee. Student evaluations will be conducted on a regular basis. Each course is linked to the college-wide student learning outcomes and tracked through the use of a specialized database, *TracDat*, for scheduled and ongoing course reviews.

Student Learning Outcomes (SLO) Level: The CBC college-wide SLOs include the following:

1. Think Critically
Understand, analyze, and evaluate the elements of one's environment and one's habits of thought. Conceptualize alternatives to both.
2. Reason Quantitatively and Symbolically
Develop a sense of number and pattern. Analyze, evaluate, and synthesize symbolic statement and quantitative arguments.
3. Communicate Effectively
Use spoken and written language to express opinions, discuss concepts, and persuade an audience. Synthesize ideas and supporting information to create effective messages.
4. Apply Information Tools and Resources
Accurately assess information needs. Select appropriate information tools and resources and use them effectively. Evaluate, manage, and use information effectively and responsibly.

5. Develop Cultural Awareness

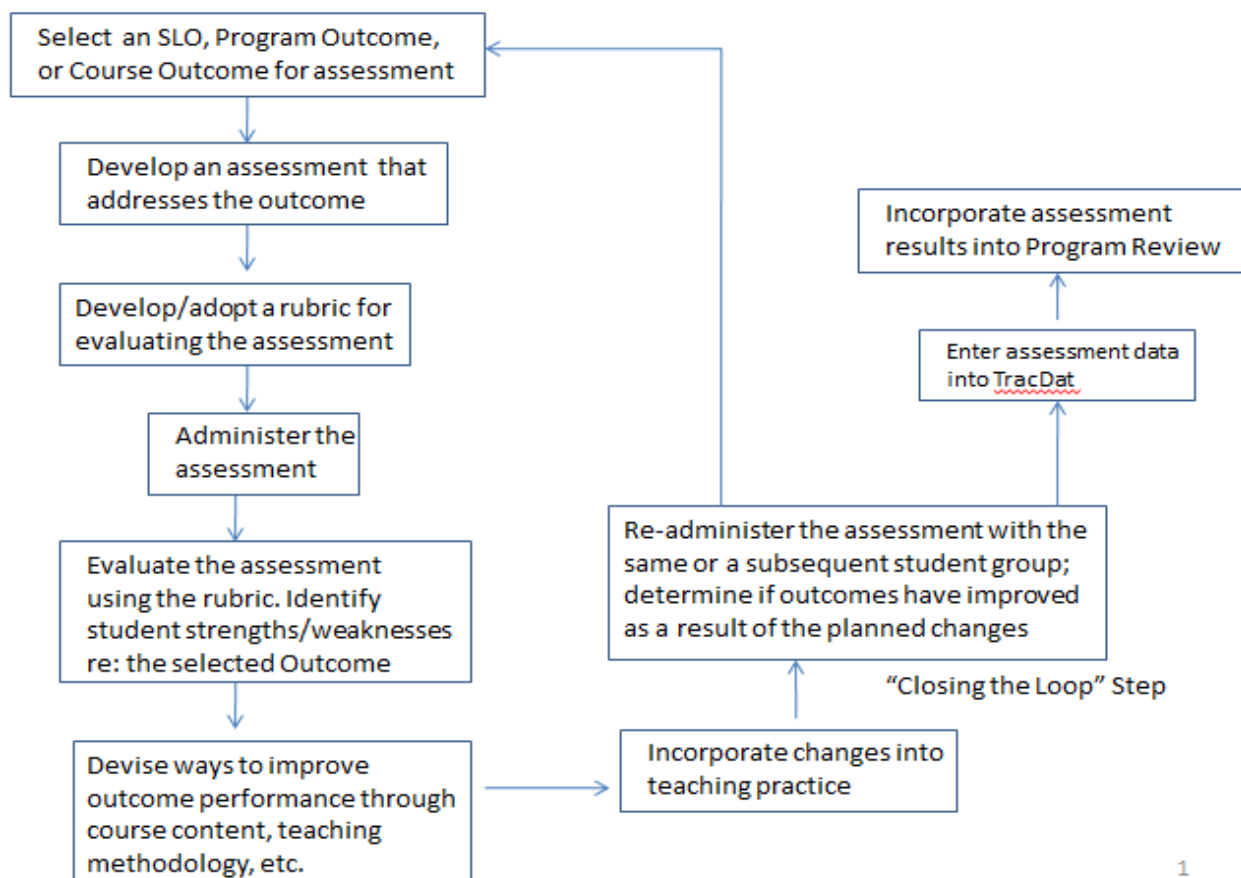
Respect self and others. Explore and appreciate different cultures in an increasingly diverse, global community. Challenge culture-bound assumptions.

6. Master Program Outcomes

Become familiar with a body of knowledge.

As with other CBC degrees, each CBC SLO is mapped to its location in the RN-BSN curriculum. Once an SLO is mapped, it is then tracked and assessed (See Figure 2).

Figure 2: Tracking SLOs



Program Level: The assessment plan for the proposed RN-BSN program (see Table 6) is based on the comprehensive student achievement and program assessment processes used by all departments and programs at CBC. Program faculty will annually evaluate the effectiveness of the RN-BSN program by collecting, analyzing, and trending data on student satisfaction, retention and preparedness; faculty assessment of student preparedness; employer satisfaction, and effectiveness of courses to meet the stated program outcomes. This review includes:

- an ongoing systematic plan for continuous program quality improvement,
- retention and attrition statistics,
- analysis of full and part-time faculty ratios and other staffing indicators,

- student performance evaluations;
- evaluation of curriculum coherency, currency, and rigor;
- employment placement data and market analysis,
- analysis of student demographics;
- program costs and revenues;
- articulation agreements, and;
- course delivery methods.

Table 6: Program Assessment Plan

Effectiveness of curriculum/ program — continuously refine curriculum and program design, keeping the program current, including discipline-based, general education and electives.	
<p>Mid-program evaluation by students</p> <p><i>Aggregate data obtained by survey. Expected level of achievement. 3 or above on 5 point Likert scale.</i></p>	<ul style="list-style-type: none"> ▪ Effectiveness of the program in skills & knowledge progression ▪ Adequate balance of knowledge & skills, theory & practice ▪ Effectiveness of program in meeting students’ expectations ▪ Effectiveness of institutional and program resources and support ▪ Preparedness of faculty ▪ Preparedness of students upon entering individual courses
<p>Final program evaluation by students</p> <p><i>Aggregate data obtained by survey. Expected level of achievement. 3 or above on 5 point Likert scale.</i></p>	<ul style="list-style-type: none"> ▪ Effectiveness of the program in skills & knowledge progression ▪ Adequate balance of knowledge & skills, theory & practice ▪ Effectiveness of program in meeting students’ expectations ▪ Effectiveness of institutional and program resources and support ▪ Preparedness of faculty ▪ Preparedness of students upon entering individual courses
<p>Course evaluations by students and faculty</p> <p><i>Aggregate data obtained by survey. Expected level of achievement. 3 or above on 5 point Likert scale.</i></p>	<ul style="list-style-type: none"> ▪ Effectiveness of curriculum & teaching methods in courses ▪ Effectiveness of program in skills & knowledge progression
Graduate Follow-Up and Industry Feedback -assesses effectiveness of program in meeting career goals and employer expectations and uses findings to refine curriculum and teaching methodologies.	
<p>Alumni survey (nine months after graduation)</p> <p><i>Expected level of achievement. 3 or above on 5 point Likert scale.</i></p>	<ul style="list-style-type: none"> ▪ Effectiveness of program in meeting job expectations ▪ Wage and career progression

<p>Employer surveys (nine months after graduation)</p> <p><i>Expected level of achievement. 3 or above on 5 point Likert scale.</i></p>	<ul style="list-style-type: none"> ▪ Effectiveness of program in meeting job expectations ▪ Observed increased skills and performance ▪ Perceived strengths and weaknesses of current program
<p>Oversight by RN-BSN Advisory Committee-provides ongoing support and program review and consultation regarding curriculum changes and practice trends.</p>	
<p>RN-BSN Program Advisory Committee (twice yearly)</p> <p><i>Aggregate data obtained by survey. Expected level of achievement. 3 or above on 5 point Likert scale.</i></p>	<ul style="list-style-type: none"> ▪ Effectiveness of program in meeting industry demands for practice. ▪ Relevance, rigor, and cohesiveness of curriculum.
<p>Survey of Faculty Satisfaction-assesses adequacy of program support and faculty professional development.</p>	
<p>Survey of RN-BSN program faculty</p> <p><i>Aggregate data obtained by survey. Expected level of achievement. 3 or above on 5 point Likert scale.</i></p>	<ul style="list-style-type: none"> ▪ Effectiveness of institutional & program resources and support
<p>Impact on Associate Degree Program</p>	
<p>Survey and/or focus group of students</p> <p><i>Expected level of achievement. 3 or above on 5 point Likert scale.</i></p>	<ul style="list-style-type: none"> ▪ Impact of RN-BSN program on the quality of the 2-year degree ▪ Impact on faculty availability and support ▪ Impact on institution & program resources & support ▪ Impact on culture

Key stakeholders will engage in the review and provide guidance for curriculum and program elements through the nursing program advisory committee. The current advisory committee, which serves the ADN Program, will expand its scope to include the RN-BSN program. Committee members represent local hospitals, long-term care facilities, and workforce entities. Their role is to advise the program and make recommendations for curriculum improvements, update faculty with new developments in the practice environment, and assist with student recruitment and placement.

Experts from nursing, healthcare, and higher education will be engaged throughout the process of curriculum development and implementation phases to ensure that planned content and teaching/learning strategies meet the rigor required of a baccalaureate program.

Criteria 2: Qualified Faculty

2. Qualified faculty.	<p>Provide a profile, including education credentials, of anticipated faculty (full-time, part-time, regular, and continuing) that will support the program for each year (junior and senior). Include faculty needed to cover the technical course work, general education courses and electives. In addition, provide the total faculty FTE allocated to the program.</p> <p>Faculty and administrators responsible for technical courses must meet certification requirements for professional and technical administrators and instructors in the Washington Administrative Code.</p>
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Columbia Basin College projects an enrollment of 25 Full-time Equivalent Students (FTEs) during year one of the RN-BSN program, with full capacity at 38 FTEs achieved by 2017. The program will need one full-time equivalency faculty (FTF) in nursing. The faculty responsible for teaching upper division general education courses will have these courses included as part of their ongoing load. No additional faculty will need to be hired.

Faculty teaching in the program will be required to hold a minimum of a Master's Degree in Nursing. As noted, CBC's ADN nursing program is nationally accredited by ACEN, whose standards also require faculty to hold a minimum of a Master's Degree in Nursing. The RN-BSN program will seek accreditation from CCNE, which also sets the Master's Degree in Nursing as the minimum requirement for faculty. All faculty teaching nursing courses will maintain certification requirements as is necessary for professional-technical faculty per the SBCTC and also document continued education requirements necessary for maintenance of active RN licensure through the Nursing Care Quality Assurance Commission (NCQAC). Table 7 provides the faculty profiles for the faculty teaching the RN-BSN nursing courses.

To ensure continuity between the CBC associate degree and baccalaureate nursing programs, the current ADN Nursing Director will serve as the Director for both programs. The current ADN Nursing Director is Master's-prepared and is pursuing a Ph.D. in Nursing Education with anticipated completion by the end of 2015. CCNE requires a Ph.D.-prepared nurse to administer the RN-BSN program. Having an exempt Director of Nursing Programs to oversee both programs frees current faculty from oversight responsibilities, increasing their availability for instructional responsibilities. The Program Director will oversee curriculum development, revision and implementation; articulation with the ADN program; participate in college governance activities; coordinate ongoing program assessments; initiate and maintain program accreditation; manage the budget with faculty input; facilitate day-to-day program management; and respond to student issues. The current Washington Administrative Code (WAC) 246-840-555 states that administrators of BSN programs must include two years of experience in nursing education at the baccalaureate level. However, revision of all nursing rules is underway, including WAC 246-840-555. A draft of this rule may include an exception to allow for consultants who meet educational and experiential requirements to work with BSN program administrators who lack the requisite experience for a period of two years. CBC has identified a

highly qualified consultant from Washington State University, willing to mentor and assist the program administrator for two years if the revised rule allows for the exception.

Faculty members for the RN-BSN program will be recruited utilizing local and national search methods. New faculty will receive compensation for education and experience per the CBC Collective Bargaining Agreement (CBA). Faculty teaching and governance responsibilities are outlined in the contract: a full-time faculty load is 18-22 contact hours/quarter for an annualized average of 20 hours.¹³ Efforts will be made to recruit and hire diverse faculty that meet minimum educational and experiential requirements, including advertising in media that reaches more diverse populations. One full-time faculty member will be hired for academic year 2014-2015 to assist the Program Director in the development of curriculum and begin initial phases of CCNE accreditation and will teach several courses starting Year one (2016-2017). It is anticipated that faculty needs will grow to 1.5 FTEs by year two.

The BSN general education courses will be taught by CBC faculty prepared at the doctoral level in that discipline. Table 8 displays the background of faculty who will teach the proposed general education courses. Faculty members interested in teaching at the 300 and 400 levels are well-matched to their specific interests. Many of the present social science, humanities, and math/science faculty at CBC are doctorally prepared and academically and experientially qualified to teach these general education courses.

Table 7: Faculty Profiles

Faculty Name	Credentials	Clinical Expertise	Status	Course(s)
Kim Tucker	MN, RN, CNE PhD in Nursing Education (Fall 2015)	Acute Care, Adult Nurse Practitioner	FT exempt	Director of Nursing Programs
Tracy Horntvedt	MSN, RN	Acute Care, OB, NICU, Hospital Clinical Educator	FT BSN	NRS 301: Nursing Roles, Dimensions, and Perspectives NRS 350: Applications of Pathophysiology, Pharmacology, and Health Assessment in Diverse Populations NRS 460: Leadership Practicum
Leslie Irwin	MN, RN, CMSRN	Acute Care	FT ADN /BSN	NRS 410: Nursing Leadership and Management
Wendy Buenzli	PhD(c), RN	Acute Care	PT BSN	NRS 320: Scholarship Inquiry: Connecting

¹³ <http://www.columbiabasin.edu/modules/showdocument.aspx?documentid=1057>

Faculty Name	Credentials	Clinical Expertise	Status	Course(s)
	(c=candidate)			Research to Practice
Alma Martinez	MN, RN	Home Health, Community Health, Pediatrics, Acute Care	PT BSN	NRS 420 Population and Global Health NRS 4201 Population and Global Health Practicum
Courtney Caufield	MN,RN	Acute Care Nursing Informatics	PT BSN	NRS 340: Introduction to Health Information Technology

Table 8: General Education Faculty

Faculty Name	Credentials	Courses Qualified to Teach
Arnold, Dave	Ph.D. Mississippi State University— Sociology M.A. Delhi School of Economics	ICS 305 American Diversity
Kincaid, Matt	Ph.D. Gonzaga--Leadership B.A. & M.B.A. Gonzaga--Business	PHIL 305 Professional Ethics in Healthcare
Paddock, Don	M.B.A Syracuse University B.S. Cornell University	ECON 315 Economics of Health Care
Thonney, Teresa	Ph.D. University of Washington--English B.A. & M.A. Eastern Washington University	ENGL 330 Writing for Health Professionals

Support Staff

RN-BSN program support staff is listed in Table 9. The Program Director will provide administrative oversight of both the Associate Degree Nursing Program and the RN-BSN Program. The Outreach and Retention Specialist and RN-BSN secretary will report to the Program Director.

Table 9: Support Staff for RN-BSN Program

Support Staff	Role	Credentials
TBD	Outreach and Retention Specialist	AA or BS/BA preferred
TBD	RN-BSN Secretary (1 FTE)	
Jill LaGrange	Program Support Supervisor I	10 years in current role AA and 3 certificates (Accounting and Graphics)
Paula Ochoa	Program Coordinator for Health Sciences	6 years as ADN program secretary/coordinator

Criteria 3: Admissions Process

3. Selective admissions process, if used for the program, are consistent with an open door institution.	Describe the selection and admission process. Explain efforts that will be used to assure that the program serves as diverse a population as possible.
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Selective Admission Process

In keeping with its mission to serve the educational and cultural needs of the communities and residents throughout its service area, CBC will employ minimum requirements for admission to the degree program that will help promote student success.

Applicants will be required to complete a program application that demonstrates the following admission requirements:

- Associate Degree in Nursing from a regionally accredited institution of higher education as well as national nursing accreditation.
- Unrestricted, current, Washington State Registered Nurse License. Nurses holding an RN license from another state will need to obtain a Washington RN license.
- Completion of 40 credits of ADN general education requirements (See Table 2)
- Minimum of a 2.0 GPA in all pre-requisite and nursing courses
- At least one year of RN employment within the previous two years, preferred; Associate Degree Nursing clinical hours may be substituted for students applying directly from an accredited ADN program
- Current resume
- Three minute video essay

Students will be selected using an admission index scoring system. A selection committee made up of the Program Director, the Outreach and Retention Specialist, program faculty, and an advisory committee member will score the video essay portion of the index score.

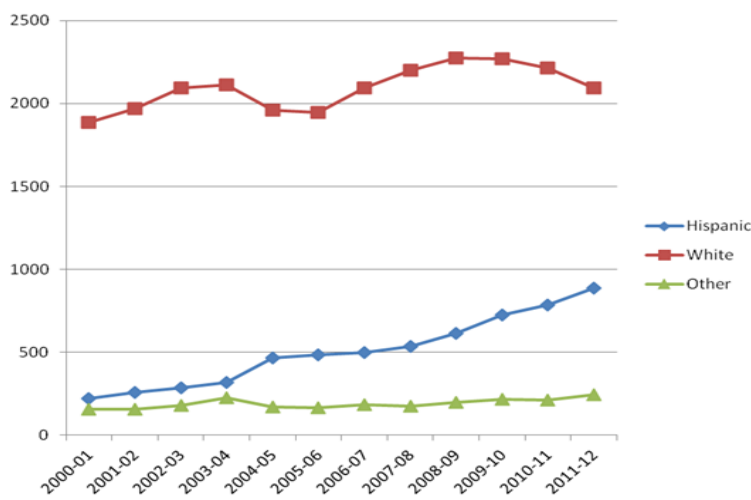
Criteria	Score	Applicant Score
Cumulative GPA ADN Coursework	2.0-2.5 = 1 2.5-3.0 = 2 3.0-3.5 = 3 3.5-4.0 = 4	
RN Experience	ADN new grad =1 ADN new grad + externship or LPN experience = 2 1-3 years = 3 3+ years = 4	
Video Essay	0-4 scale (rubric will be used to score)	
	Total Possible Score: 12	Total:

The highest-scoring applicants will be admitted to the program. A wait list of potential applicants will be drafted and ranked in order of highest to lowest admission index score. If an accepted applicant declines entry into the program, the first applicant on the wait list will be selected. Students who are not admitted to the program after the first week of fall quarter will need to reapply the next admission cycle.

Program Support for Diversity

CBC is a designated Hispanic Serving Institution. Franklin County, one of the counties in CBC’s service district, is the first Washington State County where the percentage of Hispanic citizens exceeds the White Non-Hispanic population. Figure 3 illustrates CBC’s student ethnicity and reflects the changing community demographics impact on ethnicity of CBC’s students.

Figure 3: CBC Student Ethnicity 2000-2012



A key goal for the RN-BSN program is to continue to increase diversity in the nursing student population. The Nursing Outreach and Retention Specialist and the Office of Diversity and Outreach will work closely with the RN-BSN Program Director and faculty an effort to achieve this. One of the main goals of the CBC Diversity and Outreach Office is to ensure underrepresented members of our community have fair and equitable access to post-secondary education. This office will provide resources for recruitment and retention of a diverse student population within the RN-BSN program.

Other activities to recruit diverse students include: participation in Multi-Cultural College Night; developing key relationships within the local community; RN-BSN-focused presentations with school districts that maintain large, diverse student populations; and hosting events that inform students, parents and the community about the RN-BSN program. Additionally, efforts will be made to qualify and register RN-BSN students into federally funded support programs that best fit their needs. Table 10 reflects the student demographics of the ADN program for academic years 2011-2012 and 2012-2013.

Table 10: Student Demographics of ADN Program 2012-13

Race/Ethnicity 2012-2013	Race/Ethnicity 2011-2012	Gender 2012-2013	Gender 2011-2012
American Indian/Alaskan Native-2 Asian-5 Black/African American-2 Native Hawaiian/other Pacific Islander-2 White Caucasion-73 Hispanic/Latino-7 Missing or unknown-13 Total: 104	American Indian/Alaskan Native-2 Asian/ Pacific Islander-1 Black/African American-1 White Caucasion-86 Hispanic/Latino-11 Missing or unknown-4 Total: 105	Females-87 Males 17	Females-88 Males-17

Criteria 4: Student Services Plan

4. Appropriate student services plan.	Describe services that will be needed by the students admitted to the degree program and the college plan for providing those services. Include a description of financial aid services and academic advising for students admitted into the program.
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Columbia Basin College will provide strong academic support for the RN-BSN student to facilitate their academic success. Research predicts that at least 75% of RN-BSN students will be working nurses. To accommodate working students, the majority of classes will be offered in an online and/or hybrid mode. Students will visit the campus one to two times per quarter for face-to-face classes and periodically access services such as the library. Students in on-line courses will have to opportunity to collaborate with each other and the instructor virtually using technology such as *Blackboard Collaborate* or *SecondLife*. Faculty will make extensive efforts to establish on-line communities of learning and facilitate collaboration among students. Face-to-face class time will be utilized to foster active learning in groups. Students will receive an orientation to online education. Their progress in the program will be monitored by faculty and the recruitment retention specialist with regular one-on-one advising sessions.

The Program Director will be the primary point of contact for students enrolled in the RN-BSN program and those who desire to matriculate to masters and doctoral programs. In order to ensure access to program advising and provide support for the Program Director, CBC will hire an Outreach and Retention Specialist (ORS). Together, they will ensure that program information is accurate, clear, concise, and accessible to prospective and current students. The ORS will have the primary responsibility of recruitment and program advising, and will report to the Nursing Program and Dean of Health Sciences. The ORS will be responsible for following RN-BSN students only. This practice is consistent with other BAS programs at CBC. This role may expand in the future to include ADN students as well; however, the initial plan is to focus on building and sustaining the RN-BSN program. The following table outlines the duties and responsibilities of the ORS:

Recruitment/Marketing	Academic Support/Retention
<ul style="list-style-type: none"> • Outreach activities for K-12 and wider community; • Monthly information sessions for prospective students; • Development and maintenance of marketing materials (brochures, website, catalog). 	<ul style="list-style-type: none"> • Program advising (help with selection and registration of classes); • Assist with application process, financial aid, and funding resources; • Retention activities (remediation, provide referrals to campus resources); • Assist with clinical placement of students; • Assist with clinical contracts as needed; • Communicate with program director regarding the needs of the program and students; • Provide orientation to online learning • Monitor each student's progress in their plan of study.

Once students are accepted to the RN-BSN program, an orientation to the program, building, technology, and resources will be facilitated by the Program Director and ORS. An RN-BSN Student Handbook will be provided to each student as well as contact information for course faculty and staff.

RN-BSN students have access to all student services, resources, and activities available at CBC. Examples of student services and resources are as follows:

- **Hawk Central:** Hawk Central is a one-stop service area for prospective and current students. Student services provided include: resource information about the college and getting started, the financial aid office, registration, and the cashier. Students can visit Hawk Central during the hours of operation or they can contact Specialists online for assistance. Specialists are available to help students navigate the College system, get help with problems and gain additional information needed. CBC strives to provide efficiency and excellent customer service while helping students succeed.
- **Counseling:** counselors provide academic, career, and personal counseling. The services are free, voluntary, and confidential for CBC students. Student services/counseling are dedicated to supporting students in their pursuit of academic and personal growth.
- **Tutor/Writing Center:** The Tutor Center provides CBC students with free drop-in instructional support in subject areas for which there is high demand. The Tutor Center is equipped with computers and printers for student use, as well as whiteboards and group study areas. Students do not need an appointment for drop-in tutoring.
- **Transcript Evaluation:** Full time Credentials Evaluators have extensive experience evaluating transcripts from accredited institutions. They will evaluate incoming students for compliance with admission requirements and student records for degree requirements when students near graduation. CBC is committed to providing efficient time-to-degree for

students, and makes every effort to accept prior learning when appropriate.

- **Online Services:** CBC's newly redesigned website provides online access to campus services such as career information, online registration, financial aid support, student records, and eTutoring. Services are available 24/7 for students not able or interested in driving to campus for face-to-face services.
- **Financial Aid:** The CBC Financial Aid Office assists students in applying for and accessing financial assistance, including grants, work-study, scholarships, and student loans. Some of the programs available to our students include: Federal Pell Grant, Federal Supplemental Education Opportunity Grant, Washington State Need Grant, Federal and State Work Study and Federal Direct Student Loans.
- **Resource Center:** The Resource Center at CBC provides support and referral services to current and prospective students of the Benton-Franklin county area. The Center addresses the needs of individuals with personal or educational barriers that may interfere with their pursuit of an education. Staff works with the returning adult learner, individuals with disabilities, single parents, displaced homemakers, and beginning college students who need support early in the educational process. Services are provided in three major areas: Financial Assistance, Student Support, and Disability Services. Typical Resource Center office hours are: Monday-Thursday 7:00am-4:30pm and Friday 7:00am- 12:00pm. BSN students may schedule later times by appointment and evening testing may be scheduled by appointment.
- **Veteran's Services:** The CBC campus is recognized as a veteran-friendly campus and has specific support services through a drop-in center, specialized veterans financial support, personal counseling services, and other services.
- **Library Services:** The Health Science Center houses the Columbia Basin Regional Medical Library (CBRML). A full-time faculty librarian staffs the CBRML and provides library orientations on a regular basis as well as assistance for students needing help with research projects and other assignments. The librarian provides support to the Nursing Program by teaching classes on medical database searches, APA formatting, online resources, and other topics as requested. Remote assistance through email or telephone is also available for students needing help when off campus. Students have access to resources readily available on the Pasco campus as well as remote access to all online resources. Lap top computers are available for student checkout from the CBRML Circulation desk as well as the main Library Circulation Desk located on the Pasco campus.
- **Internet Access and Technology Support:** All CBC students have access to the campus Wi-Fi network. Students may use network printers in the Health Science Center and free printing is provided. Computer labs are available for student use on both campuses. A 30-station computer lab inside the CBRML may be used by students. Interactive TV and online collaborative tools allow faculty and students to utilize technology for distance learning. A

half-time instructional support/information technology specialist is housed in the HSC to provide support for faculty and students.

- **eLearning:** CBC utilizes *Canvas* for its online learning platform and *Panopto* for lecture capture. A campus eLearning director and team provide training and support for faculty and students.
- **Student Study Space:** There are two private study rooms available in the CBRML that students may reserve. A large study space in the CBRML and two student lounge areas provide ample space for studying while at the HSC.

Criteria 5: Revenue and Funds to Sustain a High Quality RN-BSN Program

<p>5. Commitment to build and sustain a high quality program.</p>	<p>Provide a financial plan for the first five years of program operation. This plan should include (1) types of funds to be used to support the program; (2) projected program expenses; (3) appropriate facilities to be used; (4) equipment, technology, and instructional resources needed for the program.</p> <p>Document the college’s ability to sustain the program over time.</p>
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Although tuition will be set at the same level as bachelor’s degree state-support programs, the RN-BSN program will be funded as a self-support program. Tuition for 2013-14 is \$245.45 per credit. The program will only collect tuition and other general CBC fees already in place for all students. No special BSN fees will be added to cover program expenses at this time. The RN-BSN will share hardware and software resources with the existing ADN program, and seek grant support and partnership funding or in-kind service opportunities from community businesses and organizations.

Columbia Basin College has been very successful developing and sustaining instructional programs that contribute to the growth of the region by leveraging non-traditional resources such as grants, contracts, and donations through the CBC Foundation. CBC has been able to develop and enhance six workforce programs since 2009. Examples include: Department of Energy funded Project Management grant that developed one-year, two-year, and four-year programs that are still in operation and growing. Multiple NRC funded programs that led to the development of three tracks of Nuclear Technology with the financial assistance of the local nuclear industry. Furthermore, CBC’s Cybersecurity program was launched with the support of the Battelle Memorial Institute Foundation. CBC will build on the track record of success of launching new workforce programs by seeking out additional non-traditional resources to build and enhance the proposed Nursing BSN program.

College Commitment to the RN-BSN Program

Columbia Basin College is fully committed to build and sustain a successful BSN degree program. The college will provide financial support until the program is completely self-sufficient, which is expected by year two. As demonstrated in the Statement of Need, the health care community in the South East Region is extremely supportive of the degree program.

Hospitals, clinics, nurses working in the field, and CBC's ADN nursing students are anxious for the new program to begin as soon as possible. The college fully expects to achieve a predicted enrollment of 38 FTEs by year two. CBC has had productive discussions with Kadlec Regional Medical Center and other members of the area's local medical community to collaboratively expand service and training opportunities in the Tri-Cities.

Program Facilities, Equipment, Technology, and Instructional Resources

The CBC Health Science Center, located in Richland, Washington, was constructed in 2006. The ADN program is housed in this building with sufficient room and resources to accommodate an upper division program with the initial 25 and eventually, the 38 student participants. The Health Science Center contains an 18-bed practice lab, two simulation labs, classrooms, and the CBRML. Within the CBRML, there is a 30 station computer lab available for student use. CBC computer are replaced on a regular schedule so students and instructors have continuously updated hardware and software. Students have access to additional library and computer lab resources on the Pasco campus. Student services and access to technology, equipment, and resources is adequate for the RN-BSN program start-up. If the need arises for equipment or technology upgrades in the future, the RN-BSN program will work with the CBC Foundation and community partners to secure funding.

The program will not require specialized classrooms for teaching in the RN-BSN program. CBC already uses the web-based learning platform *Canvas*, and a lecture capture system *Panopto* to enhance online/hybrid teaching and learning. A national nursing curriculum expert provided a training workshop to all CBC and Wenatchee Valley College (WVC) nursing faculty in May 2014 to assist with the transition to teaching at the baccalaureate level. CBC has a close relationship with WVC and is partnering with them in developing the RN-BSN programs in order to share expertise and resources. CBC is committed to supporting ongoing faculty development by sending faculty to national workshops and conferences as offered.

Table 11: Five-Year Financial Plan

RN to BSN Program Revenue and Expenses						
	FY 16	FY 17	FY 18	FY 19	FY 20	FY 21
	Implementation Year 0 (2015-16)	Implementation Year 1 (2016-17)	Year 2 (2017-18)	Year 3 (2018-19)	Year 4 (2019-20)	Year 5 (2020-21)
Student FTES	0.0	20.9	48.2	65.3	69.3	69.3
Administrative Salaries (+1FTE--Director/Associate Dean)						
Faculty Salaries (FT and PT)	65,000	120,000	185,000	240,000	240,000	240,000
Clerical Salaries (+1 FTE--PC--Range 37 step G)	0	34,260	34,945	35,644	36,357	37,084
Outreach and Retention Specialist (1 FTE)	22,500	45,000	46,350	47,741	49,173	50,648
Curriculum Development Consultant	10,000					
Curriculum Development Stipends	15,000	15,000	15,300	15,606	15,918	16,236
Benefits (33%)	30,075	66,956	89,101	107,965	108,698	109,450
Goods and Services	2,000	6,000	6,120	6,242	6,367	6,495
Travel and Professional Development	1,500	5,000	10,000	10,200	10,404	10,612
Equipment	0	5,000	5,000	5,100	5,202	5,306
Marketing, Outreach and Recruitment	20,000	10,000	10,000	10,200	10,404	10,612
Library Materials	0	20,000	15,000	10,000	10,000	10,000
Accreditation CCNE		10,500	2,567	2,600	2,650	2,700
Other Indirect	0	12,175	28,471	40,799	44,539	45,413
Total Expenses	166,075	349,890	447,854	532,097	539,713	544,557
	FY 15	FY 16	FY 17	FY 18	FY 19	FY 20
	Implementation Year 0 (2014-15)	Implementation Year 1 (2015-16)	Year 2 (2016-17)	Year 3 (2017-18)	Year 4 (2018-19)	Year 5 (2019-20)
SBCTC FTE Revenue (\$3,784 per average FTE--existing allocation)	0	79,044	182,221	247,221	262,357	262,357
Tuition	0	171,222	408,896	571,941	622,141	634,584
Fees- Program Fees (Lab Fee (\$21.75), Distance Ed Fee (\$34.55), Malpractice (\$7.50) Institutional Fees -Comprehensive Fee (\$1.65/credit), Instructional Support Fee (5.00/credit), Technology fee (\$3.00) AUD, HUB, Safety & Security Fee	0	15,201	36,002	50,072	54,325	55,412
Local- (Grants, Contracts, and Foundation)	166075	84424	0	0	0	0
Total Revenues	166,075	349,891	627,118	869,234	938,824	952,353
Net	0	0	179,264	337,137	399,111	407,797

Salary projections are subject to tuition increases and/or cost of living increases as allowed by law.

Criteria 6: Program Specific Accreditation

5. Program specific accreditation.	Indicate whether the institution will seek specialized program accreditation. If so, describe plans for accreditation and identify appropriate accrediting body.
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As noted previously, CBC's ADN program is accredited by ACEN, a voluntary process that reaches beyond required state regulation for clinical nursing programs. CBC plans to seek national accreditation for its RN-BSN program through CCNE, which accredits baccalaureate and graduate nursing programs that meet their guidelines for effective and quality nursing education. CBC's RN-BSN program plans to undergo program accreditation to ensure ongoing quality. CCNE accreditation will require the RN-BSN program to apply to CCNE; prepare a self-study, and host an on-site visit, which can take place only after the students have been enrolled for a full academic year. The college will begin the application process and plan a site visit pending a successful application process, thus ensuring that the first class will graduate from an accredited BSN program.

Criteria 7: Educational Pathways beyond the BSN Degree

6. Pathway options beyond baccalaureate degree.	Describe opportunities and articulation agreements for the place-bound BSN graduates to continue their education onto a graduate (Master's) degree program.
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Graduates of the CBC BSN program will be prepared to succeed in any Master's degree nursing program. In the Tri-Cities area, there is one private college (Charter College) and one state university (Washington State University Tri-Cities) in close proximity to Columbia Basin College. Washington State University Tri-Cities offers a four-year generic BSN degree program, an RN-BSN Degree, Masters in Nursing, and Doctoral degrees. Students graduating from CBC can articulate into the WSU RN-BSN pathway; however, seats in their program are limited and need in the community for BSN-prepared nurses is increasing.

After extensive conversations with colleagues at Washington State University regarding the need for an additional pathway for the RN-BSN, WSU granted their full support of CBC's proposal to move forward with the development of an RN-BSN program. See letter of support below:

The Washington State University (WSU) College of Nursing is in support of Columbia Basin College's (CBC) application to offer a degree in Bachelor of Applied Science – BSN Nursing. Increasing the number of baccalaureate prepared nurses in this region of the state will benefit community residents, healthcare employers and nursing professionals. Adding this program to the other opportunities for academic progression to the BSN degree will give both experienced nurses as well as new graduates students another opportunity for meeting their learning needs and professional goals.

WSU and CBC have had a collegial working relationship since 1990 when the WSU RN-BSN Program began on the WSU Tri-Cities campus. A joint advisory board with CBC and WSU already exists to aid communication with leaders and nurse executives of local clinical agencies. Quality clinical sites are already constrained with students from CBC, WSU, Walla Walla Community College as well as those commuting from Big Bend Community College (Moses Lake, WA) and Oregon Health Sciences University (La Grande, OR). WSU College of Nursing is committed to working with education and practice partners to ensure that adequate clinical sites are maintained for all students in pre-licensure, RN-BSN, and graduate programs.

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The proposed BSN degree from CBC articulates with the Masters of Nursing (MSN) and Doctoral degrees currently offered at WSU Tri-Cities with the addition of a graduate level statistics course. The proposed BSN degree will also provide a strong foundation for articulation in most graduate nursing programs. Charter College does not offer a Nursing program. CBC’s nursing program will strive to establish formal articulation agreements with two MSN programs offered completely online: Western Governor’s University and the University of Wisconsin at Green Bay.

CBC recognizes and has carefully considered the statewide Associate in Nursing DTA/MRP Agreement adopted in 2014 as a pathway to promote seamless articulation of ADN graduates to the BSN level of education. After collaborating and gaining support from Washington State University--Tri-Cities, CBC continued with the plan to pursue an RN-BSN program that will provide students with an additional pathway to pursue the BSN degree and increase the number of available RN-BSN seats in the region.

Table 12: Nursing Educational Pathways from Certificates to Masters

CERTIFICATES	ASSOCIATE	BACHELOR'S	MASTER'S
CBC Certificates	CBC Associate Degrees	CBC Bachelor's Degree	
Nursing Assistant Certified	Associate of Applied Science in Nursing	Registered Nurse to Bachelor of Science in Nursing	
Practical Nurse			
		Additional Options for RN-BSN	
		Washington State University--Tri-Cities (Face-to-Face)	Washington State University--Tri-Cities
		Western Governor's University RN-BSN (online)	Western Governor's University

		University of Wisconsin at Green Bay (online)	
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Criteria 8: Expert Evaluation of Program

7. External expert evaluation of program.	<p>The institution will select two external experts to review the program. External experts should come from a university level institution, i.e. departmental professor, academic dean or department head. The expert should be a practitioner / instructor from within the content area of the proposal.</p> <p>In a separate document, provide copies of external evaluators’ reports or letters. Summarize the institution’s responses and subsequent modifications to the proposed BSN upon evaluator’s recommendations. Attach a short bio of the evaluators.</p>
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CBC has selected two nursing experts to evaluate the degree proposal and provide feedback. Each has documented experience in evaluation of BSN curriculum and ADN to BSN programs. Their evaluations of the proposal are shown in Appendix II. Feedback from these experts was incorporated into the final document. A summary of changes made to the proposal may be found in Appendix III.

External Expert Response #1: Renee Hoeksel, Ph.D., RN
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Dr. Hoeksel is currently a Professor in the Washington State University College of Nursing. Her clinical practice includes incorporating Best Practices in Nursing Staff Development in acute care facilities within the greater Southwest Washington/Portland Oregon area. Her past clinical practice included more than 30 years in adult critical care nursing. She is a member of the research team of the HRSA Workforce Diversity grant ‘Creating a Nursing Path’ to increase Native American and Hispanic, rural, and disadvantaged populations in nursing. She is also a member of the research team of the Sigma Theta Tau International/Western Institute of Nursing Research grant ‘New Nurses Hopes & Expectations Transitioning into Nursing Practice’ to better understand the barriers and bridges experienced during their year of employment. She currently serves on advisory boards to several Associate Degree and RN-BSN nursing programs.

External Expert Response #2: Susan Woods, PhD, RN, FAAN
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Dr. Woods is a Professor Emerita at the University of Washington where she was on faculty from 1975 to 2011. She taught both undergraduate and graduates in the school of nursing and served in a variety of roles through university and school of nursing committees. Her clinical and research focus is in cardiac nursing: particularly in measurement of cardiovascular variables and chronobiology. She has been the recipient of the Distinguished Research Award from the American Association of Critical Care Nursing and the Katherine Lembright Award from the American Heart Association Council on Cardiovascular Nursing. Dr. Woods also received the Alumni All-Around Award from Oregon Health Science University. Dr. Woods has numerous journal publications, books and book chapters, and is the coeditor of the award-winning book, *Cardiac Nursing*, 6th edition. In addition, she has been the recipient of numerous grants in the PI, co-PI, or Associative Investigator role. Dr. Woods has served in a consulting role on a wide variety of projects ranging from grants to research projects and various committees.

Conclusion

Columbia Basin College proposes to implement a Registered Nurse to Baccalaureate of Science Degree in Nursing beginning fall 2016. Based on the previously approved Form B and this proposal, the College believes it meets the following requirements for the Bachelor's approval:

- The capacity to commit necessary resources for program success;
- The delivery of courses that will meet current and emerging needs for the nursing workforce;
- The ability to engage highly qualified faculty to develop and deliver the nursing curriculum;
- A curriculum that prepares students for education beyond the bachelors level;
- A student selection process that supports the selection of a diverse student population;
- A robust student services program to support student success;
- Plans to seek specialized program accreditation;
- A program review completed by subject matter experts and modified as appropriate;
- The documented demand for the program in CBC's service area;
- The need for cost-effective access to a baccalaureate program for place-bound students that builds on current nursing two-year degrees; and
- A program that fills a gap in education options offered by the public four-year institutions in the geographic area.

Columbia Basin College has demonstrated that it has the capacity to deliver high-quality and cost-effective education for residents of Benton and Franklin counties. The RN-BSN program will allow graduates of existing ADN programs an additional option for attaining a bachelor's degree. Students, healthcare facilities, and ultimately the community, will benefit from the implementation of this high demand program. CBC looks forward to helping Washington State meet the need for Baccalaureate-prepared nurses.

APPENDICES

Appendix I: BSN Course Descriptions

General Education Courses

ICS 310- American Diversity (5)

This course begins by defining diversity and then proceeds to examine the Workforce 2000 study and subsequent data from the U.S. Census Bureau showing how the demographics of the U.S. workforce and the economy at large are changing. This class provides a short history, cultural overview, and perspective about contemporary American diversity. Special attention is paid to Native Americans, Hispanic Americans, Asian Americans, and African Americans. Important topics include labor relations, race relations, and historic and modern patterns of migration and immigration. Each student develops a plan as to how a business / company should prepare for and respond to the changing workforce. **Prerequisite: acceptance into the RN-BSN program.**

PHIL 305 Professional Ethics in Healthcare (5)

This course focuses on the application of bioethical principles in nursing practice. Students will evaluate moral values and ethical principles from a healthcare perspective. Topics may include: the nature of the provider-patient relationship, patient decision making and advocacy, life-sustaining treatments, reproductive issues, euthanasia and physician-assisted suicide, and research ethics. The use of the case study approach is applied to a contemporary healthcare ethical issue. **Prerequisite: acceptance into the RN-BSN program.**

ENGL 330 Writing for Health Professionals (5)

Students practice and reflect on writing in professional, practice, and academic genres—such as literature reviews, case studies, protocols, and care instructions—relevant for careers in nursing other health professions. Focus is on the development of skills and thought processes required for successful academic and professional writing. Proper sentence and paragraph structure, grammar, punctuation usage, formatting and bibliographic referencing utilizing APA format is emphasized. **Prerequisite: acceptance into the RN-BSN program.**

ECON 315 Economics of Health Care (5)

Covers the allocation, production, and distribution of health care in our economy. Examines how healthcare demand differs from that of other goods. Major topic areas include: cost and benefit evaluation methods, the demand for medical care including the law of demand, short run and long run costs of medical care, supply and demand, market structures, and the role of government in health care. The various segments of the health care industry will also be studied. **Prerequisite: acceptance into the RN-BSN program.**

Nursing Core Courses

NRS 301 Nursing Roles, Dimensions, and Perspectives (3)

This course facilitates the transition of the Registered Nurse with an Associate Degree in Nursing to the role of the BSN graduate. Introduces the student to the philosophy, theory, roles of the professional nurse in the context of contemporary and future professional nursing practice. Analysis of social, economic, and policy issues affecting the practice of professional nursing with emphasis on strategies for advancing the profession.

NRS 320 Scholarship Inquiry: Connecting Research to Practice (5)

This course examines the nature of inquiry, basic research concepts, language, and processes. Content in process will focus on how research contributes to the development of nursing knowledge, improves nursing practice, and enhances professional development and professional accountability. Qualitative and quantitative research methods are compared and are analyzed to enhance understanding of the research process. Legal and ethical issues are explored. Students will utilize evidence based practice to guide decision making in nursing practice.

NRS 340/HMGT 340 Introduction to Health Information Technology (5)

This course examines the architecture, components and applications of healthcare information systems, including electronic medical records, health information exchange, medical patient diagnostic, monitoring and therapeutic devices and systems, lab and pharmacy systems, computerized provider order entry, and decision support systems. Also looks at history and trends in health information technologies and applications, and healthcare enterprise. Students will critically evaluate health information systems and their role in patient safety, safe medication administration, maintaining patient privacy, data security, and efficacy of health care processes.

NRS 350 Applications of Advanced Pathophysiology, Pharmacology and Health Assessment in Diverse Populations (5)

This course builds upon the RN's knowledge of relationship of pathophysiology of disease, pharmacological intervention and health assessment mastered at the ADN level, and applies the principles into the health management of diverse populations across the continuum of care. Emphasis will be on the role of the bachelor's prepared RN in creating a safe environment, integrating evidence, and clinical judgment in assessing, planning, implementing and evaluating the patient's response to treatment. Major topics include: gerontology, community assessment, polypharmacy, home health assessment, and alternative health care resources and the Transitional Care Model.

NRS 410 Nursing Leadership and Management (5)

This course will enable students to practice within complex health care systems and to assume the roles of provider of care; designer/: manager/coordinator of care; and member of a diverse and global health care environment. Major topic areas include: provision of quality care and quality improvement, case management, principles related to diverse cultures, navigating complex systems, change theory, conflict management, conflict resolution strategies, negotiation, relationship building, group roles / group dynamics and concepts of teamwork. Management and organizational theories and concepts are studied, evaluated and applied.

NRS 420 Populations and Global Health Nursing (3)

This course examines nursing as part of the larger health care delivery system. Emphasis is on identification of cultural, social, political, and epidemiological factors related to health, illness, health promotion, and disease prevention that impact local, national, and global healthcare.

NRS 4201 Populations and Global Health Nursing Practicum (2)

This course presents clinical concepts of community health nursing and the multiple determinants of health in local health care settings. The student will participate in selected clinical based activities in various community agencies as an interdisciplinary provider, designer and manager in the process to provide competent care, promote health protection, and provide assistance with health maintenance and restoration to a diverse population with in the community.

NRS 360 Leadership Capstone (2)

In collaboration with a nursing faculty and clinical liaison, students will plan and implement an evidence- based project consistent with the professional leadership role. Students will use critical thinking skills and evidence-based practice to promote patient-centered nursing in a health care environment of work complexities. This course will culminate with an evidence-based project that will be presented to peers and the community.

Appendix II: Reviewer Comments



WASHINGTON STATE UNIVERSITY COLLEGE OF NURSING

August 18, 2014

Kim Tucker, MN,RN,CNE
Director of Nursing Programs
Columbia Basin College
Pasco, WA 99301

Dear Kim:

Thank you for the opportunity to review to the RN-Baccalaureate of Science in Nursing Proposal for Columbia Basin College. Overall I found the proposal to be well organized, well-written, and comprehensive in its approach to the required elements.

I have organized my comments following Criteria 1 through 8 as outlined in your Table of Contents.

- **Introduction:** establishes both the college and the nursing program as capable of taking the next step and adding the RN-BSN Program to its already successful Associate Degree Nursing Program. Establishes the *BSN Essentials* of the American Association of Colleges of Nursing (AACN) as the framework for the program's curriculum. Reinforces need for program in that location. Provides descriptive overview of proposal.
- **Criteria 1: Curriculum demonstrates Baccalaureate Rigor:**
 - ^Mission & philosophy of the proposed program consistent with BSN level of study in university nursing programs
 - ^Program Learning Outcomes congruent with *BSN Essentials*
 - ^Minimum entrance requirements consistent with other RN-BSN Nursing programs in the Pacific Northwest
 - ^Gen Ed required during assoc. degree program consistent with pre-reqs in other RN-BSN programs including WSU in Wa state
 - ^Gen Ed courses proposed for inclusion in this RN-BSN program congruent with *BSN Essentials*, encourage an inter-professional approach to learning, and tap expertise outside of nursing.
 - ^Types of Gen Ed courses and credit allocation consistent with BSN rigorous study of nursing science and practice
 - ^Proposed nursing courses appear to cover the *BSN Essentials* based on their titles and course descriptions with the exception of case management. It is not clear where case management will be covered in the proposed curriculum. Other hallmarks of BSN programs such as leadership & management, clinical prevention, population health, evidence based practice, informatics are clearly present.
 - ^Where in the curriculum is the influence of generations & decades; nurse will be working with individuals not just of different races and cultures but of generational vast differences in work ethics, life

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priorities, etc. Can easily be combined with other elements of diversity.

^Leadership and management requirement more than team building: not clear where group roles and group dynamics are covered. BSN prepared nurses need skills as an individual worker and a team player (including embracing groups as an asset) regardless of their role.

^A crosswalk of the courses to the *BSN Essentials* would explicitly outline where all nine *Essentials* are covered in the curriculum.

^The proposed full-time program of study is well sequenced pedagogically and builds in conceptual understanding as required by CCNE accreditation.

^Working out part-time programs of study can be challenging. The sample included appears to have students taking population health theory and practicum before the diversity or ethics coursework.

^None of the sequencing of the nursing courses is included in the course descriptions. It appears that NRS301 is taken first and NRS410 & NRS460 are taken last. Recommend that the sequencing of courses be revisited as it is likely that even students who start out full time may need to slow down for circumstances beyond their control.

^Lastly the 3 levels of program assessment outlined are comprehensive and demonstrate an action-oriented "closing the loop" step of acting upon assessment results and then re-assessing those modifications. Students, alumni, community stakeholders, faculty, and other campus entities are represented in these efforts. All three levels are consistent with the college's model of CQI and assessment policies as required by CCNE accreditation.

- **Criteria 2: Qualified Faculty:**

^The number, educational credentials, and scope of responsibilities for teaching faculty are consistent with requirements for BSN Programs.

^Faculty development efforts have already begun to assist faculty as they prepare to teach at the BSN level. It is recommended that these faculty development efforts be ongoing both in bringing expertise to the campus and in sending faculty to national workshops & conferences.

^CCNE requires the program director to hold a doctoral degree and have at least 2 year's experience teaching at the BSN level. The current director is in a doctoral program and projects graduating the same term that this program will start. It is unclear from the materials forwarded if she has BSN teaching experience. Possible remedies if she does not would be a small or co-teaching responsibility in this program as it starts (one+ year of experience by time of CCNE initial visit), or a mentored relationship with a director [or previous director] of a RN-BSN program, as examples.



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^possible typo on page 17 has year zero as 2014-15 but year one as 2016-17.

^Support staff roles well described and will furnish comprehensive support to students and faculty.

^Role of Outreach and Retention Specialist is critical. This hire is at least as crucial to program success as your faculty hires.

- **Criteria 3: Admissions Process**

^Admission requirements consistent with BSN level programs

^The goal of increasing diversity is commendable.

^The proposal is clear in terms of requirements and scoring; however it does not state who is doing the scoring. Is there a committee of faculty, staff, administration? Is it possible to include a community member such as a practicing nurse? Eventually could a student or alum be included?

^CCNE accreditation standards are very clear that prospective and current students must have accurate, current information on all program elements.

- **Criteria 4: Student Services Plan**

^On page 22 the proposal states that students would be coming to campus 2 to 3 times a term. This is inconsistent with a statement on page 10 that states 1 or 2 times a term.

^The overall student services plan is well described, comprehensive, and well positioned to support working nurses as students in a BSN level program.

^Most services described are shift work friendly and have been established for students doing homework at all hours of the day and night. Both technical support and a reference librarian are foundational to student success.

^An on-campus orientation to online education with asynchronous follow up and reinforcement is particularly helpful to students of nursing no matter how long ago they attended "college".

^The student services plan is congruent with the on-campus and distance available support expected by accreditors of BSN programs.

- **Criteria 5: Revenue and Funds to Sustain a High Quality RNB Program:**

^It is appreciated that the budget is still in development.

^The Five-year plan outlines an institutional commitment to the program and its sustained growth.

^Given the crucial nature of the Outreach & Retention Specialist, more than 1.0 FTE will likely be needed before reaching 66 student FTE. Core functions may need to be re-evaluated as the enrollment increases and some more clerical duties shifted from the Specialist to staff.

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- **Criteria 6: Program Specific Accreditation:**
 - ^CCNE accreditation is planned after one program year is completed.
 - ^NCQAC approval is sought sooner so that the program can enroll students fall 2016.
 - ^The proposal has been developed to meet the standards of both organizations.
 - ^This review has been focused on the requirements of both and comments directed to compliance with both.
- **Criteria 7: Educational Pathways beyond the BSN Degree:**
 - ^The pathways outlined are accurate.
 - ^Graduates of this program would be qualified to seek admission to Washington State University College of Nursing Graduate programs once they completed a 300 or 400 level statistics course. All other basic admission requirements would be met. It could be that ECON315 would satisfy this requirement; however more than a course description would be needed to make that evaluation. It is recommended that faculty teaching ECON315 have discussion with graduate faculty at WSU so that lessons within the course assisted students to the level of statistical skills expected of applicants to MN and DNP programs.
- **Criteria 8: Expert Evaluation of Program**

Thank you again for asking me to review this proposal. I appreciate the opportunity to review such fine work and share my thoughts and comments with my colleagues. My review of your proposed program is very favorable and I know from my 24 years of having your graduates in my RN-BSN courses that they are well prepared to take the step up into the challenges of RN-BSN education. I congratulate all of you for moving ahead with this opportunity for nurses in your locale to improve their practice and advance their knowledge. If you have any further questions or comments about my review, please do not hesitate to contact me directly. I am at your service as this work moves ahead.

Warmly,

Renee Hoeksel, PhD, RN
Professor of Nursing and Assistant Dean, RN-BSN Program
Washington State University College of Nursing

CC: Mary Hoerner, MN, RN
Dean for Health Sciences,
Columbia Basin College

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August 4, 2014

Kim Tucker, MN, RN CNE
Director of Nursing Program
Columbia Basin College

RE: Review of Proposed RN Baccalaureate-Bachelor of Science in Nursing Program

Dear Director Tucker:

I have reviewed the proposal for a new baccalaureate degree program at Columbia Basin College starting in 2016. I commend your program for a well written proposal that clearly defines the need for this degree for ADN-prepared nurses who live in your area and addresses all criteria required. Your proposed RN-BSN program will assist the profession to meet the Institute of Medicine recommendation related to having 80% of nurses with a baccalaureate degree by 2015.

- The BSN framework and curriculum that is outlined in the proposal use the AACN essentials for baccalaureate education (2008). The use of these essentials is necessary to obtain CCNE accreditation.
- Page 6, para 1 under Mission and Philosophy, line 6: I believe there is a word left out. "Students will be exposed to a rich..."
- Throughout the proposal the future tense is used along with the present tense. I suggest limiting the use of the future tense. Many statements can be stated in the present tense.
- Page 7, para 1 under Philosophy of Nursing, line 11: Change "appreciation" to "use". We use these principles in nursing.
- Program learning outcome are excellent and are related to the AACN essentials.
- Page 8, second to the last line: Change "certification" to "licensure".
- Page 9, first word at the top of the page: Change "certification" to "licensure".
- Page 9, para 1 under Course Preparation, line 2-3: Change to, "...serves nurses who have an ADN degree and who have passed the RN..."
- Page 9, para 2 under Course Preparation, second bullet point: "...as well as specialty/professional accreditation." Also on Page 20 at the top of the page.
- Page 9, para 2 under Course Preparation, third bullet point: I do not understand why this statement requiring clinical experience is needed. If all students have an ADN degree, then the statement is not needed. On page 20, as well.
- Page 10, Table 2: This is an important table to understand credit transfer. The use of the ampersand symbol is confusing as one reads the table. It looks like "and". I suggest using a different symbol. Also placement of the symbol in the table is confusing. E.g., ENGL& 101 or 102. I suggest ENGL 101* or ENGL 102* is clearer. Same comment throughout this table.
- Page 10, para 1 under BSN Course Work, line 3: add "...to meet in person with the instructor..."
- Page 11, line 1 Add here the number of students to be admitted in the first cohort.

- Page 11-12, Table 4 and 5: Add total number of credits to each quarter for full time and part time programs.
- Page 12, Figure 1: Nicely done. Important content.
- Page 13, para 1, line 2: Is this a College committee? If so, add.
- Page 14, at the bottom of the page: Add employer satisfaction to the list.
- Page 15, Table 6: I suggest adding aggregate level of achievement expected. How will you know you are effective? Here you use an abbreviation for the first time. RN-B. Please set it up.
- Faculty resources appear to be adequate.
- Reasonable to think that the program will be self sustaining by year 2 of the program. Page 25.
- Budget appears to be adequate.
- Page 27, para 1 under Criteria 7, line7: "...need...**is** increasing."
- Page 27, para 2, under Criteria 7, line1: "...The proposed BSN degree from CBC articulates with..."
- Page 27: The BSN degree should articulate with any graduate nursing program in the country.
- Page 29: Please remove FAHA after my name. Thanks.

If you have any questions or comments on my review, please let me know.
 Congratulations on an excellent plan.

Sincerely yours,



Susan L. Woods, PhD, RN, FAAN
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Appendix III: Summary of Changes Made to Final Proposal

Changes were made to reflect recommendations from the external reviewers. All grammatical (and typos) changes were made that were suggested.

Total credit hours were added to the course sequence list for full and part-time study tracks. Course sequencing was changed in both the part-time and full-time track to have students take ICS 310 American Diversity before taking NRS 420 and 4201 (Populations and Global Health Nursing and Practicum).

Concepts of case management, change theory, and group roles / group dynamics were added to the course description for NRS 410 Nursing Leadership and Management.

A list of admission selection committee members was added to criteria 3 to make it clear who was doing the scoring for the admission index.

An aggregate level of achievement expected for program assessment in Table 6 was added.

There was a suggestion by one of the reviewers to look into whether Econ 315 might satisfy a requirement for a statistics course for entry into Master's and Doctoral level nursing programs. The intent of the course is to focus on the economics of healthcare and the instructor slated to teach the course is an economist. We would like to keep the focus on *BSN Essentials* and requirement to include finance and economics of healthcare.